



INTERPROFESSIONAL HEALTH SCIENCES
Library

SETON HALL UNIVERSITY

Librarian involvement in a PBL/SDL curriculum at a new medical school

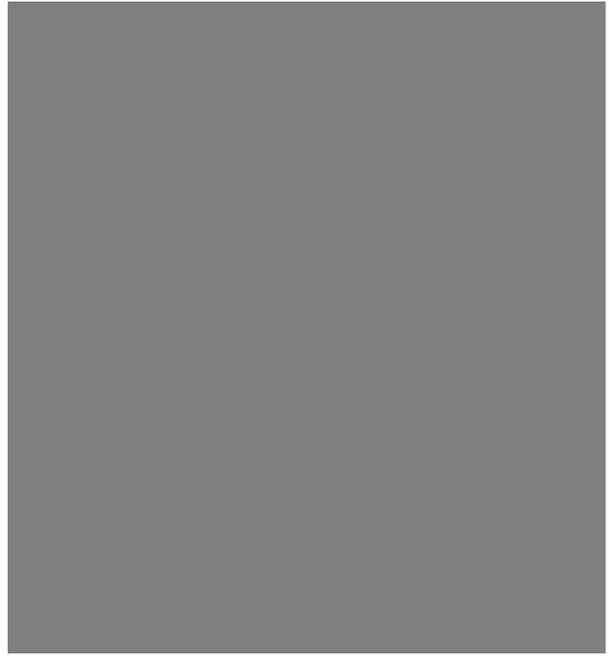
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Hackensack Meridian
School of Medicine
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Objective

- To describe librarian involvement in a Problem-Based Learning (PBL) and Self-Directed Learning (SDL) curriculum in an inaugural medical school class.

Methods

- Librarian involvement in a Case-based, Problem Based Learning (PBL) integrated Curriculum
 - Self-Directed Learning
 - Librarian Consultations

Monday morning

First-year medical students are given a clinical case that serves as the foundation for what they learn during that week.

In their PBL groups, students are tasked with coming up with research topics based on the case.

Three to four students from each group are required to present their research findings on Friday morning.

Monday afternoon – Thursday evening

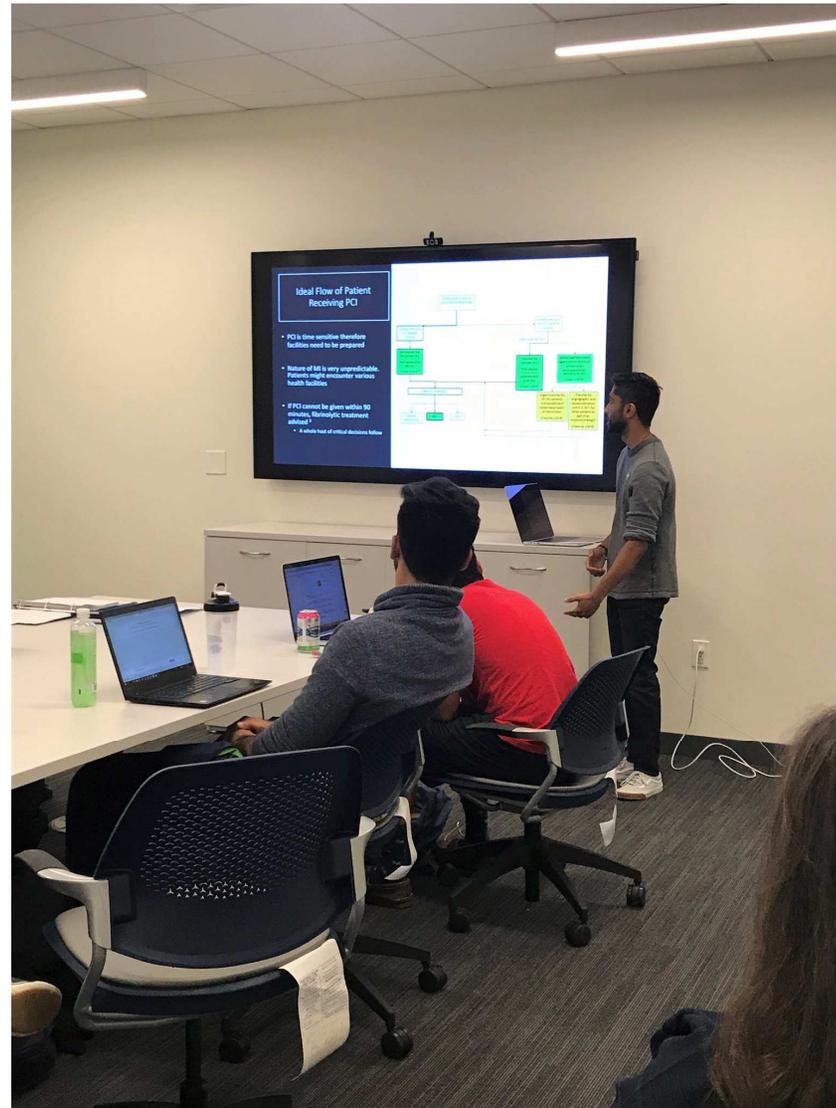
Self-Directed Learning; students are instructed to research any topic of interest that is pertinent to the case.

Need to prepare a 4 minute presentation due on Friday morning

Librarians available for consultations

Librarians send weekly emails to students with tips/guidance based on the case of the week

Friday morning



Results/Discussion

- Librarians have provided 26 consultations to 23 students (out of 60).
- Benefits of librarian involvement in the PBL curriculum:
 - Has helped the library to connect with students early in the curriculum
 - excellent opportunity for faculty outreach.

Results/Discussion

- Observed decrease in the number of consultation requests coming from students as they have progressed through the curriculum
- Students becoming more comfortable with information resources?

Conclusion

- We hope that being able to provide direct one-on-one support so early in the curriculum will lead to a lasting connection between SOM students and their librarians.

Thank you!