

An Online Immersive Fellowship Training Program in Health Sciences Librarianship

A project team from the University of North Texas Department of Information Science (UNT DIS) requests a 17-month **Laura Bush 21st Century Librarian Program grant** for \$249,979 from the Institute of Museum and Library Services (IMLS) to develop and deploy an **online immersive fellowship training program in health sciences librarianship** designed to: 1. build the health sciences librarianship competencies of library and information sciences (LIS) graduate students and librarians with less than three years of professional practice; and 2. bridge gaps in current graduate LIS master's program curricula in health sciences librarianship.

Project Justification

The Online Immersive Fellowship Training Program in Health Sciences Librarianship supports the Laura Bush 21st Century Librarian Program, specifically Goal 3, Objective 3.2. Health sciences librarians contribute to the well-being of communities through the delivery of quality health information at the point of need for health care providers, researchers, patients, and consumers. While there are relatively fewer health sciences librarians compared to the number of librarians in North America ([Koos & Scheinfeld, 2020](#)), they make an impact on the delivery of health care by saving health care providers' time, reducing health care costs, assisting with decision-making, and improving patient care ([Tan & Maggio, 2013](#)). Being a health sciences librarian requires specialized skills to work in health-related settings ([Koos & Scheinfeld, 2020](#); [Hashemian et al, 2021](#); [Zarghani et al, 2021](#)).

The U.S. Bureau of Labor Statistics does not report specifically on the job outlook for health sciences librarians; however, the agency predicts that the “[e]mployment of librarians and library media specialists is projected to grow 3 percent from 2022 to 2032” ([U.S. Bureau of Labor Statistics, 2023](#)). It is anticipated that a high percentage of health sciences librarians will be retiring over the next 10 years, creating a positive job outlook in this field ([Liaison International, 2024](#)). Anecdotally, the co-PIs have been frequently contacted by health sciences library employers throughout the country requesting recommendations for graduates to fill their open positions, which indicates that there is a demand for health sciences librarians. As Kraft (see Supportingdoc1.pdf: Kraft Letter of Support) writes, “In the last 5 years approximately 35% of the librarians at the Cleveland Clinic Health System have retired and it has been challenging to recruit and hire librarians with the skills and knowledge necessary to be health sciences librarians supporting evidenced based care, biomedical research, and education.”

Preliminary analysis of the current state of health sciences librarianship education conducted by the co-PIs revealed that there are few opportunities for individuals to specialize in this type of librarianship. The co-PIs reviewed the curriculum section of the Association of Library and Information Sciences Education (ALISE) 2023 Statistical Reports to identify options for health sciences librarianship education in 58 LIS master's programs in the United States and Canada. In addition, the co-PIs reviewed the LIS master's program's websites to gain more insight into their health sciences librarianship offerings. Seven out of 58 LIS master's programs offer concentrations in health sciences librarianship. Over half (30) of the LIS master's programs offer at least one course in health sciences librarianship. However, upon further investigation, these courses may be listed in the course catalog, but not offered. To put this analysis in perspective, there are “nearly 2,000 hospital, academic, military, public, and other libraries” with health sciences and/or biomedical literature collections using DOCLINE (the National Library of Medicine's interlibrary loan routing system) ([Theisen, 2020](#)). Each of these libraries need qualified health sciences librarians to provide service to their users. There is need to provide robust educational opportunities to create a health sciences librarianship workforce, and the proposed fellowship training program aims to fill this gap.

With the lack of LIS master's programs offering courses or concentrations in health sciences librarianship, many new health sciences librarians enter the workforce not adequately prepared for the specialized nature of the profession ([Marshall & Epstein, 2021](#); [Laynor et al., 2023](#)). Often, health sciences library employers hire librarians without health sciences librarianship coursework and must provide in-house training and/or fund external training. Thus, the new health sciences librarians need to bridge the gap between what they learned in their degree programs and the requirements of their position ([Myers & Rodriguez, 2016](#)). [Bartley et al. \(2021\)](#) provide strategies, tips, and tricks to

being a successful health sciences librarian no matter which pathway is taken into the profession. Offering this immersive fellowship training program would help LIS graduate students and librarians with less than three years of professional practice (henceforth referred to as early career librarians) obtain the specialized competencies they need to be effective.

