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LOOKING INTO THE FUTURE:
HOW TO PREPARE THE NEXT GENERATION WORKFORCE OF HEALTH INFORMATION PROFESSIONALS

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OBJECTIVE

To examine the professional and personal competencies needed of entry-level academic health sciences librarians with the current health sciences librarianship/health informatics curriculum at the University of North Texas (UNT) to identify future developments for the Health Informatics Program.
INTRODUCTION & OVERVIEW
OVERVIEW OF UNT LIS MASTER’S PROGRAM

• Founded in 1939

• 9 programs of study, including health informatics

• Master’s degree requirements:
  • 36 credit hours, including 3 core courses
  • Practicum/internship
  • End of program examination

• Modes of delivery:
  • Core courses - blended format
  • HI courses - completely online
  • Electives – blended or completely online
OVERVIEW OF UNT HEALTH INFORMATICS PROGRAM

• Developed in 1988 in coordination with the UNT Health Science Center in Fort Worth and Dallas-Fort Worth area medical librarians

• Used educational policy statements developed by related professional associations to help guide curriculum development, including MLA’s Platform for Change

• Expanded courses in response to the changing demands of the field
GOAL OF UNT HEALTH INFORMATICS PROGRAM

To educate health information professionals to function in complex and technology-driven health information environments.
OBJECTIVES OF UNT HEALTH INFORMATICS PROGRAM

Graduates of the Health Informatics Program will be able to:
• Understand structure and organization of healthcare-related fields.
• Understand health information in clinical care, research, and teaching.
• Deliver health information services to a diverse range of clientele in a variety of settings.
• Design, integrate, implement, evaluate, and manage health-related information systems.
• Use and apply health information technologies.
• Communicate and collaborate with internal and external constituents.
RESEARCH STUDY ON COMPETENCIES
PURPOSE OF THE RESEARCH STUDY

To identify the professional and personal competencies that entry-level academic health sciences librarians should possess from the perspectives of:

- Academic health sciences library directors
- Library and information sciences (LIS) educators who specialize in health sciences librarianship education
- LIS adjunct faculty/health sciences librarianship practitioners
**DEFINITION OF TERMS**

**Professional competencies:** the knowledge and skills necessary for successful job performance (Spencer and Spencer, 1993; Fisher, 2001).

**Personal competencies:** individual motives, traits, and self-concepts necessary for successful job performance (Spencer and Spencer, 1993; Fisher, 2001).

Iceberg model developed by Spencer and Spencer (1993)
METHODOLOGY

Round 1
- Develop Research Questions
- Identify and Select Panel of Academic Health Sciences Library Directors
- Develop and Distribute Round 1 Questionnaire
- Analysis
- Develop and Distribute Round 2 Questionnaire
- Analysis
- Develop and Distribute Round 3 Questionnaire
- Analysis
- Develop and Distribute Round 4 Questionnaire
- Analysis
- Results

Round 2
- Develop Research Questions
- Identify and Select Panel of LIS Educators Specializing in Health Sciences Librarianship
- Develop and Distribute Round 1 Questionnaire
- Analysis
- Develop and Distribute Round 2 Questionnaire
- Analysis
- Develop and Distribute Round 3 Questionnaire
- Analysis
- Develop and Distribute Round 4 Questionnaire
- Analysis
- Results

Round 3
- Develop Research Questions
- Identify and Select Panel of LIS Adjunct Faculty/Health Sciences Library Practitioners
- Develop and Distribute Round 1 Questionnaire
- Analysis
- Develop and Distribute Round 2 Questionnaire
- Analysis
- Develop and Distribute Round 3 Questionnaire
- Analysis
- Develop and Distribute Round 4 Questionnaire
- Analysis
- Results

Round 4
- Develop Research Questions
- Identify and Select Panel of LIS Practitioners
- Develop and Distribute Round 1 Questionnaire
- Analysis
- Develop and Distribute Round 2 Questionnaire
- Analysis
- Develop and Distribute Round 3 Questionnaire
- Analysis
- Develop and Distribute Round 4 Questionnaire
- Analysis
- Results

