



COLLABORATION BETWEEN LIBRARIANS AND TEACHERS

A CHALLENGE FOR MEDICAL EDUCATION
IN THE INFORMATION SOCIETY ERA

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PALACKY UNIVERSITY, OLOMOUC

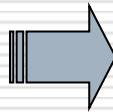
Czech Republic



University founded
1573



**Faculty of Medicine
& Dentistry 2008/9**



**1,926 students
450 teachers
9 librarians**



OUTLINE

- Introduction
 - Collaboration definition and benefits
- Background (2006-2008)
 - Research project : EBM implementation in medical curricula with involvement of library staff
- New evidence-based pediatric curriculum (2008)
 - Librarians as facilitators
 - Search skills training
 - Feedback from students
- Emerging challenges
- Conclusions.

Introduction (1)

Collaboration defined



- Sharing goals and visions
- Climate of trust and respect
- Carefully determined roles
- Long-term working relationships

Callison D. Keywords in instruction: Collaboration. School Library Media activities Monthly 1999;15(5):38-40.

- Partnership assignments more „authentic“

Gross J., Kientz S. Developing information literacy: Collaborating for authentic learning. Teacher Librarian 1999; 27(1): 21-21.

Introduction (2)

Benefits

- Implementation of evidence-based practice
 - Students guided to use published research to get

POEM



„patient-oriented information that matters“

- Better educational environment
- Multiple learning styles
- Integration of conventional teaching & web-based learning
- Flexibility of graduates for performance in competitive environments.

Background

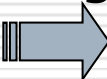
European Social Fund support

Research project 2006-2008

„Implementation of EBM principles into University curricula“

Participants:

Palacky University Medical Faculty, Olomouc
Faculty of Health Sciences, Ostrava

- Re-designing medical and health sciences curricula  **evidence-based practice**
- Introduction of case-based bedside teaching & learning
 - **Pediatric clerkship – pilot scheme 2007/2008**
- Evidence-based knowledge management
 - ★ **Medical library staff involvement.**

Recommendations for **Implementation of EBM Principles into University Curricula** (2008)

http://ebm.upol.cz/dop_postup_EBM.pdf - Microsoft Internet Explorer

Soubor Edit Přejít na Oblíbené Nápověda

Adresa http://ebm.upol.cz/dop_postup_EBM.pdf

1 / 6 133%

esf Evropský Sociální Fond

Univerzita Palackého v Olomouci

Doporučení pro zavádění principů EBM do výuky na vysokých školách

Mihál V., Potomková J., Strojil J. - Lékařská fakulta Univerzity Palackého v Olomouci

Obsah:

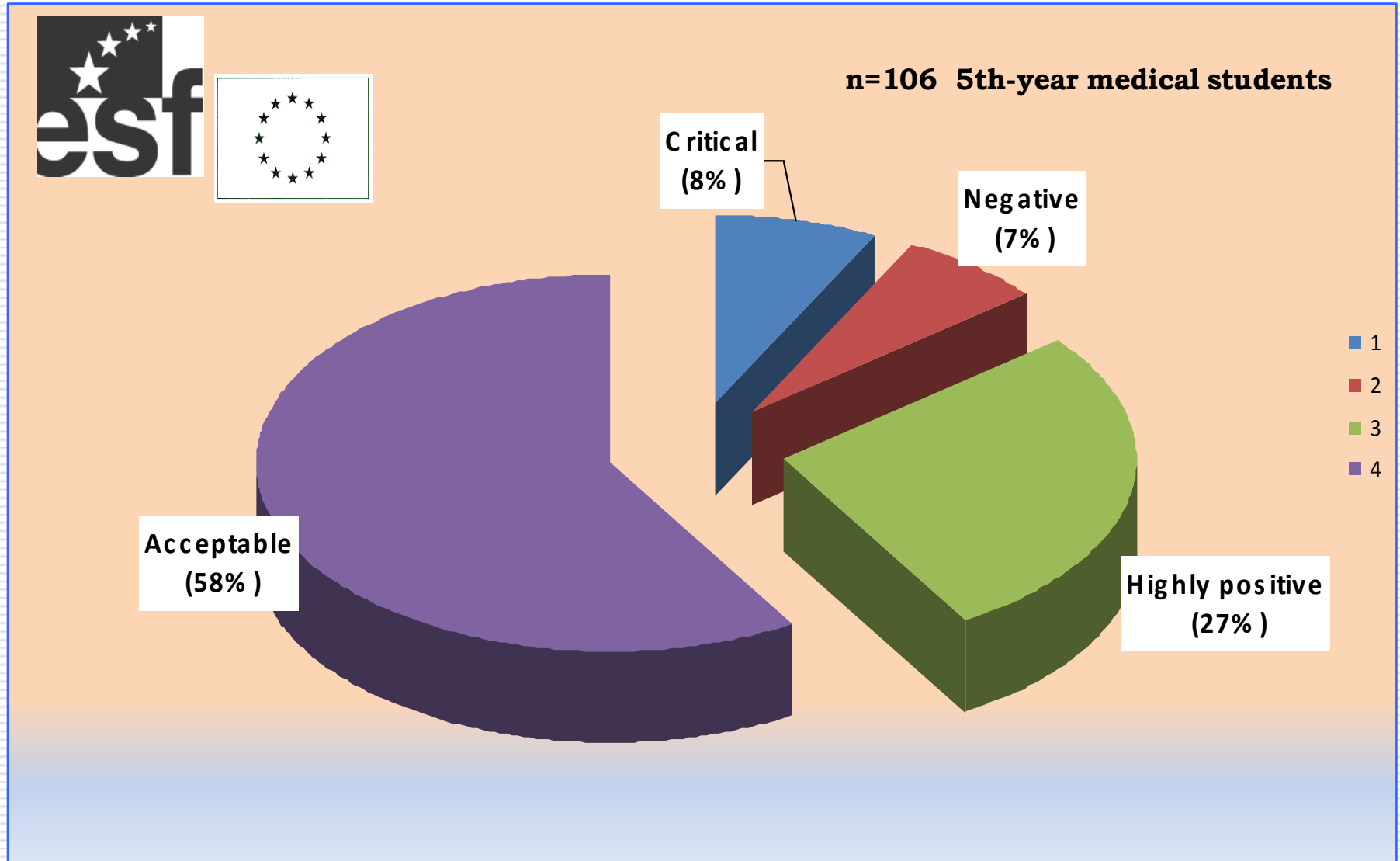
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I. Evidence-Based Medicine

