A Novel Method of Evaluating Competency in Information Literacy

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*Published In/Presented At*

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The Problem:

“There is little evidence about the effectiveness of different methods (of teaching information literacy), and this may be related to the lack of a conceptual framework within which to structure evaluation strategies.” Straus 2004

The Process:

- Sought to use direct observation of resident behavior as central to the assessment of this competency (See study by McCord 2007)

Sample Questions - Continuity Care:

<table>
<thead>
<tr>
<th>Response Options</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routinely observed</td>
<td>Searches an evidence-based resource to find an answer to a focused clinical question (PBLI)</td>
</tr>
<tr>
<td>Not Observed</td>
<td>Interprets information from evidence-based resources within the context of the patient’s situation</td>
</tr>
<tr>
<td>Not Observed</td>
<td>Assists others with the proper utilization of EBM</td>
</tr>
</tbody>
</table>

Sample Questions - In-patient:

- Searches an evidence-based resource to find an answer to a focused clinical question
- Interprets information from evidence-based resources within the context of the patient’s situation
- Assists others with the proper utilization of EBM

Competency Correlation:

<table>
<thead>
<tr>
<th>Standard Statements (Dreyfus scale competency)</th>
<th>Observable Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable Behaviors</td>
<td>Novice: Develops skills in selective data acquisition</td>
</tr>
<tr>
<td></td>
<td>Interprets information from evidence-based resources within the context of the patient’s situation</td>
</tr>
<tr>
<td></td>
<td>Demonstrates ability to integrate observation of patient experience and other experience of clinicians with evidence from clinical research to make a decision</td>
</tr>
<tr>
<td></td>
<td>Proficient: Integrates three circles of EBM to lead all aspects of patient care</td>
</tr>
</tbody>
</table>

Successes:

- Translates observed behaviors to Dreyfus competency levels
- Translates further into ACGME competencies
- Eliminates “Lake Wobegone Effect,” where all residents are above average
- Data easily interpretable via radar graph

Challenges:

- Currently unclear whether observable behaviors accurately reflect their associated competency level
- Evaluator training required

Application:

- Process of translating competency to observable behaviors is reproducible
- IL/KC assessment integrated into broader summative assessment for the residency

"Radar Graph"