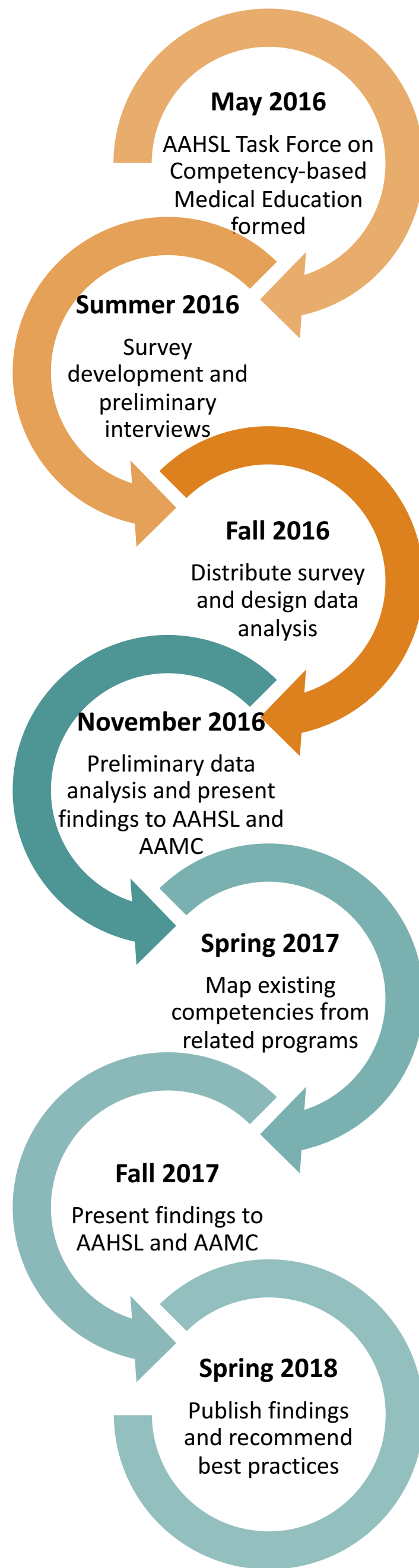


Evaluating Librarian Involvement in AAMC Core EPAs

Association of Academic Health Science Libraries Task Force on Competency-Based Medical Education

Task Force Timeline



Task Force on Competency-Based Medical Education Charge

- Identify libraries participating in Core EPA activities in the medical education curriculum, through design, development, teaching, evaluation, and/or similar engagement
- Develop methodology to characterize the nature and depth of the participation.
- Map and cross-reference existing ACGME, AAMC, LCME, and other competencies as identified by the TF. Identify gaps in EBM competencies.
- Compose a white paper or similar work for publication on the state of the art of librarians' roles and involvement in all phases of competency-based medical education. Include recommendations for additional work that is needed (e.g., developing standard definitions of EBM concepts, translating EBM concepts into teachable components, evaluation of the effectiveness of the EBM curriculum.)

Current State of Affairs

- Previous studies indicated primary barriers to implementing EBM in curriculum were lack of time in curriculum, students' perception of importance of EBM as compared to basic science or clinical skills, and difficulty integrating EBM into clinical care⁴.
- In 2015, Association of College and Research Libraries (ACRL) revised Information Literacy (IL) framework³ to encourage dialogue between librarians and faculty on cohesive curriculum for information literacy specific to a research/practice domain.
- As reported by Angus et al.¹, 30% of IM program directors surveyed thought that EPA 7 was one of the top three the largest knowledge gaps in new interns. 76% of those same PDs said new interns should or must possess this competency.
- Some in the medical community argue that the EPA 7 does not go far enough to be an observable event⁹.
- Given the complete description EPA 7 and its relationship to ACRL IL framework concept of "Research as Inquiry," information professionals argue that the statement "to advance patient care" implies the application of information, that is the systematic integration and synthesis of knowledge into practice to improve patient care, which is an observable and measurable series of events.

