

Competency-based information literacy instruction in public health education: Librarian and faculty collaborations

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Vision:

Graduating MPH students meet the information competencies described in the ASPH MPH Competency Project. This can be accomplished through librarian partnerships with faculty to incorporate information skill development into the curriculum.

Key to success: Identifying classes in the MPH curriculum with information seeking, management and evaluation components, and bringing librarians into the instructional team.

Purpose:

This poster presents a map of the relationships between one cross-cutting MPH competency and the ACRL literacy standards. It proposes collaborative librarian/ public health faculty planning and delivery of curriculum promoting both sets of competencies.

Background:

The ASPH MPH Core Competency Development Project recognizes the need for an information literate 21st Century public health workforce which is equipped for lifelong learning, able to recognize information needs, and efficiently locate, evaluate, and use information.

In 2000, the Association of College and Research Libraries (ACRL) published its Information Literacy Competency Standards for Higher Education, which are widely accepted by American colleges and universities for undergraduate and graduate programs. The degree to which diversely-prepared and international public health students, many from universities in the developing world, entering MPH programs have these skills is not known. Yet some mastery of these skills is required to be proficient in the Communication and Informatics Interdisciplinary/Cross Cutting, Biostatistics, Epidemiology, and Social and Behavioral Science competencies.

Academic health science librarians are uniquely qualified to support successful attainment of these competencies through collaborations with public health faculty to strategically integrate information literacy instruction into the MPH curriculum.

Objectives:

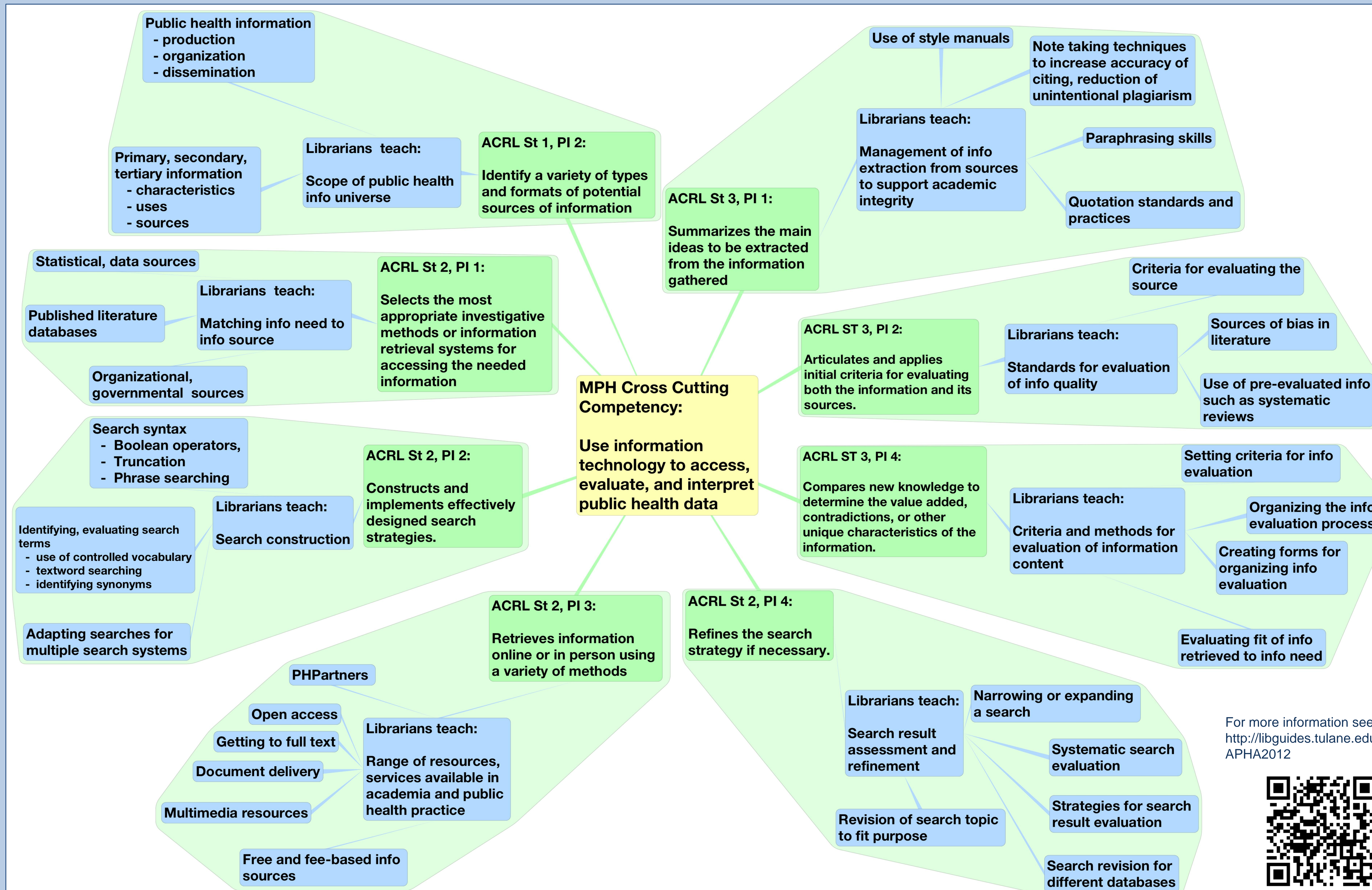
1. Identify the relationship between information literacy skills in the ACRL Information Literacy Competency Standards for Higher Education and the ASPH MPH Core Competency Model
2. State the contributions of academic health science librarians to curriculum development
3. Describe strategies to embed information literacy competencies within MPH curricula.

Method:

Librarians compared the relationship between the ACRL information literacy standards and ASPH MPH cross-cutting and discipline-specific competencies.

How does this work? An example:

In 2004 Barb Folb began guest lecturing on conducting searches and managing citations in my Introduction to Applied Research class. More recently, she proposed an integrated approach. Currently she lectures three times during the semester and students meet with her to refine their literature search. I notice the students have improved their searching and citing abilities, and are more conscious of the search process. They feel the librarian is approachable, making the search task and proper citation practices less daunting. I feel Barb is a necessary part of the teaching team. – *Dr Patricia Documet, MD, DrPH, Assistant Professor, University of Pittsburgh Graduate School of Public Health*



For more information see <http://libguides.tulane.edu/APHA2012>



References

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2. Association of Schools of Public Health. MPH core competency model. Retrieved 4/8/2011, from http://www.asph.org/publication/MPH_Core_Competency_Model/index.html
3. Calhoun, J. G., Spencer, H. C., & Buekens, P. (2011). Competencies for global health graduate education. *Infectious Disease Clinics of North America*, 25(3), 575-92, viii. doi:10.1016/j.idc.2011.02.015