

References

- Boruff, J. T., & Storie, D. (2014). Mobile devices in medicine: a survey of how medical students, residents, and faculty use smartphones and other mobile devices to find information. *Journal of the Medical Library Association*, 102(1), 22-30. <https://doi.org/10.3163/1536-5050.102.1.006>
- Cooper, I. D., & Crum, J. A. (2013). New activities and changing roles of health sciences librarians: A systematic review, 1990-2012. *Journal of the Medical Library Association*, 101(4), 268-277. <https://doi.org/10.3163/1536-5050.101.4.008>
- Dhakal, K. (2018). Librarians collaborating to teach evidence-based practice: exploring partnerships with professional organizations. *Journal of the Medical Library Association*, 106(3), 311-319. <https://doi.org/10.5195/jmla.2018.341>
- Gerber, A. L. (2017). The librarian's contribution to continuing medical education. *Medical Reference Services Quarterly*, 36(4), 408-414. <https://doi.org/10.1080/02763869.2017.1369291>
- Gonzalez Blum, C., Richter, R., Fuchs, R., Sandeck, F., & Heermann, S. (2020). An interprofessional teaching approach for medical and physical therapy students to learn functional anatomy and clinical examination of the lower spine and hip. *Annals of Anatomy*. Advance online publication. <https://doi.org/10.1016/j.aanat.2020.151534>
- Holmes, K. L., Lyon, J. A., Johnson, L. M., Sarli, C. C., & Tennant, M. R. (2013). Library-based clinical and translational research support. *Journal of the Medical Library Association*, 101(4), 326-335. <https://doi.org/10.3163/1536-5050.101.4.017>
- Lilly, J., Kaneshiro, K. N., Misquith, C., & Dennett, B. (2019). Creating a new "reality" for medical education: The Nexus Reality Lab for virtual reality. *Journal of the Medical Library Association*, 107(4), 609-610. <https://doi.org/10.5195/jmla.2019.784>
- Ma, J., Stahl, L., & Knotts, E. (2018). Emerging roles of health information professionals for library and information science curriculum development: A scoping review. *Journal of the Medical Library Association*, 106(4), 432-444. <https://doi.org/10.5195/jmla.2018.354>
- Maggio, L. A., & Kung, J. Y. (2014). How are medical students trained to locate biomedical information to practice evidence-based medicine? A review of the 2007-2012 literature. *Journal of the Medical Library Association*, 102(3), 184-191. <https://doi.org/10.3163/1536-5050.102.3.008>
- Manyama, M., Stafford, R., Mazyala, E., Lukanima, A., Magele, N., Kidenya, B. R., Kimwaga, E., Msuya, S., & Kauki, J. (2016). Improving gross anatomy learning using reciprocal peer teaching. *BMC*, 16, 95-107. <https://doi.org/10.1186/s12909-016-0617-1>
- Marshall, J. G., Sollenberger, J., Easterby-Gannett, S., Morgan, L. K., Klem, M. L., Cavanaugh, S. K., Oliver, K. B., Thompson, C. A., Romanosky, N., & Hunter, S. (2013). The value of library and information services in patient care: Results of a multisite study. *Journal of the Medical Library Association*, 101(1), 38-46. <https://doi.org/10.3163/1536-5050.101.1.007>
- Masters, C. (2020, October 12). Instruction using the Anatomage Table. (Personal Communication).
- McDonald, A. C., Green, R. A., Zacharias, A., Whitburn, L. Y., Hughes, D. L., Colasante, M., & McGowan, H. (2020). Anatomy students that are "Team-Taught" may achieve better results than those that are "Sole-Taught". *Anatomical Sciences Education*. Advance online publication. <https://doi.org/10.1002/ase.1954>
- Millard, J. (2020, October 13). Librarian team teaching with NASA researchers. (Personal Communication).
- Nevius, A. M., Ettien, A., Link, A. P., & Sobel, L. Y. (2018). Library instruction in medical education: A survey of current practices in the United States and Canada. *Journal of the Medical Library Association*, 106(1), 98-107. <https://doi.org/10.5195/jmla.2018.374>
- Rodman, R. L. (2001). The SAGE project: A model for library support of distance education. *Internet Reference Services Quarterly*, 6(2), 35-45.

Sollenberger, J. F., & Holloway, R. G., Jr. (2013). The evolving role and value of libraries and librarians in health care. *JAMA*, *310*(12), 1231-1232. <https://doi.org/10.1001/jama.2013.277050>