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

Prince George, BC
Setting

Victoria University of Victoria Medical Program

Vancouver University of British Columbia Fraser Medical Program

Prince George University of Northern British Columbia Northern Medical Program
Setting
Setting
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Setting
Background

- Problem-based learning (PBL)
Background

- Tutors
  - 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 ratings 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 ratings
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 PBL tutors
Conclusion

- PBL tutoring 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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References