The fellowship training program builds upon the nationally ranked health librarianship program at UNT DIS, #6 in the nation according to *U.S. News & World Report*, and its target group is 20 LIS graduate students and early career librarians. As the fellowship training program is focusing on specialized competencies in health sciences librarianship, it is essential that participants are either enrolled in master's programs in library and information sciences or have a master's degree in library and information sciences, so they have underlying foundational knowledge in librarianship.

The beneficiaries of this program are the 20 fellows and their employers. The fellows will emerge from the training with competency in health sciences librarianship; therefore, their employers would have to do less on-the-job training or fund external professional development. Other beneficiaries are LIS master's programs who could adapt the curricular materials of the fellowship training program for their own curricula. Additionally, students in all LIS master's programs and librarians in general could also access this content via the project website for their professional development. Ultimately, having more qualified health sciences librarians has the potential to impact the delivery of quality health care.

While the National Library of Medicine (NLM) offers training programs for health sciences librarians and LIS graduate students, the proposed fellowship training program has unique differences. The NLM Associate Fellowship is a one-year residency program limited to a small cohort (4-5) of early and/or second career librarians within 5 years of graduation. The purpose of the NLM Associate Fellowship's "curriculum is to introduce the Associate Fellows to the depth and breadth of the activities of the National Library of Medicine; to expose them to a broader picture of the impact of NLM on the national and international fields of biomedicine, informatics, and information policy; and to foster an inquisitive approach to learning that will aid them throughout their careers" ([National Library of Medicine, 2022](#)). In addition, the Network of the National Library of Medicine (NNLM) offers educational programs for LIS graduate students and professional development awards for practicing health sciences librarians. As examples, NNLM Region 3 offers the LIS Fall Development Award and an internship program. The LIS Fall Development Award is given to up to 4 students residing in and currently attending a LIS master's program in Arkansas, Kansas, Louisiana, Missouri, Nebraska, Oklahoma, or Texas and provides the opportunity for them to attend the annual meeting of the South Central Chapter of the Medical Library Association where they give a presentation on a NLM product or service with mentoring from one of the NNLM Region 3 staff members. The internship program is for LIS students where they work on a semester-long project designed by the NNLM Region 3 staff.

In contrast to the NLM and NNLM programs, the proposed online immersive fellowship training program is a 9-week online program targeting 20 LIS graduate students and early career librarians with a curriculum focusing on Medical Library Association's (MLA) *Competencies for Lifelong Learning and Professional Success*, which includes the areas of information services, information management, instruction & instructional design, leadership & management, evidence-based practice & research, and health information professionalism ([Medical Library Association, 2017](#)). The NLM Associate Fellowship targets much smaller number of individuals and focuses on NLM's activities and its impact on areas outside of health sciences librarianship. The programs offered by NNLM are limited to individuals living in a specific geographical region of the country and are primarily focused on one-time opportunities for training in a focused area of health sciences librarianship or on NLM's products and services. The proposed fellowship training program takes a holistic approach to training participants from throughout the nation in health sciences librarianship.

The co-PIs have participated in the Medical Library Association's [Research Training Institute \(RTI\) Online](#) (RE-246568-OLS-20) which trains health sciences librarians in conducting research, funded by IMLS. The proposed online immersive fellowship training program in health sciences librarianship builds upon the successful structural model of the RTI Online, which includes summer online modules of training in advanced research methods and mentoring. However, the proposed fellowship training program is different from RTI Online in that the content focuses on the knowledge and

skills needed of health sciences librarians and targets LIS students and early career librarians who want to expand their knowledge of the field.

