

## GRANT AGREEMENT

### *"NLM ReDiReCT: Integrating NLM Resources into Disaster Preparedness and Response Cross-Disciplinary Training"*

This Grant Agreement ("Agreement") is effective December 1, 2019 ("Effective Date"), between the **University of North Texas Health Science Center** ("Institution"), with an address at 3500 Camp Bowie Blvd., Fort Worth, Texas 76107, and **Texas A&M University at the College of Nursing**, ("Grantee"), with an address at 400 Harvey Mitchell Parkway South, Suite 300, College Station, TX 77845.

WHEREAS, the parties desire to enter into an agreement for the purpose of performing the work proposed in Grantee's proposal, attached hereto as Exhibit A, submitted on November 15, 2019 entitled *NLM ReDiReCT: Integrating NLM Resources into Disaster Preparedness and Response Cross-Disciplinary Training* pursuant to the National Library of Medicine (NLM) award number 5UG4LM012345 ("Grant").

NOW, THEREFORE, in consideration of the mutual promises contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. The term of this agreement begins on the Effective Date, and the agreement shall terminate on April 30, 2020, unless otherwise extended by mutual written agreement of both parties.
2. The requirements as stated in Exhibit A and any addenda thereto, and the Call for Proposals which is attached hereto as Exhibit B, are incorporated into and made a part of this Agreement. In the event of a conflict in the language contained in the incorporated documents, conflicts shall be resolved by reference to the language contained in the documents in the following order: this Agreement, Exhibit B – Call for Proposals, and then Exhibit A - Proposal.
3. This is a Cost Reimbursable Agreement. The maximum level of allowable costs that may be incurred pursuant to the Grantee portion of the Grant is Thirty Thousand Dollars (\$30,000.00) that represents Institution's maximum cost reimbursable obligation. Payment shall be based upon the criteria described in the Exhibit B. Detailed invoices shall be submitted to Institution on a monthly basis and proof of costs shall be provided. Institution will, upon receipt, review and approval of properly submitted invoices for appropriate services, reimburse Grantee for allowable costs incurred. Grantee shall submit its final invoice to the Institution no later than 60 days after the termination date of this Agreement.
4. Work performed under this agreement is subject to the federal grant guidelines laid out in 2 CFR 200.
5. Institution is obligated and responsible to the NLM for control and accountability of grant funds. Accordingly, Grantee agrees to permit Institution or its duly authorized representatives and/or federal or state auditors to audit any and all records for this project at any reasonable time.
6. This Agreement may be executed in one or more counterparts by the parties by signature of a person having authority to bind the party, which may be by fax, by electronic mail in "portable document format" (".pdf"), or by any other electronic means intended to preserve

the original graphic and pictorial appearance of the Agreement, which shall have the same effect as physical delivery of the paper document bearing the original signature and all of which will constitute but one and the same Agreement.

7. Grantee has been advised and is aware that this Agreement represents only a portion of the services to be provided under the Grant and that the Institution has entered into and/or may enter into other agreements to be funded under the Grant.
8. This Agreement is issued pursuant to the provisions set forth in the Grant. If this Grant is amended and the amendment causes this Agreement to be inconsistent with, or contrary to the Grant, the parties hereto agree that they will, upon receipt, negotiate in good faith upon such amendments to the Agreement as may be necessary to make this Agreement consisted with requirements of the Grant. In the event the parties are unable to resolve inconsistencies satisfactorily; either party may terminate this Agreement in accordance with Paragraph 17 of this Agreement.
9. To the extent permitted by law, Grantee agrees to be liable for all losses, expenses, demands and claims including, but not limited to, those for illnesses, bodily injury, death, property damage or loss of property, attorneys' fees and court costs arising in any manner under this Agreement that were caused by the acts, omissions or negligence of Grantee, its employees or agents.
10. Grantee is liable for payment of any costs incurred by Grantee under this Agreement which may be properly disallowed by Institution, the funding agency or other appropriate official.
11. Grantee shall provide prompt notice to Institution of any claim filed or threatened against Grantee, Grantee's employees or agents of Grantee in connection with the Grant or this Agreement.
12. Institution shall be promptly notified by any material delay in performance of specified services and shall have specified in writing the revised performance date as soon as practical after notice of delay. The parties agree that, if by reason of strike or other labor disputes, civil disorder, inclement weather, acts of God, or other unavoidable cause, either party is unable to entirely perform its obligations, such non-performance shall not be considered a breach of the Agreement. Further, if such causes mentioned herein prevent the performance of the obligations of either party to this Agreement, in whole or in part, this Agreement may be modified by mutual consent of the parties.
13. Any notice required under this Agreement shall be in writing and shall be given by certified mail, return receipt requested, addressed as follows:

If to the University of North Texas Health Science Center, to the attention of:  
ATTENTION: Director, Contracts  
Office of Grant and Contract Management  
University of North Texas Health Science Center  
3500 Camp Bowie Boulevard  
Fort Worth, TX 76107-2699



For project or invoice matters, to the attention of:

[REDACTED]  
National Network of Libraries of Medicine, South Central Region  
Gibson D. Lewis Health Science Library  
UNT Health Science Center  
3500 Camp Bowie Blvd, LIB 310  
Fort Worth, Texas 76107  
[REDACTED]

If to the Grantee, to the attention of:

Texas A&M University  
Sponsored Research Services  
400 Harvey Mitchell Parkway South, Suite 300  
College Station, Texas 77845  
[REDACTED]

For project programmatic matters, to the attention of:

[REDACTED]  
College of Nursing  
8447 Riverside Pkwy  
Bryan, Texas 77807-1359  
[REDACTED]

All invoice matters, to the attention of:

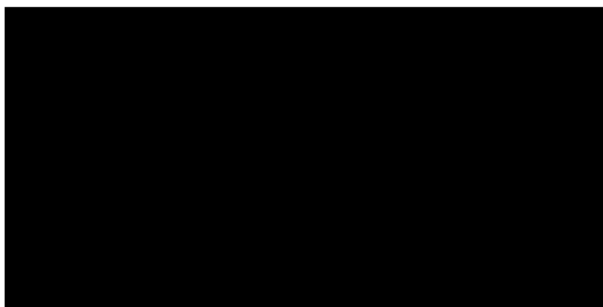
Sponsored Research Services  
Texas A&M University  
400 Harvey Mitchell Parkway South, Suite 300  
College Station, Texas 77845  
Attn: Accounts Receivable

14. The name and address to which mailing shall be made may be changed from time to time by a notice as set forth above.
15. A waiver by either party of any of the terms or conditions, provision, or covenants of the Agreement in any instance shall not be deemed or construed to be a waiver of any such terms, conditions, provisions, or covenants for the future, or subsequent breach of same, unless it be in writing and signed by a duly authorized party waiving the same.

16. If any provision of this Agreement, as applied to either party or to any circumstances, shall be adjudged by a court to be void or unenforceable, the same shall in no way affect any other provision of the Agreement or the validity or enforceability of this Agreement.
17. Either party may terminate this Agreement for convenience, with or without cause, with sixty (60) days prior written notice. Either party may terminate this Agreement if the other party breaches any of the terms and conditions of this Agreement and fails to cure such breach within 30 days after receiving written notice. In the event of an incurable breach, the non-breaching party may terminate this agreement effective immediately upon written notice to the breaching party. In the event of either a termination for breach or convenience, Institution shall reimburse Grantee for all costs and non-cancelable commitments incurred up to the date of termination. Upon receipt of such notice, all service affected (unless the notice directs otherwise) shall be immediately discontinued by Grantee and all data, reports, summaries, and such other information and material as may have been prepared for and/or accumulated in the performance of this Agreement by Grantee, whether completed or in process, shall be delivered to Institution.
18. Grantee represents and warrants that no Regent, officer, employee, student or agent of Institution has been or will be employed, retained or paid a fee, or otherwise has received or will receive any personal compensation or consideration by or from Grantee or any of Grantee's directors, officers, employees, agents or legal representatives in connection with the obtaining, arranging or negotiating of the Agreement.
19. It is understood that any relationship created by this Agreement between the parties shall be that of independent contractors. Under no circumstances shall either party be deemed an employee of the other nor shall either party act as an agent of the other party. Any and all joint venture, joint enterprise, or partnership status is hereby expressly denied and the parties expressly state that they have not formed expressly or impliedly a joint venture, joint enterprise, or partnership.
20. By execution of this Agreement, Grantee certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency. Should Grantee at any time during the performance of this Agreement become debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in Federal awards, it will immediately notify Institution.

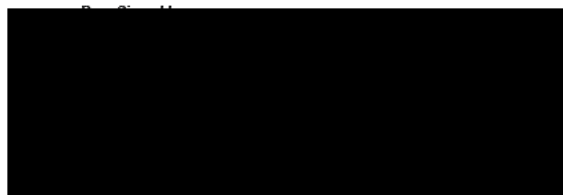
*[SIGNATURE PAGE TO FOLLOW]*

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed as of the date set forth above.



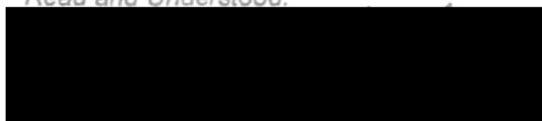
Date: 1/22/2020

Institution: University of North Texas  
Health Science Center



Date: 1/30/2020

*Read and Understood:*



Date: 1/22/2020



**U.S. National Library of Medicine**  
*National Network of Libraries of Medicine*  
*South Central Region*

**DISASTER PREPAREDNESS AND RECOVERY APPLICATION**

1. **NNLM ID:** 20889
2. **Institution:** Texas A&M University
3. **Institution Tax ID# (attach a completed W-9)**  
74-6000531
4. **Name and email of the primary project contact(s)**

- 5.
- 6.
- 7.
- 8.
- 9.



10. **How did you hear about this award?**

☐ NNLM SCR website  
☐ NNLM SCR listserv  
☐ Blogadillo or Twitter  
☒ Other: DSHS Funding Alert

11. **Project Title:** *NLM ReDiReCT: Integrating NLM Resources into Disaster Preparedness and Response Cross-Disciplinary Training*

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#### 12. Summary: A one paragraph summary statement of the proposed project.

The goal of NLM ReDiReCT (*Integrating NLM Resources into Disaster Preparedness and Response Cross-Disciplinary Training*) is to broadly disseminate information regarding availability and integration of NLM disaster-related resources and applications to Texas A&M University Health Sciences students, first-responders, and the community at large in the central Texas region. Using a *train-the-trainer* approach and student ambassador model, the project will focus on enhancing student and responder knowledge and utility of NLM Disaster related resources. A NLM Disaster Response portal or toolkit will be developed in concert with Texas A&M Medical Sciences Library. The training for these resources will be integrated into Texas A&M's *Disaster Week* to be held in February 2020. This annual event trains approximately 500 students from across the health sciences including nursing, medicine, pharmacy, and public health to collaboratively respond to a disaster. Disaster Week and the activities leading up to the event provide a unique opportunity to reach a broad interdisciplinary group of future first responders. By developing a training focused on the availability, utility and application of the NLM resources and building a central resource or portal through Texas A&M Libraries, the students will be able to utilize and share the NLM disaster related resources in and across their respective professions.



