The HPD Library staff has been working hard to create various instructional guides for faculty members to use in their WebCT courses to aid in using library resources for research projects or just to learn how to find full text to articles used for required reading assignments. We purchased a library software tool in April—LibGuides—and are able to adapt these for instructional tools, program portals, course reserves, and also tailor them for course-specific use and research alerts.

The software is also available for faculty members to create their own portal. If you are interested in creating your own or would like guides created for your course or on a specific topic, please contact your appropriate librarian liaison: Courtney Milnar at cm147@nova.edu (Colleges of Pharmacy, Dental Medicine, and Optometry)  
Kaye Robertson at kayerob@nova.edu (Colleges of Allied Health and Nursing)  
Bonnie DiGiallonardo at dibjb@nova.edu (College of Osteopathic Medicine and Medical Sciences) 

Following is an annotated list of all the new Library Guides now available that are program specific. Please place a link in your WebCT courses to the Library Guide that corresponds with your program of study at HPD.

• Anesthesiologist Assistant  
http://nova.campusguides.com/AnesthesiologistAssistant  
• Audiology  
http://nova.campusguides.com/Audiology  
• Biomedical Informatics  
http://nova.campusguides.com/biomedical  
• Dental Medicine  
http://nova.campusguides.com/dentalmedicine  
• Health Sciences  
http://nova.campusguides.com/HealthSciences  
• Medical Sciences  
http://nova.campusguides.com/medsci  
• Nursing  
http://nova.campusguides.com/nursing  
• Occupational Therapy  
http://nova.campusguides.com/OT  
• Optometry  
http://nova.campusguides.com/optometry  
• Osteopathic Medicine  
http://nova.campusguides.com/osteomd  
• Pharmacy  
http://nova.campusguides.com/pharm  
• Physical Therapy  
http://nova.campusguides.com/PT  
• Physician Assistant  
http://nova.campusguides.com/PA  
• Public Health  
http://nova.campusguides.com/ph  
• Vascular Sonography  
http://nova.campusguides.com/sonography

ADDITIONAL LINKS WE RECOMMEND YOU ADD TO YOUR WEBCT COURSE INCLUDE:

Introduction to HPD Library  
http://nova.campusguides.com/introhpdlibrary: This site includes information about library services, hours, policies, contact info, and faculty and student resources as well as FAQs such as “How do I find the full text to my article?” 

Writing and Style Guides  
http://nova.campusguides.com/writing: This site includes APA style and AMA style guides as well as instructions on downloading and using Endnote, which is a free bibliographic software program available to all NSU library users including clinical faculty.

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FPD Databases  
http://elib.nova.edu/db/n/nsublist2.cfm?sortorder=sl&subj_id=med: This site provides a comprehensive list of all HPD subscription databases on one convenient page. 

NSU Databases  
http://elib.nova.edu/db/n/research2.cfm: HPD subscription databases arranged by subject, such as dissertations, education, etc.

Consumer Health Resources  
http://www.nova.campusguides.com/consumerhealth: This site provides a handy source of authoritative Web sites for consumers as well as patient education handouts.

FPD Faculty Resources  
http://www.nova.campusguides.com/facpdc: This site provides FAQs about copyright, reserves, and other academic support services provided by the HPD Library.

Subject Specific Library Guides: HPV, Cervical Cancer, and HPV Vaccine  
http://nova.campusguides.com/hpv: This site includes the latest news feeds and alerts regarding these topics.

Chemistry  
http://www.nova.campusguides.com/content.php?pid=121750&sid=1046866: This site provides an annotated list of all the new Library Guides now available that are program specific. Please place a link in your WebCT courses to the Library Guide that corresponds with your program of study at HPD.

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FREQUENCIESLevel Count Percent 
Very Interested 43 0.71 
Interested 24 0.32 
Somewhat Interested 4 0.05 
Not Interested At All 4 0.05 
Total 75 1.00

Faculty Survey Results

I’d like to give a big “thank you!” to all the faculty members who responded to the online survey of what kinds of programs they would like to see presented. The response was much better than I expected, and the comments were very positive. I am including the results of the most popular choices for faculty development, educational technology/media, and scholarship/research. The overwhelming choice for faculty development seminars was during lunch on weekdays, but the next most popular choice was half-day weekday workshops (a format we have been moving toward for exploring topics in more depth). The full report is available on our departmental Web site at http://www.nova.edu/cwis/hpdtesting/cf/t. I would like you to know that your interests will guide the faculty development topic choices for the next few years.

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In my observation of classroom instruction, I have noticed that sometimes the threat of an examination is the only tool being used to enhance motivation for learning the content. I believe it is possible to create a learning environment that will develop favorable attitudes toward the subject matter and produce much more student effort to achieve the instructional goals.

Research done by Ned Flanders, Ph.D. (not The Simpson's character!) shows us that incentives like praise can motivate students to really dig in. Why is it so easy for teachers to respond with criticism to student answers rather than praise? Simple positive statements can convince students that the content will be useful to them in the future, or at least it is enjoyable to just explore new ideas.

We also know from educational research that motivation increases when the instructional material is clear and organized. For example, handouts that are not logically sequenced are not self-instructional, and they slow learning down. We basically learn from the known to the unknown. Organization requires that we connect new material to old material already learned; otherwise our brain usually cannot download the material for later access.

For us to assume that students have a great capacity for internal motivation just because they pay large tuition bills is simply a myth. It takes years for teachers to guide students and reinforce internal motivation through praise and concrete success. At the point of feeling really satisfied, the learner may need much less external reward. In fact, too much external reward given to a self-motivated student can be counter-productive.

We have also learned from years of research that timing is critical. Readiness for learning is not limited to young children. It applies to adults as well. For example, adult learners will be more apt to follow instructions if the set for learning is just right. Otherwise, the teacher will have to give instructions over and over again—a waste of everyone's time.

Students' mental models are not the only things instructors need to mold and improve. Behavior and the attitudes underlying it are also within the realm of attributes teachers can and should attempt to affect. Changing beliefs and behaviors can cause some anxiety in our students. Here, the instructor has to strike a delicate balance. Too little anxiety and we cannot make much change. Too much anxiety and students will remember only the stress and not the lessons. If we as teachers set unrealistic goals for our students' comprehension because we have a large amount of content to cover, the resulting stress will decrease learning.

The final component to increasing our students’ motivation to learn is speedy and accurate feedback on their work or examinations. This feedback can affect student success in future evaluations. I believe that a single teacher action can affect learning motivation in a positive or negative way. I challenge you to plan your instruction so that learning patterns move in the right direction.

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Faculty Survey Results

Most Popular Choice: Engaging Students

- Very Interested
  - 43
  - 57%
- Interested
  - 24
  - 32%
- Somewhat Interested
  - 4
  - 5%
- Not Interested At All
  - 4
  - 5%
- Total
  - 75
  - 100%

Second Most Popular Choice: Developing Professionalism in Students

- Very Interested
  - 22
  - 29%
- Interested
  - 19
  - 25%
- Somewhat Interested
  - 11
  - 15%
- Not Interested At All
  - 4
  - 5%
- Total
  - 56
  - 100%