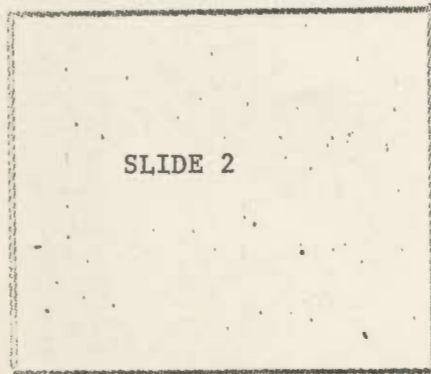


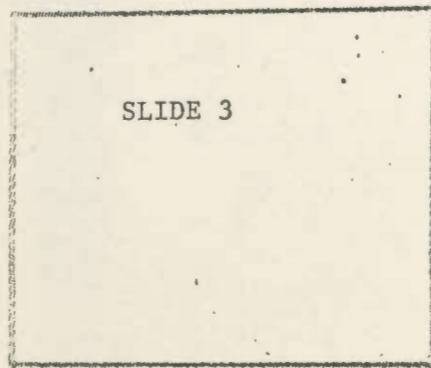
SLIDE 1

H.I.R.A



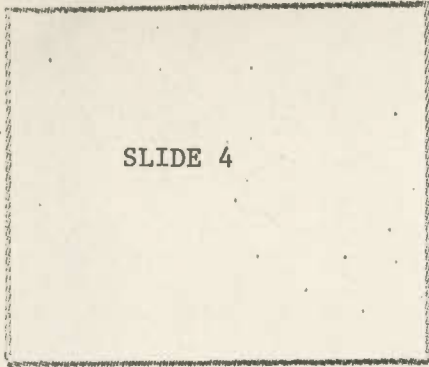
SLIDE 2

The Health Instructional Resources Associated

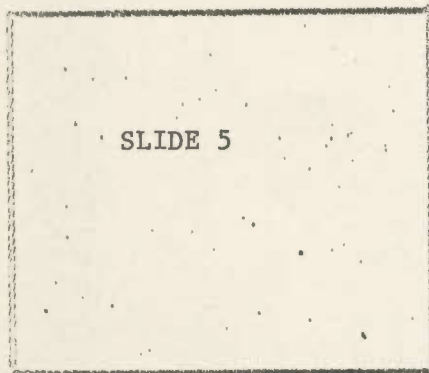


SLIDE 3

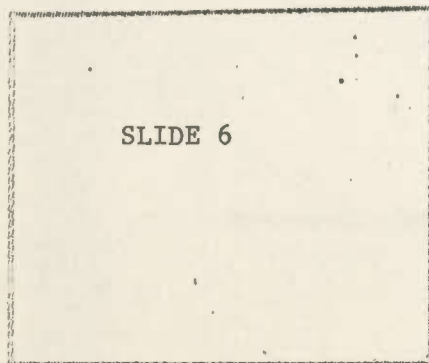
H.I.R.A. is many things, but first and foremost, it is COOPERATION.



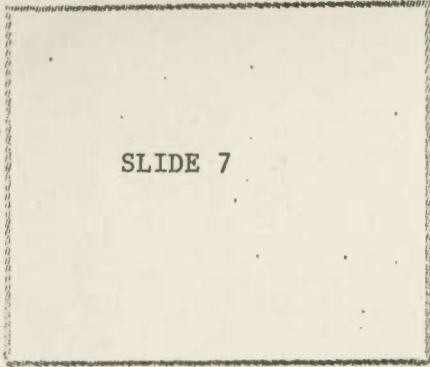
It is INTER-institutional cooperation.  
Cooperation among professionals of different  
institutions.



It is also INTRA-institutional cooperation.  
Cooperation of professionals with varying  
expertise within the same institution.



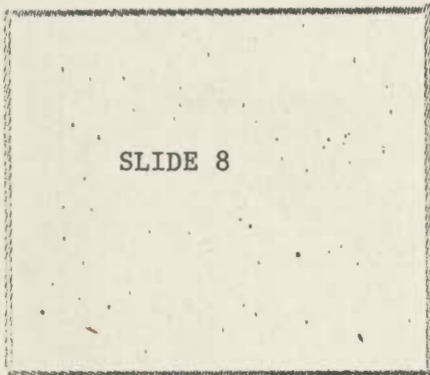
And finally, it is INTER-INTRA-institutional  
cooperation. Cooperative efforts of pro-  
fessionals involved in education from a  
multitude of institutions.



