EDUCATION / EURO SPINE

# EduWeek 2024
24–26 JUNE | STRASBOURG, FRANCE

**Basic Module 6:**
**Using Literature to Inform my Practice**

# General Information

**EUROSPINE, the Spine Society of Europe**
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## EduWeek 2024 Overview

| AUTUMN 2023 | APRIL-JUNE 2024 | 24-26 JUNE 2024 |
|---|---|---|
| **REGISTRATIONS OPEN** | **PART 1 - E-LEARNING** | **PART 2 - LIVE SESSIONS** |
| • Registrations open in early October 2023 | • Enrolment of participants to the EUROSPINE Learning Management System (LMS) by the Education team | • Live sessions take place at **IRCAD** in Strasbourg/France |
| • Exact date announced on the EUROSPINE website, through newsletters and social media | • Self-paced completion of the modules by participants | • Live sessions include, lectures, case based discussions, workshops, group work (and CadLabs/ SkillsLabs for designated modules) |
| • Participants can now register and save their place for Basic and Advanced modules | • | |
| | • Assessment: MCQs that must be passed with a minimum of 70% + CME evaluation | • Participants arrange their own travel/ accommodation to/ in Strasbourg, France to take part in the modules |
| • Further details and preliminary programmes are shared on the EUROSPINE website | • Mode of study: **online/distance learning** through the LMS | • Mode of study: **in person** |
| | • **NO physical presence required** | • **Physical presence required** |

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# Quick Facts

| | |
|---|---|
| **LIVE SESSION DATE & TIME** | 24 June 2024 (08:00-12:30 CEST) |
| **VENUE** | IRCAD, 1 Place de l'Hôpital, 67000 Strasbourg, FRANCE |
| **MAX. ATTENDEES** | 40 delegates |
| **REGISTRATON FEES** | EUROSPINE Member: €200<br>Non-member: €300 |
| **CME CREDITS** | EACCME accreditation is currently pending. |
| **LANGUAGE** | English |
| **DRESS CODE** | Smart casual |
| **E-LEARNING** | A computer (Mac/PC) or tablet (Android/Mac) and stable internet connection are required to access the e-learning content.<br><br>In preparation for the live session, the mandatory self-paced e-learning component and additional pre-learnng material will be shared. The e-learning component will be available from 1 April 2024 on the EUROSPINE Learning Management System (LMS). This component must be completed before the live session. |
| **MODULE COMPLETION** | A module is only deemed as complete when participants have met **ALL** of the following conditions:<br>• Passed the e-learning component of the module **AND**<br>• Attended the live session **AND**<br>• Submitted course evaluations for the e-learning and the live session component |
| **TARGET AUDIENCE** | Senior trainees and trained surgeons, as well as other healthcare professionals in Europe in order of availability and access: primary care physicians, physiotherapists, chiropractors, osteopaths, naprapaths and others who are graduated as clinicians from a recognised institution (i.e., professional school or university). At least two years of clinical experience is recommended but all new graduates are encouraged to register. |
| **IMPORTANT (!)** | • Completion of e-learning module is mandatory<br>• Attendance of the live session is mandatory |

# PART 1 - E-Learning Programme
### (available from 1 April 2024)

| Time/ Duration | Topic | Faculty |
|---|---|---|
| **Introduction** | | |
| 01:07 | Introduction to critical appraisal | Eva Skillgate |
| 00:20 | Knowledge check questions | |
| **Randomised Control Trials** | | |
| 01:05 | The architecture of RCTs | Eva Skillgate |
| 00:48 | Critical appraisal of a cohort study: the fundamentals | Pierre Côté |
| 00:20 | Knowledge check questions | |

# PART 2 - Live Session Programme
## Monday, 24 June 2024

| Time | Topic | Faculty |
|---|---|---|
| 08:00 – 08:10 | Welcome and introduction | All |
| 08:10 – 08:30 | Workshop 1: Presenting clinical cases and polling participants with their treatment recommendation | Munting |
| 08:30 –08:50 | Lecture presentation: Systematic Literature Review | Wong |
| **Randomised controlled trials** | | |
| 08:50 – 09:20 | Workshop 2: Critical appraisal of parts of a randomised controlled trial (article 1, related to cases) | Skillgate |
| **Break 09:20 – 09:35 (15 mins)** | | |
| 09:35–10:10 | Workshop 3: Critical appraisal of parts of a randomised controlled trial (article 1, related to cases) | Skillgate |
| **Cohort and Prognostic studies** | | |

| 10:10 – 10:40 | Workshop 4: Critical appraisal of parts of a cohort study (article 2, related to cases) | Côté |
|---|---|---|
| 10:40 – 11:35 | Workshop 5: Critical appraisal of parts of a cohort study (article 2, related to cases) | Côté |
| **Break 11:35 – 11:45 (10 mins)** | | |
| 11:45 – 12:15 | Workshop 6: applicability of study results to initial cases, polling of students, and feedback | All |
| 12:15 –12:30 | Wrap up, closing remarks | Skillgate |
| **12:30** | **End of module** | |

# Aims of the Module

This course will provide participants with the necessary skills to critically appraise the quality of the spine literature. Specifically, the course will introduce basic study designs and discuss the main threats to the validity of clinical studies.

Learning methods include didactic lectures and workshops. Recently published papers will be used in the workshops. The topics covered in the course include: the importance of research to inform practice, randomised clinical trials and cohort studies.

