

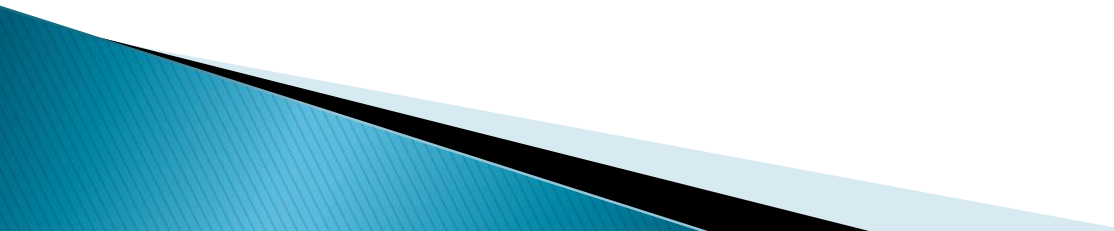
Evidence -based Information for
patients:
Teaching healthcare professionals to
find, adapt and develop it

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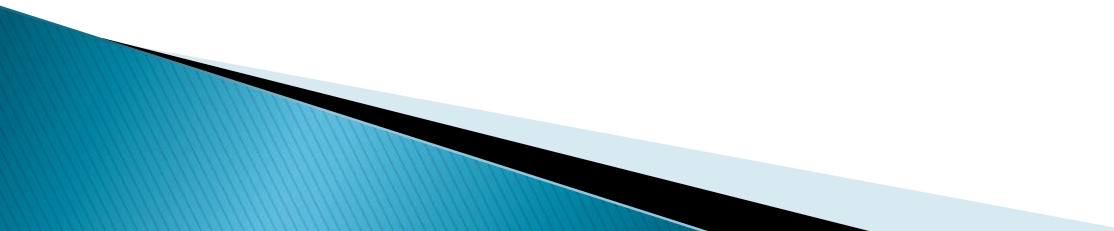
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Outline

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 - ▶ Course development
 - ▶ Course content
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 - ▶ “Difficult questions”
 - ▶ Assessment
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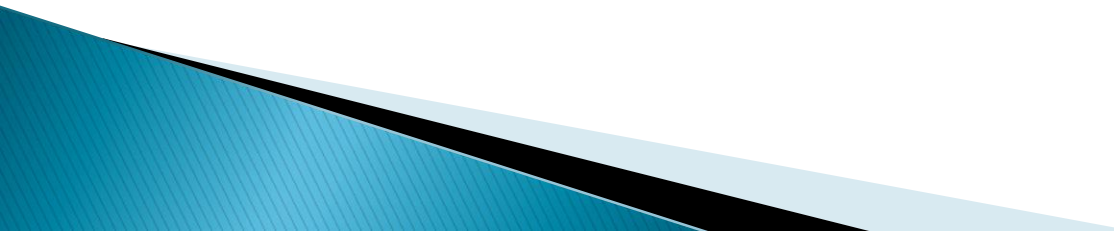
Background

- ▶ Most patients want more information and greater share in decision-making
 - ▶ Evidence-based information is a prerequisite for informed choice
 - ▶ Health care professionals are not always aware of patient information needs
 - ▶ Recent research provides solid evidence on what constitutes evidence-based patient information and what makes DL in health professions successful
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What constitutes evidence-based patient information *Bunge M., et al. Patient Educ Counc (2009)*

- ▶ Content of information
- ▶ Quality of evidence
- ▶ Patient-oriented outcome measures
- ▶ Presentation of numerical data
- ▶ Verbal presentation of risks
- ▶ Graphical presentation
- ▶ Loss- and gain-framing
- ▶ Patient narratives
- ▶ Cultural aspects
- ▶ Layout
- ▶ Language
- ▶ Development process

Health professionals need skills to

- ▶ Determine information needs of their patients
 - ▶ Identify evidence-based information sources
 - ▶ Provide information to patients using appropriate language, format and media
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4-week distance training course

2009/2010

- Google groups
- *Russia, Zambia, Ethiopia, Croatia*

2011/2013

- Google sites, e-mail, QuizStar
- *Botswana, Zambia*

2014

- CourseSites
- *Botswana, South Africa, Zambia*

Course content

Patient
information
needs

Planning
information
package


Searching for
and presenting
evidence

Writing style
and media

Dissemination
and evaluation

Learning objectives

be able to:

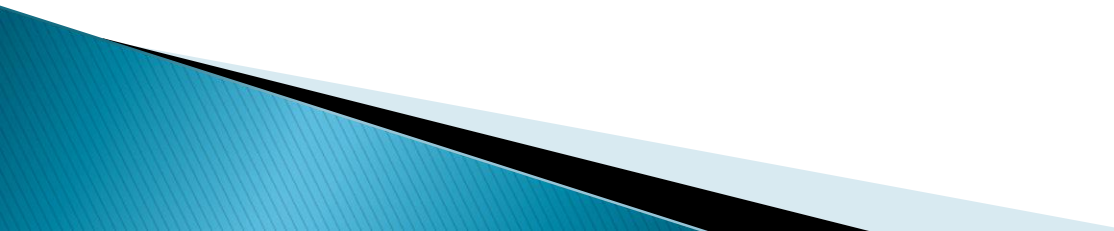
- ▶ participate in developing an information policy for your department (organization)
 - ▶ identify the best sources of evidence on diagnosis, prevention and treatment options
 - ▶ search Internet effectively for evidence-based resources for patients
 - ▶ critically appraise available patient information materials
 - ▶ identify methods for developing and introducing patient information materials in your practice
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“Difficult” questions

