

# ***Health Sciences Librarian Participation in Continuing Education Initiatives: A Scoping Review***

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Session 3A.1**

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# Territorial Acknowledgement

We acknowledge that the land we are speaking to you from is the traditional unceded territory of the Wəlastewiyik (Maliseet), Mi'kmaq, and Passamaquoddy peoples.

# About Us

**\*Jackie Phinney:** Instruction/Liaison Librarian, Dalhousie University

**Melissa Rothfus:** Scholarly Communications Librarian, Dalhousie University

**Melissa Helwig:** Associate Dean Research & Scholarly Communications, Head of W.K. Kellogg Health Sciences Library

**\*Kristy Hancock:** Evidence Synthesis Coordinator; Maritime SPOR SUPPORT Unit

# Objectives

- Project background
- A (brief) overview of the methodology
- Exploring the data gaps
- Moving forward and sharing knowledge
- Questions/Comments

## Project Background

- Began in early 2020 to explore literature on what continuing education initiatives are being taught to clinicians by librarians
  - **Reason:** All of us on this project team have taught clinicians in our roles
    - But what else is being done? Are we fully addressing their needs?

# A (Brief) Overview of the Methodology

- In line with Arksey and O'Malley's framework for scoping reviews [1], as well as PRISMA-ScR [2], we:
  - Searched six bibliographic databases (after PRESS);
  - Searched Google for relevant grey literature;
  - Sought evidence from two professional listservs
  - Completed backwards and forwards searching

\*data extraction and screening are ongoing

# Databases Searched

February 2020 &  
September 2021

**PubMed**

**Embase  
(Elsevier)**

**LISTA  
(EBSCO)**

**CINAHL  
(EBSCO)**

**LLIS  
(EBSCO)**

**ProQuest  
Diss. &  
Theses**

# Search Strategy (PubMed)

Librarians[Mesh] OR Library professional\*[tiab] OR Library and Information professional\*[tiab] OR Librarian\*[tiab] OR information specialist\*[tiab]

AND

Health Personnel[Mesh] OR Health Occupations[Mesh] OR Health profession\*[tiab] OR Health personnel[tiab] OR Nurses[Mesh] OR Nurse\*[tiab] OR Nursing[tiab] OR Radiation Technolog\*[tiab] OR Chiropract\*[tiab] OR Laboratory Technolog\*[tiab] OR Medical laboratory personnel[Mesh] OR Physiotherap\*[tiab] OR Physical therapists[Mesh] OR Dietetic\*[tiab] OR Nutritionist\*[tiab] OR Nutritionists[Mesh] OR Dietitian\*[tiab] OR Occupational therapists[Mesh] OR Occupational Therap\*[tiab] OR Denturists[Mesh] OR Denturist\*[tiab] OR Social workers[Mesh] OR Social Work\*[tiab] OR Counselors[Mesh] OR Counselling Therapist\*[tiab] OR Counsellor\*[tiab] OR Optometrists[Mesh] OR Optometr\*[tiab] OR Optician\*[tiab] OR Respiratory Therap\*[tiab] OR Dental[tiab] OR Dentists[Mesh] OR Dental hygienists[Mesh] OR Dentist[tiab] OR Dental Technicians[Mesh] OR Physicians[Mesh] OR Physician\*[tiab] OR Surgeons[Mesh] OR Surgeon\*[tiab] OR Doctor\*[tiab] OR Psychiatrist\*[tiab] OR Clinician\*[tiab] OR Midwif\*[tiab] OR midwives[tiab] OR Psychologist\*[tiab] OR Pharmacy[tiab] OR Pharmacists[Mesh] OR Pharmacist\*[tiab] OR Emergency Medical Technicians[Mesh] OR Paramedic\*[tiab] OR Emergency Medical Technician\*[tiab] OR "Speech-Language Pathology"[Mesh] OR speech language pathology\*[tiab] OR Audiologists[Mesh] OR audiologist\*[tiab] OR "Epidemiologists"[Mesh] OR epidemiologist\*[tiab]

