Evaluating Librarian Involvement in AAMC Core EPAs
Association of Academic Health Science Libraries Task Force on Competency-Based Medical Education

Task Force Timeline
- May 2016: Start Task Force on Competency-based Medical Education
- June 2016: Survey development and preliminary interviews
- Fall 2016: Distribute survey and design data
- November 2016: Preliminary data analysis and present findings to AAHSL and AAMC
- Spring 2017: Map existing competencies from related programs
- Fall 2017: Present findings to AAHSL and AAMC
- Spring 2018: Publish findings and recommend best practices

Methodology
- Based on survey by Blasco et al. on Evidence Based Medicine
- Used qualitative research to inform survey questions
- Questions written with framework of Cooperation, Coordination, and Collaboration
- Survey sent via AAHSL listserve to member libraries
- All responses recorded via Qualtrics

Task Force 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
- Develop a core reference existing ACGR, AAMC, LCME, and other
- Develop and apply a core questionnaire that can be used to assess Librarian involvement in the competency-based medical education curriculum
- Include recommendations for additional work that is needed (e.g., developing standard definitions of EPA concepts, translating EPA 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 curricula were lack of time and curriculum, student perception of importance of EBM as compared to basic science or clinical skills, and difficulty integrating EBM into the curriculum
- In 2015, Association of College and Research Libraries (ACRL) revised Information Literacy Core Concepts with greater focus on enforcing dialogue between librarians and faculty for a cohesive curriculum for information literacy specific to a research/practice domain
- An reported by Argas et al. 30% of M.D. program directors surveyed thought EBM was one of the top three largest knowledge gaps in new interns. 76% of those same PDs and new interns should or must possess this competency
- Some in the medical community argue that the EBM does not go far enough to be an observable event
- Given the complete description EPA 7 and is related to ACRB, 4 framework concept of “Research as Inquiry,” information professionals argue that 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 repeatedly practiced over clinical and pedagogical curriculum.

Preliminary Results

For EPA 7
- Q8. Librarians are involved in teaching this skill at your medical school:
- Q9. Librarians are involved in assessing this skill at your medical school:
- Q10. Are all EPAs really EPAs? Medical Teacher. 2016:1

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 repeatedly practiced over clinical and pedagogical curriculum.

References
- Close, M., Monsey, B. R., & Amherst H. Wilder Foundation. (2007). Collaboration Questions written with framework of Cooperation, Coordination, and Collaboration, “There is increased recognition that information literacy skills are mandated at a higher level.”
- 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 repeatedly practiced over clinical and pedagogical curriculum.
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