

WESTERN UNIVERSITY BOOTCAMP

TEACHING EBM

BOOTCAMP

MOVIE TRAILER

WESTERN UNIVERSITY BOOTCAMP

TEACHING EBM

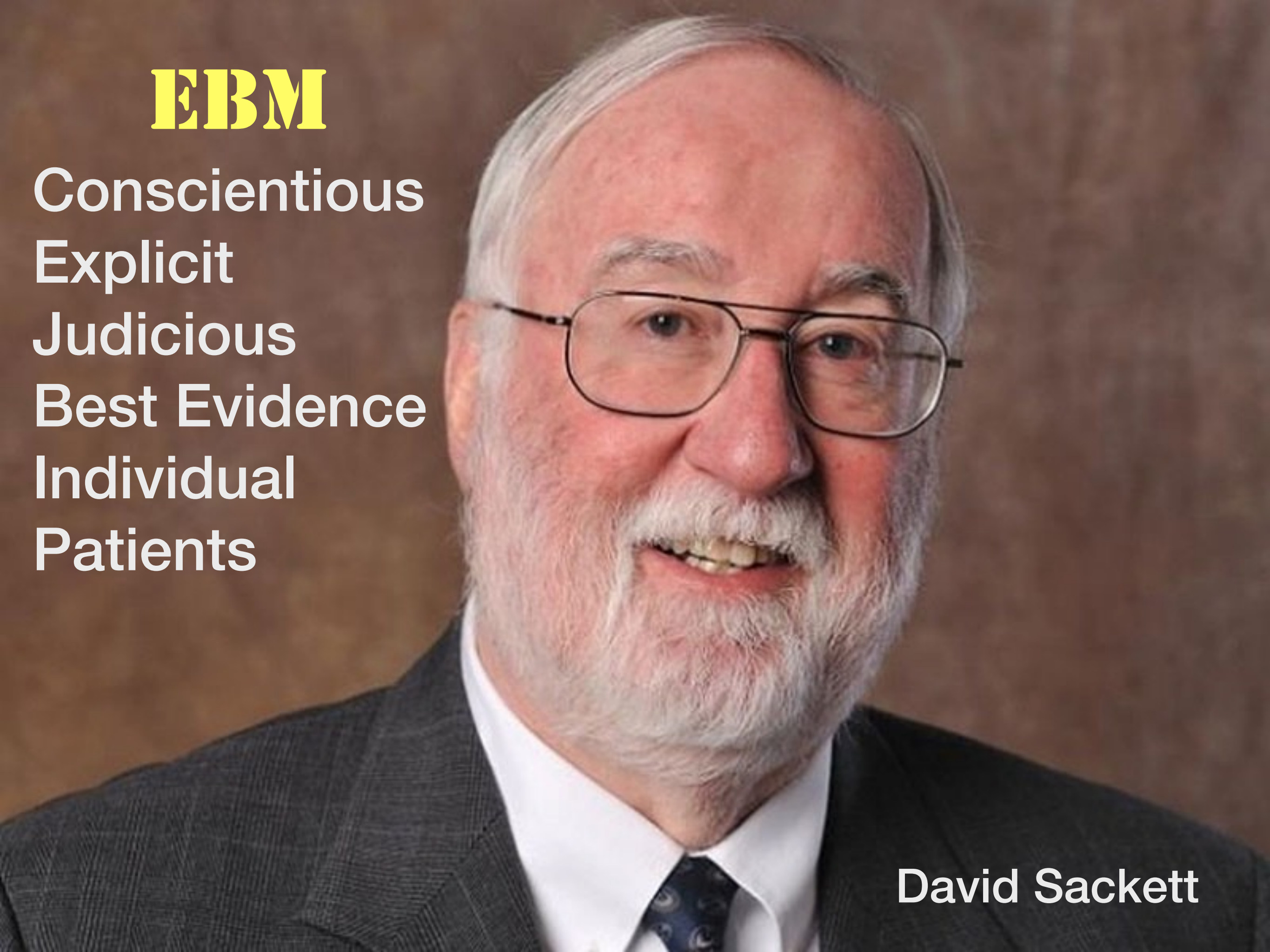
EMERGENCY MEDICINE



WITHOUT EBM

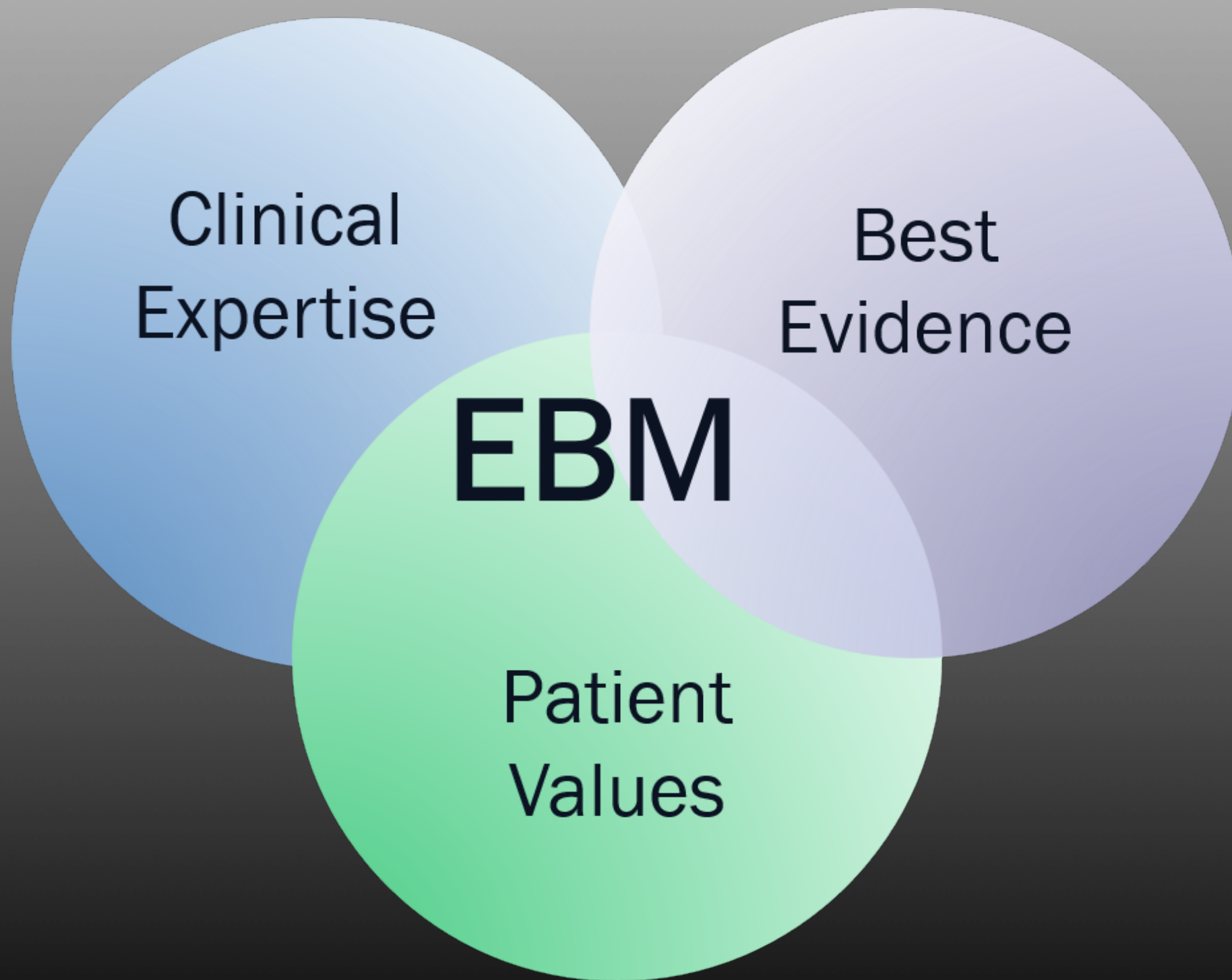
EBM

Conscientious
Explicit
Judicious
Best Evidence
Individual
Patients



David Sackett

EVIDENCE BASED MEDICINE



Sackett et al BMJ 1996

P

I

C

O

Population

Describes a particular group of patients; may include primary problem, disease, or coexisting conditions

