

## Using EBM to assess questions about harm or etiology

- Question is not whether someone with exposure to agent gets ill, but rather those with illness have higher rate or amount of exposure
- Ideally assessed by RCT but this may be impractical or unethical
- · Next best evidence comes from observational studies, which have limitations

Health IT Workforce Curriculum Version 2.0/Spring 2011

2

Component 2 / Unit 5-5

Component 2 / Unit 5-5

## Examples of questions to answer about harm

- Do silicone breast implants cause autoimmune diseases, such as lupus? (Gabriel, 1994)
  - Women with silicone breast implants developed connective tissue diseases and arthritis but at no higher rate than those without them
- · Do anti-obesity drugs (e.g., fenfluramine and phentermine, also known as fen-phen) cause heart valve abnormalities? (Gardin, 2000)
  - Those who used these drugs developed certain heart valve abnormalities at a higher rate than those who did not

Health IT Workforce Curriculum Version 2.0/Spring 2011







Health IT Workforce Curriculum Version 2.0/Spring 2011

Component 2 / Unit 5-5







• Prognosis is "natural history" of disease

Component 2 / Unit 5-5

- But very little "history" is "natural" in modern era with our abundance of diagnostic tests, interventions, harmful agents, etc.
- Many studies measure prognosis after a test or intervention

Health IT Workforce Curriculum Version 2.0/Spring 2011





## Example studies of prognosis Extremely pre-term birth (Marlow, 2005) Followed cohort of 241 children from UK and Ireland born at 25 or fewer weeks gestation Compared with 160 classmates born at full-term 41% of pre-term children had "serious impairment" on cognitive assessment compared with 1.3% in control group Untreated early, localized prostate cancer (Johansson, 2004) 223 men followed from 1977-1984 17% developed generalized disease 16% died of disease

Component 2 / Unit 5-5

Health IT Workforce Curriculum Version 2.0/Spring 2011

11