Combining Research Results and Dental Accreditation Requirements to Create Instruction Opportunities

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INTRODUCTION
A librarian study of fourth-year dental students indicated poor recall of the five-step evidence-based dentistry (EBD) process:

- Question
- Find
- Appraise
- Act
- Evaluate

The dental school curriculum committee is preparing for accreditation review and curriculum revision.

OBJECTIVES
Use the EBD process study results with the EBD accreditation requirement to:
- Expand instructional opportunities for the dental librarian;
- Improve student performance in evidence-based dentistry competencies.

RESULTS
The curriculum subcommittee:
- Identified seven possible courses with EBD content and two EBD process rubrics;
- Could not identify any fourth-year course work that includes support of the EBD accreditation standard;
- Present and revised curriculums to run concurrently make it difficult to predict new instruction opportunities for the dental librarian.

The dental librarian:
- Added two instruction sessions (1 predoctoral, 1 graduate);
- Found second-year dental student performance on a subsequent EBD assignment confirming the study’s result of poor recall of the EBD process.

CONCLUSIONS
- Students are receiving exposure to EBD principles to satisfy the accreditation standard.
- The curriculum subcommittee believes more faculty development in EBD is needed.
- The study results indicate it may be difficult for dental schools to determine if new graduates can effectively perform evidence-based dentistry in future dental practice.
- The dental librarian increased instruction and will have a role in training faculty in evidence-based dentistry.
- It is challenging to develop new teaching opportunities during curriculum revision.

METHODS
- A curriculum subcommittee, including the dental librarian, convened to evaluate the presence of the EBD competency in the curriculum.
- Course syllabi were screened for EBD rubrics.
- Course directors reviewed courses for EBD content.