

# Medical Library Association 2015 Annual Meeting Poster Abstracts



**MLA'15**

**LIBRARIANS  
WITHOUT LIMITS**

**May 15-20, 2015 • Austin, TX**

Medical Library Association  
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Abstracts for the poster sessions are reviewed by members of the Medical Library Association National Program Committee (NPC), and designated NPC members make the final selection of posters to be presented at the annual meeting.

# Sunday, May 17

## Poster Session 1

**Poster Number:** 1

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Developing an Embedded Librarianship Program in an Academic Health Science Setting, a Case Study**

**Trey Lemley, AHIP**, Information Services Librarian, Biomedical Library, University of South Alabama, Mobile, AL

**Objectives:** The aim of this case study is to provide an overview of the process of developing an embedded librarianship program in an academic setting.

**Methods:** An embedded librarianship program was developed at the University of South Alabama College of Nursing in which librarians were assigned to nursing classes. The program has been successful, and within the last year, I personally have been assigned to classes with 300 - 500 students each semester. This poster examines the development of the role of the embedded librarian and the techniques used to ensure success in that role. Specific topics to be addressed include the importance of faculty buy-in and the most useful techniques for engaging students.

**Results:** I became an embedded librarian in graduate-level nursing courses after a long period of scholarly collaboration with nursing faculty of the University of South Alabama. Since both the MSN and DNP programs at the University of South Alabama are offered completely online, the nursing faculty and librarians decided it was important to include librarians as course faculty members, as students are located throughout the USA and in foreign countries as well, thus making it hard for librarians to provide traditional “in-person” reference service. As an embedded librarian, I am officially enrolled and registered in courses and am listed as an Instructor on the Roster in Sakai, the educational software platform by which the University of South Alabama offers online courses. Through Sakai, I can easily post communications (including tutorials) in the Announcement section, while nursing faculty can include my writings in the Lessons or Resources section, all of which may be accessed by enrolled students. In turn, students can contact me via the Forums/Reference Desk section of Sakai, or via email or telephone.

**Conclusions:** The role of the embedded librarian embedded is an exciting new development in the field of librarianship and provides an excellent means of librarians engaging users where they are. The embedded model should prove even more important as online educational programs proliferate, offering tremendous growth potential for librarians. To be successful, embedded librarians must prove their worth and must devote significant amounts of time and resources to nurture and develop relationships with faculty and students. The embedded librarian must understand and anticipate user needs and develop a strong presence, which is harder to do in the online environment.

**Poster Number: 3**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **(Re)discovering the Library**

**Victoria G. Riese, AHIP**, Clinical Informationist, Welch Medical Library, Johns Hopkins University, Baltimore, MD; **Rob Wright**, Basic Science Informationist, Welch Medical Library, Johns Hopkins University, Baltimore, MD; **Alonzo D. LaMont**, Communications Specialist, Welch Medical Library, Johns Hopkins University, Baltimore, MD; **Steven Katzen**, Senior Software Engineer, Welch Medical Library, Johns Hopkins University, Baltimore, MD; **Poshen Wang**, Sr Web Designer, School of Engineering, University of Maryland–College Park; **Anne K. Seymour**, Director, Welch Medical Library, Johns Hopkins University, Baltimore, MD

**Objectives:** Marketing to new and established users is an essential activity for medical libraries. This poster will present the work of a communications taskforce charged with creating a campaign to market library services, collections, and newly renovated space.

**Methods:** The taskforce, with members from multiple library departments, was overseen by the library director with institutional support. The taskforce began by identifying the campaign theme, “(re)discover the library,” which initially focused on renovations to the library building. This theme was later applied more comprehensively to include the discovery/rediscovery of the library’s collections and services. Ultimately, the campaign focused on four major areas – services, informationists, collections, and space. These areas were highlighted using a website, signs, and other promotional materials. The website was created using a parallax scrolling technique by the taskforce's graphic designer and software engineer. The library director launched the campaign with an institution-wide email message. Additional announcements appeared in campus-wide publications, on external and internal websites, and via school-specific email lists. An open house was held to showcase the library's renovated spaces for collaboration and study.

**Results:** Between the October 18, 2014 launch and December 31, 2014, the reDISCOVER Welch Library campaign website received a total of 1,431 views. The open house was successful and drew approximately 80 people from around the campus. Compared to 2012, the year before renovations began, monthly building use was substantially lower in 2014. This could be attributed to the fact that the building was closed for eight months starting in September 2013, and users found alternative spaces for collaboration and study. Despite the lower building use, there appears to be a trend in closing the gap between 2012 and 2014 monthly door count numbers during the three months of the reDISCOVER campaign.

**Conclusions:** The reDISCOVER campaign was successful in highlighting the numerous resources and services that the library offers as well as bringing patrons into the renovated library building. The taskforce was a short-term, multi-departmental group that effectively reached out to a large and diverse campus community.

**Poster Number:** 5

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **A Community Hospital Institutional Repository: Streamlining the Poster Workflow**

**Kristine Petre, AHIP**, Senior Medical Librarian, Lehigh Valley Health Network, Lehigh Valley Health Network, Allentown, PA; **Carol Varma**, Sr Multimedia Producer, Marketing, Lehigh Valley health Network, Allentown, PA

**Objectives:** Implementation of an Institutional Repository in a community hospital can be an exhausting process to select, get buy-in, and launch the system. Throughout the project there are opportunities to learn about current organization processes and ways to streamline them. Library staff and Marketing streamlined the process to capture poster presentation metadata prior to uploading the posters to the repository.

**Methods:** Three years ago, the library staff began a network-wide initiative to select and implement an institutional repository. In October 2012, we launched our repository. One of our goals was to highlight scholarly work done by colleagues and make our institution more visible. Uploading posters is very important to us because once presented to a limited conference audience, they are often never seen again. To upload the posters, we received the poster PDF files from our Marketing department. The files were very easy to upload, however getting the metadata to catalog the posters was not so simple. We rarely knew where and when the poster was presented and sometimes we didn't even have the author information. Some of the posters prior to 2014 still cannot be uploaded into Scholarly Works because we have no way to track down the metadata.

**Results:** In January 2014, the Library staff created a poster request form for Marketing. The requestor would need to complete conference and presenter details, and additional metadata. To date, over 150 poster requests have been submitted. In July 2014, the library staff received the first batch of poster files from Marketing for uploading using the new request process. We were able to upload all 133 posters for 2014 with complete metadata records. Marketing also appreciates that the request forms have saved time for both departments.

**Conclusions:** Implementation projects can create new processes, streamline workflows, and save staff time. Our scholarly repository benefits our institution in many ways. Currently we have over 3,700 records in Scholarly Works that are now available for the world to see. With fulltext searching, department tracking, and other features, we have been able to increase efficiency throughout the network.

**Poster Number:** 7

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **A Comparison of the Roles of Medical and Science Informatics Librarians**

**Robyn B. Reed**, Assistant Librarian, Biomedical Informatics and Emerging Technologies, George T. Harrell Health Sciences Library, Penn State Hershey, Hershey, PA; **Nancy J. Butkovich**, Associate Librarian and Head, Physical and Mathematical Sciences Library, Physical and Mathematical Sciences Library, The Pennsylvania State University, University Park, PA

**Objectives:** Changes in scientific research and scholarly communication have led to the development of librarians with informatics specialties. This study will compare and contrast subject specific job requirements and responsibilities between medical and scientific informatics librarians and will examine terminology used to describe informatics positions in these two areas of librarianship.

**Methods:** Identification of publicly available venues that list medical and science librarian job advertisements is underway. Among sources identified to date are listservs, professional and trade publications, and employment boards. Position titles, descriptive terms, required and recommended candidate qualifications, and job duties across medical and scientific libraries will be examined and similarities and differences noted. Also of interest are non-informatics specific job responsibilities. Depending on availability of in-scope data, an expansion of the study could include contacting Human Resources departments for full job descriptions. This study is exempt from IRB oversight.

**Results:** Data are currently being collected and analyzed. Requests for job descriptions of informatics librarians were sent to relevant listservs. Employment boards, listserv archives, and professional publications are being searched for librarian job descriptions.

**Conclusions:** It is anticipated that the data will show differences in employment qualifications and job duties between medical and science informatics librarians. Preliminary results of these analyses will be included in the poster presentation.

**Poster Number:** 9

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Saving Time with the Library: A Proactive Approach to Engaging New Faculty**

**Robyn B. Reed**, Assistant Librarian, Biomedical Informatics and Emerging Technologies; **Lauren Kime**, Assistant Librarian, Collection Access & Support Services; George T. Harrell Health Sciences Library, Penn State Hershey, Hershey, PA

**Objectives:** Liaison librarians conduct outreach to their constituents in various ways. One challenge these liaisons have is introducing their newest faculty to library resources and services in a timely manner. This session describes how a medical library shifted its approach from introductory emails containing tutorials and instructional materials to adding hands-on interaction for new faculty via orientation workshops.

**Methods:** Departmental liaison librarians contacted all new faculty who joined the institution within recent months, inviting them to attend “Saving Time with the Library: Tips, Tricks and Services.” A one-hour session provided a website and services overview as well demonstrations of access issues commonly encountered. Librarians welcomed and encouraged attendees to bring specific questions and suggestions to the session. “Saving Time with the Library” will be offered quarterly, due to strong attendance and participation during the first session.

**Results:** The new faculty orientation was well attended and received. Attendees brought several questions, generating a 20 minute Q&A discussion. Since the orientation, liaison librarians have received requests from attendees for personalized sessions tailored to their departmental needs.

**Conclusions:** Due to the success of the program, sessions will be offered quarterly as new faculty are hired. By increasing faculty knowledge of the library, liaison librarians were able to work more closely with members of their liaison departments. Additionally, this session curriculum is currently serving as a template for outreach to non-faculty researchers.

**Poster Number:** 11

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **A Proposal for a Health Sciences Gray Literature Resources Database**

**Ahlam A. Saleh**, Research Librarian; **Brooke L. Billman, AHIP**, AZHIN & AHSL Special Projects Librarian; Arizona Health Sciences Library, University of Arizona–Tucson

**Objectives:** Locating grey literature is challenging and, while available guides, documents, and websites include lists of resources to locate grey literature, they are often disparate. The aim of this project is to propose a database that unifies and indexes websites and databases that contain grey literature. A grey literature portal will help support librarians and researchers, including those conducting systematic reviews.

**Methods:** A prototype will be devised which will include elements such as structure and functionality. A selection of grey literature resources within a sample of subjects will be used to aid in determining contents of a record. The grey literature resources will be indexed using a concise medical taxonomy. Examples of other unified databases will be examined to identify potential features to consider in the design of the prototype's record, database hierarchy, or functionality.

**Results and Conclusions:** The prototype, including taxonomy record components and a mock-up of the user interface, will be presented. The benefits and challenges of creating a health sciences grey literature resources catalog will be provided.

**Poster Number:** 13

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **A Study of SciMago and ISI's Journal Citation Reports (JCR) Role in Bibliometric Studies**

**Marcia Henry**, Health Sciences Librarian, Oviatt Library, California State University, Northridge, Northridge, CA

**Objectives:** This study reports on the usefulness of manual identification of highly cited journals in the field of gerontological nursing, questions how important is the established NAHRS protocol in identifying journals, books, government and internet citations, and compares results of resources such as freely available SciMago, subscription database such as Journal Citation Reporter (JCR) as useful tools in identifying highly cited journals.

**Methods:** Used the 2010 NAHRS protocol to study cited references in Geriatric Nursing from 2008-2010. Studied the nursing and gerontological titles identified by ISI's JCR and SciMago, to compare how the mapping study, a subscription database (JCR) and a free web tool SciMago (provided by Elsevier based on the subscription database Scopus) converge.

**Results:** The study finds a very strong overlap between the three tools but the most startling findings is the manual identification results in a very strong appreciation of the many mistakes that occur in bibliographies in a peer reviewed journal that are reinforced in subscription tool such as JCR. Key examples will be presented.

**Conclusions:** Manual mapping studies take a very long time. I think the time would be useful if we could all collaborate on investigating how we can improve misleading citations in online journals. Tracing bad references without a means to improve the original bibliography is an unsatisfying experience. A useful goal would be for librarians and electronic publishers work together to improve citation accuracy.



**Poster Number:** 15

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Limitless Redesigns for Hospital Library Space**

**Sharon Easterby-Gannett, AHIP**, Associate Director; **Barbara J. Henry**, Director, Medical Libraries; Christiana Care Health System, Newark, DE

**Objectives:** To design additional quiet study spaces for library users and to provide additional work spaces for people with lap tops and tablet computers.

**Methods:** When the current hospital library opened in 2006, there were 25 computer workstations configured in five hexagonal circles called PODs, with a networked printer in the sixth slot, eight private carrel seats in side-by-side two person rectangles, sixteen table seats, eight upholstered seats and 2340 linear feet of shelving of books and journals. Within a year, there were many times when all computers were in use. By 2011, there was clear need for more computers for library users. A new POD, with five computer workstations and a printer, was added in 2012. At that time, we began purchasing electronic back files for print journals and moving to more electronic journal subscriptions. A detailed analysis of usage of current print holdings in the library stacks was conducted. In 2013 it was suggested that more quiet study space away from printers and other distractions was needed. A secure Canon multitask machine was installed in 2013. With six network printers removed, four PCs were added to PODs. All 34 computers for library users are regularly in use. In 2014, 522 linear feet of journal shelving were removed and replaced with eleven electrified study carrels. These are occupied on a regular basis.

**Results:** The medical librarians have been creatively changing the footprint of the physical library space to answer user needs. In response to customer satisfaction with these changes, an additional 540 linear feet of journal shelving will be removed in 2015, allowing the addition of more wired carrels. Computers will be installed in some of the new carrels. By 2016, approximately 40 percent of the library journal shelving will be supplanted and numerous new study carrels will have been added.

**Poster Number:** 17

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **A Visual Guide to PubMed Citation Tags**

**Merle Rosenzweig**, Informationist; **Kate Saylor**, Informationist; **Mari Monosoff-Richards**, Masters Student; University of Michigan–Ann Arbor

**Objectives:** At the request of NN/LM Greater Midwest Region, we were asked to update a design we had created showing the various citation tags attached to records in PubMed.

**Methods:** A record in PubMed is designated by what is known as a “citation tag”. Such a tag or tags can be seen at the end of the citation in square brackets. Some tags indicate the status of the indexing process. Indexing an article involves three steps: reviewing the item, determining its subject content, and assigning the appropriate Medical Subject Headings (MeSH)—NLM’s controlled vocabulary. Other tags have a relationship to the article’s status of compliance with the National Institutes Public Access Policy. We have received input from the NN/LM Greater Midwest Region and the National Library of Medicine’s MEDLARS Management Section, Bibliographic Services Division, in developing the guide.

**Results:** In contrast to text-heavy guides that do not provide examples, our guide is a simple visual with brief explanations. An example of each tag is given that could be posted on a webpage and/or used when providing instruction on PubMed. Each tag example and its description are delineated with a shape, and each shape and example are color coded. The content of the guide is 508 compliant.

**Conclusions:** The guide has been posted on a section of the NN/LM Greater Midwest Region webpage. We have used it in our research guides and when providing instruction on searching PubMed. In addition, the guide has been shared with other health sciences libraries.

**Poster Number:** 19

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **'Thanks for Setting This Up for Us!': Evaluating a User Mediated 3D Printing Service at a Large Academic Health Sciences Library**

**Erica H. Lenton**, Faculty Liaison & Instruction Librarian, Gerstein Science Information Centre / Research & Reference Unit, University of Toronto Libraries, Toronto, ON, Canada

**Objectives:** The goal of this pilot project is to determine the extent to which a user-mediated 3D printing service

- (1) enables our patrons to print 3D realizations of scientific knowledge;
- (2) provides a space for students to test their 3D printing knowledge; and
- (3) provides opportunities to gain hands-on 3D printing experience that contributes to professional skill development in this area.

**Methods:** (1) Users of the service were asked to fill out a log book entry for each print job.

(2) A research team of library staff is conducting an online survey of 3D printing certified users, users who attended training but did not become certified, and certified users who never used the printer.

(3) Documented observations of 3D printing sessions by library staff. By providing opportunities for practical, hands-on experiential learning, a user-mediated 3D printing service can allow students and researchers to develop 3D printing skills and awareness of 3D printing technology and design limitations. Through this study, our library hopes to demonstrate the value of a user-mediated 3D printing service in an academic health sciences library.

**Results:** Results will be presented on-site with our poster.

**Poster Number:** 21

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Use of Mobile Devices to Access Information Resources among Health Professions Students: A Systematic Review**

**Misa Mi, AHIP**, Associate Professor, Medical Library, Oakland University, Rochester, MI; **Wendy Wu**, Information Services Librarian, Shiffman Medical Library, Wayne State University, Detroit, MI; **Kefeng (Maylene) Qiu**, Evidence-based Healthcare & Clinical Liaison Librarian, Biomedical Library, UNIVERSITY of PENNSYLVANIA, Philadelphia, PA; **Yingting Zhang, AHIP**, Information & Education Librarian, Robert Wood Johnson Library of the Health Sciences, Rutgers University, New Brunswick, NJ; **Lin Wu, AHIP**, Reference Librarian/Associate Professor, Health Sciences Library, University of Tennessee Health Science Center, Memphis, TN; **Jie Li, AHIP**, Assistant Director for Collection Management, Charles M. Baugh Biomedical Library, University of South Alabama, Mobile, AL

**Objectives:** Mobile technologies are increasingly being used by health professions students to access information resources in different settings. It is important for health sciences libraries to make informed decisions on acquisition of mobile resources and designing effective programs to support use of mobile resources. This poster demonstrates how health professions students use mobile devices to access and use information resources.

**Methods:** SEARCH STRATEGIES: Databases searched included PubMed, EMBASE, CINAHL, ERIC, Web of Science, Scopus, PsycINFO, Cochrane Library, ProQuest Dissertations & Theses, Academic OneFile, and Northern Library Life Sciences Conference Abstract. The reference lists of identified studies were also handsearched.

SELECTION CRITERIA: All studies that contained empirical data and investigated the use of mobile technologies for accessing resources among health professions students are included. The search results were limited to English, published between 2010 and 2015.

DATA COLLECTION & ANALYSIS: Two reviewers independently scanned the retrieved citations and examined fulltext articles included for the review. Two reviewers independently reviewed the quality of the selected studies. A data abstraction form was developed and utilized, which included information on: setting, study population, study design, mobile technologies used, resources/apps accessed, outcome measures, and outcomes from the use of mobile devices in accessing information resources in different settings.

**Results:** Final results will follow.

**Conclusions:** Final results will follow.

**Poster Number:** 27

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **An Information Portal to Support Collaboration between Emergency Medicine and Public Health Researchers**

**Holly J. Thompson**, NLM Associate Fellow; **Katie Lobner**, Clinical Informationist; Welch Medical Library, Johns Hopkins University, Baltimore, MD

**Objectives:** Create an information portal for collaborative researchers in the departments of Emergency Medicine and Public Health with a focus on topics such as infectious disease, community injury, and disaster preparedness. This portal will facilitate research between these two groups by highlighting publications, current research topics and trends, and funding opportunities beyond those made available by federal government agencies.

**Methods:** Researchers from the departments of Emergency Medicine and Public Health were interviewed to establish priority research topics and issues locating non-federal funding opportunities. These interviews informed the content and organization of the information portal designed to support collaborative research across these departments. PubMed searches were saved as RSS feeds to notify users of new publications of interest. An environmental scan of federal and non-federal funding opportunities for collaborative research was conducted and the results were pulled together in the portal. The scan also identified issues regarding locating and applying for funding. Informationists were responsive to feedback from key stakeholders within the two departments throughout this development process. Many resources featured in the portal are publicly available while additional content for affiliated users allows for the inclusion of proprietary databases and resources to further facilitate information dissemination and research collaboration.

**Results:** The portal was launched in Spring 2015. Organized according to category, with subcategories for more specific areas of interest, the researchers can readily identify useful information. PubMed RSS feeds populate the new publications categories while data from NIH RePORTER contribute information to funding opportunities categories. Unique methods were employed to harness data from less sophisticated systems to further populate the portal. The portal is accessible through the library's website and is promoted by key stakeholders to their colleagues.

**Conclusions:** Intersections between Emergency Medicine and Public Health research topics are frequent and important however staying abreast of the latest publications and funding opportunities can be opaque and inexact. Developing a portal to support the information needs of these two research areas improves collaboration by simplifying the process of identifying necessary information resources. Relationships and collaborations between the Informationists and the researchers is also strengthened.

**Poster Number:** 29

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Application of Multimedia Learning Principles in Developing a Web-Based Information Literacy Curriculum to Foster Medical Students' Lifelong and Self-Directed Learning Skills**

**Misa Mi, AHIP**, Associate Professor, Medical Library, Oakland University, Rochester, MI;  
**Stephanie Lyon**, Multimedia Learning Project Developer, Medical Library, Oakland University  
William Beaumont School of Medicine, Rochester, MI

**Objectives:** The LCME standard places a great emphasis on the development of information skills by medical students to become lifelong and self-directed learners. The purpose of the project is to use a self-directed online curriculum to develop students' proficiency in information skills and to foster their independent study and self-assessment of their learning needs and learning outcomes.

**Methods:** The web-based information literacy curriculum encompasses a number of modules that are developed with Camtasia and hosted in eSpace, a Moodle server reserved for special academic projects at a university. The modules can complement the information literacy content that is currently being taught within limited contact hours in the medical curriculum of a medical school. The principles of multimedia learning (Clark & Mayer, 2011) are applied in developing the modules to maximize the outcomes of self-directed online learning. Self-assessment measures are embedded into the modules to provide formative assessment of students' learning. A pre/post assessment questionnaire is created in eSpace to help students identify their own learning needs/gaps and to offer a summative evaluation of their learning outcomes. Usability testing of the curriculum will be conducted with one cohort of students (n=12) to seek their feedback and suggestions for improvement.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Poster Number:** 31

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Ask A Librarian**

**Donna B. Flake, AHIP**, Director, SEAHEC Medical Library, SEAHEC Medical Library, Wilmington, NC

**Objectives:** My first objective is to present a case study of how our medical library added an "Ask A Librarian" button inside our medical center's EMR, and to report the results of this accomplishment. A second objective it to be an a role model for medical librarians wishing to market their libraries in this way.

**Methods:** In April 2014, our 769 bed medical center placed an "Ask A Librarian" button in our EMR-EPIC. This feature has made it much easier for health professionals to request information from the medical library. Users can request information without having to remember the librarians' names, email addresses, or telephone numbers. Ours users use EPIC to contact the librarians. Since our users utilize EPIC constantly to provide patient care, they can also use the "Ask A Librarian" button in EPIC to make requests to the librarians. Reaction by our users has been enthusiastic. Here is an enthusiastic reaction from a 3rd year medical resident: "The 'Ask A Librarian' button is a great resource for clinicians. I believe this should be the gold standard in the age of EMRs."

**Results:** Adding the "Ask A Librarian" button in EPIC has resulted in a 33% increase in requests to the library.

**Conclusions:** Placing the "Ask a Librarian" button in EPIC has made our users appreciative and happy. We have received many positive comments. It helps to market the library. I encourage other medical libraries to place an "Ask A Librarian" button in their medical center's EMR

**Poster Number:** 33

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Assessment without Limits: A Multifactor Assessment of a Bioinformatics Program and User Needs**

**Courtney Crummett**, Biosciences and Bioinformatics Librarian, MIT Libraries, Massachusetts Institute of Technology, Cambridge , MA

**Objectives:** An assessment was conducted to understand the research needs of the bioinformatics community and gather information about a library's bioinformatics program. The assessment examined what elements of the program should be continued, expanded, or discontinued; what services should be added; and if the community views the library as a place for bioinformatics support.

**Methods:** A multifactor assessment was conducted using quantitative and qualitative data collection methods during FY13-14. Bioinformatics stakeholders were interviewed to gain insight about their needs and behaviors and insight about their views of bioinformatics support offered by the library. Quantitative data was collected from various services of the bioinformatics program and library.

**Results:** The assessment found that the bioinformatics community is interdisciplinary and extends far beyond traditional life science departmental boundaries. The bioinformatics community takes a collaborative do-it-yourself approach to computational skills and analytical tools. Themes from the assessment emerged about computational skills, tools, data, instruction and interdisciplinarity. The bioinformatics community has a desire for learning computational skills and modular training. The bioinformatics training sessions are well attended; training sessions taught by experts are popular.

**Conclusions:** Recommendations for the bioinformatics program include new service opportunities to support awareness and sharing open source software tools, attempting to expand the use of commercial tools in courses, and expanding outreach and advocacy regarding bioinformatics to the entire MIT community.



**Poster Number:** 35

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Be iNFORMED: A Checklist for Evaluating Unknown Journals and Publishers**

**Megan von Isenburg, AHIP**, Associate Director, Research and Education, Medical Center Library & Archives, Duke University, Durham, NC; **Patricia L. Thibodeau, AHIP, FMLA**, Associate Dean, Medical Center Library & Archives, Duke University, Durham, NC; **Emma Heet**, Associate Director, Collection Services, Medical Center Library, Duke University, Durham, NC

**Objectives:** To inform, assist, and empower authors to evaluate new or unknown journals and publishers so that they submit their research only to trustworthy sources.

**Methods:** Faculty authors are increasingly contacted by new or unknown journals with invitations to publish. Many of these invitations are legitimate new journals or publishers, but others are low quality or potentially predatory. Library staff have developed a standardized approach to evaluate these journals and publishers, the Be iNFORMED checklist. The checklist elements are:

1. Number: how many articles/books have been published? How often have these been cited?;
2. Fee: is there a fee, is it reasonable?
3. Ownership: who owns the journal or publisher?
4. Review: is content peer reviewed before acceptance? How robust is the review?
5. Membership: What associations or alliances does the journal or publisher have?
6. Editorial: Who is on their editorial board and staff? The checklist was launched at a faculty writing presentation and is being used by librarians and potential authors.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 39

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Breaking Boundaries: Supporting a New Pathways Scholars Program**

**Kathleen N. Carlson, AHIP**, Education Librarian, Phoenix Biomedical Campus Library, University of Arizona College of Medicine, Phoenix, AZ; **Susan Barrett**, Knowledge Manager, University Technology Office, Arizona State University, Arizona State University, Phoenix, AZ

**Objectives:** The Pathway Scholars Program (PSP) is for students who want to pursue a career in medicine. The program is designed for students who have experienced unique or greater-than-average challenges in preparing to become successful medical students. The purpose of this program is to prepare students, who lack the foundational, sophisticated learning, and time management skills. This poster shows how a librarian with no limits became involved in the program and supported the Pathways Scholars students.

**Methods:** Constructivist teaching focuses on the student learner as an active participant in the process of meaning and knowledge construction, as opposed to a passive information recipient. Constructivist teaching fosters critical analysis, and motivates independent learners. This theoretical framework proposes that learning builds upon pre-existing student knowledge; this prior knowledge is called a schema. A wide variety of methods are based on constructivist learning theory and guided discovery where the teacher leads the student through structured and unstructured activities to discover, discuss, appreciate and verbalize newly acquired knowledge. A hands-on research method in library resources, medical databases and bibliographic management software is one way to facilitate knowledge discovery and promote analytical skills. Students will learn to appreciate the library skills that are required of them as they move from Pathways Scholars toward four years of medical school.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 41

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Building a Browser for Navigating between Drug Classes and Drugs**

**Victoria Wilder**, Technical Support Help Desk Senior Specialist, MEDLARS MANAGEMENT SECTION, National Library of Medicine (Contractor), Washington, DC; **Patrick McLaughlin**, Technical Information Specialist, MEDLARS MANAGEMENT SECTION, National Library of Medicine, Bethesda, MD

**Objectives:** The objective was to build a graphical interface to explore and navigate hierarchies within drug classes and to support navigation between RxNorm drug names and drug classes from several sources. The RxClass browser is a companion to the current RxNav browser that explores RxNorm drug names.

**Methods:** RxClass includes drug names from RxNorm, the U.S. vocabulary standard for medications.

As RxNorm does not include drug classes, RxClass utilizes drug class information from several prominent sources, including Anatomical Therapeutic Chemical drug classification (ATC), Medical Subject Headings (MeSH), National Drug File-Reference Terminology (NDF-RT) and Structured Product Labels from the Food and Drug Administration (FDA).

RxClass uses an application programming interface (API) to retrieve the latest drug information from these sources in order to provide a graphical interface for drug classes and RxNorm drug names.

**Results:** RxClass provides a graphical interface to explore the hierarchical class structures of each source and examine the corresponding RxNorm drug members for each class. RxClass enables users to:

- search by drug class or RxNorm drug name;
- navigate through the drug class hierarchies;
- retrieve drug class members via a link from RxNav; and
- utilize the API to integrate drug information into their own applications.

**Conclusions:** Providing drug class members has long been a missing piece of information in RxNav. With RxClass, there is now a direct link between drug classes from various sources and RxNorm drug names.

**Poster Number:** 43

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Can a Quality Systematic Review Have a Single Author?**

**Melissa L. Rethlefsen, AHIP**, Deputy Director, Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City; **Tara J. Brigham**, Medical Librarian, Mayo Clinic Libraries, Mayo Clinic, Jacksonville, FL; **Ann M. Farrell**, Librarian, Mayo Clinic Libraries, Mayo Clinic, Rochester, MN; **Leah C. Osterhaus Trzasko**, Librarian, Mayo Clinic Libraries, Mayo Clinic, Rochester, MN

**Objective:** To determine if systematic review quality is associated with the number of authors or number of screeners used to determine inclusion and exclusion of studies.

**Methods:** Systematic reviews are generally considered a team undertaking, requiring sustained effort from many over time. However, published systematic reviews may have as few as one author, calling into question their methodological rigor. For this study, a dataset of 630 previously identified systematic reviews from five high impact general and internal medicine journals from 2008-2012 was used. The number of authors and the number of inclusion and exclusion criteria (or first pass) screeners were extracted from each article in duplicate. The number of authors and screeners was statistically compared to compliance with Institute of Medicine recommended standards for finding and assessing individual studies as well as overall reproducibility. For those with reproducible searches, additional analysis was run to compare number of authors and screeners to search quality.

**Results:** Number of authors ranged from 1-253, with an average of 9 authors per systematic review (median=6, mode=5). Number of initial screeners was unclear in 282 (44.8%) systematic reviews; remaining articles had between 1 and 17 initial screeners (mean=2.2, median=2). Further results from statistical analyses will be available at MLA 2015.

**Conclusion:** Systematic reviews are still being published with solo authors, though larger review teams are more common. A large proportion of systematic reviews do not clearly report their methodology for initial title/abstract screening. Further conclusions will be available at MLA 2015.

**Poster Number:** 45

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Carving out the Library's Role in Promoting Diversity and Inclusion at an Emerging Medical School: A Needs Assessment**

**Stephanie M. Swanberg, AHIP**, Assistant Professor, Medical Librarian, Medical Library, Oakland University William Beaumont School of Medicine, Rochester, MI

**Objectives:** A Diversity Council was founded at an emerging medical school to advise and address issues of diversity in all aspects including admissions, faculty selection, the curriculum, and the library. A medical librarian serves as a member of the council and established how the library, including its collections and outreach activities, could promote diversity and inclusion initiatives.

**Methods:** During its inaugural year, the Diversity Council identified five areas of focus: 1) LGBT health; health disparities in 2) underrepresented minorities and 3) lower socioeconomic status individuals; 4) disability; and 5) religion & spirituality. This guided the development of sessions in the curriculum and awareness events for the school as well as aided in the selection of local communities to host school community health and information fairs. The library was integrated into many of these initiatives, but collections in the Council's focus areas were minimal. This poster will reflect on the variety of methods used to conduct a needs assessment of the existing university library collections and what gaps were identified. A breakdown of key resources and purchases in each area will be shared for other libraries to follow in support of student and faculty research and outreach initiatives.

**Results:** Results of the collection needs assessment found that the existing university library's collection was strong in mental health resources in the five focus areas as undergraduate and graduate programs in psychology and sociology already existed on campus. However, resources addressing general health and care of LGBT, underrepresented and low SES populations and those with physical disabilities were lacking. Surprisingly, the collection was already fairly strong in religion and spirituality as related to medicine and culturally competent care. As a result of this needs assessment, new resources were purchased and online subject guides created to increase access and visibility of the new resources.

**Conclusions:** Librarians have a great opportunity to promote our resources and services by becoming involved in community engagement and diversity initiatives at our institutions. Our collections, in particular, can aid contribute to student and faculty research and act as one more avenue of promoting diversity and inclusion for accreditation and fulfillment of the institution's mission.

**Poster Number:** 47

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Chicago Collaborative: Addressing the Challenges of Scientific Communication**

**Brenda L. Seago**, Director of Libraries and Professor, Robert B. Greenblatt, MD Library, Georgia Regents University, Augusta, GA; **Paul Schoening**, Associate Dean and Director, Becker Medical Library, Washington University in St. Louis, St. Louis, MO; **Martin Frank**, Executive Director, The American Physiological Society, The American Physiological Society, Bethesda, MD

**Objectives:** The Chicago Collaborative is a working group of representatives from publishing/editing organizations and the Association of Academic Health Sciences Libraries, and was established in 2008 to promote open communication and education among stakeholders in scholarly scientific communication. The goal of the Collaborative is to develop sustainable mechanisms for ongoing conversations and actions among STM publisher, editor, and librarian communities which do not follow traditional buyer/seller models.

**Methods:** In order to facilitate conversations and learning regarding challenges of scientific communication in the 21st century, the Collaborative invites speakers from higher education, government and industry to share their insights on issues impacting the scholarly communication ecosystem. The Chicago Collaborative meets twice yearly for open discussions on such topics as CHORUS, SHARE, the JISC Gold OA Working Group report and the Wellcome Trust Cost of OA publishing progress report. In addition, the Chicago Collaborative developed a continuing education course called Libraries 101 for publishers to learn the basics of what academic and medical libraries do, what challenges they are face, and how librarian roles are changing. Another course was developed, titled Biomedical Publishing 101: Communicating Research Developments Through Publication, in order for librarians to learn about the publishing process of STM journals, understand the value publishers bring to the scholarly communications process, and consider choices to be made in publishing.

**Results:** The Chicago Collaborative is not an advocacy group, but operates as a supplement to existing publisher/editor user advisory boards and **librarian-sponsored** forums. Individuals participating in the Chicago Collaborative agree to abide by the Chatham House rules of engagement, which ensure that meeting participants are free to use the information received in the meeting, but neither the identity nor the affiliation of the speaker will be reported.

**Conclusions:** The Chicago Collaborative fosters a spirit of open engagement and trust, where sharing information is encouraged.

**Poster Number:** 49

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Collaboration without Limits: A High School Student Intern and Health Care Providers Band Together for Patient Health Literacy**

**Cynthia A. Olney**, Acting Assistant Director, NN/LM Outreach Evaluation Resource Center, University of Washington Health Sciences Libraries and Information Center, Roswell, GA; **Yawar Ali**, Student, South Texas ISD, South Texas High School for Health Professions, Brownsville, TX; **Sara Reibman**, Librarian, STISD Libraries, South Texas Independent School District, Mercedes, TX; **Lucille Hansen**, Lead Librarian, STISD Libraries, South Texas Independent School District, Mercedes, TX; **Ann M. Vickman**, Librarian, Biblioteca Las Américas, South Texas Independent School District, Mercedes, TX

**Objectives:** Student internships usually involve professionals mentoring students. The South Texas Independent School District's [¡VIVA!](#) (Vital Information for a Virtual Age) Project upended that model when its high school student intern trained physicians and physician assistants about effective techniques to address low health literacy with their patients. In follow-up interviews, the student identified challenges to adopting the techniques in a busy clinical setting.

**Methods:** The [¡VIVA!](#) Project is an initiative in the South Texas ISD that trains high school students to promote consumer health resources to peers, teachers, families, and community members. In 2014, the program initiated a student internship. Using information provided through the Medical Library Association, a high school intern developed a presentation about effective techniques for working with patients with varying degrees of health literacy. His presentation included a demonstration of MedlinePlus to physicians and physician assistants from three primary care clinics.

**Results:** The session evaluation indicated that the practitioners were enthusiastic about implementing recommended techniques for assessing patient health literacy. Follow-up interviews, however, highlighted some barriers to the practitioners' ability to integrate the techniques into office visits. The majority tried the techniques, but found they added time to the patient encounters and strained their busy schedules. The practitioners also had convenient access to print materials from a database integrated into their Electronic Health Records (EHR) system. They relied on health information from that database because it documented their adherence to meaningful use requirements of the Medicare and Medicaid EHR Incentive Programs. However, the providers recognized that MedlinePlus provided more in-depth patient information than they were providing and requested a convenient way to promote MedlinePlus during patient encounters. The ¡VIVA! team responded with a stock of MedlinePlus promotional bookmarks.

**Conclusion:** This project was an educational opportunity both for the high school student and health care providers. The student, who aspires to become a health care professional, learned about the importance of providing patients with understandable health information. The providers learned about low health literacy in their patient population and effective ways to assess and address it. The project also uncovered important lessons for health sciences librarians who want to collaborate with primary caregivers in promoting patient health resources.

**Poster Number:** 51

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Collaboration: A Simple Recipe for Improving Research Productivity in the Community Teaching Hospital**

**Yelena Friedman, AHIP**, Director, Medical Library; **Meagan Sills**, Administrative Director; Staten Island University Hospital, Staten Island, NY

**Objectives:** To demonstrate the successful collaboration between the Medical Library and Department of Research, aimed at improving research and scholarly productivity in the teaching hospital setting, in order to meet ACGME accreditation requirements.

**Methods:** The SIUH Medical Library and Department of Research developed a collaborative project, with the goals of raising awareness as well as improving access to research resources for the residents, faculty, and other trainees; expanding research-related educational activities; and improving the process of monitoring research publications and scholarly activities and annual reporting to the ACGME.

**Results:** Within this project, the SIUH Medical Library and Department of Research: (1) organized a virtual “research laboratory” for residents, fellows and other researchers; (2) provided training to teach residents, fellows, research administrators, and other trainees essential research-related skills that were identified as an area for improvement; (3) created an institution-wide tracking system to monitor research publications and scholarly activities, under Medical Library management and supervision.

**Conclusions:** Today, when many hospital libraries are struggling for survival, adapting new roles and extending their areas of expertise allows hospital libraries to remain relevant and necessary. Our project opens a new venue for hospital librarians seeking new and innovative roles within their institutions, and will help to strengthen the library’s position within the hospital, in order to continue providing vital information services for health professionals.



**Poster Number:** 55

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Community College Library Support for Health Professions**

**Debra J.K. Smith**, Professor, Health Sciences Librarian, College of DuPage Library, College of DuPage, Glen Ellyn, IL; **Wendy Kosakoff**, Reference and Lecturer Librarian, MLIS, MM, Bergen Community College, Paramus, New Jersey, River Edge, NJ; **Jonathan Torres**, Reference and Instruction Librarian, Sidney Silverman Library, Bergen Community College, Paramus, NJ; **Helen-Ann Brown Epstein, AHIP**, Reference Librarian, Sidney Silverman Library, Sidney Silverman Library/Bergen Community College, Paramus, NJ

**Objectives:** Offering diverse Associate Degree and Certificate programs, community colleges graduate workforce-ready health professionals filling high-demand rehabilitation, diagnostic, medical information and patient care positions. These include physical therapy assistants and respiratory therapists, X-ray and sonography technicians, medical records and office personnel, dental hygienists, paramedics, phlebotomists, and nurses. Community college libraries provide essential support for these programs via customized information literacy instruction, on-campus, electronic and mobile collections.

**Methods:** Using content analysis, types of health science degrees/certificates offered by large U.S. community colleges and the essential resources and services provided by their libraries were investigated. Dynamic community colleges and their libraries are highlighted including Bergen Community College and its Sidney Silverman Library located in Paramus, New Jersey and the Library at College of DuPage in Glen Ellyn, Illinois.

**Results:** With few exceptions, the more than 1100 U.S.-based, AACC (American Association of Community College) members studied have at least five allied health programs offering AAS degrees or certificates upon completion. Their libraries support those curricula with at least five health related databases, lib/research guides, citation guides, tutorials, mobile interfaces, and email, chat or text messaging. Skype reference is offered by some CC libraries. Connecting with users via social media such as Facebook, Twitter, YouTube and LinkedIn is a growing trend.

Bergen Community College, #1 in NJ for granting Associate Degrees, offers ten HS programs. The Sidney Silverman Library supports these programs with a clinical librarian for Paramedic Science, a full suite of databases, instruction and libguides. College of DuPage offers 36 HS degrees/certificates and 8 Natural Science pre-professional degrees (i.e. pre-dental, pre-veterinary) plus Fitness Instructor and Sport Performance Training certificates. The COD Library's dedicated HS liaison librarian has embedded evidence-based, information and digital literacy instruction into HS programs, provides resource guides, and maintains an extensive HS collection. Exemplifying COD's innovative, research-based curricular projects is its annual Pathophysiology Panorama:

<http://youtu.be/2L6Oxq1l-Bo>

**Conclusions:** Community colleges stand ready to meet the demand by graduating top notch, workforce ready, allied health professionals. The community college library is an integral part of practitioner-based education, and fulfills an important role in making health care professionals information savvy. In addition to supporting established Associate and Certificate programs, community college libraries are evolving to accommodate new programs: funeral services and long-term care administration, polysomnography, cardiovascular technician, cancer registry/management, and electronic medical record specialist certificates. Community college

libraries dynamically respond to evolving health science program needs with new resources and services.

**Poster Number:** 57

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Conversion of Journal Citation Data for Systematic Review Analysis**

**David Brennan**, Assistant Librarian, Collection Development/Digital Resources Management, George T. Harrell Health Sciences Library, George T. Harrell Health Sciences Library, Penn State College of Medicine, Hershey, PA

**Objectives:** To develop a method for reliably exporting journal citation data from citation management tools in order to facilitate analysis for systematic reviews.

**Methods:** An analysis of the export options of reference management packages was conducted. While some citation management software such as EndNote 6 offers an export to tab-delimited format, this is not always a cut-and-dried process; any data mismatch or non-standard formatting in the output would throw off the export. Export options in the web and desktop versions of each reference manager differ, and not all supported users have the same versions. Various options were considered and the primary problem with them was that they relied upon third-party programs and/or scripting knowledge that was beyond the skillset of the average user. It was apparent that there was a need to reliably convert citation data that did not rely on a specific version of a reference manager and did not require any third-party software or scripting that would require additional training or tools.

**Results:** To convert data from the reference manager to a spreadsheet file, one needs delimiters to separate textual elements. In the MLA style for a journal citation, this delimiter can be found in the separation between the author/title and title source, as quotes ["]: Author(s). "Title of Article." Title of Periodical Day Month Year: pages. Medium of publication. To import a data set into a spreadsheet, export it from the reference manager to a bibliography file in MLA style. Open that file in Excel, and choose "delimited text" and the quotation character as the delimiter.

**Conclusions:** The most effective result was to output citation data from the reference manager as a defined citation format (e.g. MLA style), rather than a defined file format (e.g. RIS or BibTex) , and to use that definition to create the spreadsheet file.

**Poster Number:** 58

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Content Analysis of Virtual Reference Data: Implications for Designing a User-Centered Library Website**

**Suhua Caroline Fan**, Assistant Professor / Web Services Librarian; **Lin Wu, AHIP**, Reference Librarian/Associate Professor; University of Tennessee Health Science Center, Memphis, TN

**Objectives:** To analyze 3-years of virtual reference transcripts including email questions, text messaging, and live chat transcripts to answer the research questions: What are the key elements that should be listed on the library's homepage? What is patrons' language as they interacted with the library website to search for information? What are issues prompting patrons to search to ask for help from librarians?

**Methods:** An academic health science center library is planning to redesign its website to provide better online experiences for its patrons. Virtual reference data might provide some valuable insights into user searching behaviors to help with the website redesign. Three-year (2012-2014) of virtual reference data are collected into Excel spreadsheet using a Google Form. Questions are later exported to Nvivo, the qualitative data analysis software for content analysis. The study uses a grounded theory to create conceptual frameworks from the data. Questions are coded by patron status (e.g., faculty, staff, students, or residents) and by type (e.g. research related, library instruction, article requests, or access resources). Each session of questions is reviewed with comments and then coded into topics that specify information seeking frustrations such as locating library resources (e.g., journals, databases, electronic books, and article links), choosing search terms when searching for information, and using library services such as interlibrary loan.

**Results:** A total of 1051 transaction transcripts were coded into 7 categories: Access availability (28.0%), Requesting articles (21.3%), Research help (19.8%), Library services (13.1%), Instruction and consultation (8%), Requesting books/e-books (7.1%) and Other (2.6%). The top 5 questions that specify information seeking frustrations are: 1. How to access full texts to known articles (19%), 2. Questions about interlibrary loan services (7.5%), 3. How to access library collections (6.8%), 4. Access problems from websites (6.6%), 5. Does the library own a known book/e-book? (5.8%)

**Conclusions:** Analyzing virtual reference transcripts in the framework of library website design provides insights into what users see and look for when they come to the library website. The study results can also assess how effectively the features and pages in the current website walk the users to the information they need. The content analysis helps the web services librarian understand the frustration and confusion of the patrons when they use the library website. Therefore, new features and changes will be included in redesigning and creating a user-centered library website to improve users' searching experiences.

**Poster Number:** 59

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Community Oriented Resident Education (CORE) and the Consumer Health Librarian**

**Carolyn Biglow**, Medical and Consumer Health Librarian, Children's Hospital of Pittsburgh Family Resource Center and Library, Pittsburgh, PA

**Objectives:** How can a consumer health librarian at a pediatric hospital help CORE residents to become community health and child advocate leaders?

**Methods:** The consumer health librarian will initiate a regularly scheduled series of library instruction sessions that will include the following: visits to pediatric clinics; introduction to the consumer health resources found in MedlinePlus; culturally targeted literature search instruction for medical professionals; for patients and families, introduction to MLA and NLM guidelines for finding reliable, relevant and current online health resources; guides to resources for the under-served health information consumer

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December 2014.

**Poster Number:** 61

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Creating a Community of Practice for Emerging Technologies**

**Patricia F. Anderson**, Emerging Technologies Librarian, Taubman Health Sciences Library, University of Michigan–Ann Arbor; **Nandita S. Mani, AHIP**, Assistant Director, Enabling Technologies, Taubman Health Sciences Library, University of Michigan–Ann Arbor;

**Objectives:** With the creation of a new informationist position focused on emerging technologies, a significant challenge was to identify appropriate constituents and scope. This was especially critical since faculty and staff engaged in emerging technologies may be new to the campus and their department. They may be unaware of the library's ability to offer support for their innovative efforts, and it may be equally difficult for the library to discover them. Creating a campus community of practice around emerging technologies addressed the goals of facilitating discovery and awareness of emerging technologies themselves as well as connecting various campus communities gathered around specific technologies, with the ultimate goal of connecting the library to these various communities and individuals. The core goals of a community of practice include connecting people, sharing context, enabling dialogue, stimulating learning, capturing and diffusing existing knowledge, collaborative processes, self organization of the group, and generating new knowledge (Wenger, McDermott, Snyder, 2002).

**Methods:** Framing the creation of the community of practice within a library services model began with establishing a consensus of core emerging technologies literacies and vocabulary within a group that self-identified as interested in this area. Components of the process began with an email list, a blog, and monthly face-to-face meetings. After a few years, the focus of these components shifted from a library-driven approach to a collaboration model, with community members suggesting topics and tools for exploration. To support this process, a web interface was created to facilitate information sharing and collaborative authoring of the community blog, along with the creation of a Google Plus community, and adoption of Google Hangouts. As the group established strong core literacies in emerging technologies, the focus shifted from information consumption to creation, integration with campus activities, and outreach to other campus communities.

**Results:** The “Cool Toys Conversations” group has been active for seven years (2008 to 2015), and has gone through the process of revising itself three times during its lifespan. Overview activity metrics across the life of the group show a broad range of activities.

1 Google Group, Facebook page, email list, and blog  
5 Google Hangouts  
11 slidedecks  
22 mindmaps  
80 face-to-face group meetings  
106 email list members  
217 email threads  
268 comments, on  
668 blogposts  
953 Flickr images  
2132 Tools shared

What these numbers don't immediately reveal are shifts in the community and their activities over

time, engagement and support of significant campus initiatives, connections across other related campus communities, and how the activities of this group have built a reputation beyond the immediate campus community. While the group is active and enduring, it is still in the process of shifting to a more collaborative and team oriented model of engagement. In person meetings tend to have a small core group of around a dozen, while other members participate erratically or lurk on the email list.

**Conclusions:** The value of the group has been proven, but it has yet to coalesce into a solid community of practice. It may be more appropriate to consider the group a community of interest rather than a community of practice, based on the recent survey responses and discussions of the group members. Examining data over time shows there are signs that the group is shifting toward a more collaborative model of content production and sharing.

**Poster Number:** 63

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Creating a Multi-Institutional Library Liaison Program**

**Beatriz G. Varman, AHIP**, Head of Client Relationship Management, TMC Library, The TMC Library, Houston, TX; **Marianne Galati**, Liaison Librarian, Client Relationship Management, Texas Medical Center Library, Houston, TX; **Adela Justice**, Liaison Librarian, Client Relationship Management, Texas Medical Center Library, Houston, TX; **Kate Krause**, Liaison Librarian, Client Relationship Management, Texas Medical Center Library, Houston, TX; **Ashlynn Kogut**, Planning & Assessment Coordinator, Administration, Texas Medical Center Library, Houston, TX; **Emily Couvillon**, Liaison Librarian, Texas Medical Center Library, Houston, TX

**Objectives:** The library serves forty-seven different institutions including medical schools, hospitals, city and county health organizations, and other entities. This poster describes a liaison program we created to increase our outreach, services, and usage.

**Methods:** We initiated the liaison program by changing our traditional Reference Department into a user-focused Client Relationship Management team. We researched the institutions we currently serve and found that each institution has individual service and outreach needs from the library. We determined that we could best serve our users by assigning a liaison librarian to each institution rather than assigning librarians specific subjects of specialty. We assigned liaison librarians to each institution based on size and need. Librarians then experimented with the best ways to initiate and expand relationships with their institutions. Different methods are used: letters of introduction, cold-calling, requests to attend faculty meetings, requests to meet with individual faculty, participating in IRBs, hosting student events, and advertising in newsletters. Each liaison librarian will determine the services and outreach methods that work best for their institution.