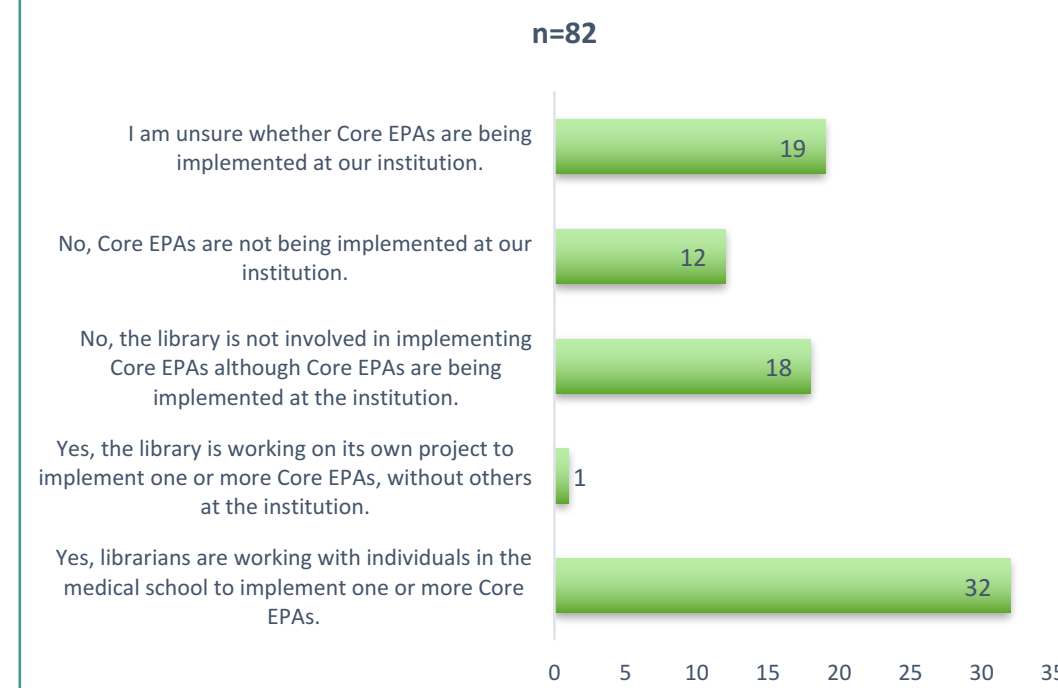
Methodology

- Based survey on Blanco et al⁴ on Evidence Based Medicine
- Used qualitative research to inform survey questions
- Questions written with framework of Cooperation, Coordination, and Collaboration⁸
- Survey sent via AAHSL listservs to member libraries
- 84 responses recorded via Qualtrics