The online immersive fellowship training program is unique in that the content will be guided by MLA competencies, but also be informed by the expertise of the health sciences librarian advisory board members who bring diverse perspectives on the profession due to the nature of their positions and work settings. The target audience members on the advisory board will provide insight into the needs of individuals who do not have prior education or experience in health sciences librarianship (see Project Work Plan for more details about the advisory board).

Project Work Plan

The development and delivery of the online immersive training fellowship program in health sciences librarianship will take place over a 17-month period.

The two co-PIs will be working in collaboration with:

- 7 advisory board (AB) members
 - 5 expert health sciences librarians and 2 members of the target audience
- 7 content experts (CEs)
 - 6 in health sciences librarianship and 1 in healthcare
- 1 graduate research assistant (GRA).

Twenty LIS master's students and early career librarians will be selected to participate in the program.

The project has four phases, which are outlined below.

Phase 1: Building the Foundation (August 2024 – October 2024)

In the first month of the grant, the co-PIs will select and hire a GRA, who will be a student in the UNT DIS master's of science in information science program with a concentration in health sciences librarianship. As admissions for Fall 2024 are already underway, the co-PIs will work with the UNT DIS admissions officer to identify potential candidates. Preference will be given to a candidate who has previous experience working in a health sciences library as a paraprofessional or in a health-related area. The GRA should be passionate about a future career in health sciences librarianship and the role librarians have in impacting patient care.

The five AB members working in health sciences libraries will provide a deep and diverse knowledge base in the field, and they have expressed their commitment to the project (see pages 7-8). The two additional AB members will provide the target audience's perspective on the training program, and they will be selected within the first month of the grant through national call on a diverse range of professional association listservs.

All the AB members will contribute to the overall planning process of the proposed project. During this phase, the co-PIs will hold four meetings (each being 1 to 1.5 hours in length) with the AB members over Zoom to develop an outline of the training program content and identify seven content experts to develop and deliver the training materials. The overall training program curriculum will be based on MLA's [*Competencies for Lifelong Learning and Professional Success*](#), which includes the following competency areas:

- Information Services
- Information Management
- Instruction & Instructional Design
- Leadership & Management
- Evidence-Based Practice & Research
- Health Information Professionalism

The knowledge and experience of the AB members will help to expand the topics covered beyond the competencies.

The seven content experts will be identified and selected by the AB members and co-PIs according to their expertise in the identified curricular areas. Engaging the AB members in the selection process will expand the network of potential content experts because the AB members bring diverse professional and personal perspectives. The content experts will develop and deliver a lecture and active learning activities to accomplish the learning outcomes for the module(s) they are assigned in collaboration with the co-PIs.

The co-PIs and GRA will create the application for the fellows, build and launch a project webpage to be housed on the UNT DIS website, and develop the marketing materials to advertise the fellowship program. In the online application, the candidates will be asked to provide basic demographic information, their curriculum vitae/resume, a paragraph about their career goals, and a personal statement reflecting upon their view of diversity, equity, and inclusion in the delivery of health information services.

Phase 2: Developing Content, Spreading the Word, and Selecting Fellows (November 2024 – May 2025)

During this phase, there will be multiple activities occurring simultaneously.

The Advisory Board members and co-PIs will finalize the curriculum of the training program, which will be comprised of nine weekly module sessions, and the selection of seven content experts by the end of November 2024. The co-PIs will contact the identified content experts to see if they are willing to participate; there will be a list of alternates for each content area. Once the content experts have agreed to develop materials for the program, an initial organizational meeting will be facilitated by the co-PIs in January 2025. The co-PIs will have individual monthly meetings with the content experts from February 2025 to May 2025. Each content expert will create and deliver a lecture and active learning activities to accomplish the learning outcomes for their module(s) in collaboration with the co-PIs who will provide andragogical guidance and support. The content developed will be reviewed by the University of North Texas Center for Learning Experimentation, Application and Research (CLEAR) for accessibility and copyright compliance. The co-PIs and GRA will upload the content experts' materials into an online course in Canvas, a learning management system. Once this process is completed, the AB and content experts will be given access to the course for their review, and training on the use of Canvas will be provided. The AB members will review the content developed by the content experts in April 2025 and provide feedback. Revisions will be made to have the content ready to be deployed in June 2025.