**Results:** Although less than a year old, the liaison program has had great initial success. We have increased the number of orientations, curriculum-incorporated classes, faculty interactions, and requests for literature searches and systematic reviews.

**Conclusions:** A user-focused liaison program that caters to individual institution needs for services and preferred methods of outreach can increase library usage and user satisfaction.



**Poster Number:** 65

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Creating an “Undead” Exhibition: Using a Library’s Own Resources and Talent to Bring to Life Temporary Exhibits**

**Steven P. Wilson, AHIP**, Web Architect and Outreach Librarian, University of South Carolina School of Medicine Library, University of South Carolina School of Medicine Library, Columbia, SC

**Objectives:** To describe and evaluate how medical librarians at the USC SOM pushed outside of their own limits and created a graphically dynamic, temporary exhibition on a limited budget while simultaneously promoting and demonstrating the library’s resources and reference services.

**Methods:** After hosting one of the National Library of Medicine’s wonderful traveling exhibits, librarians were motivated to create their very own multi-paneled temporary exhibition, focusing on a topic that seemed to be extremely popular among many of the school’s medical students and staff: zombies. In order to evaluate the progress and eventual success (or shortcomings) of the temporary exhibit, both formative and summative evaluation surveys were created and distributed, both in paper-based-form and as online Survey Monkey surveys, to exhibit visitors, and eventually, hosting libraries. These surveys were offered both during and after the actual hosting of the exhibit in order to determine how the exhibit was being received and what future directions the current exhibit--and even potential future exhibits-- may take. The results of these surveys, which represent many different patron types, including medical students, medical faculty, Veterans Administration visitors, general public, junior and high school students, and various other libraries’ staff members, are being compiled and tallied, even now, since the exhibit is currently traveling and being displayed at other libraries across the state.

**Results:** Results from two different surveys--one given to exhibit visitors and another version created for hosting institutions/libraries--continue to demonstrate the positive return on investment possible for librarians who participate in the in-house exhibition design process. Of the surveys gathered so far, 76% of the respondents rated the exhibit as “excellent”; 16% rated it as “Very Good”; and 8% rated it as “Fairly Good”; none of the respondents rated the exhibit “Mildly Good” or “Not Good at All.” Some comments include: “Great visuals, captured attention of students...”; “I liked how it had facts but it didn’t make everyone bored because it was fun to look at.”; “I liked the format, and the information was both on-point and attractively laid out.” Moreover, survey results are garnering many wonderful future exhibition ideas for our own library, including “The Science of Super Heroes,” “Stories of Disease and Mythical Creatures,” and “The Science of Movie Monsters.”

**Conclusions:** Based on surveys gathered from USC-SOM patrons and from patrons and librarians from three other libraries around the state, I believe that this exhibition-design process offers many exciting opportunities for medical librarians to hone their research and basic graphic design skills while also appealing to existing patron interests; furthermore, resources and services that patrons may not have been fully utilizing—e.g. LibGuides, reference services, etc.—may be further demonstrated and advertised during the exhibition, allowing the library to be promoted in nontraditional, highly effective ways without killing the budget.

**Poster Number:** 67

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Creating an Online, Multipurpose, Modular Video Series for Library Instruction**

**Rachel C. Lerner**, Public Services Librarian; **Jessica Kilham**, Public Services Librarian; **Lisa A. Adriani**, Public Services Librarian; **Susan P. Griffiths**, Access Services/Document Delivery Supervisor; **Matthew Wilcox**, Associate Director, Edward and Barbara Netter Library; Edward and Barbara Netter Library, Quinnipiac University, Hamden, CT

**Objectives:** A graduate nursing program had a 1-credit online librarian-taught information course that they wished to fold into a larger, on-ground class.

**Methods:** The librarians were asked to convert the existing class into a modular video program, mandatory for nursing students, but generic enough to repurpose for all library users. Using the existing course as a starting point, four librarians conceived, outlined, and created videos, chunked into topical modules, to cover and expand upon the roughly 15-hours of previous class material. Topics included basic library and database skills, as well as advanced topics such as assessing information on the web, the economic, social, and legal issues of information, and providing health information to the public. All graduate nursing students are required to view the videos and provide proof that they have done so before they can progress to their second semester in the program.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 71

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Creighton University and Alegent Creighton Health Libraries: Boldly Going Where No One Else Has Gone Before**

**James Bothmer, AHIP**, University Librarian and Director of the Health Sciences Library, Health Sciences Library, Creighton University, Omaha, NE; **Judi Bergjord**, Outreach Librarian, Health Sciences Library, Creighton University, Omaha, NE; **Cynthia Perkins**, Medical Librarian, Hospital Library, Creighton Health Sciences Library / Bergan Mercy Medical Center, Omaha, NE; **Joy Winkler**, Medical Librarian, Hospital Library, Creighton Health Sciences Library / Immanuel Medical Center, Omaha, NE; **Greg Hollins**, Library Specialist, Health Sciences Library, Creighton University, Omaha, NE

**Objectives:** In 2012 Alegent Health System in Omaha, NE merged with the Creighton University Medical Center hospital to form the Alegent Creighton Health system, an academic medical center system consisting of 11 hospitals and numerous clinics throughout eastern Nebraska and western Iowa. Subsequently Catholic Health Initiatives (CHI) took over operational control of the ACH system. CHI is a nationwide health care system in 15 states. Existing within the Alegent Health system were two hospital libraries (Bergan Mercy Medical Center and Immanuel Medical Center, both in Omaha, NE). These libraries were merged with Creighton University Health Sciences Library (HSL) in 2013. Creighton University HSL took on management and fiscal responsibility of the ACH libraries and librarians through a contractual agreement effective November 1, 2013. Through this arrangement the ACH health care team now has expanded library coverage to include weekends and evenings as well as access to skilled librarians and many more resources.

**Methods:** Our poster will show how the two libraries are now providing quality academic level library services and resources to health care team members employed by Alegent Creighton Health system.

**Results:** We hope to be able to conduct research that shows the effectiveness of this model.

**Conclusions:** To date this project has been well received by ACH. While there are other collaborative efforts between community hospitals and academic medical centers we believe this arrangement is a first. With the involvement of CHI there are opportunities to expand this model nationwide. We are leading the way in creating a new library model.

**Poster Number:** 73

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Database Trial Success through Community Organizing**

**JJ Pionke**, Applied Health Sciences Librarian and Assistant Professor, Social Science, Health, and Education Library at the University of Illinois Urbana Champaign, University of Illinois at Urbana-Champaign, Champaign, IL

**Objectives:** Run a successful database trial utilizing community organizing principles to create patron buy-in.

**Methods:** This poster focuses on a case study wherein the librarian used community organizing principles to generate patron buy-in for several database trials. Patrons in this case study were undergraduate students, graduate students, and faculty across several health disciplines at a medium sized university. The expected result was that by using the ideas that surround successful community organizing, there would be greater patron buy-in than in past database trials.

**Results:** The use of community organizing ideas was highly successful and led to the best database trial in the history of the library for the health disciplines. Over 60 responses were garnered through email and a survey.

**Conclusions:** Utilizing community organizing principles was successful in part because of the face to face outreach that occurred. Though potentially time intensive, there were other benefits including creating stronger relationships between the health disciplines and the library as well as, for the librarian, being able learn more about the collection and instructional needs of their constituents. For the health discipline patrons, the outreach resulted in a better understanding of what the library and librarian could do for them as well as creating a stronger relationship in which to be able to reach out for assistance as they need it.

**Poster Number:** 75

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Developing a Process to Find Alternatives for Cancelled or Discontinued Electronic Resources**

**Estelle Hu, AHIP**, Health Sciences Bibliographer/Assistant Professor, Library of the Health Sciences, University of Illinois at Chicago, University of Illinois at Chicago, Chicago, IL

**Objectives:** The goal is to develop a process for pursuing alternative electronic resources when resources are cancelled or discontinued in an urban, academic health sciences library. This process would favor resources with perpetual access rather than rentals.

**Methods:** A large popular multi-format database was being discontinued by a vendor. The 58 e-books available within the database were heavily used across the university's 5 regional locations. E-books' usage statistics from January 2013 to July 2014 were collected and analyzed in August 2014. The 30 most heavily used titles were identified. The library catalog was checked to see if the e-books were available through a different vendor or if there was a print version. Then these e-books were checked to see if they are available from other vendors. The vendors either provided single user or multi-user options. E-books with a combined usage of more than 1,000 would have at least two seats. Three or four seats were purchased for the e-books with the highest use. Alternative e-book titles or vendors currently licensed by the library were also examined.

**Results:** One e-book and 12 print books were available through the library catalog. Twenty titles were purchased as e-books with two or more seats. Twelve titles were acquired with a single user license. Six out of the most heavily used 30 titles were not available from other vendors, including the most heavily used title. However, three or more copies of print books in library collection were available for the mostly heavily used title. Each of the three out of the 6 most heavily used titles had a print version. Four print book titles were purchased because of the combined usage is 400 and under even though e-books were available. The usage is for all 5 regional locations so 400 is not that high. The other three titles were not purchased as print books because they did not fit into library collection criteria.

**Conclusion:** This process showed the pursuit of alternatives resources to accommodate the needs of library users, and difficulty in finding suitable replacements for e-books from other vendors. This process may be helpful to other librarians if they encounter similar situations in the future.

**Poster Number:** 77

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Developing an Interface to Order and Document Health Education Videos in the Electronic Health Record**

**Lauren Wojcik**, Medical Librarian, McLane Children's Baylor Scott & White Health, Clinical Education Center at Brackenridge, Austin, TX

**Objectives:** Transitioning to an electronic health record (EHR) provided an opportunity for the hospital system to integrate its medical documentation system with the educational content available on its interactive patient system (IPS). This project streamlined providers' workflow by making it easier to order educational videos and ensure that completed education is documented within the medical record.

**Methods:** During the development phase for the organization's new EHR, a team was assembled and charged with integrating the entire health education video process into the new system. The group included representatives from nursing, information services, patient and family support services, the medical library, and the IPS and EHR vendors. The team built, tested, and implemented an orders interface to support health education video orders and documentation within the EHR. This new interface eliminated many of the barriers present in the original process, in which staff utilized the IPS vendor's web tool to order education.

**Results:** Team members added metadata from 478 videos and customized the list of available videos to reflect the patient populations and standards of practice at each facility. The hospital librarian created a tutorial to train staff on the new video assignment process. The team also composed an internal protocol to allow nurses to prescribe health education without a physician's sign-off. An analysis of the orders revealed that staff continued to primarily use the vendor's web tool to order health education for approximately five months following go-live, after which the orders placed within the EHR eclipsed those placed through the vendor's tool. Nearly all health education is now ordered through the EHR, and the new interface has engaged many providers who did not previously order educational videos for their patients.

**Conclusions:** Integrating these two technologies streamlined the provision of patient education, improved documentation, and supported the organization in meeting core requirements for Meaningful Use. Other organizations in the process of adopting EHRs may find it worthwhile to explore options for integrating existing technologies in order to optimize workflow and improve the patient experience.

**Poster Number:** 79

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Did You See That? Interdisciplinary Collaboration on Evidence-Based Medicine Curriculum**

**Lorraine Porcello**, Branch Librarian, Basil G. Bibby Dental Library and John R. Williams Health Sciences Library, Highland Hospital, Rochester, NY; **Celeste Song**, Senior Instructor, Department of Family Medicine, University of Rochester, Rochester, NY

**Objectives:** Creating relevant and engaging evidence based medicine (EBM) curriculum has been a problem for medical educators since the term was coined in the early 1990's. We will describe the resident-led EBM curriculum at a Family Medicine Residency program (FMR) as a cutting-edge model that incorporates the Liaison Librarian for Family Medicine.

**Methods:** Impetus for the current FMR curricular model came from the junior residents who were envious of the senior resident journal club. The model now consists of a four-week longitudinal cycle, with senior residents leading sessions based upon clinical questions from their own practices. We integrate residents' existing beliefs, point of care and secondary sources, primary literature, and biostatistics into a single final presentation at the end of the four-week cycle. The Liaison Librarian for Family Medicine is a full participant in each stage of the cycle, in partnership with the FMR Faculty member. Participation at this level enables the librarian to provide information literacy instruction much further upstream in the residents' information-gathering process.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 81

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Discovering Trends in Locally Published Systematic Reviews**

**Jen Deberg**, Clinical Education Librarian, Hardin Library for the Health Sciences, University of Iowa–Iowa City ; **Elizabeth Kiscaden**, Head, Hardin Library Services, University of Iowa Libraries, Hardin Library for the Health Sciences, Iowa City, IA

**Objectives:** Due to the ongoing development of a systematic review service at this academic health sciences library, discovering local patterns of publication is of interest. The project aim is to explore publication of systematic reviews at the institution to improve librarian awareness, identify opportunities for targeted outreach, and aid in planning for future enhancement of the service.

**Methods:** Searches of multiple bibliographic and citation databases will be performed to locate published systematic reviews with author affiliation at the institution of interest. Results will be analyzed based on frequency, subject areas, authors, and trends. Selective full text will be evaluated to determine the involvement of experienced searchers, as well as the quality of reporting of search strategies.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.



**Poster Number:** 83

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Do Health Sciences Libraries and Librarians Have an Impact on the Cost of Health Care and Research? A Systematic Review**

**Margaret Henderson, AHIP**, Director, Research Data Management, Tompkins-McCaw Library for the Health Sciences, Virginia Commonwealth University, Richmond, VA; **Janet A. Crum, AHIP**, Head, Library Technology Services, Cline Library, Northern Arizona University, Flagstaff, AZ; **Kathy J. Fatkin, AHIP**, Medical Librarian, Researcher, & Evidence-Based Practice Coordinator, Medical Library, Eastern Idaho Regional Medical Center, Idaho Falls, ID; **Marie-Marthe Gagnon**, Librarian, Library, Maisonneuve Rosemont, Montreal, PQ, Canada; **Tony Nguyen, AHIP**, Outreach/Communications Coordinator, Mount Carmel Health Sciences Library, National Network of Libraries of Medicine, Southeastern/Atlantic Region, Baltimore, MD; **Madeleine Taylor**, Medical Librarian, Health Sciences Library, St. Joseph's Healthcare System, Paterson, NJ; **Mark Vrabel, AHIP**, Information Resources Supervisor, Library, Oncology Nursing Society, Pittsburgh, PA

**Objectives:** The team worked on a systematic review to answer the question: Do health sciences libraries and librarians have any measurable (statistically significant) positive impacts on consumer health, the outcomes of medical care, the productivity of biomedical researchers, and the knowledge obtained by graduates of biomedical and health sciences training programs, and at what total cost?

**Methods:** The team used a Google site to collaborate on the review. A spreadsheet was used to brainstorm keywords and list suggestions for subject headings. Databases searched included: PubMed/MEDLINE, CINAHL, ERIC, LISTA, Cochrane Library, and Web of Science. The team searched grey literature and conducted a citation search, and hand searched bibliographies and journal contents. Although the team preferred to use only research reports, the main inclusion criteria was articles that mentioned the cost factor of the library or librarian impact.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 85

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Discovering and Documenting the Importance of Health during Construction of the Panama Canal**

**Nancy Schaefer, AHIP**, Reference and Education Librarian; **Nina C. Stoyan-Rosenzweig**, Archivist; **Michele R. Tennant, AHIP**, Assistant Director and Bioinformatics Librarian; University of Florida–Gainesville

**Objectives:** To highlight a huge new digital collection, celebrate the centennial of the opening of the Panama Canal and document the importance of scientific discovery and public health to the success of that construction project, our health science library created an historically-focused exhibit. Relevant speaker events accompanied our exhibit. This poster documents the challenges, solutions, partnerships and research involved.

**Methods:** After extensive research on health and safety before and during the canal construction era (1850-1914), a two-person team of library exhibit curators sought items in the libraries' new digital collection that would share their new knowledge in a visually appealing way with a range of visitors from former residents of the Canal Zone to medical students and faculty. Exhibit parameters challenged the curators to revise the scope of their exhibit, construct or locate 3-D and colorful items, and scour multiple print and digital collections. Scheduling and funding for events associated with the exhibit required creativity and partnering with outside groups. The health science library team worked with the campus libraries' exhibits coordinator to produce concise labels and appealing, museum-quality displays.

**Results:** As more items became available in the digital collection and references were pursued, the exhibit grew to 105 items in five sections: scientific discoveries leading to the mosquito theory, sanitation, provision of healthcare, worker safety, and disparate living conditions. The exhibit was well received across campus and among partners. During the five months that the exhibit was in place, the Health Science Library participated in or hosted three related, well-attended speaker events and a movie. One health science librarian became familiar with museum exhibit techniques and tools. The librarians' research resulted in two publications.

**Conclusions:** Exhibit curation can consume a great deal of time but result in increased visibility, publications, greater connections with other groups, and acquisition and knowledge of "proper" exhibit tools and techniques. A long lead time can enable librarian-curators to identify and solve multiple important challenges. Such a project can provide librarians with in-depth, personal experience searching and using resources such as the National Library of Medicine's History of Medicine collection and the Centers for Disease Control and Prevention and National Archives websites. Existing partnerships can prove particularly useful in and important to the success of exhibit-related events.

**Poster Number:** 87

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Driving LibGuide Usage via iPads**

**Christopher R. Bishop**, Medical Librarian, Mother Theresa Hackelmeier Memorial Library, Marian University, Indianapolis, IN

**Objectives:** We wanted to increase LibGuide usage.

**Question:** Would placing a shortcut for a medical resource LibGuide on first year osteopathic medical students' (OMS-1) university issued iPads lead to an increase in medical resource LibGuide usage?

**Methods:** Method: Our first step was inserting a small bit of code into our administrative portal on LibGuides, allowing a user to create a shortcut on their iPad. The shortcut created a tile (made to look like a dedicated app and visually appealing) to appear on their iPad home screen. Next we worked with I.T. personnel to automatically push the shortcut to all osteopathic (OMS-1) university issued iPad screens. We publicized this "app" heavily during the week of orientation. Analyzing the usage statistics it seems a significant amounts of OMS-1 students quickly accepted this as a legitimate gateway to library materials. We utilized Google Analytics to track the operating system and mobile usage of the medical LibGuide. We compared the medical LibGuide usage of two consecutive OMS-1 classes over a two month period, one with a the iPad app/tile loaded and the other group not loaded.

**Results:** A combination of placing the app directly on our incoming OMS-1 students university issued iPads along with the heavy promotion resulted in an increase of LibGuide usage via the iPad. The statistics show that it went from 129 iOS logins to 948 iOS logins. Additionally, overall usage (from any type of computer) increased from 1,286 total sessions on the LibGuide to 3,387 sessions.

From January 11<sup>th</sup>-March 11<sup>th</sup> 2014 we logged 1,286 sessions consisting of operating systems (O/S) of: Windows: 972; Macintosh 178; iOS 129; Other O/S 7\

From October 1<sup>st</sup> – December 1<sup>st</sup> we logged 3,387 sessions consisting of operating systems (O/S) of Windows: 1,724; iOS 948; Macintosh 699; other O/S 16

**Conclusions:** On the surface it seems that placing a well titled, visually appealing shortcut tile for medical resources directly on OMS-1's university issued owned iPads increases both the usage of the LibGuide via the iPad as well as increasing the overall usage, possibly through promotion and awareness. Further study outside of just usage statistics would give us a better and deeper understanding of how library resources are accessed.

**Poster Number:** 89

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Drug Information Teaching within the First Year Doctor of Pharmacy Program**

**Priya Shenoy**, Pharmacy and Science Librarian, Assistant Professor of Librarianship, Cowles Library, Drake University, Urbandale, IA; **Michelle Bottenberg**, Associate Professor of Pharmacy Practice, Director of the Pharmacy Skills and Applications Course Series, College of Pharmacy Health Sciences, Drake University, Des Moines, IA

**Objectives:** Purpose: To educate Doctor of Pharmacy students on the practical skills of searching, finding and evaluating drug information, as well as including formative and summative assessment of some of these skills.

**Methods:** Participants/Setting: First year Doctor of Pharmacy students. The Pharmacy and Science Librarian collaborates with the clinical skills course coordinator over a two semester period. Methodology: Introduce basic drug information and research skills through class, lab, and online biweekly homework assignments. One class and lab is taught per semester to introduce students to AMA citation style, the Library website, ways to critically assess medical websites and apps, and different drug information resources. Then assessment on drug information skills takes place via formative assessment through biweekly homework assignment sheets that focus on one particular resource. Each resource assignment has a video, a small paragraph written on content and organization, and 5-8 questions. Next, summative assessment takes place at the end of each semester, through a final exam on the resources covered in the homework assignments.

**Results-Discussion:** The final summative drug information exam required a 70% pass rate with one opportunity to remediate and pass again. Of the students who took the exam, 6% failed with their first try (7/109) as is common for these exams. However, remediation and additional help was offered to all, but only 5/7 met with instructors for additional help. All 7/109 students passed the retakes.

- Print resources are expensive (some resources are \$300-\$400 per book) so a limited number of books made summative testing tricky and required wait times for print books with formative assessment biweekly homework assignments.
- Therefore, students preferred online over print resources as they could easily access these resources from anywhere.
- Drug information resource video views for the formative assessment biweekly homework assignments were 2/3rds the class size. Therefore, students either watched alone, in groups, or not at all.
- Of the 5/7 students that met with the instructors for additional help before the summative exam remediation, all stated that they did not study for the drug information summative exam.
- The online learning management system, Blackboard, makes grading and communication easier as well as more efficient, therefore, we will continue with Blackboard testing and grading.

**Conclusions:** We will continue with the process of online formative and summative testing in order to introduce students to different print and electronic databases for drug information teaching as the majority of students passed the final summative exam.

**Poster Number:** 91

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Embracing the Limitless Zone: Pet Safety as an Outcome of a Disaster Preparedness Award**

**David C. Duggar, AHIP**, Professor/Reference Librarian, LSU Health Shreveport, Bossier City, LA; **Paula Craig**, Head Librarian, Library, NSU College of Nursing & School of Allied Health, Shreveport, LA; **Montie' L. Dobbins**, Head, User Access Services/Circulation, Health Sciences Library, LSU Health Shreveport, Shreveport, LA; **Talicia A. Tarver**, Digital & Information Services Librarian, Medical Library, LSU Health Shreveport, Shreveport, LA; **Charles Tudor**, Systems Librarian, Health Sciences Library, LSU Health Shreveport, Shreveport, LA

**Objectives:** A Disaster Preparedness Award from the NN/LM SCR funded quarterly programming for a campaign called “Are You Prepared?” Each quarter focused on a different disaster-related topic: fires, floods, pet safety, and tornadoes. This poster looks at the pet safety programs and how they expanded beyond the award into the “limitless zone”.

**Methods:** Working with public librarians and the Pet Education Project (PEP!), health sciences librarians planned a program on pet safety and disaster preparedness held over two months at three public libraries within two library systems. The program included a PowerPoint with pertinent online resources, library books, hands-on pet items for a disaster, a therapy dog, drawings for disaster preparedness door prizes, children’s activities, information booklets and cards to take home, and an evaluation. One library system had the materials at a “Geek the Library” campaign kick-off. An annual pet parade invited librarians to participate in their activities with a promotional table and a sponsorship message on participant t-shirts.

**Results:** After the success of the initial programs, three organizations invited health sciences librarians to continue pet safety and disaster preparedness programs beyond the Disaster Preparedness Award. The two public library systems requested presentations in the summer reading program and STEM (science, technology, education, and mathematics) focused activities as well as participation at a one day summer fest. Pawsitively Healthy asked health sciences librarians to speak at the largest assisted living community in the city after their involvement in the pet parade activities. Most recently the librarians held a promotional table at the 2015 Mardi Gras Pet Parade and the public library’s summer fest in May.

**Conclusions:** The program “Pet Safety in Disasters” generated a lot of interest based on the popularity of dogs, cats, and other domestic animals as pets in urban cities and rural parishes. Due to the large number of animal organizations promoting healthy pets and pet ownership responsibility, librarians continue to be asked to present at community functions. These programs have appealed to all ages, from children to seniors due to the healthy bond between owner and pet.

**Poster Number:** 93

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Engaging Nursing Students in Library Instruction**

**Heidi M. Schroeder, AHIP**, Science Collections Coordinator & Nursing Librarian, Michigan State University Libraries, Michigan State University Libraries, East Lansing, MI

**Objectives:** In an effort to make library instruction more engaging and fun for nursing students, the nursing librarian at the Michigan State University Libraries has been increasing the number and types of active learning activities during library instruction sessions. This poster describes various hands-on instructional activities and perceived reactions from both the nursing librarian and nursing students.

**Methods:** Changes to active learning/hands-on activities were based on several factors. Gathering student feedback, primarily from LibGuide polls and minute papers, was crucial. The nursing librarian also relied heavily on ideas obtained from an instruction conference, an instruction community of practice group at her institution, readings, and previous instructional experiences. New instructional activities were then implemented over three consecutive semesters. While some of these new active learning activities replaced older ones, several older activities were kept or slightly modified. During instruction sessions, the nursing librarian attempted to motivate nursing students to actively participate in hands on activities. Finally, in an effort to evaluate these activities, the nursing librarian solicited student feedback and reflected on personal reactions.

**Results:** The nursing librarian implemented several new hands-on activities or made improvements to previously used ones. She used Padlet to gather student feedback and anonymous answers to posted questions. Other new activities included think-pair-share activities, a pre-searching/brainstorming worksheet, and a finding full-text articles contest. She continued to use LibGuide polls, print and electronic minute papers, iClickers, a show-of-hands orientation introduction activity, an APA citation exercise, and previously created worksheets as additional active learning activities. Students seemed most engaged with and receptive to hands on activities that involved technology (Padlet, iClickers, etc.), occurred in pairs or groups (think-pair-share, etc.), or that had a contest-like aspect to them (finding full-text articles contest). Especially with cohorts that were more shy/subdued, candy or library give-aways as incentives increased participation when it came to sharing answers or experiences with the entire class.

**Conclusions:** Getting ideas for new active learning activities and ways to improve old hands-on activities was very worthwhile. It not only seemed to engage nursing students more during library instruction sessions but also provided the nursing librarian with a chance to reflect and try some new and fun things. In future semesters, the nursing librarian plans to implement even more active learning activities that involve technology, groups/pairs, and that have a contest/game-like feel, as those seemed to be the most fun and engaging for students.

**Poster Number:** 95

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Expanding Collections with GetItNow**

**Gail Y. Hendler**, Director; **Jean Gudenas**, Head Collections Management; **Jeanne Sadlik**, Associate Director; Health Sciences Library, Loyola University Chicago, Maywood, IL

**Objectives:** As collections evolve from models of access over ownership that incur significant subscription costs to the institution, the library investigated whether unmediated access to the Copyright Clearance Center's GetItNow service would be an alternative method of building our all-electronic collection by providing fast access to needed content that improves customer satisfaction and provides significant cost savings for the institution.

**Methods:** A pilot was initiated in April 2013 with 103 selected journal titles. Library Administration determined the list based on three criteria: faulty recommendations, journal titles requested more than five times within the past two years via interlibrary loan, and unsubscribed titles listed as the top 20 subject specialty journals based on impact factors. The titles were added to Serials Solutions Link Resolver to facilitate direct access to content via Citation Matcher and/or PubMed Linkout. Additionally, interlibrary loan requests exceeding the "rule of five" were continuously added to GetItNow. The library worked with our Marketing and Communications department to promote the service across the campus. Advertising on the library web site provided details, directions, and a link to a customer feedback survey. Lastly, six months after initial start, the survey was directly sent to users that had utilized the service.

**Results:** To date, 183 total requests from 114 unique requestors have been filled from 71 unique titles. Thirty feedback surveys were returned documenting the ease and rapid delivery of needed content to support grant proposals, teaching, learning and patient care.

**Conclusions:** Preliminary data supports the use of GetItNow. Findings revealed that the service is a cost-effective extension for burgeoning, all-electronic collections, and for connecting patrons to needed content easily and rapidly, and improving customer satisfaction. The service has also served to aid collection development decisions by documenting requests for content from unsubscribed journals based on actual use. Further study will be required for additional time to analyze definite cost-savings for the institution.

**Poster Number:** 97

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Evidence-Based Health Information for a Federally Qualified Health Center**

**Nancy R. Glassman, AHIP**, Assistant Director for Informatics, D. Samuel Gottesman Library, Albert Einstein College of Medicine, Bronx, NY; **Barbara Salcedo**, Community Research Associate, Urban Health Plan Inc., Bronx, NY; **Eileen Enny. Leach**, Chief of Staff, Urban Health Plan, Inc., Bronx, NY; **Franco A. Barsanti**, Director of Community Based Research Programs, Urban Health Plan, Inc., Bronx, NY; **Racheline G. Habousha**, Director, D. Samuel Gottesman Library, Albert Einstein College of Medicine, Bronx, NY

**Objectives:** Finding evidence-based health information is challenging for community-based healthcare providers. Few community health centers have their own libraries. This is frustrating for those who are interested in conducting research or collaborating with researchers at larger institutions. An academic medical librarian partnered with staff at a federally-qualified health center to develop a program to address their specific information needs.

**Methods:** The librarian worked with staff to identify topics relevant to their ongoing projects, such as comparative effectiveness, guidelines, benchmarking, quality improvement, and grants and funding. The librarian compiled open-access resources on these topics and developed a website for the center's intranet. Revisions were made based on staff feedback after the site went live. An interactive tutorial was developed to demonstrate ways to use the resources. Several staff members were designated to maintain and update the site. Manuals were drafted to provide guidance for website maintenance and the selection of new health resources. The librarian shares new resources with the Center's staff. Although many found the intranet site to be helpful, several staff members emphasized the need for access to proprietary, full-text journal articles. The librarian has expanded the project to provide access to journal articles via Loansome Doc.

**Results:** Traffic on the intranet site has been robust, receiving 450 page views from 140 unique visitors in 2014. The A research grant from the NY-NJ Chapter of MLA funded a one-year pilot project to allow ten healthcare providers from the Center to request articles from a local academic health science library via Loansome Doc. Due to scheduling and geographic constraints, training was provided using PowerPoint tutorials and cookbook-style PDF handouts. Two surveys will be sent to participants at six and twelve months into the project to ascertain their satisfaction with the service. The librarian monitors requests and notifies participants if articles are freely available elsewhere or if requests exceed copyright limitations. The librarian will notify the Center's administration of the most frequently-requested journals, since it might be cost-effective for the Center to obtain its own subscriptions.

**Conclusions:** This project is still ongoing. The intranet site is still being maintained and accessed by Center staff. Although it is still too early to tell if participants will continue to use the document delivery service and if the service is cost-effective for the library, it is becoming clear that collaborations between academic health sciences libraries and community-based health organizations can be mutually beneficial.



**Poster Number:** 99

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Exceptional Collaborations: Library and Information Technology Success Stories**

**Samuel B. King**, Assistant Professor - Manager, Manchester Campus Library, Manchester Campus Library, Massachusetts College of Pharmacy and Health Sciences, Manchester, NH; **Erica Cataldi-Roberts**, Assistant Professor, Henrietta DeBenedictis Library, MCPHS University, Boston, MA; **Erin Wentz**, Assistant Professor/Electronic Resources Librarian, Henrietta DeBenedictis Library, MCPHS University, Boston, MA; **Christopher Romeo**, Help Desk Technician, Information Services, MCPHS University, Manchester, NH

**Objectives:** Determine the extent of collaboration between library and information technology departments within a broad group of health care institutions. Highlight areas of opportunity for exceptional and creative collaborative adventures. Discuss successful library/information technology collaborations at MCPHS University.

**Methods:** A survey will be sent to a broad selection of healthcare and academic libraries through the Medlib-L listserv as well as the MLA Informatics SIG, and other healthcare library lists. This electronic survey will take place between November and December, 2014. It will determine the success and extent of library/information technology collaboration as well as identify specific successful examples which can serve as inspiration for other institutions.

**Results:** A minority of libraries surveyed share partial or total space with their I.T. departments. Although I.T. support to libraries vary, most libraries receive support for some activities while a small number receive broader support. There are a variety of creative joint I.T./library collaborative initiatives underway.

**Conclusions:** 1. Of the libraries surveyed, the majority describe their relationship with their I.T. departments as good or excellent.  
2. Opportunities exist for continued and expanded I.T./Library collaboration.

**Poster Number:** 101

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Expanding Library Services and Instruction through LibGuides**

**Timothy Ream**, Emerging Technology Librarian, CDU Health Sciences Library, Charles R. Drew University of Medicine and Science, Los Angeles, CA

**Objectives:** The Charles R. Drew University Health Sciences Library has been using LibGuides since 2012 for standard purposes such as subject guide construction, but also for more innovative projects involving e-books, technology instruction and more. This study will investigate how other health science and hospital libraries throughout California and Arizona are using LibGuides, and how this has impacted the services they provide as Librarians.

**Methods:** The CDU Health Sciences Library has used LibGuides primarily to provide academic programs with access to Library materials (print and online) and supplemental resources. Over time however, the Library has also used LibGuides in more innovative ways. For example, Librarians have used the platform to create an e-book database that compiles materials from the Library's numerous vendors. Others have used LibGuides to enhance instruction sessions on technology-related topics once considered outside the scope of health sciences librarianship. This study will use a basic questionnaire through Survey Monkey to gather information regarding how medical, hospital and health sciences libraries in Southern California and Arizona are using LibGuides. Upon the gathering of survey results, the study will also discuss and analyze the current state of LibGuides use across Southern California and Arizona. This analysis will be discussed in the context of future uses of LibGuides at the CDU Health Sciences Library.

**Results:** My results are not complete yet. I am waiting on continued response to my online survey. I will update my results prior to final poster submission for the MLA 2015 Conference.

**Conclusions:** My conclusions are dependent on survey results that are still pending. I will update my conclusions prior to final poster submission for the MLA 2015 Conference.

**Poster Number:** 103

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Expanding the Limits of Outreach Education and Collaboration**

**Pegeen A. Seger**, Head of Outreach Services, University of Texas Health Science Center at San Antonio, Briscoe Library, San Antonio, TX; **Rajia C. Tobia, AHIP**, Executive Director of Libraries, UT HSC Libraries, UT Health Science Center San Antonio, San Antonio, TX; **Jonquil D. Feldman, AHIP**, Director of Briscoe Library and Outreach Services, Briscoe Library and Outreach Services, UT Health Science Center San Antonio, San Antonio, TX; **Kathleen V. Carter**, Assistant Director for the Ramirez Library, Ramirez Library, UT Health Science Center San Antonio, Harlingen, TX; **Paula Winkler**, Director, South Central AHEC, South Central AHEC, UT Health Science Center San Antonio, San Antonio, TX; **Christopher Frei**, Director, Pharmacotherapy Education and Research Center (PERC), Pharmacotherapy Education and Research Center, School of Medicine, UT Health Science Center San Antonio, San Antonio, TX; **Grace Lee**, Translational Science PhD. Student, Pharmacotherapy Education and Research Center, School of Medicine, UT Health Science Center San Antonio, San Antonio, TX

**Objectives:** Through an award received from the NN/LM SCR, librarians at the UT Health Science Center, in partnership with the South Central Area Health Education Center (AHEC), collaborated with CTSA-funded researchers to promote awareness of CA-MRSA in South Texas.

**Methods:** In order to promote awareness, plans were made to produce a video that would highlight recognition, treatment, and prevention of MRSA infections. Distribution of the video to health professionals was planned through clinics, research networks, and local school districts. To reach the general public, the video would be made available by posting it on You Tube and applying for inclusion in MedlinePlus. The video production committee (comprised of librarians, AHEC staff, and CTSA-funded researchers) met over a period of 11 months to develop a script, manage video production, and to plan for distribution. As the details were worked out, focus groups were held with community advisors to explore video evaluation and distribution options.

**Results:** After 10 months, a 12-minute video was born. At that point, the distribution and evaluation plan was put into action. Since the initial distribution, exploration has continued to promote awareness of the video and to seek feedback for evaluation. The knowledge gained will be used for project expansion.

**Conclusions:** In our current era of access to electronic health information, a video is one way to expand the limits of educational efforts and to seek to make an impact on awareness and behavior. It is however, not as simple as making a video and posting it on You Tube. The reality is that the work must continue to compete for the attention of targeted audiences and to seek to discover if an impact has been made on awareness and more importantly behavior. Expanding collaboration with campus and community gate-keepers offers the potential of limitless opportunities for discovery.

**Poster Number:** 105

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Filling Knowledge Gaps to Enhance Research: Librarian Wearing Different Hats at Different Research Stages**

**Ya-Ling Lu**, Informationist, National Institutes of Health Library, National Institutes of Health, Bethesda, MD; **Robyn A. Kalwerisky**, Postbaccalaureate Intramural Research Training Award Fellow, DIPHR/ Epidemiology Branch, NICHD, National Institutes of Health, Rockville, MD; **Neil Perkins**, staff scientist, DIPHR/ Epidemiology Branch, NICHD, National Institutes of Health, Rockville, MD; **Sunni L. Mumford**, Earl Stadtman Investigator, DIPHR/ Epidemiology Branch, NICHD, National Institutes of Health, Rockville, MD; **Lindsey A. Sjaarda**, Staff Scientist, DIPHR/ Epidemiology Branch, NICHD, National Institutes of Health, North Bethesda, MD; **Stefanie N. Hinkle**, Postdoctoral Fellow, DIPHR/ Epidemiology Branch, NICHD, National Institutes of Health, Bethesda, MD; **Enrique F. Schisterman**, Branch Chief and Senior Investigator, DIPHR/ Epidemiology Branch, NICHD, National Institutes of Health, Rockville, MD

**Objectives:** Research follows a cycle, from idea exploration, to research design, to data collection and analysis, to information dissemination, to knowledge preservation. Knowledge gaps are not uncommon in research projects given the range of skills and knowledge needed at different research stages. This study seeks to document the different roles a librarian plays when participating in a research project in a health sciences institution.

**Methods:** This case study uses a qualitative approach to investigate the interactions and collaborations between a librarian and six health sciences researchers during a research project. Launched in August 2014, the project is completed in six months. Data collection methods include observation, journal keeping, and interview. Qualitative analyses will be employed to interpret data.

**Results:** Preliminary results show that the librarian has played at least 4 different roles thus far in the team's study: idea explorer, literature searcher, research designer, and data collector. These collaborative contributions varied in level, from substantial to minor.

**Conclusions:** Librarians can make research tasks easier and more efficient at different research stage. Libraries should promote their services focusing on each of the research stages.

**Poster Number:** 107

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Flying High in a Solo World: Thriving and Surviving in a Hospital Library**

**Louise McLaughlin**, Information Specialist, Health Sciences Library, Woman's Hospital Health Sciences Library, Baton Rouge, LA

**Objectives:** Hospital librarians, often flying solo, face increasing peril of being grounded from budget reductions and "replacement" by publishers' online services. This program explores whether connecting online with other solos across the country creates an opportunity to share experiences, inspire each other, and set goals for staying alive professionally and within the hospital.

**Methods:** Solo librarians were invited to join the group personally and via Medlib-L. Monthly hour-long meetings were held using an online meeting service. A standard agenda included Good News, where members shared events; Need Help, a time for soliciting solutions to problems or questions about practices; and Let's Explore, when solos discussed specific research or tools that they felt would help them increase their visibility or value to their stakeholders. Notes emailed after the meeting kept solos who were unable to attend in the loop. This format enabled experienced and novice librarians from across the country to draw from the wisdom of others and strengthen their practices. A brief survey asked participants to evaluate ways that the meetings helped the solos survive and thrive through innovation and professional contact. Group expansion will also be explored.

**Results:** Email meeting notices grew from an original 8 Louisiana librarians to 26 librarians countrywide. Seven chats were held between June 2014 and January 2015 with 8-10 librarians participating each time, a number that allowed for good discussion. Members reported successes in acquiring better sites, getting positive feedback, and expanding services. Group problem-solving tackled topics included embedding, subscription and vendor issues, and elevator speeches. For the last part of each chat, members discussed specific toolkits and journal articles or explored topics in depth, specifically nursing outreach and engagement and user surveys. A short survey found that half of the 10 respondents used ideas from Solo Chats to increase their institutional visibility; 30% increased their value. All were enthusiastic about their participation, whether they participated in a chat or relied on the post-meeting notes.

Challenges included securing a consistent online meeting service and losing members for inconvenient times.

**Conclusions:** Meeting online energized solos, promoted camaraderie, provided inspiration, and created a base for strengthening the hospital librarian's presence in an uncertain climate. Additional outreach and publicity could potentially expand the number of participants; regional chats could bridge time-zone challenges.

**Poster Number:** 109

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Further Altmetric Analysis**

**Edith Starbuck**, Associate Information Services Librarian, Donald C. Harrison Health Sciences Library, University of Cincinnati, Cincinnati, OH; **Charles Kishman**, Associate Information Services Librarian, Donald C. Harrison Health Sciences Library, University of Cincinnati, Cincinnati, OH; **Sharon Purtee**, Senior Information Services Librarian, Health Sciences Library, University of Cincinnati, Cincinnati, OH; **Don P. Jason, III.**, Clinical Informationist, Health Sciences Library, University of Cincinnati, Cincinnati, OH; **Tiffany J. Grant**, Research Informationist, University of Cincinnati Science and Engineering Libraries, University of Cincinnati, Cincinnati, OH; **Kristen Burgess**, Assistant Director, Health Sciences Library, University of Cincinnati, Cincinnati, OH

**Objectives:** The University of Cincinnati Health Sciences Library is interested in further assessing an analysis performed in 2013-2014 of the altmetric scores for articles published in departments in the College of Medicine compared with traditional metrics. The purpose of this analysis was to determine what types of publications were receiving the highest altmetrics and in what subject areas.

**Methods:** The analysis was conducted on the highest scored altmetric articles (n=40) from the initial sample of 4,210 articles and 3,678 unique publications of 228 tenure-track faculty from 2009-2013. The Medical Subject Headings (MeSH) used for each article were identified. Additional factors analyzed included altmetric tweeter demographics, MEDLINE's core clinical journal subset and differences between altmetric scores and times cited.

**Results:** The highest scored altmetric articles (n=40) from the initial 2009-2013 sample were analyzed. The MeSH terms used most frequently included Humans (80%), Stroke (21%), Obesity (14.6%), Diabetes Mellitus (12%) and Apoptosis, Blood Glucose, Homeostasis, and Pregnancy (9.7% each). In both 2013 and 2015, 40% of the highest altmetric scored articles were focused on stroke, obesity, and diabetes. Of the 25 unique journals, 7 were within MEDLINE's core clinical journal subset. The top altmetric tweeter demographic for all 40 articles was the public.

**Conclusions:** The most common diseases based on MeSH headings were stroke, obesity, and diabetes. This indicates that publications related to common chronic diseases are likely to receive the highest altmetric scores. High altmetric scores also appear to correlate with how well a journal is known. Almost half of all publications were from the 6 journals included in Medline's core clinical journal subset. These publications averaged an altmetric score of 128 compared to 76 for journals not in Medline's core clinical journal subset. The average times cited correlated with these findings. Publications in Medline's core clinical journal subset were cited an average of 235 times while those outside this set averaged 19 times. Average scores of public tweets for core clinical journal publications were 33 compared to 19 for other journals. These findings seem to corroborate generally held assumptions regarding medical publications. Articles in commonly known journals, on diseases that affect large numbers of the general public, are discussed and cited in other works by physicians and researchers at a higher level than those outside this core subset. Altmetric scores seem to be an indicator of initial importance of a particular publication and may indicate future importance as well.

**Poster Number:** 111

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Graphically Visualizing MEDLINE Search Results with Semantic MEDLINE**

**Bethany S. McGowan**, Allied Health Sciences Librarian, Louis Stokes Health Sciences Library, Howard University Louis Stokes Health Sciences Library, Baltimore, MD

**Objectives:** Semantic MEDLINE is a powerful tool for managing and graphically visualizing PubMed search results. Semantic MEDLINE summarizes MEDLINE citations returned by a search, uses language processing to extract semantic predications from titles and abstracts, and then presents those predications in a graph with links to the processed MEDLINE texts. This means that instead of a simple list of citations, users get a more relevant and interactive graphical ‘web’ of results. These more visual results have been popular among researchers. This exploratory research analysis seeks to introduce Semantic MEDLINE, explain its underlying principles, and identify its strengths and weaknesses.

**Methods:** This study looks at the Semantic MEDLINE application, reviews available literature and data, and utilizes qualitative approaches--such as informal discussions with researchers, medical librarians, and developers--to gain familiarity with the application.

**Results and Conclusions:** Participants experienced a steep learning curve when using Semantic MEDLINE--they either needed to watch a video tutorial or meet with the author for a consultation to understand why and how to use the resource. Once using Semantic MEDLINE, participants especially enjoyed the visual element of having a colorful graph of summarized MEDLINE citation results. Another well-loved feature was the use of edges and nodes, how the relationships between popular concepts was illustrated.

Strengths identified with Semantic MEDLINE:

- it provides a visual element to MEDLINE search results by its creation of a graph of summarized Medline citations
- it helps users quickly manage search results and decide which articles are most relevant
- graph nodes and edges illustrate popular concepts and their relationships
- it includes links to MEDLINE citations in PubMed

Weaknesses identified with Semantic MEDLINE:

- it is difficult to access and though it does link *to* PubMed, there is no link *from* PubMed to Semantic MEDLINE. Users need to already know about the resource and actively search for it. Also, it requires a license to the Unified Medical Language System, which is free but requires a registration that must be maintained on an annual basis.
- it's not a widely known or used resource. It's brand new--still in its Beta form, and not many librarians or researchers are using it
- there is a steep learning curve--you need a tutorial to understand what the resource does and how it works, as it is not intuitive. For example, the Summarization tab and its uses are incredibly helpful but it's not immediately apparent how it works.
- the interface is not visually stimulating. Respondents reported issues with the color scheme being

difficult to read, specifically use of blue text on a purple background. Also reported were issues with the site's layout and architecture.



**Poster Number:** 113

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Have Researchers Expanded Their Limits? Resources Used in Systematic Reviews over Time**

**Kristen Sakmar**, Assistant Librarian/GME Librarian; **Krystal Bullers, AHIP**, Instructor Librarian / Emerging Technologies Librarian and Liaison to the College of Pharmacy; **Allison M. Howard, AHIP**, University Librarian / Catalog & Reference Librarian; **John J. Orriola**, Assistant Librarian; **Randall L. Polo**, Assistant Librarian / Reference/Instruction Librarian; Shimberg Health Sciences Library, University of South Florida, Tampa, FL

**Objectives:** The objective of this analysis was to identify and count the number of databases, grey literature sources, and hand-searches performed by the authors of systematic reviews in order to detect trends in resource usage over time.

**Methods:** The authors used the following criteria to select three distinct topics: a concise subject with low ambiguity and a retrieval that provided an adequate convenience sample. Cystic fibrosis, gestational diabetes, and obstructive sleep apnea were chosen. PubMed was searched to identify articles on these topics that included the phrase “systematic review” in the title/abstract fields and that were published in English; no date limits were applied. Each topic retrieval was exported to an EndNote library. The authors examined the articles and recorded the following data points in a spreadsheet: title, PMID number, publication year, on-topic verification, systematic review self-identification, availability of full-text, databases used, topic-specific registries, grey literature sources, and indication of hand-searching. The authors analyzed only those articles available in full-text in the library’s collection.

**Results:** The investigators found a total of 162 systematic reviews (SRs) that met the criteria. Between 1997 and 2007, the average number of SRs per year was three; from 2008 to 2013, that average jumped to 22 per year. Moreover, from 2008 to 2013, the number of SRs increased 372%. For purposes of analysis, SRs prior to 2008 were combined into a single cohort of 33. Of these, 52% used grey literature and 88% performed hand-searches. An average of 3.42 literature databases were searched in this cohort. For SRs from 2008 to 2013, the average number of literature databases searched per SR ranged from 3.64 (2008) to 6.25 (2010) with an overall average of 4.9. In this second cohort of SRs, 28% mentioned grey literature and 64% hand-searching. In both cohorts, grey literature searches and hand-searches were not described in a precise or consistent manner, making accurate resource counts impractical.

**Conclusions:** There was a marked increase in the number of SRs published on the sampled topics beginning in 2008 and a corresponding increase in the number and variety of databases consulted. The data also indicates an inverse relationship between the number of literature databases searched and the prevalence of grey literature searches and hand-searches. This suggests that the proliferation and ease of use of literature databases has reduced the perceived need for labor-intensive search methods.

**Poster Number:** 115

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Health Literacy and Mississippi Veterans**

**Julia Stephens**, Chief, Library Section, VAMC Jackson Medical Library, VAMC Jackson Medical Library, Jackson, MS

**Objectives:** Mississippi has the largest population of poor, rural adults in the USA—one in four persons. Today about 6.1 million Veterans —28 % of all Veterans—live in rural areas. Almost 15% of the homeless population lives in rural areas and a portion of those are Veterans. The Veterans Affairs Medical Center (VAMC) in Jackson, MS treats about 46,000 Veterans annually. Many of these Veterans need to improve their English language literacy skills and computer knowledge to understand their medical treatment. Testing for health literacy by the Veterans Benefits Administration (VBA) would enable providers to assess Veterans' literacy skills.

**Methods:** The VAMC Jackson Library welcomes Veterans from all areas (rural and urban) of the state of Mississippi. We have a book loaning program with over 200 recently published fiction and non-fiction titles for patients to borrow. We also have large print books, fiction about Mississippi, non-fiction, and biography books. Our community library partnership enables Veterans to take six hours of Computers for New Users classes at Welty Public Library in Jackson, MS. We have Veterans' computers for medical information and job applications, employee literacy tutors in the library, and a School at Work program that utilizes employee development books.

**Results:** Low health literacy costs the healthcare system \$58 billion a year and impacts one in three people in the U.S-A.—90 million people have difficulty reading! Studies show 33% of patients cannot read basic health information. Veterans Health Education committees (VHE) allow librarians the opportunity to improve reading materials for Veterans.

**Conclusions:** VA Librarians are part of the health team and use MyHealthVet, Medline, and SeniorHealth.gov for patient information. They manage book collections for Veteran patients and online libraries for clinical medical staff. They provide information in plain language with pictures and graphics for low literacy Veteran patients.

