

International Symposium
for the Innovation of EBM Education

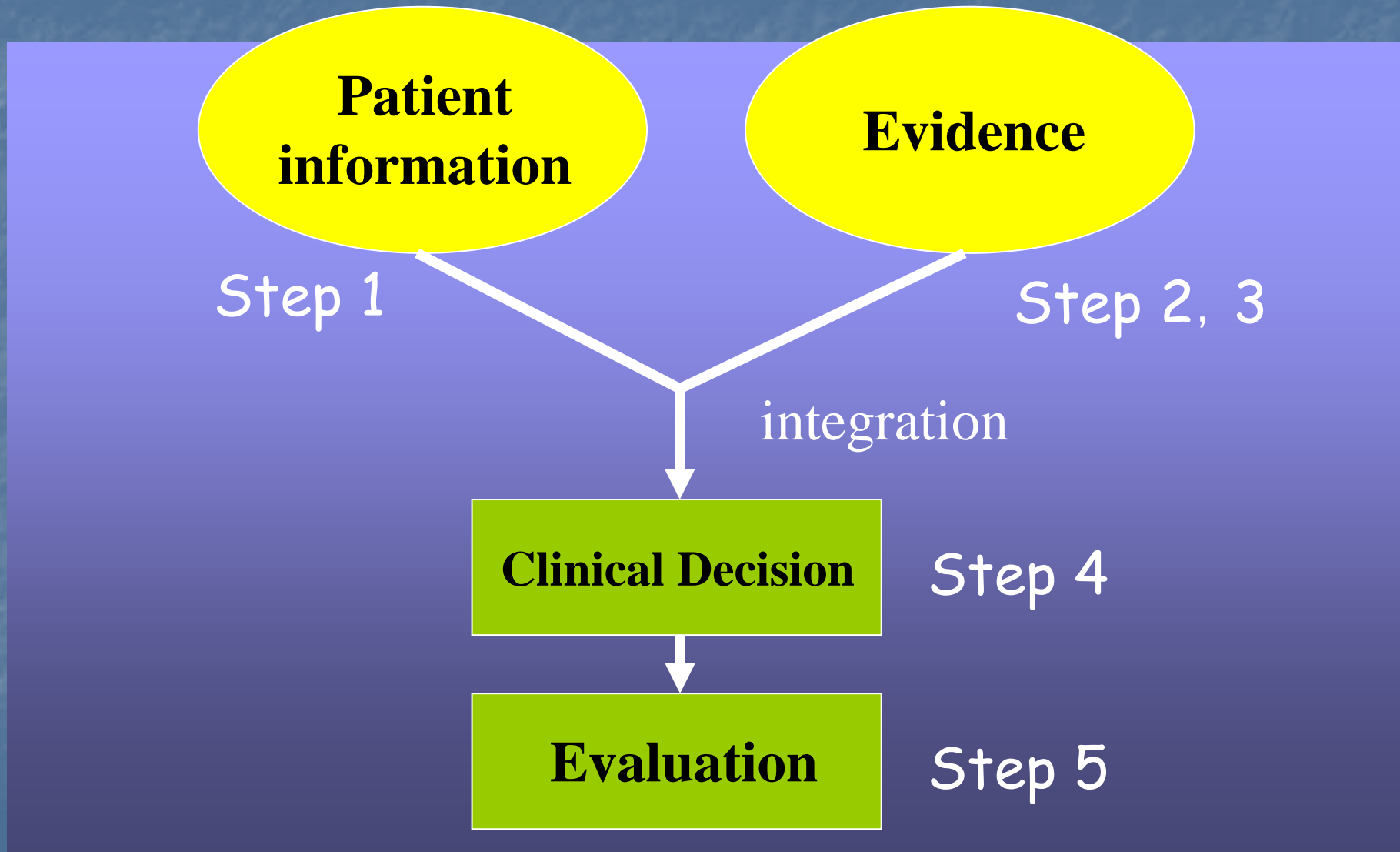
**A Multi-Disciplinary Grass Roots Activity
in EBM Education in Tokyo
–from the experience of EBM-Tokyo and pES club**

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Self-introduction

- 1973 born in Tokyo
- 1998 graduated from Medical School
- 1999 met EBM
- 2001 started EBM Journal Club
- 2002 attended as primary care physician
started EBM education
- specialty: primary care, EBM, medical education

EBM : Evidence-Based Medicine



Merits of EBM practice

True endpoint:

- providing high-quality care to patients

Surrogate endpoints:

- appraising articles critically
- searching technique
- communication skill with patients and co-workers

