Expanding the Librarian's Role in the EBM Course for Physician Assistant Students

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INTRODUCTION

The Evidence-Based Medicine (EBM2) course is a required 4-week rotation for second year PA students designed to build off of the EBM1 information & skills.

Objective
Integrate a graded assessment of:

- Clinical question formation
- PubMed search & article selection
- Critical appraisal skills

This additional component closely follows the EBM cycle and ends the rotation with a valuable skill they can use in the next rotation and beyond.

EBM2 COURSE STRUCTURE

Week 1:	Required readings: Intro to Evidence-Based Practice and the PubMed Tutorial online modules, & the Users Guide Seminar on clinical question formation, searching for the evidence, and citation management Office Hours and consultations Seminar to finalize paper topic
Week 2:	Statistics class/exam and first draft of paper due
Week 3:	Second draft of paper due
Week 4:	Oral presentation Critical Appraisal Application Online Exam and Critical Appraisal Meeting Paper due

[Library's role in yellow]

DISCUSSION

Student satisfaction with the additional assignment has been overwhelmingly positive both anecdotally and in formal evaluations.

Benefits for the Library

- Provide personal connection to the library
- Emphasizes the importance of the library in the EBM process

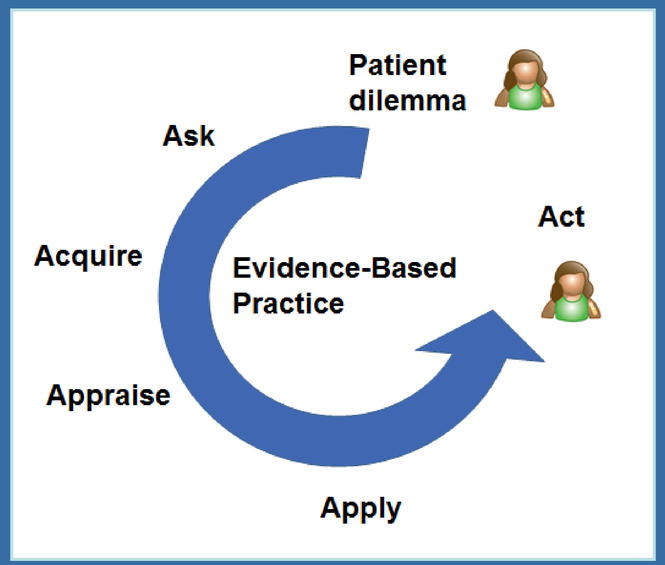
Benefits for the Student

- One-on-one instruction and feedback
- Opportunity to practice skills
- Exposure to additional resources

Patient Dilemma
Mrs. Jones is an 86-year-old widowed white female with a history of hypertension, hypothyroidism and osteoporosis. She was walking her dog when she tripped over his leash and fell. She was unable to get up, and after she lay on the side of the road for 2 hours, a passerby stopped and called 911. She was brought to the ED and diagnosed with a right femur fracture. She is admitted to General Medicine for perioperative management of right femur fracture. Admission workup reveals urinary tract infection; she is ruled out for MI and is deemed to be an appropriate candidate for ORIF.

The patient has received most of her care in a non-Duke setting, and there is no documentation of her code status. The H+P form requires documentation of "advance directives," and the attending wants end of life preferences with the patient discussed. The team is reluctant as some say they do not believe in "death panel discussions." The attending counters that he suspects that this kind of in-depth discussion and advance care planning can help the patient's attitude and experience with end-of-life care. He asks you to review the literature and see if there are any studies to support this.

Ask the Question	
Patient	
Intervention	
Comparison	
Outcome	
Type of Question	
Type of Study	
Your Clinical Question:	



Acquire the Evidence
Conduct a search in PubMed for articles to address your Clinical Question above. Go to the Advanced page and copy/paste your best or final search strategy from the History table here:

Review the 3 articles listed below, please indicate which ones you found in the final search you pasted above. From the search you shared above, identify 3 relevant articles that address your clinical question and paste the article titles.

Appraise the Evidence
Read the Detering article (Detering KM; BMJ. 2010 Mar 23; 340:c1345. PMID: 20332506) and answer the following questions.

- ❑ Were patients randomized? Explain your answer.
- ❑ Was the randomization allocation concealed? Explain your answer.
- ❑ Were patients analyzed in the groups to which they were randomized? Explain your answer.
- ❑ Were patients in the treatment and control groups similar at baseline with respect to known prognostic factors? Explain your answer.
- ❑ Were all important groups (patients, caregivers, collectors of outcome data, adjudicators of outcome, data analysts) blinded? Explain your answer.
- ❑ Aside from the experimental intervention, were the control and experiment groups treated equally? Explain your answer.
- ❑ Was follow-up complete? Explain your answer.
- ❑ On a scale of 1 to 10, how would you rate the validity of this study and would you use it to help this patient? Explain your answer.
- ❑ Using the data from Table 3 Outcomes: "Wishes known and followed" create your 2 x 2 table and fill in the data
- ❑ Calculate the event rate for the intervention
- ❑ Calculate the event rate for the control group
- ❑ Calculate the Absolute Benefit Increase
- ❑ Calculate the Number Needed to Treat

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