

LIBRARY TRACK-PROMOTION TO ASSOCIATE PROFESSOR

NOTE: SOME OF THE REQUIREMENTS FOR DOCUMENTING IN THIS TRACK HAVE CHANGED. CONSULT WITH ANOTHER LIBRARIAN OR FACULTY AFFAIRS FOR ADDITIONAL INFORMATION

DOCUMENTATION OF TEACHING

I. STATEMENT OF PHILOSOPHY OF TEACHING

In teaching classes, small groups, or one on one in person, over the telephone, and online, my goal is to create a learner-centered environment to facilitate life-long learning skills. As a librarian at the Health Sciences Library serving both the Mercer University School of Medicine and the Memorial University Medical Center, I have the opportunity to interact with mature learners seeking information for a variety of reasons including coursework, research, and patient care. It is relatively easy to provide information. A more difficult task, but essential if an information seeker is to become a life-long learner, is to try to impart skills that the learner can use to find the information that they need independently and the desire to do so. Keeping current by monitoring the literature and attending in person and online conferences and classes helps me to continually evolve as an instructor.

In the classroom and small group settings, imparting lifelong learning skills involves providing well-organized material, presenting that material in an engaging interactive way, and then assessing the acquisition of that knowledge. I am actively engaged not only in classroom instruction, but in the development of course material and in the writing of questions for assessment. As well as providing instruction, I have helped develop course material and questions for exams for small group classes that the library teaches to second year medical school students as part of Community Medicine. I have developed and taught instructional material for classes for third and fourth year medical school students and Mercer/Memorial residents. I have also developed course material and provided instruction for library school students in online courses, currently for Valdosta State University and previously for Florida State University. Providing online classroom instruction has unique challenges. I try to treat the online student participants as I would if they were in an in person classroom setting, encouraging online participation and discussion.

A large portion of my teaching is one on one: in person, over the telephone and online. These information seekers are generally goal oriented, seeking information primarily for patient care or research. They may be Mercer students, Mercer/Memorial residents, Memorial nurses, other Memorial Team Members such as Health Unit Coordinators, Mercer faculty, Memorial clinicians. My job is to meet their needs at the level they require, making my instruction clinically relevant so that the information seeker not only has information for their immediate needs, but leaves the encounter with information seeking skills and the desire to use those skills in the future on their own. When providing information online, when appropriate, I provide my methodology so that the information seeker can replicate the search strategy in the future.

Another aspect of my teaching is providing one on one and group instruction to library faculty and staff regarding online resources. As the library acquires new resources, or

existing resources evolve and develop, I keep library faculty and staff aware of these developments and provide instruction to them so that they can pass this information on to library customers as they provide their own instruction. Often new library faculty and staff have never worked in a medical library before. I instruct these new library faculty and staff not only in the use of online resources, but also provide information on medical libraries and educational institutions in general. When new electronic resource faculty are hired, I provide one on one instruction on the administrative aspects of online resources, such as licensing, working with vendors, database setup, and off campus access.

One of my duties is to help maintain the Mercer University School of Medicine Medical Libraries website. This affords me the opportunity to further foster a learner-centered environment and lifelong learning by organizing library materials and access points in such a way that information seekers utilizing those sites can easily and effectively find information for their needs.

It is my job to remain current and cognizant of new online discovery tools that can be integrated into the websites to further create an environment where the information seeker can utilize lifelong learning skills.

II. EDUCATIONAL CONTRIBUTIONS

A. INSTRUCTIONAL RESPONSIBILITIES

1. Medical Student, Resident and Graduate Teaching

Class or Course/Topic	Activity Format/ Description/Content	Contact Time (Hours per Year)	Years	Learners/ Number/ year	Institution/ Comments
Conducting a Literature Review for Residents	In person classroom hands on instruction, PowerPoint, and handouts.	6	2013-2016	120	Medicine/ Memorial University Medical Center, Graduate Medical Education

Critical Assessment of the Scientific Literature, 2 nd Year Community Medicine	In person classroom instruction videoconferenced with Macon. PowerPoint, handouts, interactive Jeopardy experience	2	2014-2016	100	Mercer University School of Medicine
Literature Reviews in Research, Summer Scholars	In person classroom instruction videoconferenced with Macon, PowerPoint, interactive Who Wants to Be a Millionaire PubMed experience	1	2014-2016	24	Mercer University School of Medicine
Evidence-Based Medicine Point-of-Care Resources 4 th Year Capstone Course	In person classroom instruction with PowerPoint and handouts	1	2013	40	Mercer University School of Medicine
Evidence-Based Medicine Resources, 3 rd Year Orientation	In person classroom instruction with handouts	1	2011-2016	40	Mercer University School of Medicine
Formulating a Population Health Query 2 nd Year Community Medicine	In person classroom instruction videoconferenced with Macon, PowerPoint	1	2013	100	Mercer University School of Medicine
EBM/PubMed, 2 nd Year Community Medicine	In person, 5 small groups, PowerPoint, hands on, online materials.	10	2009-2016	40	Mercer University School of Medicine

Licensing Electronic Resources, guest lecturer	Online classroom instruction, PowerPoint	1	2009-2016	30	Master of Library and Information Sciences Program, Valdosta State University
Library Research for Nursing Interns	In person classroom instruction, PowerPoint, handouts	1	2013-2016	50	Memorial University Medical Center
eBook FAQs for Mercer Faculty and Students	In person classroom instruction videoconferenced with Macon, PowerPoint	1	2012	7	Mercer University School of Medicine
Library Point of Care Mobile Resources for Family Medicine Residents	In person classroom instruction, PowerPoint, handouts	1	2012	18	Memorial University Medical Center
Library Resources for Internal Medicine Residents	In person classroom instruction, PowerPoint, handouts	1	2012-2016	40	Memorial University Medical Center
Evidence Based Medicine Resources for Nurses	In person classroom instruction	1	2010-2016	40	Memorial University Medical Center