Maturity process of EBM practice

Conventional experience-based practice



Recognized the concepts of EBM

Recognized and surprised phase



Misunderstanding of EBM among evidence itself

Superstition about evidence phase



Suffering from relation between patient, evidence, and circumstance

Ideal evidence-based practice phase

Positioning of EBM education

Conventional experience-based practice



Recognized and surprised phase



Superstition about evidence phase



Ideal evidence-based practice phase



Conventional EBM workshops, seminars



Unexplored in education

Current condition of EBM education in undergraduate school

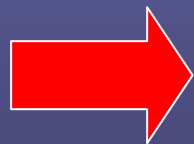
- In undergraduate education, EBM is not taught as a tool for clinical decision but is taught only clinical epidemiology in a part of public health or internal medicine.
- **Technical terms of EBM**, such as OR, RR, NNT, sensitivity and specificity, likelihood ratio, p-value and 95% CI, **are not taught with carrying a meaning at clinical situation.**

Current condition of EBM education for health care providers

- In the EBM lectures provided from drug companies, **researches** introduce evidence with a lot of bias and let audience to misunderstand them.
- There are **less EBM workshops** which introduce the concept of EBM and share methods of lifelong learning.
- There are **less colleague** who study together continually.

The value of spreading EBM

- Recognize the need of critically appraising medical information
- Recognize the need of multi-disciplinary team practice
- Master how to do lifelong learning with busy work



pES club and EBM-Tokyo

pES club

EBM

The SPELL

The Square of Practicing EBM and Lifelong Learning

[English version is here.](#)

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pES club

pES clubとは？

pES clubはpost EBM Seminar clubの略で、EBMの手法を用いた学生主体のJournal club(勉強会)です。

毎年12月～翌々年3月の期間、毎月1回のペースで、休日の13時～20時に、都内の会場にて、EBMの手法を用いた勉強会を実施しています。月1回の例会での議論を補う目的や資料の配付のために、メーリングリストも活用しています。

内容は主に、臨床医学論文の読み方、文献検索の方法、臨床現場でのコミュニケーションの方法、勉強会のマネージメントの仕方などです。

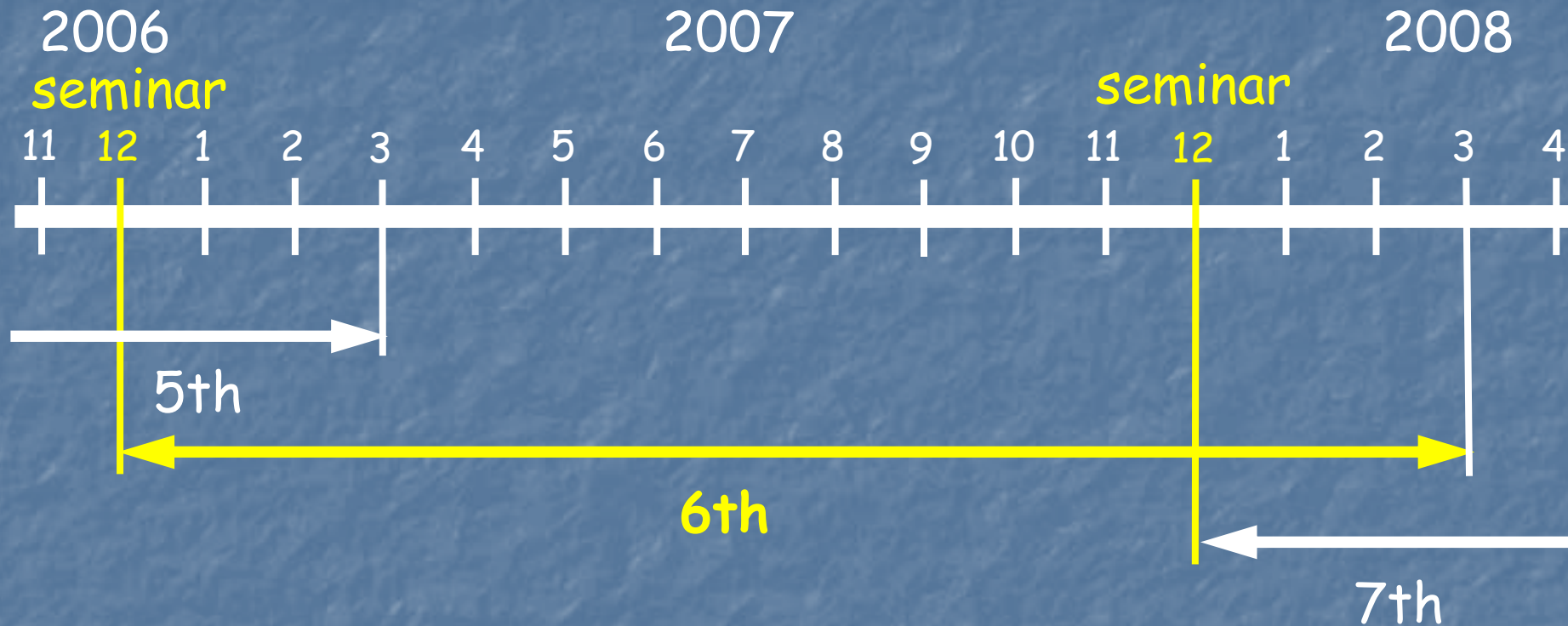
[pES clubの歴史](#)
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[pES club概要2007年版\(PDFfile:124KB\)](#)

pES club

- “post EBM Seminar club”
- EBM study group for healthcare students since 2002
- Monthly meeting, yearly camp, 15 months
- SGD (Small Group Discussion) style
- Medical, dental, pharmaceutical, nursing students
- Many different kind of lecturers who practice EBM in clinical setting