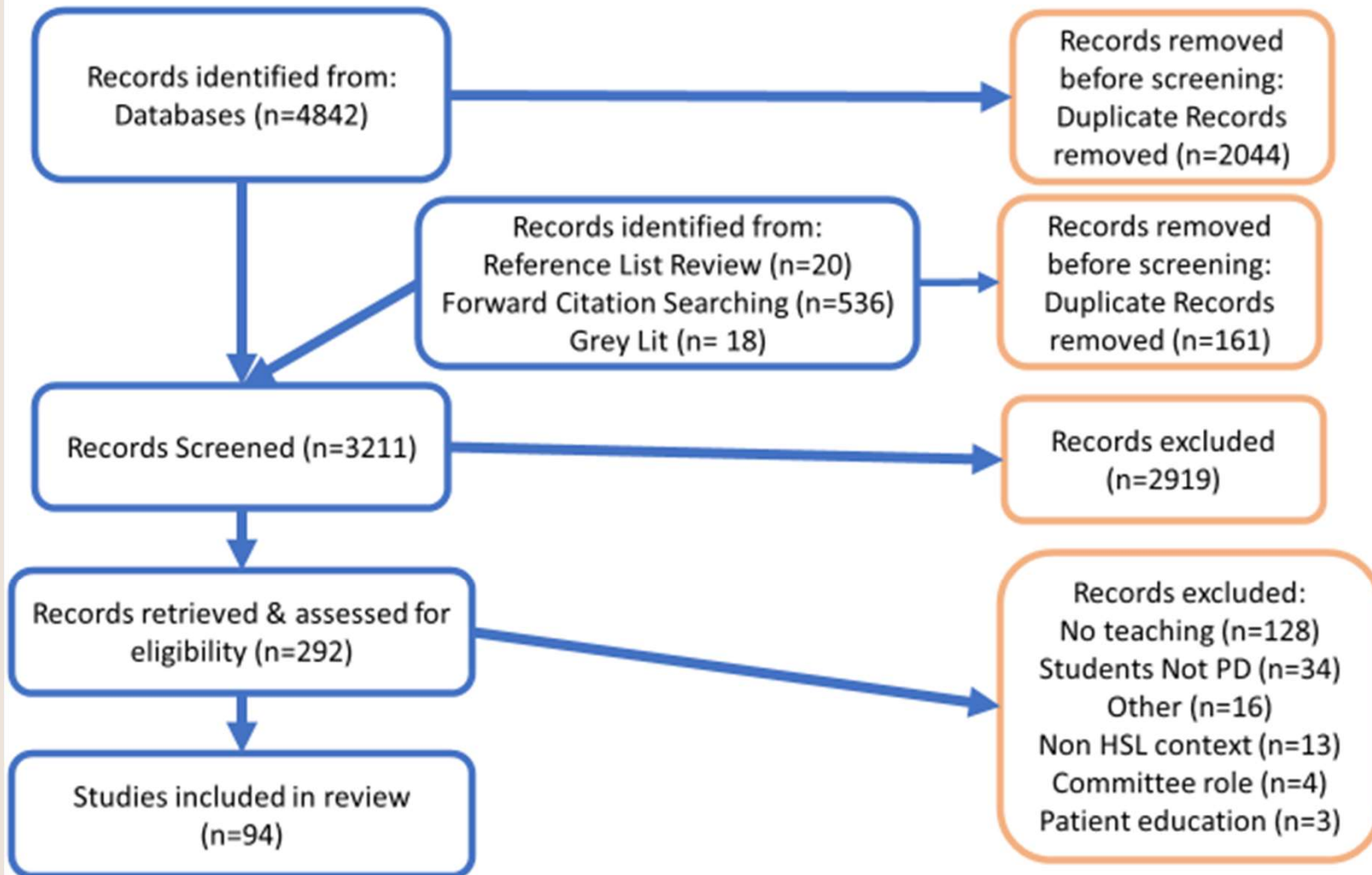
AND

Education[Mesh] OR education[subheading] OR train\*[tiab] OR educat\*[tiab] OR workshop\*[tiab] OR class\*[tiab] OR course\*[tiab] OR curriculum[tiab] OR instruct\*[tiab] OR learn\*[tiab] OR program\*[tiab] OR teach\*[tiab] OR taught[tiab] OR webinar\*[tiab] OR faculty development\*[tiab] OR professional development\*[tiab] OR lunch and learn\*[tiab] OR journal club\*[tiab] OR information session\*[tiab] OR competencies[tiab] OR brown bag lunch\*[tiab]