SLIDE 7

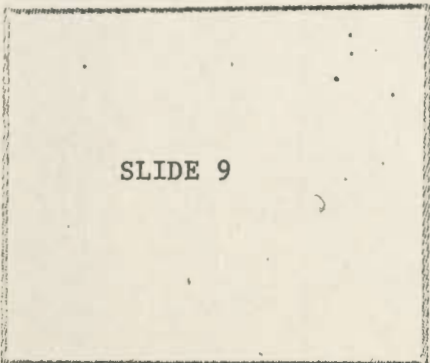
Today, H.I.R.A. is helping to foster communications and shared resources among the librarians, media specialists, educators and administrators of health related institutions in Michigan.

PAUSE



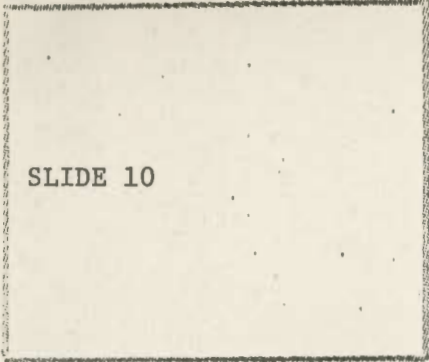
SLIDE 8

H.I.R.A. grew from a very simple case of INTRA-institutional cooperation founded at St. Joseph Mercy Hospital in Pontiac. It was nurtured by an area history of INTER-institutional cooperation among Health Science libraries, the Metropolitan Detroit Medical Library Group.



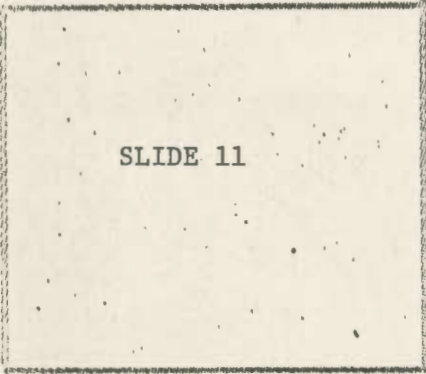
SLIDE 9

At St. Joseph Mercy Hospital, there was a fun loving but hard working media specialist.



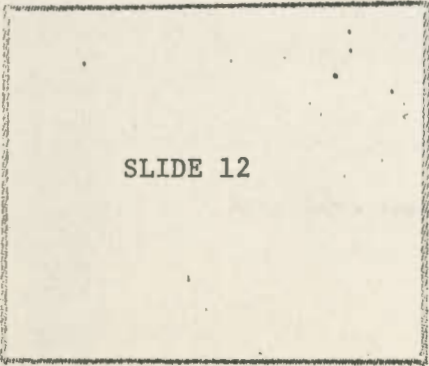
SLIDE 10

Also at St. Joseph Mercy Hospital there was a hard working but fun loving librarian.



SLIDE 11

One day, the media specialist called the librarian with a bright idea for COOPERATION between their respective departments, gleaned from a visit to the 1970 HEMA conference in Houston.



SLIDE 12

Working together, the media specialist and the librarian set up guidelines and implemented a system of inter-departmental cooperation.

SLIDE 13

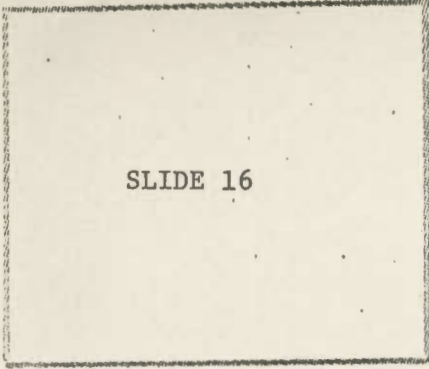
In the following weeks, the librarian described the local library network, the Metropolitan Detroit Medical Library Group, to the media specialist.

SLIDE 14

Together, they formulated an idea to plan an area wide meeting of health science librarians, media specialists and educators.

