

Introducing Evidence-Based Medicine Concepts to Academic Librarians: A New Model for Instruction



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The concept of EBM first emerged in the field of clinical medicine. This “evidence based process” has been adopted in other fields, including education, psychology, nutrition, engineering and social work. Attendees were given the opportunity to experiment, trying the techniques in their various disciplines. Rutgers Health Sciences librarians taught this transferable concept to RUL faculty of other disciplines. Since these workshops were presented, the Health Sciences librarians have been invited to attend meetings which focus on curriculum development and instructional techniques. Below are the steps of EBP that were introduced.



Clinical Scenario

Brief description of a situation or event used to set the “tone.”

Pyramid of Evidence

Levels of Evidence; a hierarchy of the likely best evidence and resources.

Questions

Background vs Foreground questions. Identify important issues. Critically examine problem.

Searchable Question

Develop a “searchable” question. Extract important components to form question.

Write

Background-Foreground questions
Develop clinical question
Identify important issues
Critically examine problem
Synthesize research located

PICO

Population/Patient/
Problem
Intervention/Exposure
Comparison/Control
Outcome

Search Terminology

Term harvesting
Keywords
Synonyms

PubMed Search

Controlled vocabulary
Mapping
Boolean searching

Limiting Results

Narrow results
Type of study
Publication year
Language