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