**SHLA/MAHIP Journal Club: Wednesday, September 28, 2022**

**Topic:** Medical Library Association Competencies for Lifelong Learning and Professional Success 2017

**Host:** Mark Mueller, BA, MLIS
Clinical Librarian, Saskatchewan Health Authority
Continuing Education Coordinator, Saskatchewan Health Libraries Association

**Supplementary Readings List:**

**References:**

1. Medical Library Association [MLA]. (2017). MLA Competencies for Lifelong Learning and Professional Success. The Association. <https://www.mlanet.org/d/do/7992>
2. Medical Libraries Association [MLA]. [June 2019]. MLA Competencies Self-Assessment (Rvd). The Association. <http://www.medlib-ed.org/products/2184/mla-competencies-self-assessment-rvd>

**Bibliography:**

**1. Lopez, E, et al. (2022). "Trends in…Medical Library Essential Services." Medical Reference Services Quarterly 41(1): 95-107.**

Abstract: This column introduces a new recurring section, and its editors, in Medical Reference Services Quarterly. The inaugural column addresses the ways in which academic medical libraries define and deliver essential services in the shifting landscape of budget constraints, an ongoing pandemic, and user needs that change as technology evolves.

**2. Murphy, J (2022). "Global trends health science libraries: Part 2." Health Info Libr J 39(1): 82-90.**

This is the second of three articles which explore trends in health science libraries. It is based on a series of articles called New Directions in Health Science Libraries published in a HILJ regular feature (International Perspectives and Initiatives) between June 2017 and March 2020. The series covered 12 countries: The United States, Canada, Australia, China, England, two countries in Africa (Uganda and Tanzania) and five in Europe (Sweden, Romania, Belgium, Germany, and Switzerland). The commissioning editor identified potential authors and invited them to write a short piece. They were given a briefing sheet which said: 'Your article should serve as a road map, describing the key changes in the field and explain the factors driving the changes'. A review of the 12 articles identified 11 trends. This is the article which explores the trends four trends, using examples provided by the authors. The trends covered are: Involvement in systematic reviews and data synthesis; Professional development for health science librarians; Providing education and training to students, researchers, and clinicians; Supporting the delivery of health literacy.

**3. Murphy, J (2022). "Global trends health science libraries: Part 3." Health Info Libr J 39(2): 185-193.**

This is the last of three articles based on a series of articles published in the Health Information and Libraries Journal's Regular Feature (International Perspectives and Initiatives). Key trends from 12 countries in Europe, North America, Africa, and Asia were identified. In this issue, the last five trends are considered: (1) Participation in collaborations, networks, partnerships, social networks; (2) Repurposing library space; (3) Focus on user experience; (4) Impact of technology on the provision of services; and (5) Engaging with the public. Readers are challenged to compare these trends with their own experiences.

**4. Rhue, DJ (2022). "Hospital Libraries: Past, Present and Future." Med Ref Serv Q 41(3): 296-303.**

Hospital libraries have a long and storied history in the United States. Since the 1700 s, they have provided vital resources to the medical community. Over time, hospital libraries have evolved regarding staffing, resources, and access, yet their mission has remained the same-they are expected to provide the best possible medical information to support patient care. Hospital librarians need to appreciate the history of their profession and the services they have provided in the past in order to sustain the value of their contributions well into the future. Looking at the history, as well as the present state of hospital libraries, helps hospital librarians shape their future. Advocacy is vital in a time when hospitals stretch their budgets as far as possible, hospitals consolidate and hospital libraries close.

**5. Carlson, R and Towner Wright, S (2021). "Essential Services of Clinical Librarians in Academic and Health Care Settings: A Cross-Sectional Study." Med Ref Serv Q 40(2): 168-187.**

This article provides a comprehensive summary of clinical librarian service models in the US, Canada, and the UK from a cross-sectional study. An online survey received 182 responses from clinical librarians in hospital (62%), academic (26%), and other (10%) libraries. These clinical librarians shared the services they provide, patrons they work with, and their perceptions of the value they add to clinical environments. Overall, this study quantifies the services offered most frequently by clinical librarians, the services felt to be most valuable, and the variety of health care clientele whom clinical librarians serve. These findings have implications for current clinical librarians, libraries and health care institutions, and for those who may become clinical librarians in the future.