**Poster Number:** 117

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Here Comes Yellow Jack: Yellow Fever in Nineteenth Century Mississippi**

**Elena S. Azadbakht**, Reference Librarian for Health Sciences and Assistant Professor, University of Southern Mississippi Libraries, University of Southern Mississippi, Hattiesburg, MS

**Objectives:** To provide a detailed overview of the literature documenting the incidence of yellow fever in mid to late 19th century Mississippi – including the disease’s social and economic impact on the state – for researchers. This poster will also examine how these materials informed the national conversation surrounding yellow fever at that time.

**Methods:** During the latter half of the 19th century, yellow fever epidemics – particularly one that occurred in 1878 – devastated several communities in Mississippi. This project will highlight library resources that support historical research on Mississippi’s yellow fever epidemics. Using library collections within the state as well as contemporary sources of information such as PubMed and MEDLINE, the author will collect and evaluate a mix of both primary sources and secondary literature on the topic. Special attention will be paid to resources that illustrate the impact Mississippi’s yellow fever epidemics may have had at the national level.

**Results:** The literature documenting the incidence of yellow fever in 19th century Mississippi is small but intriguing. Most of the material available pertains to the epidemic of 1878, which was one of the most fatal and economically devastating. However, firsthand information about other outbreaks - including one during the Civil War - also exist. Although many of the challenges faced by victims of Mississippi's yellow fever epidemics reflect those experienced by yellow fever sufferers throughout the country, local social and economic issues made for an unique experience.

**Conclusions:** Examining the history of an infectious disease's impact on a single city or region can highlight certain aspects of the disease and its long-term effects. Studying Mississippi's most virulent yellow fever epidemics, in particular, provides a closer look at how these outbreaks shaped the state's public health policies and programs.

**Poster Number:** 119

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **How Are Blog Posts about Health Information Shared by Readers?**

**Monica Rogers**, Health Information Literacy Coordinator, National Network of Libraries of Medicine, MidContinental Region, Health Sciences Library, Creighton University Health Sciences Library, Omaha, NE

**Objectives:** The BHIC blog <http://nnlm.gov/bhic/> installed the AddThis widget so readers can share posts through email and 290+ other channels.

This project examines 12 months of AddThis widget use, correlated to the number of link clicks in the shared blog post, to determine if blog posts are being shared and if there is an impact on the number of link clicks.

**Methods:** Use bitly.com to track link clicks on blog posts. Track AddThis widget use in Wordpress.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 123

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Impact of a Knowledge Broker Training Program on Librarian Role in Public Health**

**Rebecca L. Strange, AHIP**, Librarian Specialist, Peel Public Health, Peel Public Health , Mississauga, ON, Canada

**Objectives:** How does knowledge broker training enhance the role of librarian within the public health setting?

**Methods:** This poster will describe the impact of a knowledge broker training program (KBTP) on the role of librarian within a public health unit serving 700 staff. The KBTP is currently at the nine month mark and will continue for approximately six more months. The broad scope of this program has allowed the librarian to expand their role as embedded librarian, facilitator and mentor, while simultaneously developing a skillset which includes strategy development, research use definition, evidence informed decision making, collaboration and knowledge translation. The focus of this program has been development of knowledge broker attributes and expertise through a personalized learning contract. This has, in turn, enhanced service improvement within the organization and the professional practice of librarianship within the public health context.

**Results-Poster will identify elements of the training program, as well as facilitators and barriers.**

**ELEMENTS OF THE KNOWLEDGE BROKER TRAINING PROGRAM-** Examined the KB literature to assist with role definition and self-assessment

- Identified attributes and skills from the literature
- Developed personalized learning contract-KB activities were clearly designed to support learning objectives

**Conclusions-Poster will outline outcomes from the KB training program, including benefits to the organization and skill enhancement areas for the librarian.**

### **OUTCOMES**

#### **BENEFITS TO THE ORGANIZATION**

- Increased skill in KB's with transfer to KB clients CART-Critical Appraisal Response Team- Divisional teams receive assistance with critical appraisal and quality assessment of research related to program, policy or practice decisions.
- Research Use Needs Framework-definition of types of organizational questions, search and documentation processes
- Refined literature search protocols –e.g. conceptual models, theory, different databases
- Improved decision making for Peel Public Health
- Supports staff to use evidence in their everyday practice in public health

**SKILL ENHANCEMENT AREAS FOR THE KNOWLEDGE BROKER/LIBRARIAN-** Development  
of cross departmental networks

- Consultation skills
- Subject matter expertise in a variety of areas
- Capacity to link clients across the organization
- Mentoring skills in evidence informed decision making
- Facilitation skills for a number of venues

**Poster Number:** 125

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Impactful Visualizations of Bibliographic Metadata in Cardiovascular Disease Epidemiology**

**Karen E. Gutzman**, Impact and Evaluation Librarian; **Kristi L. Holmes**, Director, Galter Health Sciences Library and Associate Professor, Preventive Medicine, Health and Biomedical Informatics Division; Northwestern University Feinberg School of Medicine, Chicago, IL

**Objectives:** Bibliographic data can be mined and visualized using a variety of techniques to gain a better understanding research impact. Deeper investigation allows for a better understanding of effective research dissemination, mentorship relationships, professional development and more. Visualizations created for an eminent researcher will be presented, along with the successes and limitations of this work.

**Methods:** This study was requested by an awards committee to investigate the work of an eminent researcher and clinician in cardiovascular disease epidemiology. The committee wanted to highlight the scholar's career achievements, significant contributions to the scholarly literature, and to demonstrate the scholar's collaboration with and mentoring of others in this field. Metadata was harvested from open and commercial data aggregators including Scopus, PubMed, Web of Science, various online sources, and the scholar's CV. A wide range of tools and resources, such as Tableau, Excel, the Sci2 tool, and Adobe Illustrator, were used to visualize the data. Visualizations were chosen based on their ease of understanding, relevance to the committee's request, and overall visually appealing nature. The visualizations were presented in PowerPoint to the committee at the end of the project.

**Results:** Librarians played a key role in the collection of good data from the literature databases by providing expert searching skills and knowledge of the data and file types available for export. Additionally, they explored visualization tools based on features, cost, and ease of use. They noted which visualizations were possible given the data available and the features of the tool. Each visualization was accompanied by a short narrative stating the type of visualization, the data source, and the types of conclusions or impacts that could be drawn. Several visualizations were chosen to be displayed during an awards ceremony.

**Conclusions:** The ability to understand the impact of research and clinical activities in the academic environment is difficult. Today's medical libraries provide resources and expertise to their campuses that can be leveraged to accomplish data analysis and visualizations. The role of the librarian in accomplishing and supporting this work is essential, especially given the critical importance of data integrity, and the role that librarians already play as valued team members on significant enterprise-level information projects. Librarians offer a combination of expertise, perspective and resources to support and advise their assessment and visualization of research impact across the peer-reviewed literature and beyond.

**Poster Number:** 127

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Improving the Medical Library's Value through the Analysis of User's Demands**

**Cheng Wang**, Director; **Xiaochun Qiu**, deputy director; **Peiwen Deng**, Librarian; Medical Library, Shanghai Jiao Tong University, School of Medicine, Shanghai, China, Peoples Rep

**Objectives:** By the analysis of the needs of different group of the readers at our medical library to discover actual demands and to evaluate the measures used in recent years that suppose to add new values for responding to the challenge of the new era characterized by the digital technology.

**Methods:** Through the analysis of the actual uses of our library resources, the main users of our medical library can be roughly divided into three categories, undergraduate students, teachers and researchers (including graduate students), and administration personnel. For undergraduate students, we focus on the promoting of the better using experience for the students to make the library the place for idea exchange, the space of multi-orientation activities and the opportunity of library management participation, in addition to the room of book reading. For teachers and researchers, the main consideration is to enhance the role of the virtual library and emphasize our effort beyond traditional document retrieval, which may be done well by scientists themselves. And for the administration needs, we may provide report service for bibliometrics data analysis. Numbers of the participations for all categories will be investigated.

**Results:** Students are the main group nowadays who come to the library (>90%). To provide better services, we launched “the library on mobile” for them to retrieve bibliography or renew the book, and we’ll add “WeChat” platform for better library-user connecting according to student’s suggestion. We held variety of lecture series, each of which was felt valuable by  $70.71 \pm 7.63\%$  students attended. We also have them set up students library management committee (SLMC) to participate in the library management, including the selecting of new books they like (twice a year), collecting opinions from other students and arranging the student’s daily shifts. To satisfy teachers and researchers needs, many efforts have been made by our librarians, which included providing user training, setting up the academic service team as the first step towards the embedded services, re-designing the homepage to ease remote retrieval and establishing the medical library alliance to build a larger service platform for our affiliated hospitals. For the administration requirements, we participated the quantitative evaluation of the disciplines of the medical school and provided a bibliometrics analysis report every year.

**Conclusions:** Carefully analysis the users’ demands following the changing environment can help librarians to find new fields and new service mode and therefore to add value to the medical library.



**Poster Number:** 129

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Innovating Health Kiosks**

**Erica Lake**, Associate Librarian, Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City

**Objectives:** Patients, their families, and the general community need access to quality resources in order to make informed choices about their health. Two common barriers to gathering health information are economic (patients do not have access to a computer), educational (patients do not understand the information). One strategy to overcome both obstacles is to establish health information stations at community clinics.

**Methods:** Although health care organizations have used information kiosks for decades, a review of the literature indicates this is the first use of a live video connection to a professional librarian. The health information station consists of a carrel equipped with a computer and a Skype phone. Following simple instructions, users pick up the phone to activate a video connection to the staff at the Health Library. While having a live “face-to-face” conversation with the user, the Health Library staff can remote the clinic computer to share websites, reading materials, videos, images, and tutorials. Studies show health seekers go online for information immediately before or after a primary care or specialty visit. Placing stations in clinic lobbies capitalizes on this moment, and enables all visitors to receive tailored information individualized to their learning-style preferences, literacy levels, and language requirements.

**Results:** As a result of the station service, a smart phrase was added to the EHR which automatically populates the Health Library contact information into a patient's After Visit Summary. In addition, a research project is being developed that will exam the impact the information provided through the station has on newly diagnosed hypertension patients. Clinical outcomes, patient activation, patient satisfaction, and provider satisfaction will be measured.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 131

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Integrating Custom Patient Education Materials into the EPIC Electronic Health Record (EHR)**

**Linda Matula Schwartz**, Director, Knowledge Management, Lehigh Valley Health Network, Library Services, Allentown, PA; **JoAnne Stewart**, Clinical Services System Specialist, Nursing Informatics, Lehigh Valley Health Network, Allentown, PA

**Objectives:** To ensure access to internally created patient education materials in addition to third party content while transitioning to an EPIC EHR, several challenges were addressed and separate approaches developed to address both general access to all custom documents and targeted access to specific materials for reimbursement priorities and for core measures or practice guidelines.

**Methods:** In this 1,120-bed hospital network, a project team, including an EPIC certified nurse, librarian, information service (IS) analysts and EPIC consultants, reviewed EPIC documents but found little information to assist in integrating custom content. Input from other EPIC institutions was solicited but no standard method emerged. A rapid experiment was performed to assess the potential of Open InfoButton Manager. Identified challenges included: inability to link directly to pdf documents, software updates that overwrote links, ensuring ongoing maintenance, accommodating Teach Back documentation, and eliminating duplicate content between vendor and EPIC sources. Experimentation and trial-and-error were essential in devising a network-wide approach to incorporate custom-created patient education.

**Results:** To circumvent linking issues, a searchable database of custom materials was developed using inexpensive library software with modified fields. A standard approach was established to connect patient education between ambulatory and inpatient areas. A process was devised using the EPIC Education Material build box to link specific materials to teaching topics. Testing, documentation and a maintenance plan for EPIC ambulatory and inpatient rollouts in 2015 are underway. Additional content integration is planned to access to print and media education via the EPIC patient portal. After both rollouts, staff will re-investigate using Open InfoButton Manager in the 2016 Optimization Phase.

**Conclusions:** Our investigations showed that integration of custom patient education materials is challenging in the EPIC environment but the documented process described should generalize to other institutions intending to integrate custom materials. Personnel with existing knowledge and experience in data organization and metadata tagging are uniquely suited to ensure critical linking between content sources and the EHR for core measures, third-party clinical practice guidelines and conditions requiring education documentation for reimbursement. As their roles evolve, librarians and patient education staff working with both IS and EPIC consultants can facilitate integration of customized materials and knowledge resources into the EHR.

**Poster Number:** 133

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Is It Cost-Effective to Purchase Print Books that Have Electronic Access?**

**Jie Li, AHIP**, Assistant Director for Collection Management; **Trey Lemley, AHIP**, Information Services Librarian; University of South Alabama, Mobile, AL

**Objectives:** The aim of this study is to analyze and compare print and electronic book usage during the time period from 2010 to 2014 for identical titles in the collection of the University of South Alabama Biomedical Library, in order to determine format preference as well as the necessity of purchasing identical books in both electronic and print formats.

**Methods:** The library purchases the same title of some heavily-used books, both in print and electronic format. The purpose of purchasing print books that are also available in electronic format is to meet the preferences of some users who want books in print format. In this study, the usage of 60 books both in print and electronic formats are compared. Circulation statistics are generated from the library's integrated library system for the print books, both for in-library use and for those checked out of the library. Electronic usage statistics of the same titles are generated using COUNTER reports. Titles in both formats are then compared to determine format preference and also to determine whether it is cost-effective to purchase books in both print and electronic format.

**Results:** In the five-year period from 2010 to 2014, the electronic versions of the 60 books were used 370,695 times altogether, with a highest single book use of 90,186. During the same time period, the identical titles in print format were used 93 times altogether, with a highest single book use of 20 times, while numerous print books were not used at all.

**Conclusion:** As new technologies and information delivery systems have changed, the way in which individuals search for and retrieve information to support research, teaching, and learning has also changed. This study shows health science faculty and students prefer books in electronic format, and as a result, it is not cost-effective and necessary to purchase print books that are also available in electronic format. However, for a few core clinical titles, a print copy may be needed in case disaster strikes, when power and internet might not be available.

**Poster Number:** 135

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Leveraging Libraries to Facilitate Connections between Novice and Expert Type 2 Diabetes Patients**

**Beth St. Jean**, Assistant Professor, College of Information Studies, University of Maryland–College Park; **Katherine M. Chan**, Graduate Student, National Library of Medicine, University of Maryland–Rockville

**Objectives:** \* To ascertain the effects of social support and observational learning on diabetics' disease outlooks, attempts to manage the disease, desire to help others manage the disease, and their advice for the recently diagnosed. \* To describe how libraries can help build connections between individuals recently diagnosed and expert patients, and act as an authoritative resource for health information.

**Methods:** We conducted a longitudinal mixed-method study to investigate the information needs, seeking, and use of people with type 2 diabetes. We held a series of semi-structured interviews with 34 participants who had either been recently diagnosed with type 2 diabetes or had experienced a diabetes-related complication. Participants were recruited through an ad on a university website that promoted health research studies to the public, flyers posted at hospitals and clinics, and distribution of flyers at in-person diabetes-related support group meetings. Almost 60% of participants were female and the mean age was 53.4 (SD = 10.6). Fifty percent held a college degree and one-third were currently employed.

**Results:** Several key themes emerged from our analysis: \* Participants view diabetes as a serious, but manageable, disease; \* Participants want to help others with their disease management by sharing their own knowledge and personal experience; \* Participants emphasized the importance of receiving social support in the form of both information and empathy, particularly from someone with the same health condition as them; \* Participants experienced tensions around disease outcome expectations and social relationships (i.e. family members who told them what they could/could not eat and were unwilling to change their own diets).

**Conclusions:** Our findings have important implications for professionals working with individuals with diabetes. First, practitioners should encourage patients to meet with other people who have type 2 diabetes, particularly those who have been successfully managing their disease for some time. Second, receiving a diagnosis can motivate individuals to start managing their health. Third, libraries have the potential to act as community anchors by serving as a platform for newly diagnosed individuals to connect with individuals who have built expert knowledge and librarians could provide authoritative health information.

**Poster Number:** 137

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Librarians Accept No Limits: Integrating iPads into Curricula**

**Erin N. Wimmer, AHIP**, Teaching and Learning Librarian; **Nancy Lombardo, AHIP**, Assoc Director for IT; **Jeanne M. LeBer, AHIP**, Associate Director for Education and Research; Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City

**Objectives:** • Describe librarians' role in training and support for first and second year medical students issued mandatory iPads

• Outline methods for integrating iPad use into School of Medicine curricula and support from librarians

• Share ideas for strategic planning and expanding use of iPads by School of Medicine

• Define challenges and opportunities to expand integration of iPad use and support

**Methods:** This University's School of Medicine issued iPads to first and second year students for the purpose of testing and attendance tracking. Librarians worked with faculty to expand student use of the devices to include productivity tools, accessing electronic resources, discovering and using apps. During the first year orientation, librarians provided an overview of mobile resources and services using a research guide developed for that purpose. Librarians built a course for second year students in the LMS outlining iPad uses and relevant apps. Students accessed the LMS modules from their devices to improve their iPad skills. Librarians provided technology support during the students' lunch hour. Students sought assistance configuring their devices and accessing apps, including a suite of medical apps purchased to support this new initiative. Librarians collaborated with faculty to identify opportunities for further integration of iPads into the curricula.

**Results:** Librarians are seen as technology experts, and their input is sought on a variety of iPad issues. Several Librarians have been asked to sit on an iPad utilization and assessment committee, which will evaluate how the devices have been used, identify additional opportunities and develop a strategic plan for iPad use in the School of Medicine. A survey will be sent to students and faculty to gauge their impressions of the utility of the iPads in the curriculum and how to incorporate them in more extensive and meaningful ways.

**Conclusions:** As early adopters, Librarians offer valuable expertise in a variety of uses for technology in teaching and learning. Librarians should identify opportunities to work with faculty and students to improve the use of technology in the curriculum. Librarians can draw on knowledge of mobile friendly, high quality resources to enhance access to information and facilitate discussions and progress on strategic planning. This provides opportunities to work closely with School of Medicine faculty and show our value.

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## **Librarians as Coauthors**

**Blair Anton, AHIP**, Associate Director-Clinical Informationist Services; **Jaime Friel. Blanck, AHIP**, Clinical Informationist; **Lori Rosman, AHIP**, Public Health Informationist; **Claire Twose**, Associate Director, Public Health/Basic Sciences Informationist Services; **Sue Woodson**, Associate Director, Collections; Johns Hopkins University, School of Medicine, Baltimore, MD

**Objectives:** Publication in peer-reviewed literature is a key indicator of merit in academic environments. Librarians contribute their expertise and skills to the research effort of our users and demonstrate value through co-authorship in reporting that research. We explored changes in co-publication frequency, subject domains and types of articles that would suggest increasing recognition of the librarian's positive impact on research.

**Methods:** We performed a scoping review of published literature of librarian-researcher co-authorship to detect trends in scholarly publication collaboration. Using a medical/health sciences library affiliation filter, we conducted searches in 3 electronic databases (SCOPUS, EMBASE and Web of Science) to identify librarians in the role of co-author. We chose the databases for their comprehensiveness in subject disciplines and indexing sensitivity in the affiliation field. Citations were imported into reference software and duplicates were removed. The authors performed a preliminary screening of 10,761 unique citations, based on inclusion criteria of authorship that indicated a partnership between a researcher and a librarian. A final analysis will include full text and data abstraction of included publications for trends including subject discipline, publication year, source, country, times cited, and other bibliographic information.

**Results:** Our original search, conducted February 29, 2014, yielded 17,486 citations from the following databases: Embase (4,726), SCOPUS (6,685) and Web of Science (6,075). We performed an update on January 16, 2015: Embase (319), SCOPUS (343) and Web of Science (552), yielding an additional 1,214 citations. After the removal of 7,939 duplicates from the two searches (7,427 and 512 respectively), the authors screened 10,761 total unique citations, first round: 10,059 and update: 702 citations. Of the 10,761 citations screened, 2,472 were included, indicating authorship by at least one librarian and a researcher or research group. The authors determined six (6) exclusion categories: NLM/NCBI/NIH (3,795), Single Authored (2,106), Only Librarians/Library Staff Authored (1,472), No Library Affiliation (890), Letters/Comments/Conference Abstracts (23), and Non-English (3). The NLM exclusion, also a limitation of our study, was established because of the challenge of differentiating degreed librarians from subject specialists at the NLM. We also note that 3 of the top 5 journals where collaborative work is most frequently published are in non-library based disciplines. A text-mining for the words "systematic" and "meta-analysis" in titles totaled 590 instances.

**Conclusions:** The authors conclude that articles with librarians as co-authors are being published more frequently, especially in the last 10 years. Compared to 5 years ago, the publications have increased approximately 130%.

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## **Library and Research & Development Committee Collaboration to Support Open Access Publication**

**Theresa S. Arndt**, Associate Director for Library Resources and Administration, Waidner-Spahr Library, Dickinson College, Carlisle, PA

**Objectives:** The library wanted a formal means to encourage and support open access publication by faculty. A related goal was to promote deposit of faculty publications in the institutional repository managed by the library. The Research & Development Committee (R&D) was independently being approached with an increasing number of requests to fund author charges for open access publication.

**Methods:** A partnership was formed to jointly review proposals for OA publication funding. Building on the existing institutional structure, a librarian joined the R&D committee. Using established procedures already familiar to faculty, R&D receives and considers proposals for OA funding. The library provides funds for approved OA author charges, up to a capped amount for the pilot year. Funding decisions are being made case-by-case during the pilot, to support the goal of increasing awareness and participation in OA publication. Faculty receiving funding are required to submit the publication for inclusion in the institutional repository managed by the library. Upon completion of the pilot, resulting publications and costs will be assessed, and criteria will be established for a sustainable, long-term OA support program.

**Results:** Fewer requests for OA funding were received than anticipated, so the budget was not exceeded. There was only one request for publication in a fully OA journal (PLoS). Other requests were for author charges for OA articles within commercially published journals, one of which the library also paid for through subscription. Advertisement of the pilot led to increased awareness of OA and the institutional repository. The program will continue with more formal criteria designed to encourage publication in fully OA journals. Increased communication on non-OA issues has been a side benefit of having a librarian on the R&D Committee.

**Conclusions:** Lacking a formal OA policy or mandate, only a few faculty select a publishing venue with OA in mind. Rather OA seems to be considered only post-acceptance, when that option is offered by the publisher for a fee. The partnership with the R&D Committee has afforded a useful means to facilitate OA conversations with faculty, but refinement of the funding policy and additional pro-active educational outreach will be needed to encourage more publication in OA journals.

**Poster Number:** 145

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Library Support for Medical Students' Required Research**

**Michele Malloy**, Research Services Coordinator, Dahlgren Memorial Library, Georgetown University Medical Center, Washington, DC

**Objectives:** Our medical school implemented an independent research project as a graduation requirement for all students, and librarians were included from the start as resources and members of the advisory committee. While the library initially provided increasing support on request, the librarians became more involved and conducted this study to research programs and methods used at other medical schools.

**Methods:** In order to investigate the provision of targeted research support for required medical student research, we first identified applicable AAMC programs with a research requirement for graduation. Next, a survey was designed and sent to the library directors at each identified medical school, to be completed by the library representative most involved in the project. Questions included the type of support offered (tutorials, classes, consultations, resource guides), role of librarians within the project organization team, statistics regarding librarian time allocation and number of students served, and impact of librarian involvement on the library's perceived value within the community.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014



**Poster Number:** 147

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Library Update: Attracting Researchers Using Old-Fashioned Print Postcards**

**Inhye K. Son, AHIP**, Electronic Services & Research Librarian, University of Virginia, Claude Moore Health Sciences Library, Charlottesville, VA; **Andrea H. Denton**, Research & Data Services Manager, Claude Moore Health Sciences Library, University of Virginia Health System, Charlottesville, VA; **Michael Wilson**, Information Services Specialist, Claude Moore Health Sciences Library, University of Virginia–Charlottesville; **Jeremy T. Bartczak**, Metadata Librarian, Claude Moore Health Sciences Library, University of Virginia Health System, Charlottesville, VA

**Objectives:** In order to accommodate researchers with busy schedules, the Research and Data Services department in an academic medical library developed a customizable program that may be presented in 5 minutes to an hour according to their information needs and the time availability.

**Methods:** “Library Update” was an in-person session on new Library and data services. The session was designed to take place at a planned departmental or lab meeting. Traditional marketing - printed flyers - was used in advertising this program rather than sending email to individuals or group lists. The flyers were sent via campus mail to individual researchers in all seven basic science departments in the School of Medicine. They were succinct, advertised “time for a library update” and listed suggested topics such as altmetrics, PubMed, and R training. A return postcard was enclosed with the researchers’ address already filled in, along with a checklist of available topics. The “Other” section on the list allowed them to suggest additional topics. The Research Librarian then contacted the researcher to set up a date and time for the session.

**Results:** The flyers were sent out to 200 researchers in the seven basic science departments. The return rate was 4% or 8 postcards. Eight lab meetings were attended by 4 librarians for a total of 83 contact hours. Attendees included 26 faculty members, 49 students including postdocs, and 8 staff. In several cases the lab visits led to additional requests for assistance or training. The next step is to design an assessment to further explore what services our researchers need. Planning for another round of Library Update is currently underway.

**Conclusions:** The librarians will continue to look for ways to connect with researchers and update them on “what is new” in the Library. By finding out more about our clients' information seeking behavior, we can better fulfill our mission of supporting clientele with the desired information, and also helping them in furthering their research.

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**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Limitless Evidence-Based Filtering: Trip Database Goes 'Round the World**

**Lynne M. Fox, AHIP**, Consulting and Training Librarian, Health Sciences Library, Quertle, LLC, Henderson, NV; **Jon Brassey**, Director, Trip Database Ltd, Bristol, United Kingdom

**Objectives:** Trip Database is a free search engine that's designed to allow clinicians to quickly find the best available evidence to support their clinical practice. Trip has a global user base and has been searched over 100 million times since starting in 1997. Trip's founders solicited input from users to determine the value and future direction of Trip.

**Methods:** A 14 question survey was sent to 100,000+ registered Trip users using SurveyMonkey. The maximum number of responses was 999 due to the limitations of the SurveyMonkey account. Questions were multiple choice and comment format. Questions asked about occupation, type, length, and frequency of use, and value of contents and features. Four questions focused on possible future services, features, and revenue models. Results and comments were compiled, and results were analyzed. One item asked about Trip's organizing color scheme in the results display, a concern if a user is color-blind. One item asked for contact information for follow-up. A short follow-up survey was sent to those who completed the survey to gauge response to expanding Trip contents to include PubMed Central documents.

**Results:** 999 users responded to the survey, which collected information on demographics, use in practice, awareness of/use of current features, and reaction to proposed improvements to Trip. Nearly 36% of respondents were physicians in primary or secondary care, 13% were librarians. Roughly 77% of respondents used Trip more than a few times each month. They valued the breadth and depth of contents and appreciated the global/developing world resources. Users like the filtering algorithm, monthly alert service, PICO search form, and ordering of results based on quality. Users want more quality content, an "answer engine" service, and an expanded PICO search form.

**Conclusions:** It took 48 hours to generate 999 usable survey results, demonstrating that Trip has an engaged user community. Hundreds of comments were also categorized to look for common themes. Users were positive about Trip's broad coverage of systematic reviews and guidelines, and the worldwide focus of contents. Some features were unknown to users indicating that Trip needs to market and train users about less well known features. Users expressed a desire for more content and more full-text. Trip plans to explore adding PMC documents to the search engine contents and to promote useful features to users.

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## **The Value of the Interlibrary Loan and How a Pilot Project Changed an Access Services Department**

**Sarah Hughes**, Access Services Librarian; **Marta A. Ambroziak**, Head of Access Services; **Marie T. Ascher**, Director; New York Medical College, Valhalla, NY

**Objective:** To gain an understanding of user information needs by providing free ILLs within a 24-72 hour turnaround time. The library will assess the feasibility of removing the \$3 ILL fee by evaluating the budgetary impact. Faculty and student satisfaction will also be considered. Reducing or eliminating obstacles of time and cost should result in increased use with greater user satisfaction.

**Methods:** The library will offer free ILL services over a four month period. The number of borrowing and document delivery requests, journal titles requested and topic areas will be gathered through ILLiad web reports. The timeliness of material receipt will be captured through turnaround time reports on ILLiad. The budgetary impact to the library of providing free ILLs will be measured looking at cost versus revenue. User satisfaction will be assessed through surveys sent to patrons who took advantage of the project. The impact on future collection development decisions will also be addressed by a Collection Development committee.

**Results:** The results of providing free interlibrary loans had expected and unexpected outcomes. When looking at the same time period for the last two years, there was a significant increase in ILL borrowing requests as expected. The large expense to the library to provide free ILL service to our patrons was also anticipated. Finally as expected, our survey results had 100% positive user satisfaction. An unexpected result was the discovery of ILLiad workflow issues that were causing incorrect turnaround time and other data capture. This initiated a complete staff retraining on proper workflow and a restructuring of the department.

**Conclusions:** Providing free ILLs and document delivery was measured and assessed in terms of both monetary and non-monetary values. Regarding monetary value, the library will need to explore new ways of providing ILLs for low cost or free to meet the budgetary needs of the library. More data is needed to assess if the \$3 fee impacts the library budget. The non-monetary value can be evaluated in terms of positive user satisfaction and other important measures such as better research, grant proposals and teaching. This will be even more important once the library faces impending journal cuts. An increased and expanded ILL service for research and teaching purposes will positively impact user needs but also show the value of having a properly trained support staff in providing ILL services from opening to closing.

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## **Local Health Department Access to Academic Libraries: A Pilot Study**

**Jeffrey Coghill, AHIP**, Eastern AHEC and Outreach Services Librarian, East Carolina University, Laupus Library, East Carolina University, Greenville, NC

**Objectives:** The purpose of this project was to do a 1 year free trial access to the NC AHEC Digital Library to determine if usage justifies the cost implementation to NC Public Health Departments.

**Methods:** The opportunity to participate in the AHEC Digital Library (ADL) trial was announced in Nov. 2013 by the NC Public Health Practice-Based Network (PH-PBRN) via the statewide director's list serve. Although originally announced as an opportunity for the first 18 Local Health Departments (LHDs) that responded, all health departments who expressed interested were given the opportunity to register. Twenty-two of the 85 LHDs in North Carolina (26%) expressed interest in participating. Registration instructions were sent in February 2014. A total of 19 LHDs actually registered for the services.

**Results:** During the study period, the ADL was used by only a few individuals and/or agencies. Reasons for this may include: staff at participating LHDs received training on the system later in the trial period so they may have lacked the skills necessary for use; the need for access to academic libraries by LHD staff may be diminishing due to the increasing availability of evidence-based sources such as the internet; and LHD staff may find that they do not have enough time to invest in lengthy literature searches and reviews.

**Conclusions:** Conclusions: 1) LHDs in close proximity to a university can access library resources. 2) A limited number LHD staff in each county may request adjunct status from univ. in their regions to access libraries. 3) LHDs may purchase individual membership to the AHEC Digital Library (ADL) at \$190 per user per year. 4) LHDs may consider forming a buying consortium to negotiate directly with vendors. 5) These resources can supplement the ADL or alternate resource. 6) LHDs, through their regional AHECs, could petition Central AHEC (Chapel Hill, NC) for access to ADL program.

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## **Making Space, Building Collaboration: Serendipity in the Stacks**

**Melanie J. Norton, AHIP**, Head of Access and Delivery Services; **Melissa Funaro**, Evening Weekend Supervisor and Reference Librarian; Cushing/Whitney Medical Library, Yale University, New Haven, CT

**Objectives:** As library collections move online it is prudent to review the physical collections and prioritize items to determine what to do with them. Space devoted to shelving low or no-use print materials might be better used to create space that is more relevant to today's constituents.

**Methods:** Which books will remain on-site, which will be stored off-site and which books will be withdrawn from the collection? The poster will share the workflow processes used by the library to determine what stayed on the shelves, what went to our off-site storage facility, what was deemed of historical importance, and what was withdrawn permanently from the collections.

**Results:** Staff and students uncovered several treasures that were sitting on the shelves waiting to be discovered including books donated by Harvey Cushing and other original founders of the library. These items will be moved into the locked stacks and become part of the library's special collections. Teamwork and collaboration between departments developed while working on this project. This task was completed quickly and successfully because of the cooperation and positive energy shared by Collection Development, Access & Delivery Services, and the Historical Library staff and students.

**Conclusions:** While we have not yet determined what will happen with the newly created space, this overwhelming project provided the Library with the opportunity to assess its collection one book at a time. We were able to weed, sort, repair, catalog, and sometimes simply pause to enjoy the books. We are also ready to move forward if the opportunity presents itself in a collaborative effort with the School of Medicine.

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## **Managing Bioinformatics Tools: Who, What, When, Where, How, and Why**

**Carrie L. Iwema, AHIP**, Information Specialist in Molecular Biology; **Ansuman Chattopadhyay**, Head of Molecular Biology Information Service; Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA

**Objectives:** As a molecular biology information service for a health sciences library system at a large biomedical institution, one of our primary roles is to provide access to specialized bioinformatics resources. We license eighteen commercially-available tools that assist researchers with data analysis, discovery, and communication. Here we will describe our methods for managing this robust roster of resources.

**Methods:** Our poster will present details in the following categories-- WHO: Registrant emails are maintained to provide software support, user metrics, and resource updates. WHAT: Tracking the number of registrants demonstrates resource relevance and monitoring server activity confirms usage. WHEN: Automated emails upon registration offer immediate access instructions to users. WHERE: A comprehensive LibGuide supplies resource information such as specific tool details, FAQs, relevant URLs, tutorials, registration instructions, and any access limitations. HOW: This workflow is managed via a team, with one librarian serving as the primary contact for access issues and software troubleshooting. Tool selection is based on domain expertise and researcher suggestions. WHY: Bioinformatics tools licensed by the library result in greater access to specialized bioinformatics tools for more researchers as well as substantial savings for the university when compared to costs of licenses for individual labs.

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## **Meeting the Challenges of Practicing Evidence-Based Librarianship through a Library Journal Club: An Analysis**

**Nakia Woodward, AHIP**, Senior Clinical Reference Librarian; **Rick L. Wallace, AHIP**, Assistant Director; Quillen College of Medicine Library, East Tennessee State University, Johnson City, TN

**Objectives:** The library has developed a monthly librarian journal club to foster professional development and critical thinking. The purpose of this study is to quantitatively analyze the subject domains of the articles (reference; education; collections; management; information access/retrieval; marketing/promotion); journals most frequently read; and what methodologies were most frequently used in the articles and to qualitatively analyze the value of the journal club to the growth of librarians involved and the value to the library through the evidence discovered.

**Methods:** Librarians meet monthly at a restaurant for journal club. Each attendee reports on an article of their choice from the library literature. Each participant is given ten minutes to report. A discussion follows. After journal club, each attendee writes a report on their article in a structured abstract format (practice question, article title, citation, study type, answer). These summaries are critically appraised topics (CATs) and are saved in a CAT bank called CATTales. Over 100 CATs have been entered into the CATTales database.

**Results:** The result of CATTALES is the creation of a searchable evidence based librarianship database. Examples of the journal club's impact are the development of bookmarks for basic science researchers, the undertaking of a content analysis on the future of librarianship, and the revamping of a reference statistics program. Young librarians have developed skills in reading the literature, translating research into practice, and learning new research concepts.

**Conclusions:** Many ideas have sprung from these monthly meetings. Librarians have gained validation for practices already in place and started new initiatives in education, promotion and research on ideas based on journal club discussions. This project has promoted interest in reading the journal literature and encouraged librarians to keep current. A tool like a medical librarian journal club is a practical way to practice evidence based librarianship.

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## **Metamorphosis: A Process of Transformation: Librarians Develop Wings and Fly to New Heights**

**Lori Fitterling**, Digital Services/Reference Librarian; **Marilyn J. De Geus**, Director of the Library; D'Angelo Library, Kansas City University of Medicine & Biosciences, Kansas City, MO

**Objectives:** Guided by a new administration, our objective was to demonstrate how the implementation of three initiatives achieved the goal of establishing new pathways for library services. Librarians collaborated to create course syllabi for clerkship students; decreased holdings of printed materials for a transition to a library with more study space; and developed a Medical Informatics course taught by a librarian.

**Methods:** In 2013, the library partnered with the Clinical Education Department and clinical faculty to create nine new course syllabi for MSIII/MSIV clinical programs. Statistics from E-book syllabi links, the chat service, and clerkship LibGuides were collected to record usage and measure effectiveness. In June 2014, librarians significantly decreased holdings of print materials on the second floor by critically evaluating titles for retention/withdrawal in a transition to a more virtual collection. Additional study space was created to accommodate increased student enrollment. Librarians observed a measurable increase in the use of the new space. A new full credit course was adopted into the MSI curriculum (fall 2014), with a librarian as course instructor and a focus on medical informatics, information literacy, and student grand rounds case presentations. Students took pre and post surveys, and exam scores were recorded to measure effectiveness.

**Results:** Through observation, surveys, usage statistics, and exam scores we have been able to measure the effectiveness of these new pathways of service. We recorded sharp increases in E-book usage and virtual services. There was positive feedback with the newly created space in the library because of its increased quiet study areas, collaborative study space, and inspiring atmosphere. And we now have a permanent place in the MSI curriculum and are monitoring outcomes to make sure that students are developing search skills, becoming information literate, and are gaining experience in presenting cases in a grand rounds format before their clerkship years.

**Conclusions:** These three programs, when implemented, have allowed librarians to grow new skills, develop working relationships with other departments, and work beyond the walls of the library using virtual services. Going forward we will continue to review syllabi, provide chat services, update clerkship LibGuides, and pursue launching instruction video modules in the summer of 2015. Student comments concerning the furniture placed in the new study space will be addressed within the year with purchase of modular units. After working through scheduling problems and fine tuning procedures for case presentations, the acceptance of the Medical Informatics course by students/faculty has been positive.



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## **Moving Beyond the Collection's Boundaries: Analyzing the Results of an Unmediated Document Delivery Service**

**Emily K. Chan**, Academic Liaison Librarian; **Christina Mune**, Digital Initiatives Librarian; **YiPing Wang**, Sr. Assistant Librarian; **Susan L. Kendall**, Collection Development Coordinator, Government Publications Librarian; San Jose State University, San Jose, CA

**Objectives:** This presentation offers insight about the challenges and value of patron-driven, unmediated document delivery through the analysis of over 1,900 fulfilled requests during 2012-2013 academic year. Unmediated document delivery offers alternatives to bundled journal packages and mediated interlibrary loan. This service enables libraries to meet users' needs that extend beyond the confines of existing journal collections.

**Methods:** To meet "just in time" user needs that extend beyond the existing library's journals collections, libraries have begun to implement patron-driven, unmediated document delivery services, like Copyright Clearance Center's Get it Now. Analyzing invoice and usage data derived from over 1,900 fulfilled Get it Now requests at San José State University in San José, CA during 2012-2013 academic year, this poster will assess the value of patron-driven, unmediated document delivery services in providing non-library materials. Average duration for article request fulfillment; the ability of this service to address gaps in the collection stemming from cancellations, publisher withdrawals from aggregators, embargoes and missing back files; and duplication of existing physical materials will be investigated. Get it Now requests were analyzed to identify top journal candidates for possible subscription; subscription was financially compared to pay-per-view, on-demand document delivery services.

**Results:** Over 1,900 Get it Now requests were fulfilled during the 2012-2013 academic year. On average, the turnaround time for article fulfillment was 1 hour and 25 minutes. For the highly requested journals, it was generally more cost effective for the library to pay for individual articles as opposed to an institutional subscription.

**Conclusions:** With the continual addition of publishers and journal titles to the Get it Now service, libraries can enable SFX or Serials Solutions citation link resolver targets and objects to address collection gaps stemming from cancellations, publisher withdrawals from database aggregators, embargoes, and missing back files. Based on the 1,900 article requests fulfilled during the 2012-2013 academic year, Get it Now offers another viable and potentially cost-saving alternative for electronic document delivery.

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## **Multifaceted Informationist Support for an Auditory Development Research Team: Preliminary Findings**

**Barrie E. Hayes**, Bioinformatics and Translational Science Librarian, Health Sciences Library, Chapel Hill, NC; **Kathleen A. McGraw**, Assistant Department Head, User Services, University of North Carolina - Chapel Hill, Chapel Hill, NC; **Barbara R. Renner**, Library Services Evaluation Specialist, Health Sciences Library, University of North Carolina - Chapel Hill, Chapel Hill, NC; **Francesca Allegri, AHIP**, Head of User Services, Health Sciences Library, University of North Carolina - Chapel Hill, Chapel Hill, NC

**Objectives:** A three-member informationist team from a university health sciences library is partnering with a principal investigator and her research team (RO1, National Institute on Deafness and Other Communication Disorders) on a supplemental grant award from the National Library of Medicine. The goal is to explore and to assess the value and impact of providing in-context information services to researchers.

**Methods:** For 24 months starting in March 2014, each informationist is providing specific services in distinct need areas identified by the principal investigator. These include a) leading and managing a systematic review of the auditory development and related literature, b) assessing current data and bibliographic management processes and recommending best practices and new tools, and c) upgrading and expanding the presentation and dissemination of research results to families, practitioners, and researchers. Progress, success and impact of the informationists' work will be assessed through formative evaluations integrated at regular checkpoints into each of the three service areas. Interviews, observations and meeting notes from years one and two will be collected and analyzed.

**Results:** The librarian and researchers met several times to articulate questions to pursue in a systematic review, identify background papers, and develop a search strategy. Librarians conducted interviews with graduate students and lab personnel to gather baseline information on their workflows and procedures related to handling data and research citations. Investigations of other campus storage and backup options and relevant data management best practices have been initiated. Project dissemination needs and prior challenges have been discussed, and librarians have made an initial assessment of the current laboratory website for project dissemination needs.

Early observed ripple effects of the informationist team's work with the research team include 1) future plans for an informationist to integrate teaching about systematic reviews into the Masters and Doctoral student curricula in the researcher's department, 2) investigators thinking about and discussing with informationist team and with each other how to better organize and share their data/citations/files, and 3) new integration of librarian instruction about selection and use of bibliographic citation management software into classes for Masters and Doctoral students in the researcher's department.

**Conclusions:** The informationist team has made substantial progress in learning more about the distinct need areas identified by the principal investigator and in activities to address them. Preliminary observations indicate that the informationists' work with the research team has catalyzed thinking around file organization and research skill additions to the curriculum.

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## **Navigating a Path toward a Career in Medical Librarianship**

**Becky Baltich Nelson**, MLS Student, University of Maryland-College Park, University of Maryland, College Park, Baltimore, MD

**Objectives:** Medical librarianship requires a unique knowledge base and skill set; however, many traditional library science programs do not offer the training necessary to prepare students for this particular field. What types of supplementary learning experiences are available to students in such programs that will allow them to build a foundation for a career in medical librarianship?

**Methods:** I am currently completing an independent study course that I designed as an introduction to medical librarianship. To develop the syllabus, I surveyed five current medical librarians regarding requisite areas of knowledge for entry-level librarians in the field. The suggestions included: PubMed search skills, MeSH terminology, the evidence-based medicine process, research data management, health informatics, and electronic health records. With these areas in mind, I set out to identify and make use of free, online resources from reputable sources that would provide me with an introduction to these areas. My final project for the course will be a pathfinder that includes the resources I have identified and/or utilized throughout the course. My overarching goal is to create a pathfinder that other library science students can use to supplement their own coursework to prepare to enter the field of medical librarianship.

**Results:** My search for resources for my independent study has uncovered many opportunities for learning experiences outside of a library science program that can aid in the development of medical librarianship knowledge and skill-building. My pathfinder, which will be made available online, will serve as an information resource that can guide students to tutorials, videos, and webinars that offer introductory information on the topics mentioned above.

**Conclusions:** Of the almost 60 ALA-accredited programs, only a few offer a medical librarianship specialization. As a result, it is probable that there are students who are interested in medical librarianship, but are hesitant to pursue it because they are unsure of what the profession entails or how to supplement their education to better prepare themselves for it. Having a single resource that directs students to relevant learning opportunities will be helpful in providing guidance and sparking interest in the field. This poster will represent the culmination of my independent study and will cover the information included in my pathfinder.

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## **No Limits, No Boundaries, Our Library Takes the Lead**

**Deborah Bonelli**, Director, Medical Library, St. Barnabas Hospital, Bronx, NY

**Objectives:** Changes in Medicare reimbursement motivated hospital administration to initiate the "Drive to Patient-Centered Excellence". First step was to survey employee satisfaction. Results revealed employees felt alienated and unappreciated. Creating a positive workplace was crucial to the Drive's success. Not waiting, library staff took the lead by creating a tea program to help address this issue.

**Methods:** Employees identified as "outstanding performers" were invited to teas hosted by the library staff and presided over by the hospital's president. To create added excitement the volunteer department, with great fanfare, hand delivered invitations to employees. Eight to twelve employees were invited to each tea. Using fine china, colorful table linens, flowers, tea sandwiches, and beautiful desserts, library staff transformed the periodicals department into an English tea room. This relaxed atmosphere encouraged friendly conversation, giving the president and invited guests the opportunity to learn about each other's interests, hobbies and family life. The warm jovial exchange between the president and employees established the teas as an important first step in the hospital's quest to create a positive workplace.

**Results:** "I was so pleased and honored beyond words at this new event! I think the hospital is on the right path." This comment submitted on a post-tea survey sent to guests reflected the overwhelmingly positive response to the program. A visiting librarian, observing the excitement at a tea she attended, exclaimed, "You've turned your president into a rock star!" Initially the library planned the program to last only one year; however, the teas were so enthusiastically received, the program continued and is now in its third year.

**Conclusions:** By setting no limits, by freeing ourselves to look beyond our traditional mission, we were able to recognize a unique opportunity to make an important contribution to the hospital's Drive to Patient-Centered Excellence. We saw a problem, devised a plan, and took off running; setting the pace for other departments to follow. In our administration's own words, the library is, "The department of ideas and action."

**Poster Number:** 171

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **One Academic Librarian to Answer Them All: Centralized, Virtual Reference Services**

**Nita Mailander**, Director of Library Services, Fleming Library, Grand Canyon University, Phoenix, AZ

**Objectives:** In 2010, the staffing model for the Library moved away from hiring subject specialists, including the Nursing & Health Sciences Librarian, and began hiring Reference Librarians who hold responsibilities for answering inquiries across all subject areas, both virtual and face-to-face. Rather than differentiating the incoming Ask-A-Librarian questions by subject, we have empowered our academic reference librarians to answer them all.

**Methods:** Currently the Reference Team, consisting of 11 Reference Librarians and 4 paraprofessional Supervisors, answer in-person and virtual questions during the 109 hours the library is open per week. In 2014, the Reference Team answered over 69,000 Ask-A-Librarian inquiries. Professional development is extremely important in this model in order to support confident, expert librarians and provide multidisciplinary on-demand research assistance. Library management has provided funding and time support for the Reference Librarians to regularly participate in virtual and in-person professional development and continuing education opportunities.

**Results:** The Library has been able to maintain a turnaround time less than 24 hours, while managing a 365% increase in reference transactions from the initial comparison year of 2010. Also, with the implementation of system tools, such as an automated phone queue, users experience superior customer service with an immediate connection to a Reference Librarian empowered to answer any of their research needs, including both directional and individualized on-demand research assistance.

**Conclusions:** Centralized Ask-A-Librarian Services, staffed by Reference Librarians ready and willing to answer all questions, is a key service in meeting user needs for virtual and face-to-face, on-demand individualized research assistance.

**Poster Number:** 173

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Open Wide: An Inside Look Into Oral Health Books for Children by an Interprofessional Review Team**

**Mary Ann Williams**, Research, Education & Outreach Librarian, Health Sciences & Human Services Library, University of Maryland, Health Sciences & Human Services Library, University of Maryland, Baltimore, Baltimore, MD; **Katy Battani**, Health Education Coordinator, Health Education, Maryland Dental Action Coalition, Geln Burnie, MD; **Paula G. Raimondo, AHIP**, Head of Research Education and Outreach Services, Health Sciences and Human Services Library, University of Maryland, Baltimore, Baltimore, MD

**Objectives:** Dental caries is the most common chronic children's disease in the United States. To encourage healthy oral care habits, increase oral health literacy of children and caregivers, and to develop reading skills, a list of recommended children's oral health books was developed by an inter-professional team of reviewers for dental professionals, pediatricians, nurses, librarians, and early childhood teachers.

**Methods:** Currently available oral health books for children under the age of seven were identified and then reviewed using an evaluation tool developed by the authors. The Interprofessional review team consisted of a pediatric dentist, dental hygienists, dental hygiene & dental students, a pediatric nurse practitioner, a school nurse, an early childhood educator, health education specialists, a medical librarian and a public librarian. Several review sessions were held in various locations. Once all books were evaluated by five or more reviewers, the evaluations were entered into a database and analyzed.

**Results:** Recommended books were placed in one of the following categories: Oral Health Care, About Teeth, Going to the Dentist, What Dental Health Professionals Do. Comments and a key provide additional insight into the book's content & use. The lists are posted on the website of the Health Sciences & Human Services Library, University of Maryland, Baltimore. Plans are to share this unique resource with health professional & educational organizations, publishers of specialty children's books, and the members of the Maryland Dental Action Coalition & its counterparts throughout the U.S.

**Conclusions:** A future goal is to partner with publishers of literacy programs to allow a select number of titles for purchase at a low cost so that all children in our state will have an oral health book in their personal library. It is hoped that providing health professionals, educators and librarians with a list of recommended children's oral health books will improve the oral health literacy of both children and their caregivers, and provide guidance when making purchasing decisions.

**Poster Number:** 175

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Outreach to Clinicians, Researchers, and Students on Sex and Gender Differences and Women's Health Research**

**Hannah F. Norton**, Reference & Liaison Librarian; **Mary E. Edwards, AHIP**, Distance and Liaison Librarian; **Nancy Schaefer, AHIP**, Reference and Education Librarian; **Michele R. Tennant, AHIP**, Assistant Director and Bioinformatics Librarian; Health Science Center Library, Biomedical and Health Information Services, University of Florida–Gainesville

**Objectives:** Over two years, the librarian team reached out to clinicians, researchers, and students across campus to encourage future research in sex differences in the basic sciences, enhance the visibility of existing research at our institution, facilitate collaboration among researchers, and raise awareness of the issues surrounding sex and gender differences in health among current and future health professionals.

