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‘Going the Extra Miles’: Providing Itinerant Library Support to Graduate Distance Learners

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‘Going the Extra Miles’:

Providing Itinerant Library Support to Graduate Distance Learners

Ryan Gaylor, MLIS
rgaylor@usa.edu
Distance Learning Librarian
University of St. Augustine for Health Sciences

Presenter

Ryan Gaylor, MLIS

- Distance Learning Librarian, University of St. Augustine for Health Sciences
- 12 years of experience (6 years as an academic librarian) working in public and academic libraries
- Research interests: online education, educational technology, embedded librarianship

University of St. Augustine for Health Sciences

Objectives

- Learn strategies for developing partnerships with online faculty and techniques for overcoming the barriers of buy-in and the reluctance to collaborate
- Recognize how on-campus events can be a great opportunity to showcase library resources, fill gaps in library knowledge, and enhance engagement among distance learners
- Understand the impact of "itinerant library support" and how it has contributed to faculty collaboration and student success

University of St. Augustine
For Health Sciences

Check-In

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Post-Professional Programs @ USAHS

- One of two librarians designated to the University's Post-Professional Programs
- Masters and Doctoral programs
- 100 % Online
- Working professionals, mid-career

University of St. Augustine for Health Sciences

Introduction to Interprofessional Studies (IPE 7000)

- Provides students with a foundation for success in a post-professional program
- Emphasis on interprofessional communication and collaboration
- Ethical decision making
- Use of scientific evidence, professional writing, including the prevention of inadvertent plagiarism, and resources available to students to support their learning

IPE 7000 On-Campus Immersion

- Face-to-face meeting
- 1 per trimester
- Hosted on one of USAHS's campuses
- 3 full-days of meeting

On-Campus Immersion

UNIVERSITY OF ST. AUGUSTINE
FOR HEALTH SCIENCES

Timeline

Fall 2017

- On-campus immersion with IPE 7000 students (FLUSA)
- 30-45-minute presentation, followed by questions

Spring 2018

- Same format (FLUSA)
- Began partnership with lead instructor
- Adapting library instruction to course

Summer 2018

- Same Format (SMUSA)
- Provided in-person library support along with specialized instruction
- Showcased the library's value to IPE 7000's faculty

Fall 2018-Present

- Completely embedded in IPE 7000
- Defined role and purpose
- Revised library instruction, aimed programming, consultations

The Flight Plan: Fall 2018

- Inclusion into the course orientation
- Post-professional-appropriate live webinars & trainings
- Virtual library space
- Library support & programming @ immersion
- Assist faculty w/ students struggling to make transition to distance education

Departure

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Introduction to the USA Library: Post-professional edition

Posted on: Wednesday, September 9, 2020 8:43:20 PM EDT

Next week, I will be hosting TWO library webinars for IPE 7000 & 7050.

Tuesday, September 15, 2020 @9pm ET/8pm CT/6pm PT

Saturday, September 19, 2020 @7pm ET/6pm CT/4pm PT

Topics covered:

- Library Resources
- Online Services
- Citation Managers (Brief intro)
- Webinars (Upcoming & Archived)
- Searching the USA Library
- Full-Text Finding Tools
- Interlibrary Loan

Both sessions will be recorded and posted in Blackboard.

Have a great weekend!

Ryan

Click here to learn more about the Online Library Services

The University of St. Augustine Library supports the academic endeavors of its distan

Most of our library services are available online through the library's website. Here's a qu

- **SearchUSA** searches the library's catalog and many of its databases quickly and
- Can't find what you need? Use the library's ILL (Interlibrary Loan) service to locate
- Questions? Contact us via online chat, telephone, and email (library@usa.edu)
- Schedule an online research consultation with a librarian and choose your meetin
- Advance your knowledge of the library's tools and resources by attending a live tr

