

#### Specifying a recommendation (Guyatt, 2008) Method for Achieving Task Task Specify options and outcomes Explicit decision framing Use evidence to determine the link between options and outcomes in all relevant patient subgroups Randomized controlled trials and other evidence ------> Systematic review Ţ Values — Decision analysis or practice guideline Incorporate values to decide on optimal course of action If necessary, consider local circumstances and modify course of action Local circumstances ----- Local guidelines

Assess local burdens, local barriers, and local resources

2

3

Health IT Workforce Curriculum Version 2.0/Spring 2011

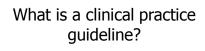
#### Techniques for specifying recommendations

Health IT Workforce Curriculum Version 2.0/Spring 2011

- Clinical practice guidelines
- Decision analysis

Component 2 / Unit 5-7

Component 2 / Unit 5-7



- · Series of steps for providing clinical care
- May consist of text/tables or algorithms
- Algorithm steps (Ohno-Machado, 1998)
  Action perform a specific action
  - Conditional carry out action based on criterion
  - Branch direct flow to one or more other steps

Health IT Workforce Curriculum Version 2.0/Spring 2011

 Synchronization – converge paths back from branches

Component 2 / Unit 5-7

Example guideline algorithm START Collect data (Branch step 1) (Action step 1) Get occupation Get age (Action step 2) Wait until (Synchronization step 1) data collected (Conditional step 1) (Conditional step 2) Health care worker No Age <12? or age >65? Yes Yes (Action step 3) Peds dose (Action step 4) Adult dose STOP Health IT Workforce Curriculum Version 2.0/Spring 2011 Component 2 / Unit 5-7 5

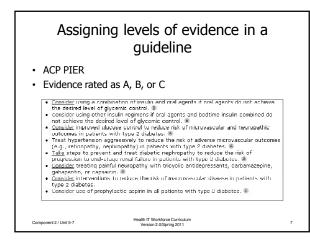


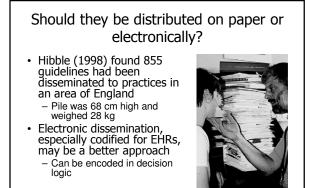
# Appraising a clinical practice guideline

- Did the developers carry out a comprehensive, reproducible literature search within the last 12 months?
- Is each of its recommendations both tagged by the level of evidence upon which it is based and linked to a specific citation?
- Is the guideline applicable in a particular clinical setting, i.e., is there
  - High enough burden of illness to warrant use?
  - Adequate belief about the value of interventions and their consequences?
  - Costs and barriers too high for the community?

Component 2 / Unit 5-7

Health IT Workforce Curriculum Version 2.0/Spring 2011





Health IT Workforce Curriculum Version 2.0/Spring 2011

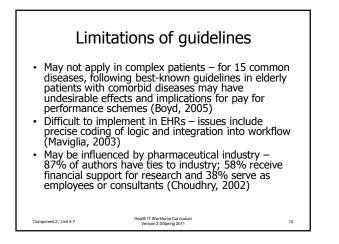
Component 2 / Unit 5-7

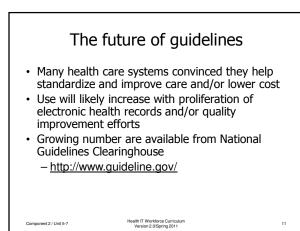
Component 2 / Unit 5-7

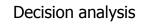
#### Physicians do not adhere to guidelines

- Cabana (1999) found guidelines not used because physicians unaware of them, disagreed with them, or did not want to change existing practice
- Physicians and nurses in highly regarded practices in UK rarely accessed or used research evidence, instead use "mindlines" (Gabbay, 2004)
- Lin (2008) found lack of adherence to recommendation of major guideline on use of stress testing before percutaneous coronary intervention - Diamond (2008) attributes to financial incentives and advocates "evidence-based reimbursement"

Health IT Workforce Curriculum Version 2.0/Spring 2011





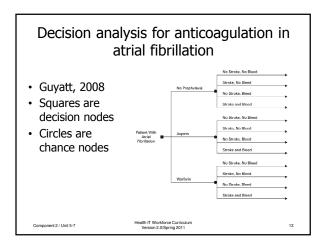


- Applies a formal structure for integrating evidence about beneficial and harmful effects of treatment options with associated values and preferences
- They can be applied to guide decision-making of single patient or to inform decisions about clinical policy

Health IT Workforce Curriculum Version 2.0/Spring 2011

Component 2 / Unit 5-7

12





### Using a decision analysis · Elicit utility values for outcomes from patient, e.g., risk of adverse events from disease or treatment

- Calculate probabilities of events based on best evidence
- "Fold back" decision tree to calculate overall utility

Health IT Workforce Curriculum Version 2.0/Spring 2011

14

15

Component 2 / Unit 5-7

Component 2 / Unit 5-7

## Limitations of decision analysis

- Presents idealized situation that may not apply to a patient but give a framework for making decisions and/or deviating from standard approach
- Decision analyses are time-consuming on • individual level and may be dependent upon quantification of values and fuzzy situations

Health IT Workforce Curriculum Version 2.0/Spring 2011

5