In addition to the content development, the co-PIs will develop the pre- and post-program questionnaires with assistance from the GRA. Prior to the training program, fellows will complete a pre-program questionnaire that includes questions about their experience with health sciences libraries and their knowledge of MLA's *Competencies for Lifelong Learning and Professional Success*, and then complete a post-program questionnaire that includes questions about the content, instruction, and mentoring provided by the fellowship training program and their knowledge of the competencies following the training. The co-PIs will analyze the quantitative and qualitative data obtained from the questionnaires.

By the end of May 2025, the GRA will send out meeting invitations to the fellows, content experts, and AB members for the nine weekly module sessions held using Zoom and distribute and collect the pre-program questionnaire. The pre-program questionnaire responses will allow the co-PIs to understand the baseline competencies the fellows bring to the fellowship training program and will share insights with the content experts so they can adjust as needed. The AB members will be informed of pre-program questionnaire results.

To market the fellowship training program, the co-PIs will share information through UNT DIS's Instagram, Facebook, and LinkedIn accounts. They will also post information on the listservs associated with the American Indian Library Association (AILA), Asian/Pacific American Librarians Association (APALA), Association for Library and Information Sciences Education (ALISE), Association of Academic Health Sciences Libraries (AAHSL), Association of College & Research Libraries (ACRL) – Health Sciences Interest Group, Black Caucus of the American Library Association (BCALA),

Chinese American Librarians Association (CALA), Medical Library Association (MLA) and its chapters, and REFORMA. They will email information for distribution to the ALA-accredited LIS master's programs, the regional medical libraries of the Network of the National Library of Medicine, and the leadership of the Historically Black Colleges and Universities (HCBU) Library Alliance.

The selection of fellows will be completed by the Advisory Board based on the application materials submitted using a rubric created by the co-PIs in consultation with one of the AB members who is an expert in diversity, equity, and inclusion in libraries. In February 2025, the AB members will have a meeting with the co-PIs to discuss how to review the candidates through a diverse, equitable, and inclusive lens. The co-PIs will collect the applications and disseminate them electronically to the AB members in early March 2025, and AB members will be asked to anonymously submit their evaluations of the candidates to reduce conformity bias in the selection. A total of 20 candidates will be chosen with three alternates if not all those invited to participate accept the fellowship. The co-PIs will notify selected fellows of their acceptance and confirm their participation in the program by late March 2025. Once the fellows have confirmed their participation, the co-PIs will begin communicating with them about the fellowship training program.

Phase 3: Delivery of the Fellowship Training Program in Health Sciences Librarianship (June 2025 – August 2025)

From June 2025 to August 2025, the fellows will be immersed in an online nine-week training program that consists of weekly 1.5-hour live meetings via Zoom with lectures/activities (see Table 1 for more details); reading and discussion through Canvas; and three mentoring sessions with AB members. The design of the training program in terms of the number of weeks and length of the live meetings is based on the successful model of the MLA RTI, in which the co-PIs have been involved over 4 years.

Each of the five AB members working in health sciences libraries will be assigned four fellows to mentor, and these groupings will be based on the fellows' career goals. The AB members will receive mentoring guidelines and their assigned fellows prior to the first module meeting.

Table 1. Outline of Online Immersive Fellowship Training Program in Health Sciences Librarianship