<b>PICO</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
<b>Population</b>	<ul style="list-style-type: none"> <li>● Hospital/Health/Biomedical Librarians OR</li> <li>● Hospital/Health/Biomedical Libraries</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>● Health sciences faculty OR</li> <li>● Health sciences clinicians</li> </ul>	<ul style="list-style-type: none"> <li>● Non-health librarians OR</li> <li>● Non-health libraries OR</li> <li>● Students OR</li> <li>● Residents taking curriculum-related sessions</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>● Faculty development programs OR</li> <li>● Lunch and learns, continuing professional development sessions, faculty development workshops (delivered via webinar or in-person), grand rounds or departmental meetings</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Librarian-led workshops at faculty conferences OR</li> <li>● Accredited/non-accredited sessions.</li> </ul>	
<b>Comparison</b>	None	
<b>Outcome</b>	None	

# PRISMA Diagram



# Major Points for Data Extraction

- Study country, design, year
- Learner populations
- Partnerships & Teaching motivation
- Tips for future teaching
- Recommendations for librarians' own development
- Education Details
  - Setting; Topics covered; Hands-on activities; IL Framework; Objectives; Accreditation; Feedback & evaluation

Data gaps that leave us wondering how to improve our teaching

- Clear objectives and effective assessment
- Lack of accreditation details
- Mapping to information literacy frameworks
- Tips for future teaching



# Clear Objectives and Effective Assessment

	<b>Learning objectives reported</b>	<b>Feedback solicited</b>	<b>Assessment conducted</b>
<b>Yes</b>	26 (28%)	46 (50%)	55 (60%)
<b>Not reported</b>	66* (72%)	46 (50%)	37 (40%)

\*Could be due to editorial requirements.

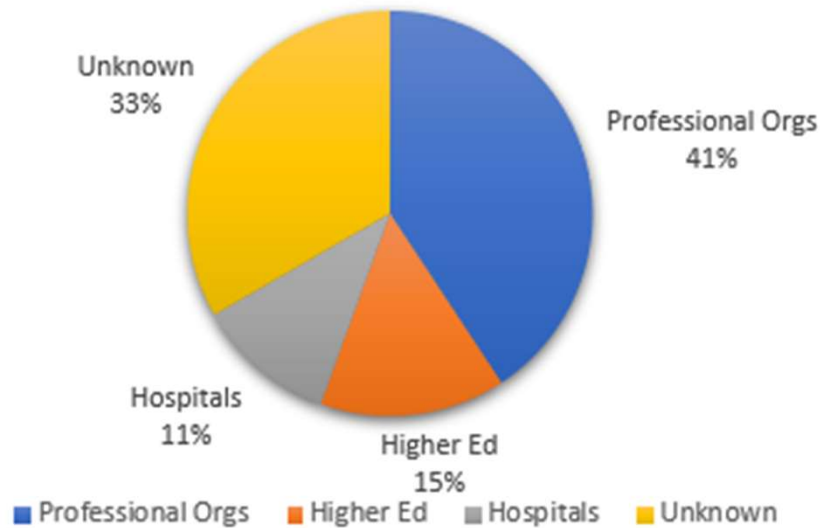
\*\*Two included studies still awaiting extraction, hence not reported here

# Effective Assessment

- Surveys (57%) were the most common assessment method reported, with other methods such as focus groups and interviews reported far less
- We collected data on feedback and assessment separately
- We were interested in whether learning objectives were met and how they were measured (assessment), as opposed to more superficial aspects of the teaching encounter (feedback)
- Feedback vs. assessment vs. evaluation

