

User education at Pinali medical Library in Padova: a hard-won path

Lisa Dainese, Roma 20 January 2017

Pinali Medical Library is the central library of Medicine at Padova University potentially serving more than 7000 students from the School of Medicine and Health Sciences

Capacity:101 seats

21 PC workstations

One equipped IT classroom for 12



The beginning

- 1998-2012
 - Seminars on Pubmed
 - Regularly held on Saturdays
 - Time length: 8 hours in two sessions
 - Students School of Medicine
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- 2000-2012
 - Seminars on Pubmed
 - Time length: 8 hours in two sessions
 - Medical practitioners of the Veneto region local Health Centers
 - With credits following convention with the university

What it was not

- Widespread basic user education
- Instruction on available library resources and services of the University Library System
- Integrated with the medical school curriculum

The progression

2011-

- **Pubmed:** 4-h sessions held both on regular basis (every 3-4 weeks) or on request for institutional and external library users
- Laboratories on **Refworks:** 2-h sessions, also held on regular basis (every 3-4 weeks) or on request
- Seminars on general resources and services of the University Library System
- Seminars on the critical issues of biomedical information

The requests have come from Nursing and Obstetrics School and other Schools of the medical area (three-year courses)

The development of bibliographic search classes came from the Nursing School and had to cope with the needs of a big number of students

The issues:

- Spare their time (students from 10 branches of Padova University doing long hours of professional nursing apprenticeship)
- Meet with current and future professional information needs
- Be essential and effective
- Instruct also on citation manager for their final dissertation
- Organise the information literacy process in three years

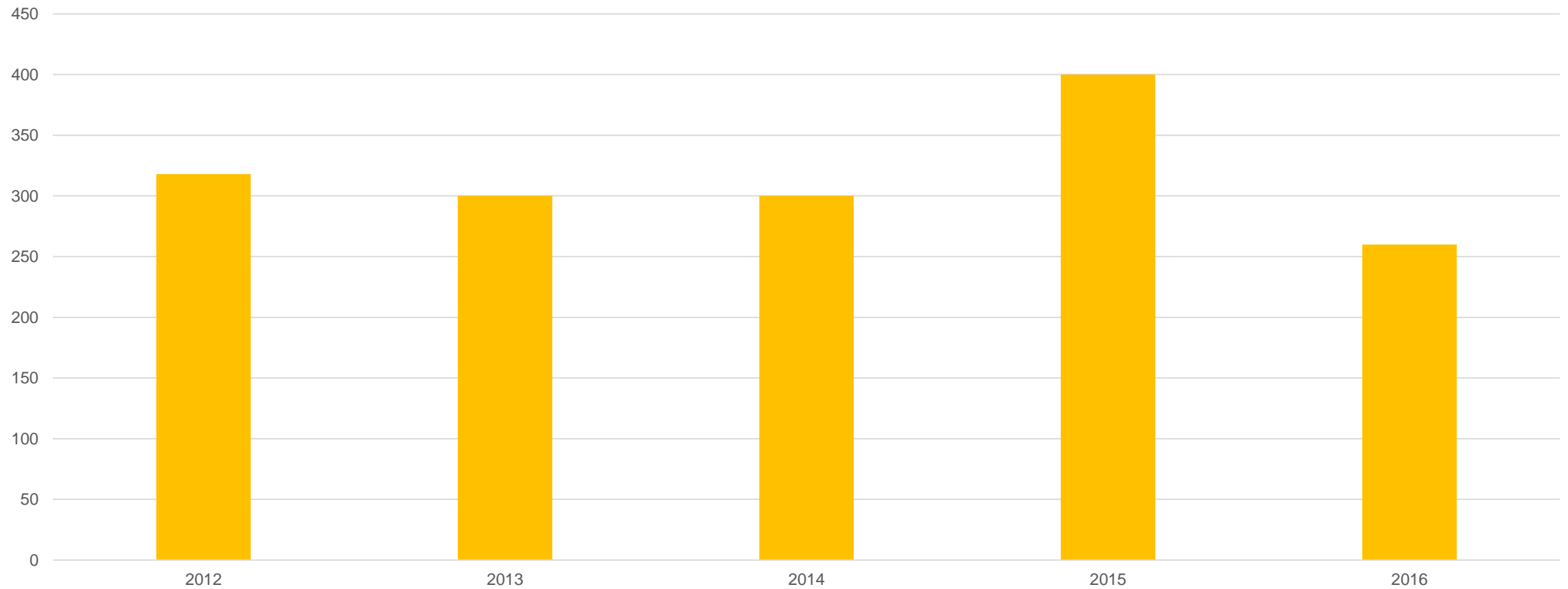
Mandatory seminars for students of 3-year health sciences courses:

- ten librarians involved: each lab held by two people, teacher and 1-2 tutors
- IT classrooms in Padova: mostly 24 workstations, sometimes up to 42
- General information on resources and services: for 1° year students (frontal instruction)
- Pubmed seminars: for 2° year students (labs)
- Refworks for 3° year students (labs)

N. of students involved yearly: 1600 (nursing), 120 (obstetrics), approx 100 (others)

Seminars were also organised for the academic tutors of the students on the general services of the University Library System and Refworks

Number of seminar hours



Outcome

- It varied depending on the work carried out during classes by the academic teachers
- During Refworks seminars at the 3° year we realised that very little was often left of the instruction on Pubmed the year before

A change in strategy

- need of sustainability
- search for better learning efficacy
- need of leaving materials to the students for revision
- need to verify learning outcome



Videotutorial on Pubmed

<http://bibliotecapinali.cab.unipd.it/usa-la-biblioteca/contenuti-usa-la-biblioteca/corsi-materiali/indice-materiali>

New organisation

- Study of tutorial during 2° year and subsequent exercises on Pubmed produced with the coordinating professors of the courses involved as tool for learning self-assessment
- 3° year: session of exercises on Pubmed (2 hours) + instruction on citation manager Refworks (2 hours)
- **The goal:** after ensuring that Pubmed functionalities are known (thanks to videotutorial) tackle with issues arising whenever basic knowledge is not enough
- So: training on Pubmed conducted on the basis of questions raised by the students after watching the videotutorial and trying the exercises proposed.

The same pattern applied to all specific groups participating to mandatory seminars at the library

The areas where we developed specific training sessions:

- Nursing
- Obstetrics/midwifery
- Pediatrics
- Neurophysiopathology technicians
- Case management (master course for nurses)
- Assistance to enterostomy patients (master for nurses)
- Dieticians

Outcome

- Better communication with the academic teachers
- Deeper knowledge by the librarians of subject specificity in Pubmed
- More problems to solve and consequent better use of more resources

Yet ...

- Successful if academic teachers collaboration is good (still problems with big numbers)

Pubmed videotutorial, a good idea, but ...

- Too long pieces
- Consequently ... boring
- Technically naive

That's still a beginning ...!

What now?

- New version
- Shorter pieces ≤ 5 minutes
- Wider interest examples suitable for all health sciences students
- Whenever possible associated to learning self-assessment tests
- Hosted in Moodle

Plans

- Do as much as possible as online instruction (including Refworks)
- Focus on sessions of exercises on Pubmed and other sources for different groups
- Reach postgraduate Medical specialties students

Critical issues

Reach all students
promoting library
services from the
very beginning

BUT

- Library seen as study space
- Attitude of academic teachers
- Everything is on the net ...
- False idea that about the need of searching capability
- Technical staff cannot teach
- No integration with academic curriculum
- No communication with academic teachers

MORE

- Issues associated with bibliographic search (be able to read, evaluate, be critical, develop abilities useful for life-long learning ...): who does what?

Dear old problems:

- Academic librarian education in Italy (and medical librarian)
- Lack of specific qualifications/requirements
- Access to the job
- Lack of recognition of specificity of medical librarian
- Fragmentation of the librarian role
- Professional isolation
- Need for better qualification in a time of information redundancy and uncertainty of information sources

Thank you!

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