

# Expanding our Roles: Embedded in Curriculum Design

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## Introduction

- GW Himmelfarb Health Sciences librarians collaborated with medical faculty and staff as part of a team revising the Problem Oriented Case-Based Learning (PCL) cases for 1<sup>st</sup> and 2<sup>nd</sup> year medical students.
- The collaboration resulted in streamlining the PCL cases, introducing standardized patients and instructional videos incorporating innovative teaching techniques and creating effective simulated patient case scenarios.
- As the PCL cases evolved, a core team developed an IRB approved research study based on a 2<sup>nd</sup> year PCL Case on sexual reproduction and abortion. The experience provided opportunities for qualitative and quantitative research as well as subsequent publishing.

## Background

- HISTORY:** For the past 13 years, GW Himmelfarb Health Sciences Librarians have been embedded in the 1<sup>st</sup> year PCL course. Faculty librarians, along with a medical tutor teach in small groups comprised of 10-12 students.
- LIBRARIANS' PCL ROLE:** Embedded librarians are responsible for delivering medical informatics, and instruction on how to locate EBM resources. Due to staffing constraints, librarians do not teach PCL 2<sup>nd</sup> year courses.
- NEW OPPORTUNITIES:** PCL Director requested help in revising PCL Cases. The experience provided librarians an opportunity to expand their role and become an integral partner designing PCL Cases.

PCL 1 <sup>st</sup> Year	PCL 2 <sup>nd</sup> Year
Medical Tutors/Librarian Faculty	Medical Tutors Only
7 PCL Cases	10 PCL Cases
Each case 3 sessions	Each case 2 sessions

