

Librarians collaborating with faculty to develop and deliver an Evidence-Based Eye Care Course

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Literature Review

A review of the literature showed that there currently existed no articles published about librarians teaching EBP to optometry students.

Methods

These sections were taught didactically utilizing TurningPoint™ clicker technology to assess initial understanding by providing appropriately structured PICO statements. This format permitted the students to pick the “best” PICO statement. The instructor created assignments that would assess the students’ short and long-term ability to apply EBP concepts. Clinical case scenarios, discussion groups, written analyses, and oral presentations were used to integrate the course concepts and apply evidence to patient care perspectives.

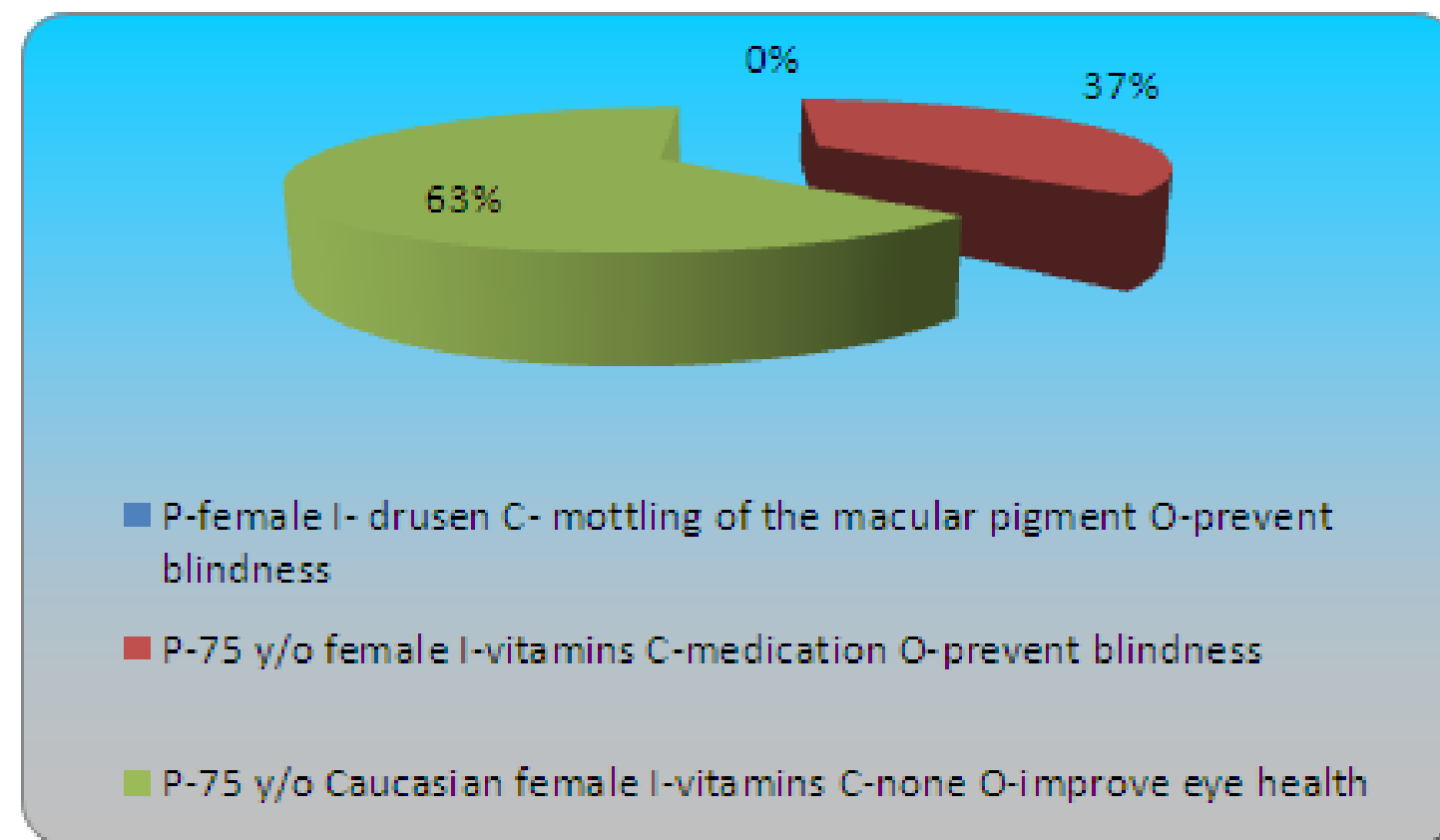
Results

While using TurningPoint™, it appeared that librarians were effective in teaching EBP when evaluating students immediately after the content was given. However, students were not able to apply EBP concepts effectively if structured PICO answers were not provided.

Clinical Scenario Presented During Lecture

You have been providing eye care for a 75 year-old Caucasian female for the past 10 years. During her annual dilated fundus examination you notice an increase in the number of drusen and some mottling of the macular pigment. When you share your findings your patient asks whether anything can be done to improve her eye health. She remembers that her mother went blind later in life and she tells you that her sister has been “bugging” her to take vitamins. She wants to know if vitamins can really help her eyes?

Structured PICO Statement Presented During Lecture



Examples of PICO Statements Given by Four Students in One Group (Different Case Scenario)

- S1. P- 78 year old Caucasian female I-macular degeneration C-N/A O-vision loss
- S2. AREDS Study and Age related macular degeneration
- S3. 78 Caucasian female macular pigment screening
- S4. P- 78 year old Caucasian female I- Life style changes C-None O-prevent blindness

For more information please contact reference@westernu.edu.

Discussion

The librarians realized that there were three concerns that would need to be addressed. They need to collaborate more with the instructor to develop cases and assignments. They will also develop a rubric for grading PICO, and searching skills and strategies. Finally they will more clearly define EBP concepts during lecture such as; identifying background/foreground questions, and PICO v. search terms.

Conclusion

Librarians concluded that they were able to effectively teach EBP concepts using a structured answer format. However, when students were asked to apply EBP concepts without that structured answer format, they were unable to do so effectively. This could be due to the fact that the concepts taught were not being effectively assessed by the assignments.

Abstract



References