**Methods:** With funding from the National Library of Medicine and NIH Office of Research on Women's Health, the librarian team embarked on a multi-part outreach project in sex and gender differences in health. To facilitate collaboration, the library hosted "Collaborating with Strangers" sessions, encouraging participants to share information about research interests and assets. A subject-specific open access publishing fund and enhanced researcher VIVO records raised visibility of existing institutional research in sex and gender differences. Librarian instruction on the importance of sex and gender differences research reached students in the basic sciences and clinical fields, from high school level to undergraduate to graduate to residents and fellows. Project funding allowed for material purchases, enhancing the library's collection in this area. Team members shared the project at national and regional scientific conferences addressing obesity, genetics, and neuroscience. A local workshop on sex and gender differences in health brought together national expertise through an invited keynoted speaker, and local expertise and interest, through campus-speakers and poster presentations.

**Results:** Faculty interactions, discussion of future collaborations, and student feedback indicate that the project has stimulated thinking on sex and gender issues and promoted awareness of librarians as facilitators and partners. Some of the most significant accomplishments in the second year of the project were: expanding our training to include high school students; disseminating information through poster presentations at national and regional scientific conferences; identifying and contacting researchers at our institution who have published in sex and gender differences or women's health in the last 5 years; and funding open access publishing fees for thirteen topically-relevant articles by authors at our institution.

**Conclusions:** Leveraging librarians' existing connections across campus and librarians' respected role as experts in health information, the library developed a comprehensive outreach program to facilitate the growth of basic and clinical research in the area of sex and gender differences and women's health. Elements of this outreach effort may be useful to other libraries interested in sex and gender differences research or outreach on other topics.

**Poster Number:** 177

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Partnering with Purpose: Developing a Novel Tutorial on Research Data Management with the Quantitative Methods Core**

**Rebecca Reznik-Zellen**, Head of Research and Scholarly Communication Services; **Martha Meacham**, Library Fellow; **Sally Gore**, Embedded Research Librarian and Informationist; **Dane Netherton**, Biostatistician; **Elizabeth Orvek**, Biostatistician; University of Massachusetts Medical School, Worcester, MA

**Objectives:** This poster describes the collaborative development of a novel tutorial on preparing Analysis-Ready Data Sets for use in the medical school environment.

**Methods:** In 2014 the Library conducted a survey among School of Medicine, Graduate School of Biomedical Sciences, and Graduate School of Nursing students, finding that 68% of respondents would prefer web-based instruction on research data management over face-to-face instruction (37%) or a hybrid method of instruction (50%). In response, the Library sought to develop web-based educational materials that would highlight general principles of data management while being both practical and locally relevant. The Library partnered with the Quantitative Methods Core (QMC), a service division of the Quantitative Health Sciences Department, to develop these materials. The Library/QMC team iteratively developed tutorial content and formatting over several months, focusing on common issues that are encountered by the QMC in preparing data sets for analysis. The team built the tutorial using Articulate, and posted it to the Library's website for testing and dissemination.

**Results:** The Library/QMC team jointly developed a web-based tutorial that focuses on the preparation of Analysis-Ready Data Sets. The collaboration leveraged the skills of both groups to develop and deliver a practical and locally relevant educational resource for the UMMS community. The tutorial is a proof-of-concept; evaluating the tool for usability and effectiveness are next steps for the team.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014



**Poster Number:** 179

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **PDA: Pediatric-Driven Acquisition**

**Rebecca H. Kindon, AHIP**, Associate Librarian, Health Sciences Library, Information Resources, Upstate Medical University, Syracuse, NY; **Mary Lavery**, Pediatric Administration, Family Resource Center, Upstate Golisano Children's Hospital, Syracuse, NY

**Objectives:** Improve the breadth and usage of the consumer health collection available at the Golisano Children's Hospital, Family Resource Center. Create a blended collection through inclusion of non-traditional genres. Partner with Pediatric Administration to identify and grow content areas relevant to our patient populations and the research activities at Upstate.

**Methods:** The Health Sciences Library modified its current collection development policy to reflect the unique needs of its Family Resource Center. Librarians reviewed length of time to read materials in conjunction with our average length of stay and selected materials appropriately. All cataloging for the collection is done under the NLM classification, partnering children and young adult books with traditional consumer health books and reference works. Librarians identified graphic novels, chapter books, picture books and other popular works presenting fictional characters undergoing hospitalization, chronic illness, treatment procedures, and health related topics for inclusion in the collection. Traditional purchasing sources were expanded to include self-published works from Foundations and individuals championing health issues.

**Results:** Blending the consumer health collection to include new genres, formats, titles, and topics directly influenced use of the collection. Since instituting the new items, circulation statistics have increase by 189%. Recommendations from clinical staff, patients, and families for new titles is now a regular part of the collection development workflow.

**Conclusions:** Partnership between the Health Sciences Library and Pediatric Administration was a large component of this process. Having HIPAA clearance, the ability to round with patient care teams, and visit patients opened the door to collecting more age, topic, and language appropriate materials. Cataloging picture, young adult, and fiction books together with traditional consumer health books under the NLM classification was a challenge. However it presented us with the opportunity to build a unique and dynamic collection for parents and children.

**Poster Number:** 181

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Pioneering a Research Impact Service**

**Andrea G. Shipper**, Research, Education and Outreach Librarian, Health Sciences and Human Services Library, University of Maryland–Baltimore; **Gail Betz**, Research, Education and Outreach Librarian, Health Sciences and Human Services Library, University of Maryland–Baltimore; **Kimberly F. Yang**, Research, Education and Outreach Librarian, Health Sciences and Human Services Library, University of Maryland, Baltimore, Baltimore, MD

**Objectives:** This poster describes the process of developing a formal research impact service at an academic health sciences library. The Research Impact Service aims to support faculty and researchers in measuring, maximizing, and leveraging their research impact.

**Methods:** A task force was formed in January 2014 to develop a formal Research Impact Service. The task force outlined goals and objectives for the service, created guidelines for processing, assigning, and completing requests, and generated an initial consultation checklist. The task force also developed a web-based service request form and a LibGuide describing the service and the basics of impact analysis. Finally, task force members trained both reference staff and services librarians on the use of Web of Science and Scopus for evaluating impact. After completing these steps, the service was launched on March 31, 2014.

**Results:** As of February 2015, librarians have begun several large-scale research impact projects. Librarians are working with the School of Medicine's Appointment, Promotion, and Tenure committee to provide research impact reports for faculty applying for promotion and tenure. The School of Social Work has requested training workshops for faculty applying for promotion and tenure. Librarians are providing analysis of publications that resulted from seed grants promoting multi-campus collaboration. Librarians have received requests from faculty in most schools on campus. Additional results will be presented in the poster.

**Conclusions:** The Library will continue to promote the service, both as a resource for creating impact reports and as an educational service for researchers wanting to learn more about impact and publication strategies. Promotion will be aimed at specific populations, such as postdoctoral fellows and early career faculty as well as groups on campus, such as departments and centers. The task force will train librarians further on the use of altmetrics and educate our users on alternative methods of measuring their impact. The Library is also investigating the use of other tools, such as ORCID, for advancing our researchers' impact.

**Poster Number:** 185

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **PressForward Technologies and Methods for Aggregation, Curation, and Dissemination**

**Stephanie Westcott**, Research Assistant Professor, Roy Rosenzweig Center for History and New Media, George Mason University, Fairfax, VA; **Lisa Rhody**, Associate Director of Research, Roy Rosenzweig Center for History and New Media, George Mason University, Fairfax, VA; **Joan Fragaszy Troyano**, ACLS Public Fellow, Our American Journey Initiative, Smithsonian Institution, Fairfax, VA; **Kim Nguyen**, Web Designer, Roy Rosenzweig Center for History and New Media, George Mason University, Fairfax, VA

**Objectives:** How can a librarian help audiences keep up with exploding quantities of literature available in repositories and online journals?

In order to confront the dilemma produced by an overabundance of material available on the open web, the PressForward Project undertook research to develop the best technologies and methods for the aggregation, curation, and dissemination of literature on the open web.

**Methods:** We iteratively developed a WordPress plugin that used RSS feeds to aggregate content that could then be reviewed, discussed, and shared, all from the WordPress backend. Free and open-source, this plugin was then used to develop a prototype publication, Digital Humanities Now. As we recruited volunteer editors and expanded our audience, we made changes to the way the plugin functioned. We also experimented with workflow, testing the process through which content was considered and published to the website. We are now applying the results to four new health and science-based publications.

Illustrating multiple workflows, layouts, and interfaces, this poster presents the scalable, replicable, and adaptable results of this research and the potential of our plugin and workflow for libraries and scholarly communities. Through this poster and the conversations it inspires, we hope to encourage viewers to consider how our model might improve the scholarly communication and collaboration of their own communities of interest on the open web.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 187

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Promoting Health Literacy at the Public Library**

**Paula Maez**, Librarian/Doctoral Student/La SCALA Scholar, Pima County Public Library, University of Arizona–Tucson; **Susannah Connor**, Librarian, Dusenberry-River Library, Pima County Public Library, Tucson, AZ; **Kara Mills**, Librarian Substitute, Joel Valdez Main Library, Pima County Public Library, Tucson, AZ; **Amber Mathewson**, Deputy Director, Pima County Public Library, Pima County Public Library, Tucson, AZ; **Yamila M. El-Khayat**, Outreach Services Librarian, Arizona Health Sciences Library, University of Arizona–Tucson; **Annabelle V. Nunez**, Associate Librarian, Liaison to College of Public Health, Arizona Health Sciences Library, University of Arizona–Tucson

**Objectives:** To build a capacity for women’s health literacy awareness including self-health, family health, health care decision making/being the family health care giver, and resources for healthy living. The main objective is to support the library’s health literacy initiative and Health Information Literacy team in developing a toolkit that includes sustainable programming, partnerships, and resources for library community engagement.

**Methods:** In late 2012, the Public Library was invited to be a part of the Community Health Assessment Taskforce and was given the lead to help address the need for health education and literacy for county residents. The library developed a Health Information Literacy Team to take on the task to begin to build a capacity for health education and literacy awareness for county residents. A health literacy assessment was performed to determine what specific health literacy needs should be focused on.

**Results:** From the assessment, the health literacy toolkit was developed and provided resources and activities to carry out the goal of building health literacy awareness to women and their families across the county. Resources and activities included workshops on different topics, speaker presentations, development of ready-made programs, storytime kits, health information handouts and products.

**Conclusions:** A sustainable health literacy program was developed that allowed for implementation across the library system and within the community. Programs have been and continue to be well received by library staff and community members.

**Poster Number:** 189

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Providing Monthly Health and Wellness Presentations in a Patient Library: Program Development and Brief Assessment**

**Dana Ladd, AHIP**, Community Health Education Center Librarian, VCU Libraries Community Health Education Center, Community Health Education Center, Richmond, VA

**Objectives:** To describe the development, implementation, and brief assessment of a lunch time health and wellness series of presentations on a variety of consumer health related topics. The presentations were held in the Community Health Education Center, a patient library located inside a large academic medical center and were open to patients, their families, community members, and academic and health care employees.

**Methods:** We collaborated with marketing to identify topics and potential speakers. Topics included: stress, diabetes, healthy eating, care giving, depression, cancer, and others. Presentations were advertised via mass mail and flyers were posted in the library and relevant hospital waiting areas. Health displays were created for each topic and attendees were provided with a packet of health information. Presentations were conducted over the lunch hour and lunches were provided to facilitate employee and patient attendance. Participant attendance at each program was recorded. Attendees were asked to complete a short paper-based survey at the end of the presentation.

**Results:** There were 39 health and wellness presentations from 2010 to 2014 in the library with a total of 974 attendees. The majority of the attendees were either health care employees (42%) or academic employees (39%); followed by other (8%), students (6%), and patients (5%). The majority of attendees were made aware of our programs through university and hospital mass e-mail (49.9%). Attendees rated the programs highly. On a scale of 1 (very bad) to 5 (very good), 69.6% rated the programs very good; 24.9% rated them good; 4.7% rated them average; 0.17% rated them bad; and 0.67% rated the programs very bad. Attendees responded that they were likely or very likely to attend another library program (99.5%) while only 0.5% responded that they were unlikely to attend another library health and wellness program.

**Conclusions:** The programs were very well attended by academic and hospital employees who reported finding out about the programs through mass e-mail. The programs were rated highly by attendees and the majority of attendees responded they are likely to attend another program. Other methods of publicity need to be explored to reach more hospital patients/family members and community members, but overall the health and wellness programs have been successful.

**Poster Number:** 191

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Raising Limits: Using Benchmark Data to Improve Salaries**

**Jessi Van Der Volgen, AHIP**, Trainer/Curriculum and Content Specialist; **Jean P. Shipman, AHIP, FMLA**, Director, and Director for Information Transfer, Center for Medical Innovation; University of Utah–Salt Lake City

**Objectives:** To use medical librarian salary data to bring an academic health sciences library's faculty librarians' salaries to parity with comparable institutions.

**Methods:** Using the 2012 AAHSL Annual Statistics, mean, median, and beginning salaries from selected peer institutions, PAC-12 institutions with medical schools, and partner institutions were compared with the subject library's reported salaries. A composite salary based on position, region, experience, medical school type, and status (permanent vs temporary), was calculated for each faculty librarian. The difference between the composite and actual salaries was computed. After feedback from the Human Resources Department, composites were revised and updated with 2013 data. Data were presented to the Budget office as part of the library's annual budget request and used to support a request for increases in faculty librarian salaries.

**Results:** The Director asked for and received salary and benefit increases for four faculty members at various levels to try to reach the AAHSL composite salaries where justifiable. This resulted in an average salary increase of 10.6% (Range 3.2 – 17.6%)

**Conclusions:** Several factors contributed to success in obtaining faculty raises. Current, granular data from AAHSL presented in a succinct way was essential in making what the Associate Vice President for Finance and CFO commented was a “compelling and reasonable case” for raises. The composite data from AAHSL allowed for factors that were less meaningful to administration (e.g., experience) to be removed and provided a counter to the frequent argument that salaries from one state should not be compared to other states. Comparing salary data to peer institutions, institutions in the same region, and Pac-12 institutions was more significant and persuasive than comparisons to nationwide averages. Sharing data with key decision-makers prior to the budget hearing allowed for quick assessment of the case for raises. Although salary data indicated that other faculty positions warranted raises, as staff salary increases were also requested simultaneously, the most egregious faculty salaries were immediately addressed with the intent of requesting additional faculty increases the following year. This data-driven method could be used by other institutions to bring librarian salaries to parity with comparable institutions.

**Poster Number:** 193

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Redefining the Role of the Library: Connecting Users to New Technologies for Education, Research, and Patient Care**

**Shalu Gillum, AHIP**, Public Services Librarian, Harriet F. Ginsburg Health Sciences Library, University of Central Florida College of Medicine, Orlando, FL; **Michael Garner, AHIP**, Medical Informatics Librarian, Harriet F. Ginsburg Health Sciences Library, University of Central Florida College of Medicine, Orlando, FL; **Deedra Walton, AHIP**, Electronic Resources Librarian, Harriet F. Ginsburg Health Sciences Library, University of Central Florida College of Medicine, Orlando, FL; **Pamela Herring, AHIP**, Electronic Resources Librarian, Harriet F. Ginsburg Health Sciences Library, UCF College of Medicine, Orlando, FL; **Kerry McKee, AHIP**, Instructional Medical Librarian, Harriet F. Ginsburg Health Sciences Library, University of Central Florida College of Medicine, Kissimmee, FL; **Nadine Dexter, AHIP**, Director Harriet F. Ginsburg Health Sciences Library, Harriet F. Ginsburg Health Sciences Library, University of Central Florida, Orlando, FL

**Objectives:** To redefine the traditional role of a health sciences library as solely a content provider, by giving faculty and students the opportunity to use new technologies for medical education and patient care.

**Methods:** The library strives to expose students to the devices they will encounter when they graduate from medical school and begin practicing medicine, and faculty to the technology their patients may be using. To achieve this, the library has created a new Library Technology Lab (LTL) to connect users with different technologies, including tablets, wearables, laptops, and various accessories. The library team continually evaluates new devices and monitors trends, which guides the selection of technology to be included. Examples include Google Glass, iPads, Apple TV, Microsoft Surface Pro, Nexus tablet, and various fitness trackers. Users are encouraged to explore the devices under the guidance of the library team, who are all knowledgeable in the technologies available. Devices are available for circulation. Users are surveyed regarding the LTL, including whether their experiences helped them with their education, research, or patient care.

**Results:** Initial survey results show that users of the Library Technology Lab want to see more wearable devices and health monitoring and fitness trackers available in the lab. Users also would like the LTL to showcase reading and productivity apps on the devices available, rather than apps for education and patient care.

**Conclusions:** To date the Library Technology Lab has been used predominantly by College of Medicine staff, who may be more interested in technology for productivity and personal use, rather than for research, education, and patient care. The library will make a stronger effort to market LTL services to faculty and students and will continue to survey those users on their use of the lab. Overall, the LTL has helped users make decisions about their selection of technology.

**Poster Number:** 195

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Research Data Management Services and Opportunities at the University of Cincinnati**

**Tiffany J. Grant**, Research Informationist, University of Cincinnati Science and Engineering Libraries, University of Cincinnati, Cincinnati, OH;

**Objectives:** Our goal is to assess the data management services that are instituted at other colleges and universities in an effort to answer how well our intuition and its associated libraries are at keeping pace. Additionally, we will align common data management needs with present and future services that our libraries will offer our own researchers.

**Methods:** Many academic research libraries are recognizing the need to become more embedded within the research culture of their university and to provide a much more well-rounded service to their community of users. Thus, across the board, universities are assessing the data management needs of their researchers in an attempt to determine how best to serve them. We performed literature scans of these assessments to determine the research environment at other academic research institutions, and this information was used as a means to help determine the necessary steps we must take to develop a full suite of programs to support all levels of researchers, across all disciplines.

**Results:** Given that our university covers a wide range of educational levels and research disciplines, we determined that we must be able to provide a dynamic suite of services to our researchers, faculty, students and staff. For instance, to meet the needs of clinicians, our Health Sciences Library sponsors a monthly class on the clinical data management tool Research Electronic Data Capture, or REDCap. Additionally, a data management workshop was developed and taught specifically for graduate students who are working towards their doctorates in various biomedical fields, and a library sponsored, one hour course outlining the top 10 best practices in data management is taught monthly. The library also offers a detailed five day workshop on data management, and we have found that the need for these workshops is so great that discussions are currently under way to develop this into a data management certificate program. Finally, we are sponsoring a two day workshop by the Center for Open Science on reproducible research practices.

**Conclusions:** Our assessment is that although most libraries have yet to offer research data management services, many have recognized the need and are rising to the challenge. Our library is no different, and as a result of our assessments, we are now in the process of offering data management services that have proven to be beneficial to our researchers.



**Poster Number:** 197

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **RESTRICTED... Increasing Access to the Reference Collection**

**Laura Hochheim**, Librarian; **Carla Epp**, Hospital Librarian; University of Manitoba, Winnipeg, MB, Canada

**Objectives:** To determine whether a hospital library reference collection is necessary or justified. Two hospital libraries, under the umbrella of an academic institution, moved all books from the reference collection to the circulating collection to determine whether increased access to these materials would increase their use.

**Methods:** A spreadsheet was created with individual book information, statistics for usage, equivalent online access, duplicates, and alternate editions in both reference collections. Each book was updated to circulating status, all labels identifying 'reference' were removed, and they were shelved in the circulating collection. As former reference materials were borrowed, sent out to fill holds, or used in-house, these statistics were gathered in the ILS (Alma). Seven Oaks General Hospital Library (SOGH) gathered statistics from August to January 2015. Victoria General Hospital Library (VGH) gathered statistics from October 2014 - January 2015. The circulation statistics during the project were compared to circulation statistics and in-house use prior to the project to determine whether changing access to the collection is valuable.

**Results:** At VGH, in the period before the project, 15% of the reference collection was used; there were 20 uses total, and of those, 15% were checkouts. The average checkout length was eight days and checkouts were often discouraged. During the project, 25% of the collection was used with 39 total uses, and of those, 46% were checkouts. At SOGH, in the period before the project, 10% of the reference collection was used, there were 18 uses total; 77% were short term loans. During the project usage stats jumped, with 33% of the collection used; 40 uses total, 19 checkouts and 21 uses in the library. It is impossible to determine average checkout lengths for either location as a number of items are still checked out. The checkout periods in the general collection are term loans, resulting in increased average loan periods.

**Conclusions:** Overall, the reference collection had significantly higher use with relaxed borrowing policies and being interfiled in the general collection. At both libraries, use of the reference collection nearly doubled when it was moved. This change increased access to and use of the collection and will be recommended to other hospital libraries at the University of Manitoba.

**Poster Number:** 199

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **A Place at the Table: Health Sciences Librarians and Consortial E-Book Demand-Driven Acquisitions (DDA) Selection, Purchasing, and Management**

**C. Steven Douglas, AHIP**, Head, Collection Strategies and Management, Health Sciences and Human Services Library, University of Maryland–Baltimore; **Eileen G. Harrington**, Health & Life Sciences Librarian, Priddy Library, The Universities at Shady Grove, Rockville, MD

**Objectives:** The University System of Maryland and Affiliated Institutions (USMAI) Library Consortium consists of the 16 libraries from Maryland's diverse public universities and colleges, including a research university, a distance education university, liberal arts colleges, professional schools in law and the health sciences, HBCU institutions, and two system centers. A pilot was implemented to explore the feasibility of a joint demand driven acquisition (DDA) e-book program.

**Methods:** A committee of ten—including the collection manager from the health sciences library and a health sciences librarian from one of the system centers—convened to design and manage the pilot. The consortium leadership provided a budget of \$100,000, and the committee selected a broad profile, focusing on the subject areas offered at the system centers, which offer several interdisciplinary and inter-institutional courses. One goal was to provide greater equity in access to resources across institutions. The committee decided to pilot a novel consortial DDA model that limited the lending of each purchased book rather than agreeing to a price multiplier. A simple questionnaire was devised to measure participation by campus.

**Results:** The pilot went live in August 2013 with an initial load of 6,560 titles into the consortium's shared catalog. The original model was to pay for 6 short term loans and purchase the book at print list price on the 7<sup>th</sup>. A purchase entitled the consortium to 14 short term loans per year with an additional copy being purchased at print list price on the 15<sup>th</sup>. Over the course of the year the committee removed certain titles from publishers who demanded exorbitant increases in the cost of short term loans and added others. Currently the shared DDA collection contains 15,532 titles. An analysis of usage shows that the users of all libraries in the system have benefited from the program, and funding for the pilot was approved for a second year.

**Conclusions:** A consortial e-book DDA program can be a cost-effective way of equitably increasing access to a greater number of resources for library users. As e-book models for libraries continue to evolve it is vital that libraries work with publishers to design systems that are mutually beneficial. It is our hope that other consortia will adopt this type of model so that it will continue to be viable in the marketplace.

**Poster Number:** 201

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Social Media Communication: An Evaluation of Its Impact and Value in Promotion and Public Awareness**

**Andrew Youngkin, AHIP**, Emerging Technologies/Evaluation Coordinator; **Sheila L. Snow-Croft**, Public Health Coordinator; **Tony Nguyen, AHIP**, Outreach/Communications Coordinator; National Network of Libraries of Medicine, Southeastern/Atlantic Region, Baltimore, MD

**Objectives:** To measure the impact of social media technologies to communicate health information and programming news to constituents.

**Methods:** After implementing a comprehensive social media communications policy and strategy in 2012, staff sought to measure the impact of social media as a format for effectively communicating information to a large geographic and diverse region. In December 2013, staff received a waiver from the IRB to conduct an assessment using an online questionnaire to evaluate the effectiveness and impact of social media technologies as communication tools. Information on accessing the online survey was announced through all electronic communication formats and open for participation June 17-30, 2014.

**Results:** This poster will summarize the results of the June 2014 assessment, comparing personal and professional social media use among participants, reporting user preferences on how social media is used to communicate information about and using recipient impressions to evaluate the type and volume of information delivered through social media accounts.

**Conclusions:** The anticipated results of the assessment will provide insight regarding the impact and value of social media technologies as appropriate/effective tools for communication and the role social media should assume in future promotion and public awareness strategies.

**Poster Number:** 203

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Supporting Genetics Education and Research: Limitless Possibilities**

**Michele R. Tennant, AHIP**, Assistant Director and Bioinformatics Librarian, Health Science Center Library, Biomedical and Health Information Services, University of Florida–Gainesville

**Objectives:** A librarian with a basic biomedical science background supports genetics, genomics, bioinformatics and related researchers, educators, and students at an academic health center and contiguous main campus. This poster concentrates on her work with the annual symposium of the University of Florida Genetics Institute.

**Methods:** The Bioinformatics Librarian at the University of Florida provides instruction, consultations, and related support to researchers, educators, and students. While such work is commonplace in libraries that provide bioinformatics support, this librarian also facilitates collaboration and supports the educational and research missions of the university through the co-development and implementation of an annual conference. The librarian volunteered to join the conference organizing committee in its first year of existence. Over time, she advanced to co-chair and then chair of the organizing committee - a committee composed of academic faculty from numerous genetics-related departments on campus. While responsibilities of this committee have evolved over the lifespan of the symposium, they include activities such as identifying a slate of cutting edge off- and on-campus speakers, publicizing the event, fund-raising, running the poster competitions, and chairing the scientific sessions. In the first year of the conference, the librarian also developed the event registration system and the printed conference program booklet which includes presentation and poster abstracts. With hire of a communications coordinator in 2013, publicity, registration, and program creation have now been turned over to UFGI staff.

**Results:** In its 10th year, the Florida Genetics symposium has evolved into one of the premiere scientific events on the university campus, with over 350 participants attending the two-day event. The symposium features an average of 10 speakers (internal and external), a prominent keynote, and two poster sessions; in 2014 148 posters were displayed. The event is a showcase for genetics-related research being performed at UF, but also facilitates collaboration as researchers engage with each other at the poster session, at breaks, and at lunch. Students learn genetics by attending symposium sessions, but also gain experience in communicating their science through the poster sessions.

**Conclusions:** Librarians and other information professionals well-connected to their users can contribute to the research and educational missions of the institution in ways beyond information management. Skills in project management, meeting and committee facilitation, event planning, outreach, marketing, editing, and fund-raising can be put to use in innovative ways to highlight the research enterprise, facilitate collaboration, and provide students with authentic science communication experience.

**Poster Number:** 205

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Systematic Learning and Teaching through Collaboration: Exploring a Hybrid Embedded Library Instruction Model in Three Distinct Courses**

**Phill Jo**, Assistant Professor/Reference and Instructional Services, Robert M. Bird Health Sciences Library, University of Oklahoma Health Sciences Center, Oklahoma City, OK; **Shari Clifton, AHIP**, Professor/Associate Director and Head of Reference & Instructional Services, Robert M. Bird Health Sciences Library, University of Oklahoma Health Sciences Center, Oklahoma City, OK

**Objectives:** The effectiveness of one-time instructional sessions is difficult to measure and it is challenging to create and sustain a role for librarians throughout a diverse health sciences curriculum. This project demonstrates the process of building collaborative relationships for embedded library instruction and highlights the benefits and limitations of this hybridized model.

**Methods:** Through three case studies, the authors illuminate the scope of a hybrid embedded library instruction model. Library instruction is integrated into research courses for Periodontics residents and undergraduate students in Dental Hygiene and Medical Imaging and Radiation Sciences. The delivery model varies by course; both asynchronous online instruction and in person classes are included. Sessions are supplemented by research consultations tailored to individual student needs. Focused on building continuous and collaborative relationships with faculty and students, librarians meet with faculty members before classes to coordinate content and activities. Librarians not only teach and provide search assistance but also are actively involved in the assessment of student progress. This study presents lessons learned including the incorporation of new roles, ongoing collaboration with course faculty and students, and the expansion of library services.

**Results:** The hybrid embedded library instruction model has allowed us to create a platform for a continuum of collaborative and cooperative teaching and learning for students, faculty and librarians. Prior to delivering instruction, librarians discussed any changes in course objectives and expectations with course faculty. Integrating librarians more fully before and after instructional sessions has contributed to enhanced knowledge of students' needs and the individual research process. With this program, an increasing number of students are reaching out to ask questions and seek in-depth research assistance. Challenges with the model all focus on time. While evidence indicates that the model facilitates student learning and benefits teaching, it is time-intensive to plan, implement, extend library services and instruction to meet diverse expectations and needs.

**Conclusion:** Our embedded library instruction program has proven successful on a small scale. Nevertheless, it is still in its infancy and it is essential for librarians to continue to work closely with course instructors to improve class structure and adapt goals to the evolving needs of students and faculty. Librarians must be flexible to adapt to different courses and encourage diverse participation across campus. Finally, it is necessary to assess the impact of ongoing efforts on student learning and faculty teaching, while gathering and analyzing more quantitative and qualitative data.

**Poster Number:** 207

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Teaching without Limits: Engaging Physical Therapy Students in Evidence-Based Practice Research**

**Kathee J. Rose**, Librarian, Academic Programs, Northern Arizona University, Flagstaff, AZ; **Jessica J. Cole, AHIP**, Health Sciences Librarian, Phoenix Biomedical Campus Library, Northern Arizona University, Scottsdale, AZ

**Objectives:** The purpose of this poster is to demonstrate which instructional strategies help Physical Therapy students meet information literacy objectives within the context of Evidence-Based Practice and to share best practices for engaging students.

**Methods:** Librarians who support Physical Therapy students from each of the two Northern Arizona University campuses use a variety of instructional methods including flipped classroom, problem-based learning, blended learning, as well as face to face and online instruction. This poster presents assessment data from 2012-2014 and best practices. At the Flagstaff mountain campus, the librarian combined blended learning with face to face instruction over two years. At the Phoenix campus, the librarian provided face-to-face instruction to one group of students, and the following year, delivered the same content to students fully through online modules. Emphasis of instruction for Evidence-Based Physical Therapy at both campuses during this two-year period was on developing students' literature searching skills, specifically in PubMed, CINAHL, and Cochrane Library.

**Results:** The following are highlights from assessment data gathered from both campuses:

- Students who completed a search assignment before instruction from a librarian often stated that the most challenging aspect of a database search was finding articles relevant to a focused clinical (PICO) question.
- Student's searching skills following in-person versus fully online instruction were compared: A higher percentage of Phoenix-based students received perfect scores on literature searching assignments following all-online instruction than the group who received face-to-face instruction.
- Several students responded in surveys that the most useful thing they had learned was how to use Medical Subject Headings (MeSH).

**Conclusions:** Formative and summative assessment data gathered by librarians at two campuses suggests that multiple teaching methods engage students and facilitate the development of literature searching skills in the context of Evidence-Based Physical Therapy.

**Poster Number:** 209

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Testing the Limits of Virtual Connections**

**Heather L. Brown, AHIP**, Head of Collection Management, McGoogan Library of Medicine, McGoogan Library of Medicine, Omaha, NE; **John Bramble**, Utah/Technology Coordinator, Spencer S. Eccles Health Sciences Library, National Network of Libraries of Medicine, Salt Lake City, UT

**Objectives:** Medical Library Association chapters are facing decreased annual meeting attendance despite great efforts to plan and promote. In an effort to increase meeting attendance and simplify the meeting planning process, the Midcontinental Chapter (MCMLA) has ventured to hold its annual meeting virtually. This poster will detail the planning and decision-making process.

**Methods:** Development of the virtual conference necessitates not only a highly structured approach to delivery, but also a quest to interject interactive pieces to engage attendees, keep the content fast-paced, and do so at a reasonable cost. The first step to planning a virtual meeting was to gauge the interest of MCMLA members and explore the feasibility of such a meeting, while adhering to the Medical Library Association bylaws. Once cleared, informal planning began, with a formal structure put in to place in 2013. A core planning committee coordinates choice of a webinar meeting software, exhibitors, continuing education opportunities, papers, posters and keynote speakers. Care is being taken to keep the planning and meeting itself a simple and straightforward process, in order to meet our goals. Planning will also involve assessment, so that evidence can be available to determine the feasibility of future virtual meetings.

**Results:** Planning for the virtual meeting continues, with the results of these preparations known after the October 2015 meeting dates.

**Conclusions:** Just as a face-to-face meeting is time consuming and takes many chapter members to plan, so does virtual meeting planning. A long lead time is needed to consider all aspects of a meeting in this venue. Education of chapter members regarding virtual meeting costs and time commitment to attend is also important for a successful meeting.

**Poster Number:** 211

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Association of Aspirin Consumption and Adverse Pregnancy Outcomes: Meta-Analysis**

**Hui-Chin Chang**, Lecture/Director, School of Public Health/Library and Evidence-Based Medicine Center, Chung Shan Medical University / Chung Shan Medical University Hospital Library, Taichung, Taiwan; **Chun-Ching Liang**, Director, NTU Medical Library, National Taiwan University Hospital, Taipei, Taiwan; **Tzu-Jung Wu**, Lecture / Supervisor, Department of Nursing, Chung Shan Medical University / Chung Shan Medical University Hospital, Taichung, Taiwan; **Long-Yau Lin**, Professor / Attending physician, School of Medicine / Department of Obstetrics and Gynecology, Chung Shan Medical University / Chung Shan Medical University Hospital, Taichung, Taiwan; **Tzu-Heng Chiu**, Professor,, Center of General Education/International Cooperation Division, National Central Library, Taipei Medical University,, Taipei, Taiwan; **Chun-Teng Chen**, Student, Institute of Medicine, Chung Shan Medical University, Taichung, Taiwan

**Objectives:** Assessed the effects of aspirin use on pregnant mothers, their fetuses, and on the pregnancy outcomes.

**Methods:** Used the keywords aspirin and salicylic acid to search for articles in PubMed (1966-2013), EMBASE (1980-2013), TOXLINE (1994-2013), EBM Cochrane Database of Systematic Reviews (1991-2013). All articles were reviewed and selected for meta-analysis.

**Results:** Data from pooled from 44 studies and analyzed. Under the random effect model, the risk of miscarriage did not show significant association to both aspirin and placebo use (9 studies; RR,0.96 ; 95% CI, 0.76–1.22). The risk of preterm delivery showed significant association to both aspirin and placebo use (23 studies; RR,0.88 ; 95% CI, 0.81– 0.96). The risk of perinatal mortality did not show significant difference between aspirin and placebo use (16 studies; RR,0.93 ; 95% CI, 0.80– 1.07). The risk of small-for-gestational-age infants did not show significant association to both aspirin and placebo use (16 studies; RR, 0.88 ; 95% CI, 0.74– 1.06).

**Conclusions:** Aspirin use during gestation decrease the risk of preterm delivery, but has no effect on miscarriage, perinatal mortality and small-for-gestational-age infants.



**Poster Number:** 213

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Evolution of a University Communications Strategy**

**Everly Brown**, Head of Information Services, Health Sciences and Human Services Library,  
University of Maryland–Baltimore

**Objectives:** Most libraries struggle to let their constituents know about their resources, services, announcements, and accomplishments. The \_\_\_\_\_ formed the Effective Communications Committee in 2013 to examine the way we share information. We hoped to find ways to successfully use each communication method at our disposal.

**Methods:** Initially, we focused on how we could better use social media. However, this grew to encompass all of the news sharing methods on our campus, from our e-newsletter to digital displays, a new campus blog, our own website, social media, and campus newsletters. We examined where best to place each type of information and divided responsibilities for the work. We also rethought the way we use our e-newsletter and reimagined its content and audience.

**Results:** Our e-newsletter was changed from 8 issues per year to a quarterly publication. We decided to focus its content on “big” stories like our \_\_\_\_\_ anniversary and longer philosophical articles such as a new tech trends column. Announcements about new resources and hot topics were pushed to our website’s newsfeed, social media and campus resources. Ideas for these sites are generated from anyone in the library and they are encouraged to send them in to a special email list where they are promptly promoted to the appropriate place.

**Conclusions:** Examining what types of information we want to share and where they should be promoted helped us to formalize our information sharing. We now have protocols to follow, a change from what had been a rather haphazard approach. Having a newsletter that publishes quarterly gave staff more time between writing assignments and allowed us to focus on in-depth articles instead of quick announcement like articles that are more suited to newsfeeds and social media as their interest is immediate.

**Poster Number:** 215

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Georgetown Humanities READ Project Ten Years Later: An Update of the Dahlgren Memorial Library READ Program 2004-2014**

**Jett McCann, AHIP**, Senior Associate Dean for Knowledge Management; Director, Dahlgren Memorial Library; **Taffy McKeon**, Associate Director for Library Computing Services; **Jonathan Hartmann**, Hospital Informationist/Librarian; **Brandon Hudson**, Administrative Assistant & Facilities Coordinator; **Douglas L. Varner, AHIP**, Senior Associate Director / Chief Biomedical informationist; Dahlgren Memorial Library, Georgetown University Medical Center, Washington, DC

**Objectives:** In 2004, to promote the newly developed Eisenberg Humanities Collection, Dahlgren Memorial Library [DML], the health sciences library at Georgetown University, launched a READ POSTER campaign, with the Georgetown "cura personalis" theme during October, National Medical Librarians Month. The collection was endowed by and dedicated to the late Dr. John Eisenberg, Chair of the Department of Medicine who believed that health care practitioners should read widely within and outside of one's professional field.

**Methods:** DML invited 6 faculty to be photographed using the ALA "READ" logo, with a book that influenced their life or career. Using the endowment, their book selection became part of the DML collection in their name. The project was described on a poster presented at MLA in 2006.

**Results:** The program is now an annual favorite; in 2007 DML began including students and staff, and some years as many as 32 people are honored through a rigorous committee process. Student honorees even include READ selection on their residency applications. Family members attend the unveiling, and it has become a major PR event for the library, the school of medicine, the medical center and the university.

**Conclusions:** The program is now an annual favorite; in 2007 DML began including students and staff, and some years as many as 32 people are honored through a rigorous committee process. Student honorees even include READ selection on their residency applications. Family members attend the unveiling, and it has become a major PR event for the library, the school of medicine, the medical center and the university.

**Poster Number:** 217

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Health Sciences Grants Portal: An Interdisciplinary Funding Opportunity Resource**

**Judith Smith**, Informationist; **Merle Rosenzweig**, Informationist; **Nandita S. Mani, AHIP**, Assistant Director, Enabling Technologies; **Alexandra Purcell**, Graduate Student; **Jean Song**, Assistant Director; Taubman Health Sciences Library, University of Michigan–Ann Arbor

**Objectives:** To develop a health sciences grants information portal to assist faculty in identifying relevant grant related resources, associated instructional opportunities, tutorials, and resources related to funding alerts.

**Methods:** At the University of Michigan, Ann Arbor (U-M), informationists at the Taubman Health Sciences library identified a growing need for grants-related information and instruction. To meet this pressing demand, a team of informationists developed a research guide as a scalable, sustainable way to provide resources, consultation, and instruction related to grants at all stages of the grants process. The informationists aggregated tools to facilitate identification of grant opportunities and set up search alerts. The portal also connects faculty to additional grant-writing resources, such as grant application and management information; university grants offices; post-processing information, such as the NIH Public Access Policy and award reporting requirements; and faculty expertise tools to find collaborators.

**Results:** The health sciences grants information portal allows informationists to meet the continuous grants needs of faculty members and students. Informationists use the guide as a teaching tool for in-person workshops, and the tutorials included help with on-demand or just-in-time learning. The development of the guide has led to opportunities for in depth grants consultations and has further embedded library services into the research enterprise since other U-M departments link to the guide. The guide continues to grow, such as the inclusion of university resources for private funding, and is anticipated to expand further based on need. A major development related to the guide will be the creation of a new funding gateway--at the request of the U-M Medical School's Office of Research--that will be relevant to all faculty across U-M, regardless of discipline. Informationists at THL will partner with librarians across the University of Michigan Library to create a discipline neutral entry point for grants-related resources and will implement a triage model to handle consultation requests.

**Conclusions:** The creation of the guide has enabled opportunities to partner across the research enterprise and the library's visibility is expected to increase. Future directions include: 1) the provision of grant-seeking consultations as part of the Proposal Development Unit of the Michigan Center for Integrative Research in Critical Care; 2) regular information exchanges and coordination with other units across campus involved with grant identification; and, 3) the focused aggregation of grant opportunities related to identified topic areas, such as Big Data, Ebola and more.

**Poster Number:** 219

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Master's of Science in Dental Hygiene Is Going Online: Supporting Online Learning from the Start**

**Nicole Theis-Mahon**, Liaison Librarian to the School of Dentistry & HSL Collection Coordinator, Health Sciences Libraries, University of Minnesota–Minneapolis

**Objectives:** This case study describes how a librarian seized an opportunity to partner with faculty and an instructional designer in developing an online curriculum for the Masters in Dental Hygiene Education track. Interest in library services and resources presented opportunities for collaboration, connecting with faculty, and forging new partnerships to support dental hygiene education.

**Methods:** In May 2014, the librarian learned that the Masters in Dental Hygiene Education track at the University of Minnesota was moving online. This change allowed the MSDH Education track to serve a geographically diverse student population and provided access to dental hygiene professional outside of the Twin Cities area. The program used technology to create a learning community and connect students with the resources and information that they needed. Before the first class was launched the librarian met with the instructional designer and dental hygiene faculty to identify information needs, resources, and other services to support the program. Immediate outcomes included: acquiring additional online resources for the courses, a head-shot video to introduce students to their librarian, an online tutorial outlining the literature review process, and enhancements for library block in Moodle to support student needs.

**Results:** It was expected that the library would assist with connecting the MSDH students with online resources and information; however, this project resulted in collaborations with the faculty that have gone beyond the needs for the online curriculum. Faculty and instructors are now more aware of the scope of services offered by the library and the librarian has become more integrated in the dental hygiene program. New relationships resulted from this work because of the demonstrated value of the librarian.

**Poster Number:** 221

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Power of Closing Time: Using Library Occupancy Data to Inform Operational Changes**

**Stephen Barkley**, TML Operations Librarian, Tompkins-McCaw Library for the Health Sciences, Virginia Commonwealth University, Richmond, VA; **Laura E. Knouse**, Assistant Professor of Psychology, Department of Psychology, University of Richmond, Richmond, VA

**Objectives:** To use hourly building occupancy data over the period of 2012-2014 to determine the effect of changes to library hours of operation on building occupancy near and in the hours leading up to closing time.

**Methods:** Data were collected using an automated gate count system at the primary entrance to the library. The system tracked the occupancy of the building by comparing the number of entrances and exits hourly each day. Incremental changes to the library's hours of operation occurred in the same time period for the years 2012-2014. This time period will be compared year-to-year. We will test whether changes in closing time have a significant effect on mean occupancy rates during each of the three hours leading up to closing. Based on a previous study which examined a smaller, six-week period between 2012-2014, we expect to find that as closing time is extended, building occupancy in the hours preceding closing time increases despite a decrease in occupancy at closing.

**Results:** Mean occupancy during the hour before closing time did not change when closing time was extended from 9 PM to 10PM. When closing time was extended to 12 AM, mean occupancy during the hour before closing decreased. Mean occupancy during the hour ending at 9 PM increased when closing time was extended from 9 PM to 10 PM. Mean occupancy during the hour ending at 10 PM increased when closing time was extended from 10 PM to 12 AM. We plan to also include data from the ongoing Spring semester in the final results.

**Conclusions:** Occupancy near closing decreased as closing time became later. While occupancy near closing decreased somewhat, occupancy earlier in the evening increased as library hours were extended. The benefits of increased library occupancy appear to justify sustaining extended operating hours.

**Poster Number:** 223

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **The Transition of Budget Allocation and Material Formats of Medical University Library Collection of Taiwan in 2010-2014**

**Shu-Yuan Siao**, Head, Knowledge Services Sec, Main Library, Taipei Medical University, Taiwan, Taipei, Taiwan; **Tzu-Heng Chiu**, Professor,, Center of General Education/International Cooperation Division, National Central Library, Taipei Medical University,, Taipei, Taiwan

**Objectives:** Due to space limitation, medical university libraries in Taiwan have been developed more electronic resources in recent years. The subscription fee of those e-resources rises annually in a certain percentage while libraries facing flat or decreasing collection budget. As a result, some transition happened in budget allocation and material formats of library collection. This study attempts to explore this issue.

**Methods:** By utilizing the methods of questionnaire and website content analysis, the authors are going to collect the related data of all 10 medical university libraries (also are the biggest medical libraries) in Taiwan in the time frame of year 2010-2014. These data will include budget of both print and electronic resources, numbers of every formats of library collection (e.g. print books, e-books, print journals, e-journals, databases, non-book materials), and requested pages of inter-library loan and document delivery services. The authors will then analyze the 5 year data, trying to find out the transitioning of material types, and its relationship with the library budget. It is the authors' hope that research result can serve as reference for smaller medical libraries in Taiwan for a better budget and collection planning in the future.

**Results:** 10 questionnaires are received with the return ratio of 100%. The authors find that, in average, the medical university libraries spend 71.91% of their resource budget in electronic ones and 13.33% in pint ones. These libraries increase their collection with 4732 volumes of books and subscribe 66 databases annually. In addition, based on the website information, 4 of these medical university libraries provide the RAPID ILL service and 2 of them are free of charge to the applicants. Libraries with RAPID ILL services generally have an increasing request number of external documents than those without one.

### **Conclusions:**

In the past 5 years, the percentage of budget allocation to electronic resources was increasing year by year, but the total number of databases is the same or even decreasing for every medical university library. These libraries tend to subscribe e-journals and purchase less and less print journal titles annually.

Therefore, medical university libraries in Taiwan are now trying to satisfy users' information needs by seeking international cooperation in the ILL service.

Besides, to cope with decreasing number of fee electronic resources in their collection, these libraries pay more attention to collecting and organizing free and open access resources.

**Poster Number:** 225

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Toot Your Own Horn: Library and Librarian Self-Advocacy for Authorship and Acknowledgment**

**Leah C. Osterhaus Trzasko**, Librarian, Mayo Clinic Libraries, Mayo Clinic, Rochester, MN; **Ann M. Farrell**, Librarian, Mayo Clinic Libraries, Mayo Clinic, Rochester, MN; **Tara J. Brigham**, Medical Librarian, Mayo Clinic Libraries, Mayo Clinic, Jacksonville, FL; **Melissa L. Rethlefsen, AHIP**, Deputy Director, Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City

**Objectives:** To determine Librarians' attitudes towards, and practice of, self-advocacy for authorship and acknowledgement for their substantial contributions to research. To determine if libraries or institutions have policies or practices in place that support and encourage self-advocacy for authorship and acknowledgement.

**Methods:** There is increasing interest from Librarians to move from passive service providers to active research team members. Co-authorship or acknowledgments give credit to Librarians for their role in research and quantifies scholarly contribution. Librarians and institutions can refer to the International Committee of Medical Journal Editors (ICMJE) author/contributor criteria to guide their policies and advocate for more active roles in research teams. We conducted a web-based survey to investigate if health science libraries have policies and procedures that support authorship, and to determine librarians' attitudes towards authorship and their level of self-advocacy when formal procedures are not in place.

**Poster Number:** 227

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Translational Librarianship: Organizing a Plan of Action to Develop an Interest >> into an Expertise >> into an Application >> into a Lifelong Learning Strategy**

**Judith J. Kammerer, AHIP**, Manager, Medical Library, Owen Medical Library, St. Agnes Medical Center, Fresno, CA, Saint Agnes Medical Center, Coarsegold, CA

**Objectives:** Initial objective: To develop an interest into an area of expertise.

Secondary objective: To apply new knowledge and heightened perspective into a creative application that will serve the organization's mission.

Tertiary objective: To craft a lifelong learning strategy in order to stay current and be able to continue to contribute in new ways.

**Methods:** The author performed a retrospective evaluation of 3 areas of interest (biomedical informatics, genomic medicine, and translational medicine) she developed during the course of 3 previous jobs and how they were used to create 3 unique projects. This analysis revealed a cohesive pattern that took the shape of an effective lifelong learning strategy. The 3 interests were related, and became the foundation for subsequent steps. The applications each yielded substantive products and reinforced the value of the translational process. This process will be mapped into a flow chart.

**Results:** To be submitted if selected.

**Conclusions:** To be submitted if selected.



**Poster Number:** 229

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Untruth in Advertising: A Nineteenth-Century Patent Medicine Trade Card Collection**

**Melissa M. Nasea, AHIP**, History Collections Librarian, Laupus Library, East Carolina University, Greenville, NC

**Objectives:** To increase awareness about methods used to inform the public about health and drugs in 19th century America through the use of objects from the History Collections of the Laupus Health Sciences Library at East Carolina University.

**Methods:** The Library purchased a collection of late nineteenth century patent medicine trade cards. The cards were arranged alphabetically by the proprietary drug company name and then by drug name. They were digitized by the University's academic library, Joyner. Metadata added included drug name, company name and location, a description of the card's picture, the diseases the drug purported to cure, the other company drugs listed, and appropriate MeSH and LCSH subject headings. The trade cards also provide a view of advertising, art, and popular culture in late nineteenth century America.

**Results:** The trade cards are frequently viewed. Some have been used in class papers in this and other universities. Several requests have been received to use them in publications.

**Conclusions:** The trade cards are visually striking; students who have seen a few of the actual cards want to see more. They illustrate the importance of truth in advertising. The Library will continue to collect in this and related areas (e.g. ink blotter advertisements) and has already received a donation from someone who saw the collection online.

**Poster Number:** 231

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Usability Testing, It's Not What YOU Think**

**Tami A. Hartzell**, Senior Librarian, Werner Medical Library, Rochester General Hospital, Rochester, NY

**Objectives:** To determine whether the library website is easy to navigate by introducing tasks that individuals should be able to accomplish using tools/resources available on the website.

