



# Col Statement





## Testing Treatments *interactive*

Promoting critical thinking about treatment claims



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### Key Concepts for critical thinking about treatment claims



- 1 [Claims: are they justified?](#)
- 2 [Comparisons: are they fair and reliable?](#)
- 3 [Choices: making informed choices](#)

**Confusing claims** about the effects of treatments – from drugs to diets – are everywhere. People need to know how to assess these claims, using **fair comparisons** to inform their **treatment choices**.

**Key Concepts** for assessing treatment claims provide the foundation for organising the resources in **The Critical thinking and Appraisal Resource Library (CARL)**. Select a **Key Concept** to



#### Key Concept of the week

[2-3 Peoples' outcomes should be analyzed in their original groups](#)



#### Resource of the week

[Compliance with protocol and follow-up in clinical trials](#)



#### Dodgy Claim of the week

[A Study Suggests...](#)



# Resources for EBM Teachers



## TEBM Resource Library

This website is designed for EBHC teachers who are teaching health care students to be USERS of Research.

The material here is crowdsourced but checked and curated by the community of EBHC teachers.

You can search or browse the Library below, or you can View all Bundles which are collections of resources that an EBP teacher uses to cover a full session/topic.

You can sign up to [Get Updates](#) of new resources or [Submit a Resource](#) of your own for inclusion in the Library.

### Filter these resources:

Filter by Resource Type

Filter by Concept

Filter by EBM Stage

Filter by Language



## Most Popular



[View Latest](#)

[Sign Up](#)

[Submit a Resource](#)



# Resources for EBM Teachers



## Applying the results of trials and systematic reviews to individual patients

**Format:** Lessons

**Speciality:** Any

**Difficulty:** Intermediate

**Time commitment:** 30 minutes

**Link:** [View the Lesson \(PPT\)](#)

**Competencies:**

- [Critical appraisal of systematic reviews](#)

### User Rating



From 5 votes

[Jump to comments](#)

### Short Description:

Paul Glasziou uses 28 slides to address 'Applying the results of trials and systematic reviews to individual patients'.

### Details

Paul Glasziou asks Why is applicability a problem?, What are the issues?, and How can we improve?

He introduces a "5-step" process to check on the transferability of research evidence and its application to individuals.

### User Feedback

Rate this resource (login required)

# User involvement



- There's good evidence that involving users from the outset reduces costs in the long term

<https://www.usability.gov/what-and-why/benefits-of-ucd.html>





# Summary of feedback



- Contexts
- Content
- Searching
- Taxonomy changes
- Rating scheme for resource quality
- Membership features
- Course builder
- Design / layout

# Contexts



- I want to be funny in a lecture
- Help! I have a lesson to give tomorrow
- Planning a course
- Preparing for teaching
- Pre-reading / primers for students
- First-time course developer
- Different audiences: individuals, groups, policy etc

# Content



- Need more:
  - Examples / papers / dodgy claims / scenarios / case-based; linking teaching with practice; modifiable
  - Introductory / critical thinking content
  - Beyond treatment: diagnosis, prognosis, SDM
  - Test your knowledge
  - Apps, decision aids
  - SDM, Diagnosis, Prognosis, Aetiology/Harm
- Include paid resources but allow searching to filter them
- Self-directed learners – map to practising EBHC
- Crowdsourced
  - Moderated initially by James Lind Initiative, ultimately by crowdsourced editors
- Bundles for audience types (UG, PG, public, practitioners etc)
  - Could do this via taxonomy?



# Searching



- Simple free search is essential
- Ranking by number of views, recency as well as relevance
- Providing a structured abstract alongside the resource to permit better searching

# Taxonomy



- Changes made to Stages of EBM
  - Some resources don't fit easily within this
- Use Core Competencies
  - Instead of Key Concepts?
- Specialty, time commitment, level of difficulty
- Add Japanese, Russian language
- Taxonomies should overlap since users come from different perspectives



# Membership



Three levels:

1. Get updates or alerts by email
  - Configure settings to specialty etc
2. Review new resources
3. Do research on teaching

If you use something, contribute something

1. Incentivise engagement using gamification

# Bundle builder



Teachers can tag a set of resources and make them available to students as a package

- “Shopping basket” type functionality
- Generate a URL to share with students
  - By social media
  - With shortcode

# Design and layout



- Mobile friendly
- Type of resource (e.g. problem-based, lecture)
- Simple, informative graphics (not photos)



# Timeline



Task	Done by
Scoping document with wireframes	Mid November 2017
Feedback on the above	End November 2017
Design mockups	Mid December 2017
Feedback on the above	Early January 2018
Database and API development	End February 2018
Testing and feedback	End March 2018
Launch	Early April 2018



# How can I sign up?



- [douglas.badenoch@minervation.com](mailto:douglas.badenoch@minervation.com)
- @DBadenoch



# I can't wait!



Submit a resource:

1. Go to <http://en.testingtreatments.org>
2. Click About
3. Click Submit a Resource in the sidebar

Create a test:

1. Go to <http://en.testingtreatments.org>
2. Click Create a test
3. Fill in the form and wait for a reply from Astrid!