Clinically integrated E-curriculum for teaching EBM: The EU EBM (TTT) Training the Trainers project

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Critical appraisal and EBM teaching that is integrated into clinical practice seems more effective in improving substantial outcomes including behavioral changes.

EBM teaching - THE CHALLENGES

- Teaching EBM practically in a clinical setting
- Clinical teachers need confidence to develop effective on-the-job training
- Move from standalone courses to clinically integrated work-based teaching and learning
Aim

To design, develop, pilot and promote a European training programme for the training of healthcare trainers in EBM to encourage clinically relevant teaching of EBM in post-graduate education.
The EU EBM Unity partnership involves a collaboration of 7 European countries (UK, Germany, Italy, Netherlands, Poland, Hungary, Switzerland)

Funded by the European Union (EU) through the Lifelong learning programme 2007 Leonardo da Vinci Transfer of innovation pilot project

An independent European Steering Committee
EU EBM Unity project

- Successfully devised a clinically integrated EBM e-learning course for students of EBM
- Five modules with clinical and e-learning components and assessments
- Performs as well as face to face teaching


EU EBM Training the Trainers e-course

- Provide trainers with practical tips and methods by which EBM can be taught during various clinical activities
- Videos demonstrating EBM teaching in action
Each clinical setting offers varying opportunities to teach application of the 5 EBM steps.

(+) Opportunity may arise  
++ Moderate opportunity  
+++ Maximum opportunity

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Clinical tools to teach various steps of EBM in different clinical settings

Clinical problem

Experience and expertise

Authoritative practice

Decision making

Ask answerable questions

Ward rounds, Clinics

Acquire (and appraise) evidence

Appraise evidence

Morbidity/mortality meeting

Integrate evidence into practice

Apply evidence in decision making

Managing bringing change in practice

Audit

Teaching tools: osmosis

EBM teaching and learning opportunities in a clinical setting

Traditional clinical teaching
e-modules

- E-learning sessions designed to allow learning in the workplace during short breaks
- Option to interrupt and restart learning flexibly.
- Self-directed, independent e-learning
- Slides and written scripts; a talking head; video
- 5 languages (English, French, German, Hungarian, Polish)
- Access by website, Video Podcasts, CD ROM, Face book
NEWS:

EU-EBM TTT website

The EU-EBM Training the Trainers Project official website is now online. Enjoy your visit!

03 July 2008

EU-EBM Training the Trainers Project

Teaching EBM should not only equip practitioners with knowledge and skill but also foster their attitudes and encourage the practice of EBM. Critical appraisal and EBM teaching that is integrated into clinical practice seem more effective in improving substantial outcomes including behaviour changes (Coombesamy A, Khan KS. BMJ 2004; 329:1017).

The project aims to develop an integrated European qualification in Teaching Evidence-Based Medicine (EBM) for individuals with a medical or relate degree and conversant in the various steps of EBM.

The project has been funded by Leonardo da Vinci national agency.

There are eight partners involved in the project:

1. The University of Birmingham/ Birmingham Women's Hospital - England
Individualising Treatment Benefit *
What if the patient has a larger risk for developing PTS?

Now think about a patient whose risk to develop a PTS is 35%, would a higher baseline risk change anything?

Using the calculator:
Baseline Risk 35% + RR_{intervention} of 0.66 → NNT 8 pts.

In this slide we want to show you what happens if a patient group with a much higher baseline risk gets the same intervention. Let us assume there is a special group of patients whose risk of developing post-thrombotic syndrome over the next 10 years is 35%, which is pretty high. Entering the new baseline risk in the calculator with the same relative risk of 0.66 for the thrombolysis therapy would end with a NNT of 8 patients. In those circumstances and without the intervention, 3 patients will suffer a post-thrombotic syndrome and 5 patients will not. If the thrombolysis...
What is the end product?

- Establish an e-learning CPD course targeting EBM teachers with emphasis to its promotion and piloting across the European healthcare sector and beyond.

- To provide a reference point which will create an improvement in the quality and effectiveness of EBM trainer education.
What next?

Knowledge of perceived barriers to teach EBM necessary for successful implementation and uptake of the e-course

*Survey of Barriers*
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Thank You

www.ebm-unity.org