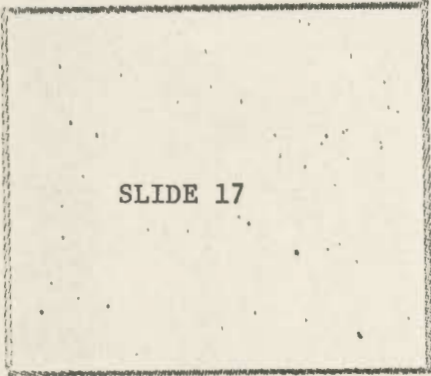
SLIDE 15

And their administration said "Let there be light"...



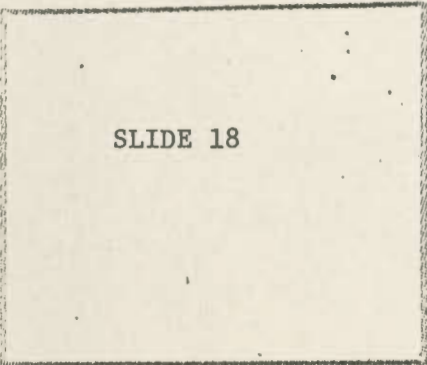
SLIDE 16

An idea became a reality.



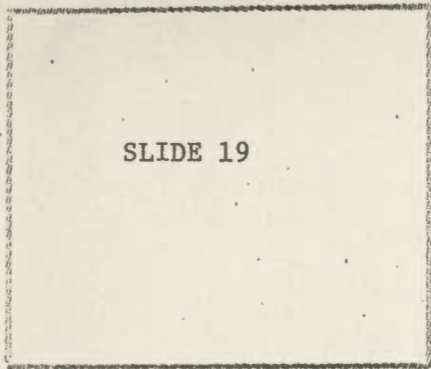
SLIDE 17

At first, the idea of a group was limited geographically so that its organization would not be too complex. Nine institutions in the Pontiac area were contacted and nine responded favorably.

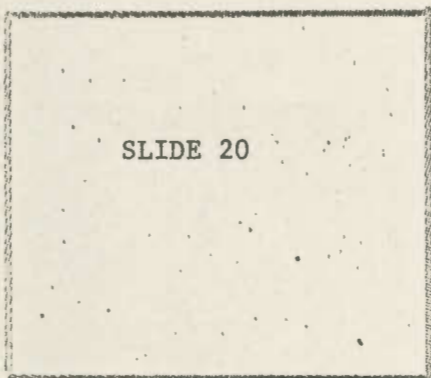


SLIDE 18

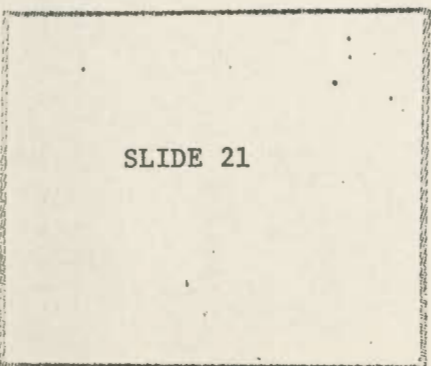
A preliminary meeting of representatives from the nine institutions was held October 7, 1971. Goals were discussed and voluntary commitments to the idea of a cooperative effort were made.



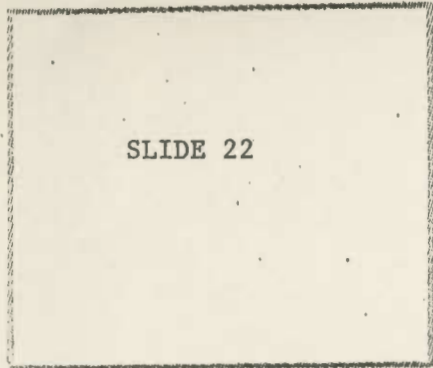
The representatives chose to call their group the Pontiac Area Instructional Resources, with the very descriptive acronym of P.A.I.R.



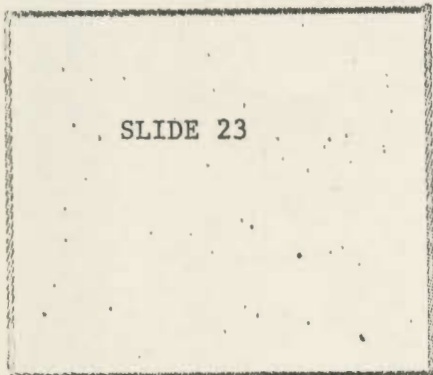
During it's first year of operation, P.A.I.R. accomplished several of the major goals outlined at that first meeting. First, it created a mechanism for regular communication among the educators, librarians and media specialists of the area health institutions.



