

Rethinking Our Approach: Bringing Creativity to EBM through Gaming

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Brief history

On 9 May 1952 the National
Academy of Medicine formed the

Present Day...

Opportunity

- Flipped classroom
- New POM leadership
- New library leadership

Reality

- Difficult content
- Varying information literacy exposure
- New timing

What to do?



The Plan...

The game

- Team identity
- Blackout BINGO
- Winner's circle

Case-based scenario

- Previously introduced case
- Building on BINGO activity
- Process driven

The Rules...

- 20 minutes
- Teams need to complete the entire board
- 1 free “ask-a-librarian” space
- Board needs to be correct
- 1st team w/ full correct board wins
- Prizes

Data...

- Above-average evaluation ratings
- Use of medical student library web portal greatly increased after session
- Generally positive feedback from students:

“*The interactive format was fun and made the material more interesting. It was especially helpful to be given a patient case and asked to use the resources to guide a diagnosis.*”

“*It was helpful to learn about some of the resources available to us prior to our first clinical reasoning class, and great that it was in an interactive/game format – most 'information resource' courses are very dry and easy to tune out of.*”

“*Keep: Interactive style of session Stop: N/A Start: Consider having this information session much earlier in POM. If this were presented to us in, say mini quarter, rather than crammed at a much later point it could have been more useful.*”

Changes...

- Timing
- Quality improvement
- Debrief
- Assessment

NEXT
STEPS

