

### Report to the EAHIL Board on TrEDMIL meeting and activities 2019



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The meeting took place at the University of Basel (Kollegienhaus, Petersplatz 1, Room 111), Basel, Switzerland, on 19 June 2019, Co-Chaired by Gerhard Bissels and Kate Kelly; secretary: Sabine Buroh.

Sixteen members from nine countries attended the SIG meeting in Basel 2019. Lotta Haglund attended as official representative of the board, alongside other board members. After a short run through the history of the SIG for the benefit of new attendees, reports on membership, last year's plans, activities and developments followed. The meeting continued with the clarification of the remit of TrEDMIL with respect to the newly approved "EAHIL SIG Evidence-based Information" and ended with an outlook on the SIG agenda for 2019-20:

- as of May 2019, the TrEDMIL mailing list counted 176 subscribers from 40 countries;
- information for a list on new competencies and content for the website was gathered.

#### **Report by Gerhard Bissels, HTW Chur and discussion on the developments around a postgrad programme:**

- the plan by ZB Med and Cologne Technical University to launch a distance-learning CAS in Medical and Health Librarianship, led by Gerhard Bissels, has been put on hold as no working agreement between the two Cologne institutions and Chur University of Applied Sciences has been reached;
- instead, Chur University of Applied Sciences has decided to establish an English-language, online-only CAS (15 ECTS) in Medical & Health Librarianship. This course will be offered both as a stand-alone, or as an optional module within Chur's general LIS MAS (Master of Advanced Studies) programme. Gerhard Bissels presented a poster reflecting the content and development of this course (*Figure 1*);
- the syllabus of the programme will be based on the MLA's Competencies Framework, but also incorporates additional competencies recommended by an informal survey of NHS regional library managers;
- a list of colleagues interested in teaching or willing to contribute to advisory panels on structure and organization and the further development of the curriculum was gathered;
- the course in Chur was calculated to start with a minimum of 17 participants to keep the costs at an affordable level;
- the Chur distance learning course is planned to be launched in early 2020;

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- due to his changed professional role (Lecturer in Library Innovation, University of Applied Sciences HTW Chur) and involvement in the course in Chur, Gerhard Bissels offered to step down as co-chair of the SIG in case concerns about conflict of interest should be raised. There was agreement that the SIG as an advisory body should have a critical distance to the course in Chur and that the SIG is well aware of possible conflicts of interest. The SIG states clearly, that the SIG and EAHIL are not endorsing particular programmes;
- in situ versions of the programme in development could be realized together with different partners, for example with the Swiss Graduate School of Public Health;
- the new Staff Academy of the WHO may have an interest to re-use the programme. They would also require French and Spanish versions.

### Report by María García Puente and discussion on the development in the field of CPD:

- the CPD pilot projects second phase is about to begin (this means adding value to recorded webinars and videos by allowing discussions on the materials uploaded on a new online training platform);
- a freely available platform was set in place but content is still missing. The idea of putting up content for the new “Evidence-based information SIG” was not followed up yet because that SIG had first to be launched;
- for the start of the second phase there are modest ambitions: 1 new webinar per year;
- the content of future webinars and materials for the platform should be discussed within TrEDMIL SIG and with the Evidence-based information SIG.

The SIG clearly stated, that TrEDMIL SIG and Evidence-based information SIG should work together knowingly in overlapping areas. The emphasis of TrEDMIL being on standards and the delivery of CPD, not on content.

### SIG agenda for 2019-20:

- a structure for recording new competencies and training requirements should be found. Research data management was named as an example of a competency that had clearly become relevant, and for which on-line training materials had been created (Research Data Management Librarian Academy <https://rdmla.github.io/>), but that was not yet part of the MLA's competencies framework;
- the new programme should be carefully monitored and content put on the website;
- students research projects could be used for “outsourcing” the analysis of trends spotted for example through surveys, job descriptions and literature on health competencies. The results of this competencies monitoring group could be published on the website, clearly stating from which dissertation or thesis the results came from;
- there exists huge diversity in different countries on education of, and CPD for, medical and health librarians. The EAHIL Board held a fishbowl session at EAHIL 2018 in Cardiff, discussing training/education and CPD of medical and health librarians. With the help of the SIG, the Board will prepare a list of core competencies of medical librarians and information professionals which will then be sent out to Universities and Library schools by the Board.

# Postgraduate Course in Medical and Health Librarianship by Distance Learning

## Why a specialist CAS?

In the context of Evidence Based Medicine, librarians have developed a rich methodological toolkit to meet the needs of research, education and clinical practice. But while the methodology has become more and more refined, while more types of evidence syntheses have evolved (Andrew Booth identifies 49), and while more librarians specialise somewhere in this field, a training programme has still been wanting. With our distance-learning CAS we hope to plug this gap, and to standardise the skills and knowledge base for medical & health information specialists at the same time!

