USING LITERATURE TO INFORM MY PRACTICE
18 November 2019

FINAL PROGRAMME
QUICK FACTS

WHEN: 18 November 2019
WHERE: Geneva, Switzerland
        Hôtel Royal
        Rue de Lausanne 41-43, 1201 Genève
        Telephone: +41 22 906 14 14
        FAX: +41 22 906 14 99
        https://www.hotelroyalgeneva.com

MAXIMUM ATTENDEES: 30 delegates
REGISTRATION FEE:
        EUROSPINE Member: €200
        Non-member: €300

CME CREDITS:
This course is accredited by the European Accreditation Council
for Continuing Medical Education (EACCME®).
- European CME credits for the eLearning are awarded after
  completing the eLearning component.
- European CME credits for the live event are awarded
  separately upon completion of the face to face component.
  The live event was awarded 4 European CME credits
  (ECMEC®s).
Module completion is achieved only after the completion of
both the eLearning and face to face component.

LANGUAGE: English
DRESS: Casual

IMPORTANT NOTE:
Completion of eLearning modules and attendance at every face
to face sessions is mandatory.
This will be a paperless course and no printed programme will
be provided.
A wireless Internet device (mobile
phone/ipad/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 and Surgeons, Physiotherapists, Chiropractors, Osteopaths, Naprapath 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.
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 cohort studies.

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

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 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.

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 randomised controlled trial: selection issues, randomisation, measurement of key outcomes, comparability of groups, data analysis.

Outcomes and objectives for session 3: 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.
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 cohort/prognostic study

- 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.

ELEARNING 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 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.
FACE TO FACE SESSIONS

Workshop 1 & 2: Critical appraisal of a RCT

- Activity: In small groups, learners will work together to evaluate a RCT using the CASP Randomized Controlled Trail 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 3 & 4: Critical appraisal of a cohort and prognostic study

- Activity: In small groups, learners will work together to evaluate a cohort/prognostic study using the SIGN 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.

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 in order for participants to obtain their CME certificates.

LIST OF RESOURCES

Pre-course reading:


OTHER RESOURCES:


<table>
<thead>
<tr>
<th>COURSE CHAIRMAN</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACHID SALMI</td>
<td>EPIDEMIOLOGIST, BORDEAUX, FRANCE</td>
</tr>
<tr>
<td>PIERRE CÔTÉ</td>
<td>EPIDEMIOLOGIST, OSHAWA, CANADA</td>
</tr>
<tr>
<td>EVA SKILLGATE</td>
<td>NAPRAPATH, STOCKHOLM, SWEDEN</td>
</tr>
</tbody>
</table>
**ELEARNING PROGRAMME**

**COMPLETION OF ELEARNING MODULES IS MANDATORY**

<table>
<thead>
<tr>
<th>TIME DURATION</th>
<th>TOPIC</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>SESSION 1: Introduction</strong></td>
</tr>
<tr>
<td>01:07</td>
<td>Introduction to critical appraisal</td>
<td>Rachid Salmi</td>
</tr>
<tr>
<td>00:20</td>
<td>Knowledge check questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SESSION 2: Randomised control trials</strong></td>
<td></td>
</tr>
<tr>
<td>01:05</td>
<td>The architecture of RCTs</td>
<td>Eva Skillgate</td>
</tr>
<tr>
<td>00:48</td>
<td>Critical appraisal of a cohort study: the fundamentals</td>
<td>Pierre Coté</td>
</tr>
<tr>
<td>00:20</td>
<td>Knowledge check questions</td>
<td></td>
</tr>
</tbody>
</table>

**FACE TO FACE SESSION PROGRAMME**

**MONDAY, 18 NOVEMBER 2019**

**COURSE ATTENDANCE IS MANDATORY**

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:15-13:50</td>
<td>Participants’ check-in and welcome lunch</td>
<td></td>
</tr>
<tr>
<td>13:50 – 14:00</td>
<td>Introduction</td>
<td>Rachid Salmi</td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>Workshop 1: Critical Appraisal of a randomized controlled trial</td>
<td>All</td>
</tr>
<tr>
<td>15:00 – 16:00</td>
<td>Workshop 2: Critical Appraisal of a randomized controlled trial</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Coffee Break 15 mins.</td>
<td></td>
</tr>
<tr>
<td>16:15-17:15</td>
<td>Workshop 3: Cohort</td>
<td>All</td>
</tr>
<tr>
<td>17:15-18:15</td>
<td>Workshop 4: Prognostic Study</td>
<td>All</td>
</tr>
<tr>
<td>18:15</td>
<td>END OF MODULE</td>
<td></td>
</tr>
</tbody>
</table>
EUROPEAN UNION OF MEDICAL SPECIALISTS (UEMS)
EUROPEAN ACCREDITATION COUNCIL ON CME (EACCME®)
Rue de l’Industrie 24, BE- 1040 BRUSSELS
T + 32 2 264 51 64
https://eaccme.ums.eu - accreditation@uems.eu