**Methods:** Participants are volunteers with varying exposure to the library website. They agreed to spend a half hour with the tester completing pre-designed tasks that seek to determine if use of the website is intuitive and whether the website is easy to navigate. Participants include medical, nursing and allied health professionals as well as students participating in programs supported by the hospital.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Poster Number:** 233

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Using Altmetrics as Educational and Outreach Tools for Researchers: A Case Study**

**Young-Joo Lee**, Senior Clinical Librarian, Louis Stokes Health Sciences Library, Howard University, Washington, DC

**Objectives:** This study aims to analyze the significance of altmetrics, as both educational and outreach tools, by demonstrating their capacity to expand research skills and promote the importance of library services. The author hypothesizes that positive outcomes from altmetrics workshops will include researchers gaining a broader range of search strategies as well as a corresponding value being attributed to library services.

**Methods:** The author will conduct and analyze the outcome of altmetrics workshops offered to various research groups.

To assess the educational outcome, the author will evaluate how changes in search queries broaden results, survey the amount of accounts created in relevant databases and network accounts, and monitor the promotion of publications on research center websites. To assess the outreach outcome, the author will track requests for research consultations and workshops as a result of the altmetrics workshops and invitations to committees on education or research.

It is hypothesized that the altmetrics workshops will provide researchers with a broadened search scope thereby strengthening overall search and project management skills. It is also hypothesized that administrators will gain a greater understanding of librarians' capacity to contribute to their research goals and subsequently enlist them for further collaboration with campus research communities.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 235

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Using Faculty Learning Communities to Expand Library Visibility and Value**

**Karen R. Stesis**, Medical Librarian, CMSRU Library, Cooper Medical School of Rowan University(CMSRU), Wallingford, PA; **Janice Skica**, Library Director, Health Sciences Library, Rowan University. School of Osteopathic Medicine, Stratford, NJ

**Objectives:** The poster examines how joining a non-traditional team, a Faculty Learning Community, can increase the value and visibility of the two Rowan University Medical Libraries. The Librarians are taking advantage of new opportunities to provide education, services and access to resources to the Rowan faculty.

**Methods:** A Medical Librarian from two medical libraries at Rowan University, joined the Medical Education Faculty Learning Community (MEFLC). The MEFLC is an interdisciplinary group, comprised of faculty from 2 medical schools and the undergraduate school, with significant health professions programs, located on 3 campuses in Southern New Jersey. The MEFLC began in September 2013 and includes clinical, basic science and athletic training faculty, librarians, and support staff. The MEFLC is focused on identifying and creating opportunities for inter-professional programming for faculty and students across all three campuses. The goal was to train students on how to function on inter-professional teams, by focusing on communication issues with an emphasis on health literacy, cultural competence, and the use of social media. A grant proposal was submitted to the RWJ Foundation in early 2014 and was funded in June.

**Results:** From the beginning, Librarians took an active role in team's activities. They conducted literature searches and disseminated information on building learning communities and the use inter-professional education in healthcare. Blackboard pages were established for more effective collaboration. The Librarians participated in the development of the grant proposal and are currently involved as facilitators for the grant activities. As a result, members of the faculty have a clearer understanding of the role of Librarians in inter-professional education. The Librarians have developed relationships with a broader faculty community and have increased opportunities to collaborate on other projects and programs.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 237

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Voting with Their Seats: Ethnographic Observation of Student Behaviors to Inform Library Space Planning**

**Terry Henner**, Associate Professor, Savitt Medical Library, Savitt Medical Library, Reno, NV

**Objectives:** This case study presents an analytical framework through which libraries may explore perceptions and behaviors of medical and health care students regarding their satisfaction with resources devoted to library study space. It aims to generate new knowledge about student interaction with library facilities, inform planning processes related to study space redesign, and build capacity in ways that better align with evolving student needs.

**Methods:** In anticipation of a major repurposing of library facilities, library planners employed an unobtrusive ethnographic approach that observed student behavior in the context of existing physical study space. Library observers systematically tracked student activities according to location, privacy, furniture type, ambient noise, time of day, and degree of interaction with other students. Data was aggregated and analyzed to create an activities density map that identified gaps in functional design and suggested areas for improvement. Inferences from the unobtrusive study were integrated into the design objectives of a follow-up online questionnaire focusing on student library space satisfaction and preferences.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 239

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Website User Experience Testing: A Method to Gain Valuable, First-Hand Information about Website Performance**

**Andrea H. Denton**, Research & Data Services Manager; **David A. Moody**, IT Director; **Jason C. Bennett**, Web Designer Specialist; Claude Moore Health Sciences Library, University of Virginia Health System, Charlottesville, VA

**Objectives:** A website that efficiently guides users to information, resources, and services is the goal of most libraries. User testing, a method of assessing usability, is an inexpensive and easily administered process to collect information about a website's effectiveness. A user experience team at an academic medical library explored whether user testing would help improve usability of its site.

**Methods:** Seven rounds of user testing were performed over two years, with 5-6 patron testers per session. For each round, 10-15 tasks were written to represent activities users should be able to perform on the site. Testers were recruited via email and fliers, and offered a \$10 gift card as a reward. Each test session consisted of a single user performing the tasks on the library's homepage or on specific portal page(s). The test was administered by a library User Experience (UX) team member, and interactions were recorded by a liaison librarian observer. Test results were reviewed by the UX team in order to identify problem areas and propose solutions. Subsequent tests of re-designed pages were performed, with the goal of providing more user-friendly design through iterative changes of the site.

**Results:** After each round of user testing, results were reviewed by the UX team, with a focus on tasks that had only moderate or low success rates. Website components (e.g. text, images, location) related to these tasks were identified for redesign on the next iteration of the site. After changes were made, the site was usability tested again before releasing to the public.

**Conclusions:** Usability testing functioned well as method to help refine the HSL site. Because it requires a small number of users (5), and can be conducted quickly, it is an affordable and useful method to obtain valuable information about a website. The UX team will continue to utilize user testing to assess home page functionality, along with investigating the performance of the site's search engines, and the discoverability of site pages via search engines.

**Poster Number:** 241

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Without Face-to-Face Limits: Using Online Modules to Expand Specialty Focused Residency Evidence-Based Medicine Instruction for the Accreditation Council for Graduate Medical Education (ACGME) Milestone Project**

**Kathleen A. McGraw**, Assistant Department Head, User Services, University of North Carolina - Chapel Hill, Chapel Hill, NC; **Sarah T. Wright**, User Services Librarian, Health Sciences Library, Health Sciences Library, University of North Carolina at Chapel Hill, Chapel Hill, NC; **Karen Crowell**, Clinical Information Specialist, Health Sciences Library, Chapel Hill, NC;

**Objective:** The Accreditation Council for Graduate Medical Education (ACGME) Milestone Project has created the need for specialty focused, developmentally tiered and competency based evidence-based medicine (EBM) instruction. The University of North Carolina at Chapel Hill Health Sciences Library is extending current staff capacity for face-to-face sessions by creating online module templates that can be adapted to meet the specific needs of more residency programs

**Method:** Testing the effectiveness, quality and usability of the draft templates is part of the project development plan. The specialty focused EBM face-to-face instruction session for the Clinical Base Year (CBY) anesthesiology residents' Academic Medicine Rotation is the model for the online template. In order to be able to compare the validity of the online modules in comparison with face-to-face sessions, baseline data was gathered from a pre-test/post-test completed by the ten anesthesiology residents participating in the 2015 program. The pre-test/post-test included five knowledge questions and two self-perception questions. After the face-to-face session, the anesthesiology residents were asked to review the online module version of the instruction and answer a brief survey about ease of use and preferred learning mode.

**Results:** Seven of ten residents increased their number of correct answers on the post-test. There were no perfect scores on the pre-test and five perfect scores on the post-test. Three of ten residents indicated a higher self-perceived comfort level for completing a PubMed EBM search. Two of ten residents had an increased level of agreement that their PubMed searching skills are sufficient. Seven of ten residents evaluated the online module and rated it as clearly organized and easy to understand and use. Four would prefer to learn and practice the EBM content in a group session with an instructor, two did not have a preference and one strongly preferred to learn online.

**Conclusion:** Pre-test/post-test data confirmed face-to-face instruction had a positive impact on EBM knowledge and moderately improved self-perceived comfort with EBM searching. This baseline data will be used to compare with residents who only use the online format in the future. Positive feedback on ease of using the online module confirms that the template is functional. A more formal objective evaluation is planned. The variety of learning preferences within this small group indicates that face-to-face instruction is preferred by some, but that online modules will better meet the needs of others and appear to be an adequate way to expand our overall reach.

**Poster Number:** 243

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Zombie Survival Information Challenge: Promoting Library Resources in the Zombie Pandemic**

**Nena Schvaneveldt, AHIP**, Head Librarian / Reference and Instruction Librarian, University Library, Roseman University of Health Sciences, South Jordan, UT; **David Midyette, AHIP**, Reference & Instruction Librarian, University Library, Roseman University of Health Sciences, Henderson, NV

**Objectives:** The objective of this project was to create an informative yet engaging exercise to reinforce the acquisition of information literacy skills using a fun and memorable zombie themed scenario. The goals were to increase student awareness and use of health science information resources, as well as utilizing scenarios and questions that promote interprofessional dialogue and awareness.

**Methods:** The project occurred in a private health sciences university with two campuses that serves graduate pharmacy, dental, and business students; undergraduate nursing students; and orthodontic residents. Participation was restricted to students. Individual SurveyMonkey quizzes for ten selected resource areas were designed by university librarians around the theme of a zombie infection. Participants were given URL access to one new quiz per week and the responses were evaluated by university librarians. Quizzes remained open for the duration of the project after being released to encourage greater participation. Students who completed all ten quizzes were entered in a drawing to win one of two tablets. The university's marketing department developed the graphics and printed business cards, which were one access point to the quizzes. Librarians also created a LibGuide with pages for each quiz to provide another access point.

**Results:** The program had lower than expected student participation. The feedback on the quizzes' helpfulness in familiarizing students with resources was mixed.

**Conclusions:** Further revisions to the program are necessary to increase its success. Revisions may include decreasing the number of quizzes and increasing review and evaluation of quizzes prior to launching the activity.



## **Section/Chapter Posters**

**Poster Number:** 245

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Cancer Librarians Section Poster**

**Poster Number:** 246

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Collection Development Section Poster**

**Poster Number:** 247

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Consumer and Patient Health Information Section Poster**

**Poster Number:** 249

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Dental Section Poster**

**Dental Section**, Director, Wilson Dental Library, Los Angeles, CA

**Poster Number:** 250

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Educational Media and Technologies Section Poster**

**Poster Number:** 251

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Midcontinental Chapter Poster**

**Poster Number:** 252

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

### **Health Association Libraries Section Poster**

**Poster Number: 253**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **History of the Health Sciences Section Poster**

**History of the Health Sciences Section**, Susan Sanders, Chair, Melissa Nasea, Chair-Elect

**Poster Number: 254**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Hospital Libraries Section Poster**

**Poster Number: 255**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **International Cooperation Section Poster**

**Poster Number: 256**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Leadership and Management Section Poster**

**Leadership and Management Section**, Executive Board, Leadership & Management Section, MLA, Chicago, IL

**Poster Number: 257**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Medical Informatics Section Poster**

**Poster Number: 258**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Nursing and Allied Health Resources Section Poster**

**Poster Number: 259**

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Pharmacy and Drug Information Section Poster**

**Poster Number:** 263

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Research Section Poster**

**Research Section**, Medical Library Association, Chicago, IL

**Poster Number:** 264

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Veterinary Medical Libraries Section Poster**

**Poster Number:** 266

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Medical Library Group of South California and Arizona Poster**

**Poster Number:** 269

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Midwest Chapter Poster**

**Midwest Chapter**, Membership Secretary, Midwest Chapter of MLA, Columbus, OH

**Poster Number:** 270

**Time:** Sunday, May 17, 2:00 PM – 2:50 PM

## **North Atlantic Health Sciences Libraries Chapter Poster**

**Poster Number:** 273

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Philadelphia Regional Chapter Poster**

**Poster Number:** 275

**Time:** Sunday, May 17, 2:00 PM – 2:55 PM

## **Southern Chapter Poster**

# Tuesday, May 19

## Poster Session 2

**Poster Number:** 2

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

### **'Survey Says...': Limitless Ways to Evaluate Outcomes**

**Ellen Aaronson, AHIP**, Ellen Aaronson/Medical Librarian, Medical Library, West Hills Hospital & Medical Center, West Hills, CA; **Xan Goodman, AHIP**, Health & Life Sciences Librarian, University Libraries, University of Nevada Las Vegas, UNLV, Henderson, NV

**Objectives:** This poster will describe the process undertaken by a team of librarians to design and analyze survey tools for attendees and vendors at a multi-chapter meeting of medical and health sciences librarians. The impact of remote collaboration with committee members, levels of reporting, and decisions regarding modes of administration were among the factors considered.

**Methods:** This team of librarians was charged with utilizing survey design methodology to create evaluation tools to assess the conference experience of attendee and vendor participants at a five-chapter meeting. The Evaluation Committee of ten was led by co-chairs who reported to an 18-person Steering Committee representing five chapters of the Medical Library Association. Preparation was needed to research online survey resources, and multiple remote meetings with committees were required to develop outcome criteria for both populations. The co-chairs examined a number of past questionnaires and responses and utilized the conference wiki to share data with committee members. Monthly phone conferences provided a forum for discussion of survey style, anticipated responses, mode of delivery (print or electronic), and integration with the conference mobile app. Numerous mock surveys were tested at the committee levels before going live.

**Results:** The response rate for the attendee survey was over 50%. The vendor survey was hand-delivered during the meeting to each vendor. A total of 37 vendor surveys were collected for a response rate of 86%.

The librarian team created one final survey for the Steering Committee to determine if anticipated results were achieved. Of the eighteen committee members minus the authors of this poster, there were 9 responses, about a 75% response rate. Respondents were asked one Likert scale question and one yes/no question, and had an option to leave additional comments.

**Conclusions:** The overall process of survey design and assessment of a five chapter regional meeting was a success. To further assess the outcomes of survey design a final survey was administered to the Steering Committee and the outcomes of that survey deemed the evaluation process a success.

We asked the Steering Committee to judge whether or not the survey questions effectively elicited their anticipated responses. Over half felt the questions were highly effective.

All of the committee members felt the survey design provided a good mix of qualitative and quantitative questions.

**Poster Number:** 4

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **3D Printing Labs: A Survey of Academic Health Sciences Libraries**

**Lin Wu, AHIP**, Reference Librarian/Associate Professor, Health Sciences Library, University of Tennessee Health Science Center, Memphis, TN; **Yvonne M. Mills**, Research & Learning Services Librarian / Assistant Professor, UTHSC Library & Biocommunications Center, University of Tennessee Health Science Center, Memphis, TN; **Suhua Caroline Fan**, Assistant Professor / Web Services Librarian, UTHSC Library & Biocommunications Center, University of Tennessee Health Science Center, Memphis, TN; **Jennifer M. Welch**, Archivist/Assistant Professor, Library and Biocommunications Center/Research and Learning Services, University of Tennessee Health Science Center, Memphis, TN; **Robert Mitchell**, Sr. IT Technologist I, UTHSC Library & Biocommunications Center, University of Tennessee Health Sciences Center, Memphis, TN

**Objectives:** A 3D printing lab would facilitate innovation by providing an informal learning environment for learning-by-doing experience. The survey aimed to answer the research questions: what is the current status of 3D printing labs in health sciences libraries (HSL)? How many HSLs have implemented or will implement makerspaces equipped with 3D printers? What is the funding model of the 3D printing lab?

**Methods:** A literature review showed an increasing use of 3D printing in medical applications. According to a 2013 survey conducted by Burke, public libraries (51%), academic libraries (36%), school libraries (9%), and other libraries (4%) provided makerspaces equipped with 3D printers. However, the survey did not collect information on health sciences libraries or medical libraries. Taking cues from Burke, a survey was created to gather information from the Association of Academic Health Sciences Libraries (AAHSL) regarding 3D printing implementation and services from other AAHSL member libraries. The survey was distributed through the AAHSL LISTSERV. Qualtrics, the online survey software, was used to capture responses and analyze data.

**Results:** A total of 40 academic health sciences libraries responded to the survey. Survey results indicate that only 5% of the respondents report their libraries have implemented 3-D printing services; 48% of the libraries do not have 3-D printing lab or 3-D printing services at all. However, 40% of the libraries are in the process of creating one or are planning to create one; 8% of the libraries said they might consider getting one. As for the funding to start their 3-D printing lab or services, 60% of the respondents said the funding was from the library budget; 40% report the funding was from jointed effort with another department or organization.

**Conclusions:** 3-D printing labs or 3-D printing services are of interest to many academic health sciences libraries and many are in the planning process. More research needs to be done to justify how such service would fit into an academic health sciences library. Identifying user needs and potential collaborators might be more meaningful in creating 3-D printing labs or 3-D printing services.

**Poster Number:** 6

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **A Comparison of Four Journal Reading Apps**

**Karen R. McElfresh, AHIP**, Resource Management Librarian, Health Sciences Library and Informatics Center, The University of New Mexico, Albuquerque, NM

**Objectives:** The purpose of this poster is to compare four journal reading apps currently available for tablets and smartphones. The four apps are BrowZine, Docphin, DocNews, and Read by QxMD. These apps allow users to read journal articles on their mobile device and have features to help keep users current on publications in a particular journal or specialty area.

**Methods:** The four apps were compared on the following points: ease of use, cost, number and scope of journals available for reading in the app, platforms and devices supported, and sharing features. Any bonus features unique to a particular app were also evaluated. Information was gathered using each app's website and help documentation, as well as by directly contacting each company for supplemental information. In addition, journal articles and blog posts about the apps were reviewed.

**Results:** All four apps are free to download and offer the same basic features. Each app can be connected to a library's journal subscriptions so that users can access full text articles, either through the proxy server (Docphin, DocNews, Read) or through an institutional subscription to the app (BrowZine, Docphin for Libraries). BrowZine differs from the other three apps in that it has a broader focus and can include non-health sciences journals. Docphin, DocNews, and Read are focused on health care practitioners, especially physicians, and primarily provide access to titles within the health sciences. All four apps allow users to select journals or specialties they want to follow and will alert the user when new articles are published. Each app also offers the user options to share articles, either by email, social media, or by creating a shared collection with the app. Additional features available in some but not all of the apps include PDF annotation, CME credits, and the ability to export articles to citation managers or programs like Evernote and DropBox.

**Conclusions:** Each of the four apps is easy to setup and use and can serve as an excellent tool for students and health care practitioners with mobile devices. Furthermore, the apps offer users an additional route to access journals, which can increase the use of a library's journal subscriptions.

**Poster Number: 8**

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **A NOVEL Approach to Publishing**

**Nancy Lombardo, AHIP**, Assoc Director for IT; **Christy Jarvis, AHIP**, Head of Information Resources and Digital Initiaves; Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City

**Objectives:** Examine the use of a discipline specific repository as a venue for scholarly publication  
Explore the roles librarians play in developing the publication platform  
Outline the methods designed by librarians to implement this publishing platform  
Explain how library is instrumental in forging collaboration and expanding relationships necessary for success.

**Methods:** This academic health sciences library manages a discipline specific repository in partnership with a clinical sub-specialty society. Librarians and society members wanted to expand the platform into a publishing platform for non-traditional scholarly content that supports education and research in the field. A curriculum outline was developed and librarians spearheaded the efforts to solicit materials to link to the outline to form an "illustrated online curriculum tool." An editorial board was formed to review submissions to the repository. Librarians developed the method and the tools for the review process, and for soliciting targeted submissions. These processes included an online review form, a structured review cycle, and standardized communication. Guidelines for submission have been developed to solicit the highest quality content. Librarians apply collection development theory to identify gaps in the collection and target solicitations to fill the gaps.

**Results:** By expanding the repository into a more dynamic publication platform, we have achieved a fast turn around time for the publication and peer-review process (30 day turn-around time from submission to publication approval.) There is greater society engagement, with more members participating through submissions as a result of this citation incentive. Developing the formal processes has led to enhanced prestige for the Editorial Board members. Editorial Board members also receive academic credit for their role as reviewers.

**Conclusions:** The repository benefits because the gaps in the collection are being filled more quickly with higher quality materials due to the higher engagement of the society members. The library benefits from increased recognition of our skills and expertise. Librarians are essential to the implementation and management of the publishing system and the society sees our value. Librarians are gaining valuable experience in creating publishing mechanisms for academic faculty to publish scholarly works in new and innovative ways.

**Poster Number:** 10

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **A Profession without Limits: The Changing Role of Reference Librarians**

**Elaine Sullo, AHIP**, Coordinator, Information and Instruction Services, Himmelfarb Health Sciences Library, The George Washington University School of Medicine and Health Sciences, Washington, DC; **Laura Abate**, Electronic Resources & Instructional Librarian, Himmelfarb Health Sciences Library, The George Washington University, Washington, DC; **Tom Harrod**, Reference/Instructional Librarian, Himmelfarb Health Sciences Library, The George Washington University, Washington, DC; **Gisela Butera**, Reference/Instructional Librarian, Himmelfarb Health Sciences Library, The George Washington University, Washington, DC; **Alexandra Gomes, AHIP**, Associate Director for Education, Information and Technology Services, Himmelfarb Health Sciences Library, The George Washington University, Washington, DC; **Paul Levett**, Reference/Instructional Librarian, Himmelfarb Health Sciences Library, The George Washington University, Washington, DC

**Objectives:** To identify and describe the changing roles and responsibilities of health science reference librarians and envision how these roles will continue to evolve in the ever-changing library environment.

**Methods:** Reference librarians at Himmelfarb Health Sciences Library have expanded their roles beyond the typical responsibilities of traditional reference librarians. Librarians have become involved as peers with academic and clinical faculty, taking an active role in developing the medical school's revised curriculum, attending morning report, selecting content and creating reading lists for residents, serving on the institutional review board, and conducting admissions interviews for prospective medical students. Additionally, librarians have taught faculty development sessions, provided support for the NIH Public Access Policy, and assisted faculty with active learning techniques in the classroom. Not only have librarians become more technology-savvy, assisting first and second year medical students with iPad and iPad minis, respectively, but they also serve as the point of contact for technologically challenged faculty members. Librarians will assess evolving roles through strategic planning and environmental scans to envision future directions.

**Results:** Many new roles that reference librarians have taken on have come about due to a need that can be uniquely satisfied with a librarian's background and expertise. Some roles have simply been filled due to a librarian's availability and willingness to volunteer for something new. Many of these responsibilities require new knowledge and skills, some of which require learning "on the job"; understanding and using new technology; and learning from mistakes. These roles have allowed Himmelfarb librarians to broaden their skills and capabilities and change the way they view themselves – not just professionals providing service to patrons, but colleagues on a level playing field with faculty and clinicians.

**Conclusions:** The changing roles of reference librarians have created new and unique partnerships with faculty. In order to stay relevant and visible, we must be open to seizing new opportunities and going beyond the comfort zone of traditional librarian roles. By being available and engaged, librarians' have been successful in these new roles; involvement in activities beyond the library allows librarians to interact and participate as peers with faculty. The role of the reference librarian will continue to evolve in ways that we cannot predict, but we can use the expertise and insight gained from current experiences to guide us in future endeavors.



**Poster Number:** 12

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **A Review of the First Three Years of a Novel Leadership Development Program**

**Katie Prentice, AHIP**, Associate Director for User Experience and Assessment, Schusterman Library, University of Oklahoma-Tulsa, Tulsa, OK; **Jon Goodell, AHIP**, Associate Director, NN/LM South Central Region, The Texas Medical Center Library, Houston, TX; **Michele L. Whitehead**, Clinical and Research Services Coordinator, Gibson D. Lewis Library, UNT Health Science Center, Fort Worth, TX

**Objectives:** This poster will explore the structure and outcomes of a regional leadership development program.

**Methods:** Modeled after the NLM/AAHSL Leadership Fellows Program, the purpose of this NN/LM South Central Region program is to motivate and prepare a junior librarian with 2-5 years of experience for a position of leadership in an academic health sciences library. The program pairs the selected librarian with an academic health sciences library director from the South Central Academic Medical Libraries consortium and includes financial support for visits to the director's library and attendance at two additional regional meetings. The site visit to the mentor's library allows the award recipient to experience and explore a different academic health sciences library to fully explore their own interest in leadership. Early career librarians are specifically targeted to participate.

**Results:** Now in this program's third year, three librarians have been selected for this award to date and two directors in the region have served as mentors. Two awardees moved into higher level positions within the region and the third awardee was promoted within the same organization. At a budgeted cost of \$3,500 each year for travel expenses the program is sustainable.

**Conclusions:** The regional partners consider the award to be a success. The three awardees credit the leadership program for their own career advancement, highly recommend the program continue, and encourage other regional organizations to explore leadership development programs and opportunities.

**Poster Number:** 14

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **A Surgeon, a Systems Engineering Professor, Four Fourth Years, and a Librarian Walk into a Conference Room: Or a Google Glass Capstone in an Academic Health Center**

**Kimberley Barker**, Emerging Technology & Digital Initiatives Librarian, Claude Moore Health Sciences Library, University of Virginia–Charlottesville

**Objectives:** Initially marketed by Google as a general interest tool, healthcare providers realized Glass might benefit patients. To explore how Glass might be used effectively in an academic medical center, a capstone group consisting of surgeon, Systems Engineering professor, Systems Engineering students, and health sciences librarian formed to explore question of uses; e.g., surgical training; support tool for Standard Work.

**Methods:** \*Case Study- Worked with nurses to determine what method of Foley Care Standard Work support was more effective: laminated poster of steps or short videos of steps viewed on Google Glass. Also working with Residents to determine if training videos on Glass improve surgical skills. Ultimate goal for both is improving patient safety.

### **INTERVENTION**

Brief orientation for operation of Glass

### **POPULATION**

\*Healthcare providers, including nurses and surgical Residents

### **SETTING**

An academic medical center

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 18

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **'Learn (Library Research Skills) Where You Live': Delivering Library Instruction to Medicine and Nursing Students in Distributed Education Programs**

**Susan A. Murphy**, Head, Health Sciences Libraries (on sabbatical July 1, 2014 - June 30, 2015), Leslie and Irene Dube Health Sciences Library, University of Saskatchewan, Saskatoon, SA, Canada

**Objectives:** To gather data on current practices for delivering and resourcing library instruction to students in their pre-clinical years of Doctor of Medicine and Bachelor of Science in Nursing distributed education programs in Canada and the U.S. The study is aimed at students in distributed programs of study rather than students taking individual classes off campus.

**Methods:** Documents and webpages from Canadian and U.S. medical and nursing school accrediting bodies and a review of Canadian and U.S. medical and nursing school websites were used to identify 66 institutions whose medicine and nursing students receive their pre-clinical education at distributed campuses. An online survey was distributed to 88 Canadian and U.S. medicine and nursing liaison librarians identified through subject or research guides on these institutions' library web pages.

**Results:** 8 surveys completed:

- 96% delivered library instruction to pre-clinical medicine/nursing students at their institution's distributed sites
- 71% embedded library instruction into courses, mostly for 3 or fewer hours of instruction each year
- 61% indicated the same amount of instruction was delivered to pre-clinical medicine/nursing students located on campus
- 61% indicated librarians travel to distributed sites to deliver instruction; 56% indicated librarians located at distributed sites delivered the instruction; 39% deliver instruction online and via videoconferencing; 28% deliver instruction via web conferencing
- 56% indicated instruction was provided synchronously on campus and at distributed sites
- the majority of respondents indicated library instruction for distributed students has been delivered for 3 or more years
- effectiveness of the instruction is assessed primarily by students and librarian instructors, at the end of each term
- development and delivery of distributed library instruction was primarily reported as part of the liaison's job responsibilities, with no special or additional funding

**Conclusions:** Preliminary analysis of the responses suggests that library instruction to pre-clinical medicine/nursing students at distributed sites is being provided primarily in-person, and synchronously at multiple sites, by liaison librarians. Effectiveness of the instruction is being assessed mostly by the students and the liaison librarians at the end of each term. Little additional funding is being provided for content development or delivery. Closer examination of survey comments, and follow-up conversations with liaison librarians who supplied their contact information may provide further information and insight.

**Poster Number:** 20

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Accepting No Limits: Librarians Lead Sex and Gender Differences Research Efforts**

**Jeanne M. LeBer, AHIP**, Associate Director for Education and Research, Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City; **Jean P. Shipman, AHIP, FMLA**, Director, and Director for Information Transfer, Center for Medical Innovation, Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City; **Jessi Van Der Volgen, AHIP**, Trainer/Curriculum and Content Specialist, National Library of Medicine Training Center, University of Utah–Salt Lake City; **Alfred Mowdood**, Head of Research and Information Services, J. Willard Marriott Library, University of Utah–Salt Lake City; **Louisa Stark**, Director, Genetic Science Learning Center, Genetics, Univ, Salt Lake City, UT; **John Langell**, Executive Director, Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City

**Objectives:** To improve awareness of and access to sex and gender differences research (S&GDR) resources in the university community through innovative strategies and partnerships. To invite and encourage the university community to contribute to the databank of resources by working with the library to produce materials, including videotaped testimonials. To sponsor a campus-wide women's health research conference focused on S&GDR.

**Methods:** The library partnered with several campus entities to create S&GDR materials in a variety of formats, including research guides, online tutorials, social media posts, recorded and in-person training sessions and testimonial videos from researchers and community members. In the second year, an academic library team member was added in order to reach faculty not associated with the health sciences. The library sponsored an S&GDR award at a student medical device competition in order to raise student awareness about the topic. In addition, a half-day women's health, sex and gender research conference was held to raise the visibility of university researchers who consider sex and gender differences in their research. A keynote address, poster session, and two panel sessions consisting of university faculty highlighted campus resources and how researchers are including S&GDR in their studies.

**Results:** Freely available S&GDR materials have been organized and advertised to the University community. Most of these resources are published online, with print flyers and display monitor ads supplementing the marketing effort. Key individuals from the University have contributed their expertise and helped spread the word. Offering the B2B award confirmed the need for more widespread awareness and it is hoped that the cultural competency videos will impact clinicians and researchers.

**Conclusions:** With new NIH policies requiring grantees to include both sexes in preclinical research, it is essential to improve awareness of resources created and highlighted in this project. The S&GDR project has made significant progress in keeping the University campus community informed about resources available to them as they begin planning their research.

**Poster Number:** 22

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Advancing the Research Mission: The Library's Role in Supporting Biomedical Researchers**

**Robyn B. Reed**, Assistant Librarian, Biomedical Informatics and Emerging Technologies, George T. Harrell Health Sciences Library, Penn State Hershey, Hershey, PA

**Objectives:** Medical librarian contributions to institutional research initiatives often relate to resources hosted by the library. Another method of research support can occur through partnerships with external departments or organizations. This session describes how medical librarians can support the advancement of an institution's research mission by serving on research networking advisory teams and promoting ORCID (Open Researcher and Contributor ID).

**Methods:** The librarian serves on the Harvard Catalyst Profiles Advisory Team, a group that provides input on Penn State's research networking tool Profiles. Strengths and limitations of the software were identified and shared with administrators. Launching a marketing campaign of ORCID is another way the librarian is assisting researchers. Librarian-lead informational sessions describing the benefit of using a tool that links an author's publications and funding sources are ongoing.

**Results:** Usage statistics indicate that Profiles is heavily used across Penn State. The team noted the following limitations with Profiles: difficulty maintaining an up-to-date list of current faculty, the challenge of including disciplines other than biomedicine in the system, and marketing of the resource. The issues were shared with administrators and prompted discussions to enhance research networking. The ORCID campaign is ongoing throughout the institution. Liaison librarians are promoting this tool in various department meetings and research events.

**Conclusions:** Librarian participation on a research networking team provides opportunities to offer input on decisions related to networking software that will foster investigator collaboration. The promotion and support of ORCID showcases the library as a partner in grants workflows and management of professional outputs.

**Poster Number:** 23

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **After Class: Finding Audiences for Bioinformatics Training and Support**

**Diana K. N. Loudon**, Biomedical & Translational Sciences Librarian, Health Sciences Library, University of Washington–Seattle; **Katherine Downton**, Research, Education and Outreach Librarian, Health Sciences and Human Services Library, University of Maryland, Baltimore, Baltimore, MD; **Rhonda Sager**, Senior Academic Librarian, Ebling Library, University of Wisconsin Madison, Madison, WI

**Objectives:** This case study will provide examples of three librarians' paths as they investigated opportunities to provide bioinformatics training and support to a variety of audiences. By illustrating the incremental progress from student to teacher, the study aims to encourage other librarians to pursue roles in bioinformatics, however small those roles may be in the beginning.

**Methods:** In 2013-2014, the librarians completed online and in-person bioinformatics courses sponsored by the National Library of Medicine and the National Center for Biotechnology Information (NCBI). The courses provided an introduction to genetics, molecular biology, and NCBI databases and tools. They also fostered the development of a supportive learning community. Upon returning to their home institutions, the librarians sought opportunities to apply their new skills. Approaches varied depending on their institutional environments and their positions within their libraries. Each librarian explored opportunities working with specific audiences, including pharmacy researchers, medical genetics fellows, and other librarians. Although progress was at times slow, each librarian continued learning and moving towards finding a niche that suited her role and her constituents.

**Results:** The librarians generated institutional interest in the library's role in bioinformatics through outreach to specific departments, hosting workshops, training other librarians, and participating in classes. They incorporated bioinformatics support into their existing positions or recommended hiring a specialist. Unexpected challenges arose when two librarians found receptive audiences outside the biological sciences who depended on specialized genetics databases other than those hosted by NCBI. Although they weren't prepared to immediately teach these databases, the librarians built on the foundation from the NCBI course and tackled new databases, such as the Pharmacogenomics Knowledgebase and the UCSC Genome Browser.

**Conclusions:** Continuing practice with NCBI databases and continuing contact with fellow course graduates helped the librarians solidify and build on the knowledge gained through the NLM/NCBI courses. Finding opportunities to provide bioinformatics training and support required outreach, identifying receptive audiences, and, at times, learning new, discipline-specific genetics resources. The use of genetics information continues to grow in many research and clinical practice areas in pharmacy, nursing, and medicine. As a result, we encourage librarians working with a wide range of health sciences populations to use the NLM/NCBI bioinformatics courses as a springboard for developing their own bioinformatics roles.

**Poster Number:** 24

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **An Academic Library-Biotech Industry Partnership: Defining a Collaboration**

**Deborah A. Crooke, AHIP**, Associate Director, User Support, Education & Research Services; **Marie T. Ascher**, Director; **Marta A. Ambroziak**, Head of Access Services; New York Medical College, Valhalla, NY

**Objective:** New York Medical College opened BioInc@NYMC, a multimillion-dollar government-funded biotechnology incubator, in October, 2014. To spur medical innovation and economic development, the public and private sectors collaborated to provide biotech start-ups with state-of-the-art facilities. The Health Sciences Library was given a unique opportunity to interface with the private biotechnology industry and define an academic library-biotechnology industry partnership.

**Methods:** The Hudson Valley has become a hub for the biotechnology industry, propelling the region's economy. As the only incubator in the region located on a health sciences university campus, tenants were promised the tools, resources and infrastructure an academic institution could provide, including library services. However, no formal plan was developed by College administration to accommodate the information needs of the tenants. The Health Sciences Library, sure of its role in the incubator's success, seized the opportunity to collaborate. Barriers to collaboration addressed included differences between academic and private pursuits, resource funding and use of business models. Familiar challenges like marketing library services and understanding and supporting user needs were also addressed. Academic-industry partnerships are becoming more common. Defining an academic library-biotechnology industry collaboration will contribute to the success of an important endeavor.

**Results:** In the absence of a formal plan to accommodate the biotech tenants' information needs, there were questions of access to library resources and of fees for library services. Initial barriers involved direct access to the tenants by librarians, since all messages were conveyed through a college intermediary, and the tenants' lack of college network access. Librarians decided that onsite access to the library would allow self-service for tenants doing their own research and a business model was implemented for tenants seeking full service. We designed an information package with a brochure promoting library search and document delivery services at reduced fees. Other services, such as classes, were included at no charge. Meetings between tenants and librarians were set up to discuss tenants' needs and promote and explain library services, resulting in tenant satisfaction and ensuring the success of the College's new biotechnology incubator.

**Conclusion:** Partnering with an academic health sciences library can help biotech companies succeed. A formal plan outlining the library services offered, fees for services, and methods of access should be discussed as part of the initial contract between the tenant and the college. An information package and meetings between biotech tenants and librarians help promote library services and address tenant needs, ensuring a successful collaboration.

**Poster Number:** 28

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Animating Environmental Health Concerns for K-12 Audiences**

**Janice E. Kelly**, Chief, Outreach and Special Populations Branch; **Alla Keselman**, Senior Social Science Analyst; **Einaz Ahmed**, Contractor; **Karen Matzkin**, Contractor; **Judy Kramer**, Contractor; **Gale Dutcher, AHIP**, Deputy Associate Director; **Andrew Plumer**, Outreach Librarian; **Shannon Jordan**, Chemist; National Library of Medicine, Bethesda, MD

**Objectives:** The National Library of Medicine provides credible health information resources for scientists, health professionals, teachers, students and the lay public sought to supplement its existing K-12 environmental health curriculum resources using new mediums. The project involved creating engaging science-education tailored animations to explain complex environmental health concepts to middle school students.

**Methods:** Through focus group data and informal feedback the library learned that science teachers were interested in multimedia online environmental health and toxicology resources to enhance student learning with one of the organization's middle school-oriented portals. The library identified animation as one avenue to address this. A team of two science teachers, one high school student, two college interns and staff implemented an animation production program to enhance its K-12 curriculum materials. Production involved a five step process: research, outline, storyboard, animation, and evaluation. The team researched selected topics, used an inexpensive software program for production, developed creative storyboards with engaging casts of characters, and narrated the stories in order to teach students about water and air pollution and potentially hazardous chemicals in everyday environments. The animations are reviewed by a subject matter expert for content accuracy prior to release.

**Results:** The Library produced several 508 compliant animations to educate middle school students about a range of topics, such as potential health effects of mercury, pesticides, lead, ozone, and particulate matter. The animations supplement existing environmental health resources, including videos, games, activities, and lesson plans for middle school and allow for a high degree of content customization. The animations can be viewed on the NLMNIH YouTube Channel (<https://www.youtube.com/user/NLMNIH>) or, the NLM Environmental Health Student Portal (<http://kidsenvirohealth.nlm.nih.gov/>).

**Conclusions:** Educational animations are a potentially engaging way of promoting environmental health information to special populations. Developing animations requires content matter expertise, but the method is low-cost and can be used by individuals without professional animations- and video-editing expertise.



**Poster Number:** 30

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Appy Hour: A Convergence of Health Sciences Professionals and Students to Learn about Apps**

**Tallie Casucci**, Innovation Librarian; **Joan M. Gregory, AHIP**, Associate Director for Resources and Facilities; **Jean P. Shipman, AHIP, FMLA**, Director, and Director for Information Transfer, Center for Medical Innovation; Spencer S. Eccles Health Sciences Library, University of Utah–Salt Lake City

**Objectives:** To foster community, learning, and convergence, an academic library hosts Appy Hour. Appy Hour is a recurring monthly event highlighting an app or two with refreshments and networking opportunities for health sciences faculty, staff, students, and health care professionals. Apps developed in-house are shared, as well as those commercially available.

**Methods:** A faculty retreat identified a need for more frequent opportunities to meet and converse with other faculty and students across departments and schools. A health sciences office for faculty and academic affairs provides financial support for refreshments. Speakers are solicited by library faculty. The speaker's device is connected to a portable smart-board for improved audience viewing. The speaker navigates through the app and demonstrates its features. The event is advertised by the library and other departments via posters, flyers, display screens, emails, and social media. Recently, verbal referrals are occurring and other units are asking to formally participate. The library is being recognized for encouraging others to learn about apps, as well as engaging interprofessionals in conversation. The event also encourages more individuals to see the library as a shared commons for creative and innovative interactions.

**Results:** The audience is eager to learn about the highlighted app and they are engaged throughout the entire presentation. Future potential presenters are frequently identified by colleagues having either created the app or contributed to its creation. Meaningful connections, such as new interdisciplinary research partnerships, are made at Appy Hour.

**Conclusions:** Librarians can expand their educational and technology services by inviting presenters to informally demo apps, including the library's subscription-based apps. Librarians are experienced in facilitating recurring educational events and use their extensive knowledge of their institution to find presenters and relevant apps. The serendipity of unexpected connections and collisions seed conversations that lead to new interdisciplinary collaborations and partnerships.

**Poster Number:** 32

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Assessing Students' Information Needs in a Distributed Medical Program**

**Erin L. Menzies**, Southern Medical Program Librarian; **Laura Thorne**, Marketing and Assessment Librarian; University of British Columbia Okanagan Library, University of British Columbia, Kelowna, BC, Canada

**Objectives:** The objective of this research is to assess the information-related needs of medical undergraduate students in a distributed program.

**Methods:** This project will take place in two phases. Phase one involves the authors obtaining human subject research ethics approval, followed by the circulation of a web-link for online survey. This scope of this project is limited to currently-enrolled undergraduate medicine program students based at our distributed site. This (quantitative) survey will include a question asking students to consent to participate in focus groups to further discuss the information needs we expect to identify after analysis of survey results. Phase two begins once these results have been tabulated and consent has been confirmed we will run focus groups to delve into the more qualitative aspects of the needs identified, and to learn more about students' experiences. Ultimately we hope to create a user profile and to influence collections and curriculum to support identified needs.

**Results:** UBC Okanagan Southern Medical Program students are satisfied with the library services and instruction they are currently provided. Students identified their dramatically increasing interest in electronic resources and in general use of library services through online-mediated interactions. Less than 5% of respondents indicated they prefer to study in the UBC library and over 75% indicated they visit the library quarterly or less. Focus groups were carried out to identify why this particular cohort of students prefers not to use the library.

**Conclusions:** While UBC Southern Medical Program students are satisfied with the current menu of services and collections available to them, opportunities exist to improve and enhance services in response to student preferences. The program librarian and assessment librarian have identified areas of opportunity, such as increased informatics tutoring in problem-based learning labs in response to student preference for informatics instruction from librarians, and increased targeted e-books and e-preferred collections development policies to match purchasing patterns to student preference for electronic formats.

**Poster Number:** 34

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Assuming the Role of an Experience Champion: Involvement of a Librarian in a New Corporate Initiative**

**Catherine M. Boss, AHIP**, Coordinator, Library Services, Booker Health Sciences Library, Jersey Shore University Medical Center, Neptune, NJ

**Objectives:** Health Sciences Librarians possess superb customer service skills that are instrumental in the provision of patient-centered services. The Coordinator of Library Services will be participating as an Experience Champion in a new corporate initiative aimed at promoting consistent and caring communication.

**Methods:** A corporate initiative, launched in 2014, brings together best practice communication programs with kindness and caring conversation, involving leaders as Experience Champions. Over the next year, various communication programs proven to drive patient satisfaction will be reintroduced, provide with clear direction on how to implement the program with consistent and caring communication and how success will be measured. The Coordinator of Library Services will be participating in the Initiative as an Experience Champion.

**Results:** Implementation of the new initiative has moved at a slower pace than initially planned to insure that the initiative was implemented well. Six communication programs proven to drive patient satisfaction were initially identified and two reintroduced to date. The first communications program reintroduced, ***Let Me Introduce Myself***, focused on every time one came in contact with a patient or family member. The Booker Library is open to the public and has patients, their family members and friends using the library. Keeping conversations with patients, family members and friends simple, consistent and reassuring – caring conversations - became the focus of library service. The second program, the ***No Pass Zone***, encouraged anyone to assist a patient or family member in person or passing by a room with a lit call bell. Smiling and sharing a kind word when assisting a patient, family member or friend correlates to overall patient satisfaction and has been integrated into the library staff's interactions as well with any patient, family member, friend or guest.

**Conclusions:** Engaging in two-way communication and using kind words at every turn connects with patients, families and fellow team members throughout their hospital experience and library experience. Caring conversations helps to reassure patients, family members and team members by easing anxieties and reassuring a safe environment. Becoming an Experience Champion has allowed the Coordinator of Library Services to extend the caring conversations concepts into the library environment and introducing the library and its services into this new corporate initiative.

**Poster Number:** 36

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Better Access to E-Journals: Is That Too Much to Ask? Streamlining E-Journal Use for a Health Sciences Community**

**Sarah Safranek**, Information Management Librarian; **Joanne Rich**, Information Management Librarian; **Diana K. N. Loudon**, Biomedical & Translational Sciences Librarian; Health Sciences Library, University of Washington–Seattle

**Objectives:** Because gaining access to full-text journal articles is one of the primary uses of our health sciences library website, we want to understand and respond to the current patron experience finding electronic journal titles. We intend to improve the tools, systems, and workflow for providing a comprehensive health sciences-specific e-journals database that is both browsable and searchable.

**Methods:** In order to better understand how our users find electronic journals, and to address common problems reported, we will review use statistics from Google Analytics, and from our current e-journal delivery system, CyberTools, as well as user questions and comments from our virtual reference management system. We will then investigate available options and features in our current website platforms, Plone and LibGuides 2.0, and explore alternative platforms for delivering comprehensive subject-specific e-journals lists. Library staff in the acquisitions, cataloging and systems departments will be consulted regarding methods for extracting health sciences journal records from the university's library catalog. We will summarize findings and draft a proposal for improving the library's website access to health sciences e-journals.

**Results:** Usage statistics from our current customized health sciences e-journals search/browse platform show frequent title keyword search attempts, but declining use of the A-Z browse feature. User comments from our reference management system, and anecdotes from individual consultations show: (1) continued requests for customized e-journal listings, (2) ongoing patron frustration with technical lapses and missing titles in the current A-Z browse, (3) increased use of the Libraries-wide WorldCat ejournals search option. Unfortunately, WorldCat ejournals search does not capture all subscriptions, and the Libraries' catalog platform Primo/Alma does not yet offer the export capabilities needed to create a comprehensive e-journal search and browse list. LibGuides 2.0 database management features proved inappropriate for building an extensive ejournals list. Technical services and acquisitions staff confirmed deficiencies in our current A-Z/browse solutions, but saw opportunities in Drupal. Currently, Drupal and other content management systems are being investigated, and the challenges of extracting health sciences-specific data from the Libraries' catalog are being explored. Obstacles include not only catalog export functionality, but also the broad interests of our patron base due to the interdisciplinary nature of the health sciences field.

**Conclusions:** UW Libraries Triennial Survey results indicate ready access to electronic resources is among the top uses of the library. Additionally, health sciences users value a subject-specific journal database. Therefore, it is important to continue investigating technological solutions and staffing requirements to address this core user need.

**Poster Number:** 38

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Boundless Enthusiasm: Librarians Collaborating with Public Health Interns to Improve Local Community Outreach**

**Jamie E. Peacock**, Outreach Librarian, Division of Specialized Information Services, National Institutes of Health, Bethesda, MD; **Andrew Plumer**, Outreach Librarian, Division of Specialized Information Services, National Library of Medicine, Bethesda, MD

**Objectives:** To enrich the academic curriculum of public health students by providing internships for those interested in community health outreach. To enrich the outreach mission of the library by learning more about health promotion, community health education, health literacy, and health equity from those trained academically in community health education.

**Methods:** For the past three years a division of a large federal library has actively sought to enlist public health undergraduate students to assist in community health outreach activities. Public health students come to the organization with specific subject knowledge and a commitment to work with community members to address wellness as well as health issues and disparities. The internships involve activities of direct and indirect contact with the public. The students use their academic knowledge to create quality and informative promotional health and wellness messages for our established social media outlets. They recommend strategies to expand established social media outlets using their knowledge of communities and target messaging. They learn practical lessons about outreach through staff interaction, culminating in the design of a local community outreach project applying the principles and practices learned in school and on the job.

**Results:** The students' promotional efforts expand outreach efforts to new audiences. Evaluations have shown an increased visibility of the library's resources in their informative tweets and Facebook postings. They expand the community's access to quality information by their promotion of library resources through direct contact with the public. Students inform and expand staff knowledge of community health promotion and wellness. The students also contribute to the growing body of training knowledge in the form of toolkits created by previous students, refined by current students and will be added to by the next group of student interns

**Conclusions:** Public health student internships have demonstrated their success in the library's social media and outreach efforts. By application of their academic knowledge combined with a proficiency in the use of social media, the students have increased the community's knowledge of the library's resources. The students also contribute to improving health literacy and community health by engaging in direct outreach activities.

**Poster Number:** 40

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Breaking the Limits of Time and Space: How #medlibs Are Collaborating via Twitter**

**Caitlyn Ford**, Information Specialist, Information Services, Canadian Agency for Drugs and Technologies in Health, Ottawa, ON, Canada; **David Tolmie**, Librarian, Library, Bastyr University, Kenmore, WA

**Objectives:** To ascertain if, and explore how, medical librarians (#medlibs) across the world, particularly English-speaking North America, no matter their geographical location or time zone, utilize Twitter and other social media to connect with colleagues, share ideas, and collaborate with each other. Collaboration is defined as verifying references, assisting with reference questions, providing resources, troubleshooting databases, peer reviewing searches, collaborating on posters, papers or research projects.

**Methods:** An informal survey and discussion was undertaken on October 16th 2014 via Twitter, utilizing the time slot of the weekly #medlibs Twitter chat. Responses were analyzed and coded by two researchers to analyze and explore concepts from the chat transcript. Based on the themes that emerged from the chat, the researchers developed and distributed a 19 question Google Forms survey via email, Facebook, listservs and Twitter. Results were gathered using Google Forms analytics; long-form questions were coded independently by each researcher for broad themes.

**Results:** From both the #medlibs chat and survey (over 150 responses), ten overarching themes (each of which appeared in both sources of data, at least three times in each) were discovered. Themes include: meeting colleagues, keeping abreast of trends, methodology and literature, Twitter as a tool for constant learning, resource sharing and professional development, collaborating with non-local colleagues, tracking conferences by using hashtags (eg #MLAnet15), networking and building relationships, promotion of services or self in order to expand reach and impact, seeing Twitter as a knowledge-base for medical librarians, Twitter as a jumping-off point for ideas and discussions, and that Twitter has value, but there are issues in adapting to the technology.

**Conclusions:** Medical librarians who use Twitter as a part of their professional lives appear to draw a great deal of value, despite challenges, from this micro-blogging platform for communication and collaborating with professional peers. Implications for further research include further exploration into the motivations for individual librarians' participation in Twitter, why some librarians choose to not participate, and any challenges in implementing an organizational, library-focused Twitter account.

