

3rd International Conference of Evidence-Based Health Care Teachers and Developers Taormina (Italy)

Theme Group 2

Curriculum Objective (Sicily II)

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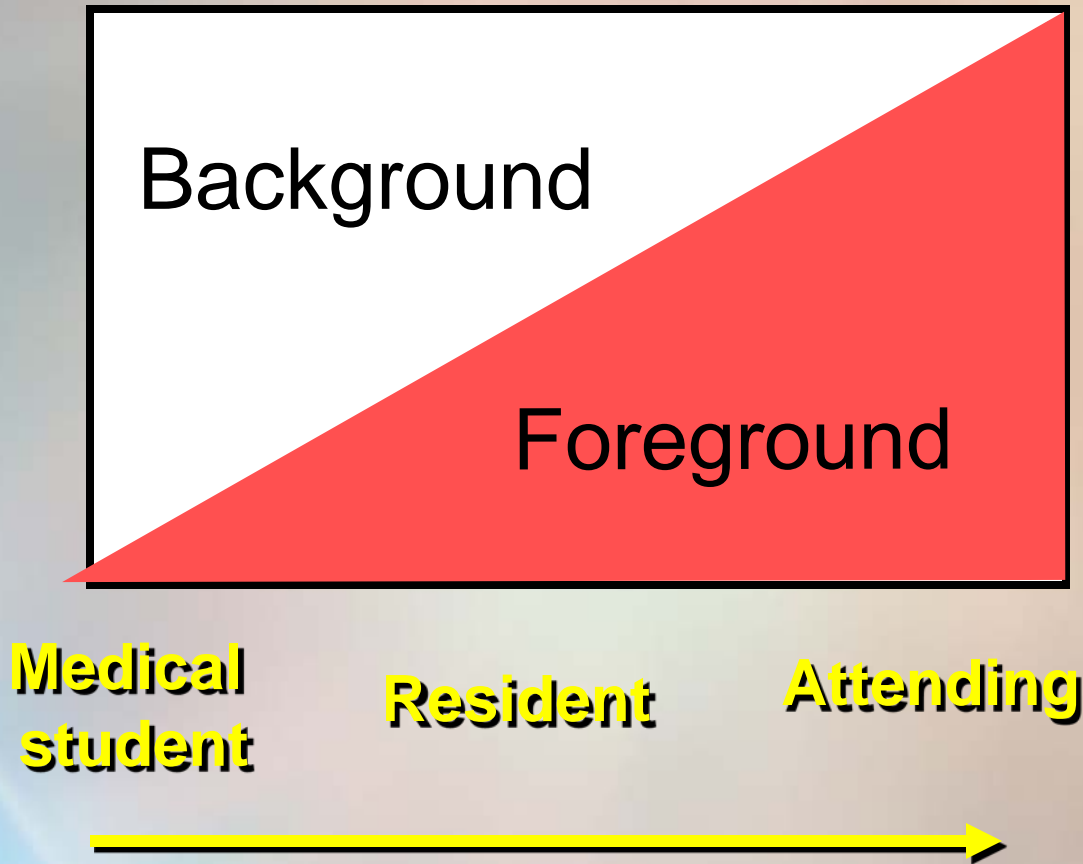


So why do we need a Sicily II statement?

**There has been significant change
in the way EBHC has developed since
2003**



Types of questions..



Background: how? when? why? who? what?

