Librarians working in dental education are seeking to align and improve their information literacy instruction to dental students by mapping the concepts of the ACRL Framework for Information Literacy (Framework) to dental education outcomes. Librarians across the United States and Canada are collaborating to align library instruction with discipline-specific outcomes that are part of the learning process.

**Objective/Goal**
- Align and improve information literacy (IL) instruction in DMD/DDS - granting dental education
- Link IL conceptual understandings to evidence-based dentistry (EBD) competencies

**Introduction**
Librarians working in dental education are seeking to align and improve their information literacy instruction to dental students by mapping the concepts of the ACRL Framework for Information Literacy (Framework) to dental education outcomes. Librarians across the United States and Canada are collaborating to align library instruction with discipline-specific outcomes that are part of the learning process.

**The ACRL Frames**
1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Searching as Strategic Exploration
6. Scholarship as Conversation

**Discussion**
- All librarians can use curriculum mapping to help isolate skills, lesson plan and embed service within curricula.
- The Framework has been shown to support evidence-based practice.
- Natural alignment between dental curricula and information literacy

**Materials and Methods**
- Identified and unpacked Information Literacy competencies for new dentists from American and Canadian accrediting bodies
- Dental competency statements tied to accreditation (USA & Canada)
- Adding Dental competencies, the Framework and local outcomes and skills to shared spreadsheet
- Discussions among librarians and consultations with dental educators to ensure alignment
- IL frames (6), knowledge practices (45), and dispositions (38)
- Local competencies
- Suggestions for ongoing work are being solicited through roundtable discussions at regional and national meetings

**Current Activity**
- Ongoing mapping of competencies to the ACRL Framework by other Health Science Librarians includes: Social Work, Nursing, Public Health, and others

**Figure 1: Possible Mapping Example**

<table>
<thead>
<tr>
<th><em>ADEA</em></th>
<th><strong>ACFB</strong></th>
<th>IL Frame</th>
<th>IL Knowledge Practice</th>
<th>IL Disposition</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Utilize critical thinking and problem solving skills</td>
<td>4.3b Utilize critical thinking and problem solving skills</td>
<td>Research as Inquiry</td>
<td>Determine an appropriate scope of investigation</td>
<td>Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process</td>
<td>Apply critical thinking to determine appropriate terms and places to search</td>
</tr>
</tbody>
</table>

*American Dental Education Association  
**Association of Canadian Faculties of Dentistry*

**Figure 2: The Team**

**Next Steps**
- Produce a map aligning our information literacy goals with dental program goals
- Present final document to dental educators for their feedback and buy-in
- Document will also be distributed among libraries to encourage widespread implementation in dental libraries across North America
- Mapping is ongoing