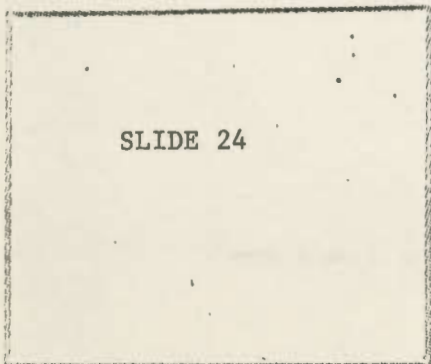
Second, it organized itself with a formal constitution and by-laws. It also requested and received letters of commitment to P.A.I.R. from the administrators of the member institutions.



Third, it produced a union list of software owned by the members. This union list was used for the fourth project, which concerned the actual sharing of materials.

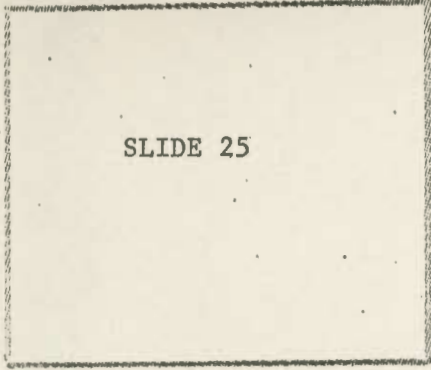


An inter-institutional loan agreement was formulated to maximize the efficiency of the loan system, to protect the lending institutions and to provide a basis for documentation about the sharing process.

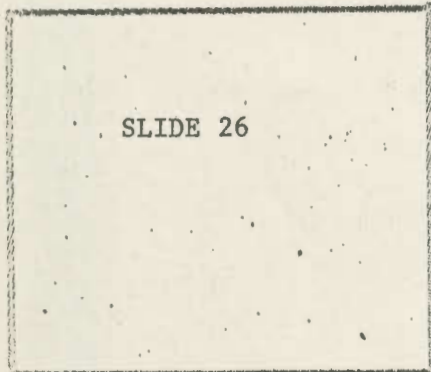


The fifth and final project was the cooperative production of materials that were not available commercially. This, too, was accomplished in the first year, and was truly a shared effort. The educators of P.A.I.R. suggested a need for a learning package on infection control which could be used with support personnel such as the maintenance, dietary and housekeeping staffs.

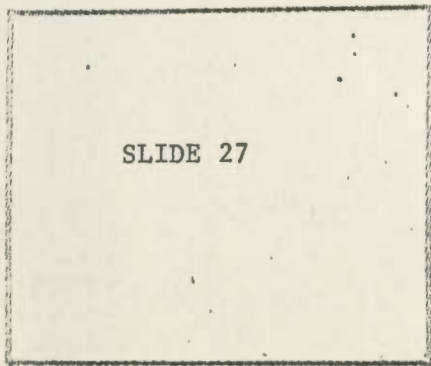




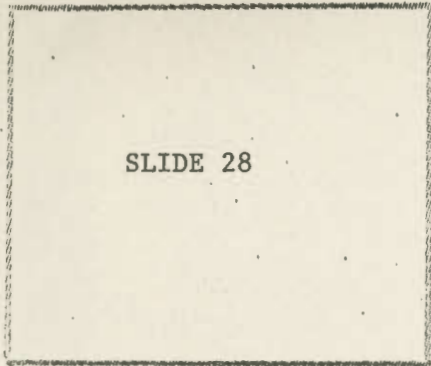
A pathologist educator from one of the member institutions volunteered to write the script for a sound/slide package.



The librarian of another member institution edited and revised the script into a storyboard format for production.

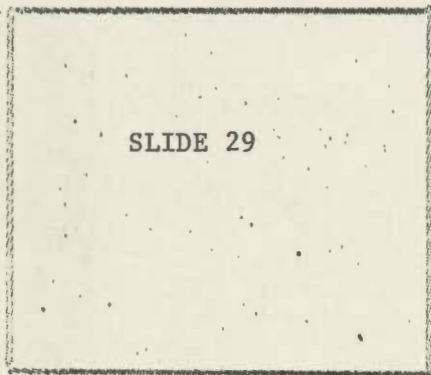


Two of the group's media specialists produced the slides, while one of the nurse educators taped the audio portion of the program.



