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

Laura A. Murray, MSIS, MBA, AHIP
University of South Florida, Tampa, Florida, USA
Correspondence: lauraamurray@usf.edu

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 2020 developed and 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, 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 clubs while paper presentations declined.

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 in-person improvements; and a Follow-on survey was administered during year 2.

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 reconfiguring of programming to better suit specialties and new additions (e.g., Ophthalmology) the situation threatened the sustainability of the new consortium as "Scholarly activity is a requirement of accrediting bodies for medical education and a vital to 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.

Needs Assessments & Follow-on Survey Results
Resident class subject preferences

Librarian experiences
33%

2021 Self-reported scholarly activity 2019

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