Course Information

SYLLABUS

My Grades

Ask Your Instructor

Course Technology

USAHS Library

l Library Space

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Research Consultations

University of St. Augustine
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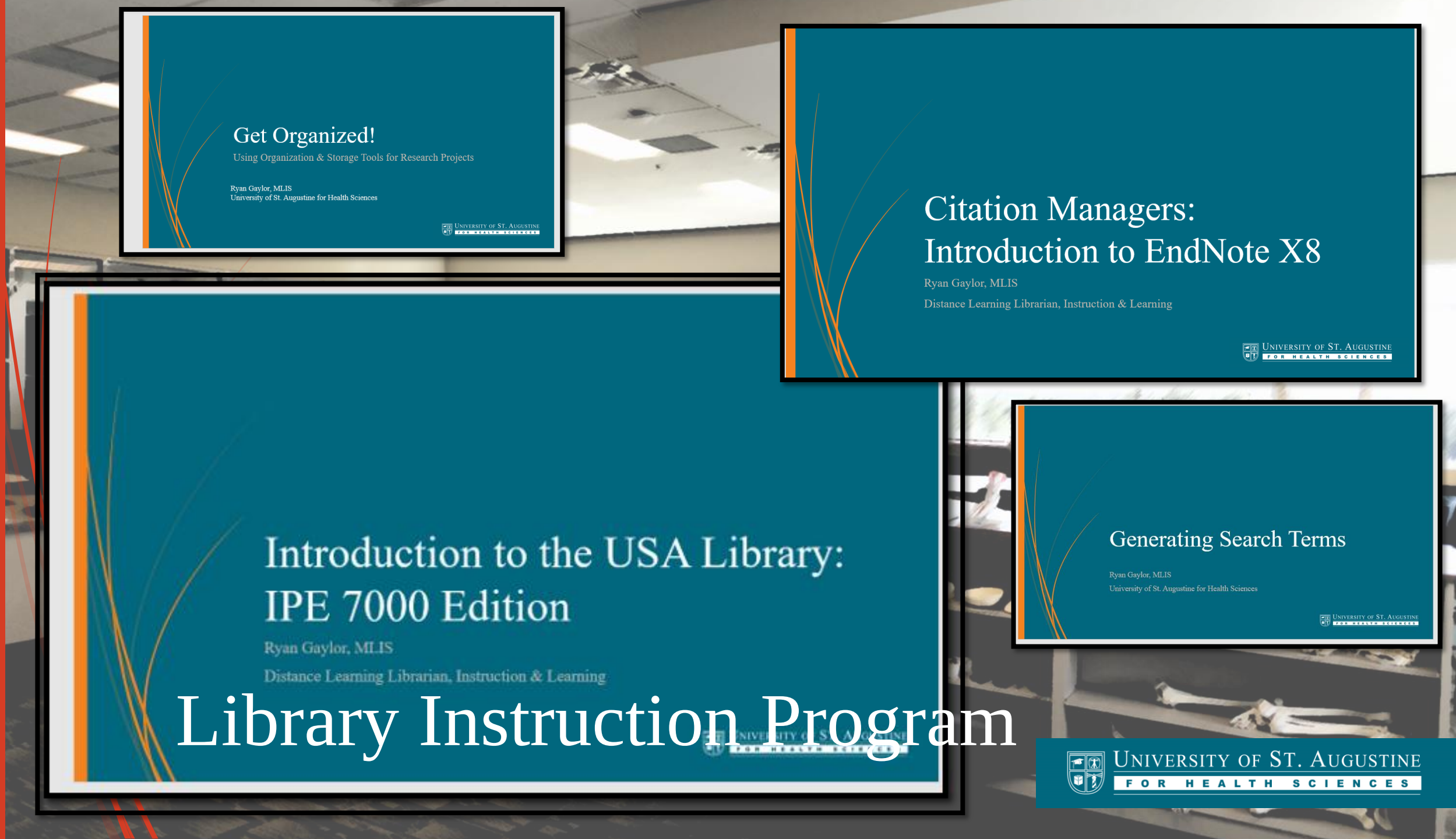
Get Organized!
Using Organization & Storage Tools for Research Projects
Ryan Gaylor, MLIS
University of St. Augustine for Health Sciences
University of St. Augustine
for Health Sciences
Citation Managers:
Introduction to EndNote X8
Ryan Gaylor, MLIS
Distance Learning Librarian, Instruction & Learning
University of St. Augustine
for Health Sciences
Introduction to the USA Library:
IPE 7000 Edition
Ryan Gaylor, MLIS
Distance Learning Librarian, Instruction & Learning
Generating Search Terms
Ryan Gaylor, MLIS
University of St. Augustine for Health Sciences
University of St. Augustine
for Health Sciences
Library Instruction Program
University of St. Augustine
for Health Sciences