Example: Cardiac arrest patients

Intervention

Includes main intervention, prognostic factor, or exposure

Example: Who received CPR

Comparator

Describes the main alternative
Example: Compared with no CPR

Outcome

What is being accomplished, improved, measured

Example:

1. Neurologically intact survival
2. Survival to discharge
3. ROSC

LEVELS OF EVIDENCE

Systematic Review

Appraised Topics

Appraised Article

RCT

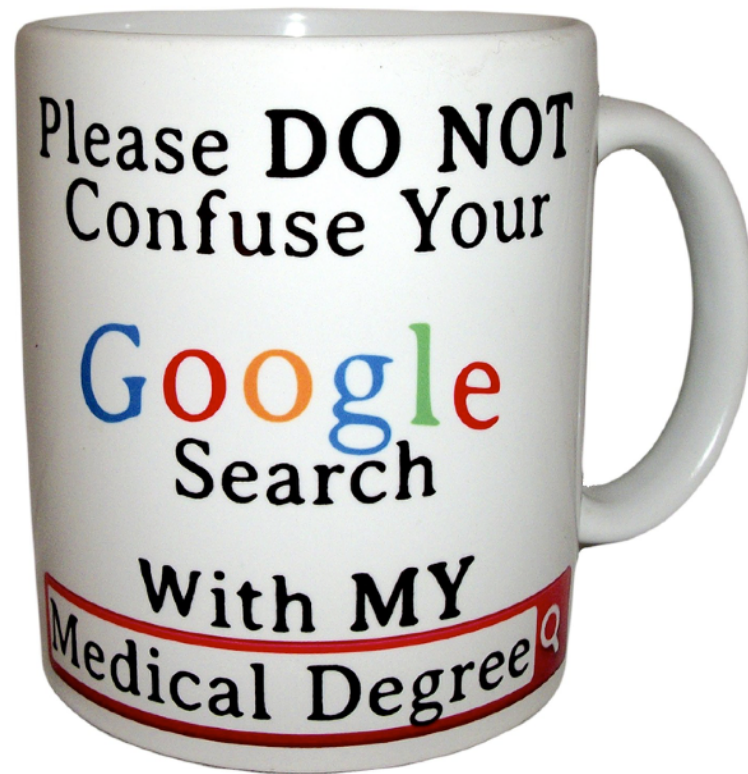
Cohort Study

Case Report

Expert Opinion



PublMed



