Health Information Literacy Competencies Map ©

Developed by the Association of Academic Health Sciences Libraries (AAHSL) Competency-Based Medical Education Task Force (2018)

Association of College and Research Libraries (ACRL): Framework for Information Literacy for Higher Education		Association of American Medical Colleges (AAMC): Core Entrustable Professional Activities for Entering Residency		Accreditation Council for Graduate Medical Education (ACGME): Common Program Requirements
ACRL Knowledge Practice	**ACRL Knowledge Practice**	**EPA #**	**EPA Function**	**ACGME Core Competency and Common Requirement**
	ACRL Frame: Authority is Constructed and Contextual (A)			
A-1	Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)	7, 9	7-2, 9-1	n/a
A-2	Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credilbility.	7	7-2	IV.A.5.c
A-3	Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard," and yet, even in those situations, some scholars would challenge the authority of those sources.	7	7-2	IV.A.5.c
A-4	Recognize that authoritive content may be packaged formally or informally and may include sources of all media types.	7	7-2	n/a
A-5	Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice.	9, 13	9-6, 13-3, 13-6, 13-8	VI.A.1.b.3; VI.E.2
A-6	Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.	n/a	n/a	n/a
			This Frame (A) mapped to 9 EPAs (including duplicates).	*This Frame (A) mapped to 4 requirements (including*
	ACRL Frame: Information Creation as Process (IC)			
IC-1	Articulate the capabilities and constraints of information developed through various creation processes	7	7-2	n/a
IC-2	Assess the fit between the information product's creation process and a particular information need	7	7-2	n/a
IC-3	Articlulate the traditional and emerging processes of information creation and dissemination in a particular discipline.	n/a	n/a	n/a
IC-4	Recognize that information may be perceived differently based on the format in which it is packaged.	7	7-2	n/a
IC-5	Recognize the implications of information formats that contain static or dynamic information.	7	7-2	n/a

IC-6	Monitor the value that is placed upon different types of information products in varying contexts	7	7-3, 7-4	n/a
IC-7	Transfer knowledge of capabilities and constraints to new types of information products	7	7-3	n/a
IC-8	Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys	7	7-4. 7-5, 7-6, 7-8	n/a
			This Frame (IC) mapped to 11 EPAs.	*This Frame (IC) mapped to 0 requirements.*
	ACRL Frame: Information has Value (V)			
V-1	Give credit to the original ideas of others through proper attributions and citation.	9	9-2, 9-3	IV.A.5.e
V-2	Understand that intellectual property is a legal and social construct that varies by culture.	9	9-2, 9-3	IV.A.5.e
V-3	Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.	n/a	n/a	IV.A.5.e
V-4	Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized by the systems that produce and disseminate information.	9,13	9-3, 13-1	IV.A.5.e.5; VI.A.1.b.1.a; VI.A.1.b.3.a.i
V-5	Recognize issues of access or lack of access to information sources.	7,13	7-3, 13-1	n/a
V-6	Decide where and how their information is published.	n/a	n/a	IV.B.2
V-7	Understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online.	n/a	n/a	n/a
V-8	Make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.	n/a	n/a	IV.A.5.e.3
			This Frame (V) mapped to 8 EPAs.	*This Frame (V) mapped to 8 requirements.*
	ACRL Frame: Research as Inquiry (RI)			
RI-1	Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information.	7	7-1	IV.A.5.c; IV.B
RI-2	Determine an appropriate scope of investigation.	7	7-1	IV.A.5.c; IV.B
RI-3	Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations (e.g., PICO).	7	7-1	IV.A.5.c; IV.B
RI-5	Use various research methods, based on need, circumstance, and type of inquiry.	7	7-3	IV.A.5.c; IV.B
	Monitor gathered information and assess for gaps or weaknesses.	7	7-2, 7-4	IV.A.5.c; IV.B
RI-6	Organize information in meaningful ways	7	7-7	IV.A.5.c; IV.B
RI-7	Synthesize ideas gathered from multiple sources and draw reasonable conclusions based on the analysis and interpretation of information.	7	7-4	IV.A.5.c; IV.B
RI-8	Draw reasonable conclusions based on the analysis and interpretation of information.	7	7-5,7-6	IV.A.5.c; IV.B

			This Frame (RI) mapped to 10 EPAs.	This Frame (RI) mapped to 16 requirements.
	ACRL Frame: Searching as Strategic Exploration (S)			
S-1	Determine the initial scope of the task required to meet their information needs.	7	7-1	IV.A 5.c.3
S-2	Identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information.	7	7-2, 7-3	IV.A.5.c.6., IV.A.5.c.7
S-3	Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.	7	7-2	IV.A.5.c.6.
S-4	Match information needs and search strategies to appropriate search tools.	7	7-3	IV.A.5.c.6., IV.A.5.c.7
S-5	Design and refine needs and search strategies as necessary, based on search results	7	7-3	IV.A.5.c.6., IV.A.5.c.7
S-6	Understand how information systems are organized to access relevant information	7	7-3	IV.A.5.c.7
S-7	Use different searching language types (e.g. MeSH, keywords, natural language)	7	7-3	IV.A.5.c.6., IV.A.5.c.7
S-8	Manage searching processes and results effectively.	7	7-3	IV.A.5.c.7
			This Frame (S) mapped to 9 EPAs.	This Frame (S) mapped to 12 requirements.
	ACRL Frame: Scholarship as Conversation (SC)			
SC-1	Cite the contributing work of others in their own information production	9	9-2	IV.A.5.e
SC-2	Contribute to scholarly conversation at an appropriate level, such as local online community guided discussion, undergraduate research journal, conference presentation/poster session	7,13	7-7, 13-6	IV.B.2
SC-3	Identify barriers to entering scholarly conversation via various venues.	n/a	n/a	n/a
SC-4	Critically evaluate contributions made by others in participatory information environments	7, 13	7-2, 13-3	IV.A.5.d; IV.A.5.c.6; VI.E.2
SC-5	Identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge.	7,9	7-4, 9-2	n/a
SC-6	Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline	n/a	n/a	n/a
SC-7	Recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.	7	7-4	IV.A.5.c
			This Frame (SC) mapped to 8 EPAs.	This Frame (SC) mapped to 6 requirements.

The Association of Academic Health Sciences Libraries (AAHSL) Competency-Based Medical Education Task Force asserts the right to first publication of the Health Information Literacy Competencies Map.

1 Association of College and Research Libraries (ACRL). "Framework for Information Literacy for Higher Education." (January 2016). Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf.

2 Association of American Medical Colleges (AAMC). "Core Entrustable Professional Activities for Entering Residency: curriculum developers' guide. (2014). Retrieved from https://members.aamc.org/eweb/upload/Core%20EPA%20Curriculum%20Dev%20Guide.pdf

3 Accreditation Council for Graduate Medical Education (ACGME). "ACGME Common Program Requirements." (July 2007). Retrieved from http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/CPRs_2017-07-01.pdf