Itinerant Library Services

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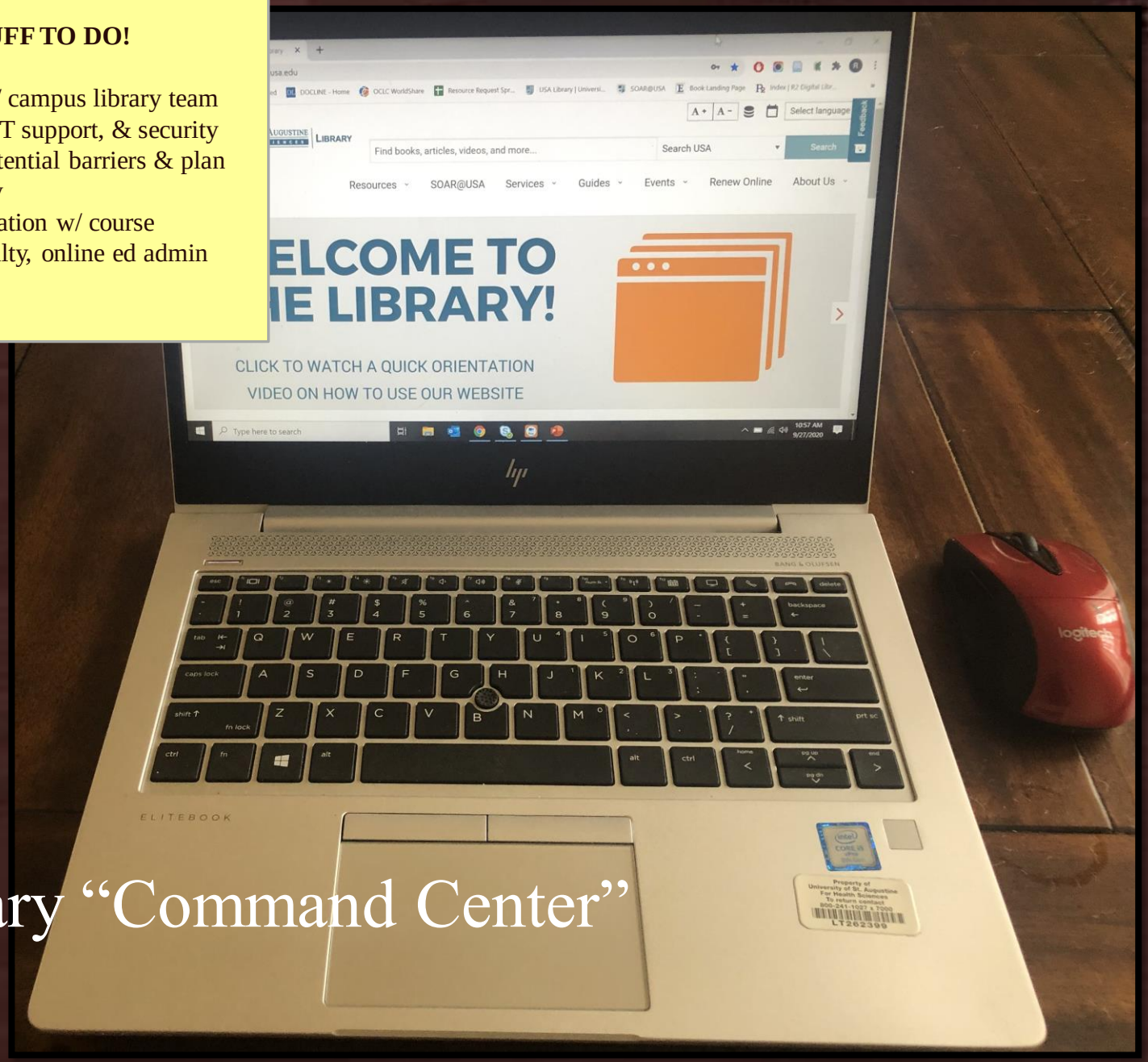
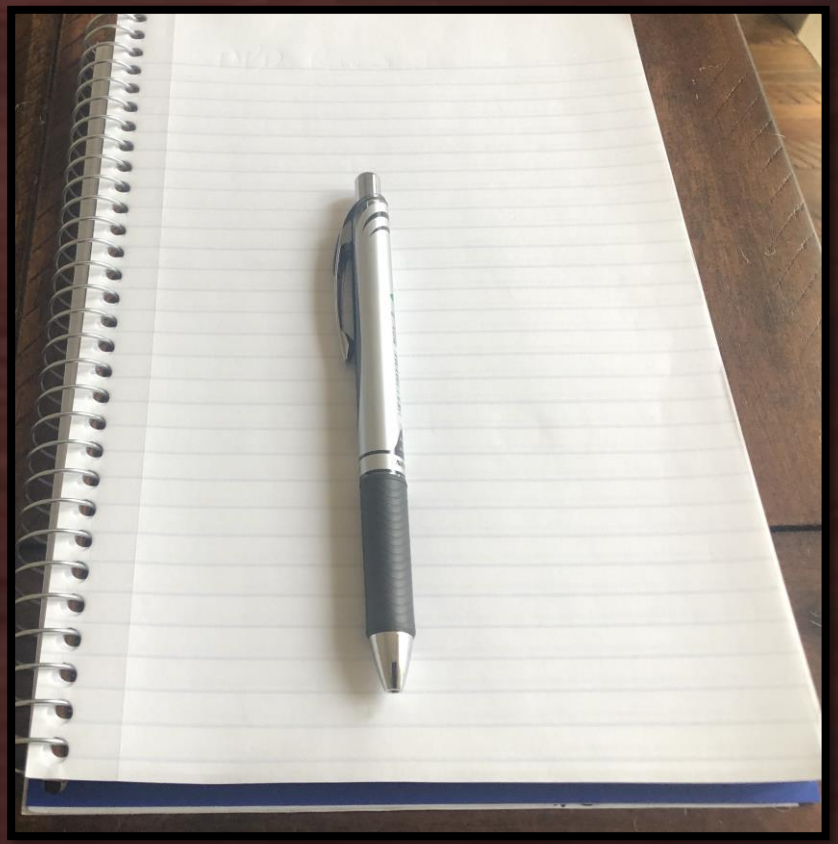
STUFF TO DO!

- Connect w/ campus library team
- Facilities, IT support, & security
- Identify potential barriers & plan accordingly
- Communication w/ course leader, faculty, online ed admin





Library “Command Center”

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USAHS Online Education Library Services

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Online Education Library Services

Connect

To access the USA Library's electronic resources, log in with your **USA Email Address** (j.doe@usa.edu or jdoe@usa.edu) and the password you use to access your USA Email Account.

Explore

SearchUSA searches the library's catalog and many of its databases quickly and thoroughly. Use this search engine to view thousands of journal articles and eBooks.

Advance

Attend one of our **live training sessions** or watch our video tutorials to further your "library literacy". Use the "Webinars" tab on the library's homepage to register for future events or view past sessions.