Trip

Obs



RCT



SRMA



CDR



PRACTICE CHANGING



NNT & NNH

EBM AND HARM



BMJ DEC 2003

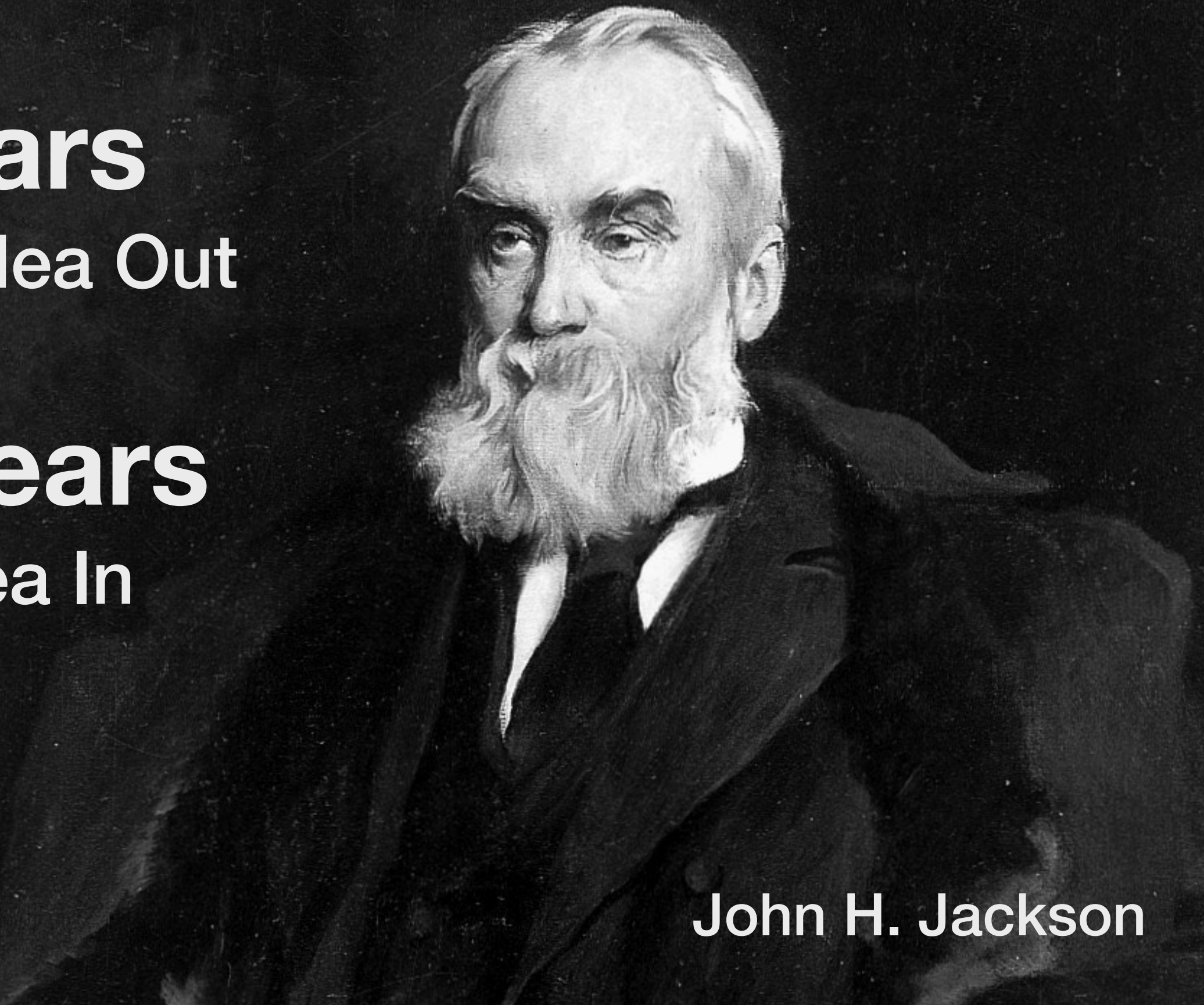
KT PROBLEM

50 Years

Wrong Idea Out

100 Years

Right Idea In



John H. Jackson

KT PROBLEM





**WEAKENS
THE
MIND**

**FORGETFUL
LEARNERS**

**TRUST
EXTERNAL
SOURCES**

**APPEAR
OMNISCIENT**

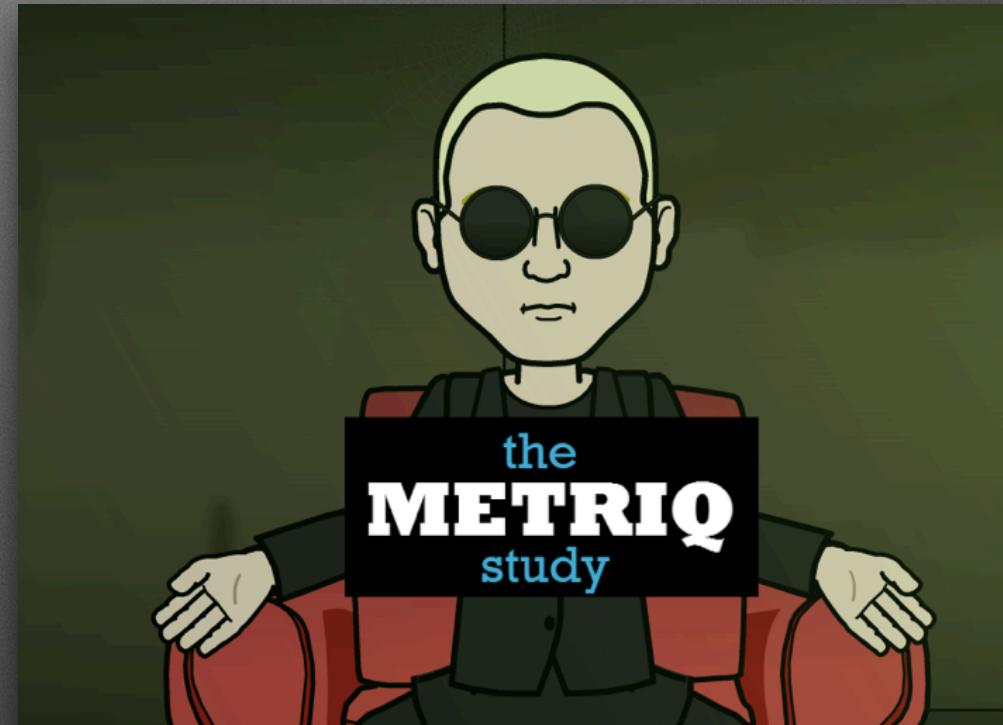


SOCRATES

CRITICS ARE NOT NEW



QUALITY



Education/Original research

Emergency Medicine and Critical Care Blogs and Podcasts: Establishing an International Consensus on Quality

