Introduction to EVIDENCE-BASED MEDICINE

DEPARTMENT OF FAMILY & COMMUNITY MEDICINE UP-PHILIPPINE GENERAL HOSPITAL





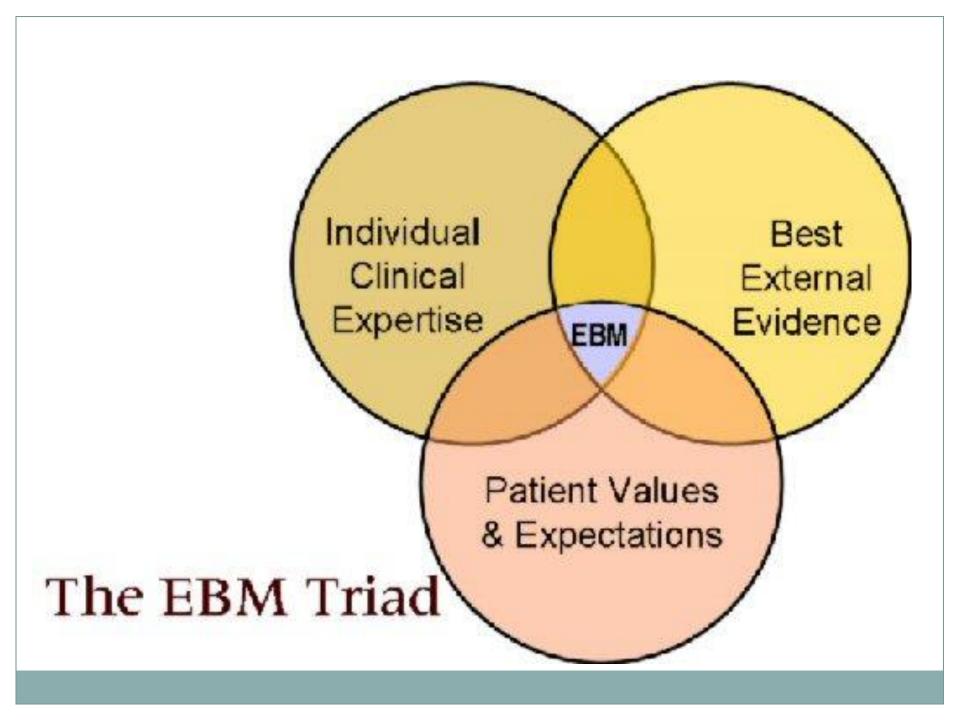
WHAT IS EVIDENCE BASED MEDICINE?



Dr. David Sackett, 1996

The conscientious, explicit, judicious use of current best evidence in making decisions about the care of individual patient.

It means integrating individual clinical expertise with the best available external clinical evidence from systematic research.



The Five Steps of EBM

Frame Patient Scenario into a Clinical Question Systematically retrieve best evidence available Critically appraise evidence Apply results to patient Evaluate decision making

EVIDENCE-BASED MEDICINE

STEPS IN EBM PROCESS

The patient	1. Start with the patient – a clinical problem or question arises out of the care of the patient
The question	2. Construct a well built clincial question from the case
The resource	3. Select the appropriate resource(s) and conduct the search
The evaluation	4. Appraise the evidence for its validity and applicability
The patient	5. Return to the patient – intergrate the evidence with the clinical expertise, patient preference and apply it to practice
Self evaluation	6. Evaluate your performance with this patient

STEP 1: CLINICAL SCENARIO

- Maria, a 67 year old
- History of congestive heart failure brought on by several myocardial infarctions.
- Hospitalized 2x in the last 6 months for worsening of heart failure



STEP 1: CLINICAL SCENARIO

- Presently in normal sinus rhythm
- She is extremely compliant about taking her medications (enalapril, aspirin and simvastatin)
- She desperately wants to stay out of the hospital
- You think she should also be taking digoxin, but you are not certain if this will help keep her out of the hospital.
- You decide to research this question before her next visit.

STEP 2. CONSTRUCT A WELL BUILT CLINICAL QUESTION

ANATOMY OF A CLINICAL QUESTION		
POPULATION	 primary problem, disease, or co-existing conditions sex, age or race of a patient 	
INTERVENTION OR TREATMENT	 main intervention, prognostic factor, or exposure prescribe a drug, Order a test? Order surgery? 	
COMPARISON OR CONTROL	 main alternative to compare with the intervention Another drug? Another test? Placebo? Your clinical question does not always need a specific comparison 	
OUTCOME	 What do you hope to accomplish/measure/improve/affect? What are you trying to do for the patient? Symptoms? Number of adverse events? Functionality? Test scores? 	
METHODOLOGY	• Type of Evidence/Study	

GOING BACK TO MARIA

Patient / Problem	Elderly with congestive heart failure	
Intervention	Digoxin	
Comparison	Placebo	
Outcome	Primary: reduce number of hospitalizations Secondary: reduce mortality	
Methodology	Randomized Controlled Trial	

Meta-analysis

Systematic Reviews

Randomized Controlled Trials

Cohort Studies

Case-Control Studies

Case Series, Case Reports

Editorials, Expert Opinion

TYPE OF QUESTION: WHAT TYPE OF STUDY?

Type of Question	Suggested best type of Study	
Therapy	RCT>cohort > case control > case series	
Diagnosis	Cross sectional>prospective, blind comparison to a gold standard	
Etiology/Harm	RCT > cohort > case control > case series	
Prognosis	cohort study > case control > case series	
Prevention	RCT>cohort study > case control > case series	
Cost	economic analysis	

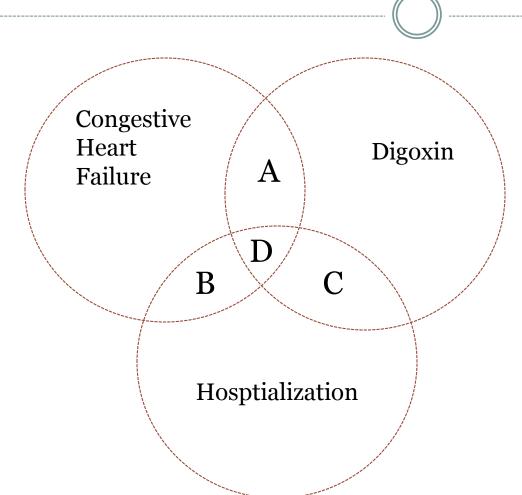
What type of study is best suited for Maria's case?