EUROSPINE, The Spine Society of Europe
Operngasse 20b
1040 Vienna
Austria

Brussels, 29/10/2019

Dear Ms Wagner

Subject: EACCME® Accreditation of event reference #EE19-01531

We are pleased to inform you that your application for EACCME® accreditation of


has been granted 4 European CME credits (ECMEC®s) by the European Accreditation Council for Continuing Medical Education (EACCME®).

Accreditation Statement

Accreditation by the EACCME® confers the right to place the following statement in all communication materials including the event website, the event programme and the certificate of attendance. The following statements must be used without revision:

“The EUROSPINE Hybrid EduWeek - Module: Using literature to inform my practice [EDISC], Geneva, Switzerland, 18/11/2019-18/11/2019 has been accredited by the European Accreditation Council for Continuing Medical Education (EACCME®) with 4 European CME credits (ECMEC®s). Each medical specialist should claim only those hours of credit that he/she actually spent in the educational activity.”

“Through an agreement between the Union Européenne des Médecins Spécialistes and the American Medical Association, physicians may convert EACCME® credits to an equivalent number of AMA PRA Category 1 Credits™. Information on the process to convert EACCME® credit to AMA credit can be found at www.ama-assn.org/education/earn-credit-participation-international-activities.

“Live educational activities, occurring outside of Canada, recognised by the UEMS-EACCME® for ECMEC®s are deemed to be Accredited Group Learning Activities (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada.”

EACCME® credits
Each participant can only receive the number of credits he/she is entitled to according to his/her actual participation at the event once he/she has completed the feedback form. Cf. criteria 9 and 23 of UEMS 2016.20.

In order to help you issue individual certificates to each participants, please find below the breakdown of ECMC®s per day:

18.11.2019 - 4.00

The EACME® awards ECMC®s on the basis of 1 ECMC® for one hour of CME with a maximum of 8 ECMC®s per day. Cf. Chapter X of UEMS 2016.20.

Logo

The UEMS-EACME® logo is a service mark of the European Union of Medical Specialists – European Accreditation Council for CME. Only after confirmation of accreditation has been received can the Provider use the UEMS-EACME® logo on material related to the EEE. The logo may only be used in conjunction with, and in proximity to, the EACME® accreditation statement and must not be associated with any commercial logo. The logo cannot be used in notices, advertising, or promotion of activities other than in association with the EACME® accreditation statement.

Feedback report

Based on the participants’ individual feedback, the provider must submit an event report to the EACME® within four weeks of the completion of the event. This report must include the participants’ feedback, information on the total number of participants and any perception of bias by participants. Failure to provide feedback could jeopardise recognition of any future applications.

Final programme

The EACME® also requires you to send by post a copy of the final printed programme brochure/book.

The UEMS-EACME Secretariat
CONTACTS

EUROSPINE, the Spine Society of Europe
Seefeldstrasse 16
8610 Uster
Switzerland
www.eurospine.org
www.eurospinemeeting.com

Follow us on:
www.eurospinemeeting.org
facebook.com/EUROSPINE
twitter.com/EUROSPINESoc
youtube.com/EUROSPINE

COURSE ORGANISATION

Dr Julie-Lyn Noël
Director of Education and Research
E: noel@eurospine.org
T: +41764179003

Mr Robert Conrad
Registry and Education Manager
E: conrad@eurospine.org
T: +4917658222315

Ms Sandy Sutter
Education and Research Manager
E: sutter@eurospine.org
T: +41793169278

SCIENTIFIC CONTENT

Prof. Bernhard Meyer
Chairman, Education Committee of EUROSPINE

Dominique A. Rothenfluh, MD, PhD
Chair-elect, Education Committee of EUROSPINE