Medicina založená na důkazu bývá označována za trend, hnutí, filozofii či metodologii [Jarolimková, 2004] a její počátek lze vysledovat v souvislosti s vydáním monografie významného britského epidemiologa A.L.Cochrana (1909–1988) "Effectiveness and Efficiency: Random Reflections on Health Services" v níž se uvádí:

Pilot EBM pediatric curriculum : Final assessment

Academic year 2007/2008



New **EBM pediatric curriculum** officially launched 2008-2009

Settings:

- University Hospital Pediatric Department
- Medical Library

Design:

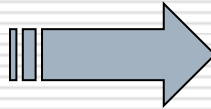
4-week teaching blocks

- 5th-year medical students
- 6 groups of 25/academic year
 - Faculty
 - 8 clinician-teachers
 - 2 medical librarians.

EBM pediatric curriculum

Philosophy

DOE



POEM

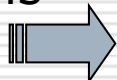
**Disease-Oriented
Evidence**

**Patient-Oriented
Evidence that Matters**

EBM pediatric curriculum

New collaborative features

(1) ***Introductory lecture***

- EBM basics, model of clinical scenario, PICO question; pyramid of evidence
- **Demonstration of PubMed search** followed by
 - Elective hands-on classes
 - One-on-one training in search skills
 - Consultations: **clinical question**  **search strategy**
- **Web tutorials** for self-directed learning.

(2) ***„Live“ clinical scenarios***

supplemented with a **review of current literature** to make bedside teaching & learning evidence-based and patient-oriented

(3) ***Clinical case presentations***, discussion and evaluation.

E-learning

MEFANET – EduPortal

Palacky University Medical Education Portal

<http://mefanet.upol.cz>

- Web guide for literature search and interpretation of study designs
- Web-based model of an evidence-based case report
 - **„Psychotherapy in adolescents with Crohn’ disease“**
 - **Created by a student for students 09/2007; last literature search 09/2008**
- Tips for successful presentation

EBM pediatric curriculum

Evaluation : Academic year 2008/2009

Re-designed pediatric curriculum
implemented

 **131** students

- Standard evaluation form
- Questionnaire on students' attitudes to search skills training and web-based education tools