STEP 3: SELECT THE APPROPRIATE RESOURCE AND CONDUCT THE SEARCH

SEARCH STRATEGIES

- Identify the concepts: KEY TERMS
- Phrase search: "quotation marks"
- Boolean Principle: OR, AND
- MeSH
- Truncation and Wild Card
- Limits
- Related Articles
- Clinical Queries

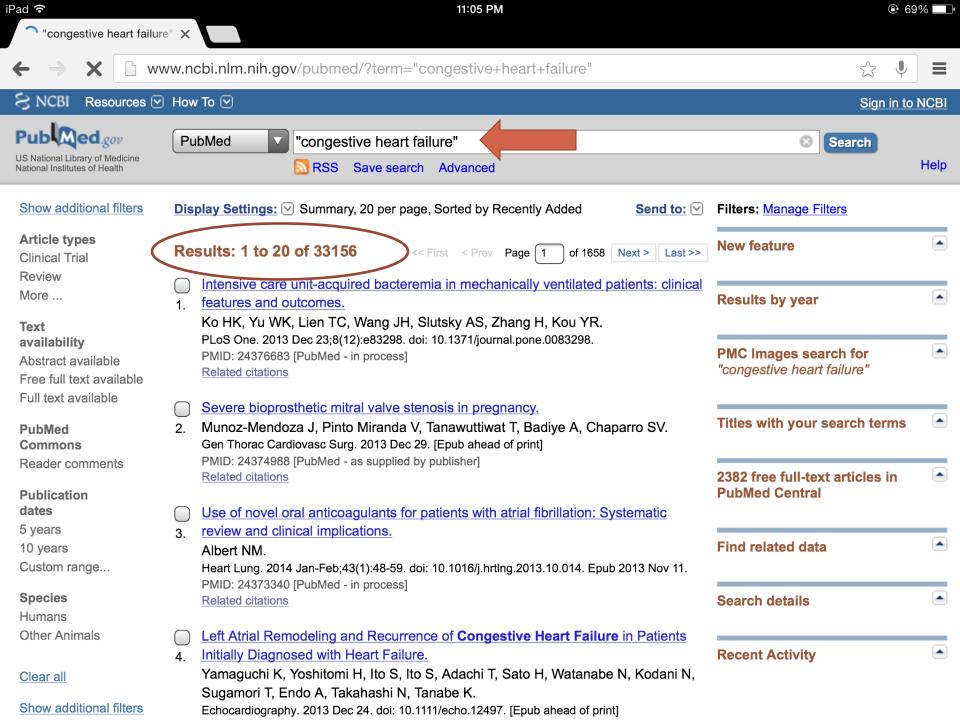
BOOLEAN PRINCIPLE

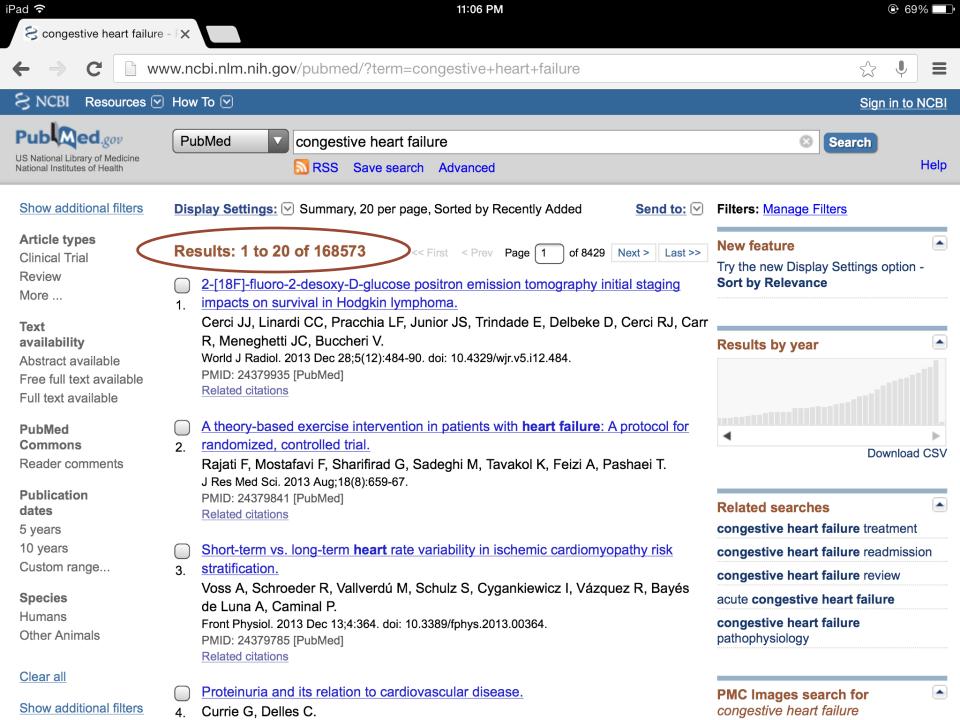


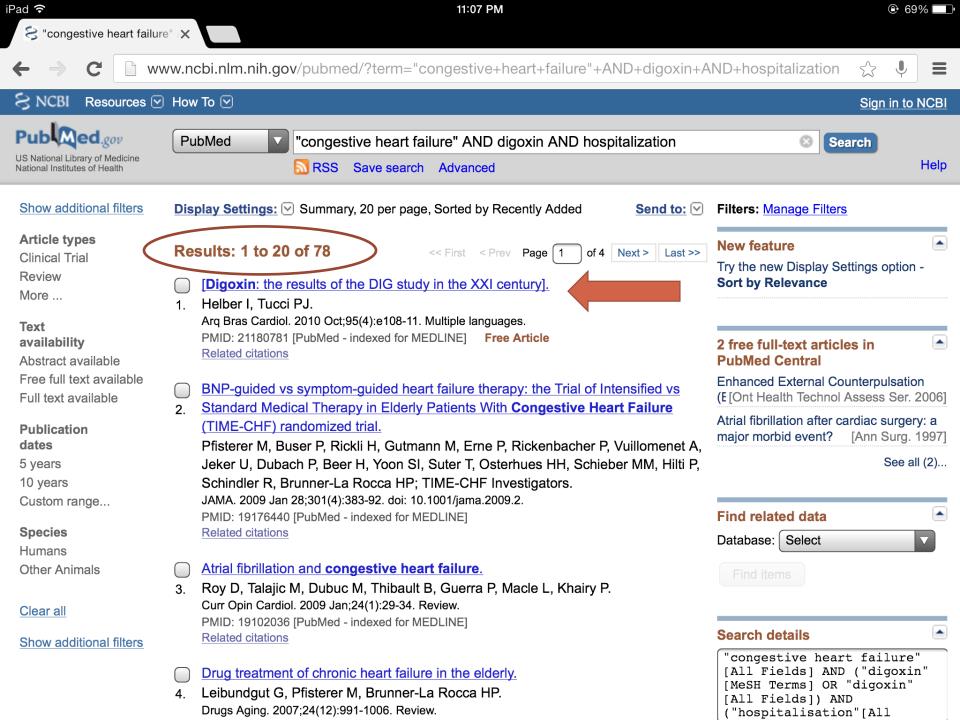
By using OR & AND...

