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Collaborative Cross-Institutional Faculty/Librarian Model for Teaching Evidence-Based Practice: **A Future Fusion Recipe?**

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OBJECTIVES

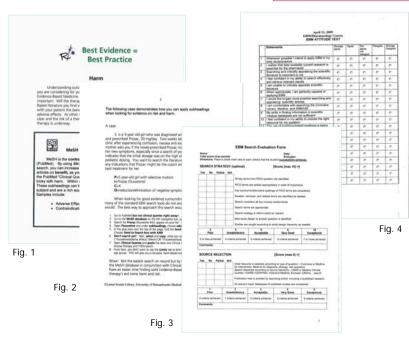
 To describe the development of a novel crossinstitutional collaboration between librarians and faculty from MCPHS-W and UMMS school. Specifically it focuses on the librarians' active role in bringing shared cross-institutional and crossdisciplinary expertise to the table.

•To highlight the value of building strategic relationships between faculty and librarians across peer institutions

•To provide a roadmap for starting such collaborations

BACKGROUND

EBP Steps: Ask Focused Questions, Access the best evidence, Appraise the evidence, Apply it, Assess the process (1)



COLLABORATION DEVELOPMENT ROADMAP

Common Goal: To jointly advance EBP teaching at each institution

Chronology (2002-Present):

- Pre-existing Relationship and EBP experience
 - between the MCPHS-W and UMMS librarians through professional organizations
- between librarians and faculty (disciplines pharmacology and pharmacy administration) at each campus
 - Co-development and teaching an EBP elective course
 - Joint scholarship
- · Informal discussions between librarians identifies common interests .
- Formal meeting between librarians outlines goals of collaboration
- Preliminary discussions with faculty at each institution outlines collaborative goals
- Librarians consult on strategies to integrate the library into the EBP curricula of their schools
- Campus visits and class observations on EBP classes at each institution by the team •
- EBP instructional material development by the team members
- Collaborative course planning, teaching and co-facilitating an EBP elective at MCPHS (See below)
- Regular meetings and e-mail communications to coordinate tasks

INITIATIVES

 Joint Development of EBP Educational Modules on Harm for UMMS 3rd year Medical Students

· Joint development of primer on understanding harm from medical treatments (Fig. 1) · Joint development of a psychopharmacology case

study (Fig. 2)

 Joint planning, teaching, and facilitating of an MCPHS elective for second year Doctor of Pharmacy students called: Evidence-Based Pharmacology (EBP): A Problem-Based Approach

- EBM Search Assessment Tool (Fig. 3)
- · EBP Step 2: Track Down the Best Evidence worksheet
- EBP Step 2: Track Down the Best Evidence grading
- sheet
- EBP Attitude Test (Fig. 4)
- · Assessment of student's work

EBP ENHANCEMENTS

The Cross-institutional collaborative approach:

- Maximizes EBP efforts at each institution
- Fuses inter- and intra-institutional EBP expertise
- Strengthens EBM Step 1 (Ask) and Step 2 (Access)
- Integrates different viewpoints into EBP teaching through a multi-disciplinary model
- Builds-in flexible and effective small group facilitation and student feedback
- •Transforms EBP instruction from campus based to a broader cross-institutional initiative

COLLABORATIVE BENEFITS

- · Enhancement of EBP teaching at both institutions
- Joint course development
- ·Joint library curriculum integration
- Collaboration strategizes librarians and faculty as EBP experts beyond their institutions
- · Collaborators expand their professional networks
- Collaboration reduces EBP development burden
- · Collaborators develop professionally through collaborative scholarship

FUTURE DIRECTIONS

- · Continued collaborative development and improvement of MCPHS EBP course
- Joint design of EBP online module for UMMS 2nd Year Pharmacology course
- Validation of EBM Search Rubric

REFERENCES: 1. Green ML, Evaluating evidence-based practice performance, Evidence-Based Medicine 2006;11:99-101,