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Dokument1

2<sup>nd</sup> international Conference of  
**Evidence-Based Health Care Teachers and Developers**  
**Sign posting the future in EBHC**  
Utveggio Castle, Palermo (Italy), September 10-14, 2003

**Workshop: Evaluation of EBHC Teaching**  
Sept 11./12. 2003

**Participants (10 Modellians)**

Booth	Andrew	Sheffield	UK
Ghosh	Amet	Rochester	USA
Labrecque	Michel	Quebeck	Canada
Lethelier	Luz Maria	Santiago	Chile
Marchetta	Fausto	Bologna	Italy
Naulsi	Mona	Beirut	Lebanon
Porzsolt	Franz	Ulm/München	Germany
Sestini	Piersante	Siena	Italy
Stengel	Dirk	Berlin	Germany
Yew	Ken	Washington DC	USA

## How do we want to evaluate EBHC teaching

Defining the outcomes

Outcomes may be different in different populations

Defining goals of teaching first

- to do the right thing more frequently
- to maintain up-to-date knowledge
- lifelong learning

See Cochrane review by Grimshaw et al on implementation of guidelines.

Is it reasonable that the small intervention (such as a EBHC course) could influence the result of the large intervention (such as a 5 year medical education)?

We have to define the intervention, the target, and the (specific) effect in this target.

Attitudes have to be measured.

Patient centered outcomes have to be considered

Ability to analyse a paper

Assessing the structure, the process and the outcome of teaching. Example assessing the effect of teaching EBHC in a second year medical student or in an experienced specialist applying for a chief position at a large hospital. Are we applying the same test?

## Further steps:

Responsible project manager **Aziz AWA (München)**

### Week 38

Circulate the proposal to the "10 Modellians"

Ask for feed back within 7 days

### Week 39

Asking J. Harris, K. Hopayan, K. Ramos, M. Slavin, B. Summerskill via e-mail for additional suggestions concerning **evaluation**

Send copy to Martin Dawes and get preliminary version of the **Sicily curriculum**

### Week 40

Collect feed back suggestions and check if Sicily curriculum is compatible with **Sicily Matrix for Evaluation (SME)**.

Produce short summary, send it to 10 Modellians and ask for additional comments within 7 days

### Week 42

Develop the protocols for the two parts (see below) of the pilot testing project  
Inform all Sicily II participants who run an EBHC course about the "Pilot Testing Project"

Identify the responsible directors for the courses which indicated interest to be included in the project

Other colleagues who want to have their courses evaluated are very welcome

This project may consist out of 2 parts:

- **Sicily Matrix for Evaluation** and an
- **Economical Evaluation of EBHC curricula**  
assessing the (non-monetary) costs and consequences of these activities

### Week 46

Distribute preliminary version of the protocols to a core group (to be defined) and continue discussion if feedback is given within 7 days

### Week 52

Scheduled begin of project January 2004



## Proposed Sicily Matrix for Evaluation of EBHC Teaching (**medical module**) Version 030927

A	B	C	D	E
Target populations		Teaching-Interventions	Outcomes	
Stage of education	Clinical responsibility	Competencies	What to evaluate	How to evaluate (OSCE)
Preclinical student	None	<ul style="list-style-type: none"> <li>- Definition of EBHC</li> <li>- Steps of EBHC</li> <li>- Search strategies</li> <li>- Basic clinical epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>- The development of an attitude which is needed</li> <li>- to know the items as specified in the corresponding sections <b>C</b> and</li> <li>- to be able to apply these items in practice</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing the definition and the steps of EBHC &amp; basic epidemiol.</li> <li>- Be able to perform a search &amp; to identify the components of a paper</li> </ul>
Clinical student or Resident	Dependent / supervised	<ul style="list-style-type: none"> <li>- Transformation of clinical problems into 4-part questions</li> <li>- Application of evidence (including the patient's preferences) in clinical decision making,</li> <li>- Preparation of CATs,</li> <li>- Developing a plan for lifelong learning (appraising the appraised evidence)</li> </ul>		<ul style="list-style-type: none"> <li>- Knowing how to work up a simulated or a real case</li> <li>- Knowing how to prepare an EBHC-product (eg. CAT)</li> <li>- Keeping records of lifelong learning (logbook or portfolio)</li> </ul>
Fellow or GP or Consultant	Autonomous	<ul style="list-style-type: none"> <li>- Making clinical decisions in (medical) <b>effectiveness</b> and (economic) <b>efficiency</b> [eff &amp; eff competencies]</li> <li>- Implementing a guideline</li> <li>- Evaluating the eff &amp; eff of a guideline</li> </ul>		<ul style="list-style-type: none"> <li>- Knowing how to make clinical decisions on eff &amp; eff based on the critical appraisal of papers, reviews, and guidelines</li> </ul>
Educator	Autonomous			Performance review