

LSUHSC Library Resources Instruction  
Science and Practice of Medicine 200  
Curriculum (2014)  
7/1/11 – 6/30/12

LSUHSC Reference Librarians

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# LSUHSC Library Resources Instruction

## Science and Practice of Medicine 200

7/1/11 – 6/30/12

### School of Medicine SPM 200 Library Curriculum:

The Reference Librarians at the Louisiana State University Health Sciences Center Library in New Orleans in cooperation with the School of Medicine undergraduate education committee provide essential resource instruction to the second year medical students during the year in the Science and Practice of Medicine 200 course.

Instruction on library resources, information database systems, information access and retrieval processes, management, organization, and presentation of the biomedical literature (both print and electronic), and locating current clinical trials, population based research, systematic reviews, meta-analyses, and evidence-based medicine is the core of the Library Resources Instruction program.

Four librarians share the responsibilities of providing library resources instruction to second year medical students in multiple, one hour sessions, two weeks prior to student presentations. Library instruction targets the specific module topics, vignettes, and assignments, as well as introduces relevant resources for medical students' educational development.

Our Library Resources Instruction Program supports the curriculum of the School of Medicine at LSUHSC in New Orleans. We follow the 1998 Guidelines from the AAMC Report I: Learning Objectives for Medical Student Education: Guidelines for Medical Schools. We encourage LSUHSC medical students to develop health information seeking behaviors and prepare them for a lifetime of learning. The library curriculum also includes assessment of student competencies in Evidence Based Practice which follows the ACGME competency assessment of medical residents. The assessment allows the

course faculty to evaluate second year students' progress towards achieving characteristics of excellent physicians.

## LSUHSC Library Resources Instruction

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#### Library Electronic Resources:

*AccessMedicine, AccessEmergencyMedicine, AccessSurgery* (Full-text textbooks)

Clinical Trials (NLM)

Cochrane Library (Evidence-based medicine)

DynaMed (Evidence-based medicine) (include mobile access)

Exam Master (USMLE test preparation)

INNOPAC – Library Catalog

MD Consult – (Full-text textbooks)

MedlinePlus (NLM) – Consumer resources (include Drug Inserts)

MicroMedex (Drugs) (include Drug Inserts) (include mobile access)

Natural Standard – Alternative & complimentary medicine (Evidence-based medicine)  
(include mobile access)

\*PubMed

- Identifying Primary Research Studies
  - Randomized control trial (type of article)
  - Case Reports (type of article)
  - Cohort Studies (MeSH)
    - Longitudinal
    - Retrospective
  - Case-control Studies (MeSH)
- Searching with MeSH (Medical Subject Headings)

RefWorks – Bibliography builder and references management

SCOPUS – Citation database

Stat!Ref – ACP-Pier & EBM resources, Full-text textbooks

Web of Science via Web of Knowledge (Science Citation Index)

## Internet Selected Sites:

[CDC \(Centers for Disease Control and Prevention\)](#)

[DailyMed](#)

[FDA \(Food and Drug Administration\) – Drugs@FDA](#)

[Food Pyramid \(My Pyramid – US Dept of Agriculture\)](#)

[Healthy People 2010](#)

[Louisiana Health Report Card](#)

[National Health and Nutrition Examination Survey \(NHANES\) – CDC](#)

[National Institute on Alcohol Abuse & Alcoholism \(NIAAA\)](#)

[National Institute on Drug Abuse \(NIDA\)](#)

[National Institutes of Health \(NIH\)](#)

[Substance Abuse & Mental Health Services Administration \(SAMHSA\)](#)

[U.S. Department of Health & Human Services](#)

## Research/Publishing Opportunities:

[Association of American Medical Colleges \(AAMC\) Caring for Community](#)

Encourage LSUHSC research opportunities, Conference papers and posters

## Alerting/Bibliography Preparations:

### **Alerting**

My NCBI (PubMed)

RSS – Table of contents

### **Bibliography**

[RefWorks](#)

## Library Services:

### Reference

Electronic Reference Service – [reference@lsuhsc.edu](mailto:reference@lsuhsc.edu)

Point of Contact – in library

Monday – Thursday 8:00am – 8:00pm

Friday 8:00am – 4:00pm

Phone: (504) 568-6102 or (504) 568-8339

Live Chat from library webpage – [www.lsuhs.edu/no/library](http://www.lsuhs.edu/no/library)

### Circulation & Library Hours

Monday – Thursday 8:00am – 10:00pm

Friday 8:00am – 6:00pm

Saturday 9:30am – 6:00pm

Sunday 1:30 – 10:00pm

Library Commons open 24hours/7days week

### Interlibrary Loan (ILL)

[ILLiad](#) system

### Access

Campus - IP address

Wireless in library

LSUHSC ID & Password

Remote (barcode/PIN)

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### Instruction Format:

The SPM 200 library curriculum consists of one library instruction session per study group, per module (Seven sessions during the school year). Instruction sessions are approximately one hour and consist of hands-on library systems training, Internet resources evaluation, evidence-based research reviews, and information literacy skills as related to the topic modules, case vignettes, and the assigned projects. Instruction sessions take place in one of the Learning Resources Center small group rooms, equipped with wireless laptop access and overhead projection. Instruction sessions will adhere to the objectives set forth in the "Library Systems Instruction: Learning Objectives for SPM 200".

