### Analysis of Topic and Competency Area for Continuing Education of the TMLC annual meetings: a 35 years overview (1979-2013)

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#### Objectives

The MLCLAROC(Taiwan) was established in 1978 and held a 2-day annual meeting from 1979, inviting scholars/experts to have speeches in hot topics of the year. Since then, the MLCLAROC annual meeting has been the most important continuing education events for medical librarians in Taiwan. The author analyzed titles of 35-year speeches, trying to present their distribution of topics and competency areas.

#### Research methods

Applying the methodology of website content analysis, the author first collected all titles of the 233 speeches presented in TMLC annual meetings from 1979 to 2013 via website of the Medical Library Committee, Library Association of ROC (Taiwan) [URL=http://www.lac.org.tw/committees/med/index.html], and then coded these CE courses based on their topics and counted the frequency of each topic. In order to compare with the CE courses provided in MLA annual meetings in United States, these courses were further categorized into 7 areas of core competencies that MLA announced in its education policy statement “Competencies for Lifelong Learning and Professional Success” in Feb. 2007.

#### Competencies for Lifelong Learning and Professional Success (2007)

- **100s**: Understand the health sciences and health care environment
- **200s**: Know and understand the application of leadership, finance, communication, and management theory and techniques
- **300s**: Understand the principles and practices related to providing information services to meet users’ needs
- **400s**: Have the ability to manage health information resources in a broad range of formats
- **500s**: Understand and use technology and systems to manage all forms of information
- **600s**: Understand curricular design and instruction and have the ability to teach ways to access, organize, and use information
- **700s**: Understand scientific research methods and have the ability to critically examine and filter research literature from many related disciplines

#### Findings

The most popular topics in the 35 year period are: “Application of IT”, “EBM/EBN”, “Database introduction and searching”, “Public relation and marketing” and “Library evaluation and assessment” accordingly. (see Table 1) As to the competency areas, the distribution is very unbalanced: 32.19% of the courses are in the area of “200s Leadership and Management” and 31.76% are in “400s Health Sciences Resource Management”. Followed by the areas of “300s Health Sciences Information Services”, “500s Information Systems and Technology” and “100s Health Sciences Environment and Information Policies”. However, there were only 2 courses in the area of “600s Curriculum Design and Instruction”. (see Table 2) (see Chart 1-8)

#### Conclusions

This research shows that distribution of CE courses of our annual meetings are strictly unbalanced among the MLA’s 7 core competencies. However, the teaching role of medical librarians is more and more important in the digital era. The author therefore suggests the “Curriculum Design and Instruction” related training should be improved. It is the author’s hope that the research result can sever as the reference for future CE course planning of the TMLC annual meeting in Taiwan.

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**Table 1**

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**Table 2**

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**Chart 1**

- 100s: 27.19%  
- 200s: 40.80%  
- 300s: 7.76%  
- 400s: 12.02%  
- 500s: 6.60%  
- 600s: 0.88%  
- 700s: 5.12%