

Linda S.L. Murphy, MLIS  
Science Library Reference  
Department  
UCI Libraries  
P.O. Box 19557  
Irvine, CA 92623-9557

Kristin Andrews, M.S.  
LAUC Research & Professional Development Committee  
University of California, Irvine  
464 Langson Library  
Mail Code: 8100  
Irvine, CA 92623-9557

May12, 2011

To the members of the LAUC Professional Development Committee:

Please consider my application for a LAUC presentation grant as described below.

**A. Summary and current status of the research project/activity**

This memo serves as an application in response to the 2<sup>nd</sup> Call for the LAUC Mini Presentation Grant proposals, 2010/2011. In 2009, my colleagues and I spent nine months working with the University's Distance Learning Center to develop an interactive web-based storyboard tutorial that introduces learners to the basic concepts of evidence-based practice (EPB). The goals are to make the tutorial available on the Internet for learners to review at their own convenience and to educate medical and allied health students in the basis of EBP and how to access and evaluate published scientific information as a central component in making clinical decisions with their patients. The tutorial is available on the UCI Libraries website at: <http://www.lib.uci.edu/how/tutorials/EvidenceBasedPractice/>.

On behalf of my colleagues (Steve Clancy and Cathy Palmer), I submitted two abstract proposals for a paper and a poster, which was accepted for presentations during the 2011 AAMC Western Regional Conference WGEA/WGSA/WOSR/WAAHP, April 30 – May 3, 2011 at Stanford University School of Medicine in Palo Alto, CA. The abstract proposals were due for submission in February 2011 and I received the email acceptance confirmations on Mar 3<sup>rd</sup>.

We took the opportunity to introduce the EBP tutorial to other medical schools in the West Coast and to share our experience in developing a high quality tutorial. In the presentation, I addressed the project development process, challenges we faced, our unique experience from working with the Distance Learning Instructional Designers, and what we had learned throughout the project. Examples from the tutorial and suggestions for future tutorial designs were discussed.

**B. Description of and timetable for the activities to be funded by the Mini-Grant for Presentation Grant. If release time is required, please provide a sample signed memo or email from your department head or supervisor.**

The activities to be reimbursed by the mini-grant would include partial conference registration fee, meals, and transportation cost to attend the 2011 AAMC Western Regional Conference from April 30 to May 3<sup>rd</sup>, 2011 at Stanford University School of Medicine in Palo Alto, CA.

**C. Summary of the budget**

- Conference Registration fee: \$ 350
- Airfare from Orange County (estimate): \$ 184.40
- Meals \$ 240
- Lodging (stay with relatives)
- Local ground transportation (estimate): \$ 100

---

**Summary of Total Costs: \$ 870.40**

Amount of funding requested: \$450

**D. Indicate whether the applicant is a member of the bargaining unit represented by the UC-AFT or a non-represented librarian.**

I am a member of the Bargaining Unit represented by the UC-AFT, at the Irvine campus.

**E. Abstract of the paper or poster accepted for presentation.**

Proposed Abstract Title:

“Design and Implementation of an Evidence-Based Practice (EBP) Interactive Storyboard Tutorial for the Undergraduate Medical Education Curriculum: An Innovative Approach”

Authors:

Linda S. Murphy, Health Sciences Librarian; Steve L. Clancy, Health Sciences Librarian, Science Library Reference Dept.; Cathy Palmer, Head of Education and Outreach; Education and Outreach, University of California, Irvine, Irvine, CA

Objective: The tutorial was designed to reduce in-class instruction by giving students an opportunity to review the EBP process at their own convenience prior to in-class instruction.

**Methods:** Using an innovative storyboard approach, the tutorial includes interactivity, graphics, self assessment and voice-over narration to engage students. The tutorial (<http://www.lib.uci.edu/how/tutorials/EvidenceBasedPractice/>) is structured around an illustrative pediatric case scenario on Otitis Media. The case actively guides learners through the EBP process: constructing a focused clinical question in therapy, researching articles in PubMed, finding the evidence from a selected Randomized Controlled Trial, and briefly appraising the evidence to determine if the selected study is relevant to the question.

**Results:**

Limited classroom time is allowed for EBP instruction in the undergraduate medical education curriculum. This tutorial is an innovative method to offer instruction outside the classroom. It provides a resource that can be assigned or reviewed throughout the medical education programs and promotes lifelong learning in medical information literacy.

**Discussion:**

We will address the design and implementation of the tutorial, the collaborative efforts between the Libraries and the campus Distance Learning Center, and what we have learned throughout the collaborative process. Examples from the tutorial, usage data and suggestions for future tutorial designs will also be discussed.

**F. Name and sponsoring organization  
(if applicable) of the conference.**

2011 AAMC Western Regional Conference WGEA/WGSA/WOSR/WAAHP  
<http://med.stanford.edu/wgea-wgsa/>

**G. Description(s) of any funds that  
have been requested from other sources**

\$423.78 will be reimbursed to me from the leftover Librarians Professional Development Funding for this trip.

Thank you very much for your consideration. I look forward to hearing from you soon.

Sincerely,

X

---

Linda Suk-Ling Murphy  
Librarian for Health Sciences