

making, and to raise awareness of the different approaches for synthesising evidence.

Over the 3 days of the workshop participants will develop their awareness and skills in:

- Defining questions and decisions
- Methods for integrating probabilities of outcomes with patients values
- How to apply evidence on interventions or diagnosis to individual patients.

A unique feature running through the workshop will be sessions on each day allocated to a group project allowing participants to put into practice the concepts and skills that they are learning in the plenary and small group sessions. The task for the group project will be to develop a guideline based on group work to scope the guideline, appraise the evidence, and present their guideline to the whole workshop.

So far, the workshop is proving popular with many different occupational groups from the UK and beyond signing up for the workshop. We plan to evaluate the course and if positive feedback is received we will run the course again in December 2004. For further information about the workshop and activities at the Centre please see our website:

http://www.ich.ucl.ac.uk/ich/html/academicunits/paed_epid/cebch/about.html



USERS' GUIDES INTERACTIVE

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Since last year's article, there have been a number of refinements in our approach to developing the Users' Guides Interactive (UGI). Throughout the year, we conducted various pilot projects in order to help refine our approach. Based on user feedback and pilot project evaluations, we are moving forward with 2 main offerings:

Users' Guides to the Medical Literature Web Site:

We offer a full-text online version of the *Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice*, plus access to interactive worksheets,

question builders, calculators, and sample critical appraisals.

Users' Guides Interactive Desktop:

This is a virtual classroom environment geared towards, learning, teaching or practicing evidence-based medicine. It includes multi-level curricular material and links to evidence-based resources. Groups can choose to customize the environment by creating additional content and/or linking to existing knowledge resource licenses.

The *Users' Guides to the Medical Literature* Web site is now available to the following groups: *JAMA* and/or *Archives journal* subscribers; educational institution subscribers; site licensees; American Medical Association members; *Users' Guides to the Medical Literature* book owners (for free trial period only).

During 2003 we provided different forms of the Users' Guides Interactive Practitioner and Teacher packages to groups hosting various evidence-based educational programs (workshops, courses, residency education, and faculty development). Overall, results indicated that the "desktop" approach was an effective method of organizing and delivering evidence-based curricula. Irrespective of educational program, participants were most satisfied with quick, integrated access to high quality sources of evidence (textbooks, databases, journals). Students participating in formal coursework and workshops found that the online classroom features enhanced their learning (interactive exercises/quizzes, electronic copies of presentations/readings, online discussion forums). Our experiences with the pilot projects identified that the needs of learners, practitioners and teachers were not as different as we originally thought and the key features that separated Practitioner and Teacher packages were insignificant to most users.

For more information, please refer to the Users' Guides Interactive Web site www.usersguides.org.