Standard evaluation form

n = 131

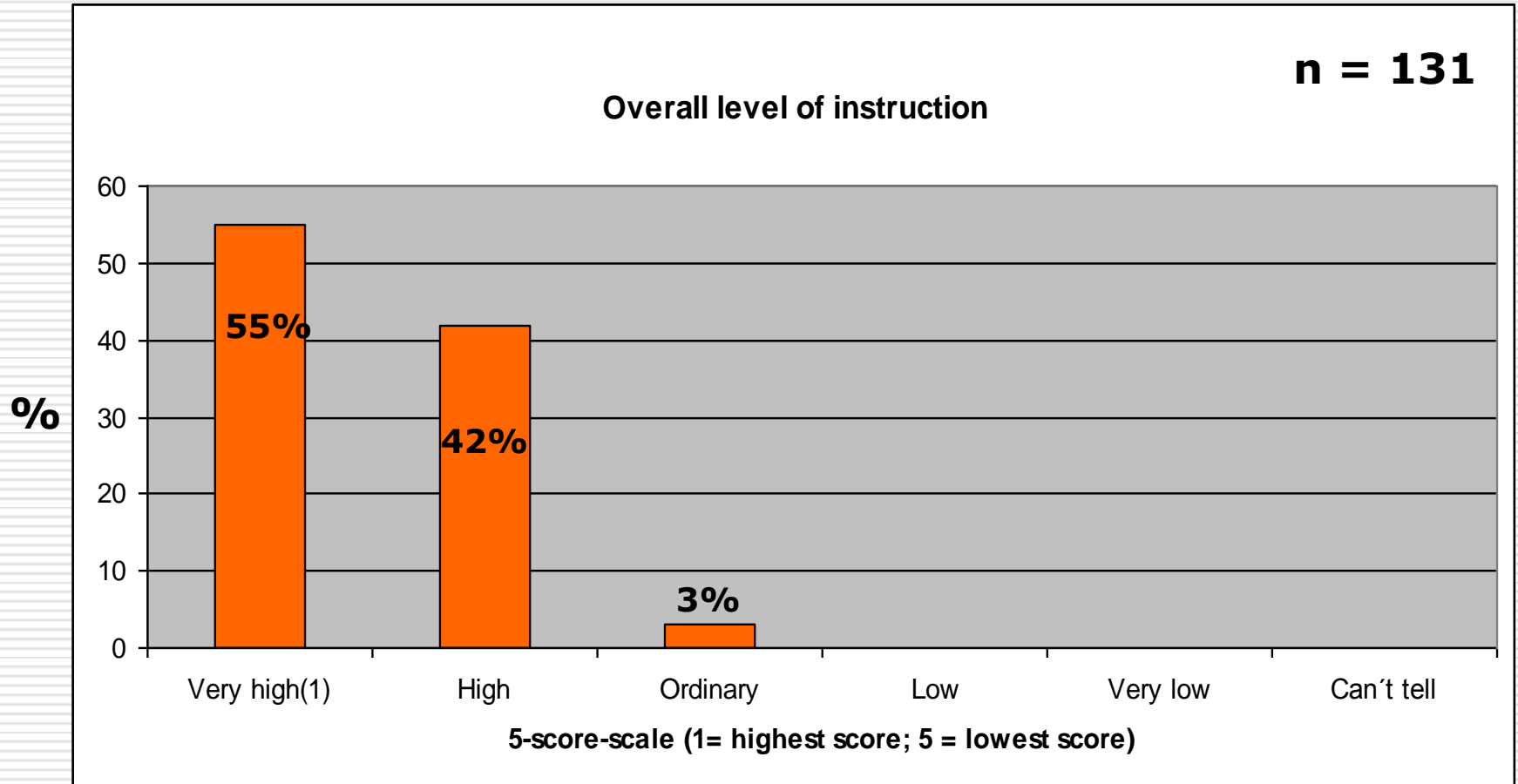
6 questions

5-score-scale

(1=highest score; 5=lowest score)

