The role of the UB CRAI as a complement on higher education: information skills for future health professionals

Medical Libraries as High Quality Learning Centers
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SUMARI

1. Introduction

a. The UB

The University of Barcelona is the leading public higher education institution in Cataluña. Its history goes back to 1402, and today is the University with the greatest number of students as well as the broadest and most comprehensive offering in higher educational courses.

The UB is also the main centre of university research in Spain, both in terms of the number of research programmes it conducts and the excellence these have achieved.

67 bachelor's degrees
141 university master's degrees
48 doctoral programmes
654 master and postgraduate courses
97 university extension courses
599 lifelong learning courses (IL3)
1 pre-EHEA degree
8 bachelor's degrees and **6** university master's degrees taught at **UB-affiliated centres**
7 university master's degrees and **2 Erasmus Mundus** doctoral programmes

17 faculties and **1 university** school
106 departments
676,153 sq m of constructed area
17 libraries
7 affiliated centres (8 during 2015-2016)

5,311 teachers and researchers
206 contracted research doctors
2,283 administrative and service staff

We therefore have an institution, with a history closely tied to the history of the city of Barcelona and Cataluña. The university has evolved and adapted to all the changes that have come throughout history, in this way being able to continue being benchmark institution in terms of teaching, research and innovation.

The University of Barcelona has campuses throughout and outside Barcelona.

- Humanities Campus located in the city centre. Subjects such as Mathematics, Philology, Geography, History, and Philosophy are taught there.

- Diagonal Campus where we can find the faculties of Law, Economics and Business, Pharmacy, Physics, Biology, Geology, Chemistry and Fine Arts.
- Bellvitge Campus, which is part of Bellvitge Hospital, we have the Faculty of Dentistry, Nursing, Podiatry and some of the departments of the Faculty of Medicine and Biomedical Sciences.

- Clínic Campus, linked to Hospital Clínic, this campus houses the Faculty of Medicine. Medical Engineering and Biomedical Sciences.

- Mundet Campus, is home to the Faculties of Psychology, Education and Teacher Training.

- Torribera Campus, home to degree subjects Human Nutrition & Dietetics and Food Science & Technology.

Every Campus has one or more libraries. In the case of Medicine we have two campuses, Bellvitge and Clínic, linked with two of the most important hospitals in the city.

At Bellvitge Campus, our students can study Medicine, Biomedical Sciences, Nursing, Podiatry and Dentistry, at Clínic Campus they can study Medicine, Biomedical Sciences, Nursing and Medical Engineering.

b. The UB CRAI

Since 2004, the University Libraries have had the opportunity to grow and adapt to the new demands of the educational model, with the implementation of the new European Higher Education Area.

The libraries of the different University of Barcelona Campuses thus began their process of transformation, adapting their spaces and expanding their resources and services in order to better serve the university community: undergraduate students, postgraduate students, professors and researchers.

Now, twelve years later, libraries and seven technical and interdisciplinary units which provide various types of teaching, learning and research support to all levels of the institution. Our objective along these years has been to be flexible, cooperative and proactive in the face of changing circumstances, and maintain a core focus on excellence and innovation.

The CRAI supports teaching, learning, research and training across all areas of the UB's activity.

We disseminate and facilitate access to information resources, provide a range of quality services, and collaborate in knowledge creation processes in several ways. Our objective is to contribute to the academic and scientific goals of each member of the University of Barcelona community.

With this in mind, since 2004, we have been incorporating into the libraries some spaces, resources and services to gradually become CRAIs (Resources Centers).

These changes have included, new spaces in the library as study rooms, computer rooms, printer spaces; new resources such as scanners, anatomical models and other study and research equipment or tools, laptop computers, Support for researchers, and new services as Support for teaching staff (in virtual campus) and digital certification.

There are many other services we have also evolved and improved.

2. The User Training Service

The User Training Service

One of the services that was transformed to meet the new requirements was the User Training Service. This went from offering traditional training with face-to-face sessions on the correct use of databases and documentary sources, to offering training in information Literacy skills.

These training helps the user to develop (obtain/learn) basic skills for the location, evaluation and responsible use of information, thus supporting the new EHEA teaching model.

The importance of this service is the participation in the creation of knowledge, in addition to disseminating and facilitating access to information resources, providing a range of quality services.