Texas A&M conducts the nation's largest student-led, interprofessional emergency response exercise. (Sam Craft/Health Science Center)

#### 13. Describe the significance of the proposed project. (10 points) How does this project support the mission of the NNLM and the aims of the SCR.

NLM's mission is to advance the progress of medicine and improve public health by providing equal access to information to support informed decisions. This includes making information available in times of disaster preparedness, response and recovery. The ReDiReCT project leverages an existing program to support and disseminate NLM disaster related resources to health professional students, responders, and the community.

Texas A&M's Disaster Week is an interdisciplinary concentration of more than 750 current and future disaster responders coming together with the community to explore disaster simulation and response in central Texas. Participating groups include, but are not limited to the following:

- American Red Cross
- Brazos County Health Department
- Brazos Valley Community Emergency Operating Center
- Brazos Valley Emergency Management
- College Station Fire Department
- Community Action Response team
- Bryan Police Department
- FEMA – Floodplain Management
- Texas Department of Emergency Management
- Texas Department of Public Safety
- Department of Homeland Security
- Texas Task Force 1

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- Texas A&M University Emergency Management
- Texas A&M University Engineering Extension Service
- Texas A&M University Forest Service
- Texas A&M University Health Science Center Interprofessional Education
- Texas A&M University School of Public Health
- Texas A&M University Student Nurse Association
- Texas A&M University Veterinary Emergency Program

The program will leverage the interest and capacity of volunteer student ambassadors from the School of Public Health, College of Medicine, College of Pharmacy and College of Nursing as ReDiReCT peer trainers to disseminate information about NLM disaster-related resources and applications. This model can be replicated and expanded to other disaster preparedness events.

**14. Describe the target population or audience:** (include an estimate on the number of individuals you expect to reach during the project). (10 points)

Disaster Week and the planning leading up to the simulation event will engage over 750 participants from across Texas A&M and the community.

The participants include:

- Students from medicine, nursing, public health, pharmacy, and dentistry (~500)
- Disaster and emergency responders, planners, and students (~100)
- Veterinary students and responders
- Regional community members (200)

**15. Explain the need for information outreach to the target population.** (10 points)

Effective disaster preparedness, planning and response requires the ability to efficiently and easily access reliable tools and resources in the field. The ability to identify, access, and utilize authoritative information at the point of need is extremely challenging for first responders. They may be unaware of the resources and even if aware, may not take advantage of the resources. It is critical that these resources are easily accessible and available through mobile devices. The NLM ReDiReCT project is designed to train a large cadre of current and future health professionals in the availability and utilization of NLM resources with a focus on utilization during disaster preparedness, response, and recovery events.

**16. List your project objectives.** (10 points)

The primary objectives of the NLM ReDiReCT project are outlined below:

1. Render NLM disaster-related resources easily discoverable by developing a *Disaster Response Toolkit* through the Texas A&M Medical Sciences Library website. This dedicated website creates a single one-stop portal for accessing disaster related information and resources. The content will be parsed by responder category, such as HAZMAT response, EMS, healthcare provider, emergency management, public health, student, or the public.
2. Develop train-the-trainer materials for the student ambassadors focusing on the utility and application of resources on the DIMRC website for each responder category.

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3. Train 60 student ambassadors on utilization of these tools, encourage download of the apps and identify a cohort of 25 student ambassadors to do additional training via presentations and informal interactions during *Disaster Week* and other related events in February of 2020.
4. Equip student ambassadors with the resources and opportunities to promote the disaster-related resources to health professional students and professionals from each responder category at the following events during Disaster Week:
  - a. "Plan Ahead Be Prepared" (February 10<sup>th</sup>)
  - b. Disaster Week "Training Day" (February 11<sup>th</sup>)
  - c. Texas A&M School of Public Health Disaster Symposium (February 12<sup>th</sup>)
  - d. "Disaster Day" simulation (February 14<sup>th</sup>)
5. Evaluate reach, lessons learned and expand the program to other Texas A&M entities, such as the Colleges of Geosciences, Architecture, Engineering, Veterinary Medicine, and disaster-response providers.

**17. Describe how you will complete the project objectives (project plan with timeline). (10 points)**

The following activities align with each of the above stated objectives.

Timeline	12/2019	1/2020	2/2020	3/2020	4/2020
Build Disaster Response Toolkit/Portal					
Prepare training materials/identify ambassadors					
Train Student Groups					
Formalize and schedule training events					
Train Ambassador					
Deliver Disaster Week					
Debrief Students/Ambassadors					
Develop After Action Report					
Final reporting					
Project Evaluation					

1. Build Disaster Response Toolkit web resource in conjunction with the Texas A&M Medical Sciences Library Librarian, Sheila Green and validate efficacy of the site layout. (December/early January 2020)
2. Employ publicly available DIMRC materials to further develop value proposition content for each responder category, prepare trainer materials and promote the project to potential student ambassadors. (Early January 2020)
3. Prepare training and dissemination materials for the participants. (December-January 2020)
4. Train student groups from which to draw ambassadors; recruit ambassadors. (Mid-January 2020)

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5. Identify and schedule Disaster Week events at which presentations will be required. (mid-January 2020)
6. Prepare ambassadors for their roles by hosting disaster app practice opportunities both for using the apps and promoting to others. (January-early February 2020)
7. Deliver Disaster Week Events (end of February 2020)
  - Monday – Plan Ahead – be Prepared
  - Tuesday – “Training Day”
  - Wednesday – SPH Disaster Symposium
  - Friday – Disaster Day simulation
8. Debrief with student ambassadors post-Disaster Week to identify lesson learned, opportunities for improvement of this model, and evaluate options for future events. (Late February 2020)
9. Use evaluation (see #18) and debrief from ambassadors as well as feedback from groups reached to plan for future use of the student ambassador model. (March 2020)
10. Develop an *After Action Report (AAR)* with a focus on the student ambassador process. The AAR will be shared with other units with Disaster related foci (Colleges of Architecture, Engineering, etc.) to promote replicability of the program. (March-April 2020)
11. Prepare and submit final reports. (April 2020)
18. **How will you evaluate your project's effect?** (Applicants should consult the NNLM Evaluation Office website <http://nnlm.gov/evaluation> or the NNLM SCR office when developing needs assessments and/or evaluation plans). (10 points)

The evaluation plan will include a multi-prong approach to evaluate the utilization and efficacy of the model. Below are the primary evaluation elements.

1. The “train-the-trainer” student and potential ambassador training sessions will be evaluated by students using the NNLM Training Session Evaluation form.
2. Participants in the Disaster Week events complete a post-event survey. Questions will evaluate participant knowledge and utilization of the resources. Examples of the questions include:
  - a. Did a student ambassador share availability of NLM and ReDiReCT disaster resource information before, during, or after the event?
  - b. Identify/list NLM apps downloaded in advance, during, or after the event?
  - c. Did participant utilize any of the apps and in what capacity?
3. The project team will debrief with the student ambassadors regarding the experience.
4. Pre and post analytics will be collected to track activity and utilization of the Disaster Response Toolkit webpage through the Texas A&M Medical Science Library portal.
5. An evaluation summary will be submitted to NLM.

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- 19. Qualifications and institutional capacity:** Provide a list of project personnel, briefly describing their project role and applicable experience to their project responsibilities. Curriculum vitae or resumes can be supplied as an appendix. Describe the institution, its resources and services, as it pertains to supporting the proposed project. (10 points)

Martin Mufich, MSN, RN, Clinical Assistant Professor, College of Nursing, Director of Response and Recovery, Texas A&M University, will serve as the Project Director. Professor Mufich will be responsible for overall project management, supervision, coordination, reporting, and dissemination. (A full CV is attached.)

Sheila Green, MSLS, Instructional Assistant Professor, Texas A&M Medical Sciences Librarian is an experienced Librarian holding an advanced degree in Library Information Sciences and a Bachelor of Science in Computer Sciences. Ms. Green will build and refine the portal, collaborate on training materials and training process, pre- and post-activity evaluation. (A full CV is attached.)

A full resources description of resources through Texas A&M is included in the attachments.

- 20. How will you spend the award?** (Provide a cost breakdown with a justification for each budget line.)

The following budget and justification outline the funds requested in support of the project.

<b>BUDGET</b>		
<u>Personnel</u>	<u>Description</u>	<u>Amount Requested</u>
Martin Mufich	Project Director, 5 months at 15% effort	\$5,853
Sheila Green	Co-Director, 5 months at 10% effort	\$2,618
To Be Named (2)	Student Technician/Assistant, 4 months at 50% each	\$8,960
<u>Benefits:</u>	Standard University rates	\$3,433
Materials and Supplies	Educational materials, flyers, training materials, press	\$2,213
Indirect	Standard training rate (30%)	\$6,923
<b>TOTAL</b>		<b>\$30,000</b>

**Budget Justification:**

Professor Martin Mufich, MSN, RN, Clinical Assistant Professor, College of Nursing, Director of Response and Recovery, Texas A&M University, will serve as the Project Director at 15% effort/month during the term. He is responsible for overall project coordination, supervision, dissemination, and reporting.

Sheila Green, MSLS, Instructional Assistant Professor, Medical Sciences Librarian, Texas A&M University, will serve as the Co-Director and Medical Science Library Liaison at 10% effort/month during the term. Ms. Green will build and refine the Texas A&M Medical Science Library Disaster resource portal, collaborate on training materials and the training process, and participate in pre- and post-activity evaluation.

Two, to be named, graduate assistants/technicians will be employed part-time at \$16/hour for 16 weeks to provide project support to Professor Mufich and Ms. Sheila Green in project delivery, execution, and reporting.

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Supplies are budgeted at \$2,213 for training, education, and dissemination related materials.

Indirect. The Standard Indirect Rate for Texas A&M is 30% of modified total direct costs for Other Sponsored Activities. This rate was approved by the DHHS on 8/7/2019.

### 21. Complete the Direct Beneficiaries checklist.

Submit application and the Direct Beneficiaries checklist in electronic format to the NNLM SCR's Executive Director. Please put the name of the award (found on the RFP) in the subject line of the email.