SLIDE 28

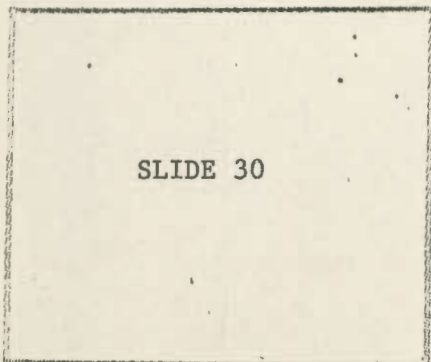
At one of their next meetings, the whole group reviewed and evaluated the program it had produced.



SLIDE 29

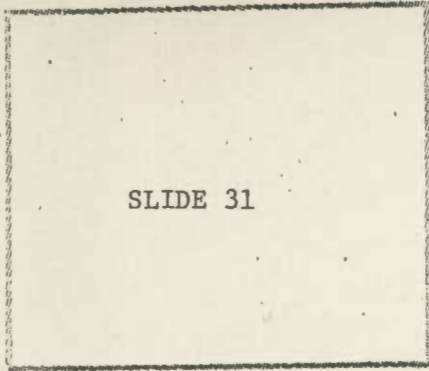
After a final revision, the completed package was made available to each member institution.

PAUSE



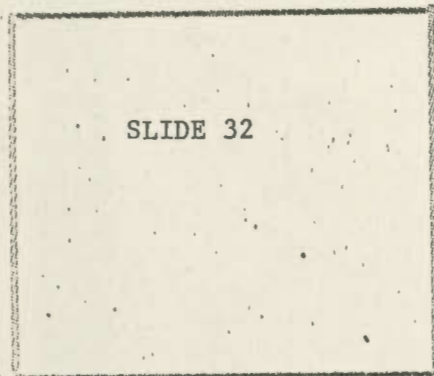
SLIDE 30

By the beginning of it's second year, P.A.I.R. had grown to include institutions well outside the Pontiac area and a name change was necessary.



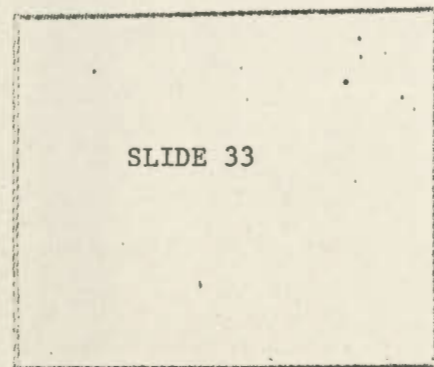
SLIDE 31

P.A.I.R. with twenty member institutions became H.I.R.A. (Health Instructional Resources Associated).



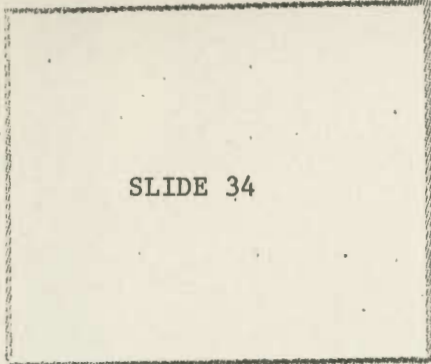
SLIDE 32

During this time, a similar group with similar objectives was also expanding from the downriver Detroit area. This group, originally known as the Michigan Hospital Videotape Cooperative was later named the Michigan Hospital Audio Visual Cooperative (M.H.A.V.C.).



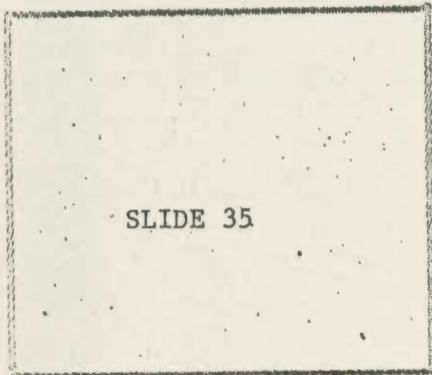
SLIDE 33

After joint discussion reviewing the many similarities and few differences between H.I.R.A. and the M.H.A.V.C. a merger of the two organizations was proposed. Several meetings of the executive boards of both groups were held and without much difficulty a merger was effected. H.I.R.A. continued to expand.