2. Experience with Instructional Methods

To become more familiar with collaborative learning and flipped classroom instructional methods to enhance the learning environment, I participated in round table and workshop opportunities at meetings I attended such as the Southern Chapter of the Medical Library Association and Association for Prevention Teaching and Research. Methods presented included tri-fold posters, gallery walk, think-pair-share, students as teachers, audio response, paper cases, and educational games. I attended the Team Based Learning Workshop that was offered at the Mercer University School of Medicine. As other faculty have explored new instructional methods, I have been asked to assist them in finding literature. This has afforded me the opportunity to take advantage of that information as well. I have subsequently incorporated many of these methods into instructional opportunities that I have had.

As part of Community Medicine 2, I am responsible for creating a PowerPoint and co-presenting information regarding the *Critical Assessment of the Scientific Literature*. A lecture is videoconferenced with Macon and Savannah. Polleverywhere audience response has been built into this lecture, as well as time for students to break up into small groups, assess articles, and report back to the class as a whole. The lecture is followed by an interactive Jeopardy Game that I prepared that reinforces the information presented in the lecture. As part of the Community Medicine 2 Journal Club, with my co-presenter, I select an article that illustrates the major aspects of the *Critical Assessment of the Scientific Literature* lecture and create talking points. Evidence Based Medicine interactive appraisal material that I developed is available online.

As part of Community Medicine 2, I develop PowerPoint material and present it in *EBM/PubMed* small group sessions. These sessions have a traditional lecture component, but also include think-pair-share and time for student assessment of resources which they share with the group. I created Evidence Based Medicine modules that are presented in online format. The *Literature Reviews in Research* for the Summer Scholars consists of a classroom lecture, which is followed by a Who Wants to Be a Millionaire PubMed game that I developed that reinforces the material presented in the lecture. The *Conducting a Literature Review* for Residents consists of a traditional classroom lecture based on a PowerPoint that I prepared, but also includes audience response.

As part of the *Evidence-Based Medicine Resources* presentation for 3rd Year Orientation that I developed, clinically relevant cases have been built into the lecture to illustrate use of point-of-care-resources.

B. CURRICULUM DEVELOPMENT

Course materials (syllabi, reading, handouts, monographs, web based materials etc.) developed by the candidate. Indicate how these materials were used in the course.

Item	Course/Web Page	Dates	Description	Role
Faculty Advisor Manual/The Reflective Physician Manual and Brochure	Faculty Advising Program	2016	Faculty Advising Manual that includes reflection. An accompanying brochure on the reflective physician for students.	Co-Developer
Library Resources for Preceptors Web Page	Library Resources for Preceptors	2016	Information for MUSM preceptors regarding library resources, with emphasis on value and mobile access.	Co-Developer
Community Health Needs Assessment Resources Web Page	Community Medicine 1 Community Health Needs Assessment Resources	2016	Information for Community Medicine 1 students regarding resources needed for a Community Health Needs Assessment with links to resources and instruction in use.	Developer
Interprofessional Education Curriculum	3 rd Year Clerkships in Pediatrics and Psychiatry	2014-2015	Medical students actively participate in treatment team meetings to learn how interprofessional teams develop patient management plans. The case facilitator provides written feedback on the student's overall performance during the monthly interprofessional team meetings. At the end of the rotation, the medical student is assessed by their ability to create a satisfactory	Co-Developer

			written treatment and management plan of a simulated patient.	
Identifying Scholarly Publications Web Page	Identifying Scholarly Publications	2015	Information for scholars regarding open access publishing, how to identify potential journals in which to publish, and how to choose the right journal in which to publish.	Developer
Evidence Based Medicine (Environment of Inquiry) Web Page	Community Medicine 2, Conducting a Literature Review for Residents, Evidence Based Medicine (Environment of Inquiry)	2015	Complete Evidence Based Medicine Module with step by step web pages including: Assess, Ask, Acquire, Appraise, and Apply. Links to subscribed library content included.	Developer
Critical Assessment of the Scientific Literature PowerPoint	Community Medicine 2	2014-2016	Used in a classroom setting with 2 nd year medical school students in Community Medicine in conjunction with Journal Club	Co-Developer
Critical Assessment of the Scientific Literature Jeopardy Game	Community Medicine 2	2014-2016	Interactive experience with 2 nd year medical school students in Community Medicine in conjunction with Journal Club	Co-Developer
Evidence Based Medicine PowerPoint	EBM/PubMed, 2 nd Year Community Medicine	2009-2016	Used with small group library instruction sessions in Macon and Savannah for 2 nd year medical students in Community Medicine	Co-Developer