### Course Requirements:

Students are expected to bring their laptop to class.

Attendance is required.

Groups are considered to be teams, and are not permitted to swap sessions.

Each group (team) will appoint a Moderator to lead the clinical forum case discussions after the librarian introduces selected resources. A different person should preside as Moderator for each clinical forum topic. This role exists not only to ensure proper attention is paid to the clinical forum assignments, but also to provide opportunities to participate in team work that would otherwise be unavailable.

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Library Processes and Schedules:

Instruction program course objectives preparation.     January – June 2011

Scheduling of class times and Librarians.             July 2011

Groups Odd Numbers: 1, 3, 5, 7, 9, 11, 13, 15

Librarians: **Molly Knapp & Carolyn Bridgewater**

Groups Even Numbers: 2, 4, 6, 8, 10, 12, 14, 16

Librarians: **Mary Marix & Kathy Kerdolff**

Orientation   July, 2011 (20-30 minutes)

Powerpoint presented and available from the library webpage/Resource guides/  
2<sup>nd</sup> year medical students

Clinical Forums Schedule – see syllabus times vary but are either 1PM-3PM or 2PM-4PM

**Monday groups - Molly Knapp (odd#s) & Mary Marix (even#s)**

Groups 1 & 2 meet with librarian in rooms in the learning center

Groups 3 & 4 meet with librarian in rooms in the learning center

**Tuesday groups - Molly Knapp (odd#s) & Mary Marix (even#s)**

Groups 5 & 6 meet with librarian in rooms in the learning center

Groups 7 & 8 meet with librarian in rooms in the learning center

**Thursday groups – Carolyn Bridgewater (odd#s) & Kathy Kerdolff (even#s)**

Groups 9 & 10 meet with librarian in rooms in the learning center

Groups 11 & 12 meet with librarian in rooms in the learning center

**Friday groups - Carolyn Bridgewater (odd#s) & Kathy Kerdolff (even#s)**

Groups 13 & 14 meet with librarian in rooms in the learning center

Groups 15 & 16 meet with librarian in rooms in the learning center

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Learning Objectives/Competency Assessment:

**Mission:**

Prepare LSUHSC medical students for their future role as altruistic, knowledgeable, skillful, and dutiful physicians accustomed to lifelong learning.

At the end of the Library Systems course, students will be able to:

1. Identify, locate, and retrieve authoritative health information from the Internet and available databases to support clinical decisions that affect not only the individual patient, but populations as well.
2. Identify and evaluate primary research studies to use as evidence to assist in clinical decision making. (Competency Literature Search #1)
3. Locate from the Internet or other licensed resources, authoritative consumer health information to give to patients. (Competency Literature Search #2)
4. Recognize similarities and differences among various search interfaces.
5. Create bibliographies that substantiate and document research.
6. Acquire skills to remain current in health topics and research studies.
7. Utilize evidence-based information resources to quickly locate treatment protocols, practice guidelines, and treatment recommendations.
8. Organize information for presentation or publication.

## Module 1 – Immunization

### Learning Objectives/Competency Assessment

1. \*Develop a strategy to identify, locate, and retrieve primary research studies, and authoritative web sites that illustrate and document federal & state immunization guidelines and practices. (1,2,3)
2. Organize, sort, and print, email, or export selected relevant citations. (1,4,8)
3. Locate current information on updated immunization/vaccine initiatives and develop a means to monitor and stay abreast of the situation. (5)
4. Locate and review immunization programs that are evidence-based. (6)

Numbers in parentheses refer to learning objectives for SPM 200.

\*Indicates a graded competency

## Module 2 – Screening Learning Objectives/Competency Assessment\*

1. \*Identify, locate, and retrieve evidence-based primary research studies that evaluate benefits and risks of health care screening programs from authoritative sources. (1,2,6)
2. Locate and organize resources that identify recommended screening tests and screening programs. (1,4)
3. Identify federal, state, and local health care screening programs and research opportunities and register to receive current and updated information about prevention programs and services. (3,5,7,8)
4. Identify the leading health indicators and locate potential financial resources for health conditions and diseases identified. (2,3,5,7)
5. Identify and organize screening recommendations, protocols, and guidelines from authoritative organizations to refer to in professional practice. (1,2,4,8)

Numbers in parentheses refer to learning objectives for SPM 200.