Foreground: Specific patient specific problem, specific setting

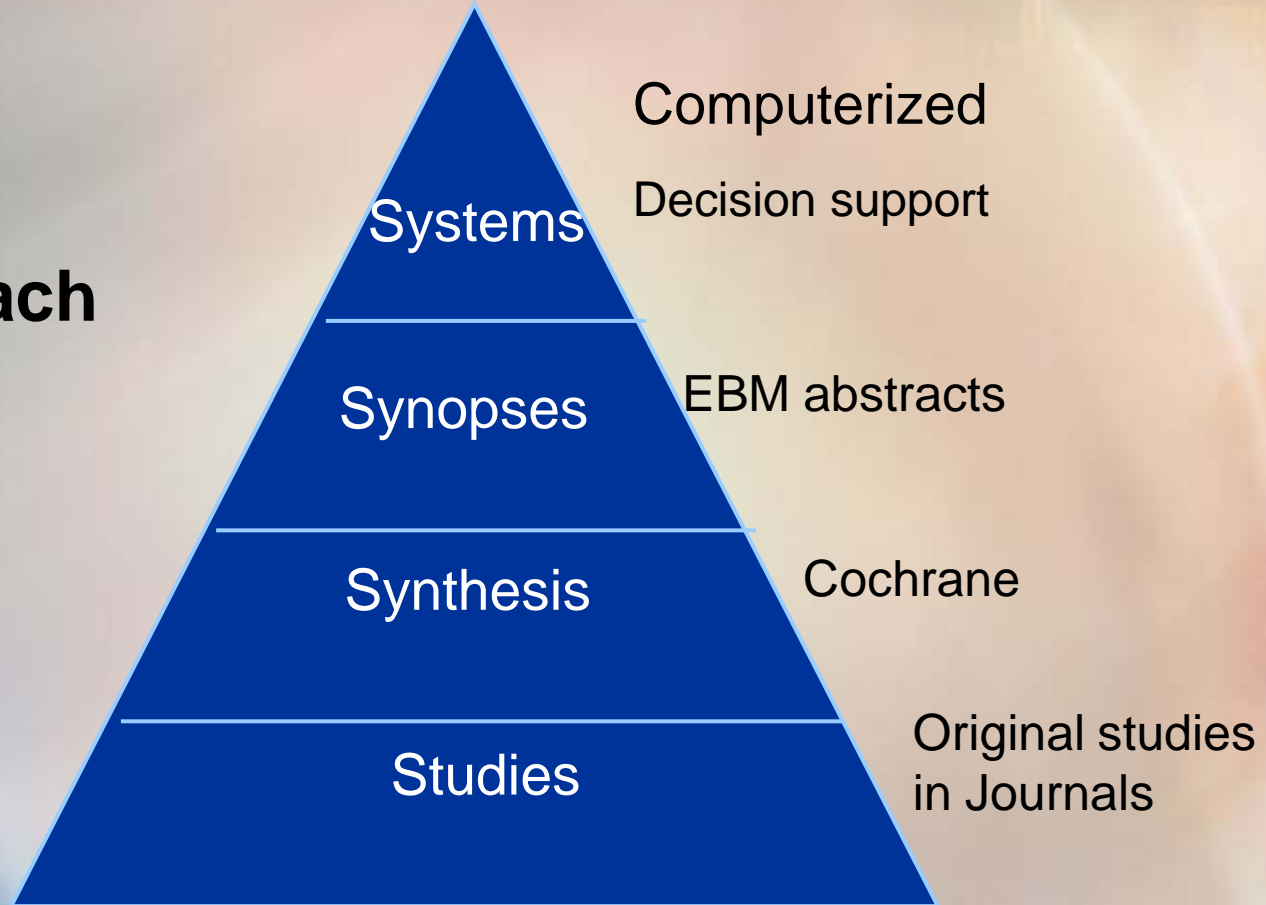
Qualitative research and Prevalence question?

- **What is the quality of life of a patient with MS?**
- **What is the incidence of dementia in the community?**



Scope of Medical Information

“4 S” Approach



Haynes RB. “Of studies, syntheses, synopses, and systems: the “4S” evolution of services for finding current best evidence.” ACP Journal Club. 2001 Mar-Apr;134:A11-A13.