EBM-Point of Care PowerPoint	Evidence-Based Medicine Point-of-Care Resources 4 th Year Capstone Course	2013	Used in a classroom setting with 4 th year medical school students in the Capstone Course in Macon and Savannah.	Co-Developer
EBM-Point of Care Handout	3 rd Year Medical School Orientation	2011-2016	Used in classroom setting with 3 rd year medical school students for orientation	Developer
Point of Care Resources Chart	Evidence-Based Medicine Point-of-Care Resources 4 th Capstone Course	2013	Used in a classroom setting with 4 th year medical school students in the Capstone Course in Macon and Savannah.	Developer
Developing and Searching a Population Health Question PowerPoint	2 nd year medical school student Community Medicine visit orientation	2013	Used in a classroom setting with 2 nd year medical school students as part of Community Medicine	Co-Developer
Licensing Electronic Resources	Electronic Resources, Library and Information Sciences Program, Valdosta State University	2009-2016	Online course for library school students enrolled in the online Electronic Resources class	Developer
Resources for Basic Medical/Biomedical Sciences Web Page	Resources by Subject: Basic Medical/Biomedical Sciences	2013	Library Resources organized in 13 subject areas.	Designer
NIH Access Policy Web Page	Resources for Researchers: NIH Public Access Policy	2013	Overview, copyright, and how to submit and cite.	Designer
Resources for Residents and Clerkships Web Page	Resources by Subject	2012	Library resource organized by seven residency/clerkship areas	Designer

eBook FAQs for Mercer, Memorial and GaIN Web pages	eBook FAQa	2012	Information about electronic books for MUSM, Memorial University Medical Center and Gain	Designer
Resources Maps for Mercer Web Pages, Memorial and GaIN	Library Resources Map	2011	Key library resources organized in a graphical interface	Designer
MUSM Libraries: EBM Tool Kit Web Page	MUSM Libraries: EBM Tool Kit	2011	Information formatted for mobile devices regarding PICO, article types, calculators, and glossary.	Designer
Resources for Researchers Web Page	Resources for Researchers	2010	Online books, journal, and databases, protocols, clinical trials registries, patents/intellectual property, research funding and NIH.	Designer
Mercer, Memorial and GaIN PDA and Mobile resources Web Pages	PDA and Mobile resources	2010	Information about PDA and mobile resources for Mercer University School of Medicine, Memorial University Medical Center and GaIN (Georgia Interactive Network for Medical Information)	Designer

C. LEARNER ASSESSMENT

Identify the methods in which you have engaged related to assessing learners

	Course	Frequency/	Learners	Role
MDE questions	EBM/PubMed, 2 nd Year Community Medicine	2011-2016	2 nd year medical school students	Question writer

D. ADVISING/MENTORING

1. Graduate Students

Name	Dates	Degree/Field of Study	Department/Institution	Comments (Thesis/Dissertation)
Kathryn Helmly	2015	Master of Library and Information Science	Valdosta State University	Special Libraries and Information Centers

2. Medical Student

Name	Dates	Degree/Field of Study	Department/Institution	Comments (Thesis/Dissertation)
Faculty Advisor, Evidence-Based Medicine Student Interest Group	2013	Medical Students	Mercer University School of Medicine	

III. PROFESSIONAL DEVELOPMENT

Describe participation in courses, workshops, fellowships, or self-instructional activities, etc. undertaken to advance the education/teaching dimension of career development.

Course/ Activity/Description	Dates	Location	# of hours
Question Writing	7/19/16	MUSM	3.0
Best Point of Care Diagnostic Resources	6/16/2016	Online	1.0

Medical Library Association Annual Meeting	5/13/2016-5/18/2016	Online	10.0
Team Based Learning	3/18/16	MUSM	4.0
Generational Differences in the Workplace	1/8/2016	Memorial	1.0
Crucial Conversations	6/10/2015	Memorial	2.0
Medical Library Association Annual Meeting	5/15/2015-5/20/2015	Online	10.0
Accountability that Works	5/8/2014	Memorial	1.0
Emotional Intelligence	3/20/2015	Memorial	1.0
Association for Prevention, Teaching, and Research Annual Meeting	3/15/2015 – 3/17/2015	Charleston, SC	12.0
Best in KLAS: Software and Services	2/18/2015	Online	1.0
ALA Midwinter Academic Technology Wrap-Up	2/5/2015	Online	2.0
Just Culture	2/28/2014	Memorial	5.0
Association for Prevention, Teaching, and Research Annual Meeting	3/20/2014-3/21/2014	Washington, DC	14.0
Copyright in Academia	1/30/2014	Online	1.0
ALA Annual Conference Tech Source Wrap-Up	7/8/2013	Online	1.0
<u>Packing Your “Digital Go-Bag:” Essential Disaster Health Information on Your Mobile Device</u>	6/26/2013	Online	1.5
Grants and Proposal Writing	4/11/2013	GalN	3.5
Introducing the Book as iPad App	3/1/2013	Online	1.0
Broadening the Reach for Lecture Capture with Mobile Devices	3/18/2012	Online	1.0
McGraw Hill’s New Digital Platform	4/21/12	Online	1.0
Informatics for Librarians: Peeling the Onion	4/17/2912	GalN	3.0
Leveraging Mobile Technology for Health Sciences Libraries	4/12/12	Online	1.5

ALA Midwinter Tech Trends Wrap Up	1/22/12		
Demonstrating Value: Can Journals Compete with Mouse Cages In Institutional Budgets?	4/13/12 – 4/16/12	Online	8.0
Reinventing the Role of the Hospital Librarian	4/14/2011	Online	1.0
Geeks Bearing Gifts	11/7/2011	GaiN	3.0
Now's the Time: Understanding the EHR Maze and Health Sciences Librarians' Roles	3/24/2010	Online	2.0
10-Step Approach to Emergency Preparedness Planning	7/14/2009	SE/A EP&R	2.0
Assessing User Information Needs	3/26/2009	GaiN	3.0