\*Indicates a graded competency

## Module 3 – Physical Activity

### Learning Objectives/Competency Assessment

1. Identify and locate from current published/authoritative sources, physical activity and exercise recommendations. (1,2,3)
2. Document and organize findings that support or negate increased physical activity. (4,8)
3. Identify and locate health promotion and disease prevention literature for both health professionals and consumers/patients. (1,2,5,7)
4. Recognize and locate a variety of ongoing studies, evidence-based, cohort, etc., to support physical activity and exercise programs. (6)
5. Search for cost effective initiatives for increasing physical activity in a specified population. (7,8)
6. Locate federal and state health policies and organize findings. (2,4,8)

Numbers in parentheses refer to learning objectives for SPM 200.

# Ethics and Health Law

## Learning Objectives/Competency Assessment

Ethics module not included in Library Instruction Curriculum.

Numbers in parentheses refer to learning objectives for SPM 200.

## Module 4 – Fuel

### Learning Objectives/Competency Assessment

1. Locate and review books and journal articles on fad dieting. (1,3)
2. Identify and organize authoritative resources with reference to diet and nutrition guidelines and recommended practices. (1,2,4,8)
3. Identify and document current resources of diet and nutrition statistical information. (4,5)
4. Locate primary and evidence-based studies and on-going research regarding diet and nutrition for healthy populations. (6,7)

Numbers in parentheses refer to learning objectives for SPM 200.

## Module 5 – Substance Abuse

### Learning Objectives/Competency Assessment

1. Identify and locate the national objectives concerned with substance use and abuse. (1)
2. Locate Louisiana resources: drinking laws, statistics, state rankings, etc, using various databases and search interfaces. (3)
3. Recognize the gradations in meaning for the terms use, abuse, dependence, and addiction in the literature of this field. (2,5)
4. Recognize the organizations, agencies and institutes doing unbiased research in this field. (1,5,7)
5. Utilize evidence-based sources that guide the clinical decision making process to identify interventions for substance abusers. (6)

Numbers in parentheses refer to learning objectives for SPM 200.

## Module 6 & 7 – Health System Reform I & II Learning Objectives/Competency Assessment

1. Identify, locate, and retrieve information on current health policies. (2,3,6)
2. Evaluate various hospital systems and locate evidence based research studies that support or refute the identified systems based practice. (1,6,8)
3. Locate life expectancy tables for the U.S. and assemble documents for discussion and presentation. (1,4,8)
4. Identify on-going research initiatives. (2,3,7)
5. Recognize authoritative health promotion resources and create wellness bibliographies for both health care professionals and consumers. (1,4)
6. Locate federal, state and municipal funded health promotion programs. (5,7)

Numbers in parentheses refer to learning objectives for SPM 200.

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Outcome Measures, Competency Assessment, and Evaluation

Activities:

1. Online Competency Tests for Evidence based practice skills
  - Recognize primary research studies
    - Use PubMed to locate primary research studies
      1. Type of study design
      2. Critically analyze study for best practice
  - Identify authoritative Internet sources for information for:
    - Physicians
    - Patients
2. SPM 200 exam questions (item analysis)
  - library questions from mid-term, quarterly, and final exams
3. Examine knowledge gained from clinical forums.
  - compare answers with previous 2<sup>nd</sup> year classes
4. SPM 200 course coordinators examine presentations.
  - Librarians evaluate quality of student references and presentation quality.
5. Evidence based practice skills evaluated in a longitudinal study
  - IRB approval from orientation session
  - Papers presented at medical education and medical library conferences
  - Papers written in professional journals
  - Book chapters in peer-reviewed texts
6. Expand library's curriculum model
  - Orientation for 1<sup>st</sup> year medical students as introduction to library resources.

## General Curriculum and Materials:

1. Library group modules (small group forums) concentrate on public health topics both for individuals and populations: *Healthy People 2010* initiatives (and now 2020 initiatives)
  - Immunization
  - Screening
  - Physical Activity
  - Food/Fuel
  - Substance Use & Abuse
  - Health Systems Reform I
  - Health Systems Reform II
2. Resources presented to locate health information in response to clinical vignette style questions and importance to medical student education.
3. All library handouts, tip sheets, resource guides, available for students from library's [SPM 200 Resource Guide](#) and linked to SPM 200 page.
4. Email reference available for 24-hour turn-around response.
5. Librarian reference available in the library and online chat - 8AM-8PM Monday – Thursday, 8AM-4:30PM Friday.
6. Recommend additional texts, resources for library and course.
7. Library instructors participate with SPM 200 course coordinators to evaluate the course for strengths and weaknesses. (end of year)
8. Work towards electronic tutorial for library instruction.