

Evaluating a Newly Created Graduate Medical Education Library Programs: Sustainability in Medical Education

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Highlights

- New medical education consortium with no medical librarian or programming
- Solo consortium librarian developed initial programming and structure visiting each of 9 hospitals
- Needs Assessment 2019 developed/administered
- Programs, curriculum, materials created
- Updates ongoing (developmental assessment)
- Chat service, consultation scheduling tool, and updates to library website as new specialties were added to the consortium (2020)
- Clinical faculty development: Clinical Educator Learning Series Workshop: Searching & Evaluating Medical Literature; Series Safe Zone Training.
- Follow On Survey 2021 resulting in program improvements. including expanded curriculum and reconfiguring of programming to better suit specialties and new additions (e.g., Ophthalmology)
- Residents reported a higher number of scholarly activities in 3 areas: case studies, posters, and journal club while paper presentations declined.

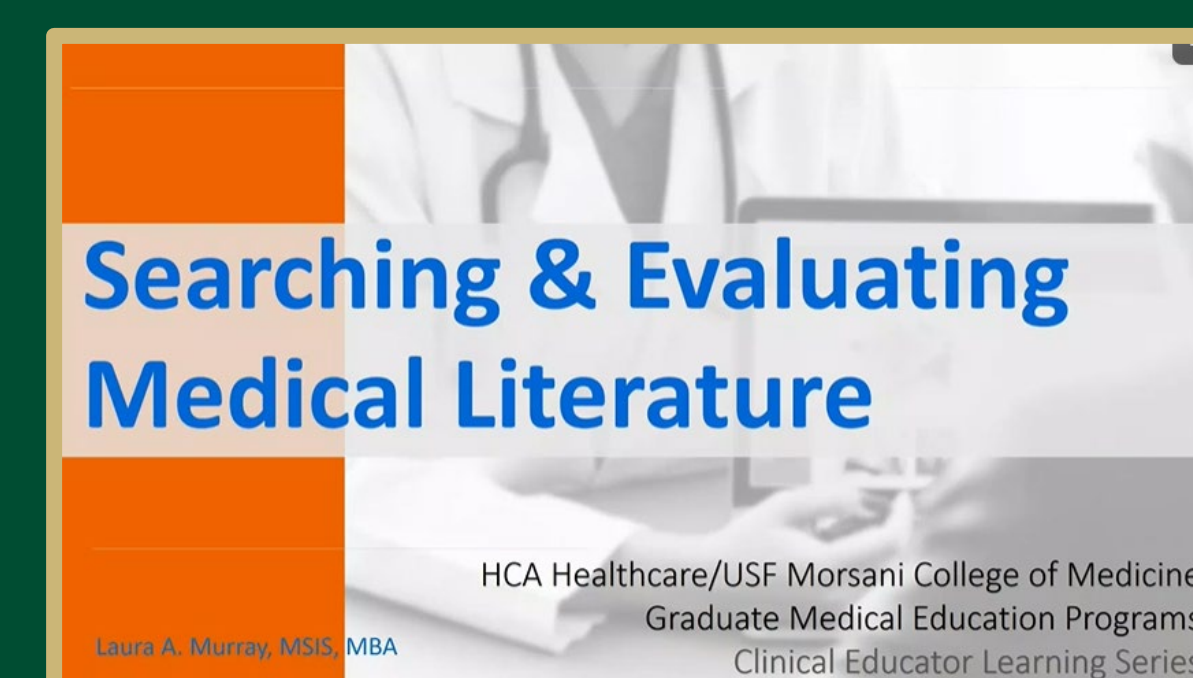
Summary

A newly created graduate medical education consortium started with no medical librarian, library programming, or curriculum. The new solo librarian for the project developed and administered a needs assessment, created programming based on results, assessed utilizing developmental evaluation (Patton 1994), and conducted a follow-on needs assessment in the second year.

A consortium between a regional hospital system and a university required the addition of a medical librarian and development of a library program for residents, fellows, and faculty (RFF). As this consortium was still in its infancy, there was not yet any structure, curriculum, or web resources to aid RFFs on how to access, acquire, choose, and understand the need for sources such as articles, databases, etc. for research to create case studies, posters, and other scholarly activities.

The regional hospital system includes many community hospitals with faculty who limited scholarly activity or limited access to a medical librarian. This situation threatened the sustainability of the new consortium as scholarly activity is a

requirement of accrediting bodies for graduate medical education. Teaching the use of library tools, methods, and resources for research to residents and fellows in Graduate Medical Education by a trained medical librarian is important to scholarly activity.