IV. EVALUATION OF TEACHING

Course	Learner	Number of Learners		Years Taught	
Psychiatry Clerkship Interprofessional Education Experience	MS - III	100		October 2015 - September 2016	
Scale of 1-5 with 5 being Strongly Agree					
Item	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree	N	Mean
Prior to the simulation I understood the role of other team members.	21	5	3	29	4.4
Members of the team responded positively to input from other fields.	29	0	0	29	5.0

My input was valued by other team members.	29	0	0	29	5.0
I felt comfortable communicating my responsibility for patient care during this scenario.	24	5	0	29	4.7
This simulation contributed to my overall confidence in providing patient care.	25	4	0	29	4.8
I felt comfortable throughout the simulation.	24	5	0	29	4.7
I felt confident in assessing the next steps and discharge plan.	26	0	3	29	4.6
Would you say you enjoyed the overall experience?	25	4	0	29	4.7
Sample Comments:	<p>I learned more about the roles of all of the team members and how tasks are delegated.</p> <p>This was great practice for applying what we have learned during this rotation.</p> <p>The treatment team really helped me realize how many different individuals play a role in the treatment of each patient.</p>				

Course	Learner	Number of Learners		Years Taught			
Community Medicine 2	MS - II	100		2015			
I participated in: Journal Club/Critical Assessment of the Scientific Literature, EBM/PubMed Small Group Sessions							
Scale of 1-5 with 5 being Strongly Agree							
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N	Mean
Phase expectations were clearly explained during the first meeting.	1	1	7	39	52	100	4.4
The study guide was useful during my preparation for class.	1	7	10	45	37	100	4.1
Supporting documentation (websites, outside reading, etc) was useful during my preparation for class.	0	2	11	42	45	100	4.3
The phase was conducted in a manner that supported student centered learning.	4	9	3	45	39	100	4.1
There was adequate time during this phase for me to prepare.	0	1	5	44	50	100	4.4
There was ample opportunity during the phase for me to practice critical analysis	0	2	5	44	49	100	4.4
Objectives in the study guide were clearly stated.	0	2	11	40	47	100	4.3

I achieved the objectives of this phase.	1	0	16	38	44	99	4.3
Sufficient time was allotted during small group for me to achieve assigned objectives.	1	6	8	43	42	100	4.2
The phase offered an adequate number of exercises about real-world problems.	2	4	5	47	41	99	4.2
Objectives were clearly stated in the study guide.	0	3	8	40	48	99	4.3
The phase helped me understand the importance of community medicine/population health.	2	4	8	43	42	99	4.2
	12	41	97	510	536	1196	4.3

Sample Comments:	<p>The library sessions were awesome. Carolyn Klatt is such an amazing teacher/presenter and her passion really rubs off.</p> <p>Small group journal club, small group library sessions, and practice problem sessions at end of phase were most conducive to learning.</p> <p>Library sessions were interactive</p> <p>The library session was informative</p> <p>Library sessions were very helpful</p> <p>Journal club was useful and that website with the essential questions to ask</p> <p>The small group meetings, interactive library lectures and interactive problem solving meetings were the most conducive to learning.</p>
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	<p>The library sessions were very helpful and practical.</p> <p>Library sessions were particularly helpful. It was obvious that the librarians put a lot of time into their lecture.</p>
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Course	Learner	Number of Learners		Years Taught			
Community Medicine 2	MS - II	100		2014			
I participated in: Journal Club/Critical Assessment of the Scientific Literature, EBM/PubMed Small Group Sessions							
Scale of 1-5 with 5 being Strongly Agree							
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N	Mean
Phase expectations were clearly explained during the first meeting.	2	5	13	48	33	101	4.0
The study guide was useful during my preparation for class.	5	13	9	50	24	101	3.7
Supporting documentation (websites, outside reading, etc) was useful during my preparation for class.	2	6	10	53	30	101	4.0
The phase was conducted in a manner that supported student centered learning.	3	7	11	52	28	101	3.9
There was adequate time during this phase for me to prepare.	2	2	3	51	43	101	4.3

There was ample opportunity during the phase for me to practice critical analysis	2	4	7	59	29	101	4.1
Objectives in the study guide were clearly stated	2	7	18	48	26	101	3.9
I achieved the objectives of this phase.	2	2	9	55	32	100	4.1
Sufficient time was allotted during small group for me to achieve assigned objectives.	4	2	3	62	30	101	4.1
The phase offered an adequate number of exercises about real-world problems	3	5	8	58	27	101	4.0
Objectives were clearly stated in the study guide.	2	8	17	48	26	101	3.9
The phase helped me understand the importance of community medicine/population health.	3	2	15	53	27	100	4.0
	32	63	123	637	355	1210	4.0
Sample Comments:	<p>Library resources provided time to practice which reinforced lessons.</p> <p>I really liked Library Sessions, Jeopardy</p> <p>The interactive library sessions were great - short, sweet, and to the point!</p>						

THIS IS A NICE EXAMPLE OF DOCUMENTING EDUCATIONAL PRODUCTS. NOTE USE OF UME COMPETENCIES

INNOVATIONS IN EDUCATION

If Teaching is a #1 area, this form may be used to describe/evaluate a curricular product (for instruction, assessment, and/or leadership/administration)