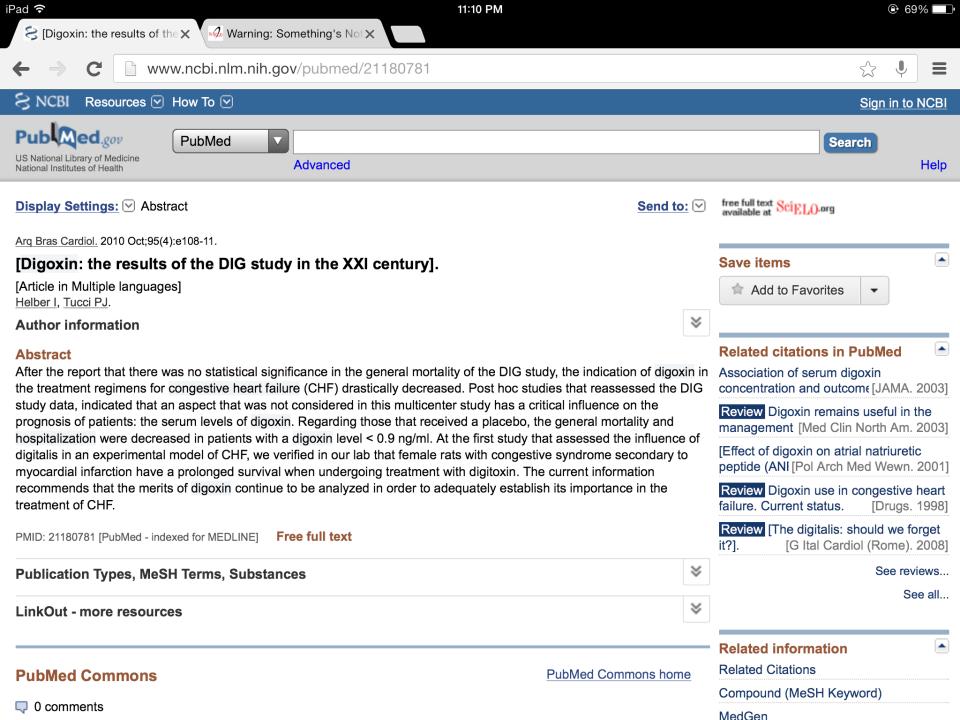
How do we get

- •A?
- •B?
- •C3
- •D3









Clinical Update



Digoxin: the Results of the DIG Study in the XXI Century

Izo Helber e Paulo J. F. Tucci

Escola Paulista de Medicina - Unifesp, São Paulo, SP - Brazil

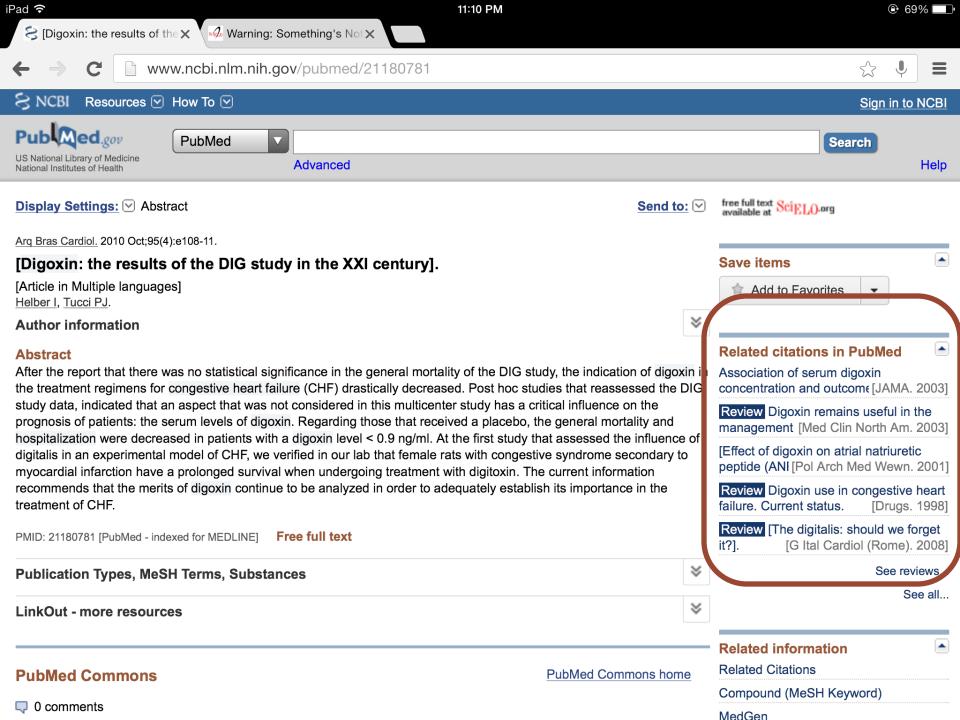
Abstract

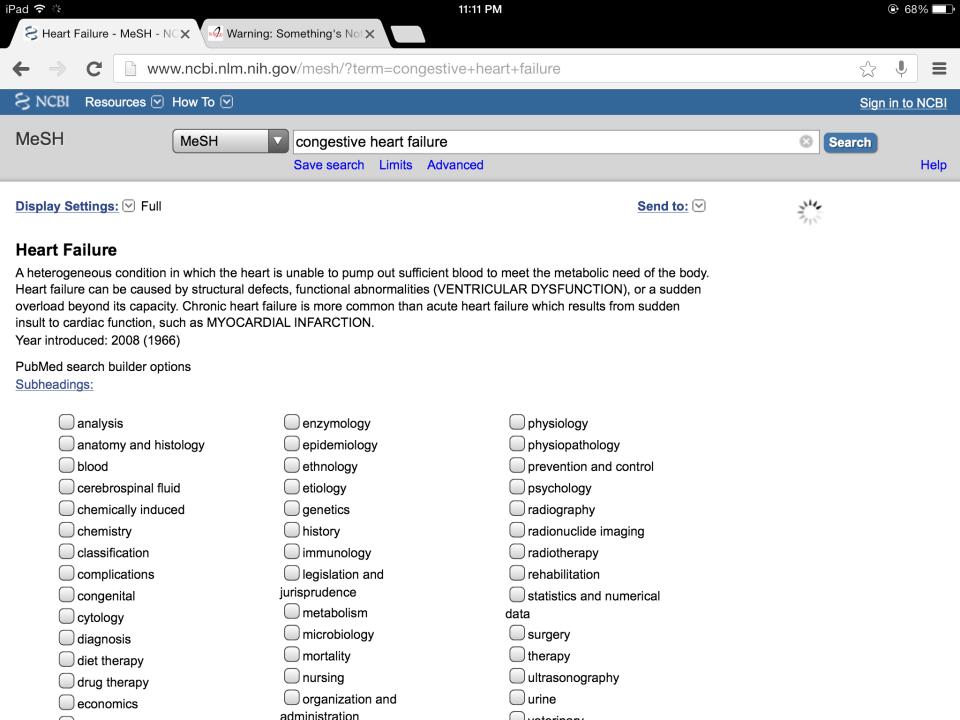
After the report that there was no statistical significance in the general mortality of the DIG study, the indication of digoxin in the treatment regimens for congestive heart failure (CHF) drastically decreased. Post hoc studies that reassessed the DIG study data, indicated that an aspect that was not considered in this multicenter study has a critical influence on the prognosis of patients: the serum levels of digoxin. Regarding those that received a placebo, the general mortality and hospitalization were decreased in patients with a digoxin level < 0.9 ng/ml. At the first study that assessed the influence of digitalis in an experimental model of CHF, we verified in