Conclusion

Scholarly activity is a requirement of accrediting bodies for graduate medical education. Sustaining such a program requires teaching the use of library tools for research to residents and fellows in Graduate Medical Education by a trained medical librarian is vital to scholarly activity.

Creating a library program from nothing is a daunting task for even the most experienced of medical librarians, but for a new medical school consortium and one librarian, challenges and wins presented unique opportunities for connection with residents, fellows, faculty, and staff in a 9-hospital system.

By evaluating the programming annually, coursework and services can be tailored to the needs of the current residents, fellows, and faculty and their respective specialties.

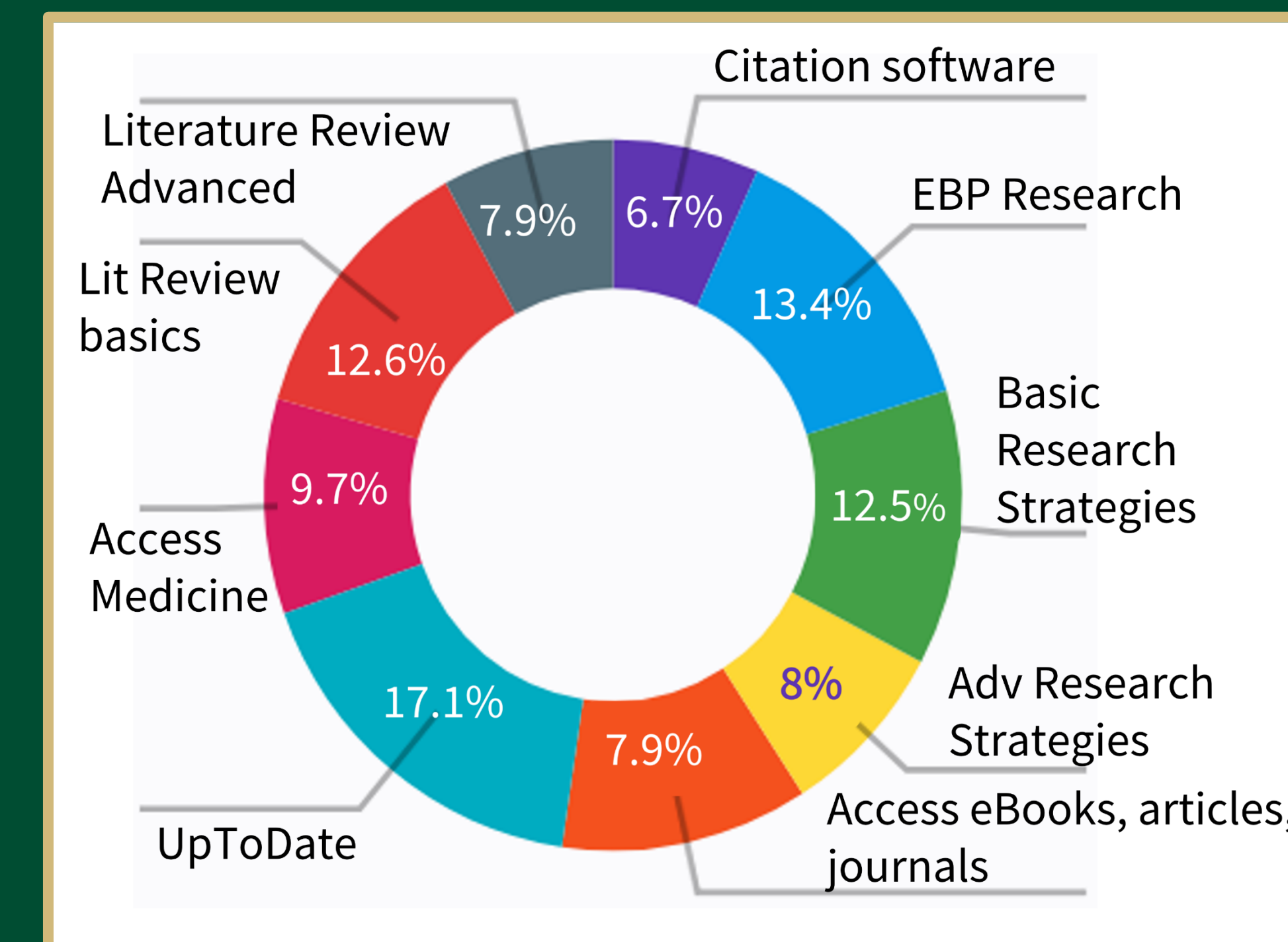
Methods

To determine needs and design a curriculum, the medical librarian created and administered a survey evaluation to establish a baseline of the gaps in knowledge experienced by the RFFs.

