Problem-based learning techniques have long been integrated into both undergraduate medical education and library instruction sessions. By integrating active learning activities into standard hands-on EBM instruction, students are required to engage more with both the library resources, and with the case-based subject content that they are learning.

Our second-year EBM resources component is co-taught by librarians and a medical school faculty physician. The format of this competency-based, curriculum-integrated session is largely made up of active learning exercises focused around cases related to their current rotations.

**KEY POINT**
Frame activities around cases that students are actively working on in their current rotation.

**KEY POINTS**
- Embedded polls to share and discuss answers
- Real-time feedback from students
- Opportunity to answer resource & content questions in context

**Session Outcomes**
- Students have gained Renal and Cardiovascular clinical knowledge
- Students have learned how library resources support medical decision making
- Students have seen librarians and physicians working as a team

**Recommendations for Librarians**
- Make faculty your partner by integrating active learning techniques focused on the discipline
- When possible, integrate library resources into existing sessions, rather than a separate “Library Class”
- BE AVAILABLE during the session, and actively contribute to discussions