**



**KHESAR GYALPO UNIVERSITY OF MEDICAL SCIENCES OF BHUTAN**

***FACULTY OF NURSING AND PUBLIC HEALTH***

THIMPHU: BHUTAN

**A Report on Research4Life Train the Trainers workshop**

**Organized by Faculty of Nursing and Public Health, Khesar Gyalpo University of Medical Sciences of Bhutan**

**12 – 14 November 2018**

The ‘Research4Life Train the Trainers workshop for tertiary institutions in Bhutan’ was conducted at the Jigme Namgyel Engineering College, Dewathang, Bhutan from 12-14 November 2018. The workshop was organized by the Faculty of Nursing and Public Health (FNPH), Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB). The trainer was Dr. Leonard Abraham Rhine, Librarians Without Borders®/Medical Library Association (USA) and coordinated by Mr. Phuntsho Norbu from FNPH. Dr. Chencho Dorjee, Dean of the Faculty of Nursing and Public Health, KGUMSB also attended the workshop and his support for the training was most beneficial.

The workshop was supported by a 2018 Medical Library Association Librarians without Borders®/Research4Life (R4L) grant. Initially this grant was to fund a Hinari workshop but, due to several developments, the training focused on the resources from all the R4L programs (AGORA, ARDI, GOALI, Hinari and OARE).

Twenty-eight (28) individuals attended the workshop. Almost all the participants were library staff from the various colleges of the Khesar Gyalpo University of Medical Sciences of Bhutan, Royal University of Bhutan, Ugyen Wangchuck Institute for Conservation and Environmental Research and Schools. Five institutions needed to update their contacts and obtain dormant passwords plus three organizations have registered for the R4L programmes.

**Objectives of the workshop**

* Develop research environment through Research4life resources in Bhutan
* Promote national access to high-quality scientific information resources and advocate effective use of R4L programmes
* Learn the skills for accessing/utilizing R4L and related Internet resources effectively and efficiently
* Master how to promote these resources and train the various groups at their institutions

**Lessons covered**

The modules covered included search tools and techniques, Hinari/other programmes’ portals and Summon search tool (for country specific R4L journals and e-books searches), SCOPUS, HINARI/PubMed (website, filters, history and advanced search), e-books resources, grey literature sources, R4L training material and marketing tools plus overviews of Zotero reference management software and authorship skills material (How to read and write a scientific paper, Copyright and Plagiarism, Web-bibliography of publishing resources including the AuthorAid and Elsevier Researcher websites).

With three days for instruction, all the modules’ material was presented in detail and there also was ample time to complete the important hands-on activities (see next paragraph). Most of the participants arrived with good information literacy skills and were able to build on this base. Since this was a relatively small group, the trainer was able to learn about the specific information needs of the participants and encourage them to focus on this when completing searches in the various databases and search engines. Also, the group displayed a positive, collegial style that could be observed by the group’s interaction especially dealing with the hands-on exercises.

**Challenges**

The significant challenge of this workshop was that the Wi-Fi access was too slow to complete the hands-on activities. Fortunately, the Internet access from the few workstations in the conference room were significantly faster. In order to complete the exercises, individuals would enter searches or other assignments on the computer attached to the projector. The participants would suggest searches from various disciplines that would be used with whatever database or resources was appropriate. While this limited the activity of the participants, many of the subjects of the participants’ disciplines were searched (for example, respiratory illness, organic farming, learning disabilities, management strategies).

**Post-workshop survey analysis**

At the end of the workshop, the participants completed post-workshop surveys (attached). 90-100% of the participants ‘agreed’ that the workshop was well organized, had relevant material with useful ‘hands-on’ exercises, that the trainer was knowledgeable/organized, the instructor was an effective presenter and responsive to questions and that the workshop resulted in their obtaining useful knowledge and skills. According to the participants, major strengths of the workshop included Demos/Hands on, Information Gained, Networking and Support Material.

Per the ‘length was appropriate for course content’ question, 20 (96%) replied ‘agree’ and one individual (4%) noted ‘somewhat agree’. This is the highest ranking from over 70 workshops despite the Plan B for the hands-on exercises. This grade is due to the sufficient time and pace of the workshop, plus the participants’ pre-workshop skill level and their dedication to and interest in the workshop’s material.

**Lessons learned**

Overall, all the participants gained skills and knowledge about the R4L and Internet resources plus the authorship tools that comprised the workshop’s material. For most participants, each module contained new information and tools. For a few, there were three of four new concepts each day. Everyone gained knowledge of the content of the 5 programmes and how the information could be used by their institutions’ faculty and students.

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