Mapping Information Literacy to the Medical Curriculum

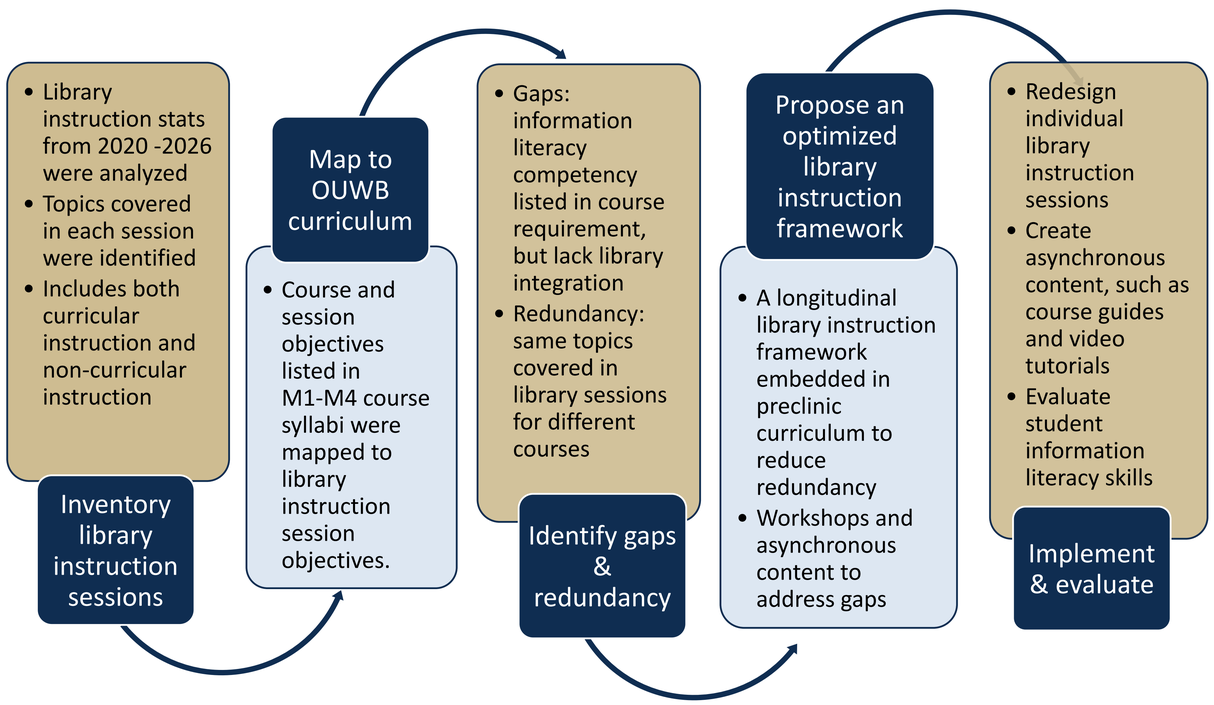
Ella Hu, PhD, MLS[1], David Stewart, MLIS[2]

[1,2] Assistant Professor, Medical Library, Department of Foundational Medical Studies, Oakland University William Beaumont School of Medicine

Introduction

Medical school accreditation by the Liaison Committee on Medical Education (LCME) requires library staff to be responsive to educational needs[1]. Despite a move toward integrated learning, library instruction is often limited to single sessions early in the curriculum[1]. Curriculum mapping addresses this by providing a systematic analysis of program courses to visualize teaching priorities and the student experience[2]. This strategic tool enables librarians to shift from reactive service to proactive engagement, finding high-impact courses through syllabus analysis[2]. Furthermore, aligning the ACRL Framework with medical education standards, such as AAMC Core EPAs and ACGME requirements, is essential for identifying instructional gaps and redundancies[3]. These mapping strategies ensure that critical information literacy skills are scaffolded throughout the curriculum, enhancing long-term student success.[2]

Approach/Process



Aims and Objectives

- Identifies instructional redundancies.
- Addresses critical gaps in information literacy training.
- Transform isolated medical library workshops into a scaffolded, longitudinal thread integrated within the OUWB curriculum.

Evaluation Plan

- Comparing the original framework against the revised, curriculum-aligned structure.
- Tracking usage statistics for asynchronous materials pre- and post-revision.
- Conducting student surveys to measure the impact on learning experiences and information literacy proficiency.

Expected Results

- An optimized, progressive learning experience that evolves with the students' medical training.
- Addressing information literacy gaps and library instruction repetition.
- Providing information literacy support at the point of need.

Discussion

Challenges:

- Course syllabi are variable and could change/evolve year to year, which can make it difficult to pinpoint how much research is required.
- Change of course directorship may impact embedded library instructions.

Future directions:

- Establish a core set of library instruction offerings according to AAMC Core EPAs and ACGME requirements.
- Create standalone ready-to-use asynchronous content, such as enhanced course guides, tutorials, short videos, for both course directors and students.
- Adapt and respond to teaching and learning needs proactively.

References

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