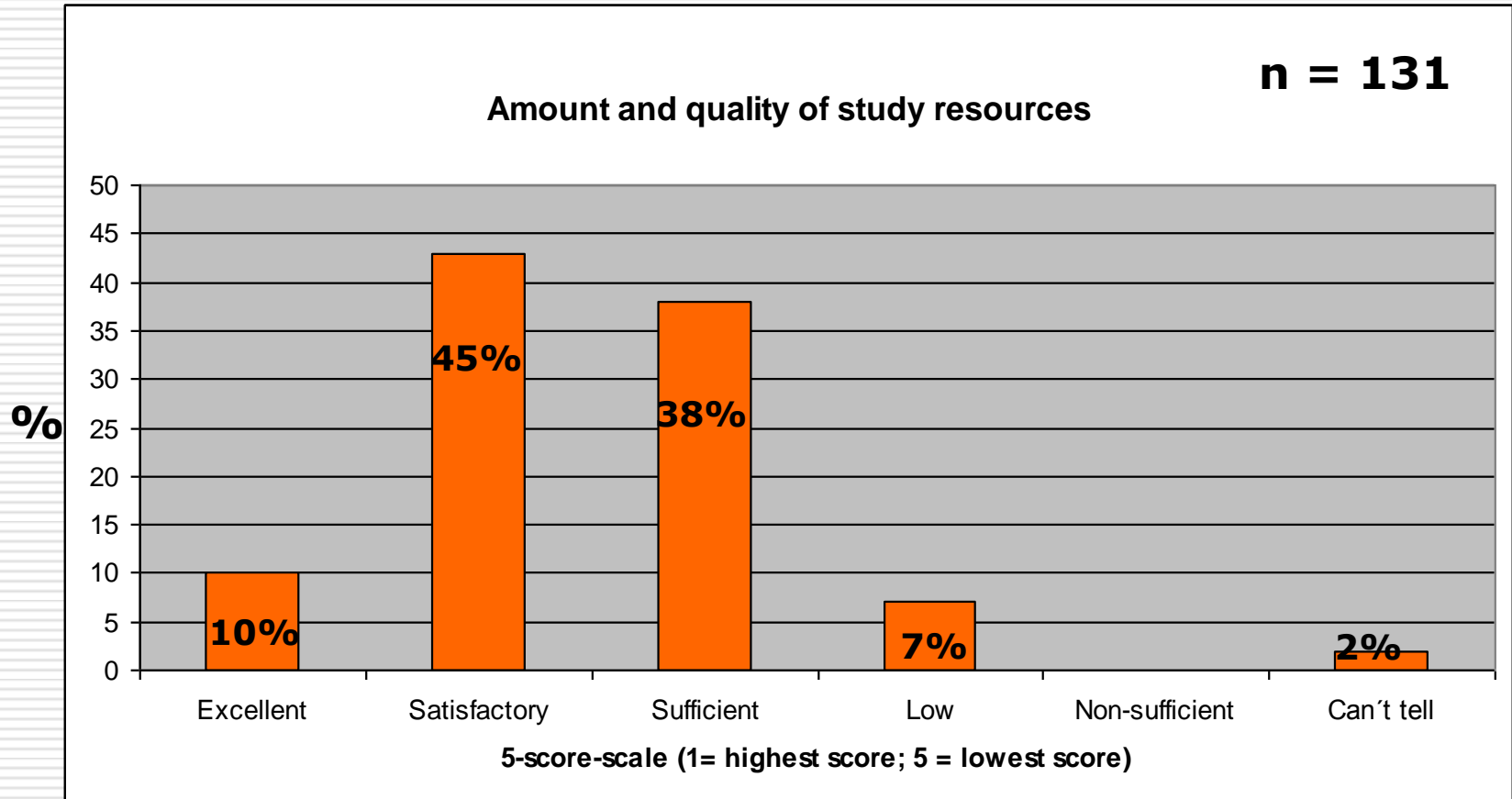
Question 1

Overall level of instruction



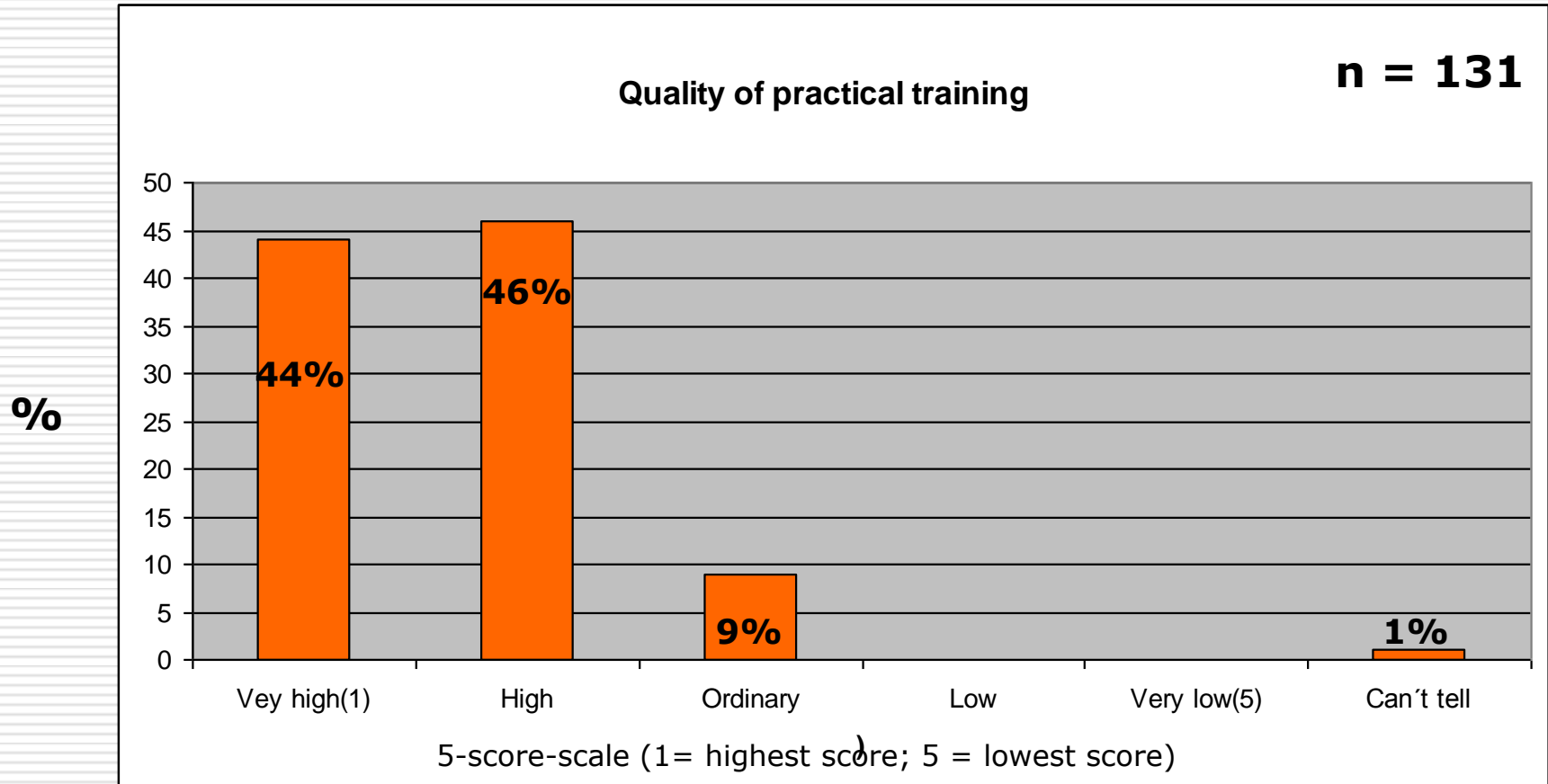
Question 2