Website: https://library.usa.edu/

Contact: library@usa.edu

USAHS Online Education Library Services

University of St. Augustine for Health Sciences

IPE7000 November 2019 Immersion Agenda

Friday

Time	Topic/Activity	UNIT	Leader
8:00am.	Registration and Welcome		Amy Herrington
8:30am	Group Discussion: Your education plan, professional organization that you joined and your career trajectory Complete individual assignment	VII	Amy Herrington
9:30-1130am	Group Activity: Peer Collaboration Who are we and what is our role as a part of the healthcare team? • Identify common situations that are likely to lead to disagreements or conflicts • Discuss role ambiguity • Discuss ethics • Discuss power gradient • Discuss differences in treatment and payment goals Present discussion findings to the class *Presentation can be enhanced with PowerPoint or Concept Mapping*	V	Amy Herrington
11:30am.-12:30pm	Lunch		
12:45-1:45pm	Preparing your Linked In page	V	Jason Barlow video
1:45-2:00pm	Break		
2:00pm.-2:45pm,	Writing a Quality Scholarly Paper-Writing Center Resources		Hideki Nakazono
2:50-3:30	PUBLICATIONS https://us.sagepub.com/en-us/nam/how-to-get-published	V	Amy Herrington
3:30pm	Online Library		Ryan and Eric
5:00pm	Adjourn		
6:00pm	Let's have dinner together!		
Homework	Create Plan for Poster Review the template and student samples provided via Blackboard Choose Article		

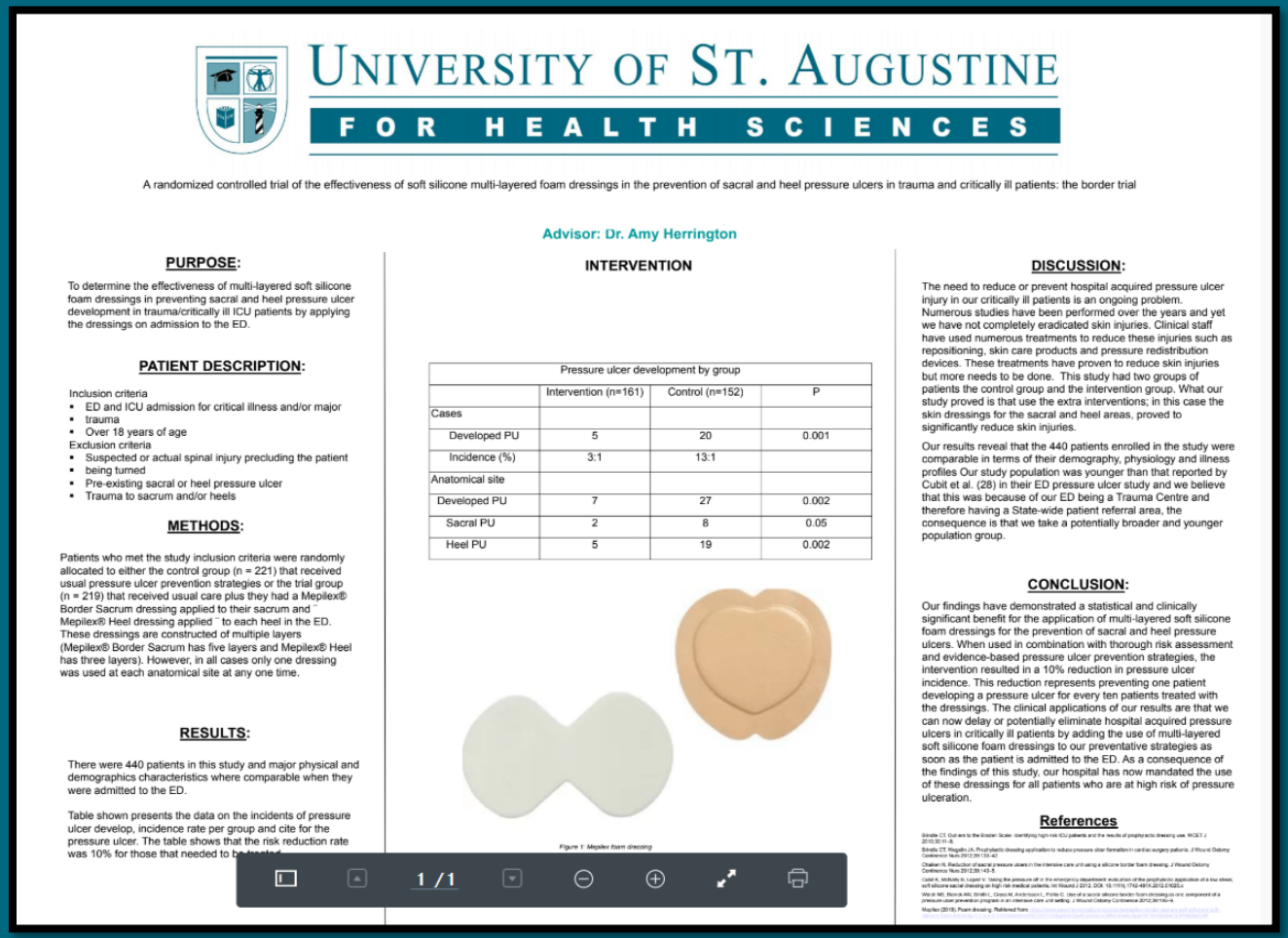
Saturday

8:00am	Preparing for and Delivering Professional Presentations	V	Amy Herrington
9:00am - 12:00pm	Create Poster and Present to the Group Individual Assignment: Create poster and present to the Group Working Lunch-Restaurant delivery available	V	Amy Herrington
12:30pm	Break		
1:00pm	Conflict Resolution Complete Group Assignment *Make sure that you have completed the modified version of the Myers-Briggs personality test and watched the 12 minute video in preparation for this assignment*	VI	Amy Herrington
4:30pm	Adjourn		
	Dinner on your own		

Sunday

8:00am	Group Discussion: How is IPE/IPP working in your discipline	VI	Amy Herrington
9:00-10:00am	Make the Case for IPE/IPP Individual Assignment: Develop and Deliver an Elevator Speech	VI	Amy Herrington
10:00-11:00am	Discuss with your peers your education, professional and interprofessional collaboration plans.	VII	Amy Herrington
11:15-12:00	Evaluations and Adjournment		

Sample IPE 7000 Agenda



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A randomized controlled trial of the effectiveness of soft silicone multi-layered foam dressings in the prevention of sacral and heel pressure ulcers in trauma and critically ill patients: the border trial

Advisor: Dr. Amy Herrington

PURPOSE:

To determine the effectiveness of multi-layered soft silicone foam dressings in preventing sacral and heel pressure ulcer development in trauma/critically ill ICU patients by applying the dressings on admission to the ED.

