HARM

Notes about learning and teaching about Harm:

1. This is a CORE subject area, so we suggest that you make sure to spend some time reading and becoming comfortable with issues pertaining to articles about HARM. Largely this entails learning to love the Observational methodology (including Cohort and Case-Control Studies).

2. Terms pertaining to the articles about Harm.

Questions of Harm are answered by a diverse set of study designs. For some questions of harm (e.g., harms associated with a particular therapy), harm can be studied in the context of RCTs simply by measuring harms in addition to benefits in your trial (e.g. an RCT studying thrombolytics would measure improvement in mortality as well as increase in bleeding). However, when outcomes are rare, or studying them would be unethical, other study designs are frequently required. Because many learners don’t feel as comfortable with some of these methodologies as with an RCT, it is important for us to review them during the conference. Thus, our sample packets for Harm as well as the papers on the ‘articles to consider’ table run the spectrum of study designs. In order to get comfortable with these methods and the vocabulary that goes with them, we would like you to think about several different types of study designs for Harm:

- RCT (Sample Packet: The Class Study also includes discussion of different study types)
- Cohort
- Case Control (Sample Packet: Post-op delirium)
- Case Series (Sample Packet: Depression and Accutane)