



**Chapter Council Presents
Sharing Roundtables**
MLA Annual Meeting
San Antonio, TX
Monday, May 16, 2005

Table 11B: Evidence Based Medicine (EBM)

Facilitator: Sheila Hofstetter

Recorder: Deb Faber

Additional Participants: Assako Holyoke, Mellanye Lackey, Daniele Perez-Venero, Laura Cousineau, Michael Kronenfeld, Dohn Martin, Rosalie Zajac

Discussion:

Participants attending were looking to gain experience from other EBM librarians; to clarify the view of EBM; to share experiences in diffusing the concept of EBM to staff, nursing staff; to discuss the effectiveness of tutorials for EBM; to discuss the amount of medical knowledge necessary for evidenced-based practice (EBP); to glean advice on getting medical faculty oriented to EBP; to discuss areas of learning – conferences, listservs, resources; and to explore EBM databases/services and their limitations/benefits. Participants were also hoping to share their experiences in teaching EBM and EBP, perhaps in the form of a tool builder for the librarian to help him/her to understand evidence and how it relates to practice; to share their experiences with EBP and how it relates to nursing; and to discuss library tools that support EBP.

Participants shared their ideas on how to graphically represent EBM/P; on creating tutorials (such as using a PICO question throughout the process); and on the evolution of EBM/P as a methodology to access medical information and its progression from primary to secondary sources. Others emphasized the need for collaboration; the use of federal EBM resources (such as PDQ, PIER, OMIM); the importance of using evidence to support practice; and point of care entrance into information hubs (U of Washington, PrimeAnswers) to consolidate tools.

Participants also offered these sources of support and resources: nurses who seem to be “change makers” as targets for diffusion of information; sharing articles published on EBM/P; resources that offer a different perspective (EBM nursing book – Melnyk, BM & Fineout-Overholt, E. (2004). *Evidence-Based Practice in Nursing and Healthcare: A Guide to Best Practice*. Philadelphia: Lippincott, Williams & Wilkins); courses for understanding statistics; integrating tutorials with in-depth teaching; tool selection and discrimination; online tutorials – Connie Schardt & Duke University).