Delivery of Information



Patient clinical data

X-ray

Lab data

Mayo Library Homepage

EBM sources

Patient Education Sources

Micromedix

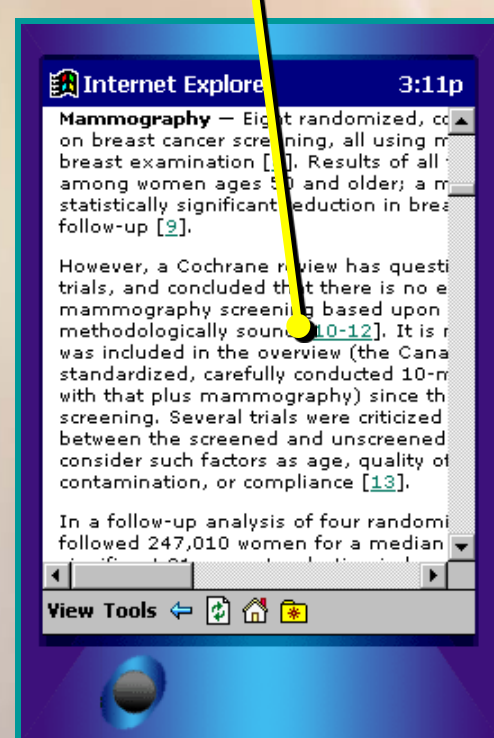
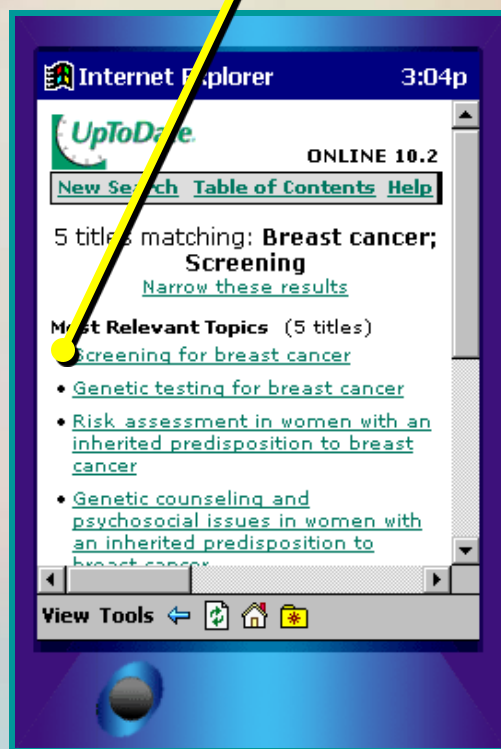
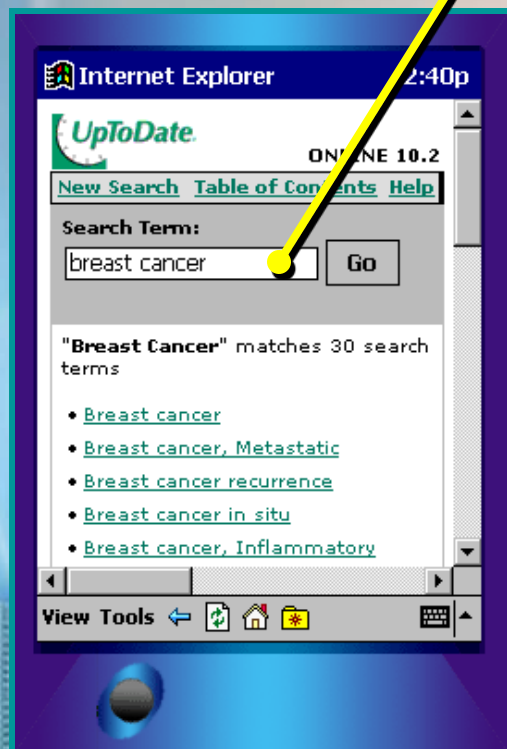
Email abilities

