Contemporary Practice and Clinical Inquiry

Keith Posley, MD
Lauren Maggio, MS (LIS)
GOALS AND OBJECTIVES

- Differentiate Information Literacy and Evidence Based Practice
- Introduce the Team Space concept
- Elicit feedback on the future of the Team Space
CASE

HPI:
57 yo M with 3 days of chest pain. CP originated while working around the house, 10/10 nonradiating, substernal heavy pressure.

Patient initially tried asthma meds with no relief of pain. Pain better with rest, worse with activity. Pain worse with deep inspiration, not reproducible with palpation, not related to food.

Took SL nitro with some improvement. Patient has never had this type of chest pain previously.
PMHx

- DM2—recent HbA1c 6.9
- HTN
- Severe Hyperlipidemia
- Asthma since childhood
- Hypothyroidism
- Obstructive sleep apnea on CPAP
- Depression
- OCD
- Peripheral neuropathy
Social History:
- Patient currently on disability 2/2 asthma.
- Tobacco: Quit age 17.
- ETOH: ~1 drink per day
- Other: occasional MJ, no IVDU

Family Hx:
- Father with MI at 37
DIAGNOSTICS

- Physical Exam: normal vital signs, no CHF
- EKG ST depression in inferior leads
- Troponin I mildly elevated
HOSPITAL COURSE

- ER:
  - Aspirin
  - IV beta blocker
  - Heparin drip
  - Integrilin drip
  - Npo for cath
  - IV fluids

- In hospital:
  - Cath next day revealed 90% stenosis of RCA
  - Bare metal stent deployed
  - Patient discharged within 48 hours on his previous outpatient meds plus clopidogrel
AN ALTERNATIVE TO EBP: WHY INFORMATION LITERACY?

Evidence-Based Practice
Evidence-Based Practice

How do you teach Evidence-Based Practice?

Students
• Clinical Practice Guidelines
• Evidence rumors
• Expert opinion
• Up to Date
Evidence-Based Practice
Evidence-Based Practice is the integration of best research evidence with clinical expertise and patient values to guide medical decision-making.

Information Literacy refers to a person’s ability to recognize when information is needed and their ability to locate, evaluate, and effectively use the needed information.
**EBP is a Process**

Start with a patient, then:

- **Ask**: A focused clinical question
- **Acquire**: The best evidence you can find
- **Appraise**: Appraise that evidence
- **Apply**: To patient care
### EBP and Information Literacy

<table>
<thead>
<tr>
<th>Evidence-Based Practice</th>
<th>Information Literacy</th>
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<tr>
<td>Ask</td>
<td>Recognize need for information</td>
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THE PARADIGMATIC SHIFT

EBM = Knowledge

Information Literacy = Skills
HOSPITAL NEEDS DOCTOR IMMEDIATELY

High salary. Five years experience watching TV hospital dramas required.

IF LIFE WAS THIS EASY YOU WOULDN'T NEED US

OFFICIAL NOTICE

ALL JOBS NOW REQUIRE SKILLS

* Think this poster is scary? Try life without skills.
What does the team space do?

- Improves the team’s ability to manage its knowledge needs
- Extends the boundaries of the traditional team room
- Encourages inquiry
- Fosters team collaboration
WHAT DOES THE TEAM SPACE DO?

- Provides opportunities for feedback and additional patient-centered IL instruction
- Exposes past and present team members to additional cases and literature
- Becomes institutional memory providing links to recurrent questions and related literature
THE ANATOMY OF A TEAM SPACE

- Welcome
- Clinical Questions
- Articles
- Information Literacy
- Resources
- Member Listing
Each member of the team is expected to post at least one clinical question per call cycle....
“We should all expect to share what we learned with each other during attending rounds.”
OBSERVATIONS

- The team space concept was able to temporally extend the concept of team. Team members interacted at times outside of the usual work hours.
- We felt that the team space, when utilized, enhanced the culture of inquiry among the members.
- Questions were often answered iteratively and collaboratively, with the attending and librarian providing feedback along the way.
Observations

- Students, who are not always keen to ask questions during the busy work day, were avid users and seemed in some cases to prefer this medium for communicating new knowledge.

- At this point, a champion is needed; the team space was not utilized when a librarian or attending advocate was not on the team.