

Towards a distance learning course in Medical Librarianship

Gerhard Bissels

The journey so far

Spring 2016

Discussion with Betsy Anagnostlis, Royal Free Hospital, UCL:

'We need a postgrad course in 'Medical & Health Librarianship'!

Autumn 2016

SAMS Meet & Greet: Panel discussion on the need for such a course, and its content^[L]_[SEP]
! Incredible participation from the international community of medical librarians!

Hello! Welcome to our discussion about the education of medical librarians. This noticeboard has been set up to allow colleagues to submit their thoughts and ideas to our panel discussion in Bern on Sep. 9th, 2016 (<http://samw.ch/de/Aktuell/Agenda.html>). Please just jot down your thoughts on a post-it. Feel free to open up new clusters of notes. We'll project the noticeboard during our panel discussion and refer to it! Many thanks for your efforts! Gerhard (gerhard.bissels@ub.unibe.ch)

Please mark your contributions with your name, and leave your email address on the grey sticky list on the right!

Contributors' contact details:
 Gerhard Bissels, Bern (gerhard.bissels@ub.unibe.ch)
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 Kate Kelly (katekelly@rcsi.ie)
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 Suzanne Maranda (marandas@queensu.ca)
 Cecilia Pacheco, Santiago de Chile/Iberoamerican Cochrane Group (cpacheco@alemana.cl)
 Shona Kirtley, EQUATOR, Oxford (shona.kirtley@csm.ox.ac.uk)
 Mary Dunne, HSLG, Ireland (mdunne@hrb.ie)



Areas of Knowledge to be taught

Searching for systematic reviews (Gerhard)

Searching for rapid reviews (Gerhard)

Research data management (in medical science)

Evidence-based medicine (Inga.Znotina@rsu.lv)

Critical appraisal (Inga.Znotina@rsu.lv)

Managing references (focus on an SR workflow: large amounts of references from various data sources, distributed teamwork environment, distributed fulltext access, support of critical appraisal) (Helge)

SR software tools and workflows (Helge Knüttel, Regensburg, helge.knuettel@ur.de)

marketing skills presentation skills tiina.m.heino@helsinki.fi katri.larmo@helsinki.fi

Collection development in medicine + health sciences Some knowledge of electronic resources management Negotiation skills leet@iarc.fr

pedagogical skills, e.g. how to

Expanding the role of librarians to contribute to global efforts to improve the accuracy and transparency of biomedical research and reduce waste in research

Importance of good health research reporting practices & the consequences of poor biomedical research reporting What are reporting guidelines and how to find and use them How librarians can raise awareness of reporting guidelines and implement their use within the research studies being conducted by clinicians/researchers within their organisation

Shona Kirtley shona.kirtley@csm.ox.ac.uk EQUATOR Network <http://www.equator-network.org/>

management of health libraries/hospital libraries katekelly@rcsi.ie

Synthesis and summarising alison.day@poole.nhs.uk

and clinical informationist models katekelly@rcsi.ie

Knowledge of core resources in health sciences disciplines; katekelly@rcsi.ie

'Out of the box thinking' - how to see our possibilities in the change and development in the surrounding world. - how to see new possible partners for cooperation tiina.m.heino@helsinki.fi katri.larmo@helsinki.fi

pedagogical skills, e.g. how to

atmosphere for learning participants action (tiina.m.heino@helsinki.fi)

Teaching (e)health literacy skills including patient education anne.madden@ucd.ie

How to write learning objectives and match them to medical competencies & EBM process (Suzanne Maranda, marandas@queensu.ca)

How to facilitate and speed up getting research into practice alison.day@poole.nhs.uk

trends in including open access, open science, open data katekelly@rcsi.ie

Consumer health information services/sources; health literacy katekelly@rcsi.ie

Space planning and learning environments katekelly@rcsi.ie

Search Strategies for Clinical Practice. (EBM PICO format) cpacheco@alemana.cl

Ethics, confidentiality, online security. anne.madden@ucd.ie

Systematic Medical Information Search and Search Strategies using medical Thesaurus (EBM format) cpacheco@alemana.cl

Health and healthcare systems - awareness of impact. anne.madden@ucd.ie

Peer reviewing skills anne.madden@ucd.ie

Target Audience

Medical librarians in medical schools

Hospital librarians

Researchers (systematic reviews)

Continuing education for trained librarians now working in a medical setting (Helge)

Librarians working in the health sector. Academic or Clinical. Abi (abombolo@yahoo.com)

New/early career health sciences librarians Katekelly@rcsi.ie

Teaching and training librarians to work in a medical setting as a specialist in Health Sciences and

Target Audience

Course Format

On-line only (Gerhard)

Some modules as block-courses - in English or several national languages, in various locations (Gerhard)

Blended learning: combination of online courses and input ("flipped classroom") with sessions in the real classroom (more discussions)

face to face courses or blended learning (online theory and practical work face to face) Inga.Znotina@rsu.lv (Latvia)

Online with at least one hands-on workshop. Knowledge retention is enhanced by actually doing. Abi

Opportunity to "shadow" at health sciences library would also be good...