Amount and quality of study resources



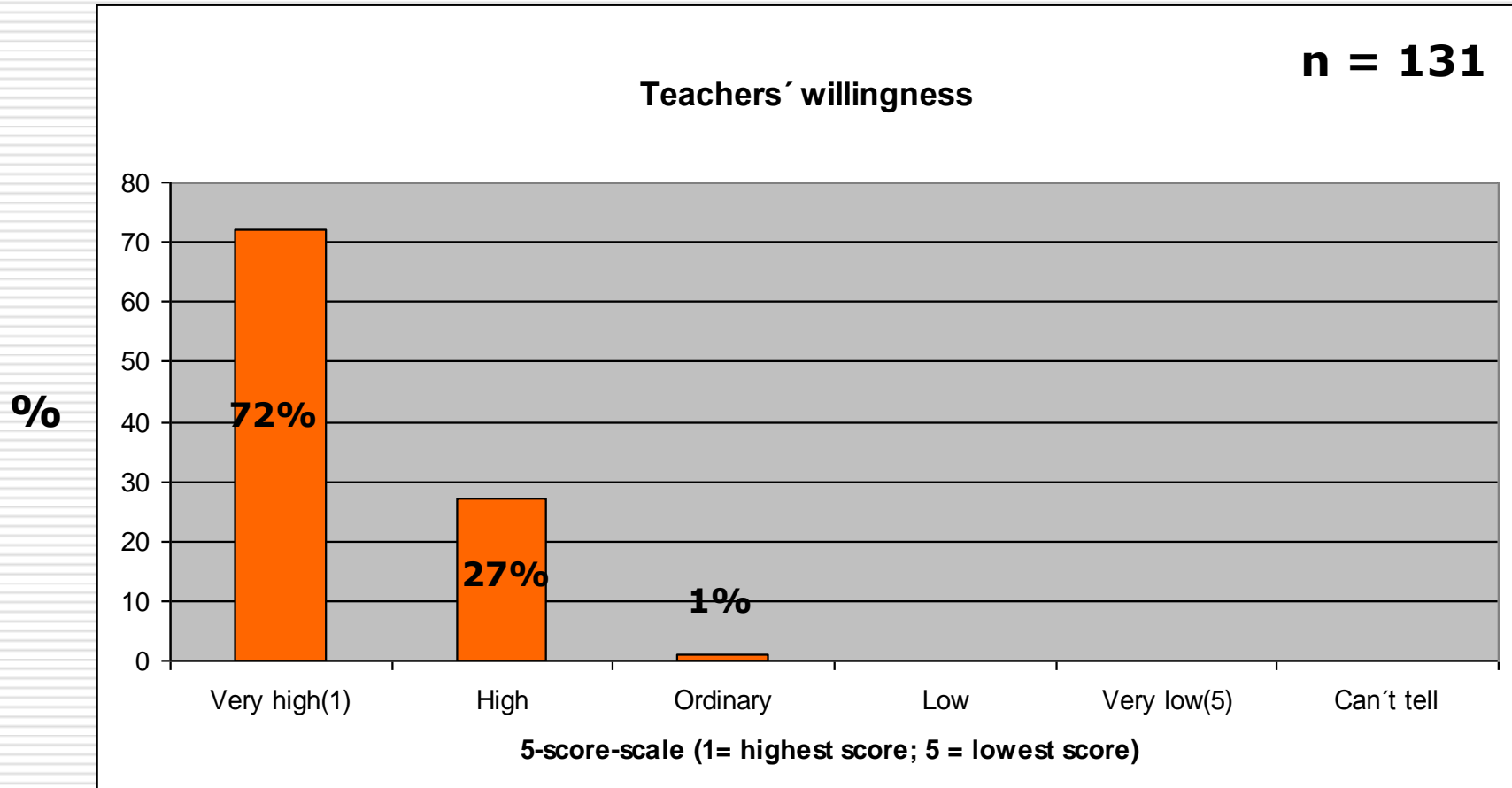
Question 3

Quality of practical training



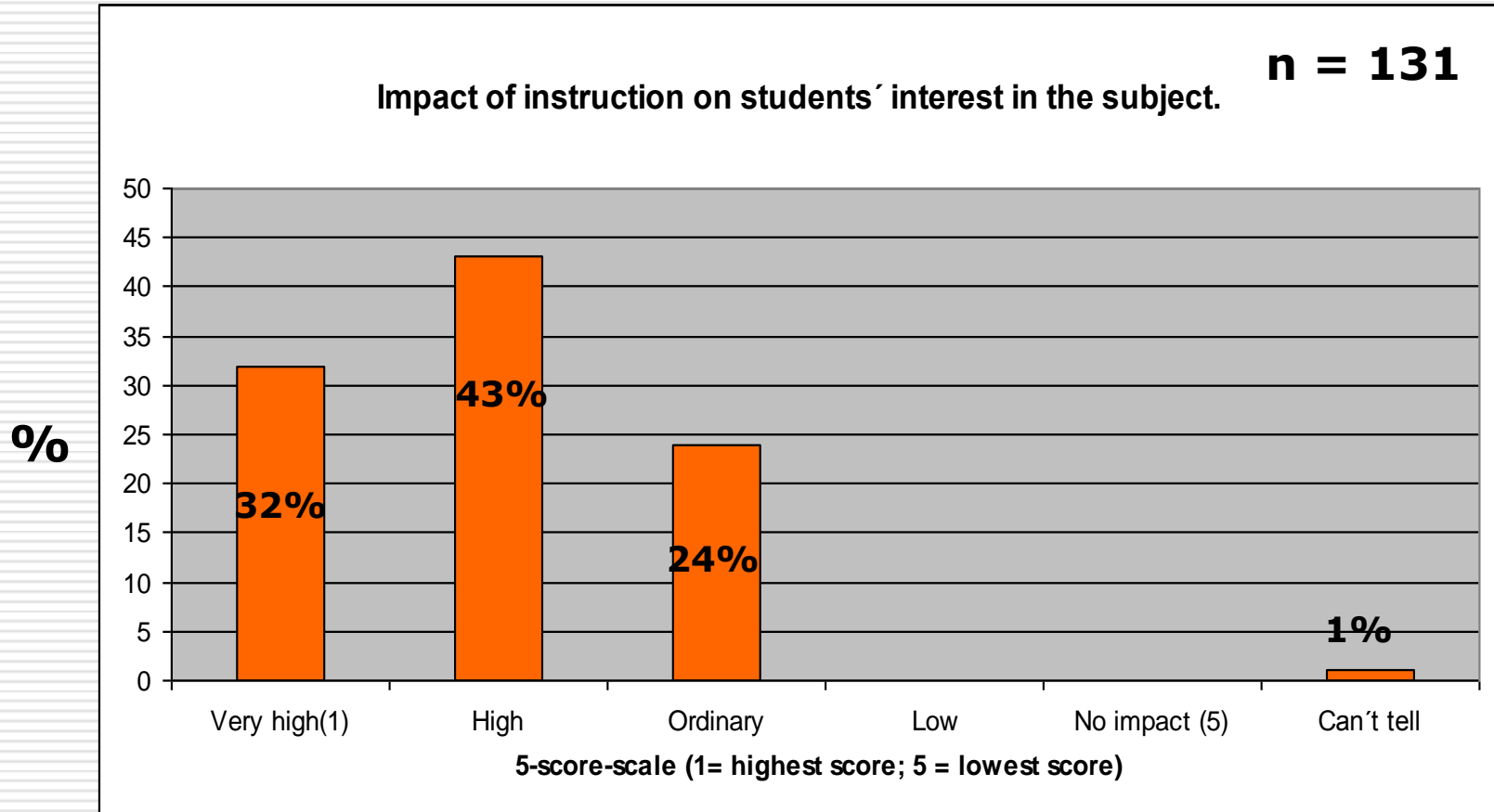
