Weaving evidence-based medicine into the School of Medicine curriculum:

The Library’s role in developing evidence-based clinicians

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Year 1
- August: Molecules & Cells (6.5 weeks)
- October: Normal Body (15.5 weeks)
- January: Normal Body and Phys Exam (20 weeks), Body and Disease
- July: Body and Disease

Practice: Small Groups and Preceptors

Year 2
- August: Internal Med. (9 weeks), Surgery (9 weeks)
- September: Pediatrics (6 weeks)
- Ob/Gyn (6 weeks), Elective (4 weeks)
- Psych (4 weeks)
- Fam. Med. (4 weeks), Assessment

Practice: Small Groups

Year 3
- September: Scholarship (10 – 12 months)
- June: Break
- August: Scholarship

Practice: Continuity of Care (or 1 month in 4th year)

Year 4
- September: Clinical Electives (8 of 4 weeks each)
  - Sub-internship
  - Critical Care (ICU, CCU, Emergency, etc.)
- March: Clinical Electives
- Capstone (4 weeks)
- May: Clinical Elective

Graduation
The competition

- History of Medicine
- Complementary Medicine
- Nutrition
- Medical Ethics
- EBM
So where’s the Library/EBM?

**Year 1**
- **August**: Orientation
- **October**: Molecules & Cells (6.5 weeks)
- **January**: Normal Body (15.5 weeks), Normal Body, Body and Disease (20 weeks)
- **July**: Break, Body and Disease, Vacation
- **Practice**: Small Groups and Preceptors

**Year 2**
- **August**: Orientation (O.C.Y*)
- **September**: Internal Med. (8 weeks), Surgery (5 weeks), Pediatrics (6 weeks), Ob/Gyn (6 weeks)
- **February**: Elective (4 wks), Elective (4 wks), Psych (4 wks), Fam. Med (4 wks), Assessment, Vacation
- **Practise**: Small Groups

**Year 3**
- **September**: Scholarship (10-12 month)
- **March**: Scholarship
- **June**: Break
- **August**: Scholarship, Clinical Elective, Clinical Elective
- **Practice**: Continuity of Care (or 1 month in 4th year)

**Year 4**
- **September**: Clinical Electives (8 of 4 wks each)
- **March**: Clinical Electives, Capstone (4 wks)
- **May**: Clinical Elective, Graduation
What didn’t work so well…

- Teaching during orientation week
- Teaching searching before they needed it
- Teaching in a large group lecture hall
- Teaching EBM – not on their radar
How the environment changed

- Developed faculty partnerships
- EBM came to Duke
- The curriculum revision of 2004
Partnerships

- Serendipity of an Ovid class

- Morning Reports
  - Gen Med, Pediatrics
  - Psychiatry
  - VA, Community Hospital

- Library involvement in Duke EBM workshop
EBM came to Duke

- Chief residents and faculty attend EBCP at McMaster starting in mid-1990s
- AAMC Learning Objectives for Medical School Education (1998-1999)
- Medical student requests
Curriculum Revision of 2004

- Associate Dean for Library Services – on the Curriculum Advisory Group (CAG)
- Librarians served on curriculum revision committees
- New Associate Dean for Curriculum Development
New teaching opportunities

Clinical CORE - Vicki Kaprielian, MD

Orientation to the Clinical Year/
Practice – Barb Sheline, MD

General Medicine Pre-clerkships/
EBM Course for MS3 - Jane Gagliardi, MD

Capstone Course - Susan Promes, MD
Why come to the library to coordinate EBM?

- Visibility
- Flexibility
- Responsive
- Neutral
- Reputation
End result: EBM curriculum

- Integrated throughout the 4 years
- Based on the needs of the students
- Involved a variety of settings and faculty
- Linked to the learning objectives of the SOM and the AAMC
<table>
<thead>
<tr>
<th>MS1</th>
<th>Content/Teaching:</th>
<th>AAMC Objectives:</th>
<th>SOM Objectives:</th>
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<tbody>
<tr>
<td>Library Orientation</td>
<td>Librarians provide an introduction to the Library website, resources and services</td>
<td>1. Demonstrate knowledge of available resources.</td>
<td>2. Demonstrate ability to retrieve, evaluate, and synthesize information.</td>
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<td>Practice Course</td>
<td>Interactive session on finding answers to background questions</td>
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<td>3. Demonstrate ability to design and implement a comprehensive information strategy.</td>
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<td>Case-based</td>
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<td>4. Demonstrate ability to support evidence-based practice.</td>
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<td>Reinforced small group topics</td>
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• Orientation to the Clinical Year
  introduction to EBM cycle, question building and basics of PubMed

• General Medicine Pre-clerkship
  study design and advanced PubMed

• Clinical Core
  critical appraisal of a therapy article (case from PubMed session; taught by clinical faculty)

• PDA Boot camp
  teach the EBM resources station
MS3

- EBM Course
  - 10 interactive sessions with a different faculty facilitator for each session
  - Library co-teaches 2 sessions on searching
  - Library coordinates:
    - website
    - pre-course assessment
    - make-up assignments

- Basics of EndNote (in process)
  - workshops on basic and advanced EndNote
• Capstone
  • Library coordinates sessions with EBM faculty
  • review of study methodology and validity issues
  • review of calculating study results
What has worked well...

- Teaching better integrated
- More interactivity in sessions
- Case-based teaching
- Searching as a part of the evidence cycle
Link your goals to theirs
Seek and nurture the champions
Seize the opportunities
Work on their time and turf
It’s okay to take baby steps
Be patient
Thank you

EBM Librarian
http://ebmlibrarian.wetpaint.com/

Duke SOM EBM Curriculum
http://www.mclibrary.duke.edu/training/courses/ebm600/ebmcurriculum.pdf