Brief description of curriculum	Psychiatry Clerkship Interprofessional Education Experience
Your role in development	Chair of the Interprofessional Education Task Force and Co-Developer
Intended Audience	3 rd Year Students participating in Psychiatry Clerkships
Number of Learners	100
# Years Curriculum Taught	1 year
Goals and Objectives	<p><u>COMPETENCIES:</u></p> <p>I. Patient Care 9. Develop patient management plans for common medical problems</p> <p>III. Practice-based learning and improvement 6. Demonstrate knowledge of patient safety issues and quality improvement methods that will improve medical care and population health.</p> <p>IV. Interpersonal and communication skills 3. Demonstrate effective verbal and nonverbal communication skills, using technologies appropriately. 4. Work effectively with others as a member and leader of a health care team.</p> <p>V. Professionalism 1. Demonstrate respect (tolerance), compassion, altruism, and integrity when interacting with peers, staff, faculty, patients, and patients’ family members. 6. Recognize limitations, when to seek consultation and to continually assess their own level of competency while actively pursuing knowledge, skills, and attitudes necessary to be a physician.</p> <p>VI. Systems-based practice 6. Demonstrate ability to assist patients and their families as they navigate through available medical and non-medical community resources.</p>

	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> • Engage diverse healthcare professionals who complement one’s own professional expertise to develop strategies to meet specific patient care needs. • Help students integrate by working with the Interdisciplinary team, and how the bio-psycho-social-spiritual model can be applied to improve outcomes. • Use the full scope of knowledge, skills and abilities of available health professionals and healthcare workers to provide care that is safe, timely, effective and equitable. • Develop active listening and encourage ideas and opinions of other team members. • Develop a sense of commitment and responsibility with healthcare members, patients, and community member for outcomes relevant to prevention and health care. • Recognize the importance of teamwork and communication for improving patient safety in healthcare. • Apply principles of effective interpersonal communication with other members of the team.
Preparation	<p>The School of Medicine is required by the Liaison Committee on Medical Education (LCME) to include formal curriculum in interprofessional education (IPE). The Curriculum and Instruction Committee (CIC) approved incorporating IPE curriculum in the third year with more to be included in years 1 and 2. In October 2014 a small IPE task force began working to develop the competencies, objectives and creating the learning experiences. After discussion with the clerkship directors, it was decided to incorporate IPE experiences into two of the clerkships, one of which was psychiatry. In July 2015 the CIC approved interprofessional education experiences for the 3rd Year clerkships. The experiences were implemented in the fall of 2015 on all campuses – Columbus, Macon and Savannah.</p>
Design	<p>Students participate in a monthly psychiatric treatment team meeting consisting of interprofessional practitioners (physicians, nurses, case managers, therapists, pharmacists, social workers,) and learners (medical students, nursing students, physician assistant students, therapy students, pharmacy students/residents) to discuss and plan the</p>

	<p>management of a complex patient. At each session, one medical student takes the responsibility of documenting the discussion and management plan including the role of various individuals using the discharge template provided. The team members identify the patient care needs and develop a progressive plan that meets the best interest of the patient. All team members actively participate, define roles specific to their area of expertise and encourage opinions of other team members.</p>
<p>Evaluation</p>	<p>Medical students actively participate in treatment team meetings to learn how interprofessional teams develop patient management plans. The case facilitator provides written feedback on the student’s overall performance during the monthly interprofessional team meetings.</p> <p>At the end of the rotation, the medical student is assessed by their ability to create a satisfactory written treatment and management plan of a simulated psychiatric patient. The student is guided by lessons learned during the interdisciplinary treatment team meetings with other health care practitioners and learners to create a discharge plan that includes the team members necessary to participate in the discussion, the role each would play in that discussion and the overall discharge plan. A uniform discharge template is provided to the student.</p> <p>Students complete evaluations of the experience. Between October 2015 and September 2016, 29 evaluations were received.</p>

Evidence of Quality	Item	Agree/Strongly Agree	Neutral	Disagree/Strongly Disagree
	Prior to the simulation I understood the role of other team members.	21 73%	5 17%	3 10%
	Members of the team responded positively to input from other fields.	29 100%	0	0
	My input was valued by other team members.	29 100%	0	0
	I felt comfortable communicating my responsibility for patient care during this scenario.	24 83%	5 17%	0
	This simulation contributed to my overall confidence in providing patient care.	25 86%	4 14%	0
	I felt comfortable throughout the simulation.	24 83%	5 17%	0
	I felt confident in assessing the next steps and discharge plan.	26 90%	0	3 10%
	Would you say you enjoyed the overall experience?	25 86%	4 14%	0

Evidence of Dissemination	Information regarding this interprofessional education experience as part of the formal curriculum was provided to the Liaison Committee on Medical Education (LCME).
Future Directions	<p>This interprofessional experience was piloted with the psychiatry and pediatrics clerkships. Expanding the experience to other clerkships is under consideration.</p> <p>Submit a proposal for a Southern Group on Education Affairs (SGEA) Award for innovation in medical education. Innovations that promote collaborative projects across institutions, the health professions, and sections are given extra consideration.</p>

DOCUMENTATION OF RESEARCH/SCHOLARSHIP/CREATIVE ENDEAVORS

I. Philosophy and Goals of Research/Scholarly Activity

My scholarly and creative endeavors are primarily related to service with innovation. Much of my scholarly activity involves identifying how scholars access scholarly content and how they appraise the literature. I am involved in creative endeavors to assist the scholars that the library serves by analyzing their search activity and usage patterns and making the resources they need available and discoverable via the libraries’ online presence. As technologies change, how scholarly content is produced and distributed has changed. How scholars access that content has changed. The role that libraries play in this process has changed. I strongly believe that libraries and librarians need to be proactive in this process and that libraries and librarians need to evolve with innovative strategies as technologies evolve to continue to assist scholars in finding and using scholarly material. To this end, in the summer of 2015, the libraries purchased a discovery service to make library content more easily accessed from one search box. I analyzed the search activity and usage patterns of MUSM scholars and worked with the vendor to design a customized interface specific to MUSM and to load all library subscribed online content into this service. As the Mercer Medical Libraries were one of the first medical libraries to operationalize loading content, not just content in aggregated databases, I worked with our subscribers and the discovery service vendor to make all our online content available for 24/7 access from one online location. Scholars using this new library discovery service can now designate that they only wish to search for “peer reviewed” content from scholarly publications. I have worked with our knowledge base provider so that from this discovery service, our scholars can obtain full text immediately to our subscribed content.

