EXPLORING ROLES FOR LIBRARIANS IN A PROBLEM-BASED LEARNING CURRICULUM

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A NEW APPROACH TO LEARNING

The Brody School of Medicine (BSOM) wanted to develop a Problem-Based Learning (PBL) curriculum for its 1st and 2nd year medical students. The goal was to help prepare them to use critical thinking in their 3rd year clerkships as they worked through the differential diagnosis of their patients.

The Laupus Library Liaisons to BSOM were invited to participate in the development of the PBL.

WHAT WE DID

• Met with Elizabeth G. Baxley, M.D., Senior Associate Dean for Academic Affairs to determine how librarians could participate
• Developed a LibGuide
• Participated in facilitator training and presented the LibGuide
• Attended student orientation sessions
• Collected number of LibGuide hits to determine usage

results

PBL Classes: There were 80 students and 60 facilitators per series. While the LibGuide was accessible to anyone through Laupus’ Research Guide page, it was only publicized to the PBL participants.

INITIAL SERIES:
M1 March/April 2013: 5 Sessions (including Orientation)
M2 February/April 2013: 7 Sessions (including Orientation)

INTERIM:
May/June 2013: No Sessions

CURRENT SERIES:
M1 October/December 2013: 4-5 Sessions
M2 August/October 2013: 5-6 Sessions

WHAT WE LEARNED & WHERE WE GO FROM HERE...

The LibGuide was used extensively during the PBL classes.

In a conversation with Dr. Baxley, one of the students specifically mentioned the LibGuide and what she learned during the process about specific resources to use in her clinical learning.

One of the organizers commented that she thought “we could add to what we did by having the Librarians do a more formal session on evidence-based medicine and searching for high quality evidence in the literature.” We are pursuing that possibility.

SELECT BIBLIOGRAPHY


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libguides.ecu.edu/pbl