**Poster Number:** 42

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Building an Information Model on Standardized Patient (SP) Encounters for Evaluation of Medical Education Outcomes**

**Junchuan Xu**, Ontology Manager, Health Sciences Library, NYU, Houston, TX; **Colleen Gillespie**, Assistant Professor, Director, Evaluation Division of Education Quality and Analytics, New York, NY; **Adina Kalet**, Professor; Dir Medical Education Primary Care, Departments of Medicine (GIM Div) and Surgery (Administration), New York, NY

**Objectives:** Research supports that standardized patients (SPs) are a useful tool for both assessing quality of patient care and medical education outcomes. Less is known about the direct link between the two. We are building a comprehensive SP encounter information model to govern storage of assessment data to facilitate medical outcome research and semantic interoperability with actual clinical data.

**Methods:** All US medical students must demonstrate their clinical skills by interacting with Standardized Patients (SPs), trained to play patient roles and evaluate the student using a checklist. Following this encounter the student writes a complete patient note. Based these measures and SP case clinical characteristics we used the ontology editor Protégé to build the information model with four parts: 1) EncounterType, 2) LearnerInfo, learner's role and tasks, 3) StandardizedPatientData, based on the student's patient note, which includes clinical findings, vital signs, physical exams, patient medical history, surgical history, medication history, life situations, diagnostic procedures and differential diagnosis and 4) AssessmentData, the SP checklist documenting learner's performance on communication skills, professionalism, patient activation and patient satisfaction. We will be map this to standardized medical terminology systems like SNOMED CT, ICDs and LOINC to link education data to clinical data.

**Results:** The information model is built and will be presented as a figure in the poster.

**Conclusions:** With this set of information models, the longitudinal research can be done on tracking one learner's performance over time, a group of learner's performance at one time, or a group of learner's performance over time.

**Poster Number:** 44

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Can Trends in Disease and Patient Care Be Identified by Examining Pharmacy Records? An Analysis of Nineteenth Century Prescriptions from Portland, Maine**

**Joanne Doucette**, Associate Director of Knowledge Management and Associate Professor; **Sarah K. McCord**, Associate Professor and Associate Director for Information Literacy Services; **Martha Gardner**, Associate Professor of History and Social Sciences; **Jennifer Tebbe-Grossman**, Professor of American Studies and Political Science; Massachusetts College of Pharmacy and Health Sciences, Boston, MA

**Objectives:** The New England Historic Prescription Database (NEHPD) includes transcriptions and translations from a collection of digitized prescriptions spanning the years from 1875-1915. Prescriptions from a Portland pharmacy, which span the years 1876-1890, have been examined and trends among the data have been identified.

**Methods:** A concise history of Portland, a medical history of the diseases affecting this city and New England, and trends in treatment of disease from this time period are discussed and illustrated with examples drawn from the NEHPD and other historical sources.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014. This project is partially supported by grants from the NNLM/NER.



**Poster Number:** 46

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Cataloging University Research Resources to Create DMPTool Templates and a LibGuide Research Portal**

**Margaret Henderson, AHIP**, Director, Research Data Management; **Christopher Wimble**, Graduate Assistant; Virginia Commonwealth University, Richmond, VA

**Objectives:** Research data management plans require information about the resources used to create, store, and analyze the data. A table of resources in and outside the university was compiled for use when writing DMPTool templates for grants. The table was also used to create a LibGuide to help researchers learn about all the available resources.

**Methods:** Initially, resources directly related to data management such as storage availability, sharing options, and database programs available at the university were investigated to find boilerplate language to use in DMPTool data management plan templates. As the data librarian worked on more plans for grant applications, it became apparent that information about research resources related to the creation of data, and resources outside of the university would help provide more comprehensive data management plans, so further resources were investigated. Interviews with researchers had highlighted the lack of a centralized research resource catalogue at the university, so the information collected in spreadsheets by a graduate assistant was used to create a research portal LibGuide for all the documented resources.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 48

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **CLI-P(ad) Ambassador Program@AHS**

**Patricia Regenber**, AHIP, Library Manager, Robert H. Mulreany Health Sciences Library, Overlook Medical Center, Summit, NJ; **Janina Kaldan**, Library Manager, Shinn-Lathrope Health Science Library, Morristown Medical Center, Morristown, NJ

**Objectives:** The mission of our health system is to "empower our communities to be the healthiest in the nation". To support this mission we focus on patient-centered care with an emphasis on health literacy. Our goal is to bring the resources of the libraries directly to patients' bedsides, empowering our patients and families to be more involved in their health care.

**Methods:** The librarians from two campuses of the health system partnered with their respective volunteer services to create a Consumer Health Information Ambassador program thus expanding our existing Consumer Library Information Prescription (CLIP) program by bringing the library directly to the patients' bedside. Specially trained consumer information ambassadors visit patients to ask if they or their families would like further information about their diagnosis or any health concerns they have. Requests are transmitted via iPad directly to the library while the ambassadors are still at the bedside. The ambassadors return to the library, pick up the specially prepared packets delivering them to the patient, all work completed within one to two hours. If no information is requested, patients are left with a brochure and instructed to contact the library any time during or after their hospital stay.

**Results:** The ambassador programs successes are shown by the steady expansion to additional patient units, starting with two, we now visit ten. In addition, every packet delivered to patients includes a survey and self-addressed stamped envelope, the returns have been overwhelmingly positive. The number of requests received also demonstrates how well the program is accepted by patients and their families, on average 27%-30% of patients visited request information. The ambassadors bring library services where and when it is needed, with customized information for the patient and/or their family.

**Conclusions:** Finding special ambassadors is important and a strong partnership with volunteer services is crucial. The staff that interviews applicants needs to understand the program and the unique strengths needed by ambassadors. These very special ambassadors not only bring information to the patients but sometimes provide an open ear and carefully chosen words of inspiration, helping to improve the patients stay.

**Poster Number:** 50

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Collaboration, Exchange, and Interoperability: Comparing PDF Annotation Applications for Use in Academia**

**Andrea M. Ketchum, AHIP**, Reference Librarian, Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA; **Patricia M. Weiss**, Reference & Information Technology Librarian, Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA; **Linda M. Hartman, AHIP**, Reference Librarian, Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA

**Objectives:** To systematically evaluate PDF annotation and management software applications currently available for their potential to support collaboration among scholars.

**Methods:** Collaboration is the norm in today's team-based academic environment, yet PDFs annotated by one researcher can be hard to share with others. Popular and rising software applications for PDF use were evaluated for their capacity to overcome this obstacle. Relevant features considered included annotation tools, document and markup exchange, file and bibliographic management, and conformity with existing standards. To assess interoperability and usability, all applications were evaluated as appropriate on the web, on Windows and Mac operating systems, or on iOS and Android mobile devices that faculty, students, and staff can readily borrow from the library's Technology Services.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 52

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Using the Liaison Program in Collection Assessment and Development**

**David Brennan**, Assistant Librarian, Collection Development/Digital Resources Management, George T. Harrell Health Sciences Library, George T. Harrell Health Sciences Library, Penn State College of Medicine, Hershey, PA

**Objectives:** This project had several aims: to assist in collection development activities by showing current journal and monograph holdings in relation to liaison areas and to relate development activities to these holdings and to the strategic plans of the Library, the medical center, and Penn State University Libraries; to inform library users of holdings and improve access; and to assist liaison librarians in acquiring a more complete understanding of core resources in their liaison areas.

**Methods:** A two-phased assessment and development project was initiated. Phase 1 consisted of: a) developing a set of tools to inform collection assessment at the Harrell Health Sciences Library (HHSL), and b) completing a collection assessment related to current liaison coverage. At the close of this assessment, Phase 2 took the Phase 1 data and developed a model to prioritize purchases from the materials identified as not being held by the HHSL or Penn State. This model was implemented by the HHSL liaison librarians in order to: a) rank priorities and identify specific monograph and serial titles for purchase (these would be purchased in electronic format if possible and licensed for all of Penn State, in keeping with the HHSL collection development policy) . b) increase awareness among the liaison librarians of institutional strategic priorities in relation to collections and collection development

**Results:** A wiki page for HHSL faculty librarians was constructed which included the major data sets to use in the analysis as well as a rolling ledger of internal and external collection requests with their current status, which was updated as purchases or decisions were made in order to facilitate communication between liaison librarians and their departments. After a review of collection development tools and measures, the Doody's Core Titles list was chosen as the benchmark for monographs, and the 5-year Impact Factor for journals. Assessment templates using these two measures were created, and liaison librarians analyzed holdings in their areas, which were reported and deduped as needed. In addition to being able to communicate the results back to liaison departments. A purchase model was developed using liaison librarians' review of strategic planning documents as compared to not held titles. This ranking determined purchase priorities.

**Conclusions:** Identifying purchase priorities is a key part of the collection development process, and the development of recognized and easily applied metrics aids in determining and communicating these priorities. A number of conclusions were drawn from this project, both related to collection development priorities specific to the HHSL and to the process itself. The experience of the HHSL in completing an analysis and ranking priorities exercise has resulted in improved communication among the HHSL faculty librarians (and their University Libraries' colleagues), as well as improved responsiveness and communication between the HHSL and the liaison departments that it serves. It has demonstrably improved collection coverage in areas of strategic importance to Penn State Hershey, and aided in the revision of the HHSL Collection Development Policy Statement. Having tools and procedures in place that make this process more efficient is vital to the success and easy repetition of the analysis.

**Poster Number:** 54

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Coloring Outside the Lines: Collaboration, Teamwork, a Plan, and a Vision for a Library Technology Group**

**Kellie Kaneshiro, AHIP**, Library Technology Coordinator & Research Librarian; **Jason Lilly**, Library Systems Analyst; **Jennifer Herron**, Emerging Technologies Librarian; **Gabriel R. Rios**, Library Director; Ruth Lilly Medical Library, Indiana University School of Medicine, Indianapolis, IN

**Objectives:** Under a new Library Director, a Technology Team formed consisting of a Research Informationist turned Library Technology Coordinator, Library Systems Analyst, and Emerging Technologies Librarian. The Library serves a large medical school with diverse research and clinical programs. Library technology (proxy server, desktop & library computer support) had previously been outsourced to other entities, so the team looked “outside the lines” for unmet needs and opportunities.

**Methods:** Using a strategy loosely based on the work of Tony Robbins, the team used the Library’s strategic plan as a basis to create a results oriented, purpose driven, Massive Action Plan (MAP). The resulting MAP targeted measurable goals in four areas – library infrastructure, medical education, research, and clinical care. The team desired a plan that would be flexible, action-oriented, and preferably included an element of fun. The team needed to commit to a schedule and execute the plan. Results needed to be measured, setbacks learned from, and progress celebrated. The poster presents the process, challenges, opportunities, the MAP, and the results to date.

**Results:** The team came together starting in January, 2015. The Tech Team’s activities started organically, focusing on building relationships within the Medical School, and finding ways to support library services for medical education, clinical care and research. Activities included contacting the student Technology in Medicine Special Interest Group, establishing a monthly library “Tech Talk,” and promoting library services and activities via social media, e-newsletter, and digital signage. The team explored the possibility of creating a library makerspace to support medical education. Other significant activities included promoting the library’s chat service to the Medical School’s nine campuses, migrating to a new Learning Management System, and upgrading to Libguides 2.0.

**Conclusions:** The Tech Team’s contact with the student Technology in Medicine Special Interest Group resulted in the Emerging Technologies Librarian collaborating on a patient education project involving prescription apps. The Tech Team is tracking interest and attendance at the monthly Library Tech Talks. The team is working closely with the Library’s marketing committee to incorporate social media, digital signage, and an e-newsletter into marketing efforts.

**Poster Number:** 56

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Community College Outreach: Unlimited Opportunities**

**Laura C. Davison**, Assistant Director, Access Delivery & Outreach; **Rick A. Brewer**, Director; Medical Center Library, University of Kentucky–Lexington

**Objectives:** To develop and present training sessions on NLM and other quality health information resources focused on the needs of community college health sciences faculty.

**Methods:** Our outreach mission is not limited to health care providers and consumers; by partnering with a community college librarian we intend to expand our training into the health sciences faculty population, a group not previously targeted by our library. We will partner with one librarian at a small, rural community college branch to assess the specific needs of her health sciences library faculty. Next we will identify topics from this assessment to create educational sessions, select NLM and other appropriate resources to highlight, and create a pre and post survey for evaluation purposes. Working closely with the community college librarian, we will schedule and promote the training sessions to be conducted live on her campus. After conducting the sessions, we will review evaluations, and search for ways to further our outreach to the community college population.

**Results:** To date, we have selected two topics which garnered the most interest from the faculty - health statistics resources and evidence based resources. Training session content has been developed, web sites selected, and we are in the process of scheduling the sessions.

**Conclusions:** Due to unforeseen scheduling conflicts, the training sessions are being conducted during the Spring 2015 semester instead of the Fall 2014 semester as originally planned. Revised results of the project and conclusions will be available during the MLA conference poster presentation.

**Poster Number:** 60

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **COTH**

**Barbara J. Henry**, Director, Medical Libraries, Lewis B. Flinn Medical Library, Christiana Care Health System, Newark, DE; **Sarahfaye Heckler**, Research Associate, Value Institute, Christiana Care Health Care System, Newark, DE;

**Objectives:** This study identifies the level of services, budgets, staffing, and resources provided by independent academic medical center (IAMC) libraries whose institutions are members of the Council of Teaching Hospitals & Health Systems (COTH), as well as the impact of any changes in the libraries that may have occurred over the past five years.

**Methods:** COTH is a group of 400 teaching hospitals with a documented affiliation agreement with an accredited medical school, and who sponsor at least four active residency programs. IAMCs operate independently of medical school ownership or governance while maintaining major medical school affiliations. An online survey was designed and distributed to 177 COTH library directors. The survey collected information on healthcare system demographics, residency programs, library structure and size, staff, budgets, collections, services, and electronic resources. It addressed changes in library facilities over the past five years and their impact on staff and library users.

**Results:** Fifty-six librarians (31.6%) responded to the survey. Of these, 9 were excluded because they indicated they were part of a university healthcare system, were not an IAMC, or received government funding. The final sample consists of 47 librarians from 22 states and the District of Columbia, representing hospitals ranging in size from 185-1960 beds. Twenty-three (48.9%, n=47) librarians fully completed the survey; the remainder only provided partial information. Libraries reported changes in physical size: 30.4% (n=23) experienced a decrease while 13.0% (n=23) experienced an increase. Some lost staff (43.5%, n=23) while others did not experience a change in staffing (47.8%, n=23).

Approximately half (52.2%, n=23) reported an increase in their operating budget during the past year (mean increase 13.3%, n=12), and 43.5% (n=23) reported a decrease in staff (mean decrease 35.4%, n=10). Almost all (87.0%, n=23) respondents decreased their print collections (both book and journal; mean decrease 41.5%, n=19), but only 25% (n=20) reported this decrease affected customer satisfaction. Most increased their online collections (87.0%, n=23), with a mean increase of 40.42% (n=19). Of these, 81.0% (n=23) reported an impact on customer satisfaction.

**Conclusions:** IAMC libraries have not experienced consistent changes in facility size, staffing, and budgets, and the direction of change is mixed. Over the past five years there has been a shift toward the provision of more electronic resources accompanied by a decline in print collections and these changes have either improved or had no impact on customer satisfaction.

**Poster Number:** 62

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Preparing for a Makerspace Implementation at a Health Sciences Library**

**Everly Brown**, Head of Information Services, Health Sciences and Human Services Library, University of Maryland–Baltimore; **Bohyun Kim**, Associate Director for Library Applications and Knowledge Systems, Health Sciences and Human Services Library, University of Maryland Baltimore, Baltimore, MD

**Objectives:** The Health Sciences and Human Services Library (HS/HSL) at University of Maryland, Baltimore (UMB) decided to explore the possibility of a makerspace in the library to serve as a hub of experimentation, innovation, and collaboration that will benefit our faculty and students in their education, research, patient care, and entrepreneurship. For this task, the Makerspace Task Force was formed in the spring of 2014. After three months of work, the Task Force completed the proposal for creating the Makerspace at HS/HSL in the summer of 2014. HS/HSL is planning to open the makerspace this spring.

**Methods:** The Makerspace Task Force conducted an environmental scan of academic and public library makerspaces through a literature review of makerspaces in educational institutions and visited four local makerspaces to observe their layout, equipment, and service models. The Task Force received input from the campus stakeholders and visited the dental school to see their use of 3D modeling and printing technology. IT staff spent many hours researching and determining the equipment to purchase. The Task Force investigated the 3D modeling software TinkerCAD and Google Sketch. In late August, a meeting was held to discuss the project with HSHSL faculty and staff to gain their buy-in.

**Results:** The library administration approved creating a makerspace in late August. HS/HSL purchased two 3D printers: MakerBot Replicator 2X and Affinia H480, as well as a Sense 3D scanner in late October. A detailed LibGuide was created to instruct users on the basics of 3D printing and scanning. This LibGuide was used for the IT and Reference Desk staff training in conjunction with two instructional video courses from Lynda.com and group training activities, which took place in November and December. A committee was formed and tasked with teasing out implementation details such as workflow, service hours, reservation system, patron training, and payment options for the grand opening. The committee decided to locate the Makerspace next to the Reference Desk in a highly visible area on the library's first floor and is working to arrange the equipment and furniture.

**Conclusions:** Preparing for a makerspace has been a time-consuming process that took many staff hours. It is important to clarify and communicate to the campus stakeholders the relevance and importance of a makerspace and 3D printing/scanning technology to health sciences education, research, and patient care. It is also critical to get the buy-in from the library faculty and staff. We particularly relied on the strong teamwork between IT and Reference. Planning for and launching a makerspace requires meeting many technological and logistical challenges. HS/HSL will continue to work on the makerspace funding, staff and patron training, programming, and promotion to achieve our goal of becoming a centralized location on campus for innovation and collaboration.



**Poster Number:** 64

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Creating a Targeted Marketing Campaign for British Columbia Children's Hospital Library**

**Ariel Deardorff**, Associate Fellow, National Library of Medicine, National Library of Medicine, Washington, DC

**Objective:** Increase awareness and use of the BC Children's Hospital Library by patients and families living in underserved and remote areas of British Columbia through a targeted marketing campaign.

**Methods:** Targeted marketing involved two stages. First, target areas were identified by comparing population data to existing library user data to identify three health districts where library use was disproportionately low. Then, a two-pronged marketing approach was used in order to reach potential library users: direct marketing to patients at hospitals and public health centers in target districts, and physician education to promote library referrals. Marketing materials consisted of a simple colorful brochure for distribution to patients, and a one-page info sheet to be shared with physicians and healthcare workers through internal newsletters. Materials emphasized the library's strong collection and the fact that items could be shipped for free anywhere in the province, a major draw for many current patrons. Contacts were made in two hospitals and one public health unit in each district to distribute materials and begin relationship building.

**Results:** Marketing materials were distributed to identified hospitals and public health units as well as throughout BC Children's Hospital. Responses to the materials from patrons and healthcare workers were very positive, and the project had strong support from library staff. Unfortunately it was not possible to objectively measure the effect of the marketing intervention on patron use and awareness as the library's patron records were cleaned out halfway through the project. Anecdotal evidence, however, suggested that the materials were very popular, and when used in combination with new contacts across the province would lead to greater awareness and use of the library.

**Conclusion:** Marketing is an essential tool for reaching out to underserved populations, and this project presents a data-informed method of identifying possible audiences to target through marketing. The limitations of this research are due to loss of comparison data, and reflect the challenges of integrating research into a library environment and balancing the needs of researchers and practitioners.

**Poster Number:** 66

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Creating an eCurriculum for the Greenwich Hospital Medical Education Department: The Hospital Librarian's Role**

**Donna Belcinski**, Content Management Librarian, Greenwich Hospital Medical Library, Greenwich Hospital, Greenwich, CT

**Objectives:** To highlight the librarian's role in creating an online curriculum for the Greenwich Hospital Medical Education Department, and describe the interdepartmental collaboration.

**Methods:** This is not research. It describes and summarizes the process to go from using a paper-based method of article delivery to creating a permanent online library of articles used in 14 different disciplines by the Medical Education Department at Greenwich Hospital.

**Results:** Librarians at Greenwich Hospital attend Morning Report and MSICU rounds to give literature support to topics that are presented. Formerly, relevant articles were printed for each intern and resident in attendance. This process became burdensome for all concerned. The Greenwich Hospital Medical Education Department wanted a more efficient delivery method for articles, as well as a permanent archive of classic articles. A proposal was made to create an electronic curriculum for this purpose. What was developed is easily accessible, saves time and paper, and creates an electronic archive of reviewed cases without violating copyright and licensing restrictions.

**Conclusions:** By collaborating with the Medical Education Department to create an electronic curriculum, both the library and Medical Education benefit from the new article delivery and archiving practice. It saves paper, time, and is easily accessible. It also is one more way the library reaches out to help another hospital department, through innovation and collaboration.

**Poster Number:** 68

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Creation of an Assessment Tool to Measure Student Learning in Health and Life Sciences Library Instruction**

**Adele Dobry**, Nursing Informationist, UCLA, Los Angeles, CA

**Objectives:** To create an information-literacy assessment tool in order to measure student learning and teaching progress. The current evaluation tool focuses on student opinion and does not accurately measure student learning outcomes.

**Methods:** An environmental scan and SWOT analysis was conducted to analyze current instruction efforts of the department. The author will attend the ACRL Assessment Immersion 2014 to create a valid evidence-based assessment tool. **Setting:** An academic health and life sciences library serving the medical centers, department of life sciences, schools of medicine, nursing, dentistry, and public health. **Population:** All attendees of information literacy instruction provided by the academic health and life sciences librarians. **Intervention:** An assessment tool will be created to measure student learning and teaching across disciplines within the health and life sciences.

**Results:** The assessment tool measures the students' ability to meet specific learning outcomes. This will create an assessment cycle which will allow for continuous improvement in teaching and learning.

**Conclusions:** The objective was met; Classroom Assessment Techniques (CATs) were created and utilized to measure student learning of research skills. By using CATs, based on specified Education Learning Outcomes (ELOs), which were covered during instruction, librarians could finally reveal evidence of student knowledge. This evidence was then used to adjust and improve instructional practices as needed, thereby improving student learning.

**Poster Number:** 70

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Creative Collaboration at Brigham and Women's Hospital between the Psychiatric Nursing Resource Service and Medical Library**

**Meaghan Muir**, Assistant Director; **Barbara E. Lakatos**, Program Director; Brigham and Women's Hospital, Boston, MA

**Objectives:** The Brigham and Women's Hospital (BWH) Medical Library worked closely with the BWH Psychiatric Nursing Resource Service (PNRS) to plan, create and publish a LibGuide that would be promoted to and used by clinical nurses working in any specialty or unit at the hospital. The goal of the LibGuide was to be a one-stop shared resource for a vast array of psychiatric nursing information that would be useful to all clinicians, whether or not they typically care for psychiatric patients. The collaboration offered a unique opportunity for the library to work with BWH PNRS from the ground up to create a customized, shared resource that would comprehensively address a number of important components of specialized patient care using external and internal information. Staff in the acute care environment require resources that are available within current workflow and at the point of care. Creating a LibGuide with depth of scope and content fits the goals of the PNRS, which are: to improve the early recognition, intervention and treatment of patient conditions particularly delirium, alcohol withdrawal, and those at risk for self harm improve quality and safety and care of patients/families as well as the caregiver experience.

**Methods:** The head of the BWH Psychiatric Nursing Resource Service approached a medical librarian to find a solution to manage and disseminate information to a large and diversified group. A series of meetings took place to determine roles, responsibilities and LibGuide content. Resources included, but were not limited to, internal hospital policies and care plans, psychiatric and nursing association web sites, videos, and links to library books and journals. Great attention was dedicated to which topics should be included and the appropriate information associated with them. A large amount of time was focused on which eBooks and eJournals would fit the LibGuide, and what library resources should be purchased to fill in the gaps. **Nurse's Role:** The nurse acted as subject matter expert for the categories of information, internal clinical resources and external professional resources. She identified the audience and selected the clinical resources that were most important and created and uploaded most of the content on the LibGuide. **Librarian's Role:** The librarian acted as subject matter expert for using and managing the LibGuide and selecting appropriate library resources. She offered consultation for expanding online resources and provided coaching to the PNRS on how to format the LibGuide pages for ease of use.

**Results:** The LibGuide addressed myriad psychological/psychiatric patient care conditions that a clinician might face. The combination of internal and external links to evidence-based information, policies, care plans, and medical literature makes this LibGuide a one-stop resource for any hospital clinician caring for a patient with psychological/psychiatric or behavioral co-morbidities. The LibGuide was presented at a high level nursing operations meeting which was attended by educators, directors and other members of nursing leadership. The response was overwhelmingly positive. The LibGuide link has been included in hospital-wide emails, department of nursing updates, the hospital intranet home page, and the Library home page.

**Conclusions:** The teamwork between the nurse and the librarian is an example of two subject

matter experts collaborating to produce a resource that is focused and will provide solutions to common and unique issues faced by hospital clinicians on a daily basis. The availability and use of the LibGuide will positively impact patient care at the unit level and provides an opportunity to increase knowledge and empathy for psychological care issues by utilizing multimedia to engage and reach a wide audience.

**Poster Number:** 72

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Cultural Competence in Health Care: A Wikipedia Article**

**Yingting Zhang, AHIP**, Information & Education Librarian, Robert Wood Johnson Library of the Health Sciences, Rutgers University, New Brunswick, NJ; **Yu-Hung Lin**, Metadata Librarian, Technical and Automated Services, Rutgers University, Piscataway, NJ

**Objectives:** University Libraries participated in the Wikipedian in Residence Program. The project is to improve Wikipedia content and align topics with our curriculum. This poster describes how librarians created a Wikipedia article on cultural competence in health care by working with a virtual visiting Wikipedia scholar to add scholarly content to Wikipedia so it aligns with our medical school's curriculum.

**Methods:** The importance of cultural competency in health care is widely recognized. Medical schools integrate teaching cultural competency in their curricula to assure that students will possess the knowledge, skills, and attitudes that enable them to provide culturally competent care to patients. Therefore, this topic was chosen for the Wikipedia project. A search in the medical school curriculum was performed to retrieve the number of courses and events that cover cultural competency to gain information on how extensively this topic is taught in the school. Research was then conducted on how well the topic is covered in Wikipedia. It was found that no article has been written on this topic. Only a brief section was included in the Wikipedia article Cultural Competence. After careful evaluation, the authors decided to write a new article instead of expanding the existing section.

**Results:** The Wikipedia article was written and rolled out in a timely manner in accordance with the proposed timeline of the university libraries' Wikipedia Project. It was reviewed by a content expert, Wikipedia editors, and librarians. As with all Wikipedia entries, it is a work in progress. More areas will be added such as cultural competence in various health related disciplines.

**Conclusions:** Despite the fact that Wikipedia content is not as reliable as scholarly articles and that librarians and educators often discourage students from using and citing it, its popularity does not seem to diminish. Instead it continues to grow. Given that we can't change students' preference, we might as well improve the content quality so students can benefit from it. By writing the Cultural Competence in Health Care Wikipedia article, librarians prove they are innovative, instrumental in supporting curricula, and ready to share experience and lessons learned.

**Poster Number:** 74

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Departmental Collaboration in Producing Patient Education Materials for the Electronic Health Record (EHR): A Pilot Project**

**Gale A. Oren, AHIP**, Librarian, Kellogg Eye Center, University of Michigan–Ann Arbor; **Paula Anne Newman-Casey**, Doctor, Department of Ophthalmology and Visual Sciences, Kellogg Eye Center, University of Michigan, Ann Arbor, MI; **Beth Hansemann**, MiChart Program Manager, Department of Ophthalmology and Visual Sciences, Kellogg Eye Center, University of Michigan, Ann Arbor, MI

**Objectives:** The Kellogg Eye Center, Department of Ophthalmology and Visual Sciences for the University of Michigan, implemented an electronic health record (EHR) system in August, 2012 as part of the University's EpicCare Ambulatory EHR rollout (MiChart). Patient education materials were available as part of the post-visit summary printout, but ophthalmologists began creating their own materials in the effort to tailor patient information and instructions to the department's own clinical care setting.

Our project goal was to coordinate the creation of patient education materials for all of the top diagnoses treated at our clinics, as well as for common procedures and surgeries, for use by all clinicians. By making this information available to patients through MiChart, our objective was threefold: (1) to facilitate patient compliance, satisfaction and outcomes, (2) to simplify the process for clinicians, and (3) to fulfill the Centers for Medicare & Medicaid Services requirement for the patient education component of Meaningful Use.

**Methods:** The first step was the establishment of a team consisting of a clinical faculty member, a librarian, and the department's EHR administrator. The Glaucoma Clinic was selected as the pilot project, and a graduate student was hired from the Health Behavior & Health Education program at the University's School of Public Health to assist with the writing. A list was created of the top diagnoses and procedures related to glaucoma patients. Materials were created, edited, and reviewed based on the University's standards, the Center for Disease Control (CDC) "Clear Communication" guidelines, and other accepted health literacy principles. The content was based on the specific information needs of a patient following a visit.

**Results:** During the course of the 2014 winter semester, 40 documents were completed, and brought before the faculty of the Glaucoma Clinic for approval. In the fall of 2014, additional funding was obtained for additional students and the expansion of the project to include the remainder of the clinics (retina, neuro-ophthalmology, cornea & refractive surgery, pediatric ophthalmology & strabismus, oculoplastics, and comprehensive ophthalmology).

My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 76

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Developing a Systematic Review Service in Six Months**

**Beatriz G. Varman, AHIP**, Head of Client Relationship Management, TMC Library, The TMC Library, Houston, TX; **Ashlynn Kogut**, Planning & Assessment Coordinator, Administration, Texas Medical Center Library, Houston, TX; **Adela Justice**, Liaison Librarian, Client Relationship Management, Texas Medical Center Library, Houston, TX; **Kate Krause**, Liaison Librarian, Client Relationship Management, Texas Medical Center Library, Houston, TX; **Marianne Galati**, Liaison Librarian, Client Relationship Management, Texas Medical Center Library, Houston, TX

**Objectives:** The library serves multiple institutions in a health science center and planned to begin a systematic review service as part of a new liaison librarian program. However, requests for systematic reviews began before any promotion of the service, prompting the librarians to implement the service quickly.

**Methods:** With the support of library administration, we sought to develop a robust systematic review service for multiple institutions in a short amount of time. First, we explored how much training would be required before starting to work on systematic review search requests. Second, librarians participated in both online and in-person trainings for six months. Third, the department head worked with her team to establish internal guidelines to define the roles and responsibilities of the librarian and the researcher. Finally, librarians began to work with researchers on their systematic review searches under the guidance of more experienced librarians. Throughout the steps, librarians documented the lessons learned and how the service could be improved.

**Results:** The library sponsored training for six librarians to conduct systematic reviews and implemented the new systematic review service in mid-2014. During this time we received eight requests to assist with systematic reviews. We found that it was beneficial for the librarians to be mentored by colleagues more experienced in systematic reviews, and to consult with each other. We realized we needed to acquire two new resources--Embase and EndNote--in order to conduct thorough searches and save search results. We discovered that many of our clients requesting systematic reviews did not fully understand the systematic review methodology or the amount of work and time systematic reviews require.

**Conclusions:** The development of a systematic review service takes time, administrative support, and extensive training. Receiving requests for systematic reviews before the official launch of the service accelerated our training schedule and the development of guidelines defining the role of the librarian and the researcher. Librarians received excellent training but found the best way to learn how to do systematic reviews was to start working on them with clients. After developing service guidelines, participating in training sessions, and working on our first reviews, librarians feel prepared to offer the systematic review service. We have developed a good foundation in six months and are confident that ongoing training and practice will continue to sharpen our skills



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## **Development of a Tiered Systematic Review Service Model**

**Kefeng (Maylene) Qiu**, Evidence-based Healthcare & Clinical Liaison Librarian, Biomedical Library, UNIVERSITY of PENNSYLVANIA, Philadelphia, PA; **Frank Campbell**, Health sciences liaison, Biomedical Library, University of Pennsylvania, Philadelphia, PA; **Sherry Morgan**, Clinical and Graduate Research Librarian, Biomedical Library, University of Pennsylvania–Philadelphia; **Gregory Lewis**, Library Reference Intern, Biomedical Library, University of Pennsylvania–Philadelphia

**Objectives:** The aim of this project is to create a tiered systematic review (SR) service model that offers library administrators a novel approach that is both economically effective and socially acceptable.

**Methods:** Successful systematic reviews require time and effort on the part of the librarians involved, often creating hurdles for library administrators and staff in sustaining and expanding these services.

The literature was searched to find published articles that identify academic libraries nationwide that provide SR services. An environmental scan was performed that included surveys distributed to the Medlib listserv and AAHSL listserv and internally distributed to the Health Sciences Libraries at the authors' institution. To get an entire picture of SR services at the authors' institution, interviews with key people from relevant institutions were involved. Business models that could support a fee structure for the services were also investigated. Concerns surrounding the services from the users and the libraries were identified. Suggested solutions addressing these concerns and a business model were provided in a report.

**Results:** Through the internal environmental scan, a number of factors that influence the success of SR projects were identified. These factors came from both users and librarians: users' knowledge of and commitment to completing SRs, research team formation, librarians' time, coordination of services, the number of qualified librarians, etc. Librarian co-authorship and possible fee structures to cover direct and indirect costs to libraries as reflected in grant proposals drew significant attention among librarians locally and nationwide.

**Conclusions:** To reach the goal of integrating libraries' resources efficiently and serving the users effectively, recommendations from a task force were made on: service model, project criteria, documentation of agreements, fee structure for grant projects, coordination of the service, and training plans. The recommendations were developed with an eye toward a policy statement that assures the quality and sustainability of SR services.

**Poster Number:** 80

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## **Disciplinary Perceptions of Data and Data Management Practices**

**Pamela L. Shaw**, Biosciences & Bioinformatics Librarian, Galter Health Sciences Library, Northwestern University Feinberg School of Medicine, Chicago, IL; **Cunera M. Buys**, E-Science Librarian, Seeley G. Mudd Library, Northwestern University, Evanston, IL

**Objectives:** Data storage requirements and management services are topics of interest in academic libraries and computing centers. Many academic institutions' libraries have undertaken surveys of faculty in an effort to determine attitudes and needs for data storage and management. Our institution's E-Science Working Group conducted a similar survey, extending it beyond faculty to also include graduate students, post-doctorates and research staff.

**Methods:** A survey of data management practices across the entire university including all disciplines was designed in late 2013 using Qualtrics survey software. The survey was distributed via email link to approximately 12,900 email addresses at the university in January 2014 and was closed in February 2014. The group analyzed the results in spring 2014 utilizing Atlas.ti and Qualtrics analytics.

**Results:** The survey received 831 responses with 788 complete responses. Results reveal that researchers are uncertain of how much data storage they will need in the future, have a strong desire for instruction and services surrounding data management practices and that there is a trend toward a data sharing culture at the institution. Based on analysis of the data management survey, it appears that there is no consensus on exactly how to store, share or manage data. Even more striking is the observation that the understanding of what constitutes "data" can be widely interpreted, depending on academic discipline.

**Conclusions:** Recent federal proposals to mandate data sharing, notably for the sciences, will result in pressure upon researchers to provide access to their data. The disciplinary discrepancies in methods of storage, sharing and definition of data indicate that some researchers may be better prepared for federal mandates than others. The results of our survey are consistent with other published results of data management practices, and point to a common need across American institutions for education and training in best practices for data management. We are preparing a consolidated effort to provide training and consultation to researchers managing diverse types of data.

**Poster Number:** 82

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## **DOCLINE Training: Making the Most of a Collaborative Teaching Model**

**Jim Honour**, Wyoming/Member Services Coordinator, Coe Library, University of Wyoming, National Network of Libraries of Medicine MidContinental Region, Laramie, WY; **Patricia J. Devine**, Network Outreach Coordinator, Health Sciences Library, University of Washington, National Network of Libraries of Medicine, Seattle, WA; **Irene Williams**, Network Services Coordinator, National Network of Libraries of Medicine, University of Illinois, Chicago, IL; **Michelle Burda**, Network and Advocacy Coordinator, HSLS, University of Pittsburgh, NN/LM MAR and HSLS, University of Pittsburgh, Pittsburgh, PA

**Objectives:** To offer effective DOCLINE training to a national audience on an ongoing basis, using NN/LM cross-regional collaboration.

**Methods:** DOCLINE coordinators from four National Network of Libraries of Medicine (NN/LM) Regions: Greater Midwest, MidContinental, Middle Atlantic, and Pacific Northwest collaborated to offer DOCLINE instruction in four training modules three times a year, via the NIH Adobe Connect platform. The four coordinators each specialized in one of the following modules: Beginning DOCLINE, Borrow and Lend, Routing Tables, and Serial Holdings. Modules were updated as changes occurred in DOCLINE. Training sessions were recorded and made available on the NN/LM Resources Sharing webpages.

**Results:** This cooperative model of training enabled us to reach more people, share resources, learn collaboratively, and connect. Network members in all NN/LM regions and Canada were able to benefit from the knowledge of coordinators in other regions, and to share knowledge with and learn from training participants from different regions who would not normally interact. Offering training on an ongoing basis rather than when people are new to the DOCLINE system, allows members to refresh and improve knowledge, along with the ability to use DOCLINE more efficiently and effectively. This benefits the entire DOCLINE network.

**Conclusions:** This collaborative method of teaching makes the most of available resources, reduces duplication of effort and allows coordinators from each NN/LM region to interact with their not only their own Network members but also with those across the country.

**Poster Number:** 84

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Doctoral Nursing Students Need Information Literacy Instruction, Too**

**Zoe Pettway Unno**, Science Librarian, Pollak Library, California State University Fullerton, Fullerton, CA

**Objectives:** How prepared are graduate nursing students for doctoral study and the required advanced information literacy skills that they will need for success?

**Methods:** Graduate student nurses need to possess basic information literacy skills in order to pursue their masters' or doctoral projects. In order to gauge the competency of graduate nursing students enrolled in graduate-level courses, an anonymous survey was administered to assess the skills of students as they begin their graduate nursing program. The results will be used to develop a comprehensive outline of information literacy instruction that is based on the curriculum at the institution.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 86

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Don't Know What You've Got 'til It's Gone: The Surprising Revival of Print Journal Usage after Limiting Physical Access**

**Randall Watts, AHIP**, Assistant Director for Resource Management, Medical University of South Carolina Library, Medical University of South Carolina Library, Charleston, SC

**Objectives:** This poster examines the results of limiting access to the print journal collection and its impact on users.

**Methods:** Beginning in January 2014, the library began extensive renovation to the HVAC system that necessitated limiting users' access to its collection of primarily older (< 2004) print journals. The Resource Management Services (RMS) department initiated a program that allowed users to request journals from the collection to be scanned and delivered on demand, free of charge. Usage statistics from this collection from a similar period in prior years will be compared. Additionally, users will be surveyed to determine how they learned about the new program and whether or not it influenced their information needs.

**Results:** Initial review of statistics reveal a dramatic increase in usage of print material when compared with similar time periods from previous years. As we survey the users who have utilized this service, we hope to determine the reasons behind this increase and determine interest in maintaining the program. We will use this data to make a decision regarding the viability and sustainability of the scan on demand program.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Poster Number:** 88

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Drug Information and Evidence-Based Medicine at a New School of Pharmacy**

**Skye Bickett, AHIP**, Reference and Education Librarian; **Deirdre Fanning**, Assistant Professor; Philadelphia College of Osteopathic Medicine - Georgia Campus, Suwanee, GA

**Objectives:** The objective of this study was to assess the drug information (DI) and evidence based medicine (EBM) curriculum of a new school of pharmacy. This information will be used as baseline data for future assessment of a new Evidence Based Medicine course. Both didactic and experiential education components were reviewed.

**Methods:** The Reference and Education Librarian and a Drug Information faculty member developed a survey to collect data from all pharmacy practice faculty and experiential educators regarding the teaching and assessment of DI and EBM. Clinical faculty were asked to indicate the manner in which DI and EBM skills are incorporated into didactic and experiential courses. Experiential educators were identified through the Office of Experiential as those that precept fourth year professional students. The preceptors were asked to select ways in which they incorporated DI and EBM skills into advanced pharmacy practice experiences (APPEs).

**Results:** Forty-five preceptors responded to the survey, including eight clinical faculty. Clinical faculty indicated that DI and/or EBM skills are taught throughout the didactic curriculum. Instructors use textbooks, clinical databases, medical guidelines, and original research to teach these skills. The majority of experiential educators indicated that they incorporate DI and/or EBM in one or more of the following ways: teaching students how to recognize a gap in their knowledge, formulate a clinical question, find evidence to support decision making, and/or reference sources.

Additionally, most ask students to use drug information databases, clinical databases, primary literature, or guidelines to retrieve information; analyze the literature based on research designs and biostatistics; determine the quality of evidence; and/or make recommendations based on the evidence.

**Conclusion:** Data indicate that DI and EBM are integrated into 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year didactic courses. There are two courses devoted to these skills: Evidence Based Medicine and Drug Literature Evaluation.

During APPEs, the training site is the major factor determining the frequency students were asked to retrieve medical information. In nuclear or community settings, preceptors indicated that students utilized basic DI resources; however, they noted that students are not required to reference clinical databases or primary literature. Other clinical settings report that students reference and analyze these resources at least weekly.

While it seems that DI and EBM are woven throughout the didactic and experiential curriculum, some data suggest that skills workshops offered for clinical faculty and experiential educators may reinforce each step of the EBM process.

**Poster Number:** 90

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Embedding into the Nursing Community on an Academic Health Center Campus**

**Roy Eugene Brown, AHIP**, Research and Education Librarian, Tompkins-McCaw Library for the Health Sciences, VCU Libraries / Research & Education Department, Virginia Commonwealth University, N. Chesterfield, VA

**Objectives:** To describe and evaluate the process by which a librarian became embedded into the nursing community on an academic health sciences center campus from 2010-2014. These efforts will be evaluated through qualitative and quantitative measures to determine the success of serving the nurses on campus and to address potential improvements.

**Methods:** In 2010, the library liaison program was enhanced with the goal of embedding into the professional schools. The nursing liaison leveraged relationships with faculty, staff and students to address the educational, research and clinical needs of the school of nursing as well as the nurses in the health system. Some of the new and expanded services developed to address needs include customized instructional sessions, onsite office hours, enhanced virtual services, expanded consultation services, individualized journal citation/subject alerts, and creating a social media presence. The success of these efforts is measured by quantitative data such as service metrics on the number of instructional sessions and consultations, assessments, and individual and group feedback. As the liaison has become more embedded, there has been an increase in new collaborative opportunities that are also tracked and assessed.

**Results:** More than 200% increase in the number of staff nurses, faculty, and students served within the health system and school of nursing, as well as a substantial increase in the number consultations and classes provided.

Appointed as Affiliate Faculty Member of VCU School of Nursing  
Increased involvement in the preparation of grants

- 1 P30 Grant
- 3 RO1 Grants
- 1 AHRQ Grant

Co-Authored Papers with Faculty Members

Member of committees both within the health system, as well as the school of nursing.

Afforded opportunities to work on nursing projects on the state level through relationships made within the health system.

**Conclusions:** Efforts to embed into the nursing community was successful and has resulted in greater opportunities to meet the information needs of the members of the VCU School of Nursing, as well as the nurses that work to care for patients in the VCU Health System.

**Poster Number:** 92

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Emerging Patterns and New Trends in Reference Transactions Using Systematic Data Review**

**Phill Jo**, Assistant Professor/Reference and Instructional Services, Robert M. Bird Health Sciences Library, University of Oklahoma Health Sciences Center, Oklahoma City, OK; **Shari Clifton, AHIP**, Professor/Associate Director and Head of Reference & Instructional Services, Robert M. Bird Health Sciences Library, University of Oklahoma Health Sciences Center, Oklahoma City, OK

**Objectives:** The Reference Transaction Reporting System (RTRS) provides a means to examine the nature of reference interactions and evaluate the comprehensiveness and timeliness of responses. Regular review of RTRS content contributes to understanding diverse patron needs, identifies gaps or inconsistencies in practice, and highlights potential for new or expanded services.

**Methods:** Historically, reference transaction reports contained only quantitative data; a more comprehensive approach was needed to accurately describe activities and the impact of services. The first iteration of the RTRS was implemented in July 2013 utilizing a system developed in-house; the transition to a commercial product occurred in July 2014. Reference transaction data are logged into the RTRS. Elements in each record include interaction type; narrative response; level of complexity; time spent answering the question; and patron feedback. On a monthly basis, all data is cumulated into a spreadsheet and circulated among departmental staff for review and comment. Content analysis is conducted to identify themes, patterns, and trends within reference transactions. Use of the RTRS and content analysis facilitates the evaluation of reference workflow and provides essential information for continual improvement and expansion of resources and services.

**Results:** The systematic RTRS analysis reveals that reference assistance, research consultations, and instructional sessions have increased in all service areas. Departmental staff members have demonstrated enhanced efficiency in terms of the time spent for each interaction, utilizing previous answers to similar questions to boost consistency and accuracy. The RTRS has streamlined the information sharing process and contributed to the development of end user materials and training for library staff. The interaction trends show that many face-to-face or phone questions are relatively simple and take less time than other interactions while more complicated questions often led to consultations or extended transactions. Although email is a primary contact method for our users the RTRS analysis also reveals that patrons' preferred methods of contact vary depending on their time frame and question type

**Conclusion:** By recording reference questions and answers and reviewing them systematically, we identified service gaps and communication methods that are critical for our patrons. Evidence and context for successful interactions are now readily available, demonstrating how to develop long term relationships with users and indicating increased utilization of library resources and services. This study reinforces the importance of librarians' direct engagement with patrons and that problem-solving capabilities and a personal touch are highly valued commodities.



**Poster Number:** 94

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Enhancing Access to Mental Health Information for Health Professionals in Northeastern Pennsylvania**

**Joanne M. Muellenbach, AHIP**, Library Director; **Bridget C. Conlogue, AHIP**, Public Services Librarian; **Allyson Urie**, Web Services Librarian; Medical Library, The Commonwealth Medical College, Scranton, PA

**Objectives:** The objectives of the NN/LM MAR Outreach to Health Professionals Award were to improve access to high quality mental health information for health professionals without access to a medical librarian, to increase awareness about the resources and services of the National Library of Medicine (NLM), and to promote, and improve access to, mental health information.

**Methods:** The Award team developed the NEPA Mental Health Information LibGuide (<http://tcmedc.libguides.com/nepamentalhealthinformation>), which focused on specialized mental health populations. In addition, we purchased fifty books and DVDs on mental health, and made them available to TCMC health professionals as well as to registered users of our regional public library system. We also exhibited and presented at conferences, grand rounds, meetings and workshops that had a focus on mental health. Furthermore, we sponsored the TCMC Keystone Symposium on Child Abuse. In addition, we surveyed volunteer faculty who attended the fall 2014 regional campus meetings. A Pre-test / Post-test Questionnaire was distributed in order to determine whether our efforts to enhance health professionals' knowledge of, and access to, mental health information improved following our activities.

**Results:** A final report of the usage data for the NEPA Mental Health Information LibGuide, and circulation statistics for the 50 print mental health titles will be provided. The Award team exhibited and presented at over 20 mental health events throughout the Award year. We also analyzed the results of a pre-test and post-test questionnaire that was conducted in Fall 2014 at three regional campus meetings for our volunteer faculty located throughout our 16-county region. Overall, the results of our activities were extremely positive.

**Conclusions:** There has been a steady growth in the use of the mental health information LibGuide, and in the circulation of the mental health titles. Also, as a result of our participation at mental health events, we received enthusiastic feedback and invitations to partner with other organizations at future events. In fact, the Dean of our medical college projected a slide of the NN/LM MAR Outreach Award at an all-college community meeting, and complimented us on the leadership that we continue to provide for the College's own mental health initiative. The NN/LM MAR Outreach Award is a work in progress and will continue to support our region in the days and years to come.

**Poster Number:** 96

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Establishing, Marketing, and Expanding a Fee-Based Systematic Review Information Service**

**Amy Knehans, AHIP**, Clinical Outreach, Liaison & Instruction Librarian; **Esther Dell, AHIP**, Interlibrary Loan Librarian; Penn State Hershey, Hershey, PA

**Objective:** To describe one library's experience in establishing, introducing and promoting a new fee-based systematic review service that follows the Institute of Medicine (IOM) recommended standards for performing systematic reviews.

**Methods:** The Library began to receive an increased number of requests for assistance in initiating systemic reviews. The need to provide this type of research prompted the library to explore a fee based systematic review service. Establishing a service has a twofold purpose: one is to educate the community about systematic reviews and the other is to methodically work with patrons who are serious about completing a project that requires a high-level overview of the primary research on a specific topic. The library determined that a defined program is necessary for the service since working on this type of research project involves an extraordinary number of hours of searching and recording, a time commitment that goes beyond the traditional information services. It is further necessary given the size of the small staff and the impact of the workload. We investigated how other libraries were supporting systematic reviews, gathered information and created a LibGuide. On a regular basis we provide workshops and heavily market the new service.

**Results:** During the first year of service we educated 34 people, provided ten consultations, and collaborated on three scoping reviews, one systematic review and two grants that included systematic review.

**Conclusions:** The educational sessions provided an opportunity to clarify the requirements of a formal IOM-compliant systematic review project. Numerous participants realized that their intended project was ultimately not a systematic review, due to the necessary time and financial commitments. Others received guidance that informed their subsequent decision to proceed with preparing grant applications that would fund the costs of their projects. It was an initial dialog that was needed.

**Poster Number:** 98

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Evolving Librarian Participation in a Specialized Primary Care Medical Education Program**

**John W. Cyrus**, Research and Education Librarian; **Barbara A. Wright, AHIP**, Research & Education Librarian; Virginia Commonwealth University, Richmond, VA

**Objectives:** To describe the extent to which health sciences librarians are embedded into a program that gives medical students focused experiences in underserved international, rural, or inner city primary care settings.

**Methods:** Since 2009, librarians at a large urban research university have worked with a longitudinal program that gives medical students focused education and experience in underserved international, rural, or inner city primary care settings. Initially, the library offered a meeting space for the program and librarians led a class on library resources prior to students beginning work on a required capstone projects. Librarians cultivated relationships with faculty and students through interactions in classes and in individual consultations. As the program matured and its needs changed, librarians offered services and expertise to match the growth of the curriculum.