Module	Content	Participants
1	Introductions and overview of fellowship training program Break-out session with AB members and their assigned fellows	Fellows, CEs, AB members, GRA, co-PIs
2	Content to be determined (TBD) based on the MLA competencies and AB members' input and delivered by CE	Fellows, CE, GRA, co-PIs
3	Content TBD based on the MLA competencies and AB members' input and delivered by CE	Fellows, CE, GRA, co-PIs
4	Content TBD based on the MLA competencies and AB members' input and delivered by CE	Fellows, CE, GRA, co-PIs
5	Content TBD based on the MLA competencies and AB members' input and delivered by CE Break-out session with AB members and their assigned fellows	Fellows, CE, AB members, GRA, co-PIs
6	Content TBD based on the MLA competencies and AB members' input and delivered by CE	Fellows, CE, GRA, co-PIs
7	Content TBD based on the MLA competencies and AB members' input and delivered by CE	Fellows, CE, GRA, co-PIs
8	Content TBD based on the MLA competencies and AB members' input and delivered by CE	Fellows, CE, GRA, co-PIs
9	Summary of fellowship training program Discussion of post-program support Break-out session with AB members and their assigned fellows Closing remarks	Fellows, CEs, AB members, GRA, co-PIs

A discussion forum for each module will be in Canvas where the fellows can post questions and give feedback on content provided; the GRA will monitor the discussion forums and respond with input from the co-PIs and CEs as appropriate. The module discussion forums serve as a vehicle for formative assessment of the fellows' learning.

At the conclusion of the fellowship training program, the fellows will receive a certificate to signify their completion of the program if they have attended and participated in the module sessions. The GRA will distribute and collect the post-program questionnaire.

Phase 4: Assessment, Post-Program Support, and Dissemination (September 2025 – December 2025)

In September 2025, the co-PIs and GRA will analyze the data from the pre- and post-program questionnaires and feedback from the discussion forums. As mentioned prior, the pre- and post-program questionnaires will assess the fellows' knowledge of MLA's *Competencies for Lifelong Learning and Professional Success* before and after the fellowship training program. MLA's competencies were chosen because they reflect the professional skills and abilities needed of health sciences librarians. The pre- and post-program data will be analyzed to determine changes in the fellows' knowledge of each of six competency areas. The post-program questionnaire includes questions about the fellows' knowledge of the competencies in addition to questions about the effectiveness of the content, instruction, and mentoring. All this data will help inform future iterations of the fellowship training program.

Assessment data will be shared with the AB members and CEs in a September 2025 meeting for input and recommendations. The AB members and CEs will provide their feedback on their experience with the fellowship training program, and it will be discussed during the meeting. After the meeting, the CEs will make any necessary revisions to the content of the fellowship training program based on the assessment data. In October 2025, the GRA will upload the content on the project webpage and deposit it into the University of North Texas (UNT) Scholarly Works repository.

Even though the grant period ends in December 2025, the co-PIs plan to keep track of the fellows through email to determine how many were employed in health sciences libraries and/or incorporated the knowledge into their current positions. To maintain the sense of community among the fellows, the co-PIs will organize an online reunion in March 2026 and an informal gathering at the MLA Annual Meeting in May 2026.

After the fellowship training program concludes in August 2025, there will be an ongoing discussion forum within Canvas that the co-PIs and fellows can use to share employment opportunities and exchange professional tips and advice. The co-PIs will engage the UNT Career Center to offer an online resume and interview clinic for the fellows in October 2025.

The co-PIs will develop and submit abstracts for presentations to be given at the MLA and ALISE annual conferences to disseminate information about the fellowship training program model. In addition, they will prepare manuscripts for publication in the *Journal of the Medical Library Association* and the *Journal of Education for Library and Information Science* describing the model for the training program and report the outcomes of the assessments used. The model for the training could be used for other specialty areas of librarianship, such as art, music, and law.

Assessment results, presentations, and publications will be posted on the project webpage, and they will also be deposited into the UNT Scholarly Works repository. The co-PIs will contact the deans and directors of ALA-accredited LIS master's programs to alert them about the availability of the training materials on the project webpage, which could be incorporated into their master's program curricula. An announcement about the availability of the training materials will also be shared on the listservs for the MLA Medical Library Education Caucus and ALISE.

The sustainability plan for the online fellowship training program includes working with UNT's new professional development/continuing education initiative, the Professional Development Experience (PDX). The co-PIs met with Samantha Nikolai, Director, UNT Division of Digital Strategy and Innovation: Enterprise to discuss offering the online

fellowship training program at a low or discounted cost (no more than \$50.00) using the PDX ecosystem (marketing, registration, and the Canvas learning management systems) after the grant concludes.