I began the journey of innovative service to scholars a decade ago by joining the Family Physicians Inquiry Network (FPIN) as a FPIN librarian. FPIN librarians work in collaboration with a physician. The librarian's role is to design the methods of the scholarly work (the search strategy), and review the final manuscript prior to publication. I worked in collaboration with a physician and student and co-authored an article in the Evidence-Based Practice Bulletin. The Mercer Family Medicine Department in Savannah has recently begun scholarship within FPIN, and I have continued as a FPIN librarian to work in collaboration with them.

Reference Link: [FSU Diginole](#)

The Maguire Medical Library at the Florida State University College of Medicine was mandated by the state of Florida to be a totally electronic library. As a librarian at that library, I participated in research to assess the usage of core medical electronic journals. As an electronic resources librarian for the Mercer Medical Libraries, I closely monitor usage and access of library resources. As departments and/or individual scholars served by the Medical Libraries focus or refocus their scholarly activities, I work within budgetary constraints and leverage consortial arrangements to refocus library online access.

Reference Link: PMID: [19404499](#)

As more and more people in the medical community embraced mobile technologies, I have continued my interest in how to provide users with the resources they need by investigating and subsequently co-authoring an article on how to easily develop code (html) for library mobile web pages and web apps. I continue to research how library users access online library resources and continue to develop online web pages to assist library users in their pursuit of knowledge via the library's web site. An extension of that research and desire to connect library users with mobile library resources resulted in the publication of an article on how hospital librarians, regardless of staff, budget, or access to technology, can position the hospital library to connect health professionals to clinically relevant mobile resources and library services.

Reference Link: [Purdue e-Pubs](#)

Reference Link: [10.1080/02763869.2011.540214](#)

I have developed an online Evidence Based Medicine module that is used in the School of Medicine Community Medicine curriculum and also by scholars anywhere interested in furthering their knowledge of literature assessment.

Reference Link: <http://med.mercer.edu/library/ebm.htm>

I have further pursued an interest in how students approach the acquisition of knowledge through assigned reading, and how learners assimilate what they are reading. This has helped me gain a greater knowledge of how learners acquire knowledge at the novice, intermediate, and expert level that has assisted me as I organize materials for classes and organize the library's web pages for better access and understanding.

To assist scholars in identifying scholarly publications, with three other Mercer librarians, I presented a workshop on predatory publishing for all Mercer School of Medicine faculty,

students and staff. That information was then presented at a platform presentation at the Southern Chapter of the Medical Library Association Annual Meeting in Puerto Rico in the fall of 2015. Material from that presentation will be used by two Mercer Medical librarians in a workshop they will be presenting at the Medical Library Association Meeting in 2017. I developed a webpage on the identification of scholarly publications that may be accessed by scholars anywhere. I would like to make this information available on MedEdPortal as well.

Reference Link: http://med.mercer.edu/libraries/identifying_scholarly_publications.htm

I continue to gain more knowledge of all aspects of literature appraisal. As a member of the Supplemental Epi/Biostats/Population Health Curriculum Committee, I will be developing online modules with information as well as practice questions to assist students in preparation for USMLE Step 2 in the area of study design and types and selection of studies. Improving my knowledge in these areas will assist me in providing better information for students.

II. Underlying Themes of Research/Scholarly Activity or Future Directions of Scholarly Activity

How much can library user acquisition of knowledge be improved by strategies undertaken by librarians?

III. Unfunded Projects: Describe any unfunded projects to which you are devoting substantial time.

I am currently working with a customer service vendor to investigate adding a video chat component to library service. This has the potential to enable librarians to cobrowse, video chat, screen share and text with Mercer affiliated scholars to assist them in acquiring skills to become lifelong knowledge seekers and to connect them real time with scholarly content from wherever they are.

IV. Major Accomplishments/Contributions in Scholarship

One of my major accomplishments in the advancement of scholarship at Mercer University School of Medicine has been the launch of the Discovery Service which is customized to specific Mercer University School of Medicine needs and aggregates Mercer University School of Medicine subscribed content in one location. It allows scholars to access this content anytime from anywhere and to tailor their search to peer reviewed/scholarly content. As part of that initiative, I worked with our knowledge base provider so that if full text is not subscribed, the InterLibrary Loan process is streamlined and researchers no longer have to obtain and provide citation information for desired scholarly work, this is done for them by the service.