Question 4

Teachers' willingness



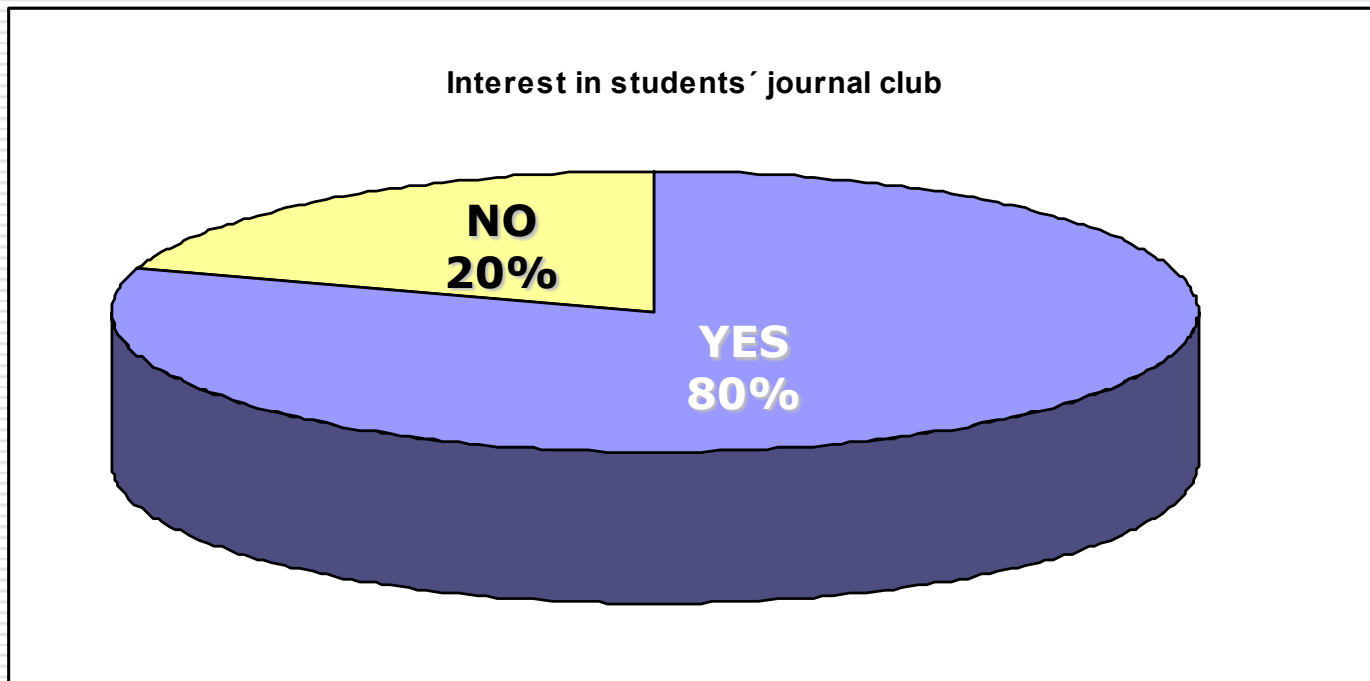
Question 5A

Impact of instruction on students' interest in discipline



Question 5B

Interest in students' journal club



Search skills questionnaire

n = 131

5 questions

(Yes –No -Can't tell)

