Problem:
Evidence-based healthcare practice (EBHC) requires the practitioner to not only be a qualified caregiver but also a literate searcher of the web and electronic databases. Western States Chiropractic College won the first NIH grant awarded to an alternative and complementary medical school to enhance its curriculum in evidence-based practice. Unable to find a set of published competencies in the realm of information literacy targeted specifically for health care practitioners, we created our own.

Evidence: Researched information literacy competency documents from all over the world and academia as well as text and articles on teaching evidence-based practice. (See bibliography)

Strategy: Information Literacy for Evidence-based Healthcare Providers was co-created by the Dean of Clinical and Chiropractic Education and the Director of Learning resources. This document is based on The Seven Pillars of SCONUL and ACRL’s Science and Technology info-lit competencies. Skills were categorized as entry level skill, specifically EBHC, institution specific and professional issues to facilitate planning and integration into the curriculum.

Practice Change: The competencies are designed to work in parallel with and support new EBHC focused curriculum but could be useful to any healthcare school looking to create capable practitioners that can navigate and evaluate the environments of electronic and print evidence life-long.

Evaluation: Initial testing of student and faculty for EBHC skills and attitudes has been administered to a control group of students. Information literacy is bundled into the tested skill sets. The EBHC enhanced curriculum will begin this summer with ongoing testing to watch for improvement in EBHC, including their ability to find evidence efficiently and effectively.

Results: Created an online bibliographic instruction program for faculty as well as students using the competencies as a guideline.

Recommendations: Curriculum development for EBHC must be mindful that a mature skill level of information literacy is required to attain competencies in evidence-based practice.
Bibliography:


<http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars.html>.