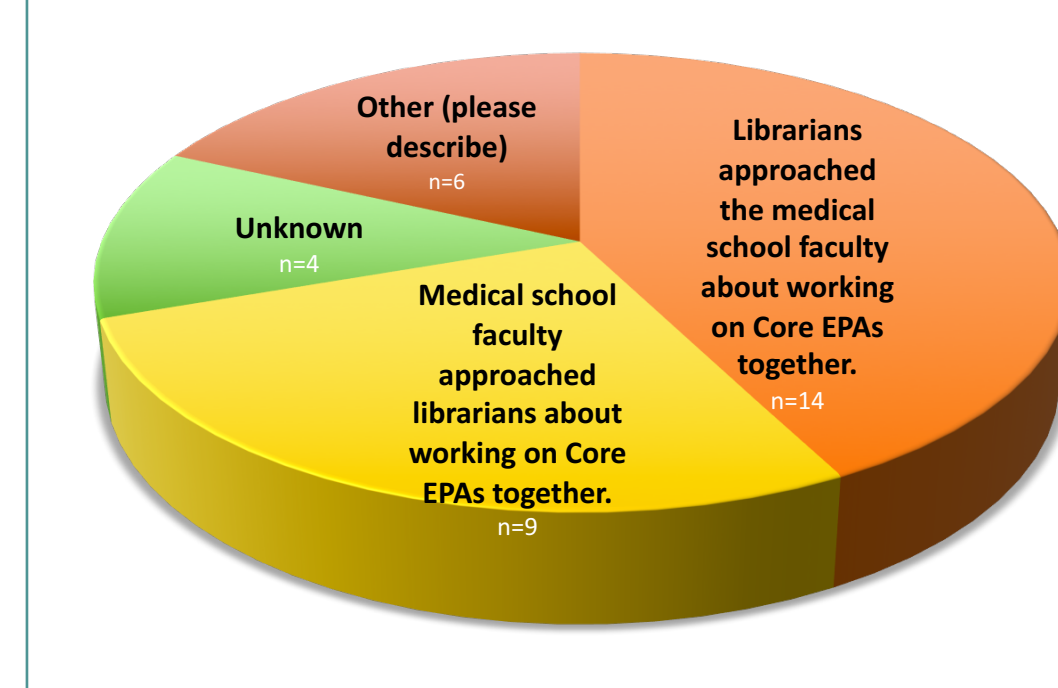


Preliminary Results

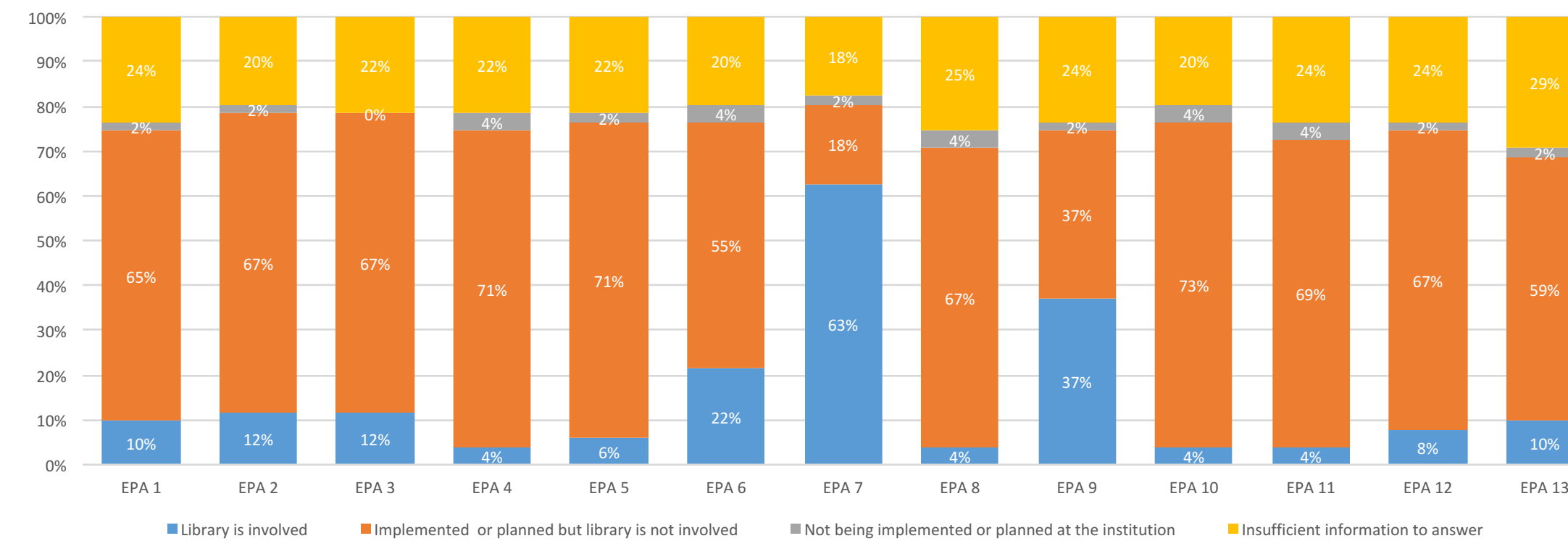
Q5. Is your library involved in implementing Core EPAs in the undergraduate medical curriculum at your medical school?
n=82



