Background:
The launch of the revised medical school curriculum in Fall 2014 provided new opportunities for librarians to collaborate with clinical faculty. As a result of our past informatics instruction embedded in the first year curriculum, we were invited to expand this content as part of a new Formative Objective Structured Clinical Examination (FOSCE) initiative.

Developing the Cases:
- For MS1s: 5 cases over 10 months; for MS2s: 2 cases over 5 months
- Developed for use with small groups of students (12 or 16)
- Collaboration with multiple faculty members to develop cases/scenarios
- Cases were block and week-specific, created to match content in other courses within the block
- Lots of active learning including standardized patients and real-time research

Facilitating the Cases:
- ½ of group goes to ‘Librarian Instructor-Led Exercise’ while other ½ does ‘Standardized Patient Encounters with CSRIs’ (Clinical Skills and Reasoning Instructors) and they switch after 50 minutes
- Librarian instructor-led exercise taught in small groups by two librarians
- Required librarian prep sessions prior to each case to introduce the material/format to those librarians who would be facilitating the sessions

Lessons Learned:
- One librarian is enough to teach the session
- Remain flexible; many sessions finished development just before they were introduced to the librarian instructors. Cases are ‘works in progress’ and change based on experience and circumstances
- Faculty are open to proposed curricula and collaboration, especially when it solves one of their problems.
- Faculty now have an enlarged perspective of librarians as curriculum developers and fellow instructional faculty
- Success leads to greater involvement:
  - Led to development of librarian-created presentation curriculum introduced in academic year 2015-2016
  - Led to more successful negotiations for placement of informatics sessions in MS1 year
- This activity created a new leadership role for some of our librarians

Take Home Message:
- Be open to opportunities
- Seek to find solutions (for yourself and others!) and opportunities
- Be proactive; seize the moment
- Propose a solution to a problem that develops on the fly
- Envision yourself in new roles
- Opportunities often arise during periods of great change

I3 FOSCE: Anemia / Presentation Curriculum
- Draw out a Punnett square from the genograms showing the likelihood that their child would have sickle cell disease / sickle cell trait
- Changed to an introduction to the presentation curriculum for Fall 2015.

I3 FOSCE: Fever
- Interview a standardized patient who presents with fever.
- Determine her recent travel history and use several commonly-available travel health websites to help determine a proper diagnosis.

CPR FOSCE: Chest Pain
- Use presentation and lab results for a patient with classic characteristics of heart disease
- Use CVD calculators to determine likelihood of major CVD event and discover ways of lowering his risk

CPR FOSCE: Dyspnea
- Interview a standardized patient who presents with shortness of breath.
- Choose appropriate tests and look up information on various exposures the patient mentions (pet, chemical, etc.)

GI/Liver FOSCE: Abdominal Pain
- Interview standardized patient who presents as mother of a girl who has swallowed some pills.
- From photos, use drug resources to ID different pills that may have been ingested to determine likelihood of their being the cause

MSK: Joint Pain
- Review drug apps introduced during MS1.
- Several cases were introduced which required students to look up drug information in order to evaluate the usability, accuracy, & completeness of 3 drug apps (DynaMed, Epocrates Essentials, & Lexicomp).

Brain & Behavior: Presentation Curriculum Introduction
- Gave a crash course in proper presentation skills.
- This session was one time only as they were not introduced to the presentation curriculum during their MS1 year - this will be replaced in the Fall 2016 semester for the rising MS2s.