



[Undergraduate Medical Education: redefining the role of the librarian]

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[Objectives]

- Setting
- Background
- Literature review
- Methods
- Results
 - Challenges
 - Benefits
- Potential areas of study
- Conclusion

Setting

Vancouver

**University of
British
Columbia**

**Vancouver
Fraser Medical
Program**

Victoria

**University of
Victoria**

**Island Medical
Program**

Prince George

**University of
Northern British
Columbia**

**Northern Medical
Program**



[Setting]

- Years 1 & 2
 - First semester in Vancouver
 - Basic science
 - Lectures
 - PBL
 - Clinical skills
- Years 3 & 4
 - Clerkships in year 3
 - Rotational
 - Integrated

[Setting]

- One Program Librarian at each site
- IMP and NMP librarians are integrated into the main libraries on campus
 - NMP Librarian provides other liaison roles outside of the NMP (nursing, health sciences)
 - NMP Librarian participates in reference at the main library on campus

[Background]

- Problem-based learning (PBL)
 - Tutors at the NMP (non-traditional)
 - Retired physicians
 - Basic science faculty
 - Faculty from other disciplines
 - Other health professionals
 - PhD students
 - Medical Librarian

[Literature]

- PBL tutor literature varies
 - Experts
 - Non-experts
 - “The ideal” tutor

[Literature]

- Librarians
 - Traditional roles of librarians in PBL
 - Co-tutors
 - Tutors

[Methods]

- Medical Librarian
 - Tutor training
 - 4 PBL blocks
 - 2nd year Endocrinology & Metabolism
 - 1st year Cardiology (twice)
 - 2nd year Reproduction
 - Compared librarian tutor comments with other tutors in each block
 - Looked at narrative results

[Results]

- Evaluation tool:
 - Ensured a safe learning environment and encouraged critical thinking
 - Held students and the group accountable
 - Facilitated individual and whole group functioning

[Results]

- Medical librarian received average and/or better results



[Results]

- Ensured a safe learning environment and encouraged critical thinking
 - You were great at making sure we were **comfortable** with how the group was **working together**, **encouraging** us to **comment on group dynamics**, etc.
- Held students and the group accountable
 - Trina often asked about **references** and **challenged** us to **investigate further certain topics** that we may have only understood at a superficial level. It helped us to realize that maybe we didn't understand things as much as we thought we did.
- Facilitated individual and whole group functioning
 - Trina often posed questions that **encouraged group discussion** and served as a great facilitator at times when discussion was more difficult. She was **not intimidating or judgmental**, so it was **easy to ask questions** and not feel dumb about it.

[Results]

■ Challenges

- Out of comfort zone
- Facilitating the process
- Group dynamics
- Feedback: individual and group
- Receiving feedback
- Time

[Results]

■ Benefits

- Relationship building
 - Students, faculty, future physicians (life- long learning)
- Evidence-based medicine
 - Another opportunity to teach EBM
 - “As a librarian, Trina encouraged us to evaluate evidence and site [sic] our sources.”
 - “I liked that Trina asked us for our sources once in a while, especially if there was conflicting information.”
 - “She was a strong advocate for sighting [sic] sources of information and encouraged us to seek information from a variety of different sources.”

[Potential areas of study]

- Broader study of librarians as tutors
- Other small group tutoring
- Office outside of library

[Conclusion]

- PBL will continue to part of the librarian's role
- Librarians as PBL tutors:
 - Another means of exposing students to EBM
 - Opportunity to teach
 - Builds student-librarian relationships

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