Brent Thoma, MD, MA^{a, c, e}, , , , Teresa M. Chan, MD, BEd^{e, f}, Quinten S. Paterson^d, W. Kenneth Milne, MD^g, Jason L. Sanders, MD, PhD^{b, e}, Michelle Lin, MD^{e, h}

STRATEGIES

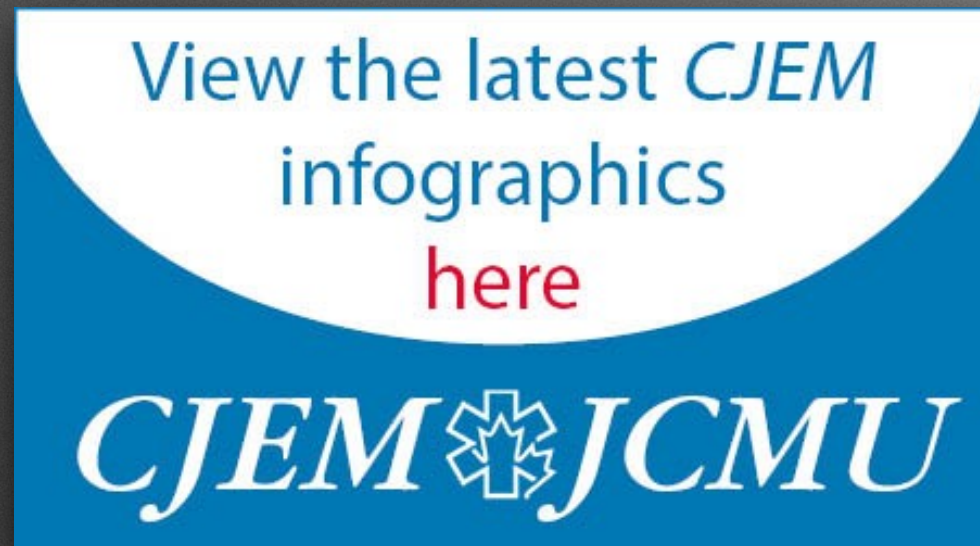


Education/residents' perspective

🔗 Five Strategies to Effectively Use Online Resources in Emergency Medicine

Brent Thoma, MD, MA^{a, b}, , , , Nikita Joshi, MD^{b, c}, N. Seth Trueger, MD^d, Teresa M. Chan, MD^{b, e}, Michelle Lin, MD^{b, f}

