Collaborative Efforts in Information Literacy – The Library and Clinical Clerkships: Surgery, Internal Medicine and Geriatrics

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Audience: Third year Clerkship
Objective: The Chairman of Surgery is adamant that medical students be comfortable researching and narrowing their results to Evidence-Based Literature (EBM). To this end, for over six years, third year surgery clerkship students have met for three sessions during their surgical rotation with medical librarians for EBM instruction.

Methods: A three–session module focuses on the importance of Evidence Based Medicine (EBM) in the life–long learning process. Blended learning has been implemented. An online introductory session (with voice over elements) replaces a face–to–face session this year while still allowing a small group interactive teaching second session with librarians and a third session with faculty. A new PICO worksheet has been implemented.

Results: The students gain the appropriate skills to research EBM literature and understand the importance of EBM.

Conclusions: The students realize the importance of Evidence–Based Medicine research as well as the impact it will have on their future practice of medicine.

The Cochrane EBM Databases Published [EBM- Clinical Queries]

Detailed Essential Evidence Plus First CONSULT ACP’s REE Guideline.gov Updated [EBM searching]

Surgery

Internal Medicine

Geriatrics

Introduction; Teaching Sessions on Library Research and “Bedside EBM.”

Objective: Internal Medicine faculty and librarians collaborate in preparation/evaluation of IM clerkship students for Objective Structured Clinical Examination (OSCE). With smartphone technology, students have access to Evidence–Based Medicine (EBM) at the bedside and clinic. This training program enhances student clinical research skills.

Methods: Introduction; Teaching Sessions on Library Research and “Bedside EBM.”

Results: Students perform EBM research during Clerkship OSCE final exam. This is a highly rated exercise by students.

Conclusions: the OSCE instruction package has developed into a sustainable collaborative effort between IM faculty and the TTUHSC librarians.

Objective: Starting in July 2012, all TTUHSC fourth–year students are required to take a two-week elective in Geriatrics. This rotation requires the completion of a curricular project.

Methods: The MSIV Geriatrics clerkship efforts deal with integrating the research knowledge gained during the previous two clerkships, adding specialized search methodologies for the geriatric population, and applying all components to creation of custom curriculum modules based on one of the 26 American Association of Medical College’s minimum geriatrics competencies for medical students. The curricular module is presented on the final day of the rotation. A descriptor of the project can be published electronically on “POGOe,” the “Portal of On–Line Geriatric Education.” It is hoped that future students will use these modules as study guides for the AAMC Geriatrics Competencies.

Results: To date 10 modules have been created. The students seem to enjoy the project and the facility is impressed with their knowledge and research skills.

Conclusions: Students gain insight into researching topics concerning the elderly population and their healthcare needs. The librarian notes that the students are successfully using those skills they were trained in during their third year surgery and internal medicine clerkships in new subject areas.

Objective: The library wanted to meet institutional requirements for basic information literacy in a manner that would address the needs of many distance and local students.

Methods: Six topics were identified as “critical needs” for Information Literacy: Locating Materials, Specialized Databases, Search Strategy, Evidence–Based Practice, Internet, and Copyright. Sample pages on the right. PowerPoints with pre–test, and review questions were created for five topics. A template was created for the librarian authors with a maximum of 30 slides. Style preferences were created and the authors were required to use them for consistency of presentation. [There were 18 authors, divided into six teams, in four geographic sites.] Time deadlines were adhered to rigorously as the entire project was to be completed in two months. Non–authors peer-reviewed the PowerPoints and then fifty students from three different schools beta–tested the modules. Most of the suggestions were incorporated.

Results: Over 500 nursing students completed five modules this Fall. Post–survey results were positive. The 30 minute sessions “helped their attention” (68% agree) and were “easy to understand” (71.9% agree).

Conclusions: A highly successful Information Literacy program was created with limited cost and in a timely fashion. The reference librarians report that there are fewer basic “literacy” questions from nursing students.