Applications

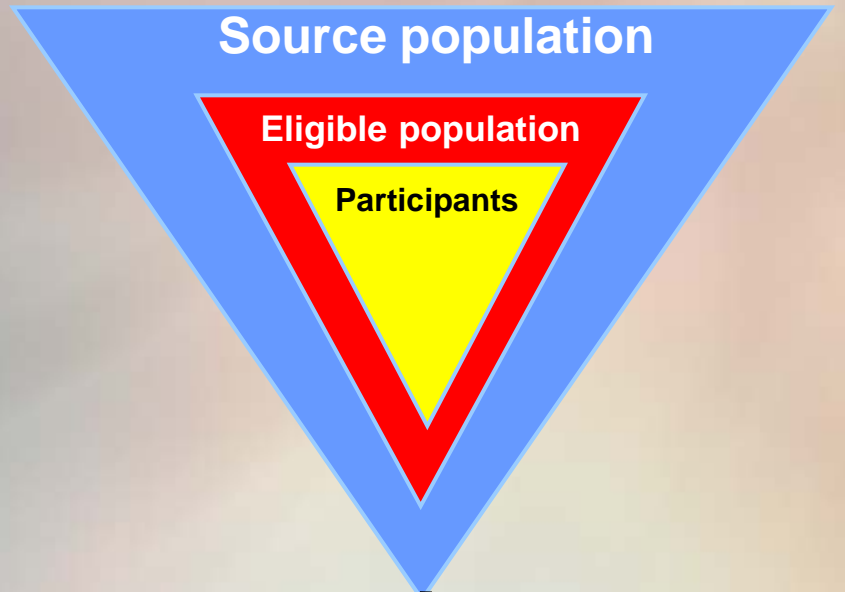
Keyword searches

Topical hyperlinks

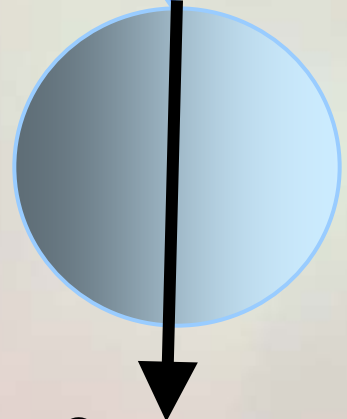
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Appraisal Techniques



Exposure
or
intervention



Comparison
or
Control

Outcomes

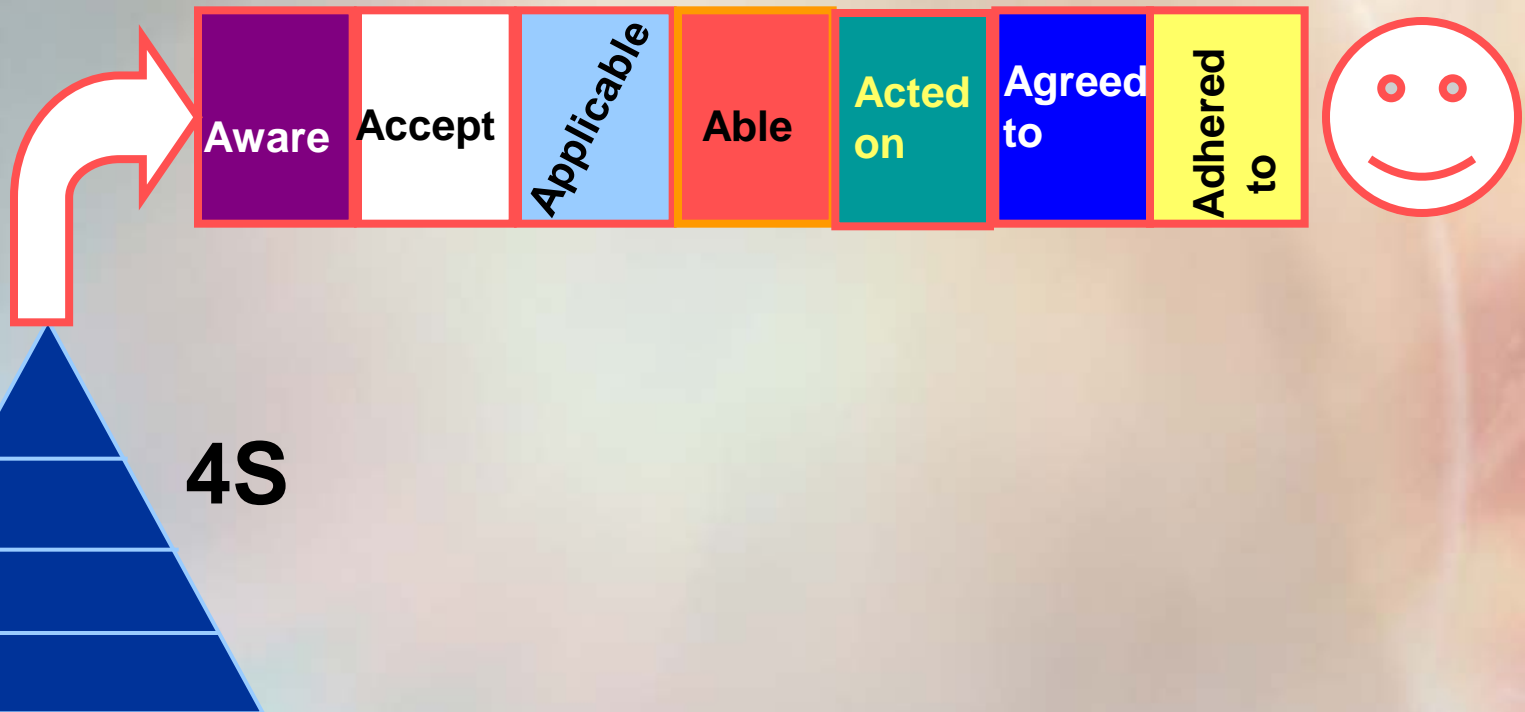
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GATE