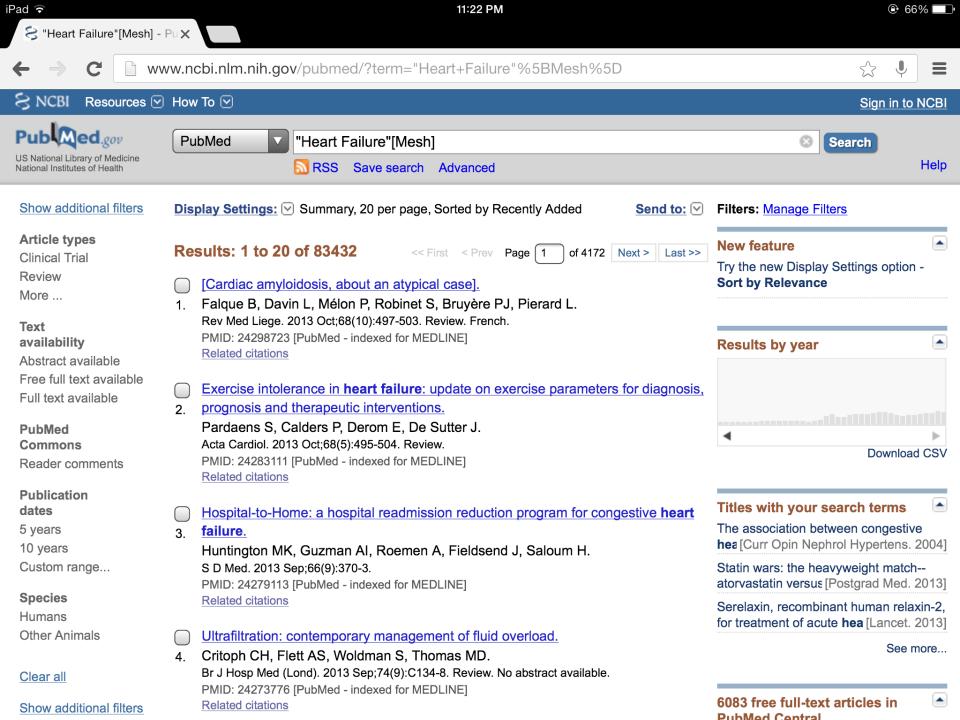
double-blind and placebo-controlled studies were published, which analyzed the clinical influence of the withdrawal of digoxin in patients that had been receiving the medication: PROVED³ and RADIANCE⁴. The patients followed at the PROVED trial received a diuretic associated to digoxin and the patients followed at the RADIANCE study received digoxin associated with diuretic and angiotensin-converting enzyme inhibitor. After the period of stabilization, the digitalis was substituted by placebo in one of the groups of each of these trials. In the two studies, weeks after the digoxin withdrawal, there was a decrease in exercise tolerance, decreased ejection fraction (EF), increased heart rate and decompensation in the