PATIENT DESCRIPTION:

Inclusion criteria
- ED and ICU admission for critical illness and/or major trauma
- Over 18 years of age

Exclusion criteria
- Suspected or actual spinal injury precluding the patient being turned
- Pre-existing sacral or heel pressure ulcer
- Trauma to sacrum and/or heels

METHODS:

Patients who met the study inclusion criteria were randomly allocated to either the control group (n = 221) that received usual pressure ulcer prevention strategies or the trial group (n = 219) that received usual care plus they had a Mepilex® Border Sacrum dressing applied to their sacrum and ¨ Mepilex® Heel dressing applied ¨ to each heel in the ED. These dressings are constructed of multiple layers (Mepilex® Border Sacrum has five layers and Mepilex® Heel has three layers). However, in all cases only one dressing was used at each anatomical site at any one time.

RESULTS:

There were 440 patients in this study and major physical and demographics characteristics where comparable when they were admitted to the ED.

Table shown presents the data on the incidents of pressure ulcer develop, incidence rate per group and cite for the pressure ulcer. The table shows that the risk reduction rate was 10% for those that needed to be treated.

INTERVENTION

Pressure ulcer development by group			
	Intervention (n=161)	Control (n=152)	P
Cases			
Developed PU	5	20	0.001
Incidence (%)	3:1	13:1	
Anatomical site			
Developed PU	7	27	0.002
Sacral PU	2	8	0.05
Heel PU	5	19	0.002

Figure 1: Mepilex foam dressing

DISCUSSION:

The need to reduce or prevent hospital acquired pressure ulcer injury in our critically ill patients is an ongoing problem. Numerous studies have been performed over the years and yet we have not completely eradicated skin injuries. Clinical staff have used numerous treatments to reduce these injuries such as repositioning, skin care products and pressure redistribution devices. These treatments have proven to reduce skin injuries but more needs to be done. This study had two groups of patients the control group and the intervention group. What our study proved is that use the extra interventions; in this case the skin dressings for the sacral and heel areas, proved to significantly reduce skin injuries.

Our results reveal that the 440 patients enrolled in the study were comparable in terms of their demography, physiology and illness profiles Our study population was younger than that reported by Cubit et al. (28) in their ED pressure ulcer study and we believe that this was because of our ED being a Trauma Centre and therefore having a State-wide patient referral area, the consequence is that we take a potentially broader and younger population group.

CONCLUSION:

Our findings have demonstrated a statistical and clinically significant benefit for the application of multi-layered soft silicone foam dressings for the prevention of sacral and heel pressure ulcers. When used in combination with thorough risk assessment and evidence-based pressure ulcer prevention strategies, the intervention resulted in a 10% reduction in pressure ulcer incidence. This reduction represents preventing one patient developing a pressure ulcer for every ten patients treated with the dressings. The clinical applications of our results are that we can now delay or potentially eliminate hospital acquired pressure ulcers in critically ill patients by adding the use of multi-layered soft silicone foam dressings to our preventative strategies as soon as the patient is admitted to the ED. As a consequence of the findings of this study, our hospital has now mandated the use of these dressings for all patients who are at high risk of pressure ulceration.

References

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INTERPROFESSIONAL
HEALTHCARE TEAMS

Library Support Operations

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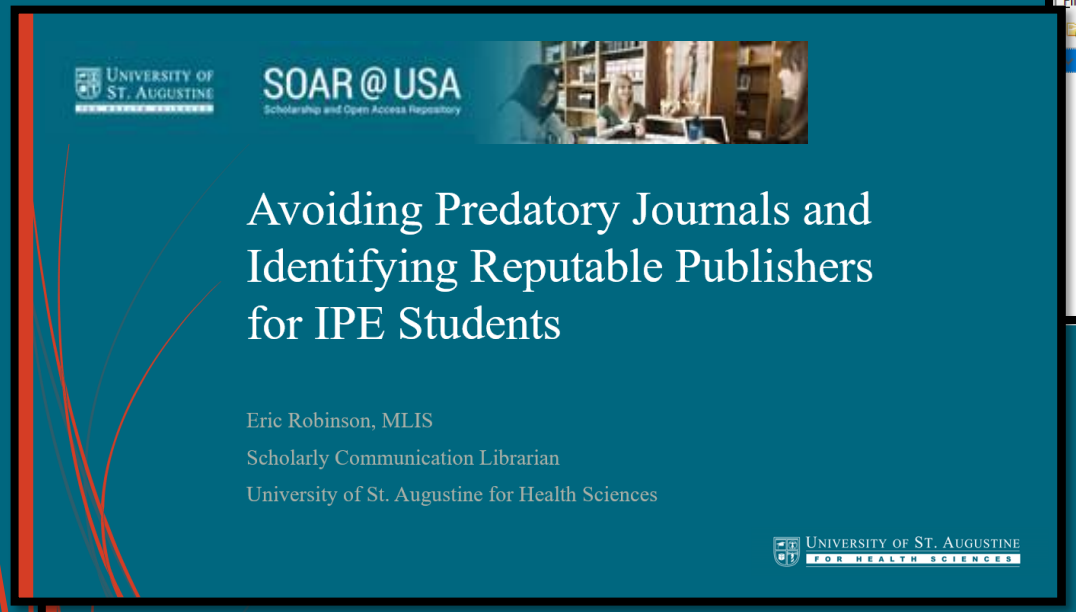