**6. Frati, F, et al. (2021). "CHLA Standards for Library and Information Services in Canadian Health & Social Services Institutions 2020." Journal of the Canadian Health Libraries Association / Journal de l'Association des bibliothèques de la santé du Canada 42(1)**

The following standards, with supporting evidence, are intended to serve as a guide to structuring minimum library services within health and social services institutions across all Canadian provinces and territories. The Standards are not intended to be aspirational. The aim of the Canada Health Libraries Association (CHLA) Task Force was to ensure that the Standards update would not be so removed from the current realities and landscape that they became unattainable to many libraries. For this reason, some Standards outline requirements that are essential to the minimum function of the library, and other Standards provide recommendations only. The intended use of the Standards is to set a baseline for the provision of essential library services and resources and aid in advocating for adequate resources. It is important to note, however, that the CHLA Task Force does not intend for the Standards to prevent libraries from reaching a more advanced level of service, and we hope that in their current form they will not be a hindrance to excellence or innovation. &lt;/p&gt;

**7. Murphy, J (2021). "Global trends health science libraries: Part 1." Health Info Libr J 38(4): 319-324.**

This is the first of three articles based on articles published in the Health Information and Libraries Journal's Regular Feature (International Perspectives and Initiatives). Key trends from 12 countries in Europe, North America, Africa and Asia were identified. In this issue, two trends are described: emergence of new roles and challenges for library staff; supporting researchers engaging in research data management and maintaining institutional repositories. Readers are challenged to compare these trends with their own experiences.J.M.

**8. Ma, J, et al. (2018). "Emerging roles of health information professionals for library and information science curriculum development: a scoping review." J Med Libr Assoc 106(4): 432-444.**

OBJECTIVE: This scoping review identified the emerging and evolving roles of health information professionals (HIPs) in a range of tasks and settings, as they adapt to varied user needs, while keeping up with changing medical landscapes to provide evidence-based information support in grand rounds and scholarly research. The review aims to inform library school students about expected entry-level job qualifications and faculty about adaptable changes to specialized HIP curricula. METHODS: The authors examined 268 peer-reviewed journal articles that concentrated on evolving HIP roles, professional settings, and contexts by retrieving results from several multidisciplinary databases. RESULTS: HIPs, who generally serve as "embedded librarians," are taking on more active roles as collaborators, research experts, and liaisons, replacing more passive and exclusive roles as information providers and outreach agents or research assistants. These evolving roles in the reviewed literature were broken into nine categories in approximate order of prominence. CONCLUSIONS: A new model linking these evolving roles to the Medical Library Association (MLA) fundamental professional competencies was developed to provide an operational examination and research-based evidence for adapting HIP continuing education curriculum learning outcomes, course content and delivery, and student career pathways for existing graduate HIP specialization courses in library programs. The model indicates each role's connection to the MLA professional competencies, based on MLA's detailed description of each competency. A better understanding of HIP demands and expectations will enhance the capacity of library programs to prepare students in HIP specializations.

**9. Lawton, A and Burns, J (2015). "A review of competencies needed for health librarians--a comparison of Irish and international practice." Health Info Libr J 32(2): 84-94.**

OBJECTIVES: The purpose of this review was to uncover areas of competence which may lead to a baseline of skills for health librarians. A baseline could inform personal development plans for health librarians, criteria for job descriptions and curriculum for library and information science (LIS) courses. METHODS: This research outlines existing competencies for librarians working in health care as defined by library associations, recent job descriptions and a mapping review of the library and information science literature. This is performed in the context of librarians working in the Irish health system with examples of practice drawn from the Irish experience. RESULTS: Ten areas of competence were found to be common to three of five library associations, which were also common to recent job descriptions. The literature reveals an ever changing working environment for librarians working in health with opportunities for new and evolving roles. CONCLUSIONS: The challenge for librarians moving into these roles will be to stay relevant and to keep skills updated in a rapidly moving health and information environment.

**10. Cooper, ID and Crum, JA (2013). "New activities and changing roles of health sciences librarians: a systematic review, 1990-2012." J Med Libr Assoc 101(4): 268-277.**

OBJECTIVE: The paper identifies and documents new health sciences librarian activities and roles during the period from 1990-2012. METHODS: A systematic review of the literature was conducted using MEDLINE, Library and Information Abstracts, Library Literature, Scopus, and Web of Science. To find new roles that might not yet have been described in the literature, job announcements published in the Medical Library Association email discussion list archives from 2008-2012 were searched. For inclusion, an article needed to contain a substantive description of a new role and/or activity performed by librarians and be in the field of medical or health sciences librarianship. Papers that did not describe an actual (rather than proposed) librarian role were excluded. RESULTS: NEW ROLES IDENTIFIED THROUGH THE LITERATURE SEARCH WERE: embedded librarians (such as clinical informationist, bioinformationist, public health informationist, disaster information specialist); systematic review librarian; emerging technologies librarian; continuing medical education librarian; grants development librarian; and data management librarian. New roles identified through job announcements were digital librarian, metadata librarian, scholarly communication librarian, and translational research librarian. New twists to old roles were also identified: clinical medical librarian, instruction librarian, outreach librarian, and consumer health librarian. CONCLUSIONS: While the main purposes of health sciences librarianship remain the same, the new roles represent major new activities so that, for many librarians, daily on-the-job work is completely different. IMPLICATIONS: This list of new activities should inform students contemplating medical librarianship careers, guide formal and continuing education programs, and encourage other librarians to consider these new services.