

Fitting the puzzle pieces together: A review of drug information and library sciences educational standards

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Introduction

- Drug information (DI) is defined as information related to medications that is “found in a resource or communicated by individuals” that is unbiased, critically evaluated, and well referenced.¹
- Library science is defined as “the study of collecting, preserving, cataloging, and making available books and other documents in libraries.”²
- Currently, an overarching review of Drug Information and Library Sciences (DILS) educational standards has not been conducted.
- Due to this gap in the literature, a Competencies and Standards Task Force was created in the DILS Section of AACP.
- The committee was charged with gathering existing standards, educational outcomes, entrustable professional activities (EPAs), etc. from relevant organizations and evaluating how DILS content is represented.

Objective

- To review and provide commentary on the representation of DILS skills in existing pharmacy standards and educational outcomes from relevant organizations such as ACPE, ASHP, and APhA.

Methodology



A web search was conducted to compile a list of pharmacy standards or competencies.



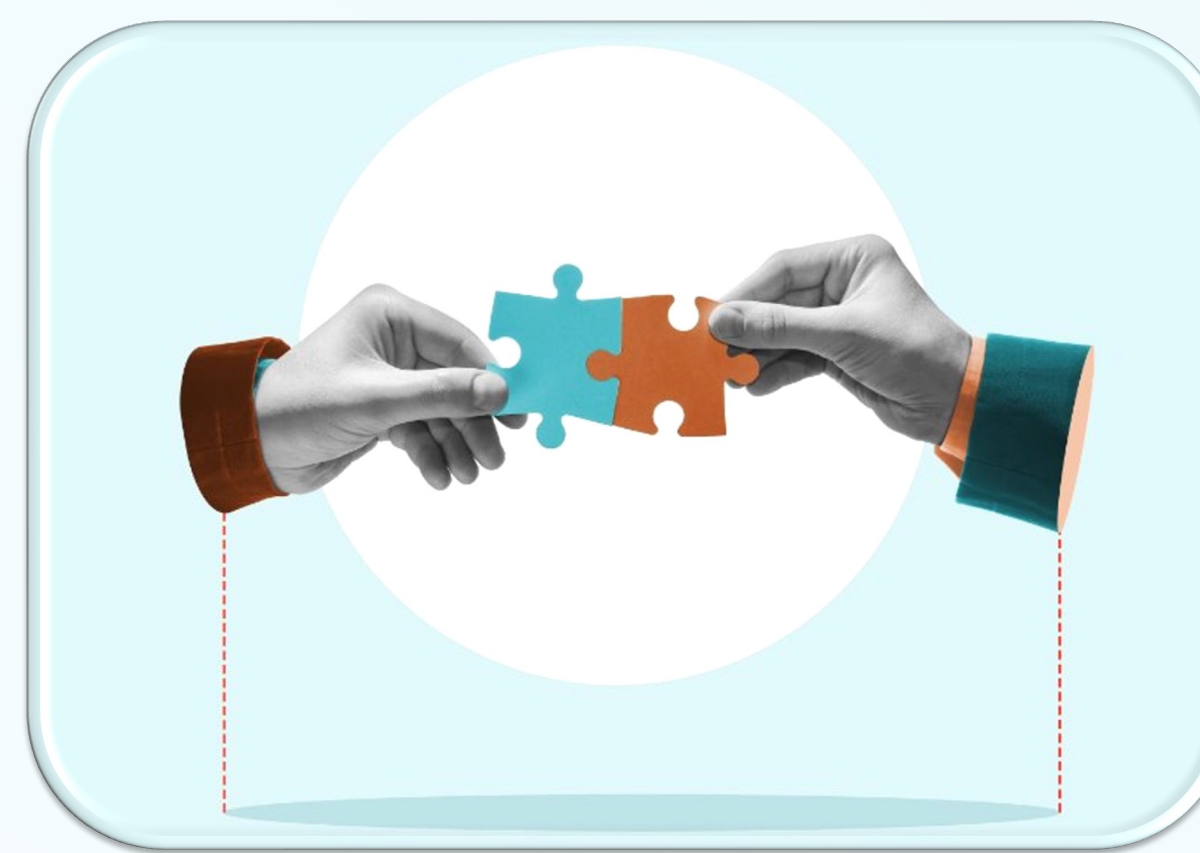
After identifying key literature, DILS terms and concepts (i.e., perspectives) were identified.



Identified articles were divided amongst the four group members for each to review.



For each article, the document type, DILS perspective, number of times an area was mentioned, and gaps were identified.