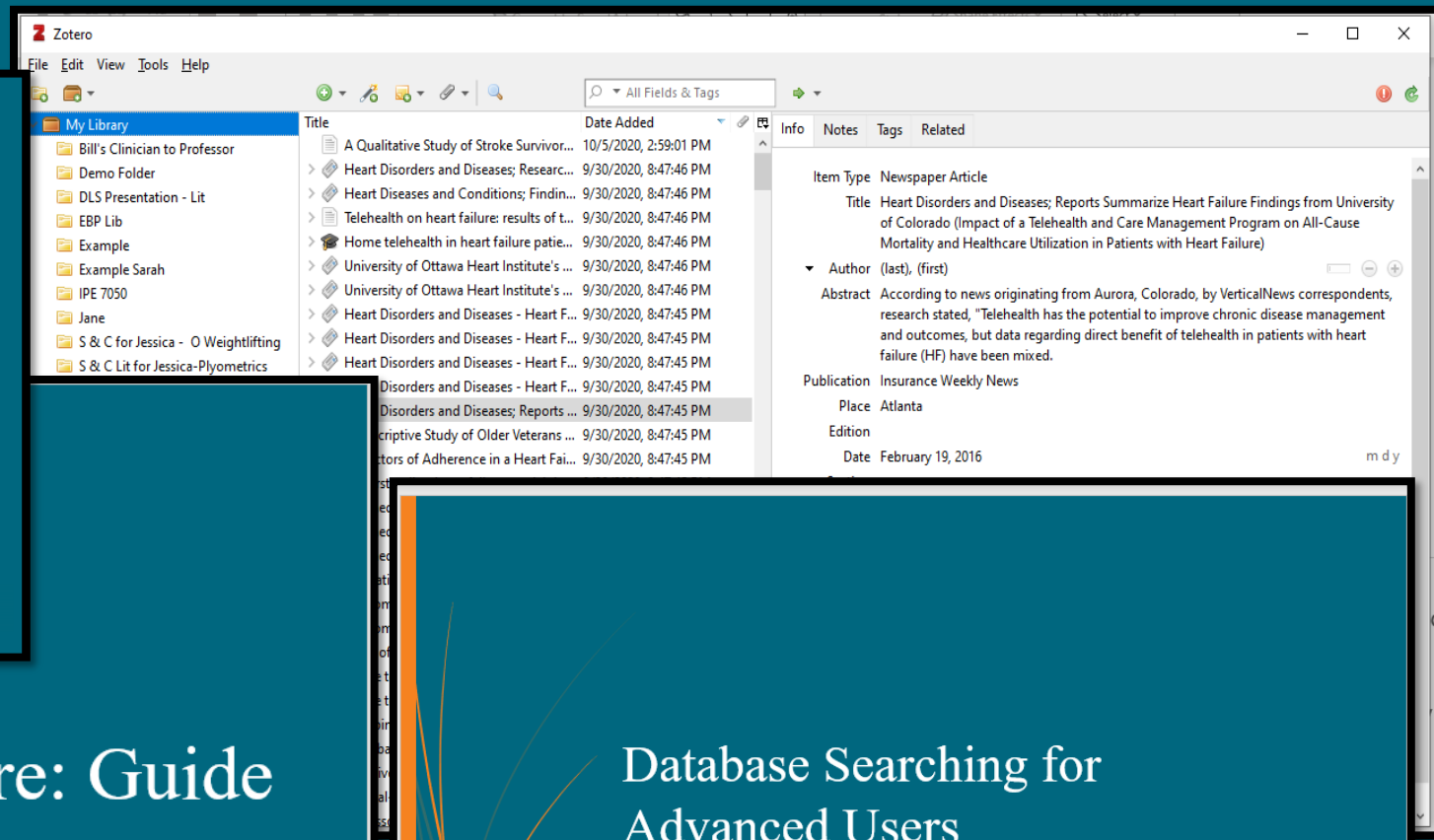

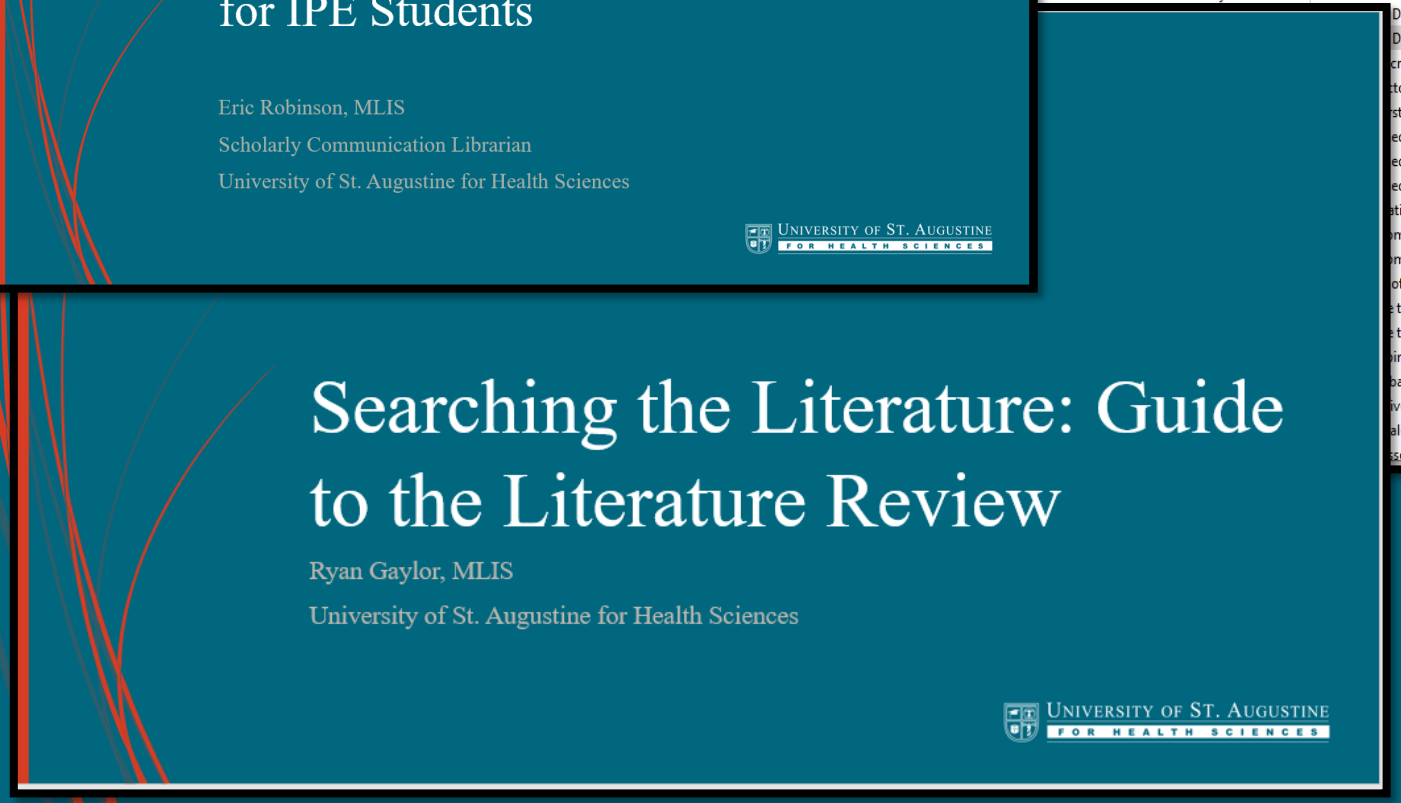

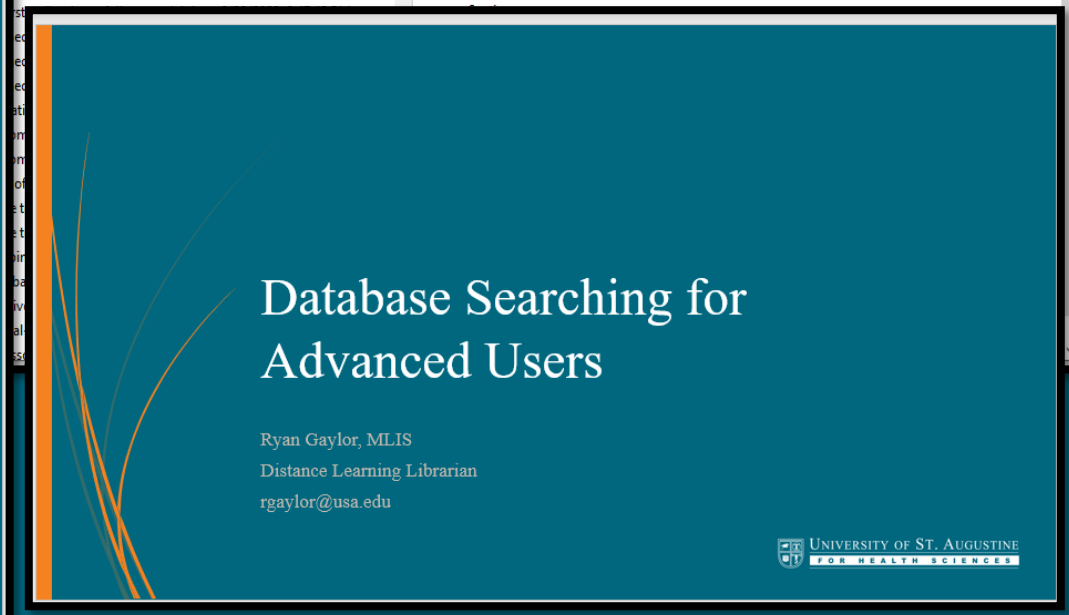

Filling Gaps in Library Literacy

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Arrival

Post-Immersion Survey Data

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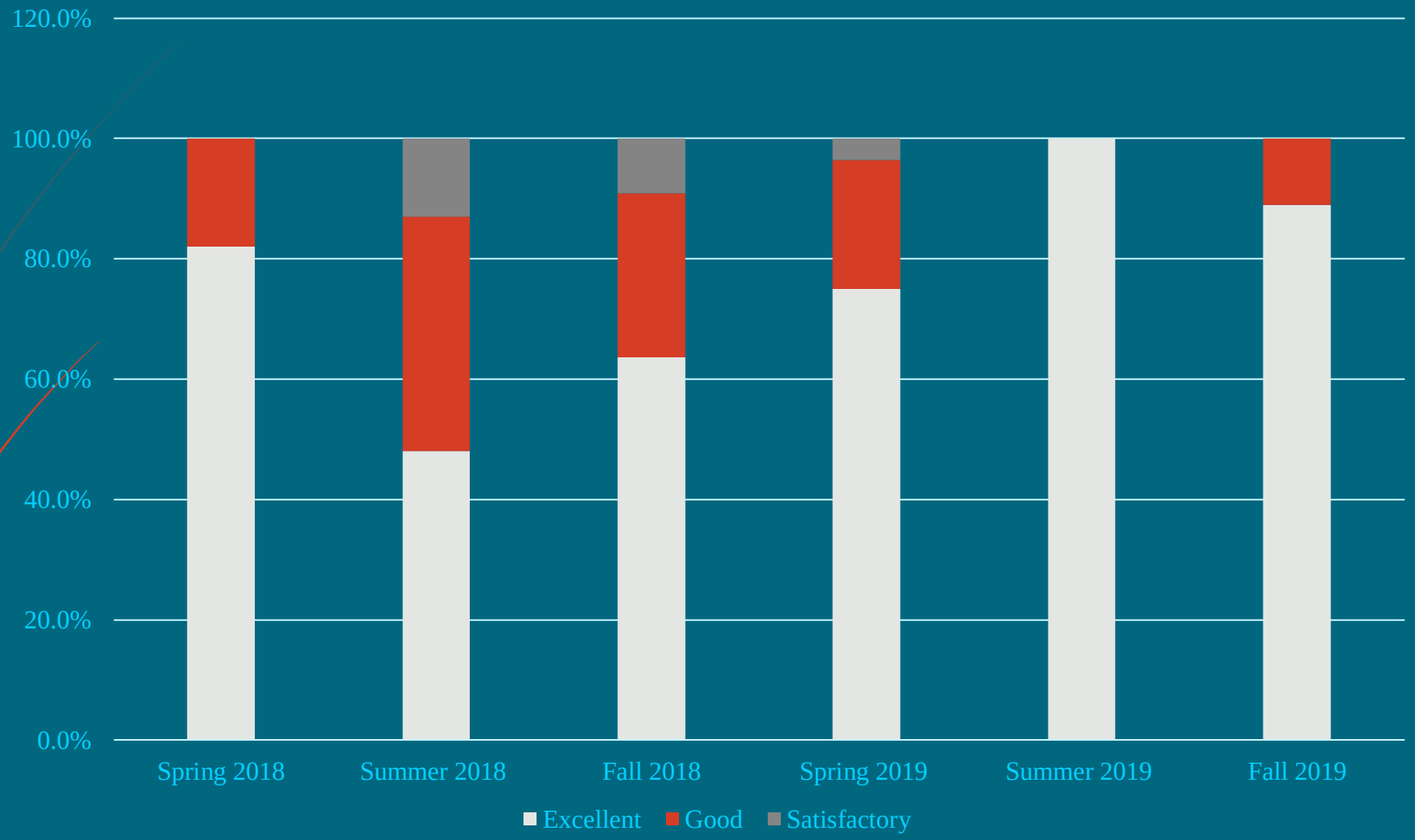
Post-Immersion Survey Data



*no data collected for Fall 2017

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Post-Immersion Survey Responses & Testimonials

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"Invaluable when it comes to support, demeanor, encouragement and helped me tremendously throughout this course."

"We felt special that he would take the time to come and spend with us at the residency"

"It was so helpful to have the librarian there to help with the technology. He is awesome"

"Very patient in spending extra time in going over additional citation managers with some of us after day 2."

