

The health librarians' multi-skills approach in in-site training and education: the experimental support activity carried out in a training course targeted to the advancement of diagnosis and research

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OBJECTIVES This work shows which skills a librarian is asked in the peculiar training and education activities described to meet the information needs and the performances of the personnel operating in the field of diagnostics and research within the I.I.ZZ.SS (Istituti Zooprofilattici Sperimentali). This is known as *in-site training and education*. It occurs in a setting where the interaction within a peer group is envisaged, aiming at the advancement of a process, a situation or a procedure. The case described concerns the laboratory Directors in the Health Sector of the Institute, the researchers dealing with diagnostics and the librarian who supports their education process. The librarian is asked a multi-skill approach: • IT knowledge and expertise • Attitude to reference activities • Basic knowledge of the scientific sector concerning the advancement group • Social intelligence, ability to understand a special technical jargon, empathy, ability to set up relationships

METHODS The training goal is accomplished by sharing study and research experiences and operative demos. This method allows to enhance and disseminate scientific information and, at the same time, within the Departments involved, to maximize and standardize the diagnostic processes. This is a one-year education project, subdivided into 6 sessions, one every 2 months; during each session, the speakers, who are experts in the various pathologies, show a clinical case and are supported by the librarian with regards to the information retrieval of the most significant websites relating to the subject. The program of each session is scheduled as follows: • Presentation of the topic: the speaker describes the specific case from anamnesis to diagnosis. The presentation is supported by photos, pictures, videos and any information deemed necessary to the evidence; • Reading of the most relevant scientific papers to support the diagnostic process; • Bibliographic research into the most authoritative electronic resources, mentored by the librarian; • Access to evidence-based documentation browsing into the most acknowledged websites; • Presentation of research project proposals; • Discussion.

RESULTS At the end of this education project, the advancement group will carry out a dossier containing the guide lines to study and to the diagnosis as well as the diagnostic protocols of the pathologies under study. This work is to show the results collected, the critical aspects and the excellence features of the project as well as the contribution of the librarian to the development of the process and the facilitation to the participants' learning process.