This application includes attachments as follows:

#### Attachments:

Attachment A: CVs Professor Mufich and Ms. Sheila Green

Attachment B: Letter of Support (Kaunas)

Attachment C: Disaster Day Schedule

Attachment D: W-9 Texas A&M University

Attachment E: Checklist

Attachment F: Resources Statement



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### **Attachments:**

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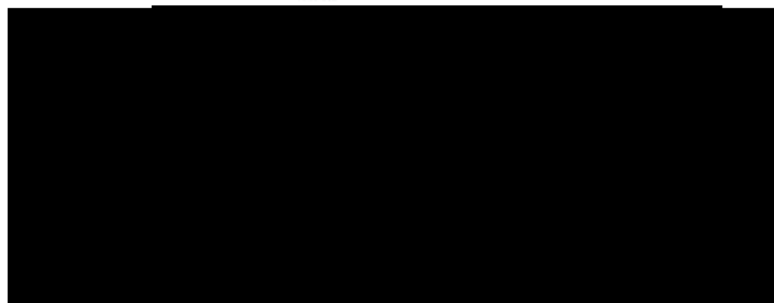


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## Attachment A. Curriculum Vitae

### CURRICULUM VITA



### EDUCATION

MSN	University of Texas School of Nursing Nursing Education Austin, TX	2015
ADN	Austin Community College Nursing Austin, TX	2012
BA	Western State College Geology Gunnison, CO	1984

### LICENSURE AND CERTIFICATES

RN (TX, 826504)  
 CERT (10/16/2019)  
 Stop the Bleed (04/03/2019)  
 Certified Healthcare Simulation Educator (CHSE, 04/02/2019-04/02/2022, #191123)  
 National Healthcare Disaster Professional (ANCC, 08/07/2017, #2017015066)  
 Advanced Disaster Life Support (NDLSF, 07/01/2016)  
 Basic Disaster Life Support (NDLSF, 01/25/2016)  
 FEMA Disaster Medical Specialist (TEEX, 05/01/2015, #1364635)  
 FEMA CBRNE (TEEX, 05/02/2019, #500132)  
 Train the Trainer - Interprofessional Faculty Development Program (International Center for IPE, 08/17/2017)  
 Wilderness EMT (NOLS, 07/11/2008-7/11/2010)  
 Wilderness First Aid (Longleaf Wilderness Medicine, 03/13/2016-03/13/2018)

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## PROFESSIONAL EXPERIENCE

### Texas A&M University Health Science Center

Director of Disaster Preparedness, Response and Recovery 2019-present

### Texas A&M University College of Nursing

Clinical Assistant Professor 2015-present

- Course Coordinator for BSN Adult Health II course

Seton Medical Center, Austin

ICU RN 2012-2015

## HONORS AND AWARDS

Best Interprofessional Activity-Student 2018

2018 Interprofessional Education and Research Symposium III,  
Sigma Theta Tau International, Phi Lota Chapter

Most Innovative IPE Study 2017

2017 Interprofessional Education and Research Symposium III,  
Sigma Theta Tau International, Phi Lota Chapter

## SCHOLARSHIP

### PRESENTATIONS

#### National Conference/Organization Presentations:

Barnes, G., Mufich, M., Danforth, D., (December, 2018). *Integrating Disaster Preparedness and Response training into the BSN Curriculum: Not a Matter of If, but When*. Abstract accepted for podium presentation for the 2019 STTI 45<sup>th</sup> Biennial Convention.

Watzak, B., Kaunas, C., Martinez, J., Landman, W., Carrino, G., Clendenin, A., Hubbard, J., Mufich, M. (2018). *Disaster Day: creating an optimal interprofessional clinical learning environment through simulation*. Poster presentation at the 2018 NEXUS Summit.

Mufich, M., Boucher, T., Greenwood, L., Jones-Schubert, K., Weston, C., (September, 2016). *IPE "Extreme" Race Simulation: Identifying Gaps in Patient care*. Podium presentation at the 2018 Nursing Educators Conference in Vail.

Mufich, M., (July, 2017). *The Need to Increase Disaster Nursing Education in the Undergraduate Curriculum*. Podium presentation at the 2017 Nurse Educators Conference in the Rockies.

Holland, B., Gosselin, K., Mulcahy, A., Williamson, S., Bosenbark, M., & Mufich, M., (September, 2015). *Comparing Music Therapy, Autogenetic Training, and a Movement-Based Intervention for Anxiety Reduction and Performance Enhancement in Baccalaureate Nursing Student Simulation Experiences*. Poster presentation at the annual National League for Nursing Educational Summit in Las Vegas, NV.

#### State and Local Conference/Organization Presentations:

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**Mufich, M.,** Boucher, T., Greenwood, L., Jones-Schubert, K., Weston, C., (September, 2016). *IPE "Extreme" Race Simulation: Identifying Gaps in Patient care*. Poster presentation at the 2017 Interprofessional Education and Research Symposium III, Sigma Theta Tau International, Phi Lota Chapter.

**Mufich, M.,** (April, 2016). *Massage in the ICU*. Poster presentation at the Interprofessional Education and Research Symposium II, Sigma Theta Tau International, Phi Lota Chapter in College Station, TX.

**Page, R., Ruggero, R., Sherwood, E., & Mufich, M.,** (April, 2016). *Perception of Interprofessional Collaborative Education in a Wilderness and Disaster Medicine Elective*. Poster presentation at the Interprofessional Education and Research Symposium II, Sigma Theta Tau International, Phi Lota Chapter in College Station, TX.

### TEACHING

**Texas A&M University College of Nursing** (Courses numbered 600 or higher are graduate courses)

- **NURS 420** Adult Health II, 6 cr., Fall 2015 – Spring 2018, 100% responsible

### SERVICE TO THE UNIVERSITY AND COLLEGE

#### Texas A & M University Health Science Center Committees

2018-Present	Operation Lone Star, College of Nursing point of contact
2018-Present	HSC IPE Steering Committee
2015-Present	Disaster Day, faculty steering committee member
2018-Present	HSC Wilderness Medicine Interest Group, facilitator

#### Texas A & M University College of Nursing Committees

2018-Present	Point of Dispensing, member
2018-Present	CON Editorial Board, member
2018-Present	Student Grievance, member
2016-2017	Student Affairs, member

### MEMBERSHIP AND INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS

Sigma Theta Tau International Nursing Honor Society	2015 - Present
Phi Iota, member	

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National League for Nursing	2015 - Present
National Disaster Life Support Education Consortium	2015 - Present
Wilderness Medical Society	2015 - Present
American Association of Critical Care Nurses	2016 - Present
World Association of Disaster and Emergency Medicine	2016 - 2017

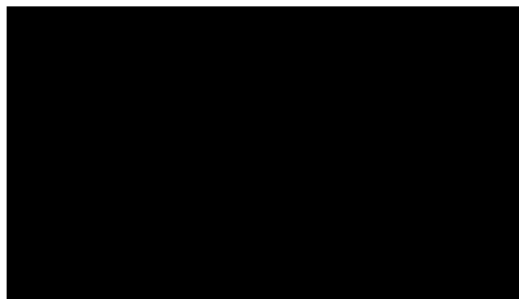
## PROFESSIONAL SERVICE TO THE COMMUNITY

Red Cross Brazos Valley, Volunteer	2017 - Present
Texas Emergency Medical Task Force 7, Member	2016 - Present
St. Thomas Episcopal Church, Junior Warden	2016 - 2019



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**CURRICULUM VITA**



**I. Summary Record of Faculty Appointment**

Office Address:

Phone:

Email:

Rank: Instructional Assistant Professor, Texas A&M University Libraries

Date of Initial Appointment: August 27, 2015

Date and rank of last promotion: Instructional Assistant Professor, November 1, 2017

**II. Education and Experience**

**A. Education**

M.S.L.S., University of North Texas, Denton, TX, 2007. Major: Library and Information Science

B.S., University of Houston, Houston, TX, 1986. Major: Computer Science

**B. Professional Experience**

Medical Sciences Library, Texas A&M University, HSC – Bryan Campus Librarian,

Lecturer, August 2015 – October 2017

Instructional Assistant Professor, November 2017 - present

- Participate as an embedded member of research and/or clinical teams providing embedded library services on the Bryan / College Station Health Science Center campus.
- Serve as liaison to departments and programs within the College of Medicine. Provide proactive, client-centered information, education, and research services to College of

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Medicine faculty, students, residents and affiliated clinical researchers.

- Participate in collection development and collection assessment. Develop and select print and electronic support materials on relevant topics. Plan and organize regular campus events and programming on these topics.
- Conduct expert searching on various types of information (literature, funding, data, etc.) to support research proposals and grants, clinical practice decisions, education, instruction and article publication.

Blinn College Library, Blinn College, Reference and Instruction Librarian (part-time), September 2011 – August 2015

- Provided reference services to first and second year undergraduates, staff and community users in person or remotely via phone, text or chat.
- Taught information literacy classes focusing on the library catalog, database resources and available instructional technologies, such as class LibGuides and tutorial videos.
- Reviewed the Brenham campus medical literature collection and made recommendations to weed over 1,000 outdated titles.
- Accumulated, analyzed and reported key database usage, instruction statistics, and other library data as needed for SACS accreditation, Fact Book or IPDES reporting.

Houston Academy of Medicine – Texas Medical Center Library, Partnership and Marketing Librarian, December 2009 – May 2011

- Liaison between faculty, researchers, students, residents, staff, and administration of 22 Texas Medical Center (TMC) institutions and the Library regarding how information resources and services can support each institution's unique goals.
- Solicited and evaluated constituent views of the Library via one-on-one or group meetings, surveys, or anecdotes and made recommendations for improved customer service. One outcome was the implementation of information literacy classes targeted to the unique information needs of different TMC roles, such as medical students, nurses, medical education faculty, and dietitians.
- Taught *RefWorks*, *Scopus*, *Finding Quality Nursing Literature*, *Finding Medical Education Literature*, and National Library of Medicine resource classes to medical and allied health students, residents, faculty and the community.

Houston Academy of Medicine – Texas Medical Center Library, Clinical Informationist, September 2007 – November 2009

- Rounded with Internal Medicine teams in a community hospital setting (Ben Taub Hospital), providing targeted research and on-the-fly training to clinicians to identify and access the best available research in support of evidence-based patient care.
- Presented regularly scheduled "Library Minutes" in Morning Report to 50 residents, medical students, and attending physicians addressing search strategies and tools.

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Houston Academy of Medicine – Texas Medical Center Library, Practicum and Project Completion, January 2007 – August 2007

- Worked with consultant gathering qualitative data from focus groups of library constituents and wrote final analysis of services.

Cardinal Health, Project Management Office and Reporting / Portfolio Administrator, March 2004 – June 2006

- Coordinated and assembled the budgeting and prioritization process of a \$25 million portfolio of business segment Information Technology (IT) projects between regional offices in Houston and San Diego.
- Awarded a 2005 Chairman's Award for facilitating the IT budgeting and chargeback allocation process for fiscal 2006 after a three-subsidiary merger and a consolidation of all IT functions into a corporate shared services model.
- Tracked progress of all IT projects for the local business, coordinated approvals as needed, and reported success metrics monthly.
- Recommended improvement to IT processes based on quarterly satisfaction interviews with business customers and analysis of call center statistics.
- Facilitated a smooth transition to an IT shared services model by documenting the service level expectations of the local business prior to the transition.

Cardinal Health, Director – IT Support Services, January 2003 – February 2004

- Led quality assurance, help desk, desktop support, and a deployment team during an expansion of services, standardization of processes, and planning for transition of infrastructure groups to a corporate shared services model.
- Developed, in concert with IT leadership, a monthly ITS Balanced Scorecard to measure performance of the IT department against objectives, improving application availability and reliability.

Cardinal Health, Quality Assurance Manager, June 2000 – December 2002

- Led process reviews and improvement initiatives related to delivery of IT services, such as the institution of weekly production deployment meetings.
- Managed a test team responsible for all Web-based and desktop software testing in the Houston office.

Cardinal Health, Quality Assurance Analyst, September 1997 – May 2000

- Led the evaluation and successful deployment of a defect-tracking tool to IT.
- Planned and executed testing activities for Web-based pharmacy billing and clinical evaluation tools, as well as a client-server management application.

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Geac/AMSI, Software Designer, January 1996 – August 1997

- Defined functional specifications, test plans, and project plans for new development in India of Geac's next generation property management systems.
- Monitored activities and milestones and reviewed deliverables to ensure user requirements were met by the offshore contractors.