Reference Link: <https://search.ebscohost.com/login.aspx?direct=true&site=eds->

[live&scope=site&type=1&custid=mer3&groupid=main&profile=eds-mermed&lang=en&authtype=ip,guest,uid](http://med.mercer.edu/library/ebm.htm)

Contributions I have made to scholarship in the areas of literature appraisal and the identification of scholarly publications are the development of web pages/modules that can be accessed by scholars everywhere. These include Evidence Based Medicine modules and a web page with information to assist scholars in the identification of scholarly publications:

Reference Link: <http://med.mercer.edu/library/ebm.htm>

Reference Link: http://med.mercer.edu/libraries/identifying_scholarly_publications.htm

DOCUMENTATION OF ADMINISTRATIVE SERVICES

I. PHILOSOPHY AND GOALS OF ADMINISTRATIVE SERVICE

I have served in a variety of leadership roles since 1981 in public, government, and university libraries. I have been Head of Children's Services, Associate City Librarian, and Senior Librarian in public libraries. I was a Children's Services Consultant for the Utah State Library Division of the Department of Community and Economic Development. At the Florida State University Libraries, I was Head of the Electronic Resources Department. At the Florida State University College of Medicine Library, I was Head of Technical Services. I am currently Associate Director of the Health Sciences Library, Savannah Campus. In all of my leadership positions, I have been cognizant of my responsibility to create an environment that is positive and respectful of both employees and customers.

As a Memorial University Medical Center Team Leader, I participated in ongoing workshops (Emotional Intelligence, Just Culture, Accountability, Generational Diversity, and Crucial Conversations) offered by the Memorial University Medical Center to acquire skills and attitudes to make me more mindful of how my emotions impact others, how to appreciate and leverage workplace accountability and diversity, and effective ways to deal with uncomfortable, emotionally charged situations.

I believe in leadership by example. The leader sets the tone of the environment. A good leader allows the people with whom they have interaction the freedom to explore their passions and to communicate freely. A good leader does not micromanage. They surround themselves with competent, committed people, and then allow them the freedom to do their jobs. A good leader is not afraid of taking risks and failing, and allows others the freedom to do the same.

In my current position as Associate Director of the Health Sciences Library, Savannah Campus, I am responsible for all aspects of library service on the Savannah Campus. The Health Sciences Library in Savannah serves as a library for both the Mercer University School of Medicine and the Memorial University Medical Center. The library serves Mercer University School of Medicine faculty, students and staff and Memorial University Medical Center team members, as well as other learners on campus and patients. Other learners on the Savannah Campus who are affiliated with the Memorial University Medical Center and subsequently served by the Health Sciences Library include: South University, Emory, and Hunter Army Airfield. As a full member of the National Network of Libraries of Medicine, the Health Sciences Library also serves members of the public. I am responsible for ensuring that all library constituents receive excellent library service on the Savannah Campus. I am responsible for ensuring that library staff are adequately trained to assist the wide variety of customers that the library serves.

I am the only librarian on the Savannah Campus and the rest of the library staff are assistants, so it is my responsibility to ensure that they feel comfortable working independently and using critical thinking skills. Library staff have been cross trained so that if one member of the team is not available, other staff members can step in. This ensures that customers do not experience delayed or interrupted service. When I have presented classes, library staff have attended on a rotating basis so that they can assist with interactive activities and also become familiar with the material presented so as to better serve the students in their use of the library. When vendors visit the library to present new features of library resources, staff schedules are adjusted so as many staff as possible can attend so as to become more familiar with library resources to better serve customers.

II. LEADERSHIP/ADMINISTRATIVE SERVICE RESPONSIBILITIES

ACTIVITY	
Description Service	Team Leader, Health Sciences Library Relocation Project
Duration of Service	January 2014 – February 2016
Outcomes, Accomplishments, and/or Significant Impact	<p>The Health Sciences Library (HSL) on the Savannah campus moved to a building that had a space that needed to be retrofitted to incorporate the many elements needed to provide services to 3 different user groups: a school of Medicine; a Medical Center; and the general public. I was responsible for taking the lead to make sure that the space was reimagined to include the necessary technology, furniture, and space to allow for independent study, group study, a reading area, document delivery, printing, copying, and consultation with library staff. This new space has been well received by library constituents. Other members of the medical and library community have visited and/or requested information to get ideas for their own projects.</p>

ACTIVITY	
Description Service	Team Leader, Health Sciences Library Collection Assessment Project
Duration of Service	March 2014 – January 2016
Outcomes, Accomplishments, and/or Significant Impact	<p>Assessment of the general print book collection began with analyzing circulation and input from faculty. Based on input provided regarding subject areas that needed updating, an assessment was made to determine an online package of ebooks that would provide the specific titles, publishers, and medical, nursing and allied health subject areas needed to serve the library’s diverse customer base.</p> <p>Online packages considered were EBSCO, ProQuest, and Rittenhouse. The package that had the best fit regarding specific titles, publishers and subject areas was the R2Library by Rittenhouse. It can also be made available 24/7 from any location. A core of ebooks was purchased. However, the entire collection published since 2010 is available to customers via a patron driven acquisitions model.</p>

ACTIVITY	
Description Service	Chair, Interprofessional Education Task Force of the Curriculum and Instruction Committee
Duration of Service	October 2014 – July 2015
Outcomes, Accomplishments, and/or Significant Impact	<p>The School of Medicine is required by the Liaison Committee on Medical Education (LCME) to include formal curriculum in interprofessional education (IPE). The Curriculum and Instruction Committee (CIC) approved incorporating IPE curriculum in the third year with more to be included in years 1 and 2. In October 2014 a small IPE task force began working to develop the competencies, objectives and creating the learning experiences. After discussion with the clerkship directors, it was decided to incorporate IPE experiences into two of the clerkships, psychiatry and pediatrics. In July 2015 the CIC approved interprofessional education experiences for the 3rd Year clerkships. The experiences were implemented in the fall of 2015 on all campuses – Columbus, Macon and Savannah.</p>

DOCUMENTATION OF INSTITUTIONAL AND ACADEMICALLY-RELATED PUBLIC SERVICE

I. PHILOSOPHY AND GOALS OF INSTITUTIONAL AND ACADEMICALLY-RELATED PUBLIC SERVICE

In order for an organization to move forward and thrive, a lot of work has to be done behind the scenes. Members of the academic community have to be willing to share their expertise in service to the community in order for knowledge not only to be disseminated, but to be created. My service philosophy is to engage in activities where I can apply my abilities to move the communities in which I am involved forward. To meet this philosophy, I take every opportunity to volunteer, especially in areas where I feel I can make a significant contribution to my profession, students, university and community.

