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

Irena Bond¹, MSLIS; Len Levin², MS LIS, MA, AHIP, Alice Gardner¹, PhD; Monina Lahoz¹, PhD

¹Massachusetts College of Pharmacy and Health Sciences-Worcester (MCPHS-W)
²University of Massachusetts Medical School –Worcester (UMMS)

OBJECTIVES

• To describe the development of a novel cross-institutional 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 cross-disciplinary 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
• 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

COLLABORATIVE BENEFITS

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

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

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