**Results:** Librarians currently co-teach two capstone training sessions for third year medical students, which has progressed from a basic orientation on library resources and searching to in-depth instructions on literature reviews and leading small group discussions on student capstone projects. As a result of these sessions, librarians hold regular consultations with students at various stages of the projects to train them in library resources and assist them in conducting literature reviews. A librarian also met with faculty to revise, and subsequently co-teach, a journal club for first and second year students focusing on issues health care in underserved populations and critical appraisal of research literature. More recently, a librarian was asked to serve as part of an interdisciplinary panel that reviews student capstone project proposals.

**Conclusions:** Over the past several years, librarians have taken on increasingly complex roles in a small specialized program within a school of medicine. Through regular contact with faculty and students and a willingness to participate at any level of the program, librarians have moved well past teaching one-shot sessions to being fully embedded in the program.

**Poster Number:** 100

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Expanding Access: An Evaluation of Readcube as an Interlibrary Loan Alternative**

**Adelia B. Grabowsky**, Health Sciences Librarian, Ralph Brown Draughon Library, Auburn University, Auburn University, AL

**Objectives:** Readcube is a patron-driven, document delivery system which provides immediate access to articles from all journals owned by the Nature Publishing group. The purpose of this study was to evaluate the use of Readcube as an ILL (interlibrary loan) alternative for a segment of non-subscribed journals.

**Methods:** Setting/Participants: Faculty, researchers, undergraduate and graduate students at a large, southeastern, research university which includes a School of Pharmacy and a School of Veterinary Medicine. Methodology: A questionnaire about Readcube use including satisfaction with, benefits realized, and challenges encountered was developed, approved by the institutional review board (IRB) and emailed to Readcube users. Results of the survey along with an analysis of ten month's usage and costs are presented.

**Results:** There were a total of 169 unique Readcube users from 3/1/2014 to 12/31/2014. These users accessed from 1 to 30 articles apiece, for a total of 420 articles and an average of 2.5 articles per user. The largest group of users were graduate students (42%, n=71), second was faculty (19%, n=32). Most requested journals were *Nature Communications* (n=81), *Nature Protocols* (n=65), *Nature Climate Change* (n=39) and *Nature Methods* (n=37). Readcube access resulted in the provision of over four times as many articles as the previous year's access through interlibrary loan (n=91). However, cost for the 420 articles accessed through Readcube was only a few hundred dollars more than the 91 articles obtained through ILL from 3/1/2013 to 12/31/2013. Most survey respondents reported they were able to use Readcube successfully and that increased access was the most significant benefit of using Readcube. However, many respondents mentioned challenges including problems with printing and the clunkiness of the Readcube interface. In addition, some patrons resented the necessity of creating an account and logging in each time they wished to access an article through Readcube.

**Conclusions:** Although Readcube costs were slightly higher than the prior year's ILL costs, users accessed over four times as many articles. Patrons expressed some concerns about difficulties in using Readcube, particularly with printing, but still felt they benefited from increased and more immediate access. Auburn University Libraries has found Readcube to be an acceptable alternative to ILL for unsubscribed Nature journals and, at current levels of use and cost, consider Readcube to be financially sustainable.

**Poster Number:** 102

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Expanding the Librarian's Role in an Evidence-Based Medicine Course for Physician Assistant Students**

**Brandi Tuttle, AHIP**, Research & Education Librarian, Medical Center Library & Archives, Duke University, Durham

**Objectives:** This poster describes how, within the Physician Assistant (PA) program, a librarian at a university expanded the course requirements and librarian involvement for the Evidence-Based Medicine (EBM2) rotation. With encouragement from PA administrative faculty to incorporate new educational initiatives across the program, the EBM faculty worked to incorporate a critical appraisal assignment into the course.

**Methods:** EBM2 is a required four-week rotation for second year PA students and builds upon the information and skills taught during the first year Evidence-Based Medicine (EBM1) course. Learning there was a desire for another graded element within EBM2, the librarian suggested adding a critical appraisal application based on what colleagues were doing with the medical students' EBM instruction. In previous years, the PA librarian was responsible for teaching evidence-based searching skills and citation management software in addition to reviewing student clinical questions and searches during the first week of each EBM2 rotation. Critical appraisal instruction, an online critical application exam, and a meeting with the PA librarian to discuss the assignment was added. Using a rubric, the librarian grades and provides feedback to each student's clinical question, PubMed search strategy, article selection, and the appraisal of a therapy study. Thus far, student satisfaction with the additional assignment has been overwhelmingly positive.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 104

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Exploring New Frontiers: Patient- and Family-Centered Services beyond the Community Health Libraries' Walls**

**Ellen Justice, AHIP**, Community Health Librarian & Manager, Junior Board Cancer Resource Library, Helen F. Graham Cancer Center, Christiana Care Health System, Newark, DE; **Leanne M. Holveck**, Senior Library Assistant, Junior Board Cancer Resource Library, Christiana Care Health System, Newark, DE; **Cathy Wagner**, Community Health Librarian, Gail P. Gill Community Health Library, Christiana Care Health System, Newark, DE; **Diane G. Wolf**, Librarian, Gail P. Gill Community Health Library, Christiana Care Health System, Newark, DE; **Ronna Glenn**, Social Worker, Psychosocial Oncology & Survivorship Program, Helen F. Graham Cancer Center & Research Institute Christiana Care Health System, Newark, DE

**Objectives:** To illustrate how the community health libraries staff has expanded and promoted its patient- and family-centered services and programs beyond the limits of the libraries' walls resulting in more people being served and increased awareness of the libraries.

**Methods:** The staff of two community health libraries, one located in a cancer center and another in a suburban teaching hospital, has collaborated with healthcare staff, volunteers and patient advisors to expand the libraries' reach. Various outreach efforts such as a HealthInfo2Go laptop cart, health information carts, and attendance at health fairs have been employed to raise awareness of new services and resources. New arts materials, coloring activities, and themed kits have been added to the collections. These can serve as relaxing diversion, entertainment, or healing inspiration for patients and families in the hospital. New programs are offered including self-paced art journaling and writing workshops. A survey assessing the impact of services and programs on participants was developed and administered. Informal and formal feedback from customers and staff involved will be highlighted.

**Results:** From July 2013-December 2014, over 1,200 people were served via the CHLs outreach efforts. FY13 to FY14 customers served by the staff increased by 31%. There was an almost 50% increase in people who signed up for library cards. The librarian who hosts the *HealthInfo2Go* computer cart two times per month and sets up monthly hall displays noted that these two methods provided for greater visibility and interaction with staff. She often collaborated with staff teams whose programs the CHLs then promoted and they in turn promoted libraries' services. The CHLs created carts that provided free consumer health materials outside the libraries' walls. One cart, which has been in use for several years, focused on cancer-related topics and included materials such as booklets from Patient Resource™, National Cancer Institute, and other agencies, pathfinders (brief topical guides), flyers and more. The other cart emphasized general health topics such as heart health, physical fitness, nutrition, health insurance marketplace, local agencies, and hospital programs. The carts' materials were popular and attracted new customers. On average, librarians attended four health fairs per year. Programs (i.e. *Writing as Healing*) coordinated and hosted by the library staff were well received and attendees expressed how important participation was in improving their well-being. Staff created thirty-one themed kits. The most popular kits were the creative coloring kits. Forty-one people participated in a distance creative journaling program created by a volunteer art teacher. It was a self-paced activity with optional attendance at a social gathering. A writing workshop sampler offered by a volunteer English professor attracted over 30 attendees and resulted in the launch of a monthly writing workshop.

**Conclusions:** Programming created and/or hosted by the CHLs staff has created a patient-and-family centered atmosphere. Attendees at programs, who were not CHLs users before, often join and become enthusiastic supporters. Both the *HealthInfo2Go* set-up and mobile information carts expanded the CHLs reach beyond the libraries' walls and raised awareness among staff and visitors alike. New branded materials and giveaways brought new customers to the CHLs. Health fairs were a good venue to share health messages and resources; however, return on investment was low so that librarians chose attendance at fairs that would reach the most people. All of our outreach efforts have increased the number of people served by the CHLs and increased awareness of services. They also support the mission of the hospital system: "We serve our neighbors as respectful, expert, caring partners in their health. We do this by creating innovative, effective, affordable systems of care that our neighbors value."

**Poster Number:** 106

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Finding the Gaps: Analysis of a Structured Faculty Outreach Program**

**Ricardo Andrade**, Biomedical Librarian; **Debra Werner**, Librarian for Science Instruction and Outreach; John Crerar Science Library, University of Chicago, Chicago, IL

**Objectives:** The poster will describe the analysis, major themes ascertained, and outcomes of librarian presentations at faculty meetings in medical and biological sciences departments at an urban academic health center.

**Methods:** Two librarians undertook a structured faculty outreach program, contacting every medical and biological sciences department on campus in order to increase user awareness of library services and resources and to learn about potential gaps in those services and collections. The librarians attended faculty meetings with specific questions related to collections, instructions needs, and information seeking behavior. Information gathered during the presentations and from follow-up requests was coded in order to identify themes and gaps. A mix of quantitative and qualitative methods was used to complete the analysis.

**Results:** There were twenty-eight presentations and a total of over 500 faculty reached. The two librarians analyzed comments and answers to questions asked at the librarian presentations. The major themes include instruction needs for trainees, book format preferences, and access issues. The librarians also learned about potential preferred times to contact faculty by analyzing response rates, dates of responses, and length of time it took to get on a faculty schedule. The presentations were also analyzed by how much time was allotted for presentations. As a result of the outreach project, the librarians have conducted additional presentations for resident groups, provided EndNote sessions, received systematic review search requests, literature review requests, and book and journal purchase requests.

**Conclusions:** The structured faculty outreach program was a successful endeavor that provided the opportunity for the librarians to communicate library services and resources to faculty, as well as learn about faculty needs and build relationships. The analysis has allowed the science library to identify potential services, make better informed collection development decisions, and has provided new insights into faculty needs.



**Poster Number:** 108

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Fostering Research Presentations through Interprofessional Collaboration**

**Fatima M. Mncube-Barnes**, Library Director, Library, Meharry Medical College, Nashville, TN

**Objectives:** One librarian's multifaceted role in supporting health sciences education included mentoring and assisting students and faculty with researching topics and writing abstracts for presentation in research-related conferences and student research symposia. This poster presentation will highlight seven topics and abstracts that were presented in the past year through effective inter-professional collaboration with faculty and students at a medical college.

**Methods:** Marketing library resources and services fostered inter-professional collaboration with faculty who are responsible for medical and dental student research. Assisting patrons formulate answerable questions and data collection strategies, the librarian guided them in understanding research questions to pursue. Training in citation management software ensured proper sharing and citation of resources. Understanding the goals and objectives of the study makes it easier to identify specific literature to review in order to write good structured abstracts.

**Results:** Between 2013 and 2014, nine abstracts were published through this inter-professional initiative. Seven of these topics were presented by both students and faculty in 17 meetings including Singapore, Budapest, and Cape Town, South Africa. Four abstracts were presented by dental students at the 2013 Hinman Student Research Symposium, as well two others by medical students at the Student Research Day on campus.

**Conclusions:** Through research collaboration, librarians have more visibility as research partners and coauthors of publications. In the past few weeks, a librarian began supporting the Writing Collaborative established to promote faculty member's publications. The librarians have also been scheduled to present Clinical Research to 1st and 4th year medical students.

**Poster Number:** 110

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Getting to Know You: Ethnographic Mapping Study of Graduate Students' Work Day**

**Lorraine Porcello**, Branch Librarian, Basil G. Bibby Dental Library and John R. Williams Health Sciences Library, Highland Hospital, Rochester, NY; **Donna R. Berryman**, Senior Associate Director, Medical Center Libraries & Technologies, Edward G. Miner Library, University of Rochester Medical Center, Rochester, NY; **Angela Dixon, AHIP**, Head, Information and Resource Management, Edward G. Miner Library, University of Rochester Medical Center, Fairport, NY; **Valorie Hallinan**, Education & Research Librarian, Edward G. Miner Library, University of Rochester Medical Center, Rochester, NY; **Colin MacKenzie**, Programming and Information Technology Manager, Edward G. Miner Library, Strong Memorial Hospital, Rochester, NY; **Helene R. McMurray**, Bioinformatics Specialist, Edward G. Miner Library, University of Rochester Medical Center, Rochester, NY; **Julia Sollenberger, AHIP, FMLA**, Assoc. VP and Director, Medical Center Libraries & Technologies, Medical Center Libraries and Technologies, University of Rochester Medical Center, Rochester, NY; **William R. Watts**, Answer Desk Specialist & Student Employee Supervisor, Edward G. Miner Library, University of Rochester Medical Center, Rochester, NY

**Objectives:** The library undertook this study to understand the educational and work life of graduate students. Hearing many stories of “typical” days gave us greater insight into the lives of graduate students. This knowledge allowed librarians to better understand what services and programs the library might devise to meet the information needs of this group.

**Methods:** Graduate students were recruited to participate in our study with the help of the Graduate Student Society. Thirteen students participated, representing students in 9 of the 13 doctoral programs, and ranging from second year to final dissertation year. Each participating student was asked to choose a “typical” day and was given a map on which to mark their movements and make notes about where they went and what they did. The day following the mapping, each student was interviewed by a team of two librarians using a semi-structured interview protocol that elicited information about the student’s life as a graduate student as well as their thoughts about the library. The interviews were recorded and then transcribed by a professional transcriptionist. Librarians then used a grounded theory approach to analyzing the transcripts.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 112

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Growth by Embedding Library Services**

**Laura Stubblefield, AHIP**, Manager of Library Services, Sharp Memorial Medical Library, San Diego, CA

**Objectives:** Scheduled for a remodel, the Medical Library was looking to find workspaces. Taking this as an opportunity to "travel" to different workspaces within the hospital, the staff was able to hear the unique concerns of each department and began training clinical staff on the many library resources available that could address their questions hoping to see increased patronage.

**Methods:** Returning to the remodeled Library, the staff discussed the benefits that came from the embedded librarian on the hospital floors. The clinical staff was excited to have the expert help on their projects and to learn about the availability of library tools. Library staff decided to hardwire and adapt the embedded library through various outlets (webpage, flyers, word of mouth, expos, speaking at councils, departments, and team meetings). We developed and added to the website the ten minute "Librarian Tips" to formalize some of the questions the library staff was receiving. New Knowledge and Innovation Council has incorporated us as a standing agenda item each month. Other councils, departments, team meetings have requested us to talk on topics such as Google tools, copyright, evaluating health websites, mobile device applications, etc. We tracked patronage.

**Results:** We saw a 35% increase in library patronage since we implemented the embedded library in 2011.

**Conclusions:** Embedded library services allowed collaboration with committees, clinical departments and individuals. By hearing their questions, the library staff shared their knowledge by developing and teaching ten minute "Librarian Tips". Our patrons have incorporated that knowledge into their practice. The library's success was recognized with the "Sharp's 2013-4 Growth Core Award."

**Poster Number:** 114

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Health Information without Limits: A Print Collection for Consumers in the Heart of the Hospital**

**Kelsey Leonard, AHIP**, Health Information Services Librarian/Assistant Professor; **Martha F. Earl, AHIP**, Assistant Director/Associate Professor; Preston Medical Library / Health Information Center, University of Tennessee Graduate School of Medicine / University of Tennessee Medical Center, Knoxville, TN

**Objectives:** To realize the vision of a health information center without limits for health consumers through development of a consumer level print collection for patients, family members, and community visitors, in a new health information center in the heart of a 600 bed academic medical center.

**Methods:** Librarians utilized MLA Collection Development and Consumer and Patient Health Information Sections lists, vendor and consumer recommended lists, and *Library Journal* and other review sources. To scale the list, they consulted key administrators for the six Centers of Excellence of the medical center for input. Administrators and librarians reviewed the materials upon receipt. Librarians looked inside the book virtually for each title selected. Librarians continued to expand the list as additional funds for the center emerged. Usefulness of materials was gauged by in-house use, circulation, donations, and requests. Local consumers became free library members to check out materials. Displays complemented library programming and encouraged additional use of materials. Physicians, nurses, and pharmacists were made aware of materials to recommend to patients. Rather than decreasing the print collection as is frequently the trend, the Health Information Center expanded to include patient-family centered materials in a patient-family centered space.

**Results:** Librarians successfully created a consumer print collection in the Health Information Center. With input from key administrators for the six Centers of Excellence, physicians, nurses, and pharmacists, 200 titles were selected and reviewed for appropriateness. The collection is regularly checked out by patients and their families through application for free membership. Up to 10% of the collection has been in circulation, not counting in-house use. Since opening, 30 patrons have become HIC members. Many items are repeatedly checked out. Requests have been made for additional copies of popular titles. Shelves are read every weekend due to in-house patron use. The books have been marketed in a variety of ways. A bibliography was distributed to the Patient Education Committee and the Wellness Committee. The books were displayed throughout the lobby of the HIC at regular Sunday Good Health events, on consumer health research guides, and HIC topical information sheets. Book reviews highlighting related diseases of the month were written and promoted on the webpage.

**Conclusions:** The print collection is used in-house and checked out by patients, family members, and the hospital community. Through further marketing and gift funding, new items will be added to the collection. Plans for a leisure reading collection are also under consideration.

**Poster Number:** 116

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Health Literacy Training for Healthy Start Participants**

**Kim Mears, AHIP**, Scholarly Communications Librarian, Robert B. Greenblatt, MD Library, Georgia Regents University, Augusta, GA

**Objectives:** The Healthy Start Program aims to improve prenatal care and patient education to high-risk populations experiencing a significantly higher percentage of infant deaths within the first year of life. This project describes the partnership between a librarian and a Healthy Start program to provide nurses, case managers, and community members with training on accessing and evaluating health information resources.

**Methods:** The director of the Healthy Start program identified the need for training on accessing reliable, evidence-based health information and partnered with a librarian to provide the training. The librarian received a National Network of Libraries of Medicine Southeastern/Atlantic Region training award to provide print materials and equipment necessary to complete the training. The librarian adapted curriculum from the National Network of Libraries of Medicine and offered the training session twice at bi-annual consortium meetings for the Healthy Start program. Assessment of the training sessions were completed through pre and posttests and instructor evaluations. The librarian and director also completed necessary paperwork to qualify the training sessions for Georgia Nurses Association Continuing Education credit for all nurses in attendance.

**Results:** Attendance at both of the instruction sessions totaled 28 participants. 54% (n = 16) of participants completed the pre and posttests. Comparison between the pre and posttest scores indicate an increase in knowledge regarding reliable sources of evidence-based nursing resources and the ability to identify and evaluate health information found online. Verbal feedback from the participants indicated satisfaction with the course.

**Conclusions:** Partnerships between librarians and community programs can support the efforts of healthcare professional to increase their information literacy skills, potentially resulting in improved health care for their clients and community. This project has been funded in whole or in part with Federal funds from the National Library of Medicine, National Institutes of Health, Department of Health and Human Services, under Contract No. HHS-N-276-2011-00004-C with the University of Maryland Baltimore.

**Poster Number:** 118

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **How Wisconsin Public Libraries Used Websites and Facebook Pages to Promote Patient Protection and Affordable Care Act Resources for the 2013/14 Marketplace Enrollment Period**

**Kris Glodoski Wolf**, Librarian, Madison College Libraries, Madison Area Technical College, Madison, WI; **Catherine Arnett. Smith**, Associate Professor, School of Library and Information Studies: the iSchool, University of Wisconsin-Madison, Madison, WI

**Objectives:** Research question 1: How did Wisconsin state public library websites promote information about the Patient Protection and Affordable Care Act (ACA) to local communities following the call to action at the American Library Association's Annual Conference in June 2013? Research question 2: How was social media used to complement or replace information about the ACA on public library websites?

**Methods:** Sixty-three libraries previously identified in a financial literacy study were used as a sample of the Wisconsin Public Library System. To diversify the dataset, peer libraries were added based on population data pulled from Wisconsin's Department of Instruction municipal reports. Library websites were evaluated for ACA content by the following measures: 1) number of clicks to access ACA information; 2) location of ACA resources in website categories; and 3) type of ACA resource (LibGuides, hyperlinks, event information). Corresponding library ACA-related Facebook posts made during FY2013-14 were also evaluated, noting post frequency and type.

**Results:** 50 (38%) of the 130 public libraries sampled provided some form of ACA information on their respective websites. Of those 50 libraries, 23 (46%) provided links-only to HealthCare.gov and/or HealthCare laws; 19 (38%) provided an ACA-specific informational page with links to a variety of resources; and 8 (16%) provided ACA-related library event information. The majority of the ACA information provided was made available to the user in 1-2 clicks. Regarding social media: 115 (88%) of the 130 public libraries sampled have a Facebook account and maintain a Facebook page. Of those 115 libraries, 46 (40%) posted information about ACA at least once, while the other 69 (60%) did not post ACA information.

### **Conclusions:**

While the percentage of accessible online information is consistent between library websites and Facebook pages, the collected data shows variability in accessibility, indicating a need for future uniformity in disseminating ACA information. The resulting analyzed data is intended to inform future assessment of public libraries' collaborative efforts (both online and in-person interactions) in response to consumer health initiatives.

**Poster Number:** 120

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **How Do Early Career Health Information Professionals Gain Competencies?**

**Bethany Myers**, Research Informationist; **Bredny Rodriguez**, Health and Life Sciences Informationist; Louise M. Darling Biomedical Library, University of California, Los Angeles, Los Angeles, CA

**Objectives:** To investigate various ways in which early career health information professionals attain and develop career competencies set forth by the Medical Library Association (MLA).

**Methods:** A survey will be designed to collect participants' perception of their acquisition of the MLA Competencies for Professional Success through their education, engagement with mentors, and other formal and informal training opportunities. The survey will be disseminated through email and the web to reach librarians with 5 years or less of professional experience. The survey data will be analyzed to identify patterns in early career health sciences librarians' education and training experiences.

**Results:** The results of the survey will be presented in May 2015.

**Conclusions:** The survey results will describe the self-perceived competencies of early career health information professionals. This data may inform organizations and others who wish to design professional development opportunities for early career health information professionals.

**Poster Number:** 121

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Human Books: Social Media, Unplugged**

**Patricia Wynne**, Associate Director, Library Information Services, Thomas Jefferson University, Thomas Jefferson University Scott Memorial Library, Philadelphia, PA; **Dorothy Berenbrok**, Collection Management, Scott Memorial Library, Thomas Jefferson University, Philadelphia, PA; **Gary E. Kaplan, AHIP**, Senior Librarian, Information Services, Scott Memorial Library, Thomas Jefferson University, Philadelphia, PA; **Helena Washington**, Librarian, Scott Memorial Library, Thomas Jefferson University, Philadelphia, PA

**Objectives:** Purpose: Enable health sciences students and staff to engage in dialogue to challenge common prejudices in a positive manner and to promote empathy for the patients and families they encounter.

**Methods:** Setting/Participants: Academic Health Sciences library serving students and staff in an urban hospital and university. The 'reader' participants included students, staff, and faculty from the academic medical center. The 'book' participants included volunteers from both inside and outside the institution.

**Results:** Brief Description: Adapting an international program, The Human Library, the library recruited 'books' who had experienced discrimination based on aspects of their lives such as race, sexual orientation, or disability. Two events were held, one in the spring, 2014 and one in the fall, 2014. During the day-long events 'readers' borrowed 'books' for 1:1 private half-hour conversations. All participants were invited to a concluding reception to discuss their experiences. Library staff monitored the event and gathered evaluations from books and readers.

**Conclusions:** Outcome: The spring event hosted 6 books with 20 readers and the fall event had 7 books with 25 readers. The response from all participants was overwhelmingly positive. The institution featured the event in a campus newsletter. Plans are underway for hosting an annual Human Library.



**Poster Number:** 122

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **If You Build It, Will They Come? Only If YOU Proactively Market the Library!**

**Marilyn L. Daniels, MLS**, Manager, Library Services, Excelsa Health, Latrobe, PA

**Objectives:** This poster offers examples of actual methods, grouped under 15 themes such as “Coin a Clever Catchphrase” and “Piggyback on Other Projects,” used by library staff to proactively promote resources and services to both clinical and nonclinical staff over the past seven years in an effort to help staff better understand the library’s role in the digital age.

**Methods:** Today’s healthcare workers have many avenues to access information. Building a well-rounded, evidence-based collection or providing customer-focused services does *not* guarantee the library as the first-stop for information in a three-hospital health system. To demonstrate reliability and relevance to the 750-member Medical Staff and 4,600 clinical and nonclinical employees, library staff must use a variety of techniques to create awareness, ensuring resources and services are well-used and guaranteeing staff time and resource dollars are well-spent. From larger-scale promotions to everyday activities, library staff must create opportunities to feature the library as a credible information source. Through training, handouts, articles in system publications, intranet features, and other, easily replicated means, existing users can learn about new offerings. These promotions can also entice new customers to use the library’s information sources and expert assistance.

**Results:** The library staff evaluated internally generated statistics from promotions conducted during National Medical Librarians Month and National Library Week, as well as promotional efforts held in conjunction with system-wide events or offered routinely on a smaller scale. Staff also examined vendor reports on e-resource activity to ensure resources and services were effectively utilized. As reflected both in these usage statistics and from positive feedback received from customers, Excelsa Health staff and employees view the libraries and staff as a go-to source for information and assistance, enhancing both their work and personal lives in alignment with system-wide initiatives.

**Conclusions:** With a little thought, planning and time, any library staff member can adapt existing activities or develop more in-depth initiatives or events to raise awareness of existing resources and services. Such promotions create a positive impression of the library’s value to individual customers and to the health system as a whole.

**Poster Number:** 124

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Impact of Full-Text Electronic Resources on Interlibrary Loan**

**Jie Li, AHIP**, Assistant Director for Collection Management; **Trey Lemley, AHIP**, Information Services Librarian; University of South Alabama, Mobile, AL

**Objective:** This poster investigates whether the increasing availability of electronic full-text resource usage has had a significant impact on the volume of interlibrary loan borrowing of materials by faculty and students.

**Methods:** Interlibrary loan has played an important role in allowing libraries to provide to its users materials from other libraries. However, in recent years the collection and use of electronic resources have increased substantially. In order to find out whether these electronic resources have had a significant effect on interlibrary loan borrowing, the University of South Alabama Biomedical Library obtained eight years of electronic full-text resource usage statistics using COUNTER reports, while interlibrary loan patron request and fill records were generated via Illiad for the same period. The electronic resource usage data is compared with the interlibrary loan borrowing records to determine whether or not an increase in electronic resource usage has had any effect on interlibrary loan.

**Results:** The usage of electronic journals at the University of South Alabama Biomedical Library has increased a lot, from 488,147 article downloads in 2007 to 778,418 in 2014, at an increase rate of 7.76% year over year. However, with the increase of electronic journal usage, the interlibrary loan borrowing has not decreased. Instead, it actually increased, from 1450 in 2007 to 2148 in 2014, with an increase rate of 6.8%. The Biomedical Library's data shows the increase in the full-text journals and usage does not correspond to a decrease in the number of interlibrary loan article requested.

**Conclusion:** Libraries may never subscribe to all journals their institutional researchers need. Accordingly, even in the electronic journal era, interlibrary loan is still necessary to supplement journal subscriptions in order to meet the needs of library users, and as a result, interlibrary loan remains an essential service provided by academic libraries.

**Poster Number:** 126

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Implementing a Controlled Cost Patron Driven Acquisition Plan for Nursing and Allied Health E-Books**

**Louisa Verma**, Electronic Content & Medical Reference Librarian, Huntington Hospital Health Sciences Library, Huntington Memorial Hospital, Pasadena, CA

**Objectives:** This poster offers insights into how a community hospital library created a budget-friendly patron driven acquisition (PDA) model to provide a broader selection of electronic books to its nursing and allied health staff.

**Methods:** Our hospital library has struggled with providing a broad selection of e-books to nurses. While the library provides access to core medical e-books, the nursing titles available electronically was slim. When R2 Library offered a discount on the platform fee and per title purchase cost through a local consortium, the library decided to experiment with PDA for nursing e-books. The library solicited recommendations from nurse managers to ensure the titles selected for the PDA collection were on target. A spreadsheet of 700 titles was emailed out with directions to send the library recommendations. Based on nurses' suggestions, over 100 e-book titles were made accessible via R2 Library. The recommenders are tracked via a spreadsheet, so that when the 3-use trigger places a title in the shopping cart, the library can consult with the requestor to ensure high priority titles are purchased.

**Results:** After 6 months, the total number of books available in the PDA collection totaled 129. The library purchased 10 titles at a total cost of \$4079 (book costs + annual platform fee.) Content retrieval for the purchased titles totaled 847 uses with an average CPU of \$5.08. A total of 31 titles were used but not purchased; either they did not yet exceed the 3 use limit or the decision was made not to purchase. The usage of these 31 titles totaled 167 content retrievals. The potential cost to the library (of the 31 titles used but not purchased) would have been an additional \$7,534 (excluding platform fee) with an average CPU of \$45.11 per title. If all used books (41 total) were purchased the total cost (including platform fee) would have cost the library \$11,840 with an average cost per use of \$11.68.

**Conclusions:** With the R2 Library PDA model the library was able to offer three times the number of titles over a strict purchase model and stay within a \$6,000 e-book budget. The estimated total cost savings to the library was \$7,500 (low end) to \$29,000 (high end). All figures reflect the consortium discounts.

**Poster Number:** 128

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Increasing Visibility of Research and Scholarship via Language Translation**

**Dana Abbey**, Health Information Literacy Coordinator; **Lilian Hoffecker**, Research Librarian; University of Colorado Anschutz Medical Campus, Aurora, CO

**Objectives:** To determine if translation of a slide presentation increases its visibility and if there are variations in visibility by language.

**Methods:** The open access model of scholarly communication has increased visibility of research by making publications freely available. However, the language of the research community is English despite relevancy to a global community. In order to test the possibility that translation into non-English language may enhance visibility of research the authors translated an English language slide presentation we gave at the May 2014 MLA conference into three languages: Chinese, Russian, and Japanese. All four versions were uploaded to openly accessible sites including, a university digital repository and a web-based slide hosting service, to track their views and downloads over several months.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 130

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Innovative Integration of Library Services into iPad Deployment, Training, and Utilization**

**Teresa R. Coady**, Library Director; **Maria Cristina Dise**, Nursing Informatics Trainer; **Jennifer C. Thompson**, Associate Chief of Staff for Education; **Christopher Lopez**, Chief of Clinical Informatics; Orlando VA Medical Center, Orlando, FL

**Objectives:** The goal was to embed limitless library resources into a clinical iPad Pilot Project. iPads were used to improve patient care and to integrate technology into the user's workflow and lifestyle. Library resources were integrated to assist with clinical decision making, education and lifelong learning. Specific library apps were made available to educate patients in an innovative and interactive manner.

**Methods:** The librarian as a member of the iPad Workgroup, was integrally involved in the iPad deployment, training and utilization. Prior to iPad deployment, all 265 clinicians working in healthcare facilities at four locations were contacted to register for a My Athens remote account. The librarian was onsite at iPad deployment, providing training and handouts. A library SharePoint site and discussion board were established. Surveys regarding potential and actual use of iPads, were emailed to participants prior to iPad deployment and ninety days after deployment. Customized trainings were planned to teach participants best practices of iPad use in alignment with the IT managed device.

**Results:** The results of the survey prior to deployment indicated clinicians planned to use the iPads to access library resources including e-journals, e-books, library apps, databases, CE and librarian services. The survey administered at ninety days, indicated 25.5% of clinicians used library apps while 24% used library resources, with potential use of both library apps and library resources. Post iPad launch, numerous one on one trainings and fifteen group trainings were held to teach iPad navigation, various apps, library SharePoint site, EHR access, and Good email. An iPad tip sheet was developed and used as a training tool.

**Conclusions:** The iPad device has been integrated into Orlando VA Medical Center clinician's workflow, with potential implementation VA wide. 63% of iPad users stated that the iPad met their expectations, with iPad participants requesting additional clinical apps to enhance efficiency. The endeavors involving the librarian were successful and included iPad Workgroup participation, remote access registration, deployment involvement, development of training and a SharePoint site, plus marketing and integration of library resources. Clinicians use the iPad for patient education and to integrate library resources to assist with clinical decision making, education and lifelong learning.

**Poster Number:** 132

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Interprofessional Education (IPE): Limitless Opportunities for Libraries**

**Gail Betz**, Research, Education and Outreach Librarian, Health Sciences and Human Services Library, University of Maryland–Baltimore; **Paula G. Raimondo, AHIP**, Head of Research Education and Outreach Services, Health Sciences and Human Services Library, University of Maryland, Baltimore, Baltimore, MD

**Objectives:** OBJECTIVE This poster describes the role of academic librarians in the planning and implementation of a formal interprofessional education program at a large, multidisciplinary health sciences campus. SETTING/PARTICIPANTS/RESOURCES Faculty members from the seven professional schools and multiple administrative offices at a large health sciences and human services university formed an interprofessional education task force to implement a campus-wide program for students and faculty.

**Methods:** BRIEF DESCRIPTION In 2010, the new campus president challenged the campus to adopt the concept of interprofessional education (IPE). To carry out this mandate, he appointed a task force of academic deans from each school, along with two faculty librarians. The task force prepared an environmental scan and produced a white paper on the topic. Based on her contributions to the task force, one author was appointed to the IPE Strategic Implementation Committee, which took the recommendations of the task force and move forward. Our participation involved helping to organize campus-wide IPE Day events, the creation of an IPE web resources guide that includes results from an ongoing PubMed search, a presentation on successful IPE centers in the United States, and close working relationships with senior faculty and deans.

**Results:** Since joining the IPE committees on campus, librarians have had opportunities to work closely with deans and senior faculty, which has resulted in an increase in credibility and visibility among faculty members. Librarians now participate in the campus-wide annual IPE Day as both organizers and facilitators. Our participation in IPE Day has positively influenced how students view library faculty.

**Poster Number:** 134

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Lessons Learned in a Library Website Redesign: A Case Study**

**Jin Wu**, Emerging Technologies Librarian, University of Southern California, Los Angeles, CA; **Janis Brown, AHIP**, Associate Director, Systems & Information Technology, Norris Medical Library, USC, Los Angeles, CA; **Eileen Eandi**, Associate Director, Educational and Research Services, USC, Los Angeles, CA; **Frances Lezcano**, Access Services Manager, Norris Medical Library, USC, Los Angeles, CA

**Objectives:** The library web site is the primary conveyor of a library's limitless resources, services and activities. But how do you ensure that your patrons know about all that you have to offer? How do you get the best out of your web site?

**Methods:** An academic health sciences library re-designed its website. The process involved the library's web committee that included five members from each of the library departments, a university web services group that provides design and development work, and the library director who was involved in some aspects of the re-design. During the redesign process we agonized, we triumphed, and we persevered. As the new library website emerged, we reflected on the process and the lessons learned including what worked and what didn't work, how to get the necessary input without getting too much, and how best to make decisions. Usability has to be a guiding principle for a web site, but what else needs to be considered? We offer these lessons to ease the paths of other libraries who are undergoing redesigns of their websites.

**Results:** The new site was launched in Spring 2015. The site reflects a balance of good design principles, functionality, practicality and personal preference.

**Conclusions:** Many lessons were learned, but there were a few key ones that would benefit other libraries undergoing similar redesigns of the library web site. Project management plays a key role in the web site re-design project. It's difficult and impossible to please everyone. While balancing input from major stake holders, a decision maker is needed. It's important to setup a realistic timeline upfront. Set high expectations but know when good enough is good enough.

**Poster Number:** 136

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Librarian Knowledge and Skills of Tools for Visualizing, Mining, and Managing Large and Complex Research Data: A Systematic Review**

**Catherine Boden**, Liaison Librarian, Leslie and Irene Dube Health Sciences Library, University of Saskatchewan, Saskatoon, SA, Canada; **Abby Adamczyk, AHIP**, Life Sciences Librarian, Drexel University Libraries, Drexel University, Philadelphia, PA; **Lorely Ambriz**, Adjunct Faculty, Northwest Library, University of Arizona / Center for World Health Promotion & Disease Prevention, El Paso, TX; **Brooke L. Billman, AHIP**, AZHIN & AHSL Special Projects Librarian, Arizona Health Sciences Library, University of Arizona–Tucson; **Andrew Booth**, Reader in Evidence Based Information Practice, Information Resources Group, HEDS, SchARR, University of Sheffield, Sheffield, United Kingdom; **Elizabeth Clark**, Assistant Librarian for Public Services, Cartersville Library, Georgia Highlands College, Cartersville, GA; **Keith Engwall, AHIP**, Assistant Professor, Web & Emerging Technologies Librarian, Medical Library, Oakland University William Beaumont School of Medicine, Rochester, MI; **Rienne Johnson**, Reference Librarian, Oliver Ocasek Regional Medical Information Center, Northeast Ohio Medical University, Rootstown, OH; **Andrea Miller-Nesbitt**, Liaison Librarian, Life Sciences Library, McGill University, Montreal, PQ, Canada; **Martin Morris**, Liaison Librarian: Life Sciences, Life Sciences Library, McGill University, Montréal, PQ, Canada; **Anne Woznica**, Medical Research Librarian, Research & Scientific Affairs, Research Library, American Academy of Orthopaedic Surgeons, Rosemont, IL

**Objectives:** The goal of this project is to identify the skills and knowledge librarians must possess to design tools to help researchers visualize, mine, and otherwise manage large and complex data gathered during both quantitative and qualitative research. The results of this study will address one of the questions identified in the MLA Research Agenda: Appraising the Best Available Evidence.

**Methods:** A systematic review (SR) of the peer-reviewed literature was conducted using four conceptual groups of terms: ‘librarian’, ‘research data’, ‘tools’ and ‘visualization or mining or managing’. A suite of health sciences (Pubmed, EMBASE, CINAHL) and library and information sciences (ProQuest databases, LISTA, LISA) databases were searched. The librarian-developed search strategy was peer-reviewed by an information professional external to the SR team. Searches were limited to articles published from 2000 to the present because of rapid changes in technology over time. Titles were screened for relevance and completeness (i.e., is there sufficient information for data extraction?). Disagreements at screening and extraction stages were resolved by consensus. A “best fit” framework approach will be used to extract and synthesize the data.

**Results:** The search yielded 15,916 articles after deduplication. A subset of 3,910 articles from library and information sciences (LIS) journals or with terms related to LIS professionals in title or abstract were given priority for screening. A total of 161 articles moved forward to full-text screening. Currently, 27 full-text articles have been screened and 10 articles have been included. The reasons for exclusion so far are: lack information on designing tools, research data, or librarian competencies; lack of sufficient information for data extraction; and not being in English.

**Conclusions:** Though the review is still in progress, the data extraction will help identify gaps in the



current literature, and the depth and breadth of literature in each aspect of this complex question. Preliminary results suggest relatively few have explored research data from a librarian's view and how a librarian skill set can both enrich research and research data.

**Poster Number:** 138

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Librarians and Health Literacy: A Scoping Review**

**Mary Lou Klem**, Reference Librarian, Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA; **Patricia J. Devine**, Network Outreach Coordinator, Health Sciences Library, University of Washington, National Network of Libraries of Medicine, Seattle, WA; **Yamila M. El-Khayat**, Outreach Services Librarian, Arizona Health Sciences Library, University of Arizona–Tucson; **Karen E. Gutzman**, Impact and Evaluation Librarian, Galter Health Sciences Library, Northwestern University Feinberg School of Medicine, Chicago, IL; **Amy Knehans, AHIP**, Clinical Outreach, Liaison & Instruction Librarian, George T. Harrell Health Sciences Library, Penn State Hershey, Hershey, PA; **Tanisha N. Mills**, Librarian II, Ralph M. Paiewonsky Library, University of the Virgin Islands, St. Thomas, Virgin Islands; **Gale A. Oren, AHIP**, Librarian, Kellogg Eye Center, University of Michigan–Ann Arbor; **Carol L. Perryman**, Assistant Professor, Texas Woman's University, Denton, TX; **Ahlam A. Saleh**, Research Librarian, Arizona Health Sciences Library, University of Arizona–Tucson; **Zoe Pettway Unno**, Science Librarian, Pollak Library, California State University Fullerton, Fullerton, CA; **Emily Vardell**, PhD Student and Teaching Fellow, School of Information and Library Science, University of North Carolina at Chapel Hill, Chapel Hill, NC

**Objectives:** The MLA Research Section has identified research on improvement of health literacy as a priority. This poster describes an ongoing scoping review that will systematically characterize the nature of existing literature on librarians and health literacy.

**Methods:** PubMed, Embase, LISA (Library and Information Science Abstracts) and 7 additional databases have been searched from date of inception to June 2014. The PubMed search was developed by a librarian with experience in the conduct of systematic reviews, and sets of team members collaborated to translate the search for use in other databases. Selected journals and conference proceedings were hand-searched. English-language research studies or projects that address librarians' provision or promotion of health literacy to consumers will be identified for inclusion in the review. Data abstracted from the final set of articles will include authors, year of publication, study or project design, setting, participants, and outcome measures. Descriptive summaries of these data will be provided.

**Results:** Database searches yielded a total of 14,116 records. After removal of duplicates, 3 pairs of librarians independently screened 10260 records. Disagreements between screeners were resolved through discussion or review by a 3rd screener. Four pairs of librarians are currently screening approximately 3779 full-text articles, to identify a final pool of articles that both address health literacy and include participation of librarians.

**Conclusions:** When completed, this scoping review will provide a comprehensive map of the current state of published literature on librarians and health literacy.

**Poster Number:** 140

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Librarians as Content Experts in the Medical School Curriculum**

**Nancy Calabretta**, Assistant Director, CMSRU Library, Cooper Medical School of Rowan University, Camden, NJ; **Susan Cavanaugh**, EBM Librarian, Library, Cooper Medical School of Rowan University (CMSRU), Camden, NJ; **Marita Malone, AHIP**, Medical Librarian, CMSRU Library, Cooper Medical School of Rowan University (CMSRU), Camden, NJ; **Karen R. Stesis**, Medical Librarian, CMSRU Library, Cooper Medical School of Rowan University (CMSRU), Wallingford, PA; **Sharon Whitfield**, Emerging Technologies Librarian, CMSRU Library, Cooper Medical School of Rowan University (CMSRU), Camden, NJ

**Objectives:** In a curriculum focused on small, case-based, active learning groups (ALG), establish librarians as content experts in efficient use of resources to find answers to basic science and clinical questions quickly. Cultivate life-long learning skills beginning in the first year (M1) of medical school. Expand knowledge and skills of faculty-facilitators in applying use of library resources to case-based learning.

**Methods:** This curriculum is based on a weekly case that students and faculty-facilitators work on together in three, two-hour ALG sessions. Before the academic year begins, librarians consult with faculty to select a case that will be used in the beginning of the M1 year. Sample basic science and clinical questions about the case are developed based on learning objectives for the week. In a simulated two hour ALG session format, guided by librarians, faculty-facilitators are taught techniques for answering the question using library resources. During the week that the case is presented, five librarians participate in the mid-week session, rotating through seven ALGs to assist students and faculty in the use of library resources at the point of need. Working through the case in this way establishes the librarians as content experts with both faculty and students, laying the foundation for long term relationships.

**Results:** Both faculty and students have accepted librarians as content experts in the effective use of relevant resources to answer case-based questions. Students exposed early in their M1 year to librarian expertise were more likely both to use library resources and to consult with librarians as the year progressed. Faculty-facilitators, especially those who had been unable to attend faculty development sessions, gained practical skills, useful in ALG sessions, curriculum development and daily work.

**Conclusion:** The program will be continued with the incoming M1 class along with a refresher ALG session for the M2 students. Structured faculty development sessions for ALG facilitators are planned for the summer of 2016.

**Poster Number:** 141

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Librarians Embedded in Ethics**

**Dorothy Sinha, AHIP**, Director, Library Service, Minneapolis VA Healthcare System, Library Service (142D), Minneapolis, MN; **Barbara Larsen**, Medical Librarian, Medical Library, Minneapolis Veterans Affairs Medical Center, Minneapolis, MN

**Objectives:** Librarians have traditionally supported ethics activities in their institutions by performing searches, maintaining collections, and facilitating information finding. We show the value of librarians as members or chairs of institutional ethics committees and identify essential knowledge and skills to be effective in these roles. We described situations in which information provided by librarians impacts ethics committees.

**Methods:** In 2008, our healthcare system adapted a transformational model for ethics structured around three levels: Ethics Leadership, Ethics Consult, and Preventive Ethics. Librarians became active members at all three levels. This participation necessitated the acquisition of new knowledge and skills in order to be effective in our roles. We promoted the medical library by giving tutorials, teaching group sessions, and making ourselves readily available to respond to emergency queries. We sought the opinions of others in our local ethics committees to assess the impact of librarians and how they could best provide services and resources. We also informally surveyed other medical librarians in our system to find out what contributions they were currently making to the ethics programs in their institutions.

**Results:** Members request help in locating resources for consults and Grand Rounds. They seek advice on the selection of titles for the Medical Center Book club. Members and administrators often express how much they value having librarians on the committees. The librarians have promoted awareness of VA library resources and empowered members to make use of them on their own and/or with the librarians' guidance. The librarians have also provided alerts to relevant articles and books. Articles are placed by the librarian in Ethics subject folders on a hospital shared drive. This makes them accessible to all employees. Quick access to information can play a key role in ethics consults. Best practices and experiences at other healthcare facilities provide valuable insight and guidance.

**Conclusions:** Librarians are now an integral part of Ethics Committees. Since the beginning of our involvement in Integrated Ethics, we have encouraged other VA librarians to become part of the Ethics program. Many are now active and the idea of having a librarian involved in Ethics is being promoted by providers at National VA Ethics conferences.

**Poster Number:** 142

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Librarians without Limits: Five Outreach Activities at a Small Health Sciences Library**

**Darlene Parker. Kelly**, Director of Health Sciences Library/LRC, Charles R. Drew University, , Los Angeles, CA

**Objectives:** The Health Sciences Library has participated in a number of outreach activities in South Los Angeles, such as: Community Faculty workshops, health fairs, conferences, K-12 initiatives and working with Faith-Based organizations. The outreach activities are part of the Library's goals of objectives. These activities have provided the Library with a greater visibility at the University, the community and the Regional Medical Library. The objectives of the study is to discuss how a small library can participate in outreach activities and the implications for libraries.

A descriptive study will be employed to discuss the methods used to implement outreach activities in the Library. Based on the activities there are lessons learned which can be used by other libraries and also used to identify potential partnerships for subsequent outreach activities. Several of the partnerships have led to the creation of research opportunities for the Library from the National Library of Medicine and other foundations.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Poster Number:** 144

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Library Helps Benchmark Research Performance of the Department**

**Ya-Ling Lu**, Informationist, National Institutes of Health Library, National Institutes of Health, Bethesda, MD; **Christopher W. Belter**, Informationist, National Institutes of Health Library, , Silver Spring, MD

**Objectives:** This poster summarizes a bibliometric comparison between Department AA and six other departments in a health sciences research center. The objective of this comparison was to determine if Department AA produced research with impact similar to these departments. Comparison departments were selected prior to the analysis because of their peer status in competitive funding.

**Methods:** Bibliometric tools were used to analyze the research performance of the seven departments. We calculated multiple bibliometric indicators for each department. These metrics included the total number of papers produced, the total number of citations received by those papers, the mean number of citations per paper, the H-index, and the top 10% ranked papers. We also calculated the number of publications and the percentage of the top 10% ranked papers per subject category using subject categories and citation thresholds from Web of Science. Finally, we conducted pairwise comparison z-tests to examine the proportion differences of the top 10% ranked papers.

**Results:** Results varied, depending on the chosen bibliometric indicator. However, results from the excellence quality indicator, for the Top 10% ranked papers, showed that there are no significant differences in the proportions of top 10% ranked papers between Department AA and any of the other six departments. Results also pointed out two research areas indicative of Department AA's unique strengths.

**Conclusions:** Statistical results suggest that the research quality of Department AA is comparable to that of its peer departments and that Department AA has two particularly strong research areas.

**Poster Number:** 146

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Library Instruction Is Changing Now: Flipped Classroom in National Taiwan University Medical Library**

**Chia-chi Ying**, Section Chief; **Hsin-Ping Chiu**, Librarian, Audio-visual Services; **Chun-Ching Liang**, Director; National Taiwan University Hospital, Taipei, Taiwan

**Objectives:** In order to improve the teaching method of the course "EndNote & PubMed", the "Flipped Classroom" program was added in addition to the traditional teaching methods. It enhances the effectiveness of teaching through time saving, direct discussion and problem solving. The students get to better understand the course through open discussion.

**Methods:** When students reserve the course, the librarian first directs them to view the digital learning materials. Then the class schedule is arranged afterwards. The teacher discusses and responds to the questions brought up by students in the classroom. After the course ends, the teacher sends out questionnaires to the students for their feedback. Based on the feedback, the library will improve the teaching methods for the future courses.

**Results:** Among 36 participants, only 10 or 28% viewed the digital learning materials in advance while the rest of them did not because of having no time. 26 or 72% responded that they preferred the flipped classroom model to traditional one. All participants agreed that classroom discussions facilitate learning.

**Conclusions:** To encourage participants to view digital learning materials in advance, the materials should be redesigned by dividing into units. Participants can choose any unit or ones they are interested rather than watching the whole video. The library will continue to use flipped classroom approach in library instruction courses.

**Poster Number:** 148

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Lightning Quick Answers: What Apps Are Really the Most Helpful to Clinical Librarians?**

**Elizabeth Laera, AHIP**, Medical Librarian, McMahon-Sibley Medical Library, Princeton Baptist Medical Center, Birmingham, AL

**Objectives:** There are a multitude of mobile applications available for the medical professional, many of which could be helpful for clinical librarians. This author seeks to measure the number of times a select list of apps are used in order to determine which apps are most useful to clinical librarians when answering point-of-care questions during rounds.

**Methods:** The clinical librarian at a 499 bed urban community teaching hospital participates in rounds twice weekly and accompanies a clinical teaching team consisting of a hospitalist, an upper level internal medicine resident, four internal medicine or transitional year interns, a pharmacist, and a pharmacy resident. The librarian's main role is to answer point-of-care questions and make notes on topics that require further research. Based on personal experience, application user reviews, and suggestions from other clinical librarians, a list of apps to test was created. The apps were loaded onto the selected device that is used by the clinical librarian during rounds. A tally sheet pasted on the inside of the mobile device's cover was used to keep track of the number of times the clinical librarian used each app to assist in answering a question over a period of six months. At the end of the study, a list of the most used apps will be created and analyzed.