Project Team, Collaborators, and Fellows

The **project team** includes the following investigators:

- PI/Project Director: Ana D. Cleveland, PhD, AHIP, FMLA, is a Regents Professor and Sarah Law Kennerly Endowed Professor at UNT and serves as the Director of the Health Informatics/Health Librarianship Program. Cleveland brings over 40 years of experience as a LIS educator in health sciences librarianship, and she has received major awards from the Medical Library Association for her contributions to the profession, including the Marcia C. Noyes Award, the Lucretia W. McClure Excellence in Education Award, and Fellow of the Medical Library Association. In 2010, she delivered the Janet Doe Lecture. Under Cleveland's leadership, the Health Informatics/Health Librarianship Program is ranked #6 in the nation according to *U.S. News & World Report*. Since 2021, she has served on MLA's Research Training Institute (RTI) Leadership Team and is the academic liaison for the program.
- Co-PI: Jodi Philbrick, PhD, AHIP is a Principal Lecturer at UNT. Philbrick has over 20 years of experience in LIS education, and she has taught courses related to health sciences librarianship. She was the 2013-2014 President of the South Central Chapter of the Medical Library Association, and she served on the MLA Board of Directors 2012-2017. She is a recipient of the MLA Lucretia W. McClure Excellence in Education Award and President's Award. She served as co-lead faculty for MLA's RTI and is now its assessment coordinator and is on the RTI Leadership Team.

The co-PIs will manage all aspects of the fellowship training program; collaborate with the Advisory Board and content experts; engage with the fellows; and supervise the GRA. The budget includes \$74,003 for the co-PIs' salary and benefits and \$7,000 for their travel support to disseminate the results of the program at a professional conference.

The **Graduate Research Assistant** will support the co-PIs, Advisory Board, and content experts in the development of the training program. The GRA will assist in scheduling meetings; making a project webpage to be housed on the UNT DIS website; creating the fellowship application; developing and distributing marketing materials; designing the online course in Canvas; supporting content experts and fellows' technology needs in using Canvas and Zoom; monitoring discussion forums in Canvas; and building and collecting the pre-program and post-program questionnaires; assisting with data analysis; and contributing to the development of manuscripts and abstracts. The GRA will attend the weekly module meetings to enhance their knowledge of health sciences librarianship. The budget includes \$32,414 for their salary and benefits for 17 months and \$15,632 for their tuition for 17 months.

The **Advisory Board** is comprised of the following five expert health sciences librarians and two target audience members to be selected. Each of AB health sciences librarian members were contacted via email with a project description and a request to participate, and each one enthusiastically agreed to part of the fellowship training program as indicated by their letters of support (see Supportingdoc1.pdf, Supportingdoc2.pdf, Supportingdoc3.pdf, and Supportingdoc4.pdf).

- Daniel Burgard, MLIS
 - Vice Provost, Scholarly Information Management and University Librarian, Gibson D. Lewis Health Science Library, University of North Texas Health Science Center
 - Director, Network of the National Library of Medicine (NLM) Region 3, National Library of Medicine
 - 2021-2022 President, Texas Library Association
- Andrea Harrow, MSISM, AHIP
 - Clinical Information Services Librarian, Norris Medical Library and USC Keck Hospital, University of Southern California
- Michelle Kraft, MLS, AHIP, FMLA

- Director, Library Services, Cleveland Clinic
- 2015-2016 President, Medical Library Association
- Beverly Murphy, MLS, AHIP, FMLA
 - Assistant Director, Communications & Web Content, Medical Center Library & Archives, Duke University
 - 2018-2019 President, Medical Library Association
- Dede Rios, MS, PhD, AHIP
 - Director of Optometric & Clinical Library Services, University of Incarnate Word Libraries – Rosenberg School of Optometry
 - 2022-2023 President, South Central Chapter of the Medical Library Association