# Accreditation

Credentiailling Bodies



27 studies (29%) mentioned that their programs were accredited. Accrediting bodies varied:

- Professional associations/ colleges/ regulating bodies
- Institutions of higher education
- Hospitals
- Not mentioned/ unclear

3 additional studies mentioned participants received certificates of participation/notes in their employee files

# Information Literacy Frameworks

8 Studies (8.6%) mentioned using an Information Literacy Framework

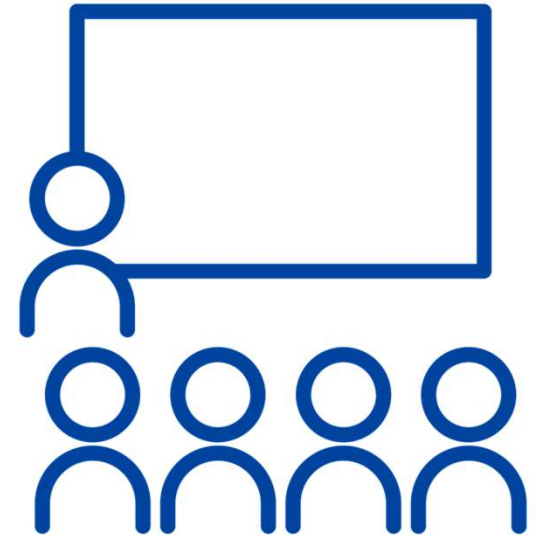
- Wilson's information behavior model
- ACRL Information Literacy Competency Standards for Nursing
- The Framework for Information and Communication Technology (ICT) Literacy
- Kolb's Learning Cycles
- Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model (**used twice**)
- Information Literacy Self Efficacy Scale (ILSES)
- Unnamed framework



# Tips for Future Teaching

Tips tended to be specific to the type of program/audience/setting/time-period. However, general suggestions:

- Hands-on activities facilitate engagement
- Accreditation to establish importance
- Identify specific needs of learners to better target their individual needs



**What do these gaps  
teach us about moving  
forward as instructors?**



**Why should we be  
sharing our work  
in this area?**

To **PIVOT** in times of  
need...

## **Action-oriented learning objectives**

(i.e. Attendees will be able to:  
*Demonstrate/Analyze/Evaluate* etc)



## **Skill-based assessment**

(i.e. questions that measure the  
learning that took place)



**Pivot using evidence!**

To **JUSTIFY** our  
content...

**Accreditation!**

But...how? Partner!



For non-physician organizations

Organizations that do not meet the Royal College definition of a physician organization can co-develop activities with a physician organization or with an accredited CPD provider.

Source: <https://www.royalcollege.ca/rcsite/cpd/accreditation/cpd-accreditation-group-learning-activities-conferences-workshops-e>

To **BENCHMARK** our  
teaching...

Formally reporting and sharing  
our experience allows us to  
assess and review our own  
progress as instructors!



## To ENCOURAGE other librarians...

- To incorporate new ideas, recommendations and lessons learned into their own teaching.
- To work towards continuous improvement.
- To share their own experience with other librarians.



# Key Takeaways

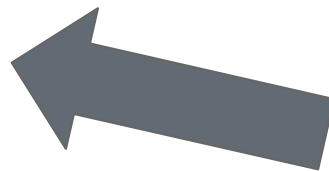
**Our teaching matters!**



**...we need to become more comfortable with creating clear objectives that can be evaluated**



**Sharing is caring!**



**...and we should explore opportunities to accredit our teaching**

**Thank you!**

**Merci!**





# References

1. Arksey, Hilary & O'Malley, Lisa. "Scoping studies: towards a methodological framework." *International Journal of Social Research Methodology* vol 8,1(2005): 19-32. doi: 10.1080/1364557032000119616
2. Tricco, Andrea C et al. "PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation." *Annals of internal medicine* vol. 169,7 (2018): 467-473. doi:10.7326/M18-0850