

Designing the Future: Librarians as Curricula Developers and Faculty

Alexandra Gomes, Tom Harrod, and Laura Abate
Himmelfarb Health Sciences Library
The George Washington University

1) How to integrate informatics into clinical years?

- Develop elective for 3rd and 4th year medical students
- Informatics topic to allow librarians complete course ownership
- Provide deep dive into topic in clinical or research setting
- Already well-integrated in pre-clinical phase of medical school

2) Bingo! *Introduction to Systematic Reviews*

- Closely aligned with library and librarian expertise
- Reflects and supports institutional priority
- Instructors had in-depth knowledge and experience
- Existing relationships with systematic reviews faculty

3) Going all in

- Wrote course proposal and syllabus and developed grading rubric
- Presented proposal at two curriculum committee meetings
- Two-week, full-time, face-to-face seminar course designed for 4-10 participants
- Engages students for 40 hours per week via class time, readings, and assignments
- Teamwork: three reference librarians collaborated to develop and teach course
- Lead instructor for session responsible for: session design, readings, and assignment
- Design incorporates adult learning principles: interactive learning and application
- Course management system utilized for linked readings, assignments and syllabus
- Librarians met regularly to coordinate session content ensuring meaningful progression
- Student final project: systematic review protocol designed for extension to future research

4) Stack the deck

- GW faculty guest speakers for deeper-dive and real-life examples for specific concepts: quality assessment of studies, faculty experience on systematic review team
- Instructor and peer feedback integrated into daily sessions
- Ties with Deans' office strengthened as a result of course administration

5) Up the ante

- Systematic Review course taught twice and well-received by students
- Strengthened knowledge and skills in curricular planning and administration, and enhanced subject knowledge
- Skills in organization, teaching, meeting deadlines, and awareness of faculty and staff expertise support instructor role
- Increased teaching involvement strengthens library's role in medical school curriculum
- Success of systematic review elective led to creation of additional elective, *Using Media to Share Health Information*
- Two-week, full-time, face-to-face seminar course; designed for 4-10 participants
- Focused on public service announcement creation (research, writing, production) and social media publicity plan for PSA
- Included guest speakers drawn from across campus and city:
 - Faculty from GW's School of Medicine and Health Sciences, the Milken Institute School of Public Health, and the School of Media and Public Affairs
 - Staff from GW's Departments of Communications and Marketing, Photography, Instructional Design, and Public Affairs
 - Staff from the Food and Drug Administration
- Taught once with seven students