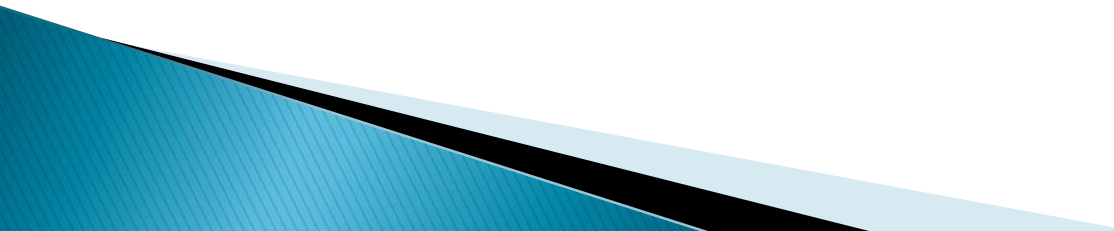
- ▶ Why patients need information
- ▶ Whether to present gaps in evidence

Solution: Examples from previous courses

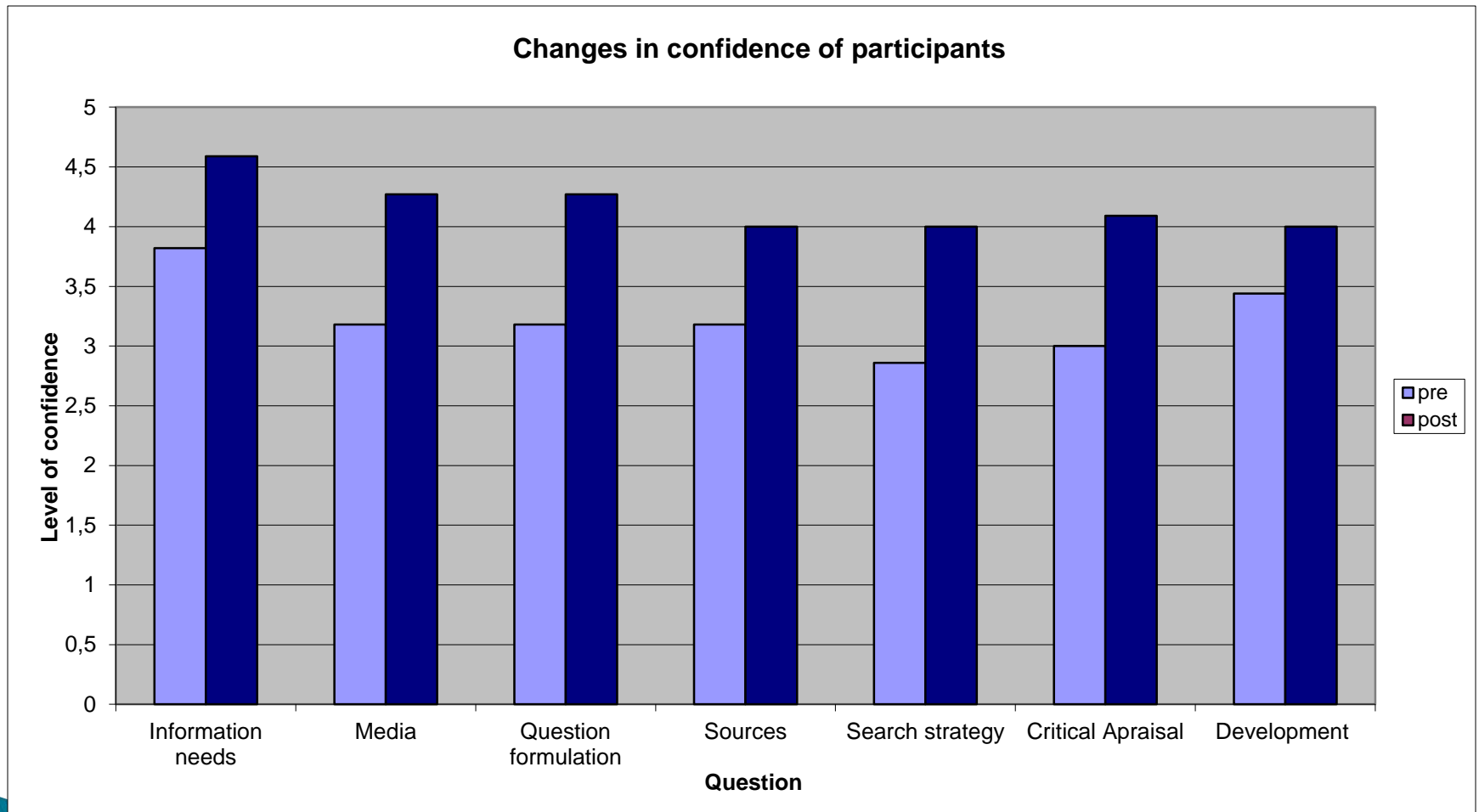
Assessment

- ▶ Pre- and post-course self-evaluation
 - ▶ Online quizzes
 - ▶ Learning portfolio
 - ▶ Course evaluation questionnaire
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Results

- ▶ Health care professionals felt the gap in their knowledge and skills in all aspects of providing information to patients
 - ▶ They were eager to learn those skills and considered distance training very practical
 - ▶ Most changes in confidence after training were for
 - (1) defining effective media and delivery method for providing information to target audience
 - (2) preparing a search strategy
 - (3) critical appraisal of patient information materials
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Confidence scores



Participants say...

- ▶ *“I now feel better equipped to make positive contributions to patient/client education materials”*
- ▶ “There was overwhelming information and it brought out ideas and practices that will definitely make us serve patients better”
- ▶ *“The tasks were practical, applicable and provided room for research”*
- ▶ “All the tasks were hands on in order to develop the skills in patient information production”