Search skills training

Academic year 2008/2009

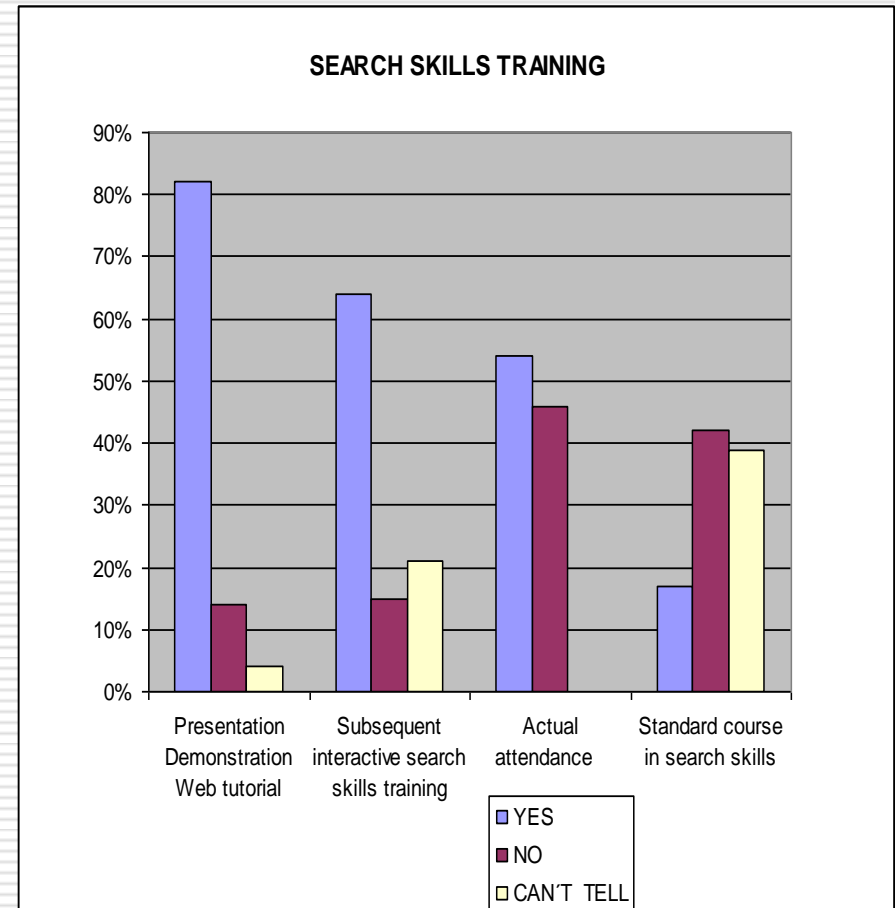
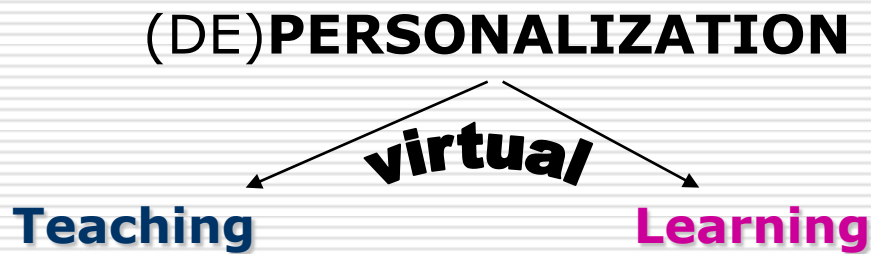
n = 131

Mode of instruction	Taught/Developed by	Status	Perceived value %		
			YES	NO	CAN'T TELL
Presentation + demonstration + web tutorial	Clinicians, librarians	Comp	82%	14%	4%
Subsequent interactive search skills training	Librarians	Elect	64%	15%	21%
Actual attendance →			54%	46%	xxx
Standard course in search skills	Librarians, clinicians	Elect	17%	42%	39%

Comment: 14%/NO = insufficient without subsequent interactive training

Search Skills Training

Web-tutorial x interactive session



Search skills training

„Teaching & Learning Bites“

Where to find evidence?

- Multiple resources (search engines, DBs, PubMed)
- **Summaries** (Clinical Evidence, Dynamed, UpToDate)
- Library services (mediated-searching, document delivery) to enhance information retrieval

Why search for new evidence?

- CME
 - Long-life process (motivation, information needs recognition)
 - Data → Information → Knowledge → Wisdom

„The evidence does not tell you what to do“ (Guyatt, 2008)

Conclusions

- ❑ Pediatric curriculum has integrated evidence-based learning with traditional face-to-face and bedside teaching.
- ❑ Librarians serve as facilitators of information retrieval, critical appraisal, and presentation skills.
- ❑ Regularly updated web tutorials represent a useful educational tool supporting self-directed learning

Thank you for your attention.



Olomouc, May 2009



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