**Results:** Google, PubMed, and UpToDate have been the apps used most often thus far. These are the resources most commonly used by the author in the office and are the most useful during rounds at this point. This survey will continue until April in order to provide interested librarians with the most up to date information; however, the author does not expect much change.

**Conclusions:** A major aspect of clinical librarianship is the ability to look up answers to point-of-care questions during rounds. Many clinical librarians choose mobile devices, specifically tablets, to assist in answering these questions. There are many apps for physicians, nurses, pharmacists, and other health professionals designed to help answer questions quickly. This project sought to determine if such apps are also useful to clinical librarians answering similar types of questions. The author found herself, more often than not, relying on familiar resources that are also used in the office to answer questions rather than using apps designed for clinicians. This is probably due to a certain level of comfort and a strong knowledge of the resources.



**Poster Number:** 152

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Loaning iPads: The Patients' Library Experience**

**Stephanie Wentz**, Librarian III, Patients' Library, Mayo Clinic, Rochester, MN

**Objectives:** Describe the creation and implementation of a service loaning iPads to hospitalized patients.

**Methods:** The Mayo Clinic Patients' Libraries serve hospitalized patients and their families at Rochester Methodist Hospital and Saint Marys Hospital. The libraries offer a varied collection of resources for education and recreation. The libraries offered laptops to hospitalized patients to communicate with family and friends through e-mail, Skype, and social media. When iPads became available the library staff hoped iPads could replace laptops because of their low cost and ability to provide a variety of resources through apps.

**Poster Number:** 154

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Making a Difference through Fundraising**

**Travis Clamon**, Electronic Resources Specialist; **Rick L. Wallace, AHIP**, Assistant Director; **Nakia Woodward, AHIP**, Senior Clinical Reference Librarian; East Tennessee State University, Johnson City, TN

**Objectives:** The US healthcare system will have to exist on reduced funding in the future, creating a need for new funding sources for health science libraries to survive. The purpose of this study was to investigate fundraising in academic allopathic medical libraries.

**Methods:** A cross-sectional methodology was implemented. An electronic survey was utilized to ask fifteen fundraising questions to participants. The questions consisted of: current status of library fundraising, perceptions of the central development office, utilizing fundraising positions inside the library, types of fund raising activities used, most successful fundraising types, five year average fundraising income, fundraising advertising, utilization of funds, challenges and motivations to fundraising, and donor recognition. These questions were loaded onto Checkbox survey software for distribution. The survey was distributed to five members of a blinded focus group for testing. Potential academic medical library groups were identified that have academic medical libraries with diverse sizes and budgets. The decision to use the CONBLS consortium was decided based on these factors.

**Results:** An email letter containing a survey link and cover letter was sent to all twenty-one CONBLS members. Usable responses were received from 15 institutions, or 71.4% of the libraries. Descriptive statistics were used to analyze the responses to specific questions.

**Conclusions:** Academic medical libraries in the Southeast region are highly interested in fundraising, but less than half of the libraries consider themselves active fundraisers. Many challenges associated with establishing an active fundraising program exist. Similar fundraising challenges exist in general academic libraries and medical library professionals should reference this literature. In order to improve these statistics, educating directors on fundraising at group levels as CONBLS, SCMLA, and ALADN would help encourage discussion and promote larger fundraising efforts. Establishing key relationships on campus is important for academic medical libraries to establish a continuous cycle of fundraising.

**Poster Number:** 160

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Merging, Managing, and Money: The Three Ms of Creating a New Medical Library in South Texas**

**Stefanie Lapka**, Interim Head of Reference & Instruction, University of Texas-Pan American, University of Texas-Pan American, Edinburg, TX

In 2013, the University of Texas System moved forward with plans to create a new university—the University of Texas Rio Grande Valley. Opening its doors in the fall of 2015, this new institution will merge two existing UT system schools in the region and span the entire Rio Grande Valley. UTRGV will house the first school of medicine in the region, and contain a medical library. This initiative will have an enormous impact on the border area, a region of Texas that contains two of the poorest metropolitan areas in the country, by providing more doctors and better health care to an under-served population.

As one of the librarians at the merging institutions and the current subject bibliographer for Health Sciences, the creation of a medical school opens up exciting new possibilities for collection development. It also presents logistical challenges as my colleagues and I try to navigate our role in developing a comprehensive collection from two existing academic libraries for a third library still in its conception phase. Currently, subject bibliographers work in tandem with departmental faculty liaisons to purchase library materials based on set criteria and faculty recommendations. While the university's new medical school and library are being developed, it will continue to be the responsibility of subject bibliographers and faculty liaisons to develop a comprehensive collection that will supplement the medical library. This poster will highlight the opportunities and challenges of developing a comprehensive collection for an incoming medical school and the area constituents it will serve.

**Poster Number:** 162

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Methadone Education Project: Collaborating with a Medical Librarian**

**Patricia J. Devine**, Network Outreach Coordinator, Health Sciences Library, University of Washington, National Network of Libraries of Medicine, Seattle, WA; **Jim Anderson**, Physician Assistant, Seattle, Evergreen Treatment Services, Seattle, WA

**Objectives:** This poster describes a collaborative effort between a medical provider and a medical librarian to create an online resource for medical providers to learn about opiate dependence and methadone treatment; to dispel myths about methadone treatment; and to engage medical librarians as active partners in highlighting up to date, peer-reviewed references, guidance and tools.

**Methods:** The Methadone Education Project intends to create an easy-to-navigate tool providing access to foundational resources about opiate addiction and methadone treatment. Most clinicians, while having little training in or exposure to opiate replacement therapy, encounter patients in their practice who are engaged in such treatment. Some of the most compelling issues related to treating these patients are pregnancy, overdose risk, severe pain due to misconceptions about methadone maintenance and pain control, cardiovascular, psychiatric, obstetric, and infectious diseases, metabolism, hepatitis, HIV, legal and regulatory requirements, and individual/system biases leading to disparities in care.

The goal of the project is to educate clinicians and facilitate medical librarians' increased awareness of issues and resources surrounding methadone, which can help enhance the partnership between medical librarians and practicing clinicians.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 164

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Moving Beyond the Hospital Library Walls: New Resident Orientation**

**Sharon Easterby-Gannett, AHIP**, Associate Director, Medical Libraries; **Barbara J. Henry**, Director, Medical Libraries; Christiana Care Health System, Newark, DE

**Objectives:** To inform new residents about the many, valuable electronic resources made available to them via the hospital library.

**Methods:** When librarians taught the EBM curriculum to third year residents, many were unaware of the diverse electronic resources provided by the library. For many years librarians attempted to become a part of new resident orientation (NRO). In the past, NRO was a series of short presentations made by eight to ten departments, which left the residents overwhelmed. Currently NRO consists of a morning teamwork training session and an afternoon Information Fair. The purpose of the Fair is to present all benefit options in one locale to the group of approximately 100 residents and fellows. The librarians lobbied to be included in the Fair. We invited resource providers to attend and help residents download mobile apps to their smart devices so they left the Fair ready to use library resources.

**Results:** In 2011, when the new residents filled out the library survey during orientation, they indicated that they were more interested in the mobile applications the library had to offer than any other resource. We started participating in new resident orientation in 2012 when the format changed to include an Information Fair. In 2014, the date of the Information Fair for NRO was set for June 24<sup>th</sup>. We invited ten resource providers to attend the Information Fair and five were able to attend: DynaMed, Epocrates, OvidMD, Unbound Medicine and UpToDate.

**Conclusions:** Ninety-eight new residents and fellows in 25 programs attended the required orientation and Information Fair and discovered what the CCHS library system had to offer them. They left the fair with functioning mobile applications provided by the library as well as an understanding that the librarians are there to assist them in any way including literature searching and full text article delivery. This more hands-on approach was well received by our newest residents.

**Poster Number:** 166

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Native American Talking Circle Trends since the American Indian Religious Freedom Act**

**Dawn Littleton, AHIP**, Dawn Littleton, Mayo Clinic Libraries, Mayo Clinic, Rochester, MN

**Objectives:** Three decades have elapsed since the 1978 passage of the American Indian Religious Freedom Act. Since then, utilization of Native American Talking Circles has been recognised in Western medicine and research. Which social and healthcare fields have been impacted by Talking Circle use? What impact may this literature have in the future of medicine and American Indian health?

**Methods:** A broad scoping review was performed in the peer-reviewed literature published from 1978 to 2014 on the topic of Talking Circles. Sources of peer-reviewed literature included Academic Search Premier, CINAHL, MEDLINE, PsycINFO, Scopus, Web of Science and others as appropriate.

**Results:** Will be provided on the printed and online poster.

**Conclusions:** Will be provided on the printed and online poster.

**Poster Number:** 168

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **New Student Orientation: Launching an About-Face**

**Jane Ichord**, Jane Ichord, Research and Instruction Librarian, Tufts University Hirsh Health Sciences Library, , Jamaica Plain, MA; **Chelsea A. Gabrielson**, Library Assistant II, Hirsh Health Sciences Library, Tufts University, Cambridge, MA; **June Thammasong**, Adult Services Librarian, Thomas Crane Public Library, Thomas Crane Public Library, Somerville, MA

**Objectives:** A team of librarians and staff at Tufts University's Hirsh Health Sciences Library modified the format of conventional orientation for new students at the beginning of the 2014/2015 academic year. Our overall goal was to set in motion a more student-driven itinerary that engaged students in a self-guided exploration of the library and its various models of service.

**Methods:** We surveyed participants after the program in order to gauge student perception of this new format, and to inform planning for future programs. The Hirsh Health Sciences Library serves a diverse student population; our campus hosts the schools of Medicine, Dental Medicine, and Nutrition, as well as the Sackler School of Graduate Biomedical Sciences. Over 750 students are invited to the library to interact with our librarians and staff during their first week on campus. Each student who participated in our orientation program was asked to complete a brief five-question survey that asked for feedback on program content, format, and applicability. In order to encourage participation, we offered an array of prizes; the winners were selected via a random drawing after all of the students had completed orientation.

**Results:** Over seventy-five percent of the 750+ students who circulated through the library for the orientation provided responses to our survey. A majority of respondents indicated that the format of the orientation was engaging, with 62 percent of respondents selecting 5 on a scale of 1 to 5 and 23 percent selecting 4. Seventy-five percent of new students strongly agreed that the information presented at the orientation stations was useful to them, while 22 percent indicated it was useful, but only slightly less, selecting 4 on the scale. According to the new students, they will remember the information presented to them on orientation day, with 160 students selecting 4 on the 5-point scale, and 380 selecting 5. When asked to identify the most important information they learned from the orientation, students most valued information about information technology-related services, with 104 mentions. Information about room use and booking information was regarded as nearly important, with 103 mentions.

**Conclusions:** The new format of orienting students to the library and its services was a success. As most students found the format to be engaging and the material memorable, we plan to utilize the new format at the start of the upcoming academic year. In planning for the next round of orientation, we will continue to emphasize the IT-related services available, as well as detailed information about policies for library room use and booking.

**Poster Number:** 172

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **ORCID Made Easy: A Guide for Librarians**

**Wendy Wu**, Information Services Librarian; **Alexandra Sarkozy**, Science/eScience librarian; **Katherine G. Akers**, Biomedical Research/Research Data Specialist ; **Alison Slyman**, Health Sciences Librarian; Wayne State University, Detroit, MI

**Objectives:** Demonstrate how ORCID identifiers can be incorporated into the research workflow to manage publication records for bibliography maintenance and grant applications.

**Methods:** Librarians map out the steps needed to create and populate an ORCID record and then use that information to apply for research funding. This poster will demonstrate the features of ORCID, including its integration with Web of Science, Scopus, SciENcv, and publishers, and illustrate the ease and usefulness of ORCID as a new platform for researchers to maintain and communicate a record of their scholarly outputs.

**Results:** A mapped workflow illustrates the ORCID identifier signup and population process as well as how to export the information into other systems, such as grant applications.

**Conclusions:** ORCID is a flexible, easy-to-use system that librarians can quickly learn and communicate to researchers. ORCID identifiers can easily be incorporated into research workflows, and librarians can provide assistance and instruction to faculty in getting started with ORCID.



**Poster Number:** 174

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Our Vital Signs: Forty+ Years of the University of Missouri-Kansas City's Clinical Medical Librarian Program**

**Susan Sanders, AHIP**, Clinical Medical Librarian; **Kristy Steigerwalt**, Clinical Medical Librarian; Health Sciences Library, University of Missouri - Kansas City, Kansas City, MO

**Objectives:** From 1971 to the present, the Clinical Medical Librarian (CML) Program and CML services have been an integral part of the Academic Plan at the University of Missouri-Kansas City School of Medicine. Over time, various changes have occurred and influenced the program and our services. As we approach the school's 50th anniversary, the program at our institution thrives and retains many of its original distinctive qualities. This historical poster looks at the past and reflects on the successful elements and challenges of the CML program in our community.

**Methods:** Our poster discusses the design and delivery of CML services at the outset of the program, describes how our program functions in the present day, and suggests ideas on how it might change to remain a vital element of the UMKC School of Medicine's Internal Medicine Clerkship.

**Conclusions:** Reflecting on the UMKC Clinical Medical Librarian Program's history and contributions is a useful method for shaping its future. Those who want to create new pathways for working in the clinical setting will find this poster educational and inspiring.

**Poster Number:** 176

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Effectiveness of Training Peer Advisors in Science, Technology, Engineering, and Mathematics (STEM)**

**Jennifer Dinalo**, Academic Liaison Librarian, Martin Luther King Jr. Library, San Jose State University, San Jose, CA

**Objectives:** Improve STEM (science, technology, engineering and mathematics) student success by increasing engagement with library resources through the use of a train the trainer model with peer advisors (mentors/tutors). This project is aimed at assessing whether or not the train the trainer model can lead to increased usage of library resources by students in the STEM disciplines.

**Methods:** This project is aimed at assessing whether or not training peer advisors in the STEM disciplines can lead to increased usage of library resources by STEM students. Peer advisors will be given a one-shot library instruction session during their advisor orientation coordinated by each college. This session will include information about how to access library resources, existing research guides, and available databases. Assessment of library usage will be done using reference statistics and research guide usage, college-specific research guides (referred to as portals) were created and given to the peer advisors as their starting point for helping students with library resources to distinguish to attempt to quantify referrals by peer advisors. This study will provide information to librarians about the success of this outreach approach and contribute to a generalizable model for discipline-specific library outreach.

**Results:** There were a total of 16 students that participated in the peer advisor trainings, eleven from the college of Engineering and 5 from the College of Science. Assessment of information literacy skills across the group were high with average scores of 79%. The post-training evaluation indicated that 82% of engineering peer advisors and 100% of the science peer advisors found the session very useful or somewhat useful. Additional survey results from the peer advisors indicated that they did gain a better understanding of library resources from the session and would be inclined to refer students to library resources. Analysis of reference statistics and research guide usage are unclear as to whether or not the intervention affected student library usage.

**Conclusions:** This is still a preliminary study with a very small sample size. This creates a challenge when trying to draw firm conclusions. The high levels of information literacy across the sample as indicated by the information literacy assessment indicates that these students are well prepared to implement library resources. The information literacy skills along with the awareness of library resources indicate that these peer advisors need a higher level training than what was presented. The session will undergo additional development.

**Poster Number:** 178

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Patron Driven Acquisitions in a Large Health Maintenance Organization**

**Sara Pimental, AHIP**, Senior Consultant, Care Management Institute, Kaiser Permanente, Petaluma, CA; **Eve Melton, AHIP**, Regional Director, Library Services, Northern California Region, Kaiser Permanente, Stockton, CA

**Objectives:** To implement a Patron Driven Acquisition model within a large healthcare organization with over 17,000 physicians, 50,000 nurses and 174,000 other employees

**Methods:** Case Study - Using a well-known e-books platform, a PDA model for access was implemented to enhance the current e-book collection. The books were loaded in to an A-Z list, loaded in to the online catalog and linked-to from an internal library landing page. When a book was triggered by the model, a committee of Librarians evaluated usage, age of book and other data to determine if the book was useful to the overall collection. A literature search was performed to compare PDA methods across other libraries.

**Results:** From January - June 2014 we purchased 21 titles. Five of those were not chosen by PDA. The average cost per use of the PDA books was \$30.66. Average cost for librarian chosen books was \$572.49. The highest cost per use was \$6803.94. The lowest cost per use was \$1.28. The most expensive book purchased was \$17,161.38. The lowest cost for a book purchased was \$2274.86. Neither of these figures takes into account the platform fee which is \$400 per medical center. We compared this to a subscription e-book service purchased by the librarians. There is no platform fee and we can choose the number of licenses we purchase. Cost per use for the same time period was \$1.09.

**Conclusions:** The PDA business model does not fit a large organization. The industry standard model that is used by the platform we purchased does not allow for enough patron uses to provide a good picture of the needs of the entire organization. A single library that is not part of a large organization can buy 1 title and 1 license. Due to the size of Kaiser we had to buy 13 licenses per title and yearly we had to purchase 35 platform fees. Many of the books don't have enough usage or demand for 13 licenses. One or 2 licenses would have been sufficient for our needs. Since the industry business model does not permit any negotiation on the number of licenses or platform fees the PDA model does not work well for a large organization.

**Poster Number:** 182

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Play It, Learn It, Make It Last: Using Gaming to Create Self-Sufficient Library Information Users**

**Lindsay M. Greenawalt**, Informationist; **Michael D. Koehn**, Director for Library Operations; **Sharon Knieper**, User Experience Strategist; **Anca O. Meret**, Informationist; **Eugene Robinson**, Library Coordinator; Augustus C. Long Health Sciences Library, Columbia University Medical Center, New York, NY

**Objective:** To create and pilot an interactive web-based game intended to enable incoming students to become self-sufficient through hands-on learning. The library chose a gaming model with the expectation that competition, rewards, and novelty would function as powerful tools when used to engage students.

**Methods:** The Augustus C. Long Health Sciences Library at Columbia University Medical Center observed a lack of functional information skills among incoming students. Traditional library orientation consisted of a 5-minute talk as part of a larger administrative orientation. Past experience indicated that this orientation was not sufficient for students to use library resources effectively. Review of reference transactions from the past year identified six core skill areas where students needed improvement. From these skills, the library constructed six rounds of gameplay. In each round, students were required to complete a variety of tasks related to the core skill for that round. For this pilot study the library restricted participation to incoming medical and dental students. To encourage student participation in this voluntary intervention, rewards tied to levels of participation and success were presented.

**Results:** Out of the approximately 250 incoming medical and dental students in Fall 2014, 30 students participated in at least one round of the game, with six students completing all rounds. The 30 students who participated in the game were invited to a follow-up activity to discuss their experiences; three attended. Two themes emerged at follow-up: programmatic timing and participant rewards. The students suggested that the game be launched in November when the skills covered would more readily prepare them for their summer internships. The students also noted that the key factor in deciding to participate in the game was the prizes, in addition to its clarity and format.

**Conclusion:** Based upon responses from the follow-up activity, students found the game to be valuable. They liked the interactive online format, having described it as “easy to use” and were motivated by the competitive nature of the game and the rewards provided. The recommendation to move the game to later in the Fall semester would allow the students to directly apply the skills to their academic endeavors, further increasing self-sufficiency. More research needs to be done to see if the Class of 2018 continues on its path towards self-sufficiency. The students who participated in the follow-up activity will be monitored in subsequent academic years.

**Poster Number:** 184

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Preparing to Publish: The Librarian as Coach and Mentor**

**Michele Malloy**, Research Services Coordinator, Dahlgren Memorial Library, Georgetown University Medical Center, Washington, DC

**Objectives:** Though librarians have always served as experts in writing and publishing, this role has expanded and become more integrated into our programs as users realize the full value of our input. This programmatic example within an academic medical center will highlight areas of user need, successful interventions, and models for other programs to consider.

**Methods:** In response to individual requests by faculty groups and the library's perception of user need, a series of individual but linked presentations were created to support users' publication support needs. These included workshops and integrated curriculum on: publication preparation, open access options, NIH public access policy, authorship criteria, and academic integrity policies and practices. Some curriculum was developed for in-library workshops, while others were created for faculty development groups and individual course directors. A variety of pedagogical methods were employed, including an online tutorial, participative classes, case studies, and panel discussion. Workshops were presented to faculty within both medical and nursing programs, offered as stand-alone workshops within the library, and integrated into required student curriculum.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 186

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Printing the Future of Health Care: Collaborative 3D Printing at the Health Professions Division Library**

**Melinda Johnson**, Reference/Liaison Librarian; **Kristin Kroger, AHIP**, Reference/Liaison Librarian; **Majid Anwar**, Reference/Liaison Librarian; **Dana Thimons, AHIP**, Reference/Liaison Librarian; **Desman Ford**, Technology Support Engineer; **Jerry Coverdale**, OTD, OT/L, CHT; **John M. Reynolds**, Emerging Technologies Librarian; Nova Southeastern University, Fort Lauderdale, FL

**Objective:** To establish an interdisciplinary 3D printing initiative for creating customized educational and research 3D objects. To create prosthetic devices for local children in partnership with the Occupational Therapy Department and a nonprofit volunteer organization. To inspire additional collaborative 3D printing projects among the health sciences faculty and students across our various campuses.

**Methods:** Research 3D printing applications in the health field, review existing 3D printing programs in academic libraries, and visit area libraries with 3D printing programs.

- Establish a 3D printing lab, train staff, and create policies and procedures.
- Develop a 3D printing LibGuide to promote our services and list additional resources.
- Identify and disseminate information on relevant 3D printing applications through our listserv.
- Facilitate ongoing interdisciplinary faculty and student brainstorming sessions to explore potential projects.
- Collaborate with faculty to create class specific resources such as 3D anatomical models for the students.
- Create prosthetic devices for local children in partnership with the Occupational Therapy Department and a non-profit volunteer organization.
- Build additional partnerships with community organizations and other colleges across our university.

**Results:** Collaborated with the Broward County Public Library to present an overview of 3D printed medical applications to HPD faculty.

- Established basic policies such as printing for free and limiting to curriculum-related projects.
- Developed 3D printing LibGuide at <http://nova.campusguides.com/3dprinting> and a mailing list to keep faculty updated.
- Met with faculty from the pharmacy, dental, anatomy, and audiology programs to discuss their specific project ideas.
- Partnered with an occupational therapy professor and 6 graduate students to print prosthetic hands for children, following the direction of a non-profit organization. This student research group is developing a study on the prosthetic device for a Fall 2015 project.

**Conclusions:** Our 3D printing initiative has opened the door to new ideas and opportunities for the students and faculty of the seven colleges within the Health Professions Division at Nova Southeastern University. As a central meeting area, the library is the ideal location for them to explore and collaborate with this technology. Although we have been challenged by technical issues with our printer, we are thrilled with the enthusiastic response and proposed projects from both students and faculty. Based on their positive feedback, we are exploring options to expand our initiative in the future with 3D scanning and alternative printing options to support whatever projects

the students can imagine, such as the use of flexible filament to create more lifelike anatomical models.

**Poster Number:** 188

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Quality Information Services, Infectious Diseases, and the Age of Limitless News Panic: Responding to Needs of a State Library Association**

**Paula Craig**, Head Librarian, Library, NSU College of Nursing & School of Allied Health, Shreveport, LA; **David C. Duggar, AHIP**, Professor/Reference Librarian, LSU Health Shreveport, Bossier City, LA; **William Olmstadt, AHIP**, Associate Director & Associate Professor, Health Sciences Library, LSU Health, Shreveport, LA

**Objectives:** Every year seems to bring the threat of a new pandemic – West Nile, Bird Flu, Mad Cow, and in late 2014, Ebola. The Government Documents Section of the state library association, the Louisiana Library Association (LLA), requested a program about government resources regarding Ebola at the Louisiana Library Association conference in March 2015. This poster presents how three health science librarians responded.

**Methods:** Three health science librarians with different backgrounds, from two institutions serving different types of health personnel, will give a presentation at the state library association's conference on government sites for finding reliable health information about Ebola and 'the Flu'. One focus of the presentation is sites that are good for your community: the average consumer or citizen; the nurses and medical staff; the public health workers and students/interns. The other focus of the presentation is how you can deconstruct media coverage about infectious diseases, bioterrorism agents, and demonstrate a rational approach to providing information services.

**Results:** The program proposal requested by the Government Documents Section was accepted for the 2015 Louisiana Library Association Annual (LLA) Conference and will be presented on Friday, March 27 at three o'clock.

**Conclusions:** Final results and conclusions will be presented at the 2015 MLA Annual Meeting following completion of the program at the 2015 LLA Annual Conference.



**Poster Number:** 190

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Question Safari: Seeking Clinical Questions in Their Natural Habitat!**

**Emily S. Lawson, AHIP**, Clinical Librarian, Inman Medical Library, Children's Healthcare of Atlanta, Atlanta, GA; **Natasha Laibhen-Parkes**, Clinical Assistant Professor, Georgia Baptist College of Nursing, Mercer University, Atlanta, GA

**Objectives:** To describe a new clinical librarian service, Question Safari. To measure the impact of service on nursing practice.

**Methods:** Question Safari (QS) is a new service started in 2014 by clinical librarians at a Southeastern pediatric hospital. Inspired by other clinical informationist services and the hospital's annual Nursing Research Symposium, the librarians partnered with the EBP Unit Champion Nurses (UCNs) to "capture" clinical questions in their "natural habitat". QS is currently being piloted on five units and entails a clinical librarian and nurse going to units to collect questions from nurses on duty. The librarian conducts searches on these questions and responds via email with 2-4 relevant articles or a short list of citations. Questions are compiled in Excel and the impact of QS on nursing practice and promoting a culture of inquiry will continually be assessed. Safari hats and fun marketing have boosted interest in QS and expansion is planned for 2015.

**Results:** Forty-six questions were collected from nurses over a period of 6 months. These questions were asked by 34 staff nurses. Thirty-seven of those questions were deemed searchable by the librarian and responses sent to nurses. Two of those questions were considered a "hot topic" and further reviewed by an EBP Unit Champion who developed an evidence summary on the topics. After 6 months, a survey was sent to staff to measure the impact of Question Safari on nursing practice. Preliminary survey results indicate 86% of Question Safari users found the service valuable and 93% found the information received was useful in caring for their patients.

**Future directions:** Based on staff participation and enthusiasm, there are plans to expand the Question Safari service to other units and campuses and to conduct it on a more frequent basis (twice a month and to include nights and weekend shifts).

**Poster Number:** 192

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Recommended Library Contributions to the Retention of Premedical Students**

**Erin O'Toole**, Science Librarian, Willis Library/Library Research Support Services, University of North Texas, Denton, TX

**Objectives:** What are the major barriers to retention among pre-medical undergraduate students? Does addressing the barriers map to the responsibilities of academic librarians, as defined by the Association of College and Research Libraries' (ACRL) "Standards for Libraries in Higher Education"? Based on the Performance Indicators in the ACRL standards, what are potential library contributions to increase the retention of pre-medical students?

**Methods:** Data sources: Educational literature from 1994 to 2014; government documents about STEM education published by the President's Council of Advisors on Science and Technology and the National Center for Education Statistics; and "Standards for Libraries in Higher Education" published by ACRL. Data Extraction: A narrative review of the educational literature and government documents, followed by mapping of retention barriers to the Performance Indicators in the ACRL's "Standards for Libraries in Higher Education." Recommendation Creation: Brainstorming of potential library activities that align with the Performance Indicators from the ACRL's "Standards for Libraries in Higher Education."

**Results:** The major barriers to retention of pre-medical students are poor teaching by STEM faculty, lack of academic and administrative support, rejection of current and future work/life imbalance, and inadequate preparation for college. For all of these barriers, it falls within the responsibilities of academic librarians to intervene to increase retention. Recommended contributions to retention are specialized collection development, and collaboration with faculty and other campus partners.

**Conclusions:** It is the responsibility of academic librarians to apply their unique skills and collaborate with faculty and campus partners to increase retention of pre-medical undergraduates, according to the ACRL's standards for academic libraries. These recommended contributions are only a starting point. Academic librarians are encouraged to implement the suggested activities or develop their own interventions. Most importantly, we need to assess the impact of our activities to produce evidence that libraries can be contributing partners in increasing retention of pre-medical students.

**Poster Number:** 194

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Reducing Stress and Promoting Mental Health: The Use of Therapy Dogs in the Library**

**Melanie J. Norton, AHIP**, Head of Access and Delivery Services, Cushing/Whitney Medical Library, Yale University, New Haven, CT

**Objectives:** In the spring of 2014, Finn was introduced to our medical library as a therapy dog. The primary goal in "hiring" Finn was to help our medical students reduce stress inherent in the demanding program. Other anticipated benefits were to encourage more people to visit the library and view it as an exciting place to be.

**Methods:** Up to 85% of students attending colleges and universities suffer from elevated levels of stress. Librarians are in a position to go beyond the limits of traditional roles by offering an easy and effective way to help reduce stress by employing a therapy dog at the library. But how can we judge whether Finn and other therapy dogs like him make any difference in reducing stress in an academic setting? Review of outside data and literature concerning the use of therapy dogs as well as observations of students interacting with Finn are two methods used to determine the success of our program. An unexpected upshot of Finn's visits was a study undertaken by a PhD candidate in the University's Department of Psychology to determine if dogs do indeed help reduce the stress of our medical students.

**Results:** Observations of our students' reactions to Finn have been positive. Our medical students and even faculty and staff often come early to the library to wait for Finn's arrival. The study by our Psychology PhD candidate is still in progress, but preliminary results support the efficacy of the therapy dog program.

**Conclusions:** Provision of a therapy dog can be considered a natural extension of the librarians' role using innovative approaches to effect positive change. Implementing a therapy dog program creates another avenue for the library to interact directly with students, faculty and staff while providing for the overall wellbeing of individuals.

**Poster Number:** 196

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Residents' Lifelong Learning Orientation: Associations with Self-Assessed Competency in Information Management Skills**

**Misa Mi, AHIP**, Associate Professor, Medical Library, Oakland University, Rochester, MI;  
**Alexandra Halalau**, Assistant Professor, Department of Internal Medicine, Oakland University  
William Beaumont School of Medicine, Royal Oak, MI

**Objectives:** Evidence-based medicine (EBM) content has been incorporated into residency training programs. It remains unknown as to how residents' lifelong learning orientation affects their participation and time investment in EBM training and their attitude toward the EBM practice in a clinical setting. The study will be conducted to examine the relationship between residents' self-assessed competency in information management skills and their orientation toward lifelong learning.

**Methods:** A correlational design will be used to complete the process of the study. Study participants will include all residents of the Internal Medicine Residency Program at William Beaumont Hospital in Royal Oak. Data will be collected through an instrument including the Revised Jefferson Scale of Physician Lifelong Learning (JSPLL) and information management self-assessment. JSPLL has 14 items. A previous study reported a reliability of 0.89. Two additional items will be included in JSPLL to ask residents to indicate barriers to lifelong learning and suggest strategies for promoting lifelong learning. The information management skills self-assessment is to identify residents' self-assessed skills in identifying their own knowledge needs, searching for the evidence, evaluating the evidence to meet their needs. Data will be collected and analyzed with SPSS. Correlation and multivariate regression will be calculated to explore whether residents' self-assessed information management skills are related to their orientation toward lifelong learning.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 198

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Rounding in the Pediatric Intensive Care Unit (PICU): A Collaboration with a Medical School and Hospital Librarian to Bring Library Services to the PICU**

**Christopher P. Duffy**, Medical Library Manager, Medical Library, Robert Wood Johnson University Hospital Somerset, Somerville, NJ; **Pamela Hargwood, AHIP**, Information and Education Librarian, RWJ Library of the Health Sciences, Rutgers, The State University of New Jersey, New Brunswick, NJ

**Objectives:** To describe the successful implementation of a collaborative librarian rounding service on a Pediatric Intensive Care Unit (PICU) in an academic medical center provided by two librarians from separate institutions; an academic medical school library and a hospital library and to identify the benefits that this rounding has had on nurse and physician knowledge.

**Methods:** In 2013 the medical school library began participating in cardiothoracic rounds. A medical school librarian attends the weekly inter-professional rounds providing evidence based information at the point of care. After a successful launch of this pilot program a recommendation was made by the nursing research steering committee to expand this service to include the PICU. Due to a hospital merger in June 2014, a librarian was now working for the hospital and was brought on board in July 2014 to collaborate with the medical school librarian on the PICU rounds. Each librarian rounds one day per week on Mondays and Wednesdays. A flyer was distributed on the PICU floor introducing the librarian rounding concept to staff. The librarians utilize an iPad to search the literature and answer any questions that come up during rounding. For more involved questions, the librarians continue the search after rounds, and email the literature to the staff involved.

**Results:** The two medical librarians are able to successfully provide information to physicians, residents, and nursing staff. By being present during rounds, the librarians are able to provide information at the point-of-care. Rounding on the PICU also helped introduce the hospital PICU staff to a new hospital librarian. The PICU staff learned about library resources offered by both the medical school and the hospital, and staff began asking for literature searches on questions unrelated to rounds.

**Conclusions:** A hospital library and an academic medical school library successfully collaborated to provide a librarian rounding service on a PICU at a large urban academic medical center. The success of this collaborative effort leads to the possibility of future inter-professional opportunities.

**Poster Number:** 200

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Singular, Plural, and Possessive: Evaluating Differences in Results Based on Form of Search Term**

**Mary Shultz, AHIP**, Director, Savitt Medical Library, University of Nevada Reno, Reno, NV;  
**Michelle P. Rachal**, Health Sciences Librarian, University of Nevada, Reno, Reno, NV

**Objectives:** Searchers may be entering different forms of the same term when seeking information. For example, one searcher may enter Parkinson while another enters Parkinson's and yet another Parkinsons. The purpose of this study is to determine if singular, plural and possessive forms of the same concept retrieve different results from PubMed and if so, how the results differ.

**Methods:** The test data was comprised of 200 terms randomly selected from multiple resources including MedlinePlus and Stedman's Medical Dictionary. The random selections were reviewed to determine if they could be used as singular, plural, and possessive. If a randomly selected term did not meet this condition, it was excluded and another term was selected. Each qualifying term was searched separately in PubMed in three ways: a singular term, a plural term, and a possessive term. Results were tracked in terms of quantity and overlap of retrieved citations. An additional examination was performed on the results of 20 terms to analyze any unique items retrieved among the singular, plural, and possessive forms. If unique items were retrieved, an analysis was performed to determine variations in MeSH assignments. This information was then compared across the plural, singular, and possessive categories.

**Results:** A total of 203 terms were tested. Keyword searches of singular and plural forms retrieved different total results for all but one of the terms. Of the 203 terms tested, 116 singular term searches retrieved more than plural searches and 86 plural searches retrieved more than singular searches. In total, singular searches retrieved 8.61% more citations than plural searches. Of the total singular form search results, 16.4% were unique (not retrieved in the plural search). Of the total plural form search results, 8.459% were unique (not retrieved in the singular search).

**Conclusions:** As expected, the singular and plural forms of keyword searches in PubMed return different results. While there is overlap in the results, each form often contains unique citations. This makes sense given the automatic term mapping feature which ORs in the exact search term for an ALL FIELDS search. Even so, it is likely that most searchers and even librarians may not consider the sometimes vast differences in results based on form of term. More testing and analysis is needed of the plural vs. singular searches as well as the possessive forms.

**Poster Number:** 202

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Supporting Game-Based Learning for Faculty in Medicine**

**Sherry Dodson**, Clinical Librarian, Health Sciences Library, University of Washington–Seattle; **Tania P. Bardyn, AHIP**, Associate Dean of University Libraries, Director of the Health Sciences Library, and Director, National Network of Libraries of Medicine, Pacific Northwest Region, Health Sciences Library, University of Washington–Seattle; **Ann Gleason**, Head, Health Sciences Library, Health Sciences Library, Stony Brook University, Stony Brook, NY

**Objectives:** Is an online game an effective method to teach medicine faculty the first two steps in evidence-based medicine: a. how to ask clinical questions using PICO and b. how to efficiently find information to answer PICO questions?

**Methods:** Using a collaborative process, the Health Sciences Library and the School of Medicine have developed an online game using case-based learning to teach physicians how to practice evidence-based medicine (EBM). The online game aims to increase the digital literacy skills of physicians, especially clinical faculty. PubMed and the Health Sciences Library's licensed resources are included within the game to provide answers to clinical questions about diagnosis, treatment, prognosis or harm. Using a Leader Board and competition for points among the players will give experienced clinicians reasons to continue using information sources by quantifying their intrinsic motivation. Extensive feedback from the game prototype led to the addition of a physician and a graphic designer to the team. Game testing among clinical faculty members will soon start as will the development of additional cases.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 204

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Supporting the Occupational Therapy Student in the Production and Dissemination of Systematic Reviews: An Interprofessional Collaboration among Librarians and Occupational Therapy Faculty**

**Gary E. Kaplan, AHIP**, Senior Librarian, Information Services; **Teal W. Benevides**, Assistant Professor; **Paul Hunter**, Clinical Informatics Librarian; **Daniel G. Kipnis**, Senior Education Services Librarian; Thomas Jefferson University, Philadelphia, PA

**Objectives:** This poster describes the outcomes of a curriculum-based collaboration between librarians and Occupational Therapy faculty ('collaboration') to enhance graduate student skills for conducting a systematic review (SR); the collaboration included database instruction, bibliographic management software, and culminated in student presentations to healthcare practitioners for continuing education credit. Three outcome areas are discussed: impact of the collaboration on student satisfaction and perceived competence; characteristics of the included literature; and the dissemination of SR findings to healthcare practitioners.

**Methods:** Three librarians participated in the instruction and the institutional repository (Jefferson Digital Commons; JDC) deposits. A total of 132 students over a period of two years (2013-2014) completed the curriculum, engaging with librarians and OT faculty to iteratively build on skills. At the conclusion of their curriculum, the capstone presentations were recorded and made freely available through the JDC. Quantitative data were examined with descriptive statistics in SPSS, and qualitative data were thematically coded by hand: course evaluations, practitioner attendance, bibliographic evaluations of the systematic reviews, and download statistics from the institutional repository.

**Results:** Students reported on open-ended course evaluation questions that among the top three concepts learned was 'how to conduct a replicable and effective search.' On multiple answer questions 83.6% of students selected the 'collaborative librarian-faculty lecture' as among the most helpful lectures offered, and 78.2% selected 'working with librarian staff and course mentors to develop a search strategy' as highly rated among course activities. Bibliographic data were extracted from 22 of 28 capstone presentations available for analysis (2013-2014) in the institutional repository, which contained 305 citations from 157 journals. The average age of included articles was 4.8 years (SD=4.2, Range=0-24). Among the top 10 cited journals were 2 occupational therapy, 5 rehabilitation, and 3 specialty. Overall health care practitioner attendance at student capstones from 2012-2014 was 323. JDC recordings (as of 1/6/2015) had been accessed from 25 different countries, and are located most frequently via Google, JDC, and GoogleScholar. The total number of views was 1,446, and the total number of hours viewed was 163.

**Conclusions:** Librarian-faculty collaborations resulted in high student perception of competence to conduct systematic reviews, utilization of a broad variety of peer-reviewed journals, and enhanced dissemination of evidence.



**Poster Number:** 206

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Systematic Reviews' Impact and the Role of the Medical Librarian**

**Megan G. Van Noord**, Research & Education Librarian, Duke University Medical Center Library, , Durham, NC; **Leila Ledbetter**, Research and Education Services Librarian, Medical Center Library & Archives, Duke University, Durham, NC; **Emily S. Mazure, AHIP**, Biomedical Research Liaison Librarian, Medical Center Library & Archives, Duke University, Durham, NC; **Brandi Tuttle, AHIP**, Research & Education Librarian, Medical Center Library & Archives, Duke University, Durham; **Megan von Isenburg, AHIP**, Associate Director, Research and Education, Medical Center Library & Archives, Duke University, Durham, NC; ; **Emma Heet**, Associate Director, Collection Services, Medical Center Library, Duke University, Durham, NC; **Adrienne Leonardelli**, Research and Education Librarian and Liaison, Duke School of Nursing, Medical Center Library & Archives, Duke University, Durham, NC; **Beverly Murphy, AHIP**, Assistant Director, Communications and Web Content Management; Hospital Nursing Liaison, Medical Center Library & Archives, Duke University, Durham, NC

**Objectives:** To assess the impact of systematic reviews that applied a comprehensive, reproducible, published search strategy conducted by a librarian or information specialist compared to those that used less rigorous information retrieval methods.

**Methods:** Systematic reviews, largely considered the highest standard of Evidence-Based Medicine, address clearly formulated clinical questions by collating all of the primary studies on a topic and conducting an evidence synthesis using qualitative and/or quantitative analyses. Physicians, consumers, and policy makers rely on systematic reviews for health care decision-making. Librarians play an important role in conducting complex literature searches to retrieve relevant studies for use in systematic reviews. However, the information retrieval skills of librarians are not always utilized, which can lead to publication bias within a systematic review as novice searchers may not retrieve the full compendium of studies. We hypothesized that the overall impact (measured by Web of Science citation counts) of systematic reviews published in the last ten years by authors at our institution would be higher when a librarian or information scientist conducted the literature searches.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014.

**Poster Number:** 208

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Team-Based Learning (TBL) for Teaching Library Resources: Lessons from a Post Graduate Year-1 Medicine Experience**

**Elizabeth Irish, AHIP**, Assistant Director for Education and Outreach; **Enid Geyer, AHIP**, Associate Dean for Information Resources and Technology; **Stephanie Dobiecki**, Library Intern; Schaffer Library of Health Sciences, Albany Medical College, Albany, NY

**Objectives:** To introduce PGY-1 Internal Medicine Residents to library services and to educate them in clinical resources by incorporating team-based learning (TBL).

**Methods:** The Library collaborated with the Internal Medicine Residency to deliver two TBL sessions to twenty PGY-1 Internal Medicine Residents. Content was developed based on a needs assessment. Residents completed a tutorial and an individual readiness assurance test (iRAT) prior to the one hour session where residents completed the group readiness assurance test (gRAT). Additional time was added at the beginning of the second session to complete the iRAT. Questions were designed to foster discussion. The results of each sessions' iRat and gRat were compared to determine the effectiveness of TBL for teaching library resources. A post-class evaluation was sent two months after the session.

**Results:** Little difference was found between iRAT/gRAT responses for concrete questions; answers varied if there was more discussion. True/False questions on resources served to elicit more varied responses as did questions concerning resource choice. Providing time to complete the iRAT at the start of the second session increased the number of iRATS completed from six to twenty fostering discussion.

**Conclusions:** TBL provides an interesting twist to a traditional hands-on demo format. Participants could be swayed to an incorrect response, but the instructor(s) facilitating the discussion can redirect participants. Discussions can pave the way to more openness in using other resources. Teaching library resources using TBL methodology is plausible and worthy of further investigation.

**Poster Number:** 210

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Animal-Assisted Therapy Program at Phoenix Children's Hospital: A Journey toward Evidence**

**Kathy Zeblisky, AHIP**, Medical Library Manager; **Mary Lou Jennings**, Animal Assisted Therapy Program Coordinator; Phoenix Children's Hospital, Phoenix, AZ

**Objectives:** Our hospital's animal-assisted therapy (AAT) program began in 2004. A viable clinical question was identified in 2007 with librarian assistance. Literature searches probed for validated, quantitative studies to replicate. Initially anecdotally based, our program will now study physiological variables and stress biomarkers hoping to prove or disprove this hypothesis: AAT decreases stress and improves energy levels in children.

**Methods:** A single-arm design will be used to study the effect of an animal-assisted therapy (AAT) interaction on salivary cortisol, salivary alpha-amylase (sAA), oxygen saturation (O<sub>2</sub>), blood pressure (BP), heart rate (HR) and energy levels in children in an acute care hospital. Saliva samples will be collected before and after an AAT interaction of five minutes and measured for sAA and salivary cortisol. O<sub>2</sub> levels will be measured by pulse oximeter, BP levels by cuff or arterial line, and HR recorded from the patient's telemetry monitor, auscultation with a stethoscope, or by direct palpation of the patient's pulse. Energy levels will be measured by Lansky scores. Power analysis determined sample size of 40 to provide sufficient power for the primary analysis. Demographic data will be collected to describe sample characteristics. Variables include gender, race, age, and dog in family.

**Results:** The Animal Assisted Therapy program has been taking registered therapy dog teams to visit patients, and recording the change in mood for those patients since 2005. Data collected over 9 years indicates a 93% positive change in mood of patients during an AAT interaction. More than 55,000 visits have been recorded from 2005 through 2014, without any adverse events occurring. This new IRB approved study will prove or disprove this hypothesis: AAT decreases stress and improves energy levels in children. Results will be available after February 2015.

**Conclusions:** My results are not complete yet. Additional information will be presented on the conference poster.

**Poster Number:** 212

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Development of the Systematic Reviews Special Interest Group of MLA**

**Margaret J. Foster, AHIP**, Systematic Reviews and Research Coordinator/ Associate Professor, Medical Sciences Library, Texas A&M University, College Station, TX; **Susan Fowler**, Clinical Librarian, Becker Library, Washington University in St. Louis School of Medicine, St. Louis, MO; **Ahlam A. Saleh**, Research Librarian, Arizona Health Sciences Library, University of Arizona–Tucson

**Objectives:** This poster will cover the reasoning behind the development of the Systematic Reviews SIG and the aims of the group. It will also provide a background of systematic reviews and support services.

**Methods:** In summer of 2014 the Systematic Reviews SIG was proposed to MLA. The conveners followed the procedure for developing a SIG, including writing up a short proposal and collecting signatures. The proposal covered 5 assertions on the need for a SIG: importance of systematic reviews in healthcare, sharp increase in production of reviews, standards covering librarian involvement, complexity of review methods, and the evolving nature of review methods. A quick informal survey was sent out to members of MLA who had given a paper, poster, workshop, or had attended a continuing education course.

**Results:** Over 150 signatures were collected supporting the creation of the SIG. A website was created to support sharing information, training, and experiences in systematic review support services.

**Conclusions:** A SIG is an effective method to collaborate with other MLA members on specific topic. The Systematic Review SIG will strive to provide a platform for discussing systematic review methods, highlighting professional development opportunities, promoting standards, and more.

**Poster Number:** 214

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Digital Petting Zoo: A Program to Engage Librarians and Library Staff in mHealth**

**Kellie M. Walters**, Program Coordinator, Health Sciences Library, North Carolina Translational & Clinical Sciences Institute Program on Health and Clinical Informatics University of North Carolina at Chapel Hill, Chapel Hill, NC; **Mellanye Lackey**, Global public health librarian, Health Sciences Library, UNC Chapel Hill, Chapel Hill, NC

**Objectives:** The use of mobile technologies for health and medical purposes is growing and libraries must begin defining their role in an increasingly mobile world. This poster describes a workshop aimed at increasing librarians' and library staff members' awareness of mobile health ("mHealth") through a hands-on "digital petting zoo" and action-oriented discussion.

**Methods:** A librarian and a public health professional partnered to design and present a workshop on mHealth for a health sciences library. The workshop built on previously gathered research on mHealth and the library's web content about mobile technologies. Prior to the event, the planners performed a needs assessment with a cross-section of librarians and staffers to understand their interest in and knowledge of mobile.

During the petting zoo, attendees explored apps, devices, a Libguide on mHealth research, and Google Glass. A discussion followed during which staff was asked how the library might move forward with mHealth. The program was adapted for a professional meeting of statewide medical librarians.

**Results:** Library staff attendance was high for the mobile health workshops. During discussion, participants expressed a need to know more about mobile generally and how libraries could help those interested in mobile. Staff suggested several ways to address these challenges through our web presence and programming, including ensuring the library's mobile content was more prominent and continuing to have mHealth-related events. Specifically, the library will continue to host digital petting zoos for groups of librarians and adapt the program for clinicians.

The current format requires several staff members (5-6) to host a program. To make the program more sustainable and more easily replicated, the coordinators of this project will test different formats for the program and adapt content for specific audiences. For example, general library staff may be more interested in mobile research apps than mobile health apps, and clinicians will be most interested in apps relevant to their field.

**Conclusions:** This two-part workshop, including a digital petting zoo and an action-oriented discussion, is an effective way to engage and gather insight from library staff members. The program is also easily adaptable to different audiences and contexts.

**Poster Number:** 216

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Growth of Food-Diet-Nutrition Literature in PubMed**

**Xiaomei Gu**, Clinical Education Librarian, Hardin Library for the Health Sciences, University of Iowa–Iowa City; **Janna C. Lawrence, AHIP**, Deputy Director, Hardin Library for the Health Sciences, Hardin Library for the Health Sciences, University of Iowa, Iowa City, IA; **Eric Rumsey**, Librarian, Hardin Library for the Health Sciences, University of Iowa–Iowa City

**Objectives:** Since its launching in 1966, the number of citations added in PubMed grows larger each year. In this poster, we will analyze the growth of literature on food-diet-nutrition (FDN) subjects and compare the publication trend of citations for FDN subjects to that of citations for all other subjects.

**Methods:** We have found that the rate of growth in citations added for most subjects is fairly similar. One exception is FDN subjects. Until around 1990, the growth of citations for FDN was slower than for other subjects. However, since 1990, that rate has become notably faster. We will illustrate the steady growth in citations for general FDN terms since 1990, and we will also look at specific terms that have sparked particular research interest for shorter segments of time. For example, in the early years of increased research in interest in FDN subjects, "dietary fiber" was an especially common topic of research.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 218

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Most Important Plant-Based Food Families in PubMed**

**Eric Rumsey**, Librarian, Hardin Library for the Health Sciences, University of Iowa–Iowa City; **Janna C. Lawrence, AHIP**, Deputy Director, Hardin Library for the Health Sciences, Hardin Library for the Health Sciences, University of Iowa, Iowa City, IA; **Xiaomei Gu**, Clinical Education Librarian, Hardin Library for the Health Sciences, University of Iowa–Iowa City

**Objectives:** With the surging popularity of plant-based foods, our diet is quickly moving beyond the limited "Where's the Beef?" habits of many Americans. Unlike the standard meat-based diet, which includes just a few kinds of