The medical programming was evaluated throughout utilizing developmental evaluation (Patton 1994) for just-in-time improvements, and a Follow-on survey was administered during year 2.

Needs Assessments & Follow-on Survey Results

Resident class subject preferences

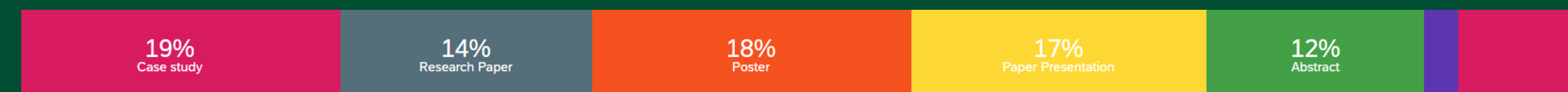


Residents were most interested in learning UpToDate. This is reflected in questions received in library chat.

Librarian experiences

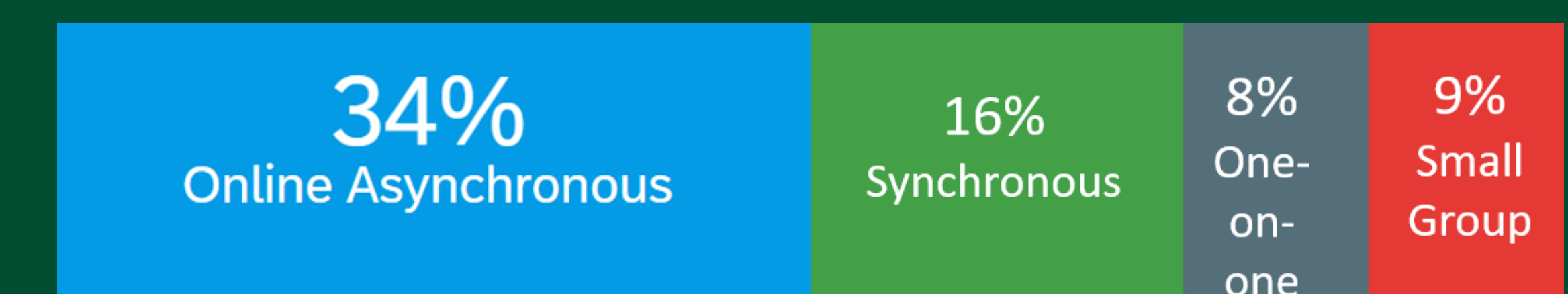
When asked if they have ever worked with a librarian (medical or otherwise) in their scholarly endeavors, only 33% of residents, fellows, AND faculty indicated they had.

