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POSITIONING MEDICAL STUDENTS’ INFORMATION FLUENCY THROUGH THE CURRICULUM AND BEYOND

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Overview

• Deakin University School of Medicine began teaching Feb 2007
• The BMBS medical program at Deakin University
• The development of an embedded information fluency strategy
• Ongoing development of partnerships and collaborations to support a dispersed program and student population
Establishment of the Deakin University School of Medicine

• Demand for Doctors in rural practice
• Government awarded program to Deakin
• Library responses to new program
  • Space,
  • Collection,
  • Staffing,
  • Services.
Create your own space

Deakin University Library
• Diverse study and research environments
• Flexible learning
• Online resources and services
• Choice for students….

Bachelor of Medicine / Bachelor of Surgery

• Graduate entry, 4 year program
• 120 students pa, increasing to 180 by year 4
• Years 1 and 2 campus-based
• Years 3 and 4 – continuous placement in geographically distributed off-campus clinical schools
School of Medicine curriculum

Themes in the Deakin Curriculum

Knowledge of Health and Illness
Doctor and Patient
Doctors, Peoples, Cultures and Institutions
Ethics, Law and Professional Development

Year 1
Year 2
Year 3
Year 4

Community Health Placements
Inter Professional Learning
Student characteristics

- Graduate entry course
- First degree not necessarily in biological sciences
- Many with prior experience in health care
- All students provide their own networked laptop computer
- Varying familiarity with medical resources and online resources
Geographic distribution
17 sites, about 70,000 sq km and growing
Deakin University Library

Medicine Tags: public_health medical_images diagnostic_clinical_calculators

Key resources
Last update: Aug 13, 2009
URL: http://deakin.libguides.com/medicined

Clinical Calculators/Diagnostic Tests

The most relevant databases for medicine

These are the most comprehensive and reliable databases to search the whole field of medicine and health. For databases and information in other disciplines, click on View Other Guides.

Medline - PubMed
PubMed, a service of the National Library of Medicine, includes over 15 million citations for articles from biomedical journals from 1946 to the present. These citations are from MEDLINE and additional life science journals. Licensing and Resource Information.

Medline -ovid
Ovid Medline provides the full coverage of Medline, including OvidMedline, POPLINE, In-Process and other non-indexed citations. Licensing and Resource Information.

Access Medicine
Search this database for deep links to chapters from key medical texts such as Harrison's Online and the Large Medical Library, updates, drug index, images, diagnostic tools and tests, practice guidelines and patient information. Licensing and Resource Information.

UpToDate
Noted on campus access only. Uses evidence-based principles to summarize the most important latest medical findings and answer clinical questions. Licensing and Resource Information.

MDConsult
Search in one integrated online service to efficiently find answers to clinical questions from basic science, literature, and evidence-based research. You'll need that information.

Login details
Use your Deakin username and password to access databases on campus.
Use your name, library borrower number and PIN to access databases from home of work.
Create your library PIN
Need help? Check out the links on the Getting help page.

Search

Ask me between 10am and 4pm Mon-Fri

Deakin Library is online

Type here and hit enter to send a private message to me: meboughton1974

Comments (0)

Your feedback

Print Page

Search
Questions about using library resources

Your questions (click to collapse)

Your questions will be answered by the Medical Librarian Jan Weaver

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<th>Messages</th>
<th>Author</th>
<th>Date</th>
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Create Message
Embedding information fluency: the first two years

What happened during the first two years, when study is undertaken on campus

First year of operation (2008)
- Orientation; EBM; professionalism (ethics debates)
- Spread through semesters 1 and 2

Second year of operation (2009)
- Information fluency concentrated early in first semester of year 1
- No focus on information fluency during year 2
Mapping information fluency across the curriculum

A map based on accepted standards was drawn and presented to the School of Medicine Curriculum Committee, thence to the Teaching and Learning Committee.

Capabilities progressively developed during a course:
- Recognises the need for information (know)
- Finds information effectively and efficiently (access)
- Critically evaluates information (evaluate)
- Manages and applies information (use)
- Uses information with understanding (ethical/legal)

Modified to the four year BMBS course.
| Recognises the need for information (know) |  | Consolidating (year 2) | lifelong learning (year 3/4) |
|------------------------------------------|------------------------------------------|------------------------------------------|
| • Understands the need to gather information to solve a problem, engage in a debate or present information to peers | • Understands that information is presented differently according to different study designs and purposes e.g. clinical trials, case studies, clinical guidelines, systematic reviews, long term cohort studies etc | • Understands how information is organised in a clinical setting and within the context of evidence based medicine |
| • Understands the difference between background and foreground knowledge in clinical problem solving | | • Maintains awareness of new information resources in a clinical setting |

| Finds information effectively and efficiently (access) |  | Selects and accesses appropriate methods or tools for finding information | Consistently chooses the right sources, selecting the most appropriate methods or tools for finding information |
|--------------------------------------------------------|------------------------------------------|------------------------------------------|
| • Understands the exponential growth of information, and that it comes in a variety of formats, and from different sources | • Demonstrates the ability to retrieve, evaluate, manage and utilise information for problem solving and making decisions that are related to the care of individuals and populations | • Knows methods for keeping up-to-date in research areas e.g. can set up a database alert service, rss feed etc. |
| • Recognises and can distinguish between citations for different types of resources | • Can develop, execute and revise an evidence-based information search plan | • Summarises the main ideas extracted from the information gathered |
| • Explores and accesses library information sources, e-readings, unit reading lists and course materials to develop familiarity with topic | | |
| • Can develop an evidence-based information search plan and identify topic key concepts and terms in order to seek information | | |
## Competency mapping

### Critically evaluates information

<table>
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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 and 4</th>
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<tr>
<td>- Understands factors that influence the validity of information</td>
<td>- Ability to appraise the validity of individual clinical studies</td>
<td>- Understands uncertainty in medical information and clinical decision making, and is able to communicate this in an appropriate manner</td>
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<td>- Distinguishes between clinically oriented and patient-oriented information and resources</td>
<td>- Defines and applies criteria to examine and compare information from various sources to evaluate reliability, accuracy and authority</td>
<td>- Recognises and can communicate relative risks and benefit of outcomes and treatment options in relation to clinical evidence</td>
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<td>- Able to evaluate conflicting information from a range of sources to obtain varying perspectives and to understand issues</td>
<td>- Ability to quantify and communicate the degree of uncertainty associated with specific items of clinical information, eg. number needed to treat</td>
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“Collaboration; The art of thinking independently together”  Malcolm S. Forbes

- Clinical school sites: rural hospitals; rural practices
  - Hospital libraries
  - Equity of access to resources for students
- Learning and teaching with other academic institutions
  - Learning management systems
  - Academic libraries
- Research centres
  - Student and staff involvement
  - collaboration
Collaborative environments: the challenges