Geac/AMSI, Senior Technical Auditor, May 1994 – December 1995

- Tested AMSI's commercial property management and accounting software; coordinated beta test process with willing clients.
- Wrote first Quality Control Procedures Guide; 1994 AMSI Employee of the Year.

Geac/AMSI, Software Support Representative, September 1990 – April 1994

- Performed telephone support, troubleshooting, and on-site training for nationwide client and dealer base running AMSI property management software.

Makor Data, Client Support and Operations Coordinator, May 1986 – September 1990

- Installed, trained, supported, and documented record keeping and billing systems. Processed the monthly billing for 30 municipal utility districts.

### C. Professional Development

**Acronyms Used:** BCM – Baylor College of Medicine, FORCE – Future of Research Communications and e-Scholarship, HAM-TMC Library – Houston Academy of Medicine – Texas Medical Center Library, MLA – Medical Library Association, NIH – National Institutes of Health, NLM – National Library of Medicine, NN/LM – National Network of Libraries of Medicine, NSF – National Science Foundation, RDS - Research Development Services, SBIR - Small Business Innovation Research, SCC/MLA – South Central Chapter of the Medical Library Association, SLA – Special Libraries Association, STTR - Small Business Technology Transfer, TAMU – Texas A&M University

Transforming Research Symposium, George Washington University, 2 days, Washington, DC, September 26-27, 2019

*Attendance funded by a Data Science Professional Development Award from the NN/LM South Central Region. Content is helping to inform future workshops and services in collaboration with TAMU's Directors of Scholarly Communications and Data Management Services, who were also at the symposium.*

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Mobilizing Computable Biomedical Knowledge (MCBK) 2<sup>nd</sup> Annual Meeting, 2 days,  
Washington, DC, July 18-19, 2019

*Attendance funded by a Data Science Professional Development Award from the NN/LM South Central Region. Connected with those promoting standards and processes for ethical and sustainable use of computable knowledge, such as artificial intelligence systems. Joined Sustainability and Inclusion Working Group initially focusing on promoting awareness.*

Promoting Credibility, Reproducibility and Integrity in Research Symposium, 1 day, New York, NY, March 29, 2019

*Attendance funded by an award from the NLM National Training Office. Disseminated suggested speakers from this event to the planning committee for a Reproducibility Symposium at TAMU Health.*

New York University - Langone Health Mentor Site Visit, 2 days, New York, NY, March 27-28, 2019

*Attendance funded by an award from the NLM National Training Office. Content of an observed active learning data management workshop has been modified and taught to College of Medicine graduate students and as a general MSL workshop. Knowledge gained was shared with Director of Data Management Services to help inform planning.*

RDM 102: Beyond Research Data Management for Biomedical & Health Sciences Librarians, 6-week online course with Final Project, MLA CE credits – 36 contact hours, Feb 20-Apr 13, 2019

*Intensive training using open access tools to learn processes of forming a research question, cleaning and processing a data set, and visualizing and presenting results.*

Transforming Research Symposium, Brown University, 2 days, Providence, RI, October 3-4, 2018

*Learned research data openness, reproducibility and evaluation challenges from multiple perspectives – librarians and library school administration, research administration, publishers, professional societies, and public and private funders. Informs future discussions and workshop plans with faculty and leadership.*

NN/LM Biomedical and Health Research Data Management for Librarians, 8-week online course with 2 day in-person Capstone Summit at NIH in Bethesda, MD, MLA CE credits – 45 contact hours, Jan-April 2018

*One of 40 applicants accepted for the course. Eight weeks of assignments, work with a mentor and an onsite meeting at NIH culminated in the planning and execution of a Capstone project to present a research data management workshop to Health Sciences Center faculty, postdocs*

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*and graduate students which heightened awareness among HSC faculty of library expertise in this area.*

Providing Bibliometrics Services in Medical Libraries: Why, What, and How?, Hands-on MLA CE class – 4 contact hours, October 14, 2017. *Learned techniques for promoting metrics services as well as use of open source data visualization tools.*

Bibliometrics and Scientometrics for Research Evaluation, Centre for Science and Technology Studies, 3-day hands-on workshop, June 26-28, 2017. *Learned processes and experimented with open access tools for bibliometric and scientific collaboration network analysis that will be useful going forward for scholarly metrics support.*

Accelerating Innovation through Information Tools and Expertise, MLA CE class – 4 contact hours, May 27, 2017. *Explored ways that libraries could get involved in promoting innovation on campus, yielding another avenue to connect with researchers.*

The Librarian's Role in Reproducibility of Research Symposium, MLA CE class – 4 contact hours, May 27, 2017. *Presentations, discussions and breakout sessions addressing both theory and practical considerations, such as training deficits, associated with supporting research rigor and reproducibility efforts at our institutions.*

Developing SBIR/STTR Proposals to the Department of Defense, 1-day workshop presented by BBS Entrepreneurial Training & Consulting LLC, November 2, 2016. *Learned application and technology transfer proposal grant process.*

Commercialization for SBIR-Stage Companies, 1-day workshop presented by BBS Entrepreneurial Training & Consulting LLC, November 3, 2016. *Gained better understanding of the technology transfer funding process and policies.*

NIH Regional Seminar, Chicago, IL, 2-day seminar, October 27-28, 2016

*Gained insights into the variety of NIH grants available, the application and review process, tips from the experts on writing a good proposal, and feedback from program managers about opportunities for library involvement in the sharing of research results.*

eRA Workshop: Grant Application Preparation & Submission, NIH Regional Workshop, 3 hours, October 26, 2016

*Gained understanding of eRA Commons, the administrative tool used to process NIH grants from application through receipt and closeout.*





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Intellectual Property: Understanding Requirements and Recipient Responsibilities, NIH Regional Workshop, 3 hours, October 26, 2016. *Gained understanding of intellectual property NIH award recipient responsibilities as they relate to intellectual property and federal grant funding context.*

Demystifying the NSF, TAMU RDS workshop – 2 hours, October 4, 2016. *Aimed at early career researchers writing their first NSF proposals. Attended to learn NSF grant terminology, processes and best practices to better support clients.*

Self-Directed Review of Researcher Services Offered by the National Institutes of Health Library, Bethesda, MD, May 25-26, 2016. *Travel to the National Institutes of Health Library (NIHL) for two full days of interviews to explore the data services provided by the library. Information gathered was used to inform ideas about possible structure and scope of data services considered by Texas A&M University Medical Services Library (MSL) in cooperation with the University Libraries.*

FORCE 2016 Conference and Workshops (2 half-day workshops, 1 ½ day conference), Portland, OR, April 17-19, 2016. *Solid overview of scholarly communications, sharing and reproducibility issues associated with open data and open research.*

Research Data Management and Sharing MOOC from Coursera, The University of North Carolina at Chapel Hill & The University of Edinburgh– 5-week online course, March, 2016. *Content transitioned perspective on data management issues from my prior corporate background to the academic environment.*

Systematic Reviews: the role of the librarian, hands-on MLA CE class – 6 contact hours, January 27-28, 2016. *Learned flow and process of systematic reviews service in order to better support clients.*

Precision Medicine: What Is It and Why Should I Care?, MLA CE webinar – 1.5 contact hours, December 14, 2015. *Updated knowledge of issues in the medical field following hiatus from medical librarianship.*

Data Visualization Skills and Tools for Librarians, MLA CE webinar – 1.5 contact hours, October 29, 2015. *Updated knowledge of tools and skills following hiatus from medical librarianship.*

Writing Successful Proposals, TAMU RDS workshop – 2 hours, September 22, 2015. *Aimed at early career researchers writing their first grant proposals. Attended to learn federal grant terminology, processes and best practices in order to better support clients.*

Locating Cancer Information for Your Clinicians and Patients, MLA CE class – 4 contact hours, October 16, 2010

Will Duct Tape Cure My Warts? Examining Complementary and Alternative Medicine, MLA CE class – 8 contact hours, April 19, 2010

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Self-Directed Review of Informationist Services Offered by the National Institutes of Health Library – partially funded by a Professional Development Grant from the National Library of Medicine under contract #N01-LM-6-3505, 2008. *Travel to the National Institutes of Health Library (NIHL) for two full days of interviews to explore the informationist services provided by the library. Information gathered was used to inform a proposed change in structure to services provided by the HAM-TMC Library.*

Medical Terminology and Anatomy/Physiology, BCM CE program – weekly 3-hour class for 4 weeks, September 18 – November 13, 2007

NLM Training: PubMed, MLA CE class from the NLM – 7.5 contact hours, November 8, 2007

Creating More Effective Learning Activities, MLA CE class – 6 contact hours, October 20, 2007

Focus Group Interviewing: A Qualitative Research Methodology, MLA CE class from the NN/LM – 8 contact hours, September 14, 2007

Disaster Preparedness and Planning Symposium, MLA CE class – 6 contact hours, October 20, 2006.

### **D. Honors and Awards in Librarianship**

Beta Phi Mu Library Science Honor Society, Inducted 2007

Academy of Health Information Professional (AHIP) membership - Distinguished Level, 2018  
*AHIP is the peer-reviewed, accomplishment/portfolio-based certification and career development program for health information professionals administered by the Medical Library Association. Admission to and the level of academy membership (Provisional, Member, Senior, Distinguished and Emeritus) are based on three areas of achievement: academic preparation, professional experience, and professional accomplishment.*

### **III. Documentation of Committee Activities**

**Acronyms Used:** SCC/MLA – South Central Chapter of the Medical Library Association, MLA – Medical Library Association, MCBK – Mobilizing Computable Biomedical Knowledge

#### **A. Service to International and National Professional Societies and Organizations**

##### **National Committees, Societies, and Organizations**

MLA Professional Recruitment and Retention Committee (2019-2022)

*First year service, member – on the planning committee for a panel discussion at the MLA 2020 Annual Meeting about the recruiting and retention of medical librarians from*



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*both the recruiter and the applicant/student perspective (abstract submitted – acceptances will be sent in December 2019).*

### *MLA Data Caucus*

*MLA caucuses coalesce around major themes of concern to the membership or around specialized or topical themes. MLA domain hubs focus activities on a given area of professional practice. Caucuses appoint delegates to represent their interests within related domain hubs.*

*Delegate to the Education Domain Hub (2019-2021), on a caucus sub-committee considering processes for mentoring of new data librarians.*

*MCBK Sustainability and Inclusion Working Group, member*

*2019-2020 service – communications planning and implementation to raise awareness about computable knowledge and associated issues to other organizations, such as the Association or Academic Health Libraries (AAHSL).*

## **B. Service to Regional, State, and Local Professional Societies and Organizations**

### **Regional and State Committees, Societies, and Organizations**

#### **SCC/MLA Awards and Scholarships Committee, 2018-2020**

*2018-2019 - Award coordinator for the William D. Postell, Sr. Professional Development Award - coordinated evaluation for 5 awards, participated in evaluation for Distinguished Service, Librarian of the Year and Mayo Drake Student Scholarship awards. Mentored two Mayo Drake awardees at the SCCMLA 2019 Annual meeting.*

*2019-2020 – organized sub-committees to coordinate each of the four award types, wrote SCCMLA newsletter articles three times/year to announce and/or promote awards, member of Chapter Advisory Council, attending midyear and annual Executive Meeting.*

#### **SCC/MLA, Membership Committee, 2017-2019**

*2017-2018 - Input to new public relations materials, contacted members in region due for renewal, coordinated membership promotion communications with University of North Texas library school, South Central Connection newsletter article - September 2018*

*2018-2019 – University of North Texas LIS class Virtual Happy Hour – March 2019, South Central Connection newsletter article – April 2019*

*SCC/MLA, Local Arrangements Committee – Sponsorships, Austin, TX, 2010. Contacted potential sponsors for the annual meeting in Austin*



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SCC/MLA, Governmental Relations Committee, 2007-2009, Chair, 2008/2009.