2021 Self-reported scholarly activity 2019



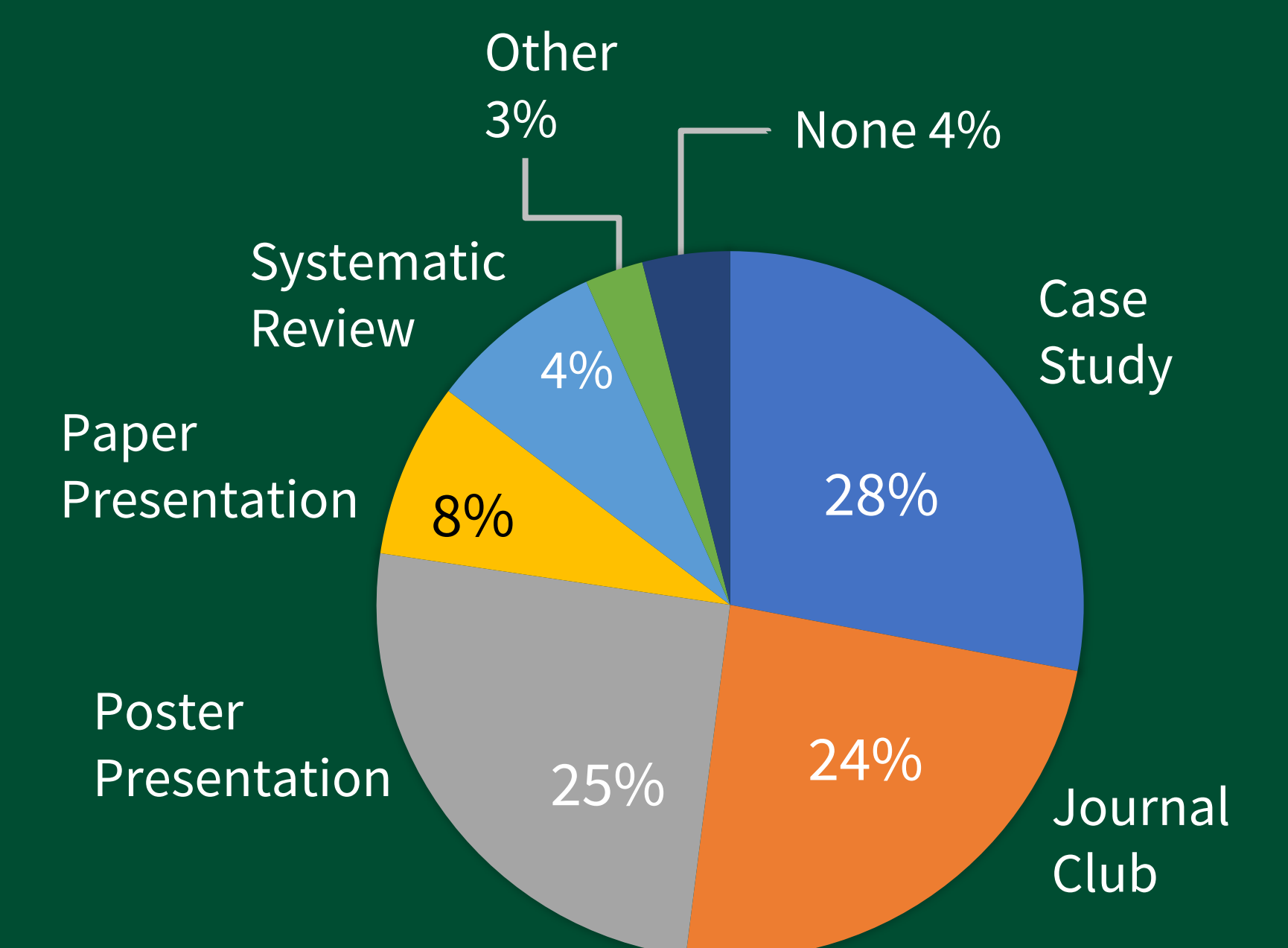
Note: Survey questions were reworded for clarification and the 2021 study population was smaller. *Pre-COVID.