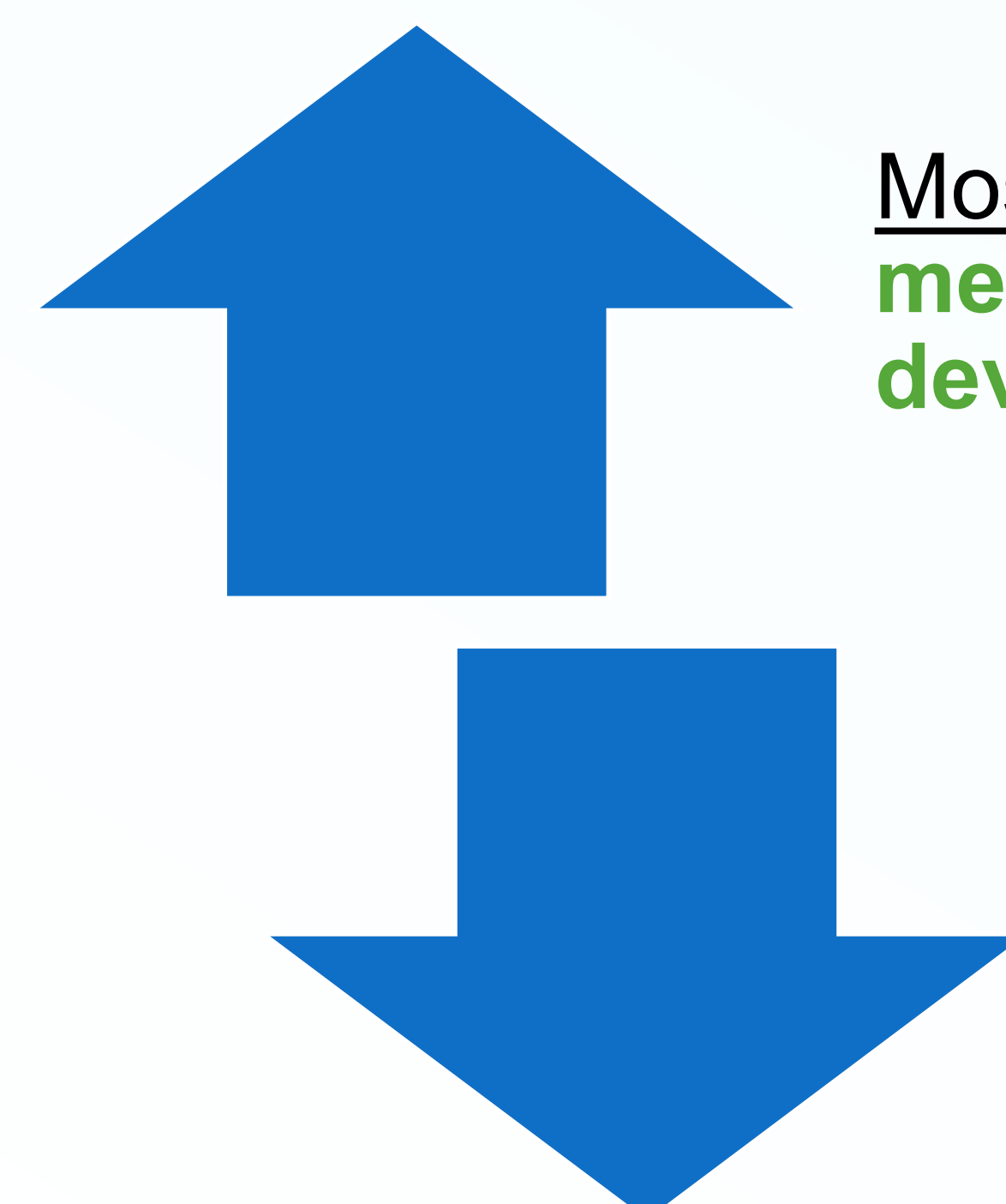


Reviewer pairs were formed. Each pair reviewed articles individually, then reached a consensus through discussion.



A summary of all the data was created to help identify themes and gaps.

Results



Most highly referenced perspectives were **medical communication** and **collection development/resource management**.

Lowest referenced perspectives were **citing references**, **biomedical information**, and **library science**.

Discussion

- Many drug information concepts are robustly covered by numerous organizations’ standards and competencies.
- Most documents focused on medical communication and literature evaluation.
- Gaps identified in the standards and competencies reviewed were primarily in library sciences and citing references, which are valuable components to include in pharmacy curricula.
- Many of the standard documents were more than 5 years old, and some may have been outdated.
- Identification of these strengths and gaps can be helpful when trying to design curricula in the future.

Conclusion

- Various strengths and gaps were identified in current educational standards related to DILS content.
- By combining our strengths in competencies and standards, and addressing any gaps, we piece together the puzzle, creating a well-rounded pharmacist thoroughly educated in DILS content.

References

1. Introduction to the Concept of Drug Information. McGraw Hill Medical. Accessed March 19, 2024. <http://accesspharmacy.mhmedical.com/content.aspx?sectionid=262759709&bookid=3132>
2. Oxford Languages. Library Science. Accessed March 19, 2024. <https://languages.oup.com/research/oxford-english-dictionary/>