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UNT
COMMON PROFESSIONAL COMPETENCY AREAS

Communication

Health Sciences Environment

Information Organization

Interpersonal

Teaching/Instruction

Team Player

Technology

User Information Needs/Behavior

Web Creation/Design
COMMON PERSONAL COMPETENCY AREAS

Analytical
Change
Communication
Creativity
Curiosity
Ethical
Flexibility
Integrity
Self-motivated
Team Player
MAPPING COMPETENCIES
<table>
<thead>
<tr>
<th>Professional Competency Area</th>
<th>Core &amp; HI Curriculum Component(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Written – all courses&lt;br&gt;Oral – HI Internship</td>
</tr>
<tr>
<td>Health sciences environment</td>
<td>Health Sciences Information Management&lt;br&gt;Medical Informatics&lt;br&gt;Medical Digital Imaging&lt;br&gt;Disaster Management</td>
</tr>
<tr>
<td>Information organization</td>
<td>Information Organization**&lt;br&gt;Health Sciences Information Management&lt;br&gt;Medical Informatics</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Information Access &amp; Knowledge Inquiry**&lt;br&gt;HI Internship</td>
</tr>
<tr>
<td>Teaching/instruction</td>
<td>Information Access &amp; Knowledge Inquiry**</td>
</tr>
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</tbody>
</table>
| Team player                                  | Information & Knowledge Professions**  
Information Access & Knowledge Inquiry**  
Health Sciences Information Management  
Genomics & Translational Medicine  
Community-based Health Information  
HI Internship |
| Technology                                   | Information & Knowledge Professions**  
Information Access & Knowledge Inquiry**  
Medical Informatics  
Disaster Management |
| User information needs/behavior              | Information Access & Knowledge Inquiry**  
Medical Informatics  
Disaster Management  
Genomics & Translational Medicine  
Community-based Health Information  
HI Internship |
<p>| Web creation/design                          | Suggested elective: Web Site Development                                                        |</p>
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<td></td>
<td>Oral – HI Internship</td>
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<tr>
<td>Creativity</td>
<td>Information Access &amp; Knowledge Inquiry**</td>
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<td></td>
<td>Disaster Management</td>
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<td></td>
<td>Genomics &amp; Translational Medicine</td>
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<tr>
<td>Curiosity</td>
<td>Information Access &amp; Knowledge Inquiry**</td>
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<tr>
<td>Ethical</td>
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<tr>
<td></td>
<td>Information Access &amp; Knowledge Inquiry**</td>
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<td></td>
<td>Medical Informatics</td>
</tr>
</tbody>
</table>
# MAPPING PERSONAL COMPETENCIES TO UNT HEALTH INFORMATICS CURRICULUM

<table>
<thead>
<tr>
<th>Personal Competency Area</th>
<th>Core &amp; HI Curriculum Component(s)</th>
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</thead>
</table>
| Flexibility              | Health Sciences Information Management  
                           | Disaster Management               
                           | Genomics & Translational Medicine 
                           | Community-based Health Information 
                           | HI Internship              |
| Integrity                | All courses include an academic misconduct statement |
| Self-motivated           | All courses                        |
| Team player              | Information & Knowledge Professions** 
                           | Information Access & Knowledge Inquiry** 
                           | Health Sciences Information Management 
                           | Genomics & Translational Medicine 
                           | Community-based Health Information 
                           | HI Internship              |
FUTURE DEVELOPMENTS & SUMMARY
FUTURE DEVELOPMENTS

Faculty is exploring ways to enhance the following competency areas through lectures and assignments:

• Teaching/instruction
• Oral communication
• Interpersonal
• Curiosity
SUMMARY

The research study on the professional and personal competencies needed of entry-level academic health sciences librarians provided a basis to examine the UNT Health Informatics Program and plan for future developments.

Strategies to address competencies in the areas of teaching/instruction, oral communication, interpersonal skills, and curiosity in the online environment will be developed to enhance the UNT Health Informatics Program.
REFERENCES


THANK YOU!
KIITOS!

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