*Communicated state and federal legislative initiatives and issues related to libraries to regional chapter members as needed*

## C. Service to the University and Library Library Committees

TAMU Libraries, Davis Staff Award Committee, 2019

*Evaluated three nominations of staff for recognition of their exceptional service.*

## IV. Documentation of Professional Activities

### A. Presentations/Posters National

Green, S. (2018, October 19). *Capstone Project: Scoping and Lessons Learned*. PowerPoint presentation. Second cohort of the NN/LM Biomedical and Health Research Data Management (RDM) Training for Librarians course, online, October 19, 2018. Duration: 15 minutes. *Invited by the NN/LM Training Office to share lessons learned from experience with the first cohort of this RDM training with the next group of 40 participants. Thank you letter from the Assistant Director expressed appreciation for my contribution to "help grow a community of data-ready librarians".*

Herbert, B.E., Lee, D.J., Green, S., Mejia, E. & Hahn, D. (2018, August 20). *Supporting Research Narratives and Reputation Using a Research Information Management System*. Poster presented at Bibliometrics & Research Assessment Symposium 2018, Bethesda, MD, Aug 20, 2018.. *Poster accepted through a blind selection process. Co-presented with Bruce Herbert.*

Green, S. (2018, May 22). *The NN/LM Biomedical and Health Research Data Management for Librarians Online Course: A Student's Perspective*. PowerPoint presentation. Medical Library Association Annual Meeting, Atlanta, GA, May 22, 2018. Duration: 5 minute lightning talk.

*Lightning talk accepted through a blind selection process. Paper shared a "student" experience with a Research Data Management training program developed by the NN/LM Training Office. Approximately 45 attendees, including several involved in development of the course.*

Green, S. & Herbert, B.E. (2018, May 21). *Using an Adapted Tool to Transform Medical School Faculty Evaluation of Open Access Journals and Lead to Wider Campus Acceptance of Open Access Publishing*. PowerPoint presentation. Medical Library Association Annual Meeting, Atlanta, GA, May 21, 2018. Duration: 15 minutes. Available

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electronically from <http://hdl.handle.net/1969.1/166414>. Paper accepted through a blind selection process. Paper presented at the meeting, responsible for process content.

OAKTrust file visits: 29

Pepper, C., Green, S., Meador, A., Moberly, H.K., Wu, L. & Herbert, B.E. (2017, May 29). *Developing a Model for Faculty Scholarly Metrics Services Across Diverse Health Sciences Audiences: From Dreaming to Doing*. PowerPoint presentation. Medical Library Association Annual Meeting, Seattle, WA, May 29, 2017. Duration: 15 minutes. Available electronically from <http://hdl.handle.net/1969.1/160494>.

*Paper accepted through a blind selection process. Co-presented with Catherine Pepper, responsible for the content describing College of Medicine activities. OAKTrust file visits: 161*

Green, S., Halsted, D. & Eaton, E. (2009, May 18). *Adjusting Flight Plans in Midair: Taking Off With a New Clinical Informationist Program*. Poster presented at Medical Library Association Annual Meeting, Honolulu, HI, May 18, 2009.

*Co-presented at conference with Deborah Halsted, responsible for content.*

### Regional/State

Green, S. (2019, October 14). *Souvenirs from an RDM Professional Development Journey*. Poster presented at South Central Chapter of the Medical Library Association Annual Meeting, Oklahoma City, OK, October 14, 2019. Available electronically from <http://hdl.handle.net/1969.1/183321>

*Poster accepted through a blind selection process. Poster described the best practices learned and implemented from five professional development opportunities funded by the National Library of Medicine. OAKTrust file visits: 9*

Green, S. (2018, October 22). *Research Data Management Workshop Mission: Raising Awareness of Data Danger Zones*. Poster presented at South Central Chapter of the Medical Library Association Annual Meeting, San Antonio, TX, October 22, 2018. Available electronically from <http://hdl.handle.net/1969.1/172707>

*Poster accepted through a blind selection process. Poster described process, promotion and outcomes of a research data management workshop presented to faculty, postdocs and graduate students. Asked by the outgoing CE Chair to submit a workshop proposal for the 2019 annual meeting offering practical steps to launch new data management services. OAKTrust file visits: 22*

Green, S. (2017, October 16). *Turning Up the Heat on the AAMC Annotated Bibliography of Journals for Educational Scholarship*. Poster presented at South Central

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Chapter of the Medical Library Association Annual Meeting, Albuquerque, NM, October 16, 2017. Available electronically from <http://hdl.handle.net/1969.1/164592>

*Poster accepted through a blind selection process. Poster described the process for creating a companion info-sheet to help users of the AAMC Bibliography choose journals for manuscript submission based on audience reach and metrics collection. Other librarians could use a similar process to help authors identify quality journals within their own discipline to target for publication. OAKTrust file visits: 22*

Herbert, B.E., Budzise-Weaver, T., Green, S. & Meador, A. (2017, May 24). *Scholars@TAMU, an Integrated Research Information Management System, as Sociotechnical System: Contextualized Use Cases for Different Disciplinary Communities*. Poster presented at Texas Conference on Digital Libraries meeting, May 24, 2017. Available electronically from <http://hdl.handle.net/1969.1/160332>

*Co-presented at conference with Tina Budzise-Weaver and Arwen Meador, responsible for the content addressing the College of Medicine use case. OAKTrust file visits: 641*

Green, S. (2015). *A Librarian By Any Other Name*. Seminar with discussion questions written for the Houston Assembly of Delphian Chapters 2015-2016 seminar series. Duration: 1 hour.

*As a member and a librarian, I was asked to write a seminar about the changing role of librarianship. Presented to the Phi Zeta chapter March 17, 2016. The other nine chapters discussed the seminar independently during the year. The Houston Assembly of Delphian Chapters (HADC), a 501(c)(3) organization, places a long-standing emphasis on self-fulfillment through education, including undergraduate scholarships and small education discussion groups.*

Green, S. (2010, October 19). *Using Unique Abilities to Capitalize on a Failed Clinical Informationist Project*. PowerPoint Presentation. South Central Chapter of the Medical Library Association Annual Meeting, Austin, TX, October 19, 2010. Duration: 30 minutes. Available electronically from <http://hdl.handle.net/1969.1/156056>

*Presented at conference, approximately 50 attendees. OAKTrust file visits: 1329*

Green, S. (2008, October 14). *Dive into Morning Report with Information Resources Training: The Library Minute*. PowerPoint Presentation. South Central Chapter of the Medical Library Association Annual Meeting, Dallas, TX, October 14, 2008. Duration: 20 minutes. Available electronically from <http://hdl.handle.net/1969.1/156055>

*Presented at conference, approximately 35 attendees. OAKTrust file visits: 1083*



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Green, S., Halsted, D. & Eaton, E. (2008, October 13). *Adjusting Flight Plans in Midair: Taking Off With a New Clinical Informationist Program*. Poster presented at South Central Chapter of the Medical Library Association Annual Meeting, Dallas, TX, October 13, 2008.

*Co-presented at conference with Deborah Halsted, responsible for content.*

### B. Publications and Creative Works

**Other Publication Contributions:** creative writing, short papers, newsletter items, etc.

Green, S. (2019, May 2). Cultivating Data-Savvy Services, Bit by Bit [Blog Post]. Retrieved from <https://news.nlm.gov/scr/cultivating-data-savvy-services-bit-by-bit/>

*Guest blog post for the NN/LM South Central Region blog, Blogadillo, sharing lessons and outcomes from a professional development grant to advance my data management skills.*

Green, S. (2018, October). *Quality Indicators for Journals of Medical Education Scholarship – 2018*. Available electronically from <http://hdl.handle.net/1969.1/165231.2>

*This chart is an October 2018 update of a companion to the Association of American Medical Colleges (AAMC) Annotated bibliography of journals for educational scholarship (Berry, 2017). Approximately 20 journals changed quality indicator values compared to the 2017 update below. OAKTrust file visits: 9*

Green, S. (2017, December). *2017 Quality Indicators for Journals of Medical Education Scholarship*. Available electronically from <http://hdl.handle.net/1969.1/165231>.

*This chart is a December 2017 update of a companion to the Association of American Medical Colleges (AAMC) Annotated bibliography of journals for educational scholarship (Berry, 2017). It gives a quick reference to help guide selection of a journal in which to publish medical education research. OAKTrust file visits: 217*

Green, S. & Herbert, B.E. (2017, April). *Quality Indicators for Journals of Medical Education Scholarship*. Available electronically from <http://hdl.handle.net/1969.1/160220>

*This chart is a companion to the Association of American Medical Colleges (AAMC) Annotated bibliography of journals for educational scholarship (Blanco & Love, 2016). It gives a quick reference to help guide selection of a journal in which to publish medical education research. OAKTrust file visits: 1217*

Green, S. & Herbert, B.E. (2017, April). *Best Practices for the Use of Scholarly Impact Metrics for Medicine*. Available electronically from <http://hdl.handle.net/1969.1/158814>

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*This guide provides research-based best practices specifically for biomedical researchers on the use of scholarly impact metrics and recommends strategies to enhance their scholarly identity. OAKTrust file visits: 636*

### C. Conference Service Activities

SCC/MLA Facilitator for *Research Data Management (RDM) First Steps Roundtable* for annual meeting in San Antonio, TX, 2018.

*Discussion of projects and lessons learned from an NN/LM RDM for Librarians course, future applications and ideas for first and next steps to providing data services. Approximately 25 attendees from both academic and hospital libraries as well as representatives from the NN/LM Training Office. I created a Google Doc of key resources that was distributed afterwards -*  
[https://docs.google.com/document/d/1GqR6BwrkSnNQB\\_Rlsyh5KCeEyse9epnuZn\\_3v0keHrE/edit?usp=sharing](https://docs.google.com/document/d/1GqR6BwrkSnNQB_Rlsyh5KCeEyse9epnuZn_3v0keHrE/edit?usp=sharing)

MLA Session Moderator for *Information Management 2* for annual meeting in Atlanta, GA, 2018.

MLA Abstract Reviewer for annual meeting in Atlanta, GA, 2018.

MLA Poster Judge for annual meeting in Seattle, WA, 2017.

MLA Sharing Roundtables Recorder for annual meeting in Honolulu, HI, 2009

### D. Community Service

Grace Lutheran School Library, Brenham TX – Volunteered approximately 3-8 hours/week from 2011 through 2013 cataloging over 2,000 books from the school library collection into Alexandria Library Automation Software.



