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Library Curriculum Mapping in a Graduate Professional Psychology Program: A Progress Report

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Library Curriculum Mapping in a Graduate Professional Psychology Program

A Progress Report

Need & Rationale

- Implemented study to better support students in the Graduate School of Professional Psychology through development of more relevant library instruction and services
- The school offers a master's and doctorate (PsyD) program. I have only studied the doctorate program thus far
- To create better instruction and services, I need to be aware of what is asked of students, both holistically and in detail, then I can determine their information needs
- Services and instruction can then be planned and brought to student and faculty for feedback
- Syllabus analysis, for this and similar purposes, has a long history in librarianship (References on handout)

Methods

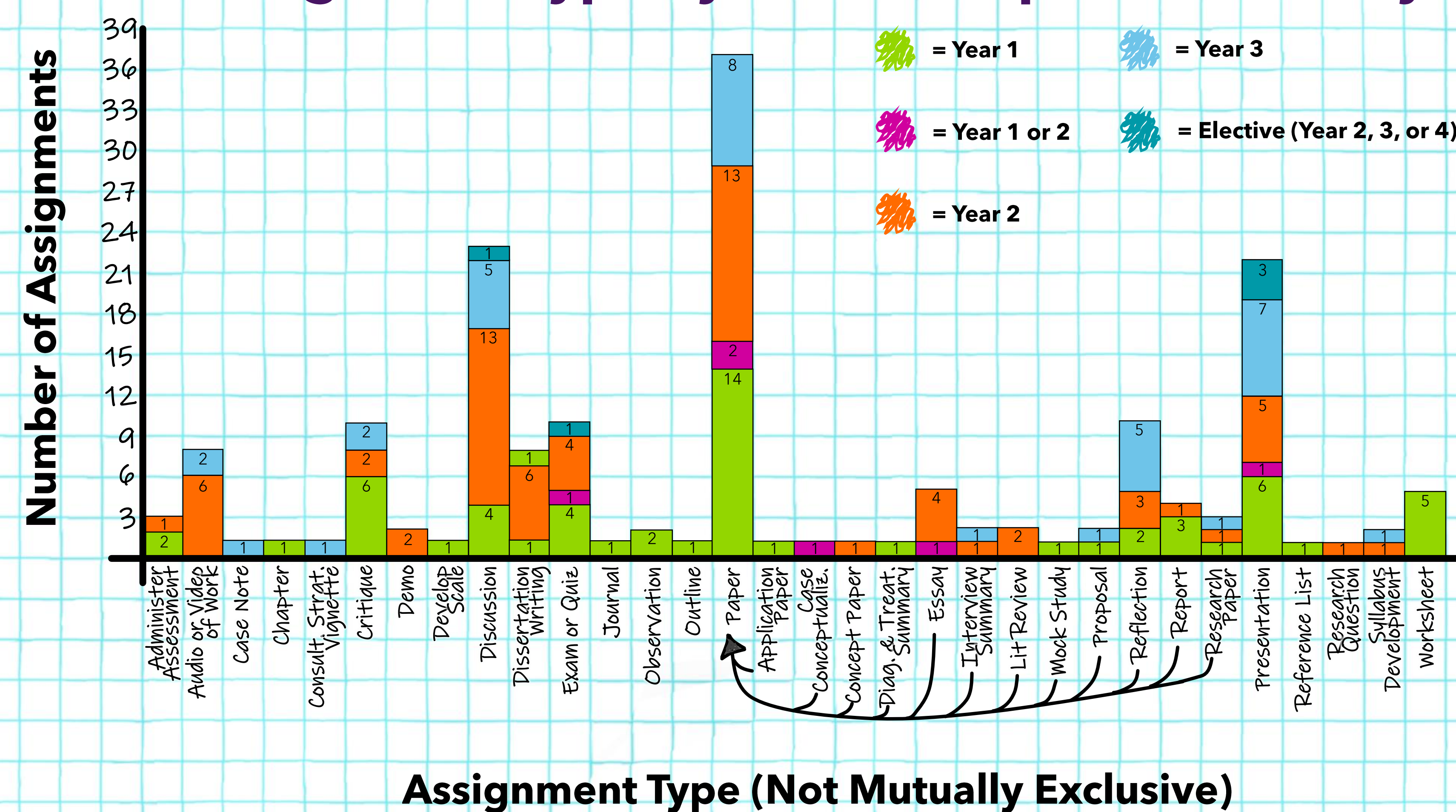
Qualitative analysis of syllabi (a.k.a. "Syllabus Study")

- Gathered all syllabi sent to department for accreditation from J-Term 2018 through J-Term 2019 (n = 31). Access was given by Department Chair
- Uploaded syllabi and classified each (semester, Year in Sequence of Study, etc.) in NVivo qualitative data analysis software
- Coded assignments based on type as well as which textbooks are required to see which the library owns as unlimited user ebooks so students don't need to purchase them
- Will further analyze assignments in further detail to determine information needs



Findings to Date

Assignment Type by Year in Sequence of Study



- Seeing the number of assignments by type given during each year in the Sequence of Study (see graph) is already valuable
 - So many papers of various types!
 - Surprised there are so many presentations!
 - Dissertation writing and prep is focused in Year 2
- Creating course assignment reports (by Year in Sequence of Study and by Semester) are incredibly helpful

Next Steps

1. Further analyze assignments to determine information needs to complete
2. Use noted information needs to develop IL learning objectives for students in the programs
3. Develop curriculum map by assigning learning objectives to particular years in the Sequence of Study and identifying the best courses to address the objectives
4. Present findings and curriculum map to faculty at a department meeting and gather feedback regarding program adoption
5. Assess the curriculum map and modify based on feedback of students
6. Implement the curriculum map and continually assess and modify