

## EBM WORKSHOP

### Steps of EBM (The 5 A's)

1. Formulating Qs – “Asking”
2. Accessing the evidence
3. Appraising the evidence
4. Applying the evidence
5. Audit

*“Smart Health Choices”*  
Irwig Irwig Sweet  
Informed health on line

<b>Barriers</b>	<b>Facilitators</b>
<ul style="list-style-type: none"><li>• Admitting “I didn’t know”</li></ul>	Patients living the “we need the latest...”
<ul style="list-style-type: none"><li>• Basic computer illiteracy</li></ul>	Critical Appraisal: divide up the tasks in group
<ul style="list-style-type: none"><li>• Keyboard skills</li></ul>	Prior supervisory homework
<ul style="list-style-type: none"><li>• Definition vagueness</li></ul>	Rod Jackson’s “Gate” $\Delta$ $\ominus$ $\boxed{2}$

### Interesting clinicians in BBP

<b>Problems</b>	<b>Solutions</b>
<ul style="list-style-type: none"><li>• Not part of “good medicine”</li></ul>	<ul style="list-style-type: none"><li>• Frightening data<ul style="list-style-type: none"><li>○ Flecainide</li><li>○ Streptokinase</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Not relevant</li></ul>	<ul style="list-style-type: none"><li>• Not extra time censoring fan</li></ul>
<ul style="list-style-type: none"><li>• No role models</li></ul>	<ul style="list-style-type: none"><li>• Role model Worked examples (Book of)</li></ul>
<ul style="list-style-type: none"><li>• Time</li></ul>	
<ul style="list-style-type: none"><li>• The negative outcome<ul style="list-style-type: none"><li>? No data</li><li>? No skills</li></ul></li></ul>	

### Group size?

- Evaluation (Teaching evaluation)  
(Evaluating teaching)
- G.P. Guidelines / systematic reviews / EBP / EBM - Definitions
- Barriers
- Changing behaviour / practice
- Advertising / incentives?
- EBP: “process” → “what”  
Linked to quality