

## Abstract

Librarians at the Harriet K. & Philip Pumerantz Library at Western University of Health Sciences worked with the Dean of the College of Optometry to develop and teach a course on Evidence Based Practice (EBP) for third year optometry students. Librarians taught sections on EBP, EBP resources, health literacy, and staying current with the literature.

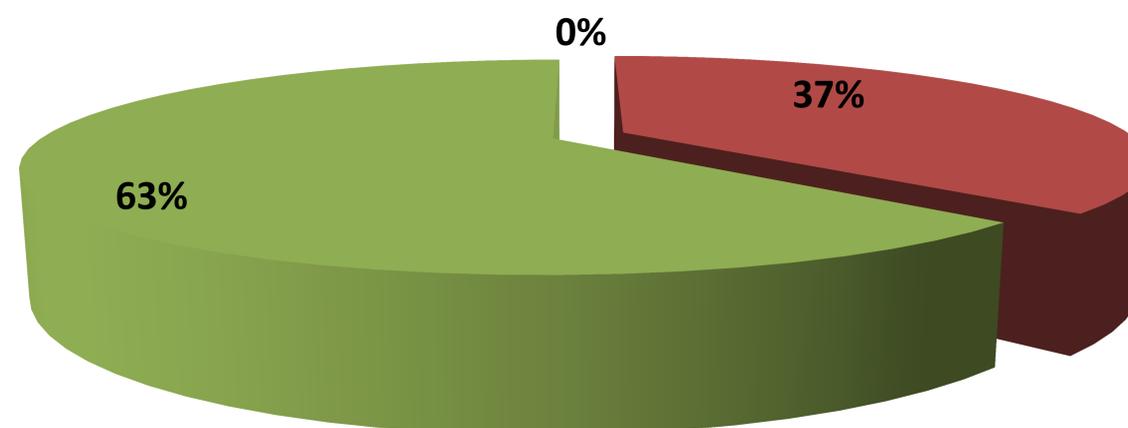
## Literature Review

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.

## Structured PICO Statement Given During Lecture



- P-female I- drusen C- mottling of the macular pigment O-prevent blindness
- P-75 y/o female I-vitamins C-medication O-prevent blindness
- P-75 y/o Caucasian female I-vitamins C-none O-improve eye health

## Examples of PICO Statements Given by Four Students in One Group

- 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

## 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.

## 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.

## References

Available upon request. Please contact [reference@westernu.edu](mailto:reference@westernu.edu).