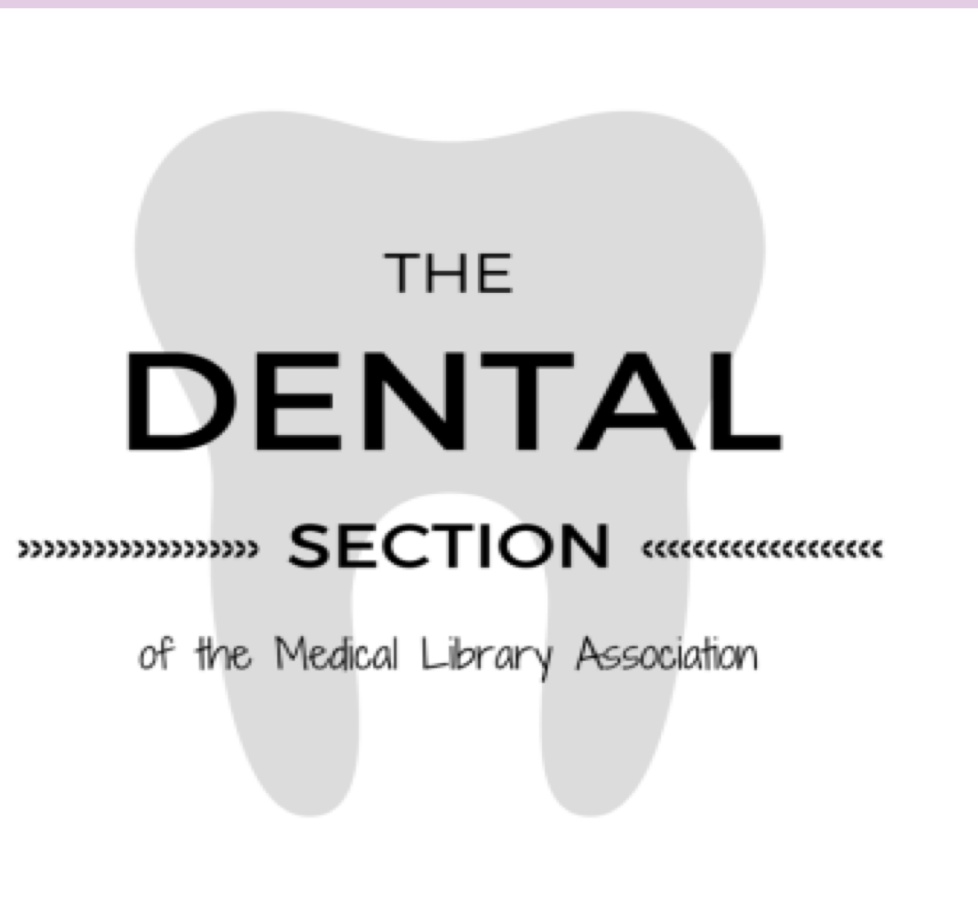


Cruising Toward Mapping USA and Canadian Dental Education Competencies to the ACRL Framework



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Introduction

Librarians working in dental education are seeking to align and improve their information literacy instruction to dental students by mapping the concepts of the ACRL Framework for Information Literacy (Framework) to dental education outcomes. Librarians across the United States and Canada are collaborating to align library instruction with discipline-specific outcomes that are part of the learning process.

Objective/Goal

- Align and improve information literacy (IL) instruction in DMD/DDS - granting dental education
- Link IL conceptual understandings to evidence-based dentistry (EBD) competencies

Materials and Methods

- Identified and unpacked Information Literacy competencies for new dentists from American and Canadian accrediting bodies
- Dental competency statements tied to accreditation (USA & Canada)
- Adding Dental competencies, the Framework and local outcomes and skills to shared spreadsheet
- Discussions among librarians and consultations with dental educators to ensure alignment
- IL frames (6), knowledge practices (45), and dispositions (38)
- Local competencies
- Suggestions for ongoing work are being solicited through roundtable discussions at regional and national meetings

The ACRL Frames

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Searching as Strategic Exploration
6. Scholarship as Conversation

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.

Discussion

- All librarians can use curriculum mapping to help isolate skills, lesson plan and embed service within curricula.
- The Framework has been shown to support evidence-based practice.
- Natural alignment between dental curricula and information literacy

Current Activity

- Ongoing mapping of competencies to the ACRL Framework by other Health Science Librarians includes: Social Work, Nursing, Public Health, and others

