

INTERACTIVE WORKSHOP 6

Identifying Evidence-Based Medicine Instructional Opportunities in Health Science Curricular Documents for Librarians and Information Specialists

Micah J. Waltz*

Heather K. Moberly**

Abstract

We invite colleagues who provide instructional support to participate in an interactive workshop to learn a qualitative technique, with an inductive approach, to extract data from curricular documents. Participants should bring their institution's curricular documents to practice the techniques during the workshop.

To develop this technique, we reviewed our university's human and veterinary health science programs' curricular documents and clustered similar concepts among the documents. This allowed us to create a rubric to categorize the curricular documents into codable units. Finally, we evaluated the action verbs within the coded units to identify nuanced language.

We developed this technique to advance library instructional support practices for evidence-based practice. The technique allows for the identification of opportunities, standardization and strengthening of library support, and alignment of library instruction with program goals based on published outcomes.

With our guidance, participants will develop a tailored coding rubric and categorize types of data from their curricular documents. We will illustrate how to identify nuanced language embedded within curricular documents using verbs. Participants will and then evaluate elements of language to extract nuance within the individual coding units of their curricular documents. During open work time, participants will discuss and share ideas.

By the end of the workshop, participants will have learned a technique to analyze curricular documents to identify instructional support opportunities. At the end of the workshop, we will brainstorm how to use data from these curricular documents to advance instructional support practices.

As key component of this workshop is participants working with peer groups to share ideas, ask questions, and participate in open discussion.

* Texas A&M University, USA, mwaltz@tamu.edu

** Texas A&M University, USA, hmoberly@library.tamu.edu

Examples for the workshop will be in English. However, individuals do not need to translate their curricular documents if they are in a language other than English because participants will be working with their own curricular documents.

The reference for the article about developing this technique: Waltz MJ, Moberly HK, Carrigan EE. Identifying information literacy skills and behaviors in the curricular competencies of the professional health programs. JMLA. 2020;108(3). doi:10.5195/jmla.2020.83

Types of activities: Assigned peer groups – Open discussion within peer groups during working time – Development of tailored coding rubrics – Analysis of base unit of language (verbs in English)

Technical and logistics requirements: We will need someone to administer the interactive platform for the workshop session.

Learning outcomes: After participating in this workshop, individuals will be able to do the following: – Generate a coding rubric that is tailored to local curricular documents. – identify overarching goals of individual curricular units (outcomes, goals, competencies, etc.) using their self-generated coding rubric – Highlight implicit elements within curricular documents by identifying verbs (or other base units of language, depending on language) within individual curricular units. – Identify instructional support opportunities in local curricular documents, using curricular units where information skills and behaviors are either explicitly, or implicitly, required.

About the trainers

Micah J. Waltz is a lecturer at Texas A&M University at the College of Veterinary Medicine and Biomedical Sciences with a joint appointment at the University Libraries in the Medical Sciences Library. He teaches undergraduate writing courses that emphasize reading and writing about scientific literature. Students practice translating scientific information for non-scientific audiences, using clinical skills to guide their discussions for best practices of communication. In his joint appointment, he heads a research project to improve library instructional support about evidence-based medicine for health science curricula.

Heather K. Moberly holds the Dorothy G. Whitley professorship at the Texas A&M University Libraries and serves as the Coordinator of Veterinary Information and Research Services for the Medical Sciences Library. She has a joint appointment in the College of Veterinary Medicine and Biomedical Sciences and works with the continuum of education there including undergraduate, professional veterinary (DVM), and graduate (masters and doctoral) curricula.