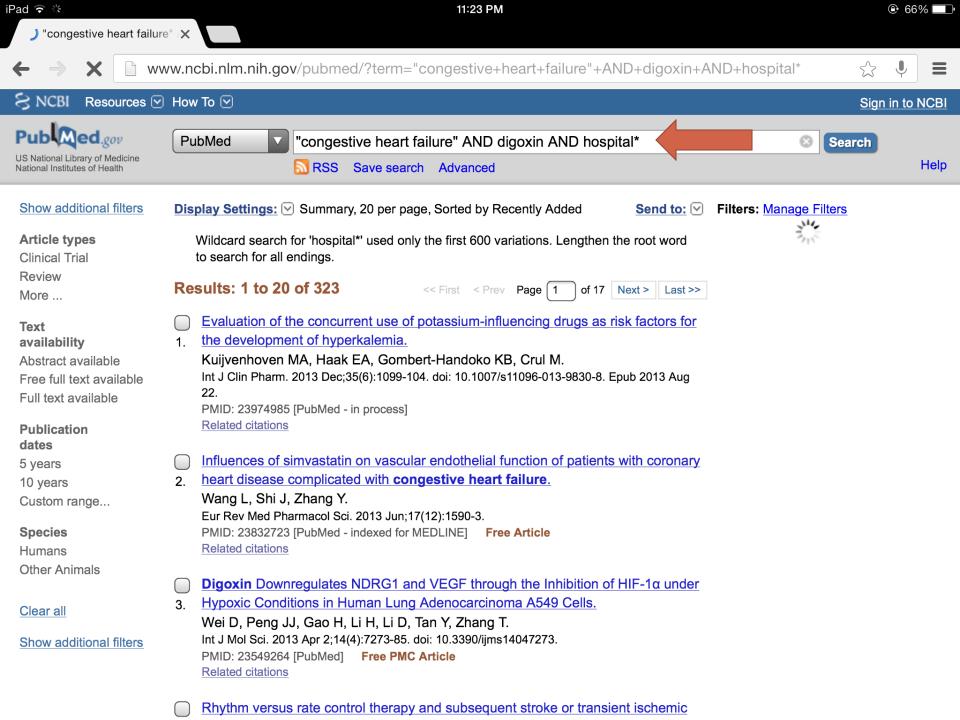
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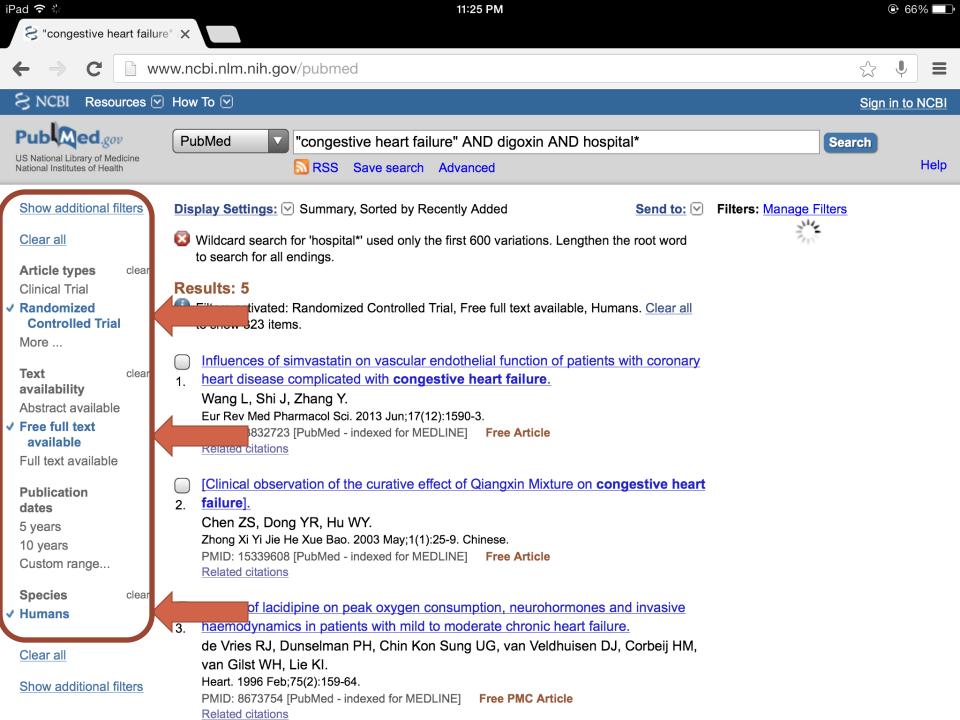
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OTHER WEBSITES

NATIONAL GUIDELINE CLEARINGHOUSE
THE COCHRANE COLLABORATION
NEW ENGLAND JOURNAL OF MEDICINE
SPECIALTY JOURNALS

Once you find an article, What will you do with it?

Do the Critical Appraisal!

USE

 The Evidence-Based Family and Community Practice (EBFCP) and Quality Improvement in Health Care Manual (FMRG, 2003)

Other source to Understand:

- Painless EBM by Dr. Dans
- World Wide Web
- BUT the guide questions to be answered must come from the EBFCP Manual

FORMAT OF JOURNAL REPORT

- Case Scenario
- Research Question
- Search
- Title
- Source
- Authors
- Appraisal

EVIDENCE-BASED FAMILY AND COMMUNITY PRACTICE

- I. Is it relevant?
- II. Is it valid?
- III. What are the results?
- IV. Is it applicable to my patient?