# U.S. National Library of Medicine

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## Attachment B. Letter of Support

National Network of Libraries of Medicine South Central Region  
University of North Texas Health Science Center- Gibson D. Lewis Health Science Library  
3500 Camp Bowie Blvd. Fort Worth TX 76107  
Tel: 817-735-2223 <https://nnlm.gov/scr/>

HEALTH SCIENCE CENTER  
OFFICE OF INTERPROFESSIONAL EDUCATION & RESEARCH



November 7, 2019

[REDACTED]

Dear Professor [REDACTED]

On behalf of the Texas A&M Health Science Center (HSC) Office of Interprofessional Education & Research (IPER), I am writing to strongly endorse your collaborative project, *Integrating NLM Resources into Disaster Preparedness and Response Cross-Disciplinary Training (NLM ReDiReCT)*.

As you are well aware, IPER promotes and supports interprofessional education across the HSC colleges of dentistry, medicine, nursing, pharmacy, and the school of public health. We manage numerous interprofessional activities for these academic units, one of which is Disaster Day. With over 600 students, faculty, staff, and local first responders, Disaster Day is the nation's largest student-led interprofessional emergency response simulation. The purpose of this event is to provide students the opportunity to both incorporate the knowledge and skills they have gained over the course of their studies and practice their clinical, interprofessional, and disaster response skills. This event, which was started by our college of nursing, has been so successful over the last 12 years that we are embedding it within an expanded event - Disaster Week. Disaster Week will provide 5 days of disaster-related activities to further train our students.

We are excited to support *NLM ReDiReCT*, which will leverage Disaster Week by implementing a train-the-trainer model to instruct students from our five colleges in the availability, utility, applicability of the NLM Disaster Resources. Moreover, your plan to collaborate with other HSC colleges and the Medical Sciences Library to develop a Disaster Resource Portal offers our students direct access to the NLM resources during their tenure here at Texas A&M and beyond as they pursue their professional goals.

Texas A&M University is one of the largest universities in the country. Its extensive and engaged network of former students ensures the skills, knowledge, and resources gained are disseminated not only across the state of Texas, but nationally and internationally. We are excited you are pursuing this opportunity and fully support you in this endeavor to expand the availability and utilization of NLM Disaster Resources.

Sincerely,

[REDACTED]

8441 Riverside Parkway, Clinical Bldg. 1, Ste. 3100  
1359 TAMU  
Bryan, TX 77807

Tel. 979.436.9110 Fax 979.436.0072  
www.tamhsc.edu





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### Attachment C. Disaster Day Schedule

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## ***Disaster Day 2020 Run of Show***

- 0530 - SPC Student Command Arrives (Meet at Firehouse)
- 0600 - SPC ARRIVAL - Everyone will meet at Firehouse for breakfast and morning briefing
- 0630 - SPC report to assigned locations
  - Moulage helpers arrive at Disaster City
- 0645 - Breakfast Delivery to Fan Field from Disaster City
- 0700 - AM patients scheduled to arrive
- 0745 - AM faculty observers arrive
- 0800 - AM providers scheduled to arrive
- 0815-0845 - AM faculty observer briefing
- 0830 - AM VIP scheduled to arrive
  - Site Briefing performed by DIC's at location
- 0900 - AM simulation begins
- 1100 - Moulage helpers arrive
  - Moulage meal pickup
- 1130 - AM simulation ends followed by 15 minute debrief
- 1145 - AM faculty observer debrief (Either in room 104 or in EOTC respectively)
- 1200 - Steering Committee at Field Hospital
  - PM Patients arrive
- 1245 - PM faculty observers arrive
- 1300 - PM providers scheduled to arrive
- 1315 - 1345 - PM faculty observer briefing
- 1330 - PM VIP scheduled to arrive
  - Site Briefing performed by DIC's at location
- 1400 - PM simulation begins
- 1630 - PM simulation ends followed by 15 minute debrief
- 1645 - PM faculty observer debrief
- 1700 - Volunteers bused back to Fan Field
  - SPC clean up and transport supplies back to HSC





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Attachment D. W-9

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## Attachment E. Checklist

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## Direct Beneficiaries / Populations Served

Please check categories applicable to the institution applying for funding, as well as the target populations that will benefit from the funding.

### Consumers

- ☒ General Public
- ☒ Patients & Families

### Health Professionals

- ☐ All Types (No special focus)
- ☐ Allied Health
- ☒ Dentists
- ☐ Health Services Researchers
- ☐ Mental Health
- ☒ Nurses
- ☒ Pharmacists
- ☒ Physicians
- ☒ Public Health Workforce
- ☒ Veterinarians
- ☐ Other

### Scientists

- ☐ Biomed/Genetics/Biotech
- ☐ Chemistry/Toxicology/Environment

### Students

- ☒ College
- ☒ Health Professionals
- ☐ K-12

### Other

- ☒ Disaster & Emergency Professionals/Responders
- ☒ Educators
- ☒ Health Administrators
- ☐ Historians
- ☒ Journalists
- ☐ Other

### Librarians

- ☒ Health Science
- ☐ Public/Other

### Primary Populations Served (limit to three):

- ☐ African Americans
- ☐ Alaska Natives
- ☐ American Indians
- ☐ Asian Americans
- ☐ Hispanics/Latinos
- ☐ HIV/AIDS
- ☐ Inner City
- ☐ International

- ☐ Native Hawaiians
- ☐ Pacific Islanders
- ☒ Rural
- ☒ Seniors
- ☐ Women
- ☐ Youth/Teens
- ☒ Other

Those with chronic diseases.

- ☐ Not Applicable



Please check the goals that apply:

Goal ID	Description	LRP Reference
1	<input checked="" type="checkbox"/> Increase awareness and use of NLM services.	2.1, 2.2, 2.3, 2.4
2	<input checked="" type="checkbox"/> Serve as a primary source for reliable and authenticated content.	2.2
3	<input checked="" type="checkbox"/> Further training in the use of medical information resources.	3.2
4	<input checked="" type="checkbox"/> Strengthen communications and connectivity for health, i.e. infrastructure.	3.1, 3.4
5	<input type="checkbox"/> Conduct and support basic and applied research to identify the need for, access to, evaluation of, and use of health information resources and systems.	4.1
6	<input type="checkbox"/> Reduce and eliminate health disparities among minority and other underserved populations.	2.1, 2.2



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### Attachment F. Resources Statements

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### RESOURCES STATEMENT:

**Texas A&M University System.** The Texas A&M University System is one of the largest systems of higher education in the nation, with a budget of \$4.7 billion. Through a statewide network of 11 universities and seven state agencies, the Texas A&M System educates more than 152,000 students and makes more than 22 million additional educational contacts through service and outreach programs each year. Each of the members of the A&M System has its own mission, history and goals. Together, they strive to provide educational programs, outreach and community enhancement services as well as research that will improve the lives of people in Texas and beyond.

The Texas A&M Health Science Center is a health related institution (HRI), and part of Texas A&M University. The Health Science Center occupies over 1.5 million square feet of space across eight campuses. The Health Science Center includes the Texas A&M College of Nursing, College of Medicine, College of Pharmacy, College of Dentistry, Institute for Biosciences and Technology, and The School of Public Health. Through the extensive network of programs, centers, and initiatives, Texas A&M has a statewide reach along with a national and international presence as a leader in education, innovation, and outreach.

The Texas A&M University Health Science Center Office of Interprofessional Education and Research (IPER) is dedicated to creating and supporting a culture of collaboration across professionals. Partnering with the Colleges and Schools in the Health Science Center, the IPER support a range of activities and initiatives to foster interprofessional education and training. The Disaster Training Program is a hallmark program in the IPER. **It is the nation's largest student-led interprofessional emergency response simulation.** A full summary is available at <https://health.tamu.edu/iper/disaster-day/index.html>.

### Texas A&M Medical Science Library

The Medical Sciences Library (MSL) serves as the primary library for the undergraduate, graduate and professional programs in the TAMU-HSC – Medicine, Nursing, Pharmacy, and the School of Public Health; the College of Veterinary Medicine & Biomedical Sciences; the College of Agriculture & Life Sciences; and the Department of Health and Kinesiology.

The needs of students, faculty and researchers drive the services and resources provided by the Medical Sciences Library. Library users have full access to all resources and services of the TAMU Medical Sciences Library, as well as to the extensive biomedical and life sciences resources that are provided by the general University Library to support undergraduate and graduate level education programs. The TAMU Libraries currently rank 8th in materials expenditures (\$23.6 million) and 4th in ongoing expenditures (\$16.6 million) among all Association of Research Libraries.

To meet the needs of the distributed TAMU-HSC campuses and clinical sites, the MSL provides 24-hour access to online resources, plus access to services beyond the hours when physical facilities are open and staffed. Small onsite collections of key information resources are also provided in print. Any individual involved in the education of HSC students (for example, preceptors and clinical affiliates) has access to MSL services and resources.

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All electronic resources are available whenever and wherever the resources are needed by means of a proxy server and authentication service. MSL offers a free and extremely well-regarded document delivery and interlibrary loan service to faculty, students and staff, Get It For Me, which provides prompt electronic access to virtually any needed resource not owned or held electronically by the Library.

The Medical Sciences Library is one of several campus libraries within the TAMU Libraries. That relationship offers TAMU-HSC students, staff and faculty access to over a million electronic books, over 120,000 electronic journals and more than 1200 databases. The TAMU Libraries is a member of the Greater Western Library Alliance, a resource sharing network of large academic libraries. The MSL is also a member of the TexShare Consortium, and of the South Central Academic Medical Libraries Consortium, both resource sharing networks. MSL also leads the TAMU-HSC Libraries Alliance, a network of the libraries who serve the TAMU-HSC in its multiple locations. It is also a Resource Library within the South Central Region of the National Library of Medicine National Network of Libraries.

**Texas A&M College of Nursing:** Established in 2008, The Texas A&M University Health Science Center College of Nursing (CON) is accredited through the American Association of College of Nursing (AACN) Commission on Collegiate Nursing Education (CCNE). The College of Nursing's mission is to educate professional nurses of today and leaders of tomorrow through the provision of excellent educational programs in nursing with the overarching goal of improving the health of the underserved through education, research, outreach, and service.

The College currently offers the following degree programs and a post-graduate certificate: three Bachelor of Science in Nursing (BSN) tracks including Traditional, Second Degree and RN to BSN; three Master of Science in Nursing (MSN) tracks including Nursing Education, Family Nurse Practitioner and Forensic Nursing; and a Graduate Certificate in Forensic Health Care. To accommodate the college of nursing's 40 full-time and 26 part-time faculty members, professional staff and 402 students as of Fall 2019 [314 BSN, 31 MSN Nursing Education; 46 MSN Family Nurse Practitioner; and 11 MSN Forensic Nursing], the college has locations in four Texas cities with campuses and clinical learning resource centers in Bryan and Round Rock and advising/recruiting locations in McAllen and Lufkin. The facilities include dedicated laboratory, classroom, educational/conference and administrative office spaces.

In fall 2019, the college's BSN degree program was ranked third in the nation based on graduation rate, job placement and student satisfaction. Graduates have consistently exceeded state and national NCLEX-RN® pass rates with an overall average pass rate of 99%. In addition, family nurse practitioner graduates have a superior pass rate of 100% on the national board certification exam.