"Very helpful and listened to us, they were great. I would like to see more immersion offerings for more classes."

"Wonderful job, really stepped up to provide a great experience when the situation changed"

Mr. Gaylor spoke at several immersions…his extra support has helped decrease my stress level, and he has been a great help to me as I complete my dissertation

- Sarah Werth-Diehl, OTD Candidate

Ryan's presence in this course and what he offers to our students addresses knowledge deficits, helps build confidence and sets the stage and standard for graduate work and writing."
– Dr. Amy Herrington, Assistant Professor, Course Leader IPE 7000

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Exploration

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More Supplemental Video Tutorials

- Asynchronous videos on orientation topics or special topics
- Better than sitting through an entire presentation
- Easy for quick reference

Self-Check Learning Objects

- Interactive learning modules
- Customized for IPE 7000 learners
- Hosted in LMS or course library guide

More interactive activities @ immersions/residencies

- Pre-Immersion survey
- Experiment w/ gamifying library instruction (‘escape the library’ , scavenger hunt, etc.)
- Move away from ‘traditional’ methods of library instruction

Active involvement in course revision

- Currently undergoing revision w/ course leader
- Assisting CL w/ acquiring resources to enhancement learning
- Teaming with scholarly communications librarian to add a library related assignment to replace existing one

Impact of COVID-19

- Duplicating the on-campus library support experience virtually
- Making online instruction more dynamic
- The future of ‘Itinerant Library Support’

Souvenirs

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- Faculty Buy-in
- Action NOT Reaction
- Volunteer for EVERYTHING
- Word of mouth
- Let setbacks drive you

Questions?

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University of St. Augustine for Health Sciences