Resident preference for online learning*

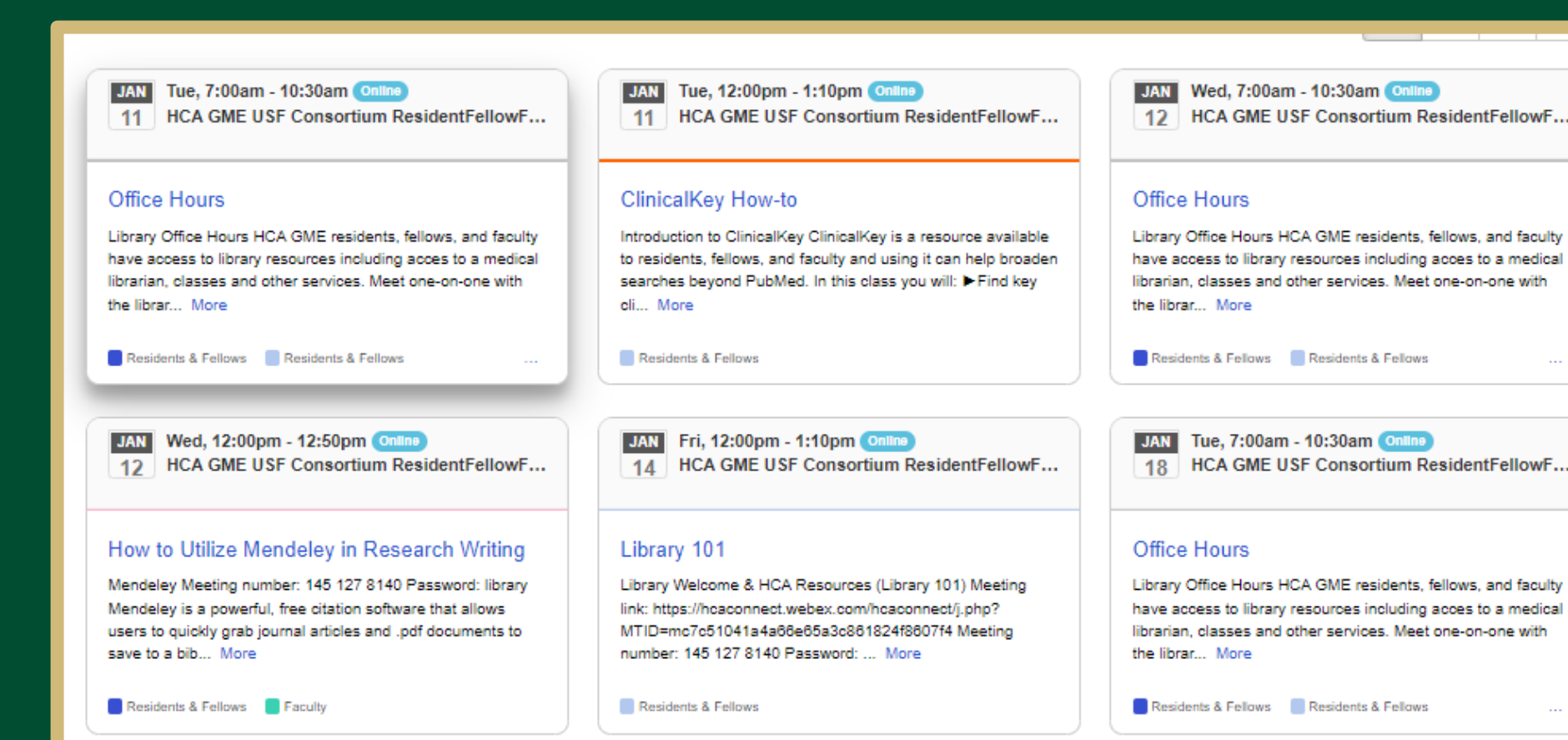


For in-person learning (F2F) residents preferred one-on-one learning sessions (15%), over F2F classroom (10%), or F2F small groups (9%).*

2021 Resident Self-reported Scholarly Activity



Programming Expanded



Library programming was expanded throughout the next two years. A chat service was added, and a consultation scheduling tool was implemented further offering opportunities to connect with the medical librarian.

Workshops

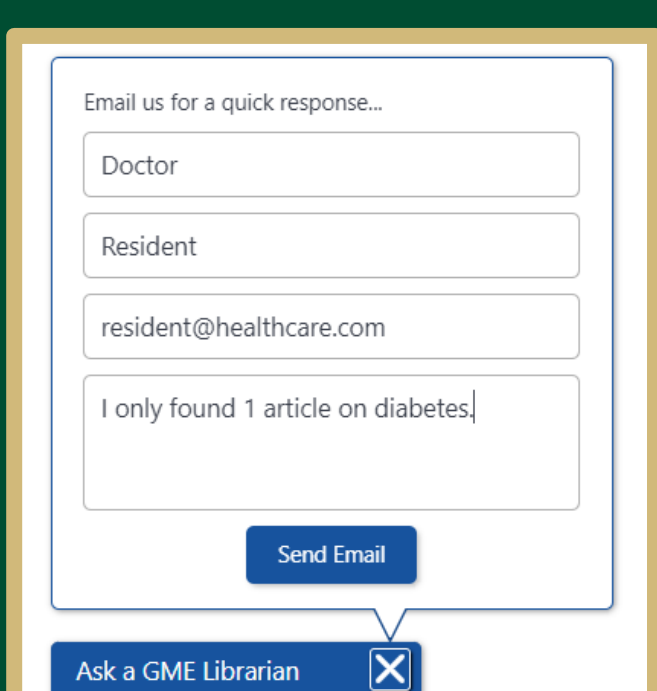
- Faculty: Clinical Educator Learning Series, Searching & Evaluating Medical Literature; Safe Zone Training: Creating a Safe and Healthy Learning Environment for LGBTQ+ Residents, Fellows, and Faculty.
- ADMEs: How the Medical Librarian Can Help with Resident Scholarly Activity.
- Classes: Library 101; Clinical Resources; Developing the Clinical Question; Effective Use of Pubmed; How to Use Mendeley (individual/team); Journal Evaluation
- Accessible via phone, tablet, or computer.

Services

- One-on-one and team research consultations
- Consultation and workshop appointments tool
- Class calendar with emails
- Dedicated office hours
- Marketing to ADMEs, PDs, and Research Coordinators

Products

- Library Website and research guides
- Printable tutorials and flyers
- Annual reports



Citations

- Cullen, C.A. & Murray, L.A. (2019). Shaping Librarianship in Graduate Medical Education. Poster Presentation. Southern Chapter of the Medical Library Association Annual Conference.
- Murray, L. A. (2021). Defining GME Librarianship: Creating and Developing a New Graduate Medical Education Program. *Medical Reference Services Quarterly*.
- Murray, L. A. & Kunkle, C.K. (2020). Creating and Developing a New Graduate Medical Education Program. Poster Presentation. MLA.
- Patton MQ. Developmental Evaluation. *Evaluation Practice*. 1994;15(3):311-319. doi:10.1177/109821409401500312