## Target audience

- LIS students wishing to specialise in Medical & Health Librarianship
- Librarians new to the medical field
- Public Health researchers, PhD candidates, postdocs
- Healthcare managers
- Pharmacy information specialists and researchers

## The CAS in LIS education

- 15 ECTS
- Can be taken instead of another optional module of the same ECTS value, in Chur, or at other library schools
- Can be taken as a standalone course (CPD)

## Curriculum

### Competency 1: Information Services

Identifying search terms (researcher interview, PICO etc., pearl growing, text analysis software)  
Search strategy development; filters  
Searching grey literature, trial registers  
Database features, updating searches  
Search performance testing, peer review, documenting a search  
Critical appraisal

### Competency 2: Information Management

Overview of relevant types of information resources; collection development for medical/healthcare settings  
Print vs. on-line, e-resource management & evaluation  
License types, bundles vs. individual subscriptions, access vs. ownership  
Purchasing/licensing consortia  
Information retrieval

### Competency 3: Instruction & Instructional Design

Developing curricula and traditional, on-line and blended delivery formats for medical/healthcare settings  
Instructional and communication strategies  
Face-to-face teaching  
On-line courses  
Creating self-paced instructional material  
Patient communication and Health Literacy

### Competency 4: Leadership & Management

Staff management: building and leading a team  
Managing existing fiscal resources - acquiring additional ones  
Managing space  
Developing technology

### Competency 5: Evidence-Based Practice & Research

Using the evidence to support professional practice  
Appropriate research design, use of statistics

### Competency 6: Health Information Professionalism

Medicine and healthcare as a professional environment  
The librarian's rôle within healthcare - collaborating with other healthcare professionals  
Planning for change within the healthcare environment

The curriculum is based on the MLAs Competencies Framework (<https://www.mla-net.org/b/cm/3/54-1217>), with additional input from colleagues across Europe. Special thanks to David Stewart, Director of Health Library and Knowledge Services North, for coordinating input from NHS regional library service managers.

## How does it work?

### Learners and lecturers

- Distributed learners: participants will follow the programme by distance-learning only
- Distributed lecturers: lecturers, too, will be based at a multitude of institutions, in various European countries and North America

### Session formats

- Part of the teaching will be asynchronous, i.e. pre-recorded lectures that participants can view at their convenience.
- Part of the teaching will be synchronous and interactive, using video-conferencing software.
- A significant proportion of participants' work will consist of reading and set assignments

### Platform

- The course will use Moodle for its main interface, and for access to study materials
- All relevant reading will be made available on-line

### Assessment

- By assignment for each module
- Certificates from Chur University of Applied Sciences (15 ECTS)

Questions? Interested - for yourself, or for a team member? Want to contribute to the programme? Please contact:

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## From the initial idea to the Chur CAS

- First discussions on specialist training between Betty Anagnostidis and Gerhard Bissels

- Bern panel discussion: Tomas Allen, Betty Anagnostidis, Geri Arnes, Gerhard Bissels, Rudolf Mumenthaler
- Chur survey of medical librarians
- JEAHIL issue 4/2016 on training and education of medical and health librarians

- Bern expert roundtable: Betty Anagnostidis, Gerhard Bissels, Laura Diaz Hernández, Erik von Elm, Maria Garcia Puente, Gillian Hallam, Janet Harrison, Kate Kelly, Carol Lefebvre, Rudolf Mumenthaler, Dietrich Nette, Désirée Staider, David Stewart

- Chur University of Applied Sciences, Cologne Technical University, and ZB Med (Central Medical Library), Cologne, negotiate a joint distance-learning programme. Cologne TU and ZB Med have since withdrawn from the project

- Project plan and business case prepared and submitted.
- Go-ahead and first tranche of funding expected for late summer
- Curriculum development (autumn/winter)
- Recruitment of lecturers

- Application for CLIP accreditation
- First run of programme
- Evaluation and further development

2015

2016

2017

2018

2019

2020

Fig. 1. Content and development of the CAS in Chur (Gerhard Bissels – own work)



Fig. 2. Attendees of the TrEDMIL SIG Meeting 2019 in Basel (photo by Silvia Mahler)  
Left to right: Martina Semmler-Schmetz, Ann Ritchie, Evamaria Krause, Gyöngyi Karaksony, Helge Knüttel, Tom Roper, Justyna Zawada, Gerd Bissels, Maria Garcia-Puente, Igor Brbre, Iris Reimann. Sabine Buroh, Carol Lefebvre, Marshall Dozier, Kate Kelly