Critical Appraisal of An Article on Diagnostics

Decision analysis

 appraisal of an article on diagnostics start with the decision analysis line

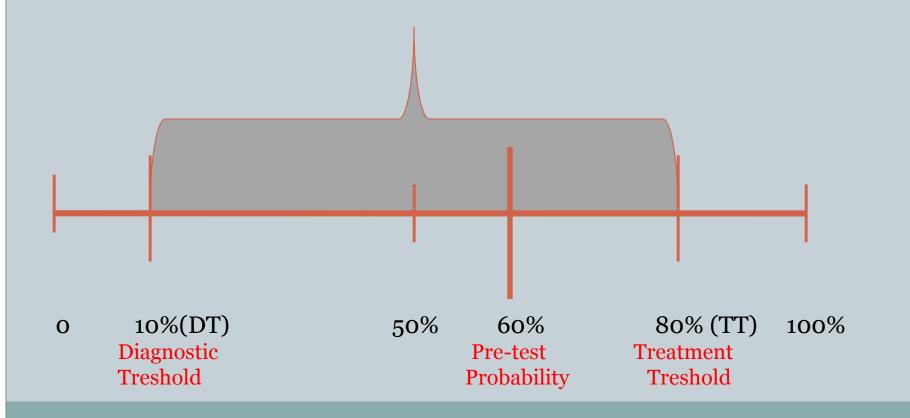
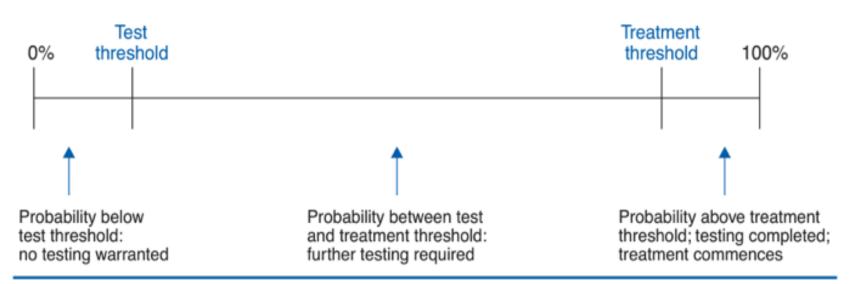


FIGURE 14-2

Test and Treatment Thresholds in the Diagnostic Process

Probability of Diagnosis

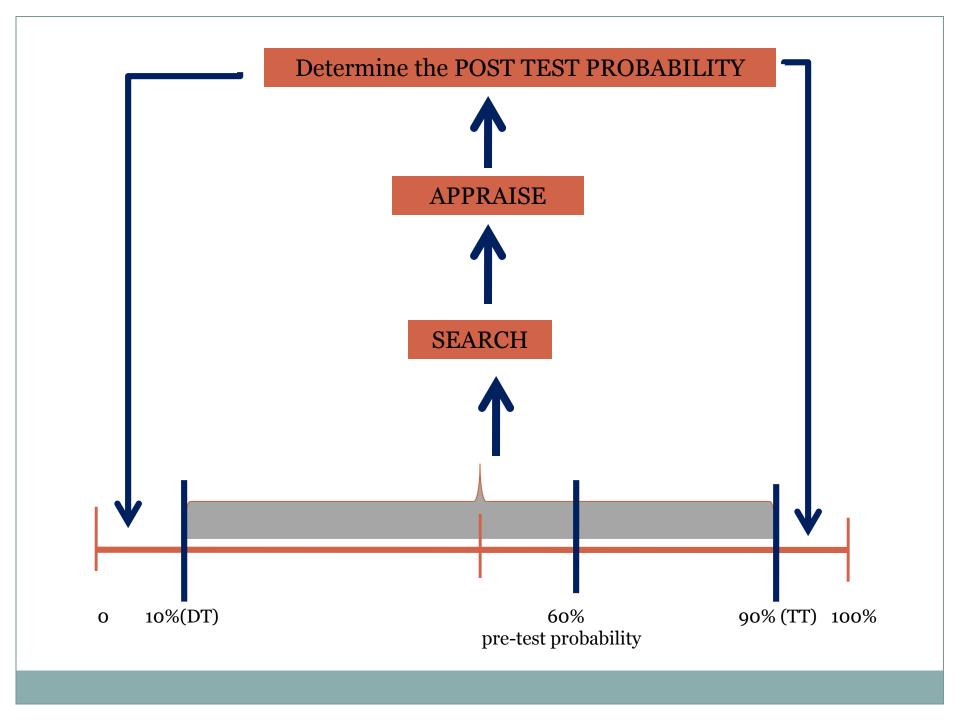


Decision Analysis Line

- Diagnostic Threshold (DT): arbitrary point at which you rule out the disease below this point
 - o After this point, you will request for a diagnostic test
- Therapeutic Threshold: arbitrary point at which you decide to treat beyond this point
 - o Below this point, you will request for a diagnostic test
- Pre-Test Probability: probability that the patient has the disease
- Post-Test probability: probability that the patient has the disease after doing the diagnostic exam

Case Scenario

- 24 year old male
- Presenting with 1 month history of RUQ pain
- Started out as epigastric pain then localizing in the RUQ
- Usually associated with intake of fatty food
- No other associated symptom
- PE: (-) Murphy's
- What is our pre test probability that this patient has Acute Cholelithiasis?
- Will we request for an HBT ULTRASOUND?



Is it relevant?

• Is the objective of the study similar to your clinical dilemma?

	CLINICAL DILEMMA	STUDY
Population		
Intervention and comparative intervention	2	2
Methodology		
Outcome		

Is it valid?