The value of this service thus lies in the possibility that it offers libraries to participate in training the future professional and so collaborating with the university professors, and overall university objectives.

In addition, Information Literacy training provides students with the knowledge, resources and tools to produce a professional able to self-train throughout their lives. These professionals, will have tools and resources of permanent updating, thus contributing to the quality of learning at our institution.

3. Actions

The first action that the CRAI carried out to transform the service was to create a team to study the situation, existing services, different circumstances, existing resources, and the objectives.

This team consisted of individuals who could bring different points of view regarding the future of the service, who could provide information regarding the service currently offered and what should be offered in future.
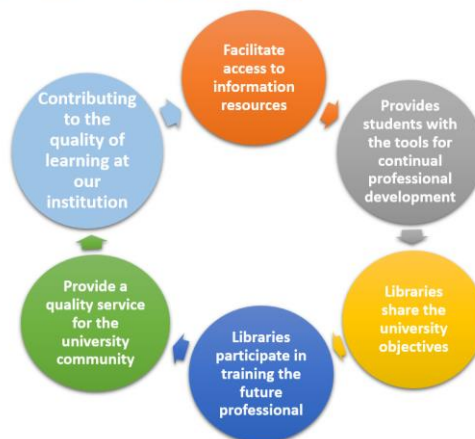
This task force comprised a member of the CRAI User Services Unit, members of the UB User Support Service, CRAI training experts, and a university professor as a representative of the Faculty of Librarianship.

The working group studied in detail the actions and services of other CRAI to elaborate a plan of action.

This plan of action considers the implementation of the Informational Literacy training in different courses, stages or subjects of the different teachings, students and courses of the UB: undergraduate students, postgraduate students, masters, professors, researchers, hospital residents, staff… etcetera.

The result was a report that sought to make an analysis of the available resources and put forward a proposal for what we wanted to achieve with this service.

The Information Literacy training

- Facilitate access to information resources
- Provides students with the tools for continual professional development
- Libraries share the university objectives
- Libraries participate in training the future professional
- Provide a quality service for the university community
- Contributing to the quality of learning at our institution

This report is the basis of the service´s development. It was presented to and approved by the Council, but the practical circumstances of each of the libraries would not allow an immediate implementation. As a result, we have used this report as a foundation on which each library builds at their own pace, because different libraries have different capacities, spaces and opportunities.

4. Application
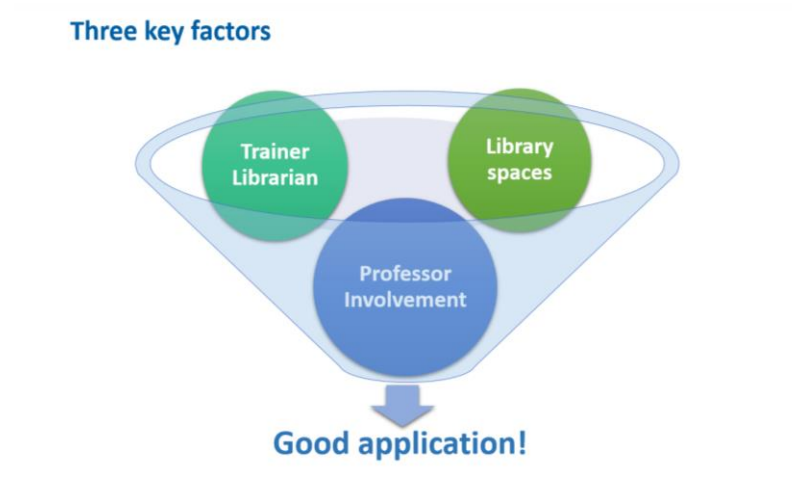
Not all the libraries of the UB CRAI have been able to apply the training in Information Literacy in a uniform manner. The reasons are very different, but we could summarize them in three key factors:

1. The figure of a Trainer Librarian: we need a librarian with specific training in teaching, who is capable of transmitting knowledge and has teaching skills. The figure of the training librarian is of vital importance in this whole process.

2. We also need a quality space in the library: a computer classroom with projector and equipment for carrying out practical sessions.

3. Another influence is the involvement of professors in this activity: the professor has to believe that we can complement and help him, and contribute content to his training, which is his task and responsibility.