Rod Jackson

Evaluation of Performance

The Evidence Pipeline



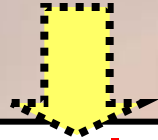
Glasziou & Haynes 2005

EBHC in 2005

- **Sicily statement focused on COMPETENCIES and assessment.**
- **Suggest to address both CONTENT and COMPETENCIES along with assessment**



Sicily II- Step 1



Educational Outcome	Examples of methods of teaching- CONTENT	Examples of methods of teaching- COMPETENCIES	Methods of assessment
Translation of uncertainty into answerable question - Knowledge gaps	Teach Background (1), Foreground(3,4 or 5 part) Qualitative (2 part), prevalence questions Log book	DO Clinical scenarios use to teach Background (1), Foreground(3,4 or 5 part) Qualitative (2 part), & prevalence questions	Assess skills (Fresno) <i>Quality of question,</i> <i>% actively answered</i>

Sicily-II Step 2

Educational Outcome	Examples of methods of teaching-CONTENT	Examples of methods of teaching-COMPETENCIES	Methods of assessment
Search for and retrieval of citations	<p>Teach</p> <p>E-searching <u>4S Model</u> <i>(studies, synthesis, synopses, systems)</i></p> <p><u>Hierarchy of evidence</u></p> <p>Evidence sources (website, wireless, PDA, etc)</p>	<p>DO</p> <p>Supervised sessions of mapping PICO using Database, MEDLINE, Cochrane, Sumsearch.</p> <p>CINAHL for qualitative research</p>	<p>OSCE</p>

Sicily II- Step 3

Educational Outcome	Examples of methods of teaching-CONTENT	Examples of methods of teaching-COMPETENCIES	Methods of assessment
Critical appraisal of evidence for validity and importance	<p>Teach</p> <p>Introduce study designs: randomization, blinding, diagnostic studies</p> <p>glossary of terms,</p> <p>Qualitative studies,</p> <p>GATE ,RAMbo</p>	<p>DO</p> <p>Teach critical appraisal skills,</p> <p>Demonstrate using GATE method.</p>	<p>Berlin, Fresno</p>

Sicily II- Step 4

Educational Outcome	Examples of methods of teaching- CONTENT	Examples of methods of teaching- COMPETENCIES	Methods of assessment
Application of appraised evidence to practice	<p>Teach</p> <p>Understand generalizability, patient values/preferences/professional values, preferences, experience, societal values</p>	<p>DO</p> <p>Apply identified evidence to specific context. Explore generalizability of data, adjust for patient-specific risks,</p>	<p>OSCE, patient feedback</p>

Sicily II- Step 5

Educational Outcome	Examples of methods of teaching- CONTENT Teach	Examples of methods of teaching- COMPETENCIES DO	Methods of assessment
Evaluation of performance	Understand , <u>“The Evidence Pipeline”</u> (aware, accept, applicable, available, acted on, agreed to, adhered to)	Implement evidence and analyze one’s own decision along Evidence Pipeline . Understand and appreciate Quality improvement projects,	Questionnaire, exam

In conclusion

New areas

- Evidence log book
- Content *versus* competency
- Gate
- RAMbo
- Access outcome
- Evidence Pipeline