# 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

#### **BRITISH COLUMBIA**

**Vancouver** 

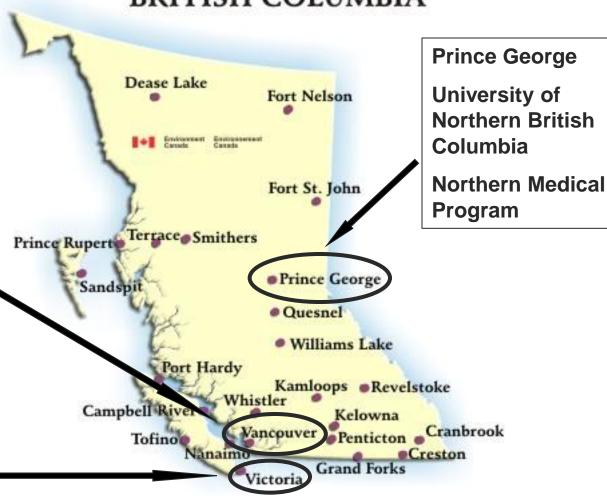
University of British Columbia

Vancouver Fraser Medical Program

**Victoria** 

University of Victoria

Island 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
    - 2<sup>nd</sup> year Endocrinology & Metabolism
    - 1st year Cardiology (twice)
    - 2<sup>nd</sup> year Reproduction
  - Compared librarian tutor comments with other tutors in each block
  - Looked at narrative results

#### Evaluation tool:

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

Medical librarian received average and/or better 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.

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

#### 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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