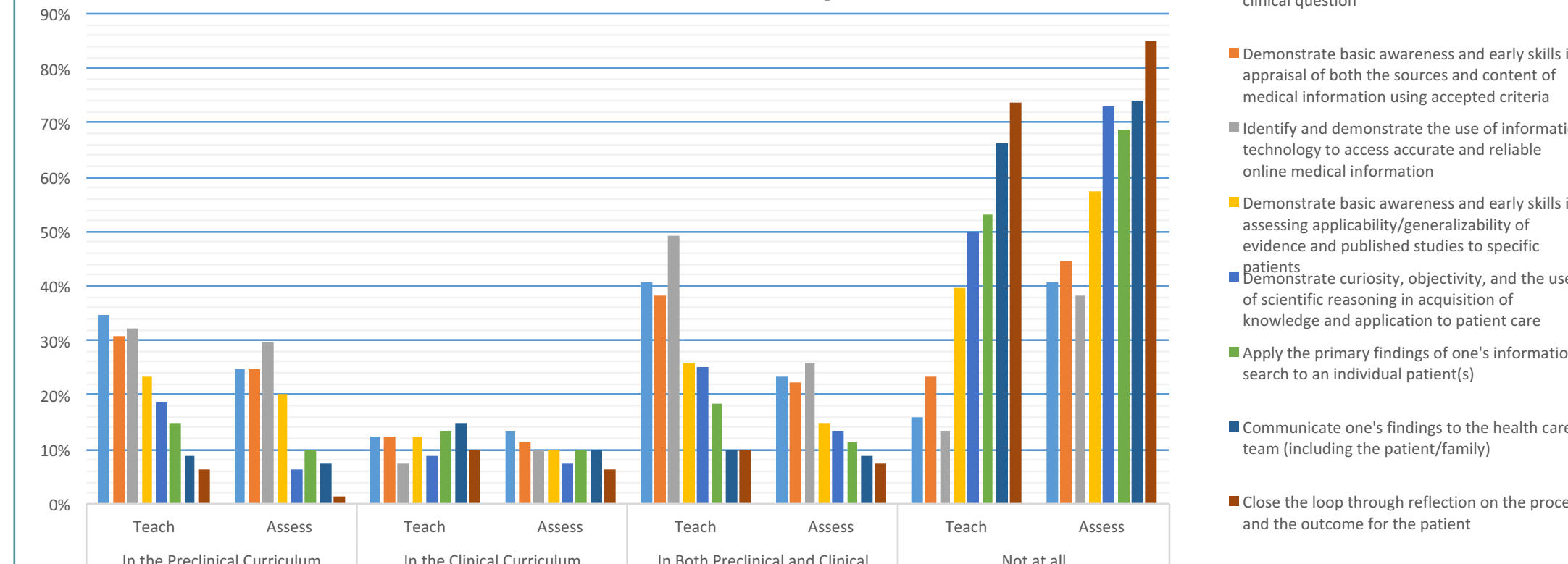
Q14. Who was responsible for initiating librarian involvement in Core EPAs?
n=33



Q6. Which Core EPAs are being planned and/or implemented in the undergraduate medical curriculum at your medical school?
n=51



Q8. Librarians are involved in teaching this skill: n=81
Q9. Librarians are involved in assessing this skill: n=81



Preliminary Results

Q 25. How has your library's involvement in the curriculum changed since the Core EPAs were implemented? (Representative responses)

- "There was library involvement in the curriculum prior to the Core EPAs; however, the EPAs have definitely provided a focus for our efforts and a better set of shared language and goals."
- "Since the implementation of Core EPAs, librarian involvement in the medical school curricula has increased. Instruction is better coordinated and scheduled for greater impact. Having a shared assessment rubric has deepened collaboration."
- "There is increased recognition that information literacy skills are mandated at a higher level."

Implications for Practice

- In further vetting or development of EPAs by stakeholder communities, information professionals should collaborate with other medical education faculty in order to develop effective curricula and assessment, especially of EPAs 7 and 13.
- The application of the ACRL Information Literacy Framework in addition to existing standards in undergraduate and graduate medical education can serve as an outline for curricular milestones repetitively practiced over clinical and preclinical curriculum.

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Task Force Members

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