Participants will learn to use a critical appraisal tool to assess the quality of randomised control trials and cohort/prognostic studies.

# Learning Outcomes

This module aims to enable learners to:

General outcomes and objectives
- Evaluate the quality of randomised clinical trials (RCTs);
- Evaluate the quality of cohort/prognostic studies;
- Understand the place of critical appraisal in a clinical practice that includes published evidence and patients' perspectives.
- Judge whether to change their practice based on new evidence.

Specific outcomes and objectives for different sessions

Introduction to critical appraisal
- Understand the place of critical appraisal in clinical practice that includes published evidence and patients' perspectives;
- Identify the research question and study objective in a published article;

- Understand the notions of statistical significance and clinical importance of study results;
- Judge when to change their practice based on new evidence.

The architecture of RCTs: What clinicians need to know to determine the quality of an RCT
- Understand the basic design of an RCT;
- Understand key issues to address when critically appraising a randomised controlled trial: selection issues, randomisation, measurement of key outcomes, comparability of groups, data analysis.

The architecture of cohort/prognostic studies: What clinicians need to know to determine the quality of a cohort/prognostic study
- Understand the basic structure of cohort/prognostic studies;
- Understand the role of data registry in the conduct of cohort/prognostic studies;
- Understand key issues to address when critically appraising a cohort/prognostic study: selection of participants, measurement of exposures and outcomes, control for confounders and interpretation of results.

Critical appraisal of an RCT
- Critically appraise a published randomised controlled trial using a standardized critical appraisal tool and identify the main threats to its validity;
- Discuss the validity of a published randomised clinical trial;
- Discuss the relevance of results of a published randomised clinical trial.

Systematic literature review
- Critically appraise a published cohort/prognostic study using a standardized critical appraisal tool and identify the main threats to its validity;
- Discuss the validity of a published cohort/prognostic study;
- Discuss the relevance of results of a cohort/prognostic study to clinical practice.

# Instructional Methods

The following instructional methods will be employed in the teaching of this module
- Pre-learning activities: Preparatory readings;
- Classroom teaching: Interactive lectures that extend from theory to case-studies;
- Workshops: Facilitated group discussions and practical workshops.

All instructional methods should require active participation, consistent with the range of motivations for pursuing the EDISC programme. There should also be a strong emphasis on self-directed learning and pre-reading.

# E-Learning

Introduction to critical appraisal

- Lecture: This session will introduce learners to the importance of critically reading the clinical literature and introduce the basic principles necessary to evaluate the quality of RCTs and clinical practice guidelines.

The architecture of RCTs: What clinicians need to know to determine the quality of a RCT.
- Lecture: The session will provide basic knowledge of the methodological design of RCTs
- Activity: The instructor will facilitate the evaluation of a RCT with the class by using a critical appraisal tool

The architecture of cohort/prognostic studies:
What clinicians need to know to determine the quality of a cohort/ prognostic study.
- Lecture: The session will provide basic knowledge of the methodological design of a cohort/prognostic study.
- Activity: The instructor will facilitate the evaluation of a cohort/prognostic study with the class by using a critical appraisal tool.

# Live Session

Workshop 1: Clinical case presentation
- Activity: Faculty presents a clinical cases and participants gives their treatment recommendation - all together.

Workshop 2 & 3: Critical appraisal of an RCT
- Activity: In small groups, learners will work together to evaluate a RCT using the CEBM tool. The instructors will serve as methodological experts to guide the small group interactions. The critical appraisal session will be followed by a consensus discussion that will involve all learners.

Workshop 4 & 5: Critical appraisal of a cohort and prognostic study
- Activity: In small groups, learners will work together to evaluate a cohort/prognostic study using the CEBM tool. The instructors will serve as methodological experts to guide the small group interactions. The critical appraisal session will be followed by a consensus discussion that will involve all learners.

Workshop 6: Clinical case discussion
- Activity: Participants discuss applicability of study results to initial case. Polling, and feedback

# Assignment

Participants will be provided with two articles, reporting a RCT and cohort study; they will have to fill the corresponding grid (either CASP or CEBM). Model abstracts will be provided shortly after the deadline for submission. Participants are then encouraged to self-evaluate.

# Course Evaluation by the Participants

In line with EACCME's requirements for accredited activities, participants will be requested to complete a mandatory course evaluation at the end of the module in the form of a short online survey. Responding to the survey is a condition for participants to obtain their CME certificates.

# List of Resources

Pre-course reading:
i.    Greenhalgh T. Of lamp posts, keys, and fabled drunkards: A perspectival tale of 4 guidelines. J Eval Clin Pract. 2018;24(5):1132-8.

# Other Resources

i.    McCulloch P, Altman DG, Campbell WB, Flum DR, Glasziou P, Marshall JC, Nicholl J, the Balliol Collaboration. No surgical innovation without evaluation: the IDEAL recommendations. Lancet. 2009(374):1105-112.
ii.   11 questions to help you make sense of a trial. Downloaded from Critical Appraisal Skills Programme. Oxford UK. www.casp-uk.net.
iii.  12 questions to help you make sense of cohort study. Downloaded from Critical Appraisal Skills Programme. Oxford UK. www.casp-uk.net
iv.   Critical appraisal of prognostic studies. Downloaded from Centre of Evidence-Based Medicine. Oxford UK. www.cebm.net