

Sign Posting the Future in Evidence Based Health Care

Aims & Schedule of Conference

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What are we here for? How do we get there?

- History
- Setting
 - Small groups
 - Sunshine
 - Purposeful
 - Objective
- What came out of the previous conference?

Curriculum of EBHC

- Structured around the 5 steps of EBHC
 - Translation to an answerable question
 - Efficient track down of evidence
 - Critical appraisal of the evidence for its validity and clinical applicability
 - Application of the results of the critical appraisal in clinical practice
 - Evaluation of one's performance

Each section

- Objectives
- Methods of teaching
- Methods of assessment
- Issues

Unresolved

- When are students sufficiently skilled and receptive to undertake the exercise?
- Is teaching EB better done in intensive periods (1 to 5 days) or as short sessions spread over a year?
- How do we train sufficient trained teachers/tutors and role models?
- Should health care students/workers of different disciplines be trained together or separate (or doesn't it matter?)

Curriculum

- Did not see the light of day
- Should be developed and used to define what we should be teaching and how.
- The uncertainties should be addressed by research.
- This is one of the major discussion group topics

Intervening period

- There have been strenuous efforts to change health care and make it more evidence based
- There are methods to evaluate the success of EB teaching
- There have been the rise and fall of several EB systems.

The wider world

- BMJ is going to have an issue devoted to “what is the evidence that evidence based health care works?”
 - Deadline for submission is April 2004
- Although there are a few EB journals most focus on clinical research
 - There is scope for a new journal of EB methodology
- This conference has happened twice and now should be a regular feature on the academic calendar.

4 Conference themes

1. Description of EB teaching activities
2. Evaluation of EB teaching methods
3. Effective ways to change the behaviors of health care providers
4. Generation of new scientific evidence

Themes Day 1

- Plenary session
 - Description of EB teaching activities
- Posters & Coffee
- Parallel session
 - Description of EB teaching activities
 - Evaluation of teaching methods
- Lunch
- Plenary session
 - Evaluation of teaching methods

Themes Day 2

- Plenary session
 - Effective ways to change the behaviors of health care providers
- Posters & Coffee
- Parallel session
 - Effective ways to change the behaviors of health care providers
 - Generation of new scientific evidence
- Lunch
- Plenary session
 - Generation of new scientific evidence

Working Groups

- On Thursday & Friday we transfer back to the hotel at 4pm
- At 5pm we have **optional** working groups.
- These work for 2 hours and are one way of ensuring product at the end of the conference

Working Groups

- Methods to evaluate EB teaching
 - Effective ways to change the behaviors of health care providers
 - Curriculum working group
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- Biomed Journal
- Sicily Statement – signposting the future of EB teaching and practice.



Optional Groups

- Each group must have a leader
- Each group must have a scribe
- Each group must report back on Saturday
- The groups may occur once, twice, or more often.
- Task
 - Talk to the 3 or 4 people around you for 5 minutes to identify why you are here and are there any other working groups you would like

Saturday

- Structure of session
 - Feedback session on the three pre-identified themes from the working groups
 - Description of EB teaching activities
 - Evaluation of teaching methods
 - Effective ways to change the behaviors of health care providers
 - Generation of new scientific evidence
 - Feedback on optional working groups – maybe written or verbal.
 - Planning future activities

Good Luck

- Any Questions