



**EUROSPINE DIPLOMA IN
INTERPROFESSIONAL SPINE CARE (EDISC)**

**MODULE 1 (CORE SKILLS 1):
USING LITERATURE TO INFORM MY
PRACTICE**

1 July 2019

PRELIMINARY PROGRAMME

QUICK FACTS

WHEN:	1 July 2019
WHERE:	Geneva, Switzerland University Medical Centre – CMU (Centre médical universitaire) Rue Michel-Servet 1 1206 Geneva SWITZERLAND +41 22 379 15 15 https://www.unige.ch/presse/plans/cmu/
MAXIMUM ATTENDEES:	40 delegates
REGISTRATION FEE:	EUROSPINE Member: €200 Non-member: €300
CME CREDITS:	Application to EACCME pending
LANGUAGE:	English
DRESS:	Casual
IMPORTANT NOTE:	Attendance at every session is mandatory. This will be a paperless course and no printed programme will be provided. A wireless Internet device (mobile phone/tablet/computer) will be necessary to access on-line resources during the course and for completing the course evaluation. Please bring one with you. The course evaluation is mandatory to obtain the CME certificate.

TARGET AUDIENCE

Healthcare professionals in Europe in order of availability and access: Primary Care Physicians, Physiotherapy, Chiropractors, Osteopaths, Naprapath and others who are graduated as clinicians from a recognized institution (i.e. professional school or university). At least two years of clinical experience is recommended but all new graduates are encouraged to register.

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, randomized clinical trials and clinical practice guidelines.

Participants will learn to use a critical appraisal tool to assess the quality of randomized control trials and clinical practice guidelines.

LEARNING OUTCOMES

This module aims to enable learners to:

General outcomes and objectives

- Evaluate the quality of randomized clinical trials (RCTs);
- Evaluate the quality of clinical practice guidelines;
- 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.

Outcomes and objectives for session 1: 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.

Outcomes and objectives for session 2: The architecture of RCTs: What clinicians need to know to determine the quality of a RCT

- Understand the basic design of a RCT;
- Understand key issues to address when critically appraising a randomized controlled trial: selection issues, randomization, measurement of key outcomes, comparability of groups, data analysis.

Outcomes and objectives for session 3: The architecture of clinical practice guidelines: What clinicians need to know to determine the quality of a clinical practice guideline

- Understand the basic structure of clinical practice guidelines;
- Understand key issues to address when critically appraising a clinical practice guideline: selection of literature, methods used to critically appraise and synthesize relevant data, applicability to practice.

Outcomes and objectives for Workshop 1: Critical appraisal of a RCT

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

Outcomes and objectives for Workshop 2: Critical appraisal of a clinical practice guideline

- Critically appraise a published clinical practice guideline using a standardized critical appraisal tool and identify the main threats to its validity;

- Discuss the validity of a published clinical practice guideline
- Discuss the relevance of results of a published clinical practice guideline.

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.

FACE-TO-FACE LEARNING SESSIONS

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 clinical practice guidelines: What clinicians need to know to determine the quality of a clinical practice guideline.

- Lecture: The session will provide basic knowledge of the methodological design of clinical practice guidelines.
- Activity: The instructor will facilitate the evaluation of a clinical practice guideline with the class by using a critical appraisal tool.

Workshop 1: Critical appraisal of a RCT

- Activity: In small groups, learners will work together to evaluate a RCT using the CASP Randomized Controlled Trial Checklist. 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 2: Critical appraisal of a clinical practice guideline

- Activity: In small groups, learners will work together to evaluate a clinical practice guideline using the AGREE 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.

ASSESSMENT

Participants will be provided with two articles, reporting a RCT and clinical practice guideline; they will have to pick one of the two, fill the corresponding grid (either CASP or AGREE) and write a structured abstract summarising their analysis of the articles; model abstracts will be provided at the end of the two workshops and include the following structuring keywords: Objective, Methods, Key results, Strength and weaknesses, Conclusion.

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 in order 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. Brouwers, MC, Kho ME, Browman, GP, Burgers, JS, Cluzeau F, Feder G, Fervers B, Graham ID, Grimshaw J, Hanna SE, Littlejohns P, Makarski J, Zitzelsberger L. (2010). AGREE II: Advancing guideline development, reporting and evaluation in health care. *CMAJ* 182, E839–E842.



COURSE CHAIRMAN

RACHID SALMI	EPIDEMIOLOGIST, BORDEAUX, FRANCE
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FACULTY

PIERRE CÔTÉ	EPIDEMIOLOGIST, OSHAWA, CANADA
MARGARETA NORDIN	PHYSIOTHERAPIST, ROMORANTIN, FRANCE
EVA SKILLGATE	NAPRAPATH, STOCKHOLM, SWEDEN

SCIENTIFIC PROGRAMME
USING LITERATURE TO INFORM MY PRACTICE
MONDAY, 1 JULY 2019
COURSE ATTENDANCE IS MANDATORY

TIME	TOPIC	FACULTY
08:30-09:00	Course Registration & Welcome Coffee	
SESSION 1: COURSE INTRODUCTION		
09:00-09:10	Welcome and introduction	All faculty
09:10-10:10	Introduction to critical appraisal	Rachid Salmi
Coffee Break 20 min		
SESSION 2: RANDOMIZED CONTROL TRIALS		
10:30-11:45	The architecture of RCTs	Eva Skillgate
11:45-13:00	The architecture of clinical practice guidelines	Pierre Coté
Lunch 60 min		
SESSION 3: WORKSHOP 1		
14:00-15:15	Workshop: Critical Appraisal of a randomized controlled trial (all)	All
Coffee Break 20 min		
SESSION 4: WORKSHOP 2		
15:35-16:50	Workshop: Critical appraisal of a clinical practice guideline (all)	All
16:50-17:00	Closing remarks	All
17:00-17:15	Course evaluation (Mandatory for all participants)	All participants
17:15	END OF MODULE	



CONTACTS

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SCIENTIFIC CONTENT

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Co-chairs, Non-surgical Diploma Task Force

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