Applying Evidence-Based Librarianship to Developing Countries Based ICT Training Programs

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Ashcroft and Watts

‘it is vital...to recognize the imperative of continuing professional development ... that staff are proactive in maintaining up-to-date levels of expertise’

Evidence-Based Librarianship
Eldredge

‘evidence-based librarianship seeks to reintegrate the “science” back into library science’
Crumley

‘...an approach to information science that promotes the collection, interpretation, and integration of valid, important and applicable user-reported, librarian-observed, and research-derived evidence... is applied to improve the quality of professional judgments.’
Major areas of librarianship

- Reference
- Education
- Collections
- Management

- Information access & retrieval
- Marketing & promotion
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A Descriptive Study

‘seeks to ascertain individuals perspectives or experiences on a specified subject in a predetermined structured manner’

Undertaking an information-needs analysis of the emergency-care physician to inform the role of the clinical librarian: a Greek perspective

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Abstract

Aim of study: The primary focus of this pilot study was to gain a better understanding of the information needs of emergency-care clinicians. The secondary focus was to compare the traditional current practice of information provision within other emergency departments in Greek hospitals, with the new model of clinical librarianship (CL).

Rationale: Clinical staff in the emergency department deal with a variety of
A two-year experience teaching computer literacy to first-year medical students using skill-based

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Because it is widely accepted that providing information online will play a major role in both the teaching and practice of medicine in the near future, a short formal course of instruction in computer skills was proposed for the incoming class of students entering medical school at the State University of New York at Stony Brook. The syllabus was developed on the basis of a set of expected outcomes, which was
Research article

Assessing computer skills in Tanzanian medical elective experience

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Computer Literacy Survey
CONFIDENTIAL

We are five final year medical students from the UK, coming to Muhimbili University College of Health Sciences for our elective. We are planning a project about the use of computers in learning medicine in Tanzania and would appreciate your help. This questionnaire is designed to find out how much you currently use computers.

Please answer the questions. We will give another questionnaire to you later, to see if your use of computers has changed. Thank you. We’re looking forward to meeting you.
COMPETENCE IN GENERAL IT SKILLS

1a Thinking about your IT skills at this point in time, how would you rate each of your skills? (fill in Section 1 on your competence in each area)

1b Which skills were covered by the computer tuition scheme? (fill in Section 2 of the table)

1c Comparing your IT skills now to your skills before the computer tuition scheme, which have improved and which have stayed the same? (fill in Section 3 of the table below).
For the following four questions, just put a mark at the position along the line that best represents your skill level—from Novice to Master

2. **General**
2.1. My current computer skill level ____________________________
2.2. My command of the Windows environment is ____________________________
2.3. My command of the MacOS is ____________________________
2.4. My command of UNIX is ____________________________

3. **General computer skills**
3.1. I understand the difference between RAM and disk space
3.2. I know how to create and delete folders or directories
3.3. I know how to work with more than one document at a time
3.4. I know how to work with more than one application open at a time
3.5. I know how to cut and paste data from one document to another
3.6. I know how to input data from one application to another
3.7. I know how to telnet to a remote computer
3.8. I know how to ftp files to and from a remote host
3.9. I know how to use an X-Windows server

4. **E-mail**
4.1. I currently have an e-mail account; my address is: ____________________________
4.2. I know how to create folders to organize my e-mail
4.3. I know how to keep my own address book and distribution lists
4.4. I can successfully send a file via e-mail as an attachment
4.5. I know how to subscribe to an e-mail discussion list
Outcomes

- Trainer is more informed about trainee’s needs
Outcomes

- Trainer is more informed about trainee’s needs
- Trainees receive training appropriate to their needs
Outcomes

- Trainer is more informed about trainee’s needs
- Trainees receive training appropriate to their needs
- Workshop is managed as effectively as possible
Conclusion
asante danke dank u
gracias grazie merci
obrigado thank you
σας ευχαριστούμε