Inclusion of internship where practical/possible

Qualification

Postgrad (diploma without thesis, M.A. or M.Sc. with thesis) (Gerhard)

Modular (Gerhard)

PG diploma or MA/MSc in LIS with evidence of speciality or proficiency in health katekelly@rcsi.ie

Some kind of final test online and a diploma or certificate. M.Sc. with thesis or participating as author into a medical team. Systematic Review? cpacheco@alemana.cl

Best Practice Examples

MLA 'Institute' 5-day intensive research training (<http://www.mlanet.org/blog/new-program>)

Exchange program: to spend working time with a librarian from other institution for 2 weeks-1month

CPD (Continuing Professional Development)

23	24	25	26	27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

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Journal of EAHIL 1/17	Mumenthaler, Rudolf: Results of the survey (499 participants) on further education for medical librarians <ul style="list-style-type: none">• UK, US, Switzerland, Australia, Canada, Germany, Ireland, Italy, Spain, Netherlands• English language• Modular programme (CAS), possibly building up towards MSc• On-line delivery (some interest in residential schools)• But: limited willingness to pay
Spring 2017	Bern expert round-table on training and education of medical & health librarians <ul style="list-style-type: none">• Need for both initial specialist training and Continuing Professional Development (CPD)• Competencies frameworks• ZB Med and TH Köln to jointly establish CAS programme

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2019	Curricular framework

Curricular Framework

Based on MLA and ALIA HLA Competencies Frameworks

CAS 1: Systematic Searching

- Identifying search terms (researcher interview, PICO etc., pearl growing, text analysis software)
- Search strategy development; filters
- Searching grey literature, trial registers
- Database features, updating searches
- Search performance testing, peer review, documenting a search
- Search automation and AI
- Critical appraisal

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CAS 2: Clinical Librarianship

CAS 3: Information Management

- Overview of relevant types of information resources; collection development for medical/healthcare settings
- Print vs. on-line; e-resource management and evaluation
- License types, bundles vs. individual subscriptions, access vs. ownership
- Purchasing/licensing consortia
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CAS 4: Instruction & Instructional Design

- Developing curricula and traditional, on-line and blended delivery formats for medical/healthcare settings
- Instructional and communication strategies
- Face-to-face teaching
- On-line courses
- Creating self-paced instructional material
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- Managing existing fiscal resources - acquiring additional ones
- Managing space
- Developing technology

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CAS 7: Health Information Professionalism

- Medicine and healthcare as a professional environment
- The librarian's rôle within healthcare - collaborating with other healthcare professionals

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CAS 8: Knowledge Management

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CAS 8: Knowledge Management

CAS 9: Disaster and international Health

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2019	Curricular framework
2020	Organisational framework

The First CAS: Systematic Searching

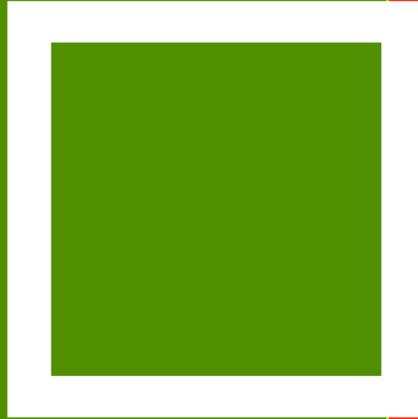
Institutional Framework

- Plan until yesterday:
 - Joint Information Science graduate school with partner university abroad
 - CAS 'Systematic Searching' (15 ECTS) will be one of the first modules at launch
 - Further medical CAS modules to follow
 - Generic modules from graduate school could be of interest, too, e.g. Research Data Management
- New plan:
 - CAS 'Systematic Searching' (15 ECTS) as optional module within existing MAS programme Information Science
 - Further medical CAS modules to follow

The First CAS: Systematic Searching

Done

- Institutional framework



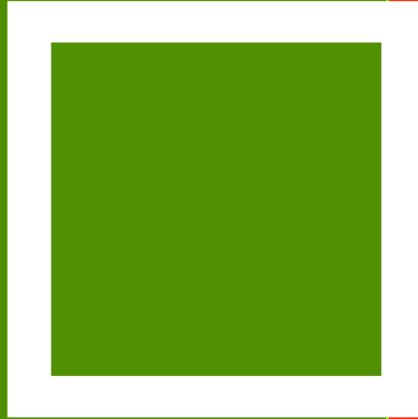
Still to do



The First CAS: Systematic Searching

Done

- Institutional framework
- Curriculum



Still to do



The First CAS: Systematic Searching

Curriculum

The image shows a screenshot of a document page. At the top left, there is a logo for 'FH GR' (Fachhochschule Graubünden) and the text 'University of Applied Sciences'. The main title of the document is 'CAS1: Systematic Searching'. Below the title, there is a list of metadata:

- Author: Irma Klerings
- Issuing authority: Swiss Institute of Information Science
University of Applied Science of the Grisons, Chur
- Scope:
- Classification: Internal
- Version: V01.01
- Issuing date: 02/05/2020

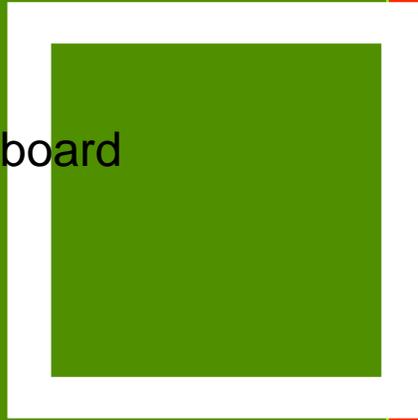
At the bottom left of the page, the word 'Module' is written. The bottom of the screenshot shows a footer with the following information: 'Page 1 of 15', '3265 words', 'English (United Kingdom)', and a zoom level of '207%'.