Figure 1: Possible Mapping Example

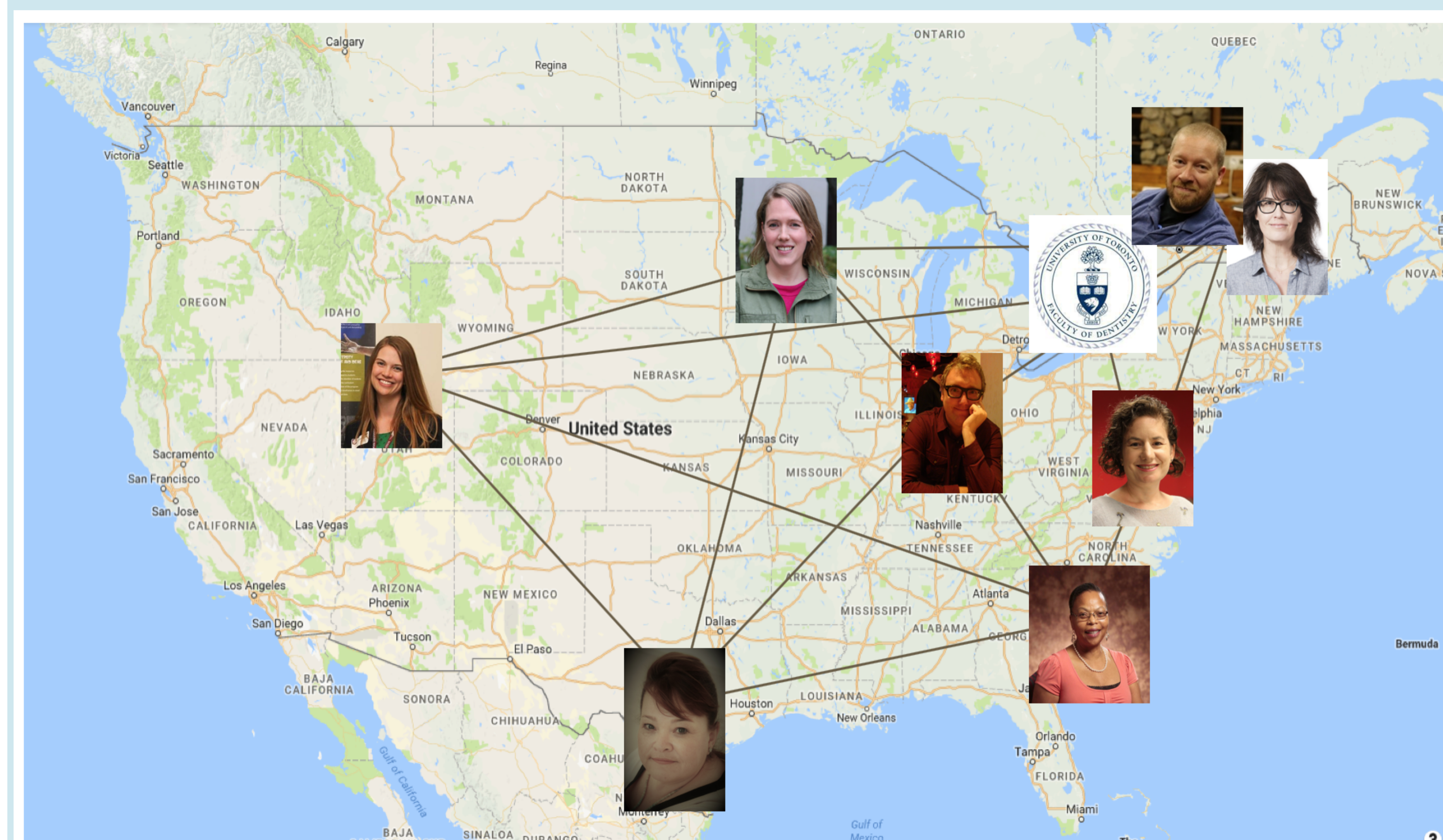
*ADEA	**ACFB	IL Frame	IL Knowledge Practice	IL Disposition	Learning outcome
1.1 Utilize critical thinking and problem solving skills	4.3b Utilize critical thinking and problem solving skills	Research as Inquiry	Determine an appropriate scope of investigation	Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process	Apply critical thinking to determine appropriate terms and places to search

*American Dental Education Association
 **Association of Canadian Faculties of Dentistry

Long-Term Goals: Advocacy for Dental Librarians

- Librarians want to overcome barriers to evidence-based dentistry
 - Information literacy ties in with accreditation
 - Librarians are instructors, colleagues, and professionals
- ### Integrated Instruction
- Formally integrating Framework into dental curricula provides a scaffolding of learning
 - Collaboration with dental administration and faculty as well as improve IL instruction
- ### Better Dentists
- Dental students will develop the IL skills at the heart of their clinical practice
 - Dentists who are lifelong learners

Figure 2: The Team



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 McGill University, Montreal, QC, Canada
 University of Utah, UT, USA
 Indiana University, IN, USA
 University of Minnesota, MN, USA
 UTHSCSA - San Antonio, TX, USA
 University of Toronto, ON, Canada

Next Steps

- Produce a map aligning our information literacy goals with dental program goals
- Present final document to dental educators for their feedback and buy-in
- Document will also be distributed among libraries to encourage widespread implementation in dental libraries across North America
- Mapping is ongoing