PRIMARY VALIDITY GUIDES

- Was there an independent comparison with a reference standard?
- 2. Did the patient sample include an appropriate spectrum of patients to whom the test will be done?

SECONDARY VALIDITY GUIDES

- 1. Was the reference standard done regardless of the result of the of the diagnostic test being evaluated?
- 2. Were the methods for performing the test described in sufficient detail to permit replication?

PRIMARY VALIDITY GUIDES

1. Was there an independent comparison with a reference standard?

Reference standard.

Accuracy.

Precision.

* The reference standard should not be part of the diagnostic procedure in question.

PRIMARY VALIDITY GUIDES

- 2. Did the patient sample include an appropriate spectrum of patients to whom the test will be done?
 - Inclusion and Exclusion Criteria.
 - Baseline Characteristics (table 1).
 - Representativeness includes subjects with the whole spectrum of the disease
 - The accuracy of a diagnostic test among patients with low risk for the disease is different from patients with high risk for the disease.

SECONDARY VALIDITY GUIDES

1. Was the reference standard done regardless of the result of the of the diagnostic test being evaluated?

SECONDARY VALIDITY GUIDES

2. Were the methods for performing the test described in sufficient detail to permit replication?

2. Were the methods for performing the test described in sufficient detail to permit replication?

- Look at the results and methodology section.
- Clear procedure including the preparation of subjects.
 - o Diets, drugs to avoid.
 - o Precautions.
 - Step by step descriptions.

 Be able to duplicate the exam in your setting and still get the same results.

II. Overall is the study valid?

- If you want to be strict about it, you should answer yes in all 4 questions.
- A simple rule might be to answer yes to at least, one primary guide and two secondary guides.



III. What are the results?

What are the likelihood ratios for the different test results?

Likelihood ratios indicates by how much a given test result increases the pre-test probability of the disease.

LR of 1 means that the pre-test probability is same after doing the test

LR >1 increases the probability that the disease is present

Sensitivity & Specificity

Disease

Test

	Present	Absent
Positive	TP	FP
Negative	FN	TN

SENSITIVITY: probability/likelihood that the diseased patient will test positive: **TP / TP + FN**

SPECIFICITY: probability/likelihood that those without the disease will test negative: **TN/TN + FP**

Remember? SpPIN & SnNOUT

LIKELIHOOD RATIO

Likelihood ratio of a positive test

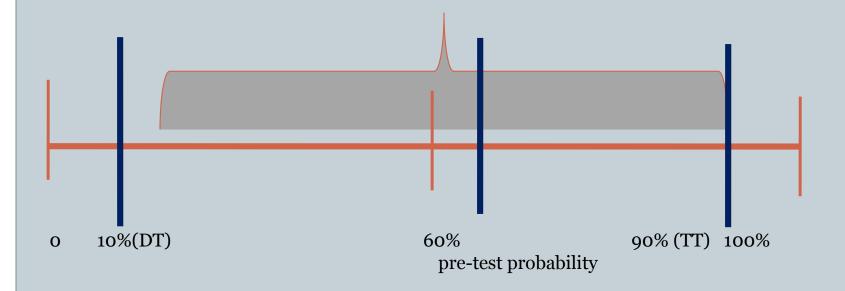
- Probability that the test is + among diseased person
 Probability that the test is + among non-diseased person
- LR (+) = Sensitivity/1-Specificity

Likelihood ratio of a negative test

- Probability that the test is among diseased person
 Probability that the test is among non-diseased person
- o LR (-) = 1-Sensitivity/Specificity

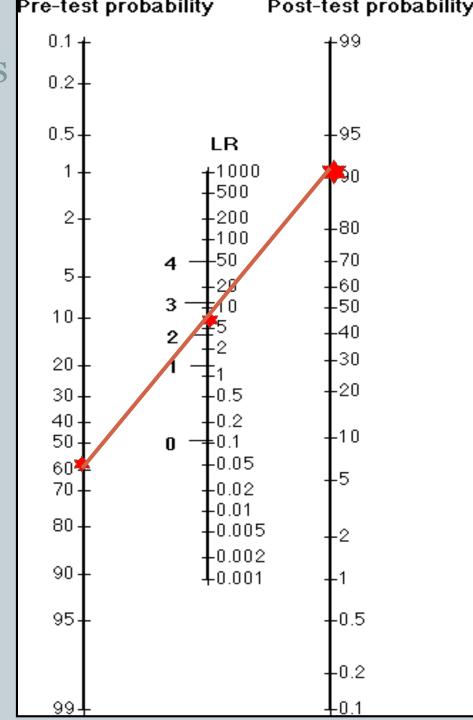
What do Likelihood ratios do?

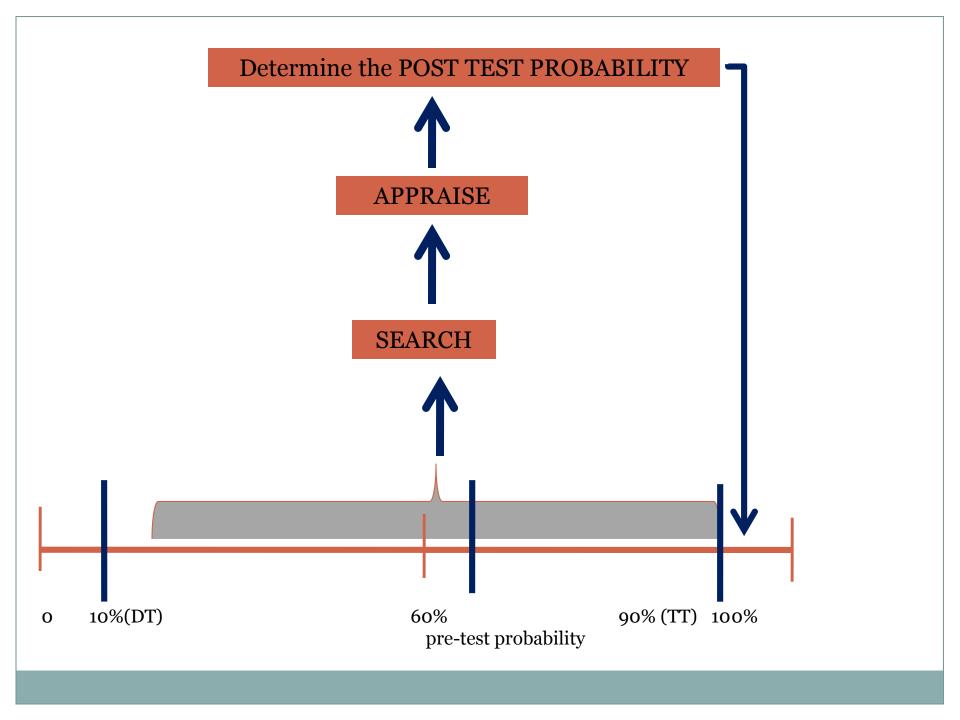
- It can change the probability of the disease after a diagnostic test is done.
- Remember our Case Scenario



