

Innovation Week: A Medical Librarian's Role in General Surgery Curriculum Development

Vanessa Kitchin*

Abstract

Postgraduate medical programs provide infrastructural support for research engagement. These supports are not only at an educational/funding level but also at a systems level. Access to mentorship for scholarly activities is one piece but the capacity and confidence to engage in scholarship, especially innovative scholarship, requires a foundational level of engaged research skills. An Innovation Week (IW) provided to Postgraduate Year 2 (PGY2) surgical residents at the University of British Columbia, through the lens of a self-directed research question (Idea), enabled accountability and hands-on practical applications of best research practices. The pilot Innovation Week was delivered in November, 2020 and involved librarian support in curricular design and execution.

Scholarly activities set the motivational context for learning and within this theoretical framework, a team of clinicians, clinical faculty, students, mentors and a health sciences librarian, was tasked with building curriculum for a week-long, silicon valley-like learning experience. The opportunity this afforded exemplified librarianship serving to cross the bridge, honing in on foundational practices for not only curriculum design and delivery but also evidence-informed practice and quality improvement.

The importance of self-determination theory for medical education has been well established in the literature (Flannery, 2012; Orsini et al., 2016; Ten Cate et al., 2010 & Williams et al., 1999) suggesting that autonomy, competence (mastery) and relatedness (purpose) are the keys to engaging motivation. Innovation Week was an opportunity for librarian integration in transformative medical education practice. The curriculum built was in the spirit of creating a course structure that facilitated autonomy and learner support provided by continual and informed self-assessment. The sense of accountability and autonomy further fostered a spirit of innovation.

This intensive allowed dedicated curricular time for scholarship and an opportunity to conduct individualized, engaged scholarship. It further fostered the flexibility to pursue topics according to personal learning goals. In a positive learning environment, students pursued the development of key skills and competencies

* (University of British Columbia, Canada), vanessa.kitchin@ubc.ca

in creativity and research that resulted in an enhanced understanding of research applications to clinical learning. This foundational level facilitated deeper identity formation including the role of scholars, collaborators, lifelong learners, and leaders.

The librarian led the Literature Reviews, Methodology and Critical Appraisal sessions. These included information on patent searching, market research and traditional biomedical question formation. It is the hope of the department of general surgery that innovation week will draw physicians internationally because of the focus on research and creation, design and development. This session will explain the process and program implementation of Innovation Week, highlighting the role of the academic librarian in the field of scholarship and educational leadership.

Keywords : Educational Design; Innovation; General Surgery; Research Intelligence; Teaching & Learning

Bibliography

Flannery M. Self-Determination Theory: Intrinsic Motivation and Behavioral Change. *Oncol Nurs Forum*. 2017 Mar 1;44(2):155-156. doi: 10.1188/17.ONF.155-156. Review. PubMed PMID: 28222078.

Orsini C, Binnie VI, Wilson SL. Determinants and outcomes of motivation in health professions education: a systematic review based on self-determination theory. *J Educ Eval Health Prof*. 2016;13:19. doi: 10.3352/jeehp.2016.13.19. eCollection 2016. Review. PubMed PMID: 27134006; PubMed Central PMCID: PMC4863137.

Ten Cate TJ, Kusurkar RA, Williams GC. How self-determination theory can assist our understanding of the teaching and learning processes in medical education. *AMEE guide No. 59. Med Teach*. 2011;33(12):961-73. doi: 10.3109/0142159X.2011.595435. Review. PubMed PMID: 22225433.

Williams GC, Saizow RB, Ryan RM. The importance of self-determination theory for medical education. *Acad Med*. 1999 Sep;74(9):992-5. doi: 10.1097/00001.888.199909000-00010. PubMed PMID: 10498090