## Methods & Results

**Seema Kakar, MD**  
(Department of Medicine, Director PCL)

**Julia Frank, MD**  
(Department of Medicine)

**Jennifer Owens, BA**  
(Assistant Director of Standardized Patients)

**Thomas Harrod, MS**  
(Reference Librarian, Himmelfarb Library)

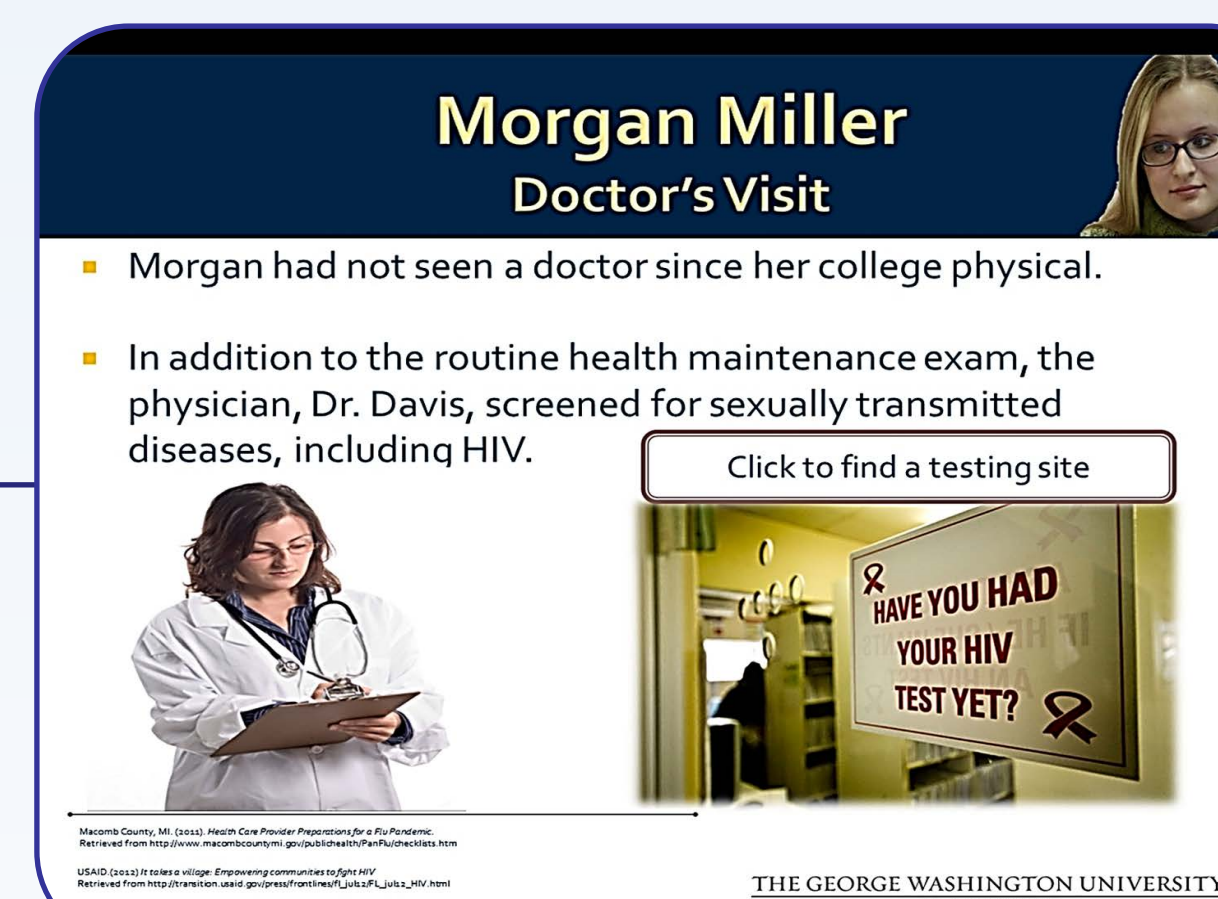
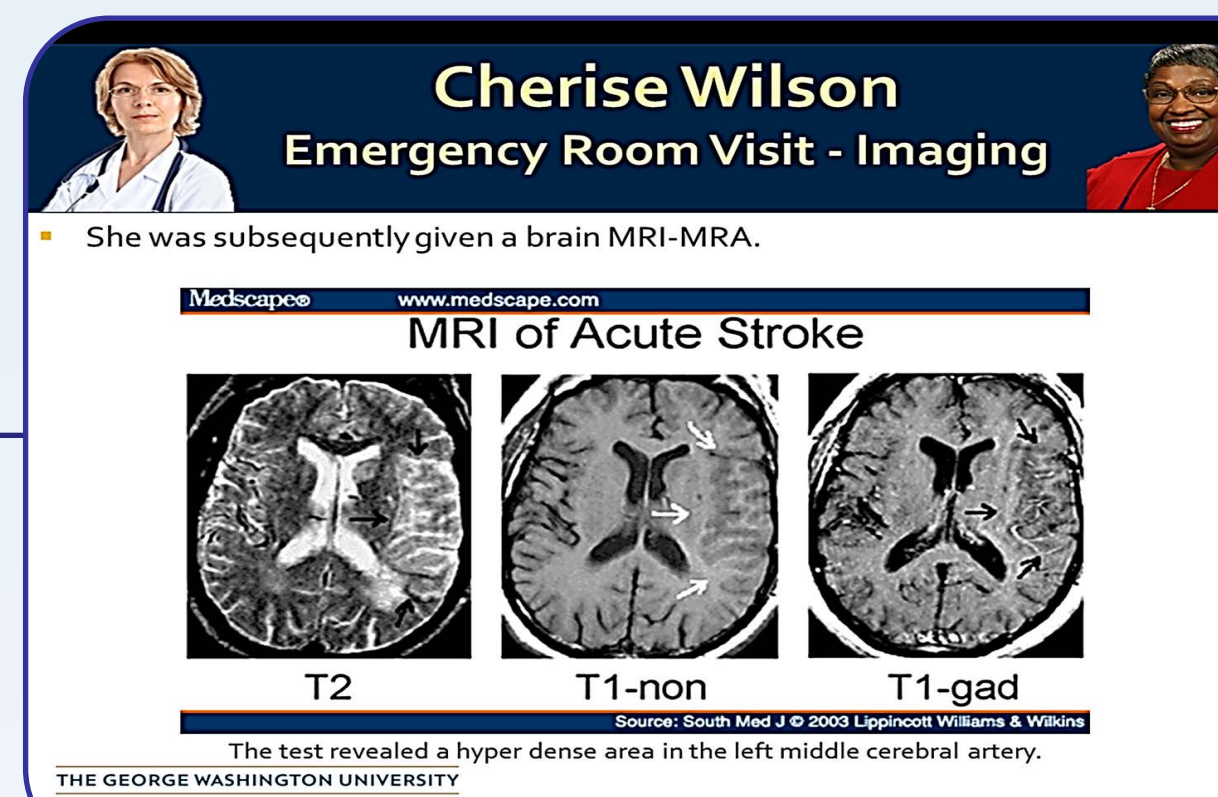
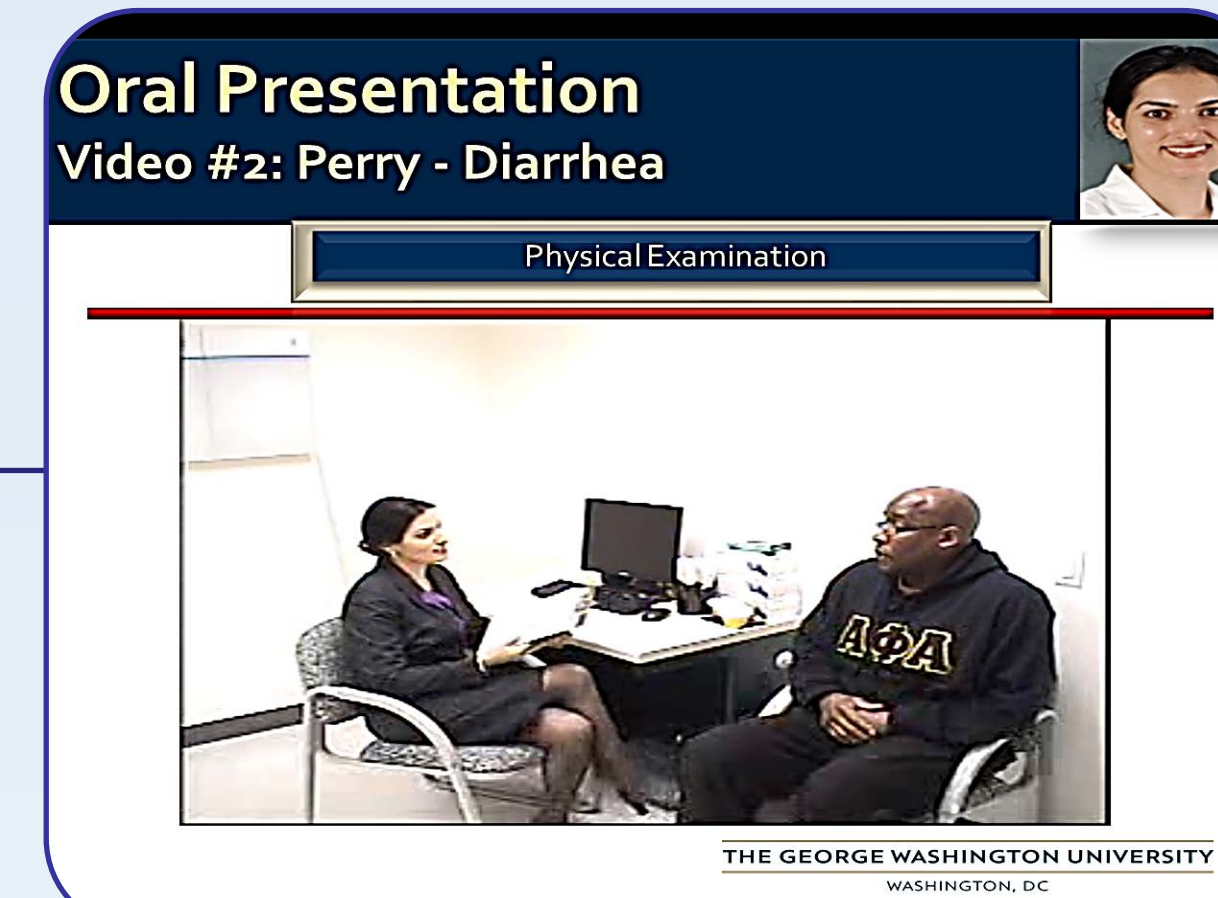
**Gisela Butera, MLIS**  
(Reference Librarian, Himmelfarb Library)