The AB members will participate in developing the outline of the training program; identifying content experts; reviewing content; selecting applicants for the program; and mentoring fellows (4 fellows per AB health sciences librarian member). The AB members will meet eight times (see Table 2: Advisory Board Meeting Schedule). The mentoring AB members will participate in Modules 1, 5, and 9 of the training program, and the non-mentoring AB members will participate in Modules 1 and 9 of the training program. The budget includes \$13,000 for the advisory board members' work (\$2,000 each for the 5 health sciences librarians, mentoring fellows and \$1,500 each for the 2 target audience members, not mentoring fellows).

Table 2. Advisory Board Meeting Schedule

Meeting	Date/Length	Activity
1	September 2024 1 hour	Introductions and Timeline of the Project
2	September 2024 1.5 hours	Outline Development for Fellowship Training Program Content: Part 1
3	October 2024 1.5 hours	Outline Development for Fellowship Training Program Content: Part 2
4	October 2024 1 hour	Identification of Content Experts
5	November 2024 1 hour	Outline Finalization for Fellowship Training Program & Selection of Content Experts
6	February 2025 1 hour	Selection Process for Fellows
7	April 2025 1 hour	Review of Content Experts' Materials and Feedback
8	September 2025 1 hour	Evaluation of the Fellowship Training Program Experience

The seven **content experts** will be identified by the Advisory Board members and co-PIs based on their expertise in the selected curricular areas (see page 4 for more details about their selection). The content experts will develop and deliver the content for the weekly modules based on the curriculum outline created by the co-PIs and Advisory Board. Each content expert will create and deliver a lecture and/or activities to accomplish the learning outcomes for the module(s) assigned. The co-PIs and content experts will meet monthly from their selection to the deployment of the training program. The content experts will participate in Modules 1 and 9 of the training program in addition to their assigned module(s). The budget includes \$12,250 (\$1,750 for each content expert) for the content experts' work.

The 20 **fellows** will be selected by the Advisory Board and participate in an online 9-week training program that consists of weekly 1-to-1.5-hour live meetings via Zoom with lectures/activities; reading and discussion through Canvas; and three mentoring sessions with AB members. They will participate in an online resume and interview clinic following the summer fellowship training program as well as an online reunion and an annual informal gathering at MLA Annual Meetings. The budget includes \$52,000 (\$2,600 for each fellow) in stipends for the fellows to compensate them for the time they are participating in the program.

Project Results

The primary project result will be a pipeline of individuals with specialized training who have acquired increased competence in health sciences librarianship. With the limited number of master's programs in library and information sciences offering courses and/or specializations in health sciences librarianship (see page 1), this program has the potential to fill the educational gap that many new health sciences librarians have upon entering the profession. The fellows would have a baseline understanding of the specialized knowledge and skills required of health sciences librarians; therefore, their employers would have to spend less time on on-the-job training and less money on external professional development. Ultimately, having more qualified health sciences librarians has the potential to impact the delivery of quality health care.

The secondary project result would be the development of openly accessible training materials to educate entry-level health sciences librarians, which could be used by LIS master's programs and/or professional associations to enhance their courses/curriculum in this area. LIS graduate students and professionals may also use these materials to increase their competence in health sciences librarianship. Training materials (including syllabus, schedule, presentations, activities, reading lists, and recordings of module sessions) will be posted on the project webpage, and they will also be deposited into the UNT Scholarly Works repository with permanent URLs. The co-PIs will contact the deans and directors of ALA-accredited LIS master's programs to alert them about the availability of the training materials on the project webpage, which could be incorporated into their master's program curricula. An announcement about the availability of the training materials will be shared on the listservs for the MLA Medical Library Education Caucus and ALISE. The co-PIs would also provide webinars on the training program for the MLA Medical Library Education Caucus and ALISE.

