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Spanish & Portuguese Spine Societies COURSE DIPLOMA 2021 Module 6

Module 6:

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Using Literature to inform
my Practice

When:

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9 // October // 2021

Where:

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Virtual

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Module 6 Using Literature to inform my Practice

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Quick Facts

When	9 October 2021
Where	Virtual
Maximum Attendees	40 delegates
Registration Fee	Discount fee for SPPCV/GEER members 200€ for Members / 300€ for Non Members
CME Credits	An application has been made to the UEMS EACCME® for CME accreditation of this event
Language	English
Dress	Smart casual. You will be interacting with your colleagues on video and will be seen on camera.
Important Note	Completion of eLearning modules and attendance to the virtual live session is mandatory. This will be a paperless course and no printed programme will be provided. A computer (Mac/PC) or tablet (Android/Mac) and stable internet connection are required to access the eLearning content and virtual live sessions. The course evaluation is mandatory to obtain the CME certificate.

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, 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.

Learning Outcomes:

Module 6

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:

1. General outcomes and objectives

2. Outcomes and objectives for session 1

Introduction to critical appraisal

3. Outcomes and objectives for session 2

The architecture of RCTs: What clinicians need to know to determine the quality of an RCT

4. 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

5. Outcomes and objectives for Workshop 1

Critical appraisal of an RCT

6. Outcomes and objectives for Workshop 2

Critical appraisal of a cohort/ prognostic study

1. 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.

2. 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.

3. Outcomes and objectives for session 2

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.

4. 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.

5. Outcomes and objectives for Workshop 1

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.

6. 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 casestudies;
- **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

- **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.

Virtual Live Session

- **Workshop 3 & 4: Critical appraisal of an RCT**

- Activity: In small groups, learners will work together to evaluate a RCT. 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 5 & 6: Critical appraisal of a cohort and prognostic study**

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

eLearning Programme:

Introduction to Critical Appraisal

Daniela Linhares

The architecture of Randomized Controlled Trials

Cristina Jácome

Critical appraisal of a Cohort study: the fundamentals

Matilde Soares

Course Chairperson:

Daniela Linhares, PhD PORTUGAL

Course Faculty:

Daniela Linhares PORTUGAL

Cristina Jácome PORTUGAL

Matilde Soares PORTUGAL

Virtual Live Session Programme

Module 6

Time	Topic	Faculty
-	-	-
09.00 - 09.10	Welcome and Introduction	All
-	-	-
09.10 - 09.30	WS 1 – Presenting clinical cases and polling participants with their treatment recommendation	All group
09.30 - 10.00	WS 2 – Appraising the pertinence of abstracts	3 Rooms
-	-	-
Break 5 mins.	-	-
-	-	-
10.05 - 10.35	WS 3 – Critical appraisal of parts of a randomized controlled trial (article 1, related to cases)	3 Rooms
10.35 - 11.20	WS 4 – Critical appraisal of parts of a randomized controlled trial (article 1, related to cases)	3 Rooms
-	-	-
Break 5 mins.	-	-
-	-	-
11h35-12h05	WS 5 – Critical appraisal of parts of a cohort study (article 2 related to cases)	3 Rooms
12.05 - 12.50	WS 6 – Critical appraisal of parts of a cohort study (article 2, related to cases)	3 Rooms
-	-	-
Break 5 mins.	-	-
-	-	-
12.55 - 13.20	WS 7 – Applicability of study results to initial cases	All group
13.20 - 13.30	Wrap up, closing remarks	All group
-	-	-
13.30	End of Module	-
-	-	-

List of Resources

Pre-course reading:

- **Greenhalgh T. Of lamp posts, keys, and fabled drunkards: A perspectival tale of 4 guidelines.**
J Eval Clin Pract. 2018;24(5):1132-8.
- **Hopewell S, Clarke M, Moher D, Wager E, Middleton P, et al. (2008) CONSORT for Reporting Randomized Controlled Trials in Journal and Conference Abstracts: Explanation and Elaboration.** PLOS Medicine 5(1): e20. <https://doi.org/10.1371/journal.pmed.0050020>
- **Schulz, KF, Altman, DG, Moher, D, et al. (2010) CONSORT 2010 Statement: updated guidelines for reporting parallel group randomised trials.**
BMJ 340. <https://doi.org/10.1136/bmj.c332>
- **von Elm E, Altman DG, Egger M, Pocock SJ, Gøtzsche PC, et al. (2007) The Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) Statement: Guidelines for Reporting Observational Studies.** PLOS Medicine 4(10): e296. <https://doi.org/10.1371/journal.pmed.0040296>
- **Collins, G.S., Reitsma, J.B., Altman, D.G. et al. (2015) Transparent reporting of a multivariable prediction model for individual prognosis or diagnosis (TRIPOD): the TRIPOD Statement.**
BMC Med 13, 1. <https://doi.org/10.1186/s12916-014-0241-z>

Other Resources

- 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.

- 11 questions to help you make sense of a trial. Downloaded from Critical Appraisal Skills Programme.

Oxford UK. www.casp-uk.net.

- 12 questions to help you make sense of cohort study. Downloaded from Critical Appraisal Skills Programme.

Oxford UK. www.casp-uk.net

- Critical appraisal of prognostic studies. Downloaded from Centre of Evidence-Based Medicine.

Oxford UK. www.cebm.net

Contacts

Course Organisation

SPPCV Sociedade Portuguesa de Patologia da Coluna Vertebral

Portuguese Spine Society

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GEER Sociedad Española de Columna Vertebral

Spanish Spine Society

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Scientific Content

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Prof.^a Daniela Linhares

EUROSPINE, the Spine Society of Europe:

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Seefeldstrasse 16

8610 Uster

Switzerland

www.eurospine.org

SPPCV Sociedade Portuguesa de Patologia da Coluna Vertebral

Portuguese Spine Society

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Portugal

www.sppcv.org

GEER Sociedad Española de Columna Vertebral

Spanish Spine Society

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Av. García Lorca s/n. Edf. Club Municipal de Hielo

29630 Benalmádena, Málaga

España

www.geeraquis.org

Thank you for your participation.

Spanish & Portuguese Spine Societies
COURSE DIPLOMA

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2021

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