Expanding our Roles: Embedded in Curriculum Design
Gisela Butera, MLIS, Alexandra Gomes, MSLS, MT, Thomas Harrod, MS, Seema Kakar, MD, Julia Frank, MD, Jennifer Owens, BA
The George Washington University, Himmelfarb Health Sciences Library

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 1st and 2nd 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 2nd 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 1st 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 2nd 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 in designing PCL Cases.

Methods & Results

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

TIMELINE:

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>The PBL Director contacted the Library to help revise 10 cases for second-year problem-based learning course.</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Worked closely with medical faculty to help update content, medical literature and navigate copyright issues.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Added standardized patients to cases as well as contextual psychosocial learning objectives.</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Participated in IRB Research Study on students’ experience attending a case on abortion.</td>
</tr>
</tbody>
</table>

Team: Key Successes

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

PowerPoint Case Examples

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.

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:

Figure 1: Survey Results

The topic of abortion should be part of the medical curriculum

Figure 2: Survey Results

I feel better equipped now to discuss abortion with my patients

Figure 3: Survey Results

Counseling patients with different points of view from yours

Figure 4: Survey Results

Identifying the physician's role with respect to abortion

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.