Evidence based practice training in the Netherlands: deviation from Dutch guidelines in general practice

J.W. Blom, MD PhD, P.G. van Peet, MD PhD
Public Health and Primary Care
LUMC THE NETHERLANDS

H.M.J. Raghoebear-Krieger, PhD, University Medical Center Groningen
The Netherlands
Introduction
Background

The Dutch College for General Practice (NHG): over one hundred guidelines

• rigorous evidence based procedure, input from specialists and patients

• Important guiding role in vocational training

• However EBP is more
Background vocational training

• GP students: four days a week in a general practice
• One day at the university
• Reflection, lessons and intervision
• Groups from 8 to 20 colleagues
Workgroup instructions

Instructions two weeks before:

• Identify consultations where you deviated from the guidelines

• Discuss these cases with your supervisor using the triad of EBP
Method: two hour workgroup

- Cases are discussed in small groups
- One case is chosen for presentation on a poster
- Discussion in total group about the case
Method: workgroup instructions

- What is the scientific evidence?
- What is your experience as a doctor?
- Which patient factors influence your decision?

Show your colleagues your hesitations and doubts in a poster presentation
At work: choosing cases
At work!
Fun!
Lively discussions
Results: subjects discussed

- Eye drops in conjunctivitis
- Codeine in case of cough
- Treatment of hypertension (CAC score?)
- CT scan of the head in case of a fall in an elderly person
- Diagnostic value of troponine in general practice
Results: poster presentations
Results: Guidelines/PubMed on by-standing computer
Results: the triad
Results: dilemma’s
Results: in depth discussions about dilemma’s
Results: quality of the discussions

• Doubts and arguments in relation to the triad were discussed

• Opening GP guidelines, specialist guidelines, and PubMed (clinical queries)

• Critical discussion concerning typical experience based aspects

• Weight of patient values and preferences discussed deeply
Evaluation

Students gained

• More awareness of the three circles of the EBM triad:
  • “The triad was an eye opener”

• More awareness that doctor expertise and patient preferences are included

• More insight in what Evidence Based Practice is

• More competence to deviate from guidelines

Teachers observed

• students making the translation from EBM to EBP in daily practice
Bottom line

• A practical example of teaching EBP in vocational training for GPs

• Students were enthusiastic to adopt this approach

• Students were stimulated to
  • find the evidence
  • weigh this in their decision making
  • being aware of their own preferences
  • and those of the patient
Teaching awareness of the three concepts of EBM in clinical practice