5. Experiences

Some of the course of action have been modified and refined with experience.
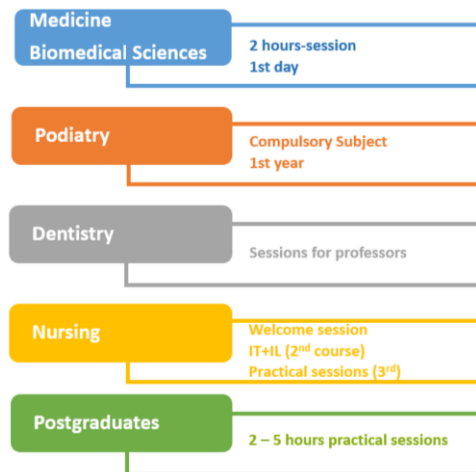
For Podiatry degree students, a first-year course in Documentation has been added to their curriculum. This subject is handled by a Librarian professor.

In the case of Biomedical Sciences and Medicine students, the director of studies asks the library for their involvement during the first day of class.

Students are required to attend a two-hour Information Literacy session. We provide then a support document for possible future questions and the teacher adds a questionnaire in the virtual campus scoring for one of the compulsory subjects.

For Nursing students, this learning has been added in three parts:

The first action is taken with first-year students in the first days of their stay in our institution: large sessions are organized to raise awareness and inform them about the need to acquire this knowledge. The idea of these sessions with a great theoretical focus is that they make a first contact with the library. They then know that we are going to contribute to their learning and that they can count on us when they have any research questions.

Subsequently, in the second course, they have a subject that intends to train them in IT and information skills. This subject is handle by nursing professor, and in this case the librarian collaborates in the structuring and planning of the classes.

Finally, in the fourth year, when they must present their final degree project, the professors request that the library holds structured sessions of more intensive training for all the students. For these

sessions, small groups of up to 20 students are created and learning is combined with practical demonstrations. In addition, they are provided with self-learning tools

in the virtual campus of the subject, and material on the content of the sessions is made available to them.

In this case a large number of student participants then need one or more personalized support sessions. In this they request time with a reference librarian who reviews their work and guides them with the aim of helping them in their final degree project. At the same time, they consolidate their learning.
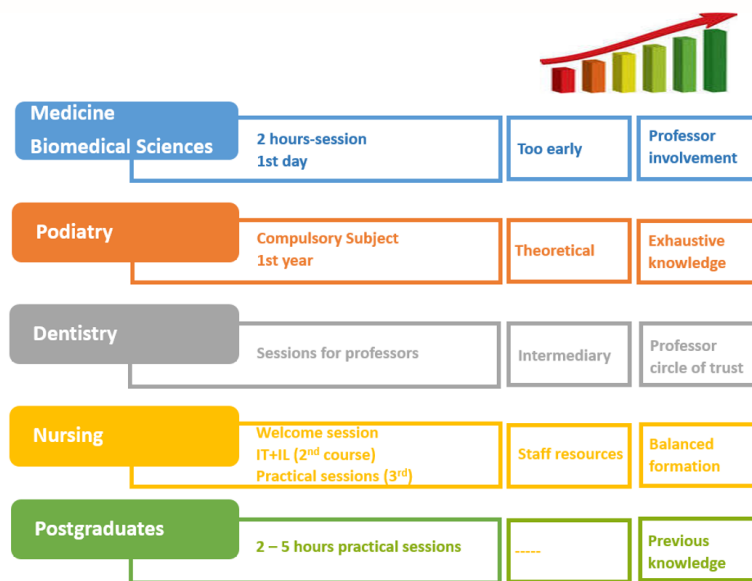
And finally, in the case of dentistry students, the Library Training Service didn't initially get involved: it was the degree professors who transmitted this knowledge or guidelines to the students, but without the participation or advice of the librarian.

On many occasions, the students with difficulties, contacted the librarian for advice, using the Bibliographic Information Service.

For two years, the coordinating professor of the final degree project, request from the library training sessions on Information Literacy for the professors responsible for tutoring the final degree project. The objective is to equip the professor with these skills so that he can transmit and advise his students.

Lastly, we have in the UB the case of the masters and postgraduates: we participate in many master and postgraduate studies. Usually we are asked for theoretical-practical sessions. Students gain a great benefit from them and already have diverse experiences in documentary search and writing projects. The knowledge we provide helps them to order and systematize their searches and to perform their work more efficiently and more rigorously.

None of these experiences is perfect, but from all these experiences, we have learned something and we can draw some conclusions.

