Dear Mom,

Today I took a field trip to the other side of campus. There’s weird stuff over there.*

*Not quoted from an actual letter.

Dawne Lucas, Special Collections Librarian
Health Sciences Library, UNC-Chapel Hill
Science, Technology and Health Care Roundtable
SAA 2015, Cleveland, Ohio
Medical Instrument and Pharmaceutical Collection

- More than 1500 items, including:
  - Dental tools
  - Doctor’s bags
  - Medicine bottles
  - Microscopes
  - Optical kits
  - Pharmaceutical samples
  - Surgical instrument kits
Johnson’s Mustard Plaster
Anesthesia Mask
Eye Instrument Kit
Pocket Instrument Kit
Medicine you’re glad you’ve never taken
First Year Writing Program - Required of all students
First Year Writing Program - Required of all students

English 105

- Writing across the disciplines
- Typically taught by PhD students.
- 3 units:
  - Natural Sciences
  - Social Sciences
  - Humanities
# First Year Writing Program - Required of all students

**English 105**
- Writing *across* the disciplines
- Typically taught by PhD students.
- 3 units:
  - Natural Sciences
  - Social Sciences
  - Humanities

**English 105i**
- Writing *within* the disciplines
- Concentrate on one area for the entire semester.
- Both: Library instruction usually takes place on the other side of campus.
Blog Assignment

- Each student picks one instrument from the HSL’s collection.
- Student does research about the instrument: function, importance, etc.
- Students submitted blog posts (privately) to HSL website and to instructor via Sakai.
- At the end of the semester, best papers selected to be posted publicly on HSL’s website.
- Assignment used in Fall 2014 and Spring 2015.
First Year Writing Program - Required of all students

**English 105**
- Writing *across* the disciplines
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- 3 units:
  - Natural Sciences
  - Social Sciences
  - Humanities

**English 105i**
- Writing *within* the disciplines
- Concentrate on one area for the entire semester.
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First Year Writing Program - Required of all students

English 105
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Fall 2014

What worked

What didn’t
### Fall 2014

<table>
<thead>
<tr>
<th>What worked</th>
<th>What didn’t</th>
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Fall 2014

What worked

- All students showed up to class! They must be motivated!
- One student started volunteering and now has a paid position.

What didn’t
Fall 2014

What worked

- All students showed up to class! They must be motivated!
- One student started volunteering and now has a paid position.
- Received positive feedback about the assignment.

What didn’t
Positive feedback

“I had never worked with material culture before and I thought the experience was really interesting.”
Positive feedback

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“What I’m not a person typically inclined toward the natural sciences or medical practices, I am very interested in history and, therefore, I found this experience to be rather cool.”
Positive feedback

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“While I’m not a person typically inclined toward the natural sciences or medical practices, I am very interested in history and, therefore, I found this experience to be rather cool.”

“Working with material culture makes you feel more connected to the history itself since you’re actually holding a piece of history in your hand.”
Positive feedback

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“While I’m not a person typically inclined toward the natural sciences or medical practices, I am very interested in history and, therefore, I found this experience to be rather cool.”

“Working with material culture makes you feel more connected to the history itself since you’re actually holding a piece of history in your hand.”

“It was interesting for me to think about the fact that these objects were once used to save people’s lives.”
Fall 2014

What worked

- All students showed up to class! They must be motivated!
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What didn’t

- Most students did not come back to meet with me.
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- Most students did not come back to meet with me.
- Students not always able to easily identify instruments.
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- Submitting assignments to the HSL website was a flop.
Fall 2014

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- All students showed up to class! They must be motivated!
- One student started volunteering and now has a paid position.
- Received positive feedback about the assignment.

What didn’t

- Most students did not come back to meet with me.
- Students not always able to easily identify instruments.
- Submitting assignments to the HSL website was a flop.
- Students not obligated to revise papers for web publication once semester ends.
Spring 2015

What worked

- Second library session added to encourage use of HSL materials and for students to ask questions.

What didn’t

- Reality check: Not all students showed up this time.
- We didn’t select papers for the website.
Tips for Success

- Have realistic expectations. Your job is to teach them to find the information that will help them.
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- Don’t overdo resources. Avoid PubMed.
- Have a variety of instruments: microscopes and stethoscopes for the squeamish. Surgical instruments for the brave.
“I wanted a surgical instrument due to my recent obsession with Grey’s Anatomy.”
“I wanted a surgical instrument due to my recent obsession with Grey’s Anatomy.”

“I decided to go the pharmaceutical route only because I cannot handle typical doctor utensils.”
Tips for Success

- Have realistic expectations. Your job is to teach them to find the information that will help them.
- Don’t overdo resources. Avoid PubMed.
- Have a variety of instruments: microscopes and stethoscopes for the squeamish.
- Make sure you have a room with plenty of space, and time for set-up/clean-up.
Questions?

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919-966-1776