

Syllabus: EBM and the Medical Librarian

Course Identifier:

INLS710.01W.SP13 is approved for 3 academic credits. The course is offered twice a year in the spring and fall semesters. This is an online course available via Sakai. There is a one face-to-face class meeting to be scheduled when the class begins.

Instructor Identifiers:

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Target Audience:

The course targets Library Science students interested in working in medical or health sciences libraries.

Course Prerequisites:

This course is designed to be an introduction to the process of Evidence-Based Medicine (EBM) and to the supporting roles and opportunities for medical librarians.

Course Goals and Key Learning Objectives:

1. Identify and explain the 6 steps in the practice of EBM
2. Identify the parts of a well-built clinical question and use them to formulate a search strategy
3. Identify appropriate resources to answer clinical questions
4. Identify and explain the criteria for judging the validity of studies on:
 - Diagnosis
 - Therapy
 - Prognosis
 - Harm/Etiology
 - Systematic Review/Meta-analysis
5. Identify and explain the basic statistical terminology used to report the results of randomized controlled trials, diagnostic tests, and systematic reviews
6. Identify at least 4 roles for librarians in supporting EBM training and practice for health care professionals

Course Requirements:

For each Module students should:

- read the course manual
- view the additional recommended material listed in the course manual
- complete ALL of the Reviews and Exercises listed at the end of each Module
- contact both instructors with specific questions about the course material
- contribute to the class Forums for general comments and questions
- attend a PubMed training session held at HSL during the first 2 weeks of the course
- conduct in-depth research on a topic related to evidence-based medicine. The research paper is expected to be a well-thought-out,

in-depth exploration of an area of Evidence Based Medicine. Papers should be 10 to 15 pages in length.

Dates:

The course is self-paced. There is a recommended calendar, which serves as a guideline for keeping students focused on the cumulative class content. All reviews and exercises are due 8 weeks after the start of the course. An abstract for the research paper is due 4 weeks into the course. The research paper is due 10 weeks after the start of the course.

Grades:

The grade will be based on the students' completed work and on their participation in the course. The grade will be based on: Contributing to Forums 10%; Course exercises 30%; Final Course Exercise 20%; Research Paper 40%. In grading the paper, the following areas will be taken into consideration:

Depth and quality of content

Is the material original and well developed?

Is the literature search documented and reproducible?

Is there enough content to understand the topic without additional information?

Is the content unique (i.e. not copied from class content)?

Was additional research done to augment the content?

Ease of understanding

Are objectives and audience clearly identified?

Is the project developed in such a way that the point of the project is easily understandable?

Is the language clear and unambiguous?

Are there typos or grammatical errors?

Organization

Is the paper organized in a logical fashion?

Does the order of the content build upon itself?

Authoritativeness of content

Is the content accurate?

Are references appropriate?

Course policies:

Students must attend the PubMed training session. All reviews and exercises must be completed by the end of the 8th week of the course.

The research paper is due at the end of the 10th week of the course.

Course resources:

All course resources are provided from the Course site in Sakai. Some of the required readings may be requested from the instructors or obtained from the Health Sciences Library eReserves and online collections. No additional textbooks are required.

Honor Code:

There are no special circumstances that have Honor Code consequences.

Time Table:

The following is a guideline for when Reviews and Exercises should be submitted:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Week 1 Module 1: Introduction and Question Building	18 Read Module1 documents	19	20 Complete Review 1 Complete Study Design Exercise	21 Complete Exercise 1	22	23
24 Week 2 Module 2: Selecting the Resources and Searching	25 Read Module 2 documents	26	27 Complete Review 2	28		

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Read Module 4 documents and work on final exercise	2	3	4	5	6
7 Week 8 Last week of course	8	9	10	11	12 ALL STUDENTS: Last day to turn in ALL assignments	13
14 SILS Students work on Research Paper	15	16	17	18	19	20
21 SILS Students work on Research Paper	22	23	24	25	26 SILS Students Research Paper DUE	27
28	29	30				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3 Week 3 Continue Selecting the Resources and Searching	4	5	6 Complete Exercise 2	7	8	9
10 Week 4 Module 3 Evaluating the Evidence	11 Read module 3 documents	12	13 Complete Review 3	14	15 SILS Students Research Paper abstracts due	16
17 Week 5 Module 3: Evaluating the Evidence	18	19	20 Complete Exercise 3 both therapy articles	21	22	23
24 Week 6 Continue with Evaluating the Evidence	25	26	27 Complete exercise 3 other studies	28	29	30
31 Week 7 Module 4: Roles and Final Exercise						

Syllabus Changes:

The instructors reserve the right to make changes to the syllabus, including project due dates and test dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.