Will the likelihood ratios shift the pre-test probability

- Use a NOMOGRAM
- Given a pre test probability of 60%
- The HBT UTZ yielded a LR of 2.5
- PLOT
- Post test Probability is 93%
- What does this mean?





IV. Can the results help me in caring for my patients?

- 1. Will the reproducibility of the test result and its interpretation be satisfactory in my setting?
 - o Is the interpretation simple enough?
 - o Is the basis of the interpretation clear and specific?
- 2. Are the results applicable to my patient?
 - setting is somewhat similar
 - o inclusion criteria include characteristics of your patient
 - clinical judgment is required
- 3. Will the results change my management?

Critical appraisal of an article on therapeutics

Is it relevant?

• Is the objective of the study similar to your clinical dilemma?

	CLINICAL DILEMMA	STUDY
Population		
Intervention and comparative intervention	2	2
Methodology		
Outcome		

I. Is it valid?

Primary Validity Guides

- 1. Was the assignment of patients to treatment randomized?
- 2. Were all the patient who entered the trial properly accounted for and attributed at its conclusion?

Secondary Validity Guides

- Were patient, their clinicians and study personnel "blinded"?
- 2. Were the groups similar at the start of the trial?
- 3. Aside from the experimental intervention, were the groups treated equally?

1. Was the assignment of patients to treatment randomized?

- Look at the abstract or methodology.
- Define randomization.
- Random sampling?
- Randomization assures that both known and unknown determinants of outcome are even distributed between the treatment and control
- Avoids selection bias
- More severe disease = worse results
- less severe disease = better results

- 2. Were all the patient who entered the trial properly accounted for and attributed at its conclusion?
- b. Were the patients analyzed in the group to which they were randomized?
- patients, including drop outs or withdrawn, were analyzed to their original grouping at the start of the study
- This preserves the value of randomization
- No crossing over

2. Were all the patient who entered the trial properly accounted for and attributed at its conclusion?

a. Was follow up complete?

- Methodology and Results Section
- Look at the number of patients enrolled at the outset and compare this with the number of patient reported at the results table.
- What is the drop out rate?
- 20 % or more is considered substantial
- If less than 20% dropped out, check if and intention to treat analysis was done
- What is intention to treat analysis?

I. Is it valid?

Primary Validity Guides

- 1. Was the assignment of patients to treatment randomized?
- 2. Were all the patient who entered the trial properly accounted for and attributed at its conclusion?

Secondary Validity Guides

- Were patient, their clinicians and study personnel "blinded"?
- 2. Were the groups similar at the start of the trial?
- 3. Aside from the experimental intervention, were the groups treated equally?

1. Were patients, their clinicians, and study personnel "blind" to treatment?

- Look at the abstract or methodology.
- Define blinding.
- What is its importance?
 - o SINGLE blinding?
 - o DOUBLE blinding?
 - o TRIPLE blinding?

2. Were the groups similar at the start of the trial?

• Baseline characteristics usually labeled Table no. 1

• The greater the similarity between known prognostic factors for the control and experimental group, the more likely that the results can be attributed to the intervention, rather than due to the differences in these factors

3. Aside from the experimental intervention, were the groups treated equally?

- Look for interventions other than the treatment under study
- "co-interventions" distort the results
- Where outcomes measurements clearly described and determined in the same way between interventions?
- DEFINE
 - Clinical Outcomes
 - Surrogate Outcomes

II. Overall is the study?

- If you want to be strict about it, you should answer yes in all 5 questions.
- A simple rule might be to answer yes to at least, one primary guide and two secondary guides.



III. WHAT ARE THE RESULTS?

a. How large was the treatment effect?

RISK IN TREATMENT (Rt)

No. of patients who did not get well in the treatment group

Total no. of patients in the treatment group

RISK IN CONTROL (Rc)

No. of patients who did not get well in the control group

Total no. of patients in the control group

a. What are the results?

- Absolute Risk Reduction (ARR) = Rc Rt
- Relative Risk (RR) = Rt/Rc

RR of 1: No difference between Treatment and Control

RR of >1: Treatment is more harmful

RR of <1: Treatment is more effective

• Relative Risk Reduction (RRR) = 1 – RR

B. How precise was the treatment effect?

- What is the confidence interval?
- What is the p-value?

IV. Are the results applicable to my patients?

- Are the medical, social and economic resources needed to administer the treatment available in your setting?
- Consider the acceptability by your patient, his family and community.
- Are the likely treatment benefits worth the potential harm and costs?

Number needed to treat – 1/ARR

Cost effectiveness Formula: NNT x price/unit x dose x duration

THANK YOU:

The doctor of the future will give no medicine, but will interest her or his patients in the care of the human frame, in a proper diet, and in the cause and prevention of disease.

Thomas A. Edison
US inventor (1847 - 1931)