

Use of a Medical Librarian to Facilitate Evidence-Based Medicine Faculty Development

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Published In/Presented At

Petre, K., Weaver, K., Schwartz, L., Yenser, D., Kane, B. (2015, May 15-20). *Use of a Medical Librarian to Facilitate Evidence-Based Medicine Faculty Development*. Poster presented at the Medical Library Association Annual Meeting and Exhibition, Austin, TX.

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Use of a Medical Librarian to Facilitate Evidence-Based Medicine Faculty Development

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Introduction/Background:

Residency programs are required to provide Faculty development. Evidence-based medicine (EBM) is a topic in which residents require instruction necessitating a faculty adept with the topic.

Objectives:

In our community teaching hospital, the Emergency Medicine Residency (EMR) and Library Services established an interdepartmental relationship and determined that Library Services could support the EMR residency through faculty development and data generation to meet Accreditation Council for Graduate Medical Education (ACGME) requirements. The primary goal was to instruct EMR Faculty in use of bedside EBM techniques and resources.

Methods:

Medical Librarians provided instruction and support in the use of current high quality electronic EBM resources for clinical teaching. Gathering ACGME reporting data was a secondary goal. Based on attendance, the monthly Faculty meeting was selected for instruction. Library Services provided a staff liaison as the resource. The goal of this liaison was to: Create an EMR EBM section on the digital library website, including links to EBM resources, bedside teaching programs, videos and EMR Journal Club; provide instruction using these and other hospital EBM resources; serve as a liaison to the faculty for independent literature searches and research support. The Assistant Program Director for Research served as the EMR liaison and identified areas of faculty and resident development need relating to EBM to both populate the EM section of the digital library and serve as topics of discussion.

The screenshot shows the 'Evidence Based Medicine' module page. It includes a navigation menu with options like 'Module 1: Library Services - Access to Clinical Literature', 'Module 2: Evidence Based Practice, Searching Skills appropriate in project, and', 'Module 3: Statistics', 'Module 4: Research Studies and Methodology', 'Module 5: Literature Appraisal', 'Module 6: Knowledge Translation', 'Module 7: Evaluating Information from Pharmaceutical and Product Representatives', 'Module 8: Residency-Specific Materials', 'Module 9: Additional Resources - Writing for Publication, Citing Literature, Grant Applications, Ethics', and 'Module 10: Demonstrate basic knowledge of copyright law'. Below the menu, there are sections for 'Library Orientation - Complete the Library Orientation TLC Module and review the LVHN Digital Library homepage:' and 'Overview of Copyright and Licensing - Complete the Copyright TLC Module:'. A QR code is located at the bottom right of the page.

Results:

Searchable databases, real time clinical teaching tools, and internally developed resource tools such as an EMR literature reading list were emphasized. The web pages conjointly developed included an EBM page, an EM resource page, a Journal Club page, and a clinical bedside teaching resource page. With Library Service support a library system was used to develop topical teaching guides for Cardiology, Critical Care, Pediatrics and OB/GYN. Library Services has implemented software to gather data on faculty and resident using online resources discussed. This data assists the EMR in its ACGME reporting requirements. Utilization data also supports Library Services budgetary requests.

Conclusions:

Establishing a Library Services-Residency liaison can facilitate faculty development and programmatic ACGME reporting requirements.

The screenshot shows the 'Emergency Medicine Journal Club' page. It features a navigation bar with 'February 2015 EBM Topic: Critical Appraisal of Articles on Diagnosis, Clinical Topic: Pediatric Trauma, Special CME: Pediatric Trauma'. Below this, there is a list of articles for the February 2015 topic, including 'Association between the seat belt sign and intra-abdominal injuries in children with blunt torso trauma in motor vehicle collisions', 'Sensitivity of plain pelvis radiography in children with blunt torso trauma', 'Diagnostic Study Appraisal Worksheet', and 'Evidence-based medicine, part 3. An introduction to critical appraisal of articles on diagnosis'. There is also a 'Hot Off the Press' section with articles like 'Clinical relevance of magnetic resonance imaging in cervical spine clearance - a prospective study' and 'Intravenous contrast material exposure is not an independent risk factor for delays or mortality'. The page includes instructions to residents and a 'Log Out' button.

The screenshot shows the 'Emergency Medicine' page with a 'Reading Lists' section. It lists various reading lists including 'AOBEM (American Osteopathic Board of Emergency Medicine) List: Suggested Readings for COLA' with sub-lists for COLA 2014-2016, 2013-2015, 2012-2014, 2011-2013, and Past COLAs. It also lists 'LLSA (Lifelong Learning Study Assessment)' with sub-lists for LLSA 2015, 2014, 2013, 2012, and Past LLSAs. Other sections include 'LVHN Important Research in Emergency Medicine', 'Massachusetts General Reading List in Emergency Medicine', and 'eBooks' with a link to 'The Atlas of Emergency Medicine'.

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