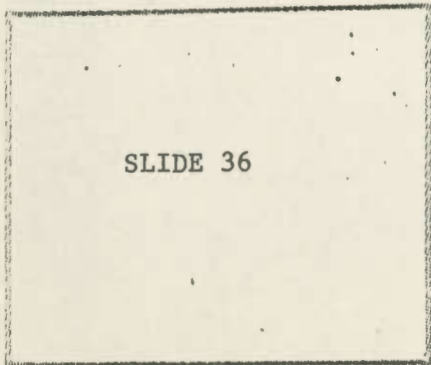
SLIDE 34

Throughout it's first two years of existence H.I.R.A. relied totally on the volunteered services of it's active members to hold office, chair committees, write reports, organize activities, represent the group at other meetings, answer questions from the community, and provide reference and consultation services for non-member institutions.



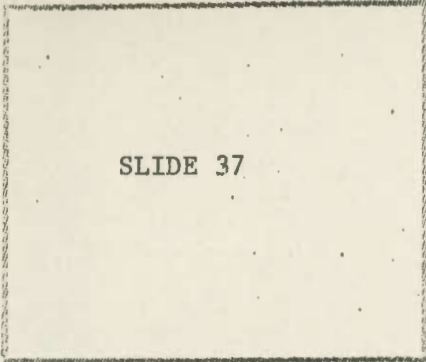
SLIDE 35

As might be expected, these services made such increasing demands on the membership that they began to conflict with the priorities of the members' primary occupations.



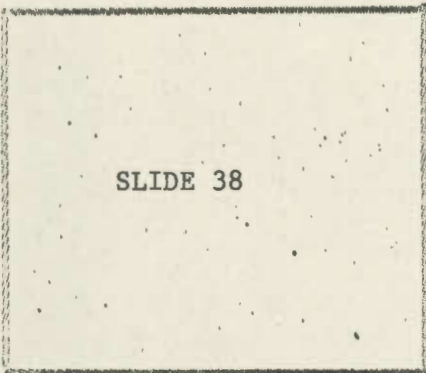
SLIDE 36

A funding committee was created to investigate various means of funding the organization in order to hire one or more persons to coordinate the group's activities.



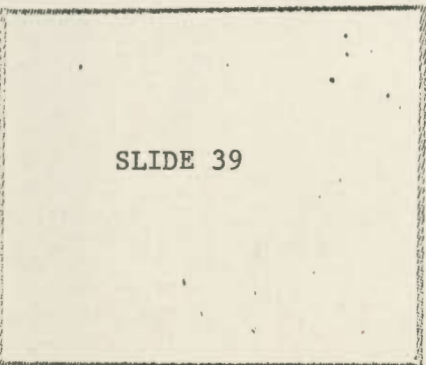
SLIDE 37

In 1974, the National Library of Medicine funded a two year project grant for H.I.R.A. This enabled them to create the Community Health Instructional Resources Program, C.H.I.R.P.



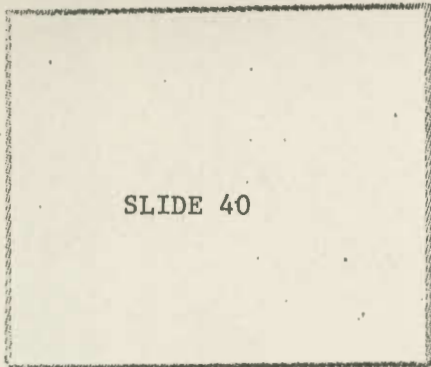
SLIDE 38

This N.L.M. grant enabled H.I.R.A. to staff a Resource Office with professional library and media personnel supported by clerical personnel.



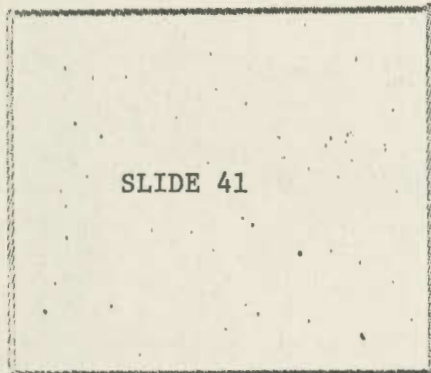
SLIDE 39

In order to act in consonance with the on-going programs and activities of the area Regional Medical Library, H.I.R.A.'s Resource Office was placed adjacent to the Kentucky-Ohio-Michigan Regional Medical Library Central Office. Both Offices are housed within the Shiffman Medical Library of Wayne State University.