AWARENESS

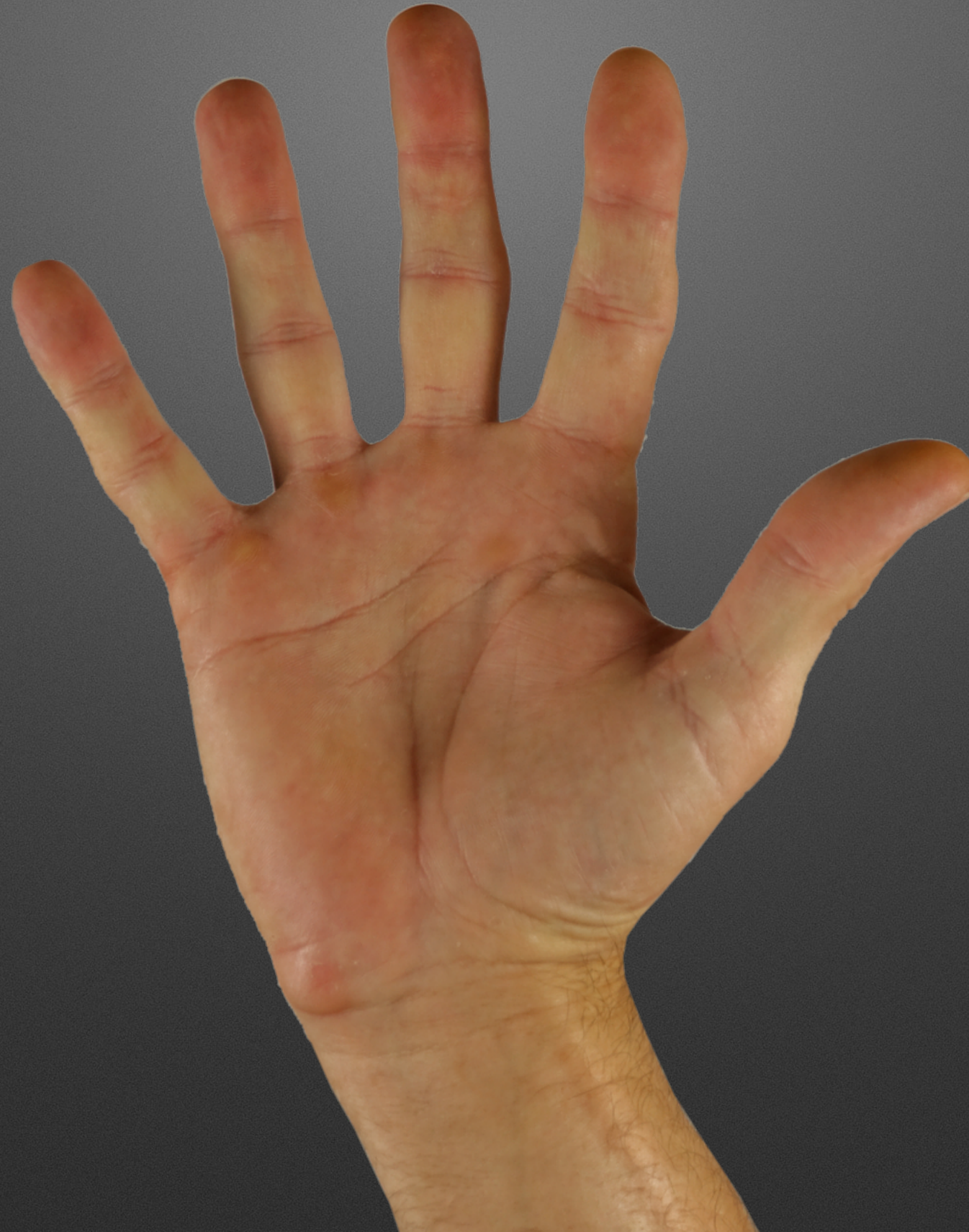


The impact of social media promotion with infographics and podcasts on research dissemination and readership

