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Christiana Care Health System (Christiana Care) is one of the largest health care providers in the mid-Atlantic region. The components of the health system include two hospitals, the Eugene du Pont Preventive Medicine & Rehabilitation Institute, a cancer center, a long-term care facility, visiting nurse services, and wellness centers in high schools.

Christiana Care is the major provider of medical education in the state of Delaware, which has no medical school. Christiana Care residency programs include about 200 positions in a variety of specialties, including programs in podiatry, dentistry, and pharmacy (PharmDs). In addition to our own residents, we usually have 40 medical students and visiting residents on rotation at Christiana Care.

The Medical Libraries serve the health system and the community with four facilities: two hospital libraries, a community health library, and a cancer resource library to open in May 2002. We also provide a virtual library through the hospital Intranet that extends library resources to system components away from the main sites.

At the hospitals, we provide clinical library services to residents and medical students to support the patient care decision-making process with evidence from the health science literature. Clinical library services have been offered at Christiana Care for over a decade. Librarians attend morning report (also referred to as morning rounds) with the residents once or twice per week. After the reports, the librarians confer with the Medical-Dental staff who serve as faculty and/or with the chief residents to determine topics for literature searching. The librarians return to the libraries, complete the searches and make the information available to the residents and faculty by midday.

The information provided to the residents usually consists of citations, full text of selected articles, and, as appropriate, selections from books or online resources. We now use email to deliver search results and to point the residents and faculty to other resources networked by the Libraries, such as MICROMEDEX, MD Consult, Books@Ovid, and STAT! Ref .

Using email to transfer search results creates opportunities for adding value to search results. We reorganize search results, attaching files containing

paragraphs from full text books, and providing explanations and/or search strategies. [At CCHS we use the term faculty for physicians with substantial responsibilities for teaching residents and medical students.]

Although we are actively working with only two departments, there is great variety in how reports are conducted and the librarians respond to the differences in structure and style. Some faculty members discuss one case in detail; others spend equal time discussing all of the newly admitted patients. Some faculty members make requests for specific articles, some help the residents develop clinical questions for the librarians, and other faculty members rely on the librarians to determine which topics to search.

One reason for the success of our program is that is fully integrated into reference services. The three librarians who share clinical medical library duties have many other responsibilities for reference, systems and administrative work.

The Department of Medicine has established a teaching resident rotation for third year medical residents who are expected to conduct literature searches, especially on days when librarians are not at rounds. In conjunction with the faculty, the clinical librarians developed a library component of the teaching rotation that includes:

- Assessment of the resident's search proficiency
- Formal searching instruction
- Joint searching of clinical questions by resident and librarian
- Evaluation of the resident's participation

This is a new program and still a work-in progress. For more information, please stop by our MLA poster session, "Teaching the Teaching Residents."

We would like to be doing more formal pre- and post-testing, but our residents suffer greatly from assessment overload, so we are keeping our part as casual as possible. Overall, our goal is to have the residents improve their skills and recognize the benefits of good search techniques. The teaching resident program is part of our CML services and not a replacement. A librarian continues to attend rounds along side the teaching resident. After rounds, the librarian meets with the teaching resident to select a clinical question to be used for joint searching.

A new development has been the creation - also on a trial basis - of a teaching fellowship in Surgery. We were asked to create an informatics component for the teaching fellowship. The informatics component includes information retrieval skills and an introduction to evidence-based medicine. The first fellow had limited computer skills and the initial program was based on existing tutorials for MEDLINE, MICROMEDEX and the Internet.

Most of the faculty who work with clinical librarians have become interested in evidence-based medicine (EBM). Searches for the clinical program have always

been filtered for such quality indicators as publication in major journals and currency. The techniques of EBM searching enable librarians and clinician limit retrieval to high quality studies.

Christiana Care's clinical library program may be unusual but is not unique. CML services are alive and well in hospitals throughout the country. In some institutions, CML services have been so well integrated into hospital library reference work that those services are no longer seen as a thing apart.

I spoke with the faculty most closely associated with our CML services before coming here today. I asked what they value most in the clinical librarians. They value ability to derive clinical questions from the case presentations and search skills. Faculty also value the clinical librarians' advocacy of new information technologies and of EBM. Educational background or clinical expertise (or lack thereof) were never mentioned.

In closing, I would like to add what I value in clinical librarians:

- enthusiasm for delivery of information services
- excellent, reflective listening skills
- ability to develop searchable clinical questions from case presentations
- familiarity with the language of health care
- strong search skills and ability to quickly determine the best sources of answers
- spontaneity and flexibility especially for impromptu teaching

I hope that in our efforts to identify requisite knowledge, skills, and attributes for informationists we keep the best of what clinical medical librarians currently offer.

Thank you.