The First CAS: Systematic Searching

Done

- Institutional framework
- Curriculum

- Approval by senior management board



Still to do

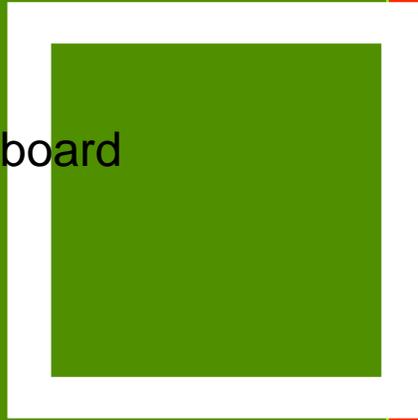


The First CAS: Systematic Searching

Done

- Institutional framework
- Curriculum

- Approval by senior management board
- Didactic method



Still to do



The First CAS: Systematic Searching

Didactic Method

- Participants
 - Studying in their own time
 - Based in different time zones
 - Different professional and educational backgrounds
- Mode of delivery:
 - High proportion of asynchronous materials
 - Flexible learning support through tutors
 - Support social learning and exchange between course participants
- Need for elaborate Virtual Learning Environment

The First CAS: Systematic Searching

Done

- Institutional framework
- Curriculum
- Approval by senior management board
- Didactic method
- Allocation of content to individual lecturers

Still to do



The Wider Context



Rat für
I n f o r m a t i o n s
I n f r a s t r u k t u r e n



THE COUNCIL

MEMBERS, MANDATE,
ORGANISATION



TOPICS

RESEARCH DATA, NFDI,
DATA PROTECTION,
KEY TERMS



PROJECTS

CURRENT, WORKING
GROUPS



DOCUMENTS

REPORTS, MEDIA

DIGITAL COMPETENCIES – URGENTLY NEEDED! OCTOBER 2019

SUGGESTED CITATION

German Council for Scientific Information Infrastructures (RfII): Digital competencies – urgently needed! – Recommendations on career and training prospects for the scientific labour market, Göttingen 2019, 56 p.

Direct links to the document

- > Permalink RfII-Website: <http://www.rfii.de/?p=4015>
- > URN of the file copy deposited at the German National Library:
<urn:nbn:de:101:1-2019102510233999326799>

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The Wider Context

Bibliosuisse Panel Discussion: Charting new territories: emerging professional roles and training paths between science and information

The white paper ‚Digital competencies - urgently needed‘ of Germany’s ‚Council for Information Infrastructure‘ sets the stage for this panel discussion, with its lucid overview of new tasks developing along the interface of Science and Information Management. Panelists will try to identify emerging functions and professional profiles, and debate training paths for this new generation of scholars/information specialists. Oct 23rd, 2020, via Zoom

Panellists:

Prof. Dr. **Matthias Egger**, President of the National Research Council of the SNSF; Professor of Epidemiology and Public Health, ISPM, University of Bern; Professor of Clinical Epidemiology, Department of Social Medicine, University of Bristol, UK

Prof. Dr. **Gillian Hallam**, Principal Lecturer, Digital Health Information Services, The University of Melbourne; Co-Chair, Continuing Professional Development and Workplace Learning Standing Committee, International Federation of Library Associations and Institutions (IFLA); Chair, Education Advisory Committee, Australian Library and Information Association

Prof. Dr. **Michael Jäckel**, President of the University of Trier, Germany; Professor of Sociology, University of Trier; member of the Council for Information Infrastructures (a committee of Germany’s Joint Science Conference)

Prof. Dr. **Rudolf Mumenthaler**, Director of Zentral- und Hochschulbibliothek Luzern

Presenter: Gerhard Bissels, Lecturer in Library Innovation, University of Applied Sciences of the Grisons, Chur

Fachhochschule Graubünden

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7000 Chur

T +41 81 286 24 24

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Thank you for your interest!

Gerhard Bissels - gerhard.Bissels@fhgr.ch

Fachhochschule Graubünden

Scola auta spezialisada dal Grischun

Scuola universitaria professionale dei Grigioni

University of Applied Sciences of the Grisons

swissuniversities

SCHWEIZERISCHER AKKREDITIERUNGSRAT
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CONSIGLIO SVIZZERO DI ACCREDITAMENTO
SWISS ACCREDITATION COUNCIL

Institutionell akkreditiert nach
HFKG 2018-2025