### Team: Key Successes

- Formatted Cases
- Added standardized patients & instructional videos
- Moved toward paperless cases.
- Created Interactive cases, embedded videos and links

### PowerPoint Case Examples



### Instructional Video Examples



### TIMELINE:

**2009-2010**

- PCL Cases in paper format
- Non-standardized case format and layout
- Information delivered primarily in text format

**2010-2011**

- The PBL Director contacted the Library to help revise 10 cases for second-year problem-based learning course
- Worked closely with medical faculty to help update content, medical literature and navigate copyright issues
- Go Green! Eliminated excessive handouts
- Moved to interactive PowerPoint (PPT) modules
- Included images, graphs with embedded links and videos
- Standardized tutor guides and PPT format
- Provided technical expertise and Blackboard support

**2011-2012**

- Continued revising 2<sup>nd</sup> year PCL Cases and expanded the process to revamp the 1<sup>st</sup> year PCL curriculum
- Added contextual psychosocial learning objectives
- Added additional standardized patients to cases as well as instructional videos to enrich the experience of students' patient interactions

**2012-2013**

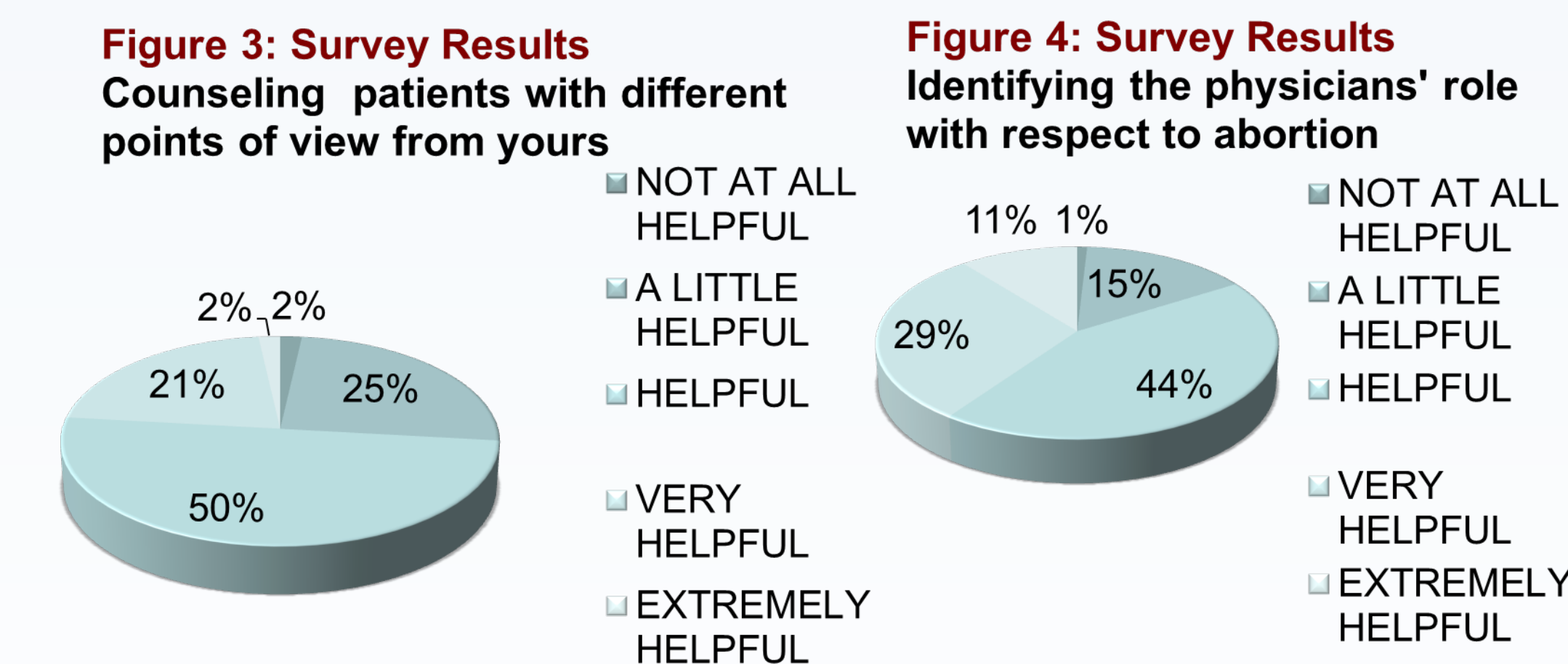
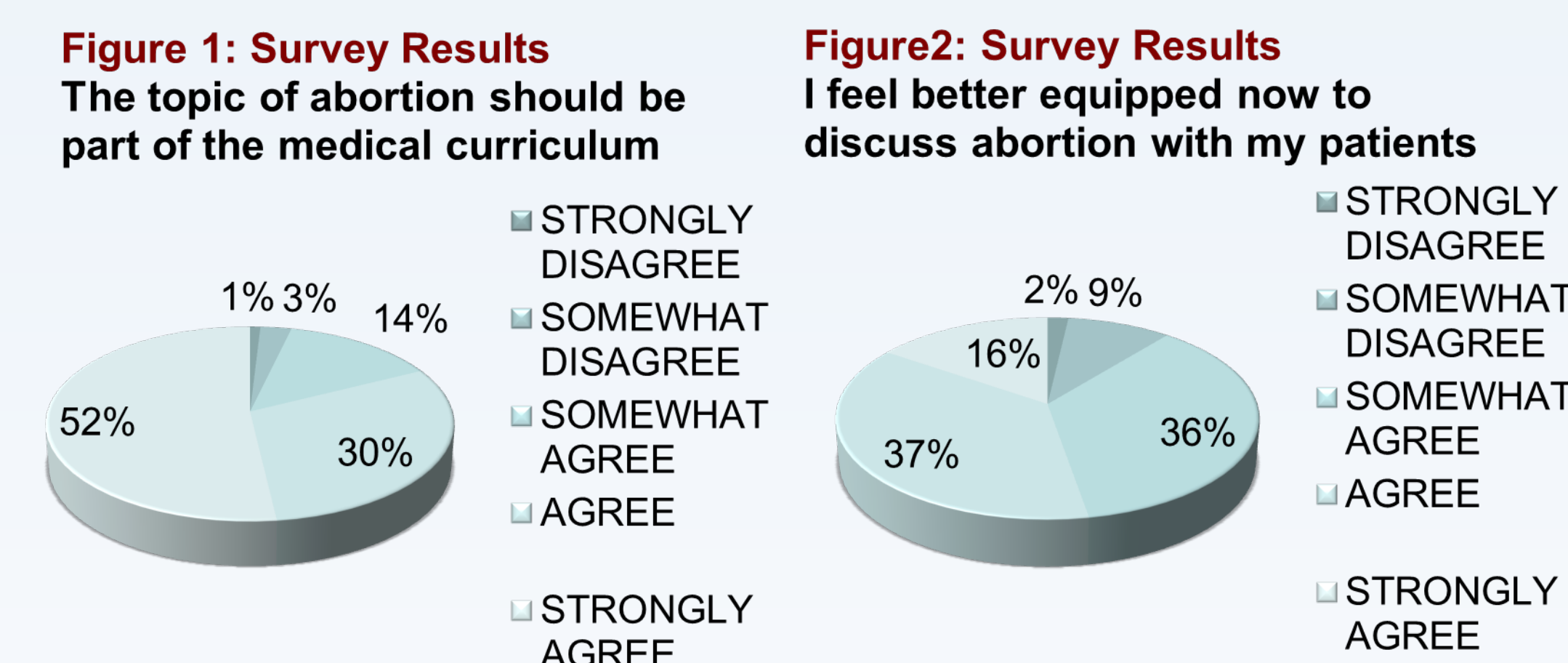
- Participated in IRB Research Study on students' experience attending 2<sup>nd</sup> year PCL Case on sexual reproduction and abortion
- Study included Blackboard Discussion postings allowing students to post anonymously on sensitive issues
- Helped create survey assessment of students' experience attending a case on abortion

## Research

- IRB RESEARCH STUDY:** The team collaborated in conducting an IRB-approved research study evaluating the case effectiveness and students' learning outcomes in the PCL curriculum case on abortion and sexual reproduction.

**Julia Nelson, a 17-year-old high school junior, attends a local adolescent clinic for the first time with concerns about a vaginal discharge and irregular menses. She has been sexually active for about two years with several partners. She discovers she is unexpectedly pregnant. In the third session alternate scenarios are presented.**

**SAMPLE SURVEY QUESTION:**  
One of the objectives of the Julia Nelson Case was to help you discuss reproductive health and abortion. Please rate how helpful this case was in the following areas. Also rate the appropriateness of the topic:



## Conclusion

- Working within a multi-disciplinary collaborative team on curriculum development allows for librarians to move beyond the traditional role of instruction. The embedded role highlights the additional contributions librarians can make to the team in the areas of technology and research.