Linking the Library to Learners

Jane Bridges, ML, AHIP
Associate Director - Savannah Campus
Health Sciences Library
Mercer University School of Medicine
Memorial University Medical Center
P.O. Box 23089 / 4700 Waters Ave.
Savannah, GA 31404
(912) 350-8124, fax (912) 350-8685
BridgJa1@memorialhealth.com
Three principles of a good talk:

2. Tell ‘em.
What I plan to tell you:

- describe how I figured out what to teach in a series of noon conferences.
- talk about a few principles of adult education
- show you a few samples
- conclude that we can enhance our profession by learning new things and presenting them to health professionals.
Memorial University Medical Center
and Mercer Medical School

- 530-bed hospital
- Six medical residency programs
- About 5,000 Team Members
- Research program
- Three year old campus of medical school
- 140 medical students
Creating a series of sessions:
What do we have to offer?

- Library databases
- Searching techniques
- Document delivery
- One-on-one and classroom instruction
- Calm, comfortable place
What do our users need?

- How to find medical info
- What is EBM?
- How to write papers
- How to choose databases
- How to evaluate the info they find
- Types of studies and when to use them
- Statistics for publication
How can we help them?
A few Principles of Adult Learning:

- Adults will only learn when they want to.
- Adults will learn when they feel they need to.
- Adults learn by doing.
- Adults learn by solving problems they can associate with their reality.
Some more…

- Experience will interfere in adult education
- Adults learn better in an informal environment.
- Adults need feedback.
- Adults require a variety of teaching methods.
Another deep breath, please!
The next few slides are borrowed from the Dartmouth EBM Institute for Medical Librarians
What is Evidence-Based Practice?

Clinical Expertise

Research Evidence

Patient Values
What you want:

Clinical evidence to help make decisions that are:

- Quick to get
- Easy to find
- Reliable, accurate, relevant
How do you get it?

1. Ask an answerable question
2. Search the literature for relevant articles
3. Appraise articles you find for quality and relevance
Anybody heard of PICO?

- Patient or Population
- Intervention or Indicator
- Comparison or Control
- Outcome

Sackett, David L.
Evidence-Based Medicine: How to Practice and Teach it
Other principles of adult education:

- Prizes are fun.
- We get sleepy after lunch.
How would you describe your patient or patient group?

What characteristics of your patient are important? Age, gender, condition, etc. can be very significant.
Intervention or Indicator

What intervention or indicator (therapy, diagnostic test or exposure) are you interested in?

Defining the intervention is often the central part of PICO.
Comparison or Control

To what alternative or different option do you want to compare your intervention?

You might want to compare the chosen intervention to another intervention … … or to NO intervention.
In what measurable outcome are you interested?

Outcome is the final aspect of PICO. Some examples include: symptom relief, accuracy of diagnosis, cure.
Some types of studies:
Systematic Reviews and Meta-Analyses

Diagram:
- Study 1
- Study 2
- Study 3
- Study 4

Connected to:
- Combined Results
- Meta-Analysis
Randomized Controlled Studies
The Double Blind Method
Cohort Study

- Group of interest (e.g. smokers)
- Follow over time
- Comparison group (e.g. non-smokers)
- Follow over time
- Compare outcomes
Case Series and Case Reports
Case Control Studies

1. Take histories
2. Compare histories
3. Draw conclusions
4. Go to next step

Group of interest (e.g. cancer patients)

Comparison group (e.g. non-patients)
Qualitative Studies
A few exercises:
• Distribute a few articles
• Work in groups
• Determine what type article was used
• Talk about the results with the whole group
• Tie this to MeSH headings
Another book I really leaned on:


http://www.studyingastudy.com/

So… what did we do?

- We asked the users what they needed, and developed a series of presentations based on their answers.
- We educated ourselves by reading, taking courses, and accepting help from our colleagues.
- We added components, such as prizes and breaks.
What about the adult education component?

- We gave them an experience
- We asked them to work together
- We tried to make it fun
Conclusion

We can enhance our profession by stepping outside the box, sharing our knowledge, and trying to make it fun and interesting!