A Consortium Developed Poster to Teach Evidence-Based Health Care. (Poster)

Kristine A. Petre MLS, CM, AHIP  
*Lehigh Valley Health Network*, kristine_a.petre@lvhn.org

Linda M. Schwartz MDE, AHIP, CM  
*Lehigh Valley Health Network*, linda_m.schwartz@lvhn.org

Follow this and additional works at: [https://scholarlyworks.lvhn.org/education](https://scholarlyworks.lvhn.org/education)

Part of the Education Commons, Library and Information Science Commons, and the Medical Education Commons

**Published In/Presented At**  

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact LibraryServices@lvhn.org.
A Consortium Developed Poster to Teach Evidence-Based Health Care

Kristine Petre, MLS, AHIP Easton Hospital Easton, PA
Linda Schwartz, St. Luke’s Allentown Campus Allentown, PA

Abstract
A Pennsylvania hospital library consortium recently participated in a MLA Journal Club on Evidence-Based Health Care (EBHC). The practice of EBHC has become prevalent in medical education. Increasingly residents and attendings are exposed to the concept of EBHC and seek the assistance of medical librarians to help develop proficiency in EBHC. The Journal Club was designed to help the librarians become more familiar with EBHC. During these sessions, the attendees agreed that more needed to be done to promote EBHC. The librarians developed an EBHC poster with informational brochures. The poster and brochures are generic, allowing their use in all hospitals. The poster includes the steps of EBHC, the PICO method and rating healthcare literature in terms of clinical relevance. Brochures consist of a glossary, reference sources, study designs, clinical questions and the literature classification chart. After the posters were in place, each library tracked the number of brochures used, documented traffic at the poster and the frequency of EBHC reference questions.

Needs
Cooperating Hospital Libraries of the Lehigh Valley consists of 16 hospital libraries in the Lehigh Valley area. The library staff sizes range from 1 part-time staff person to 2 full-time librarians with support staff. Recently some of the librarians participated in a MLA journal club on Evidence-based Medicine. We chose EBHC because this mode of practice is becoming more prevalent in Medical Education. Since residents are being taught this approach, we wanted to become more familiar with EBHC so we can assist them.

CHL Response
During the journal club sessions, the group wanted to do something to help promote EBHC. We decided on a poster with three brochures of information. We wanted the poster to be generic so it could be used in each hospital, but still flexible to allow for facility specific information (i.e. logos, different Medline products). The poster will list the steps of EBHC, the PICO method to focus the clinical question, and the “literature wedge” (see Fig. 1). We also noted, “For further information contact your medical librarian.” One brochure is a glossary of terms, the second is reference sources, and the third consists of study designs, and the “literature wedge.” A poster was placed in each library. The library staff of each library tracked the number of brochures used and noted how many questions they received. They also observed the traffic at the poster for the first week that the poster was on display.

Evidence-Based Health Care

Evidence-Based Health Care

Finding the best evidence to support clinical decision making

Steps in EBHC:
1. Formulate clinical question
2. Search for best evidence
3. Analyze the literature for validity and relevance
4. Apply the best evidence to patient care making clinical decision
5. Evaluate the outcome

How to focus the clinical question (PICO):

* What is the patient’s characteristic or problem? (P)
* What is the question being considered? (I)
* Are possible questions being compared? (O)
* What clinical question is being asked for the unique patient? (C)

Results
The poster and brochure usage varied from institution to institution (see Fig. 1). Surprisingly the smaller institutions had more traffic than the larger ones. Some possible explanations for these results include:

* Some institutions are promoting EBHC and others are not.

Some libraries also promoted EBHC through other activities. These activities included:

* A resident research meeting that covered how to write the clinical question.
* A library committee that included a demo of the Cochrane library.
* A column devoted to EBHC in the library newsletter.

Figure 1

Summary
As institutions and physicians adopt the practice of EBHC, medical librarians will have to find new ways to assist them. Our library consortium has developed a poster display and brochures that effectively support the use of EBHC.