

MAPPING HEALTH PROFESSIONS EDUCATION PROGRAM STANDARDS TO LIBRARY COMPETENCIES

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Programmatic Standards

Doctor of Physical Therapy Program:

- CAPTE Standards and Required Elements for Accreditation of PT Ed Programs
- CAPTE Self Study Evaluation
- Duke DPT Mission, Goals, Expected Outcomes and Curriculum Plan

Global Health:

- Duke University Master of Science in Global Health Student Learning Outcomes

Graduate Medical Education:

- ACGME Milestone Projects for Family Medicine, Internal Medicine, Pediatrics, Psychiatry, & Radiation Oncology

Pathologists’ Assistant Program:

- Duke University Pathologists’ Assistant Program Goal and Mission Statement

Physician Assistant Program:

- Duke University Physician Assistant Program Student Handbook
- ARC-PA Accreditation Standards for Physician Assistant Education

School of Medicine:

- AAMC Core Entrustable Professional Activities for Entering Residency
- WFME Global Standards for Quality Improvement of Basic Medical Education
- LCME Standards for Accreditation of Medical Education Programs Leading to the M.D. Degree

School of Nursing:

- AACN Essentials of Education (for all programs) & Indicators of Quality in Research-Focused Doctoral Programs in Nursing
- CCNE Standards for Accreditation
- DUSON DNP and PhD Program Goals and Outcomes
- SACSCOC Principles of Accreditation

Curriculum Map Snapshot

Domains	Program	MCL Competency	Source Documentation	Standard	Library Contribution
Lifelong Learning	Nursing -- ABSN	1a, 1b, 1c, 1d, 1e	The Essentials of Baccalaureate Education for Professional Nursing Practice	VIII: Professionalism and Professional Values (especially VIII.13 Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.)	45 minute library orientation to introduce Nursing Tools and resources helpful for school and beyond. Provide office hours and individual consultations to assist with learning in needed areas.
Scholarship	Nursing -- PhD	2b	DUSON Goals and Outcomes	Terminal Objective 3: Evaluate and synthesize research conducted in nursing and related disciplines.	40 minute library orientation followed by one-on-one consultations with each new student.
Research	Global Health	2b	Master in Science in Global Health Student Learning Outcomes (DGHl)	To prepare students to be effective researchers in the field of global health: Digest and synthesize foundational literature and research studies into an interdisciplinary framework of global health	(1) Co-teach class session during Research Methods class: research questions, searching, citation management. (2) Co-author systematic review with students in annual injuries elective class.
Evidence-Based Practice	GME: Pediatrics	3a, 3b, 3c	Pediatrics Milestones	Critically evaluate and apply current medical information and scientific evidence for patient care (includes critical appraisal, organizational change, clinical questions, searching, modeling)	(1) Fellows: EBM curriculum with 1 searching session; (2) Residents & Fellows: attendance at morning report: 10 minute searching tips based on patient cases
Evidence-Based Practice	Physician Assistant	3a, 3b, 3c	Duke DPAP Student Handbook, Aug 2015, Appendix A , Page 40, Practice-based Learning & Improvement section	Locate, appraise, and integrate evidence from scientific studies related to their patients' health	EBMI: 2 hr session on PubMed & EBM Resources; Bridge course: 1 hr session on Clinical tools and apps; EBMI: 2.5 hr session on Zotero, forming clinical questions, and PubMed; EBMI: 30 min Critical Appraisal session; Senior Seminar: 30 min session on finding quality information as Alumni
Evidence-Based Practice	Undergraduate Medical Education	3a, 3b, 3c	Core Entrustable Professional Activities for Entering Residency	PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment	MS1s: Intro to EBM & Finding the Best Evidence (CSI); Critical Appraisal session & evaluation during mini-CPX MS2s: QMDM course
Library Domain Place Resources Services	Nursing	4a, 4b	Commission on Collegiate Nursing Education Accreditation	II.B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs. (e.g. library)	Provide physical space, online resources through website and Nursing Tools page, and library liaison.
Research	IACUC	2a, 2b	AWA Policy #11 & 12	...regulations require principal investigators to consider alternatives to procedures that may cause more than momentary or slight pain or distress to the animals... recommend a database search as the most effective and efficient method for demonstrating compliance	Provide training to researchers (particularly through RACC classes); conduct searches for researchers; help IACUC determine if searches meet regulation requirements
Research	DPT	2a, 2b, 2c, 2e	CAPTE Standards and Required Elements for Accreditation of PT Ed Programs	1B. The program has documented goals that are based on its mission, that reflect contemporary physical therapy education, research and practice...	Provides education on the research process (searching, etc) as part of the DPT 2nd Year Capstone.

Methods

- Liaison librarians examined curricular standards for each program.
- 56 standards were deemed relevant to the library.
- Standards were mapped to newly created library competencies.
- Competencies reflect what librarians believe all Duke health professions education students should learn.

Observations

- Most standards relate to evidence-based practice, which is a primary focus of library teaching in the various program curricula.
- There is less emphasis on scholarship than expected.
- There is a lot of subjectivity in our categories.
- Standards can be vague.

Next Steps

- Share and validate our competencies with our faculty partners in HPE programs at Duke.
- Determine methods for assessing our competencies.
- Explore interprofessional efforts to address students' education in these domains.

Library Competencies

1. Lifelong Learning

- a. Be aware of own knowledge gaps
- b. Identify resources to fill knowledge gaps
- c. Be persistent in finding answers to questions
- d. Think critically / be skeptical about information encountered
- e. Manage a system to stay current

2. Research & Scholarly Communication

- a. Create a focused research question
- b. Conduct a literature review, including using subject-relevant databases
- c. Use technology to organize citations and comply with style requirements
- d. Identify appropriate scholarly venues for disseminating knowledge
- e. Follow copyright rules

3. Evidence-Based Practice

- a. Ask clinical questions when there is clinical ambiguity
- b. Acquire relevant evidence
- c. Appraise evidence

4. Library Domain: Place | Resources | Services

- a. Be aware of available services and resources in the physical structure
- b. Be aware of available services and resources on the library website
- c. Know when and how to access help

Domains Covered by Standards

