



**Almost Heaven ... Exploring New Vistas: MAC 2008, Morgantown, WV
Contributed Papers
Session III**

Bridging the Gap and Building Relationships: Successful Outreach to Family Medicine

Katherine Rickett

Question: When reaching out to our users, how do you get your foot in the door?

Setting: Part of the three-fold mission of the Brody School of Medicine (BSOM) is to increase the supply of primary care physicians for North Carolina. Reflecting that mission is Family Medicine, one of the founding departments of the School. A staffing shortage at Laupus Library had resulted in a reduction in the outreach services. In June of 2006, the library moved from the BSOM building into new quarters. While the new facility doubled the library's size, the physical relocation increased the sense of "distance". I joined the staff of Laupus shortly after that move. As one of two liaisons to BSOM, I work with clinical faculty, residents, and fellows. Considering the School's mission and the importance of the Family Medicine program, I decided to make it one of my priorities.

Method: I took advantage of existing connections, such as the library's participation in Clinical Jazz, a weekly session where residents present. I asked for a list of presenters and sent an email to them a few weeks ahead offering to help. Academic Afternoon, another weekly program, features faculty presentations. I asked for time there to present classes and volunteered to be an "on call" substitute speaker. Holding office hours before the session provides an opportunity for me to meet with residents who are doing off-campus clinical rotations.

Main Result: Increase in the number of classes taught and in user contacts.

Conclusion: With the increase of electronic resources, the ways in which we deliver services are changing. We need to meet our users where they are, but it's not always easy to get your foot in the door. I found some ways to do that and I'd like to share them with you.

Striving for New Peaks in Reference Services: Becoming Strategic Partners in Research Initiatives

Barbara Allen Wright, Catharine S. Canevari, Irene M. Lubker, Margaret E. Henderson, Mary Jane Green, Kristine M. Hughes, Alan T. Williams, Shannon D. Jones, Jean P. Shipman

Objectives: The desire to strengthen support for researchers and increase sponsored funding has become a central focus at Virginia Commonwealth University (VCU). In response, a plan was formulated to reassign library faculty positioning them to become full partners and strategic assets for the expanding research enterprise.

Methods: Previously, librarians had minimal involvement with the research enterprise. We discussed support needs with key faculty and administrators, reviewed questions asked at service points, and gathered usage data on research support materials. Other academic health sciences libraries were surveyed regarding their research staffing, resources, and support trends. We then realigned faculty and services, and implemented an on-call reference model. Librarians now participate in research support activities including grant-related committees, information resource training, literature reviews, and special event planning. These activities are being tracked and evaluated through feedback from faculty and administrators, and review of associated costs and benefits.

Results: An increase in researchers' use of librarian consultations was experienced including requests for literature reviews for curriculum development, grant and manuscript preparation, for instruction on funding sources, and advanced citation management. Satisfied clients are promoting the benefits of library support to their peers, and librarians are being asked to co-author resulting publications. Other service outcomes include closer working relationships with VCU faculty, increased referrals to other library services, and an inaugural 2008 Research Day, jointly sponsored with the VCU Office of Research. Fees charged for these enhanced research services have been used to support supplemental library faculty. Both librarians and paraprofessional staff have realized opportunities for growth in their new roles.

Conclusions: Reallocating faculty to support research services has had positive outcomes for the library, especially increased university recognition of the value of library support to VCU's research initiatives.

Extending our Reach: Libraries Teaching Presentation Skills

Barbara Rothen Renner, Robert Ladd

Objective: To extend the role of libraries to teaching effective presentation using posters and PowerPoint slides via self serve materials and group instruction.

Setting: Large academic health sciences library serving 5 schools and a 700-bed teaching hospital.

Method: Following the reopening of media design studios in the library and the closure of a medical school design service, the library saw an increase in demand for consultation in poster design. We collaborated with faculty to integrate the teaching of both technical design and effective communication skills into graduate level research courses for a variety of allied health professions students. Outcomes: Over the course of one academic year, we trialed several different teaching models to students in four different allied health professions. Prior to class sessions, students were asked to complete an online tutorial covering basic design principles. In class, presentations were put into a broader context of professional communication (e.g., chart notes, communications with other clinical professionals, communication with advocacy groups, presentations at scholarly conferences). Students were given the opportunity to critique posters and/or PowerPoint presentations and to see results of our suggested improvements. Some groups also had the opportunity for hands-on work in a computer lab using material (text, numeric data, and graphical material) from their own research projects. New, self-serve video tutorials were developed and our web-based tutorial was augmented with new material. We have been successful in shifting much basic teaching to self-serve video and web-based tutorials along with group teaching in the classroom setting. In addition, we have expanded our teaching from basic design skills to a broader range of communication skills

Conclusion: In working to develop a more efficient model for teaching health affairs students to design effective posters, we began to see this as just one skill among a number necessary for communication in a variety of professional contexts. Faculty looked to the library for expertise in this combination of skills. New models allowed us to expand the content and to deliver it more efficiently to larger groups of students.

Places to Go & People to See: Growing and Maintaining a Strong Liaison Program

Roger Russell, Susan Nash Simpson

Question: How can an academic health sciences library build a strong liaison librarian program?

Setting: Laupus Health Sciences Library at East Carolina University in Greenville, N.C. has been developing a liaison librarian program for over eight (8) years. The library serves the Brody School of Medicine, the Colleges of Allied Health and Nursing and will soon support a new school of dentistry. Since June 2006 the library and the Colleges of Nursing and Allied Health Sciences have shared a new 300,000 square foot Health Sciences Building at the center of an expanding west campus, with the Brody School of Medicine and future school of dentistry buildings close by. Currently four full time liaison librarians are assigned to these units, two to medicine, one to nursing and one for allied health. They have all experienced success in their programs. Liaisons have successfully used different techniques to gain positive recognition in their schools.

Method: The liaison program is built upon personal relationships between librarians and faculty and/or students and the delivery of high levels of customized service. Our liaison program emphasizes flexibility, collegiality, and building relationships. Liaisons have the latitude to try different methods of working with faculty, staff and students where they are; librarians make their own schedules. Recognizing that each school is different means liaison programs or services that are embraced in one school may not work in another. Programs are put in place and evaluated. If not successful a program may be discontinued and a different tactic tried. Librarians often work with clients in their environment and don't expect the client to necessarily come to the library for service. Librarians also collaborate and work together to provide basic in-house library services or on projects.

Main Results: Building relationships has been key to the program's growth and success. Liaison librarians spend time with faculty at every opportunity. The goal is for those in the department to recognize the liaison as "their personal librarian." This has resulted in more interaction, more appointments to outside committees, invitations to present or attend clinical and educational rounds. Librarians have been invited to co-author articles with faculty, be involved in extensive research projects, invited to co-teach classes, serve on committees, and similar activities as a direct result of developing collegial "faculty-faculty" relationships as opposed to more traditional "client-librarian" relationships. The increased activity and greater variety of liaison activities has also been a measure of success for our liaison librarian program.

Conclusion: Delivering quality service and developing personal relationships has been central to the success of our program. When hiring liaisons the library seeks individuals who possess the personal attributes that will facilitate building those professional relationships. The library can help new liaisons improve or develop skills (advanced searching skills, medical terminology, etc...). However, the personal attributes, flexibility, positive attitude, willingness to try things and the skill to work collaboratively are critical to the success of the liaisons in our program.