2014

From Listening to Experiencing: Changing Evidence-Based Pharmacy Library Instruction

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BACKGROUND

VCU School of Pharmacy (SOP) first year Doctorate of Pharmacy (PharmD) Curriculum:
1. 140 students per year
2. Majority of first year curricula is lecture-based
3. Concept of Team Based Learning (TBL) introduced in first year courses through ‘Work Group’ project assignments
   - First year students assigned to one of 20 seven-member work groups
   - Formal TBL in 2nd year

Evolution of Library’s Role in SOP Evidence-Based Pharmacy-One (EBP-1) Course:

Previously two SOP Liaison Librarians delivered library instruction for two of the course’s 25 lectures.

The Librarians suggested using a hands-on, work group-based approach

With SOP faculty agreement, series of 90 minute ‘mandatory Library Consultations’ added to EBP-1 outside of regular class time

EBP-1 DRUG INFORMATION COURSE

Drug information project:

- Six required assignments – four of which require group work.
- Each work group assigned a different drug from the Top 200 list.
- Multiple drug information sources needed to complete the group assignments

Project objectives:

Working with their groups, students will learn to:
1. Identify and use sources of drug information
2. Compare and contrast various sources of drug information
3. State the advantages/disadvantages of information sources
4. Search PubMed to retrieve articles from the primary literature
5. Contrast studies and reports as found in the primary literature

METHODS – Library Consultations

- Ten Library Consultation sessions
- Two work groups attending each session
- Students assigned to sit at tables containing information resources
- One Librarian per session

Librarian presented overview of session’s procedures, resources, and distributed worksheets.

During final 20 minutes groups reconvened to review findings and deliberate on four potential resources to use in EBP-1 drug information project.

Selected Drug Information Resources

<table>
<thead>
<tr>
<th>Table</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Micromedex AND Drug Facts &amp; Comparisons</td>
</tr>
<tr>
<td>B</td>
<td>DailyMed AND Orange Book: Approved Drug Products</td>
</tr>
<tr>
<td>C</td>
<td>Red book : Pharmacy’s Fundamental Reference</td>
</tr>
<tr>
<td>D</td>
<td>MedlinePlus AND WebMD</td>
</tr>
<tr>
<td>E</td>
<td>AHFS: Drug Information AND Physicians’ Desk Reference</td>
</tr>
<tr>
<td>F</td>
<td>Drug Information Portal AND Center for Drug Evaluation &amp; Research</td>
</tr>
<tr>
<td>G</td>
<td>Remington, the Science and Practice of Pharmacy AND Martindale: the Complete Drug Reference</td>
</tr>
</tbody>
</table>

Questions to Help Evaluate Information Resources

1. Is this resource available in both print and electronic formats? If it is electronic, is it freely available or a licensed subscription?
2. Does this resource provide storage information?
3. Does this resource provide information about different routes of administration?
4. Does this resource provide information about drug-food interactions?
5. What type of cautionary information does this resource provide?
6. What are the therapeutic uses of this drug?
7. Does this resource provide pricing information?
8. Who produced the resource?
9. How is the information verified?

EVALUATIONS

The following questions were included in the students’ voluntary evaluation of the semester long Evidence Based Pharmacy course:

- Of the 71 students responding to this question, 65 agreed/strongly agreed and 6 disagreed
- My review of the assigned resources provided adequate information for me to recommend these resources for my team’s drug information project.
- Of the 71 students responding to this question, 64 agreed/strongly agreed and 7 disagreed/strongly disagreed
- Other members of my team were effective in providing our team an overview of the resources they had reviewed.
- Of the 70 students responding to this question, 67 agreed/strongly agreed and 4 disagreed
- The introductions the librarians provided to Micromedex and PubMed/MEDLINE at the beginning of the library consultation sessions enabled me to use the two resources successfully.
- Of the 70 students responding to this question, 52 agreed/strongly agreed and 8 disagreed
- Selected student comments:
  - “I think that the library consultation was the most effective tool in learning how to navigate the databases. I would suggest maybe having this time extended and skipping the in-class lecture on it.”
  - “Having more hands-on participation than the in-class lectures because I learn more by doing instead of watching someone go through screenshorts.”
  - “The meetings with librarians that we had in groups were extremely helpful. I think that the information is much easier to learn if you are actively participating in using the drug references.”

CONCLUSIONS

First year Pharmacy students’ course evaluations suggest that the new EBP-1 Library Instruction was helpful and that the Liaison Librarians met their objectives