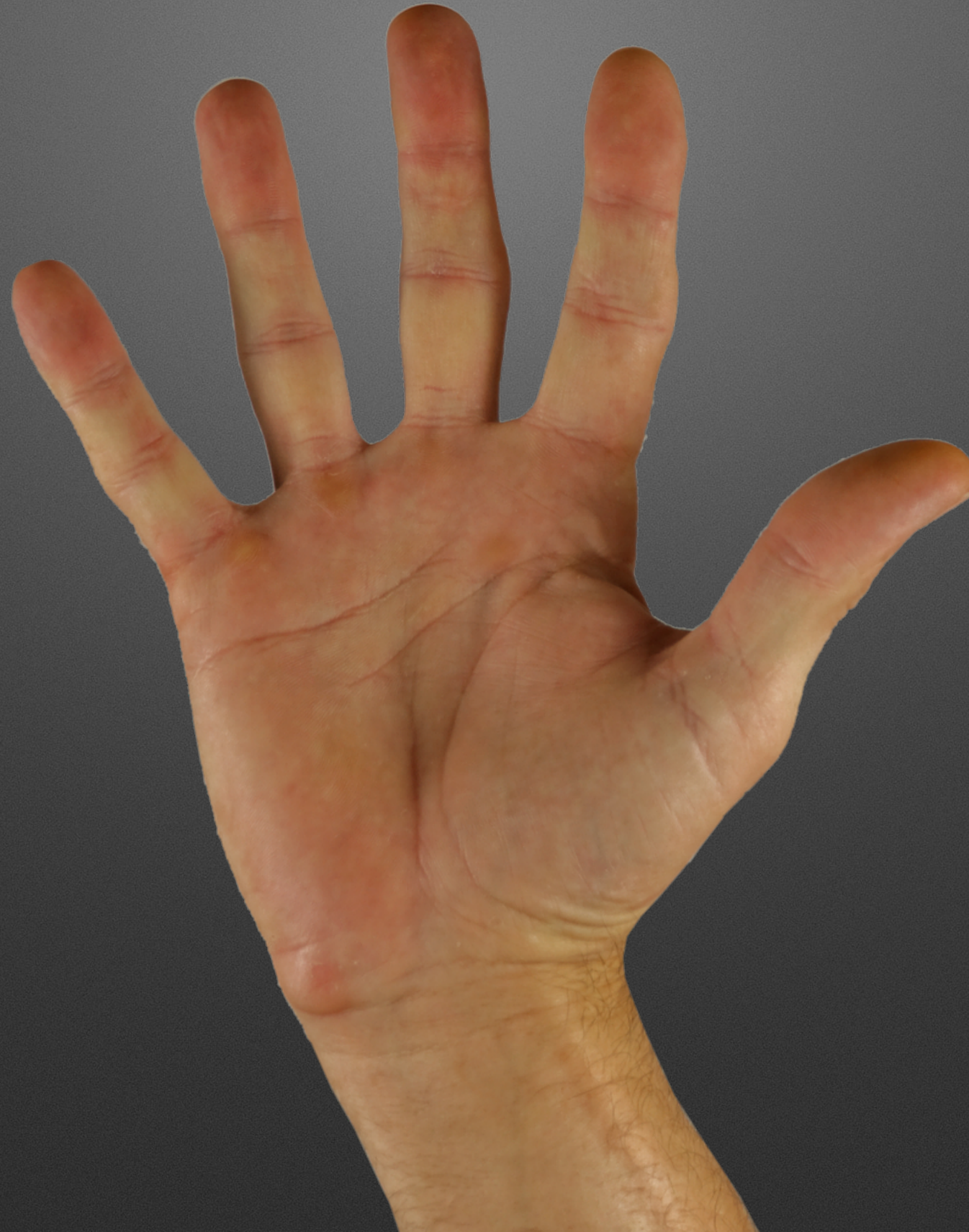
Brent Thoma  (a1), Heather Murray (a2), Simon York Ming Huang (a1), William Ken Milne (a3)  ... 

<https://doi.org/10.1017/cem.2017.394> Published online: 13 September 2017

TEACHING CLERKS



EBM BASIC TRAINING



NNT=1

NUMBER NEEDED TO TEACH

Viva la Evidence

“a 21st century clinician who cannot critically read a study is as unprepared as one who cannot take a blood pressure or examine the cardiovascular system”

BMJ 2008;337:704–705