SLIDE 40

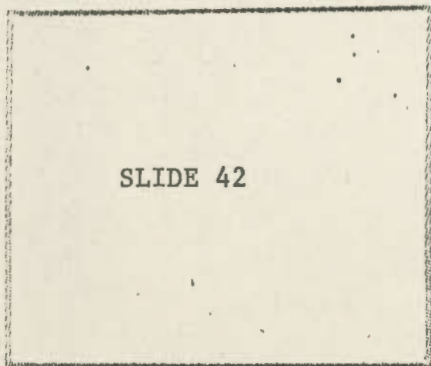
C.H.I.R.P. acts under the direction of and at the authority of the H.I.R.A. Executive Committee.



SLIDE 41

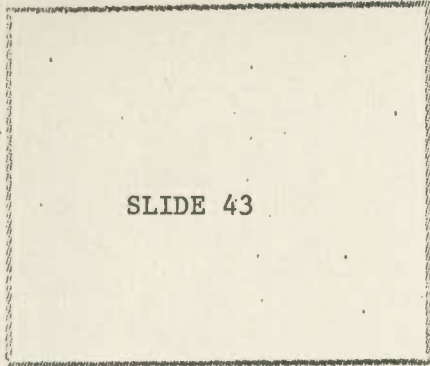
C.H.I.R.P.'s accomplishments to date include:

- 1--active participation in all H.I.R.A. meetings
- 2--Coordination of a consultation program
- 3--Design of educational programs
- 4--Assistance in the production of a second Union list of Software
- 5--Documentation of H.I.R.A. activity
- 6--Increased community contacts
- 7--Reference services



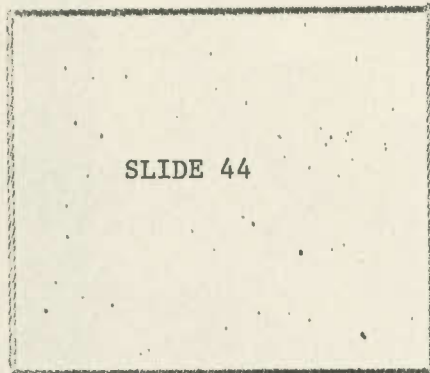
SLIDE 42

1--active participation in all H.I.R.A. meetings. The professional staff members of the Resource Office meet regularly with the H.I.R.A. Executive Committee. They are also ex officio members of all other H.I.R.A. committees.



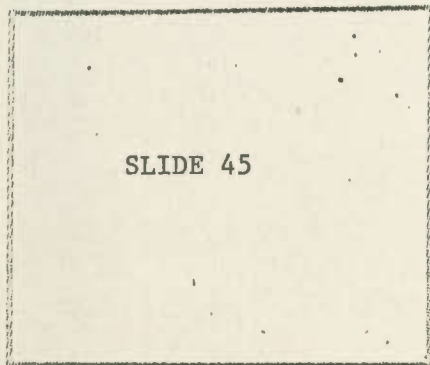
SLIDE 43

2--coordination of a consultation program  
The Resource Office encourages calls for assistance with any instructional technology problems. If the need for help requires more than a telephone reply, the Office utilizes the expertise of the H.I.R.A. membership to provide one day personal consultation services, at no charge to the requestor. Each consultant completes a detailed report on the problem, the institution, the recommendations made, and the final conclusion, if any.



SLIDE 44

3--the design of educational programs.  
The Resource Office is responsible for setting up regular educational programs which are open to the entire community as well as to H.I.R.A. members. These include workshops, conferences, and seminars on instructional technology problems of current interest.



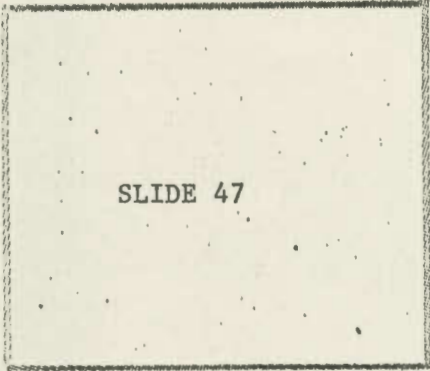
SLIDE 45

Recent programs have concerned such topics as a conference on cataloging media, a seminar on Audio-visuals and the Library, and a workshop on Preventive and Corrective Care of film, tape, and audiovisual equipment.