Medicine Biomedical Sciences	2 hours-session 1st day	**Too early**	**Professor involvement**
Podiatry	Compulsory Subject 1st year	**Theoretical**	**Exhaustive knowledge**
Dentistry	Sessions for professors	Intermediary	Professor circle of trust
Nursing	Welcome session IT+IL (2nd course) Practical sessions (3rd)	**Staff resources**	**Balanced formation**
Postgraduates	2 – 5 hours practical sessions	-----	**Previous knowledge**

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We will see that they have something good and something bad in each of them.

In the case of the experience with the students of Medicine and Biomedical Sciences, the sessions are made too soon: participants have no experience in document research and therefore the motivation and interest in the knowledge we provide is very low. They will surely forget much of what is explained and we will not get the desired benefits.

The experience with Podiatry students is that when the subject is too theoretical we cannot say that the students get skills, so in the third year, when they have do the final degree project, they still have difficulties to handle the documentary search and the project.

The experience with Dentistry professors is a good experience.

The teachers who decide to attend, they value the experience positively and they expand their knowledge in documentary search.

The only drawback of this system is that when they comes to transmitting what they have learned to their students, on many occasions they do not have enough practice or knowledge to solve queries or problems of the students.

Finally, with regarding the experience with nursing students, we could say that it is currently the most balanced option and that certainly reports better results.

The problem with this option is that it requires a lot of staff from the library, that is, many hours of the librarian to be able to attend all the sessions and to be able to help both the professors and the students individually with their queries.

6. Results
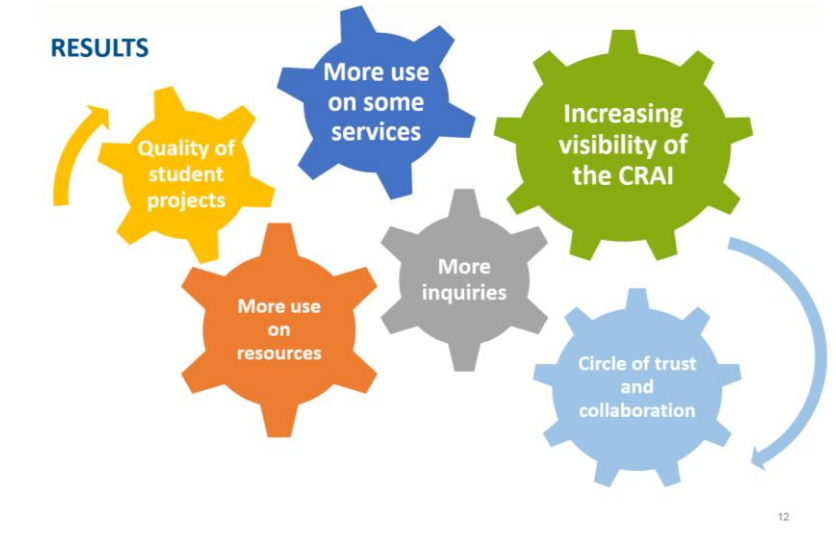
We have been able to verify that the visibility of the CRAI has increased among the university collective, not only among the students, but also among the professors and researchers.

- o Some services are used more, for example, the bibliographic information service receives many queries in the days after a training session.
- o Some resources that were not known, now arouse the interest of users. We also detected it by the specific aspects of some databases queries.
- o We receive more inquiries in our mailboxes. Usually they are very specific inquiries on the practical application of some of the aspects dealt with in the training session.
- o Users who attend sessions begin to visit the library on a regular basis.
- o The professors' notes and feedback to as an increase in the quality of student assignments and projects.
- o A professional circle of trust is created between the trainer and the participant to the training session, making the librarian a reference person for the student, during not only their time in the University, but also later, when they have any difficulties in future research.
- o Equally for professors: they built a confidence in us and we maintain a direct collaboration relationship.
- o We receive emotional congratulations from professors who value our up-to-date knowledge also value our willingness to serve.

7. Results

CONCLUSIONS

✓ more training resources

✓ specialized librarian

✓ all CRAI users

1. We must continue to devote resources to Information Literacy skills training
2. We must find the system that allows us to reach all our potential users with the same quality. We can surely achieve this goal with the help of new training techniques and the application of technological tools.
3. That the benefit obtained has many advantages for our CRAI, for our profession and for the institution, we serve.