Program for the year of pES club



- Learning the basic knowledge and skills for practicing the five steps of EBM in a year

First semester (Jan to May)

- Learn critically appraised medical articles and statistical knowledge
- Study design
 - Therapy and Prevention (RCT, SR)
 - Diagnosis (cross sectional study)
 - Prognosis and Etiology (Cohort study)
 - Harm (Case-control study)



Second semester (Jun to Dec)

- Train each step specifically
 - Step1 : type of question, PICO
 - Step2 : PubMed and other data source
 - Step3 : Critically appraise
 - Step4 : communication, application
- The camp : Training the Tutors Days (TTD)
- EBM practice session

確定診断

★虫垂炎の可能性をより確実にしたい場合
(無駄な検査を省きたい)
→特異度が高い所見を見る

Psoas sign (感度16%、特異度95%)

事前確率50%のとき陽性的中率は80%となり、
陽性適中率が高いので確定診断に使えるので
す。



Third semester (Jan to Mar)

- Overlap with next first semester
- Learn by teaching new members
 - The skills of critically appraise
 - The skills of managing group works
 - The skills of presentation
- Know as much about own growth

From EBM education to human education

- Many Japanese students cannot use right Japanese
- Not mature as a member of society and afraid of becoming to medical provider
- Plan as lecturers learn themselves
 - How to write e-mail and medical certification
 - propriety
 - Logical speaking
 - presentation

The numbers of pES members

	med	dent	pharm	nursing	total
#1 (year of 2002)	10				10
#2 (year of 2003)	9(2)	5			14(2)
#3 (year of 2004)	3(1)	7(4)	5		15(5)
#4 (year of 2005)	3	5(1)		2	10(1)
#5 (year of 2006)	7(1)	5(2)	5	3(1)	20(4)
#6 (year of 2007)	10(4)	4	3	3(3)	20(7)
total	34	19	13	4	70

※ () continuator

EBM-Tokyo

EBM-Tokyo

Welcome to
EBM-Tokyo homepage

<http://ebm.umin.ne.jp>

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Workshop info. NEW

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このHPに関するお問い合わせは
管理者まで

since 2003.02.19

Last updated: 05/07/2007 07:46:51



私達と一緒にEBMを実践しませんか？

2007/10/27

Eishu NANAGO MD, Tokyo-kita Social Insurance Hospital

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EBM-Tokyo

- To spread the concept of EBM and improve members' skill, it started in March 2002.
- Activities
 - Produce EBM workshop twice a year
 - Join workshops as tutor or lecturer
 - Dispatch tutors to various study groups
- The members are medical providers, healthcare students and others as volunteers

Workshop

- Twice a year
- **Beginners' course** and **Experts' course**
 - Beginners' : learn about critically appraise
 - Experts' : learn specific theme in depth
- **Small group style** (with 8-10 members)
- Two expert tutors support discussion on each group
- **Find new colleague to learn EBM**



Beginners' Training Sheet Serise

はじめてトライアルシート 5.3

Beginners' Training Sheet for Clinical Trial

ver.5.3 by last updated on August 26, 2007
南郷 栄秀 Eishu NANGO. M.D.
<http://spell.umin.jp>

このシートは初めて臨床試験の論文を読むためのものです。臨床試験の定義と論文の構造にも触れながら、論文を読む上でのポイントを解説しました。

なお、このシートに関する質問、改善点などは、制作者まで直接お願いします。また、制作者は著作権を保持し、無断転載を禁止します。再配布に制限はしないつもりですが、再配布する際は制作者までご一報ください。

0 治療法・予防法の効果を検証するための研究デザインとは？

0-1) 臨床試験（介入試験）とは？

臨床試験 trial には幾つかの種類の研究デザインがあるが、いずれも、介入（ある治療法や予防法）の**治療効果、予防効果**や**比較的頻度の高い害**を調べるために用いられる。

定義：患者に対してある種の介入を加えてその効果・害をみるタイプの研究デザイン。コホート研究や症例対照研究などの観察研究に対して、介入研究とも呼ぶ。また、時間経過中に観察点が複数あり、縦断研究でもある。論文には **RCT(randomized controlled trial)** または **prospective clinical trial** と書かれていることが多い。

目的：①**治療効果、予防効果**を調べる
②**害**を調べる

分類：臨床試験にはいくつかの研究デザインがある。

One arm trial：対象患者に何らかの介入を加えて効果をみるデザイン。対照群はおかない。

Remaining problem on Grass Roots Activity in EBM education

- Colleague
 - Reading articles by several is significant
 - Workshop needs many staffs
- Time
- Motivation
 - compensation
- Sense to catch appropriate topics

Thank you very much



2007/10/27

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