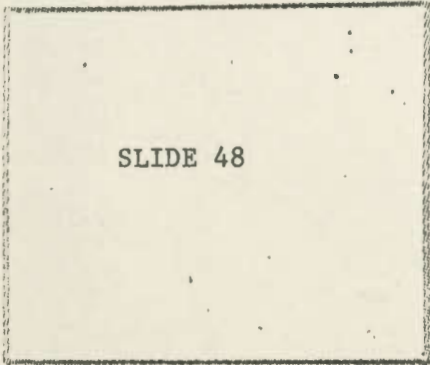
SLIDE 46

Additional programs such as seminars and conferences on instructional technology, medical education, the use of video in the hospital, and a workshop on scientific photography are part of H.I.R.A.'s continuing education efforts.



SLIDE 47

Other organizations are encouraged to co-sponsor these programs or to plan them jointly with H.I.R.A. In addition, C.H.I.R.P. works closely with the H.I.R.A. Program Committee to help plan a meaningful educational program for each H.I.R.A. bimonthly general membership meeting.



SLIDE 48

4--assistance in the production of a second Union List of Software. The first edition of this catalog proved to be such a useful tool that H.I.R.A. unanimously decided to update and expand it. This is obviously a demanding task and the C.H.I.R.P. Office has been tremendously helpful in supplying the Catalog and Loan Committee with clerical



SLIDE 49

5--Documentation of H.I.R.A. activity.  
The C.H.I.R.P. Office, as a central location for H.I.R.A. has provided the group with an excellent mechanism for the collection and maintenance of statistics on it's activities. These statistics provide a means of evaluation of H.I.R.A.'s efforts.

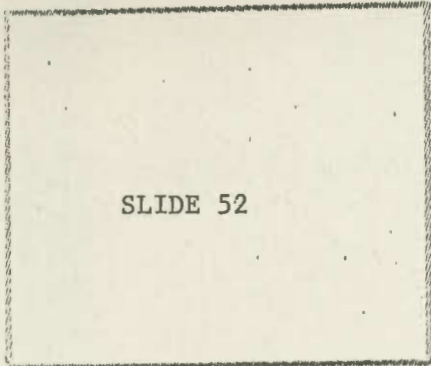
SLIDE 50.

6--increased community contacts.  
The C.H.I.R.P. Office has dramatically increased the reliability of H.I.R.A.'s community contacts by providing a central location for information about H.I.R.A.. In addition, it has investigated the existence of other professional organizations and programs with similar or complementary objectives in order to establish communications and/or liasons with them.

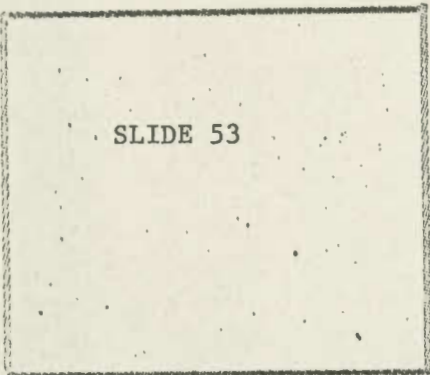
SLIDE 51

7--reference services.  
C.H.I.R.P. maintains a large file of software and hardware catalogs which are used to answer reference questions by telephone. Answers to media questions were not formerly available in the community.

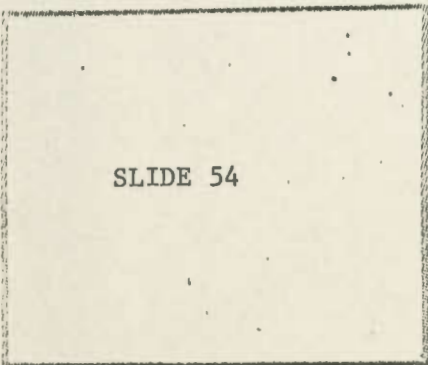
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H.I.R.A. produces a newsletter, HIRAGLYPHICS published regularly for members and others on the the H.I.R.A. mailing list. It includes articles of professional interest, notices of local and national meetings and educational programs and notes about new materials or equipment.



Today, H.I.R.A. has representatives from more than 28 institutions. As never before, health professionals are recognizing the necessity for increased cooperation and shared resources to provide adequate educational support for the provision of quality health care.



H.I.R.A. is one way to collectively realize this major goal.