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

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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 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)

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 the Best Evidence worksheet
  • EBP Step 2: Track 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