In my capacity of electronic resources librarian, I have been in a position to coordinate electronic access and licensing on the university, state and national levels. I have been instrumental in the design and maintenance of web sites. I have been an active member of School of Medicine, University and National Committees. I serve as the Georgia state representative on a national library advisory group that is instrumental in providing emergency preparedness information to libraries across the nation. In all of these interactions, it is my goal to set a tone of collaboration and professionalism, recognizing that participants bring different views, backgrounds, and levels of expertise that deserve respect and consideration.

II. SPECIFIC CONTRTIBUTIONS/ACOMPLISHMENTS

Institutional

ACTIVITY	
Description Service	Coordinating the licensing of electronic resources for Mercer University Libraries, Mercer University School of Medicine Medical Libraries, and Memorial University Medical Center.
Duration of Service	2008-present
Outcomes, Accomplishments, and/or Significant Impact	Through my coordination of the licensing of electronic resources, I have been instrumental in working with other libraries (Tarver, Swilley, Law) to make electronic resources available to all campuses. I have worked to include the Memorial University Medical Center (a MUSM partner in Savannah) in access. I have been the negotiator on contracts (ScienceDirect, Wiley, Springer) that impact access to electronic resources for all of the University Libraries and Memorial University Medical Center. This has been accomplished by working with the librarians and staff at other libraries to coordinate subscriptions and shared purchasing. I have worked with state and national consortia to leverage the buying power of all of the Mercer University Libraries, not just the Mercer Medical Libraries.

ACTIVITY	
Description Service	Mercer University School of Medicine Medical Libraries web site design and maintenance
Duration of Service	2008 - present
Outcomes, Accomplishments, and/or Significant Impact	I am instrumental in the design and maintenance of the site. I was instrumental in working with the systems programmer, the systems librarian, and the electronic resources librarian in Macon, as well as the director of the medical libraries, to coordinate the integration of the Savannah Campus Library into the Web Site. I was part of the effort to solicit input from library staff and other users. I converted and merged pages from the existing sites, worked with the systems programmer to develop forms, and worked with the systems librarian to integrate access. I continue to coordinate access to resources and to be an integral part of design, content and maintenance.

ACTIVITY	
Description Service	Curriculum and Instruction Committee
Duration of Service	2010 - present
Outcomes, Accomplishments, and/or Significant Impact	As a member of the Curriculum and Instruction Committee I have served on subcommittees and task forces. As a participant in the Assessment subcommittee, I co-authored a Faculty Advising Manual that includes reflection and an accompanying brochure on the reflective physician for students. I have served as Chair of the Interprofessional Education Task Force which developed curriculum to enhance student experiences in the clerkships and to meet LCME requirements.

ACTIVITY	
Description Service	Secretary of the Faculty
Duration of Service	2012 - present
Outcomes, Accomplishments, and/or Significant Impact	As Secretary of the Faculty I prepare agendas, take and distribute minutes for all regular Executive Council meetings and Faculty Meetings, and inform Committee Chairs of their administrative responsibilities. I am responsible for disseminating information of school, university, and faculty interest to faculty. I regularly interact with the Dean, members of the Dean's office, and faculty.

Professional

ACTIVITY	
Description Service	Georgia Representative to the NN/LM SE/A Emergency Preparedness Special Advisory Group
Duration of Service	2009 - present
Outcomes, Accomplishments, and/or Significant Impact	The Emergency Preparedness Special Advisory Group (EP-SAG) is a standing group of the National Network of Libraries of Medicine Southeastern/Atlantic Region Emergency Preparedness & Response Committee and part of the regional advisory committee (RAC) structure. The group is comprised of a representative from each state in the region. I was an integral part of the launch of the 10-Step Approach to Emergency Preparedness Planning initiative to help libraries prepare for emergencies. I continue to be an advisor on content for the NN/LM Emergency Preparedness & Response Toolkit.

ACTIVITY	
Description Service	Lecturer/Mentor Valdosta State University Master of Library and Information Sciences Program
Duration of Service	2009 - present
Outcomes, Accomplishments, and/or Significant Impact	I continue to give back to the profession by volunteering my time to act as a mentor and guest lecturer for the Master of Library and Information Sciences Program at Valdosta State University. I share my over 20 years of experience licensing electronic resources with the next generation of librarians. I encourage new librarians to explore medical librarianship as a career.

Community

ACTIVITY	
Description Service	Library Representative, Memorial University Medical Center Nursing Research Council
Duration of Service	2014 - present
Outcomes, Accomplishments, and/or Significant Impact	As the library representative on the Memorial University Medical Center Nursing Research Council, I have been involved in research projects to improve patient understanding and use of medication. I have been involved in initiatives that reached out to the Savannah Community to make the community aware of the impact of nursing research on patient outcomes. I have coordinated research that highlighted Savannah community music therapy programs in the Memorial University Medical Center and their impact on pain management.