Developing Information Analysis Mastery: Blending Bioinformatics and Evidence Based Searching

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• Medical College of Georgia
  – Combined total of 230 students per class
  – MD/MBA and Health Professions Certificate

• Academic health sciences center
  – GR Health System
  – Children’s Hospital of Georgia
  – Clinical campus sites:
    • Athens, Albany, Savannah, and Rome
Essentials of Clinical Medicine

• Two year sequential program designed to equip students with necessary clerkships skills

• Course components
  – Core clinical modules
  – Intersessions focused on professional issues
  – Student small group learning sessions
  – Team based learning and interactive
  – Online curriculum in Desire2Learn
Old Library Role in ECM

• Library instruction:
  – Separate course addition viewed as “extra” content
  – A few non-sequential guest lectures
  – Hands-on practice limited with no assessment

• Resulting challenges:
  – Limited time to cover library basics + ebm principles
  – Disconnect from other content in course
  – No reinforcement of student learning
  – Few opportunities to build information seeking skills
Current Library Role in ECM

• Solution: combine with other “orphan topics” as part of official intersession

• Evidence Based Practice intersession:
  – Information literacy
  – Bioinformatics and statistics
  – Evidence based medicine

• Fast paced change  June-August

• First session scheduled Fall 2014
Evidence Based Practice Pedagogy

- Active and team-based learning instruction
- Assessment of all instructional content including information literacy
- Adaptation of technology
- Lectures incorporate group discussion and hands-on practice
- Library content added to learning management system
Current Curriculum Activities

• Started with the 2\textsuperscript{nd} year medical students
• Lectures
• Class exercises
• Online tutorials

• Critically Appraised
  Topic- CAT
Assessment Tools

- Graded assignment- individual and group CAT assignments
- Team based learning– IRAT/GRAT
- Exam questions- will provide questions written in USMLE format for end of intersession quizzes
Use of Technology
Next Phase of Curriculum

• ECM II - future lectures
  – Diagnostic testing
  – Review of published research
    – synthesis
  – Student searching exercises

• ECM I - Changes
  – Orientation
  – Multiple search activities covering treatment, prognosis and risk studies
  – Graded search exercise
Lessons Learned

• Better understanding of students
  – Expectations
  – Requirements
  – Focus

• Building curriculum from scratch or borrowing
  – Developing assignment instructions
  – Developing rubrics
  – Presenting lectures
Conclusions

• Medical and library faculty learning experience
• Collaboration with multiple teaching faculty
  – Intersession faculty and course coordinators
• Building bridges and relationships
  – Social aspect of embedded service model
  – Active role for curriculum design and review
• Changing perceptions of library roles
Questions?

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