A ROLE OF MEDICAL LIBRARIANS IN EVIDENCE-BASED MEDICINE

CZECH EXPERIENCE

J. Potomková, V. Mihál, E.S. Lesenková

Palacký University Faculty of Medicine, Olomouc Institute for Postgraduate Medical Education, Prague

Czech Republic
In the beginning was............

- International project „Learning Resource Centers in CEE countries“ supported by AIHA (Washington D.C)
- „aggressive“ plan: medical librarians as advocates of EBM in academic and healthcare settings
- preparatory workshop for librarians
  - EBM philosophy
  - Cochrane Library
  - epidemiology basics
  - critical appraisal of medical literature
METHODOLOGY
Continuing education of librarians

PRACTICE STANDARD REVIEWS

- **Librarian’s competences**
  - Literature searching and study retrieval
  - Preliminary assessment of studies for inclusion

- **Joint activities of clinicians and librarians**
  - Identification of the topic for the review
  - Background research and problem specification
  - Assessment of information quality, data extraction and synthesis

- **Clinician’s competence**
  - Treatment recommendations
METHODOLOGY
Undergraduate medical studies

CASE REPORTS

- Efficient strategy in teaching clinical subjects
- Case scenario structure
  - Well-built clinical question
  - Search for evidence
  - Interpretation, critical appraisal
  - Informed diagnosis
- Facilitators
  - Clinician-teachers
  - Medical librarians
RESULTS

- Training courses by librarians for
  - medical librarians
  - undergraduate and postgraduate students
  - clinician-teachers
  - medical information end-users

- EBM in undergraduate and postgraduate curricula

- EBM working groups

- Book translation
  - How to read a paper: the basics of EBM
Teaching institutions should encourage EBM.

Clinician-educators should base their teaching practice on best evidence.

Students should provide feedback.

Librarians must meet demands of teachers and help them apply EBM.

- up-to-date, accessible, understandable, real-time information
EVIDENCE-BASED LIBRARIANSHIP

3 corner-stones to be respected

QUALITY OF EVIDENCE

TIME

SKILLS IN INTERPRETING RESEARCH

“Pondering, reflecting and ruminating are undervalued skills”
THANK YOU FOR YOUR ATTENTION