An outcome of the proposed fellowship training program would be the development of a model to educate LIS graduate students and new information professionals in a specialty area of librarianship (such as art, music, and law) that they may not had a chance to study in-depth during their time in graduate studies. Information about the fellowship training program model will be disseminated through the project webpage and presentations at the MLA and ALISE annual conferences and publications in the *Journal of the Medical Library Association* and the *Journal of Education for Library and Information Science*.

The overall goal of the project is to develop a sustainable summer fellowship training program that could be implemented on a larger scale to educate a greater number of future health sciences librarians. The plan to sustain the online fellowship training program is to work with UNT's new professional development/continuing education initiative, the Professional Development Experience (PDX). Through the PDX ecosystem, the online fellowship training program can be offered at a low or discounted cost (no more than \$50.00) after the grant concludes.

The Online Immersive Fellowship Training Program in Health Librarianship is built upon the foundation of the nationally recognized UNT DIS health librarianship program and the structural model of the MLA RTI with content guided by the MLA competencies and the diverse perspectives of the AB members. Being a health sciences librarian requires specialized skills and competencies, and the project team and collaborators firmly believe as indicated in the letters of support that this innovative training program has the potential to fill the educational gap needed for health sciences librarians.

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Schedule of Completion

Grant Period: August 1, 2024 – December 31, 2025																	
ACTIVITY	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Select and hire GRA																	
Develop project webpage, application, & marketing materials																	
AB Meeting 1: Introductions																	
AB Meeting 2: Develop outline, Part 1																	
AB Meeting 3: Develop outline, Part 2																	
AB Meeting 4: Identify content experts																	
Market the Fellowship Training Program																	
AB Meeting 5: Finalize outline & content experts																	
Contact, hire, & initial meeting with content experts																	
AB Meeting 6: Training on selection process for fellows with UNT IDEA																	
Distribute applications; AB selects fellows and fellows notified																	
Meet monthly with content experts																	
Upload program content to Canvas																	
AB Meeting 7: Review content experts' materials & give feedback																	
Content experts revise content																	
Develop pre- and post-program questionnaires																	
Communicate with fellows about program; fellows complete pre-program questionnaire																	
Deliver Fellowship Training Program; AB mentor fellows																	
Fellows complete post-program questionnaire; receive certification of completion																	
Analyze data from pre- and post-program questionnaires																	

Grant Period: August 1, 2024 – December 31, 2025

ACTIVITY	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
AB Meeting 8: Evaluation of Fellowship Training Program with content experts																	
Upload program content to project webpage & repository after incorporating feedback																	
Online resume & interview clinic for fellows																	
Draft manuscripts for project dissemination; submit as appropriate																	
Upload project results to project webpage & deposit in repository																	
Publicize availability of program content to LIS master's programs and other venues																	
Begin tracking fellows' job placement/use of program knowledge (will continue beyond grant period)																	

Digital Products Plan

Type

The following digital products will be created through this project:

1. Training materials (including syllabus, schedule, presentations, activities, reading lists, and recordings/videos)
2. Pre- and post-program questionnaires and corresponding data

Formats will include PDFs, Word docs, PowerPoints, and Excel spreadsheets. We will submit an UNT IRB application for the evaluative aspects (pre- and post-program questionnaires) of this project that involve human subjects and will follow UNT IRB procedures. Any personally identifiable information (PII) will be anonymized prior to dissemination.

Availability

The training materials will be deposited to the UNT institutional repository, UNT Scholarly Works (<https://library.unt.edu/scholarly-works>), for long-term preservation and access. All content in the UNT Scholarly Works has a permanent URL for each item and will be visible on all major search engines. The URL for the items in the UNT institutional repository will be available on the project webpage. Questionnaire data will be anonymized and made available on the UNT Data Repository (<https://library.unt.edu/scholarly-works/data-repository>).

Access

The digital products will be published under Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) to allow sharing and adapting. Therefore, these digital products are free to be shared but must be given proper attribution in reuse. If the digital products are remixed, transformed, or built upon, the contributions to the digital projects must be distributed under this same license.

Sustainability

The UNT Scholarly Works and Data Repository provide long-term access and preservation of the materials deposited.