In 2016, the college was designated as a National League for Nursing *Center of Excellence in Nursing Education* for demonstrated and measurable efforts to Enhance Student Learning and Professional Development. In August 2019, The Texas A&M University System Board of Regents formally approved and established the *Center of Excellence in Forensic Nursing*. The Center's primary goals are to educate nurses in trauma informed care, establish partnerships with community stakeholders to stop cycles of violence, advance forensic nursing knowledge through research and develop leaders in forensic nursing.

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### **Diversity:**

As part of the CON's mission, the college strives to identify, attract, and graduate students of high potential, especially those from groups who have been historically under-represented in Texas health care.

### **Scientific Environment:**

CON researchers have access to a vast array of on-site resources that contribute to a scientific environment conducive to support successful projects. These include the physical resources such as laboratory, computer, office, and equipment as outlined below as well as a collaborative culture that support research efforts at CON.

**FACILITIES:** The CON has facilities in two locations: Bryan, Texas and Round Rock, Texas.

**Bryan, Texas Campus.** The Health Profession Education Building (HPEB) located on the Bryan Campus was designed specifically to facilitate the mission and expansion of the institution. CON and College of Medicine share space in the HPEB facility which increases interactions between students and increases opportunities for inter-professional education.

The facility is state of the art in terms of clinical simulation centers and audio-video equipment to facilitate distant education, learning, and communication. HPEB is a 138,307 square foot facility with 27,000 square feet of clinical simulation space, a 225-seat auditorium, three medium lecture halls that hold 104 to 109 people, five (5) small group rooms that each hold eight (8) students, an additional twelve (12) small group rooms that each hold ten (10) students, two (2) small seminar rooms that each hold 50 students, and a computer lab which also accommodates 50 students. The Clinical Learning Resource Center (CLRC) has a simulated home environment, nursery, two adjacent hospital rooms, labor and delivery room, and an operating and trauma room. There are two Fundamental Skills labs that are each over 1,750 square feet and have ten stations, 15 clinical exam rooms, a Physical Diagnosis lab with 15 stations, and an additional eight (8) generic simulation rooms equipped with human-patient simulators. All can easily be monitored and digitally recorded by faculty or simulation center staff members in an adjacent simulation control room.

The HPEB facility also houses the TAMHSC Division of Student Services; a Teaching and learning Resource Center designed to support teaching excellence; a copy center for student and faculty use; a student lounge; an Information Technology staffed Help Desk; and a Learning Resource Center (equipped to allow easy access to both electronic and physical resources, and staffed with a full time librarian and learning resource specialists).

**Round Rock, Texas Campus.** The TAMHSC – Round Rock Campus building is a 137,937 square foot facility with a 224-seat auditorium, reception and lounge area featuring a snack bar, two medium classrooms (one seating 48 and the second seating 33), and twelve (12) small group rooms with a capacity of twelve students each. CON and College of Medicine share space increases interactions between students and increases opportunities for inter-professional education. The Clinical Learning Resource Center (CLRC) includes a simulated hospital room, a nursery, a labor and delivery room, and an operating and trauma room. These and four other simulation rooms can be controlled from the adjacent simulation control

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room. The facility contains a large Physical Diagnosis area a Fundamental Skills lab with ten workstations, and moulage room for simulation preparation. Finally, the Clinical Learning Resource Center contains twelve (12) clinical exam rooms, also equipped to allow video-digital recording of patient encounters. In addition to these educational spaces, the facility provides several clinical room settings along with two administrative offices to support faculty and administration.

#### **LABORATORIES:**

**Computer Laboratory:** The HSC has a dedicated state of the art student computer laboratory in the classroom facility. This facility is available to faculty for teaching, instruction and training. During normal business hours, students have access to computer labs. The TAMHSC home campus in Bryan has a 48-seat computer lab and the TAMHSC distance campus in Round Rock has a 20-seat computer lab with virtual desktops for computer-based testing, training, and orientation activities. In addition, there are desktop computers and printing services available in the Learning Resources Area in the libraries at both locations that are available 24/7 for all nursing students.

Faculty are encouraged to use the available technology resources to enhance learning experiences for classroom and online students. All courses reside in the Blackboard Learn™ Learning Management System. Course files are available to students for viewing and downloading. Videos are accessed on a streaming media server that affords flexibility in downloading and streaming while retaining all of the necessary time-release, authentication, format, and other controls to honor copyright guidelines. Instructors use an internet-based student response system called Turning Technologies ResponseWare™ which allows for student across campus locations to simultaneously record polling answers. Faculty use web conferencing software called Blackboard Collaborate™ for multiple purposes such as conducting virtual office hours with students, having student presentations in distance education courses, and encouraging cross-campus, distance peer group meetings.

**Clinical Laboratory:** Clinical training is conducted on-site at the Clinical Learning Resource Center (Simulation Laboratory) as well as sites throughout the state. The CON utilizes information tracking software called Project Nurse®, to provide a complete record of student clinical assessment including student vaccinations, required trainings, clinical experiences with standardized and clinical patients, clinical experience statistics, and summaries of student performance in an e-portfolio. In addition, students receive training and experience using various electronic health records systems. Finally, a variety of virtual clinical simulation software is used to mirror actual clinical interactions to ensure consistent and comprehensive clinical practice regardless of campus or clinical site assignments. Virtual clinical simulations include Second Life®, The Neighborhood™, and Shadow Health™.

**Animal:** n/a

#### **COMPUTER:**

Service and support is provided to all computers purchased through Texas A&M Health Science Center's Office of Information Technology (OIT). CON Faculty and staff are provided either desktops or laptops to best serve their needs. All computer specifications are based on HSC standards set by OIT and are constantly updated to provide best performance. Current computer specifications include Intel processors in both i5 and i7 Core variations, solid state drives for primary computer operation up to 1TB

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with traditional storage drives optionally installed at up to 2TB, and memory anywhere from 8GB to 32GB. Additional storage options considered on an as-needed basis.

Service and support is provided to all computers purchased through Texas A&M Health Science Center's Office of Information Technology (OIT). CON Faculty and staff are provided either desktops or laptops to best serve their needs. Current computer purchases have Intel processors with i5 2.6, 320 gig hard drives, and 8 GB of memory on average. PC purchases utilize Windows 7 as the current business operating system.

- All personal computers are furnished and can have the the most up-to-date and necessary software such as Microsoft Office, Microsoft Project, Adobe Creative Cloud in both individual programs and as a suite package, Adobe PageMaker, SAS, SPSS, and others.
- Computer replacements occur on a four (4) year best practices cycle. Dedicated research computing and specialized lab acquisition computers are maintained up to five (5) years.
- OIT provides reduced prices for hardware and software purchases. For example, The Texas A&M Health Science Center participates in a Microsoft campus agreement allowing for reduced rates for Microsoft products for the students, faculty and staff.
- OIT supports all Microsoft software as well as many other major software contributors. Specialized data acquisition and statistical software such as SAS and SPSS are also supported to provide analysis for faculty and researchers.
- In coordination with OIT, CON investigators have access to file storage services, database hosting, programming services, and web services.

CON investigators have access to resources that are capable of handling storage and manipulation of large datasets. These systems provide login authentication, file, print, and database resources such as SQL Server, Web Services and other server based resources to all CON users. The 8TB research virtual resources allows for the expansion of storage spaced tailored to needs of the investigators and the assurance of continuous technology updates. TAMHSC Electronic Medical Records Systems that store Protected Health Information (PHI) are compliant with HIPAA requirements. PHI stored on servers and workstations are protected via a variety of process and procedural compliance security measure such as data encryption, regular review and verification of access permissions, and ensuring compliance of data handling procedures. OIT meets with each investigator who is handling PHI to ensure integrity and security of the data and processes for handling and accessing the data are implemented, monitored, and maintained.

Consortium. In May 2012, The Texas A&M Health Science Center signed a license agreement to join the *REDCap* Consortium which enables access to a secure web application designed exclusively to support data capture for research projects. Designed by Vanderbilt University and now available to the medical research and university community, REDCAP enables users to build and manage on-line surveys and databases in a secure environment. The tool enables researchers to work collaboratively across institutions.

Network. In addition to these resources, the CON Local Area network (LAN) is connected via a 1Gb network connection to the TAMHSC Metropolitan Area Network (MAN), including the Medical Sciences Library, and to Internet2. TAMHSC is connected to the Internet and Internet2 through high-speed links.

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The TAMHSC Wide Area Network (WAN) consists of a 10 gigabit network ring which connects all of the HSC locations throughout the state. This network infrastructure allows for the video conferencing technology to increase communication, cooperation, and connectivity. Teaching and training can be conducted from remote sites to reduce travel time and allow for faculty to be coordinated throughout the state.

## **CLASSROOM AND CONFERENCE:**

The CON utilizes classrooms which have been fitted with multiple systems to promote teaching and learning. Classrooms have SMART Board® monitors to demonstrate and capture interactive markup. All classrooms have TANDBERG interactive video conferencing which allows flexibility in choosing to show the local/distance instructor, local/distance students, and computer screen. The video conferencing system not only allows for live video delivery and student interaction, but also records class sessions which are later posted to the learning management system for student review of class content. Depending on the size of the classroom, some rooms are fitted with individual microphones so that students can amplify their volume when asking a question and/or send a question to a distance location. Classrooms are equipped with individual power supply and Ethernet ports for stable laptop-based testing. Secure wireless internet connectivity is available at all locations.

The Texas A&M Health Science Center Office of Information Technology provides central support for classroom scheduling, seminars, and meetings in College Station as well as to distance sites across Texas. The Office of Information Technology utilizes a tool called RoomTraq to facilitate this. CON researchers are able to utilize these services for meetings, presentations, conferences, and teaching. The College of Nursing also routinely provides hybrid courses that may be a mixture of face-to-face, synchronous and asynchronous delivery. The synchronous web conferencing software that CON uses is Adobe Connect. It is an enterprise web conferencing software for e-learning, online meetings and webinars.

## **OFFICE:**

Each faculty member has a workstation equipped with a computer with e-mail and internet access as well as direct phone line. The computers are networked to shared high quality color printers, scanners, and servers. Many of the staff utilize the *Laserfiche* document management system to manage electronic processing/storage of a variety of documents. Faculty and staff also have access to the HIPAA compliant TAMHSC cloud powered by Syncplicity.

**Other: Library Resources** CON's home library is the Medical Science Library (MSL) at Texas A&M University in College Station, one of several libraries within the TAMU Libraries. That relationship offers TAMU-CON students, staff and faculty access to over a million electronic books, over 120,000 electronic journals and more than 1200 databases. The TAMU Libraries is a member of the Greater Western Library Alliance, a resource sharing network of large academic libraries. The MSL is also a member of the TexShare Consortium, and of the South Central Academic Medical Libraries Consortium, both resource sharing networks. MSL also leads the TAMU-HSC Libraries Alliance, a network of the libraries who serve the TAMU-HSC in its multiple locations. The Medical Sciences Library is a member of the Association of Academic Health Sciences Libraries and is a Resource Library within the South Central Region of the National Library of Medicine National Network of Libraries.





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The TAMU Medical Sciences Library, which delivers discipline-specific library services and resources to the TAMHSC, provides a rich complement of electronic and print materials, in addition to regular and timely assistance and instruction in their use. The Medical Sciences Library (MSL) has five physical sites: the central administration of the Medical Sciences Library and the University Libraries located in College Station, with specialized on-site collections and services provided at campuses in Bryan, Kingsville, Temple, and Round Rock.

The needs of students, faculty and researchers drive the services and resources provided by the Medical Sciences Library. Library users have full access to all resources and services of the TAMU Medical Sciences Library, as well as to the extensive biomedical and life sciences resources that are provided by the general University Library to support undergraduate and graduate level education programs. The TAMU Libraries currently rank 8th in materials expenditures (\$23.6 million) and 4th in ongoing expenditures (\$16.6 million) among all Association of Research Libraries MSL subscribes to many resources of particular importance to nursing: thousands of electronic journals and books; EBSCO CINAHL Plus with Full Text, the premiere nursing bibliographic database; multiple versions of MEDLINE; the Cochrane Library of Systematic Reviews; Nursing Reference Center evidence-based nursing resource; the Joanna Briggs Institute Evidence Based Practice database; PSYCInfo; and Sociological Abstracts, just to name a few.

To meet the needs of the distributed Health Science Center campuses, the Medical Sciences Library provides 24-hour access to online resources, plus access to services beyond the hours when physical facilities are open and staffed. All electronic resources are available whenever and wherever the resources are needed by means of a proxy server and authentication service. MSL offers a free and extremely well-regarded document delivery and interlibrary loan service to faculty, students and staff, *Get It For Me*, which provides prompt electronic access to virtually any needed resource not owned or held electronically by the Library.

The designated MSL librarian liaison to the TAMHSC-CON is located at the TAMHSC Round Rock Campus. Having completed two master's degrees and a fellowship at the Centers for Disease Control and Prevention (CDC), she has twenty years of health sciences library experience, and works closely with the faculty, staff, and students. A tenured associate professor, she teaches evidence-based methods of literature searching and critical appraisal of journal articles, she gives basic library orientations to faculty, and she consults with individuals and small groups in person and online, traveling to the Bryan campus as needed for instruction and faculty meetings. The CON is **further supported by an on-site faculty librarian**, who also works closely with the faculty, students, and staff to provide literature searching assistance, data management training and consultation and to plan and implement key services. A full-time staff person is located in the MSL site at the Bryan campus, and is available to help students and faculty with their research needs.



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## Disaster Preparedness & Recovery Award (Off-Cycle) Request for Proposals

### Background:

The mission of the National Network of Libraries of Medicine (NNLM) is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improving the public's access to information to enable them to make informed decisions about their health.

The NNLM regional program is coordinated by the U.S. National Library of Medicine (NLM) and is carried out through a nationwide network of health science libraries and information centers. To accomplish the goals of the National Network of Libraries of Medicine, funding opportunities are offered by the NNLM SCR to provide resources to libraries, community based organizations, public health professionals, health educators, faith-based agencies and other information partners throughout the South Central Region of the United States. States served by the NNLM SCR include Arkansas, Louisiana, New Mexico, Oklahoma and Texas.

The purpose of this award is to enable organizations to address all phases of disaster management including preparedness, mitigation, recovery, and response with the aid of information resources available from the National Library of Medicine and/or the NIH. Disaster is defined as an incident that has become so severe that it cannot be controlled or fully addressed by local resources.

### Award Goals

The goals of the Disaster Preparedness & Recovery Award are to fund projects to:

- Prepare organizations to effectively prepare for and/or respond to disasters using evidence-based practices
- Integrate and promote disaster-related resources, services, and tools of the NLM Specialized Information Services into educational programs or continuity plans.
- Enhance disaster preparedness through education, programming, and partnerships
- Develop solutions and mechanisms that support the continuity of health information-based services
- Train individuals, professionals, and communities to effectively find authoritative disaster health information
- Encourage collaboration between libraries, community, faith-based, and volunteer organizations, hospitals, and first responders to develop programs or engage in joint exercises that enhance coordination of resources in response to a disaster

### Potential Projects

Eligible projects must increase access to authoritative health information through an outreach or programmatic event in order to align with the mission of the NNLM. These awards are intended to extend health information resources to affected populations. Examples include (this list is not inclusive of all eligible projects):

- Hosting a meeting to bring together emergency planners and librarians to enhance disaster response and recovery activities
- Training and education on the use of authoritative disaster preparedness and response information resources (e.g. MedlinePlus, WISER, Disaster Lit®, CHEMM, NIH Disaster Research Response DR2 and others)
- Developing response tools, such as mobile programming, pop-up labs or other services that contribute to the continuity of operations
- Create or enhance business continuity plans in response to recent disasters
- Projects that enable libraries, public health agencies, relief organizations and other health information providers to offer services in shelters or other remote locations.





# U.S. National Library of Medicine

## *National Network of Libraries of Medicine*

### *South Central Region*

#### **Eligibility Requirements**

Network members in the NNLM SCR (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) are eligible to apply. Network membership is free and open to institutions whose role includes providing access to authoritative health information. To apply for membership: <https://nnlm.gov/scr/services/member.html>. Public librarians, community-based and faith-based organizations are encouraged to apply.

#### **Disallowance of Human Subjects Research**

Projects containing Human Subjects Research components are disallowed via the NIH UG4 funding mechanism. Proposals containing Human Subjects Research will not be reviewed or considered for funding.

#### **Funding**

Three (3) awards available:

- Two (2) projects up to \$10,000 each will be available.
- One (1) project up to \$30,000 will be available.

#### **Period of Performance**

December 1, 2019\* - April 30, 2020

\*As soon as contract is finalized.

#### **Deadline for Applications**

November 15, 2019 5:00pm CST

#### **To Apply**

Electronically submit the Award Application, Direct Beneficiaries, and any supporting letters and documentation to NNLM SCR's Executive Director.

#### **Evaluation Criteria**

Criteria for selection include: significance (10 points); clear description of target audience (10 points); identified need for the project (10 points); well-described goals and objectives (10 points); feasibility of plan (include a timeline) to meet project objectives and to reach target audience (10 points); quality of project evaluation plan (10 points), qualifications of personnel and institutional capacity (10 points) and appropriateness of the budget.

All proposals must incorporate outcomes-based evaluation, assessment and metrics for the project. Consult NNLM SCR or the NNLM Evaluation Office (NEO) website for publications and resources to assist with overall project planning and evaluation: <https://nnlm.gov/evaluation/>.

Award recipients conducting certain NNLM activities will be asked to collect specific information and report it throughout the project using forms provided by the NNLM. If your project includes training, technology improvement, exhibiting/health fairs, or professional development activities, you will need to report this standard information. Please refer to the NNLM Evaluation Office's NNLM Evaluation Materials web page for the type of information you will need to report. For the proposal, explain how and when you will use the NNLM forms to collect the information, and include any additional evaluation that you are planning for the project.

#### **Budget Guidelines**

Funding will be processed on a cost reimbursement basis through University of North Texas Health Science Center (UNTHSC).

Funding will cover (these are examples only and are not meant to be all-inclusive): Personnel, equipment, software, Internet service provider fees, supplies, travel and reproduction.

Food and furniture costs are not allowed.

National Network of Libraries of Medicine South Central Region  
University of North Texas Health Science Center - Gibson D. Lewis Health Science Library  
3500 Camp Bowie Blvd. Fort Worth TX 76107  
Tel: 817-735-2223 <https://nnlm.gov/scr/>



# U.S. National Library of Medicine

## National Network of Libraries of Medicine

### South Central Region

IDC is allowable. The institution's negotiated rate for other sponsored activities should be used. If your institution does not have a negotiated rate a maximum of 10% can be used for IDC.

All awards issued under the NLM Contract with the University of North Texas Health Science Center, Gibson D. Lewis Health Science Library are subject to the Government's availability of appropriated funds in compliance of Federal Acquisition Regulation (FAR) 52.232-18, Availability of Funds. No legal liability on the part of the Government for any payment may arise until funds are made available to the Contracting Officer for this contract and until the Contractor receives notice of such availability, to be confirmed in writing by the Contracting Officer. These funds will be subject to regulations up to and including 2 CFR 200.

#### Invoicing and Reimbursement

This is a cost reimbursable agreement. Detailed invoices shall be submitted on a monthly basis and final invoices will be submitted to the Institution no later than 60 days after the termination date of the Agreement.

#### Promotional Items

Promotional items are not allowable. Promotional items include, but are not limited to: clothing and commemorative items such as pens, mugs/cups, folders/folios, lanyards, and conference bags that are sometimes provided to visitors, employees, grantees, or conference attendees. Typically, items or tokens to be given to individuals are considered personal gifts for which appropriated funds may not be expended.

More information is located at: [HHS Policy on the Use of Appropriated Funds for Promotional Items](#)

#### Reporting Requirements

If applicable, activity and exhibit reports will be required within 10 days of the event. A final report will be required no later than May 15, 2020. Reports will be entered and submitted to the NLM online reporting system.

Additionally, successful applicants will be asked to contribute a blog post to the NNLM SCR *Blogadillo* in order to promote and raise awareness of their projects.

If the project includes training, technology improvement, exhibiting/health fairs, or professional development activities, specific information must be submitted using forms provided by NNLM. The NNLM SCR will provide additional information on the online reporting system and accessing the system upon award. The project leader shall provide copies of all materials produced, press releases, advertisements, photographs and articles for newsletters related to the project. In accepting the award, the project leader gives permission for use of such materials by the NLM and NNLM.

#### Development of Training Materials

Successful applicants are required to use or adapt existing NLM training materials if the curricular material will meet your needs. SCR staff is available to provide consultation on applicable NLM resources for your target audience if needed.

All materials developed should be 508 Compliant. The NIH must be given a royalty-free, nonexclusive, and irrevocable license for the Federal government to reproduce, publish, or otherwise use the material and to authorize others to do so for Federal purposes, i.e. the ongoing development of the National Network of Libraries of Medicine.

#### Publication and Publicity

The awardee shall acknowledge the support of the National Library of Medicine in all publications, presentations, and posters by stating:

*This project has been supported in part or in full by Federal funds through the National Library of Medicine of the National Institutes of Health under award number UG4LM012345 with the University of North Texas Health Science Center. The content is the responsibility of the authors and does not necessarily represent the official views of the NIH.*

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# U.S. National Library of Medicine

*National Network of Libraries of Medicine*  
*South Central Region*

All publications must be registered with PubMed Central immediately upon acceptance for publication to be in compliance with the [NIH Public Access Policy](#).

## **508 Compliance**

The Department of Health and Human Services synopsis of Section 508 accessibility requirements, requires that all Federal agencies are obligated to make all electronic and information technology (EIT) that they develop, maintain or use compliant with Section 508.

Recipients of National Library of Medicine funding through the NNLM must also meet these requirements.

More information on 508 Compliance is located at <https://www.section508.gov/>

## **Application Review Process**

After the application submission deadline, the proposals will be reviewed by a RML review committee. This committee will be composed of regional office staff. The proposals will be given a technical score (0-70 points) based on the listed evaluation criteria in this RFP. The budget will be separately reviewed by the NNLM SCR's Budget Coordinator. The highest scored proposals will be funded as funding allows. Applicants will receive their technical score and de-identified reviewer comments after the funding decisions have been made.

Need help? Contact the [Executive Director](#)

## **Declaration of Procurement Method**

The attached contract document has been issued as a result of either a sole source or proprietary justification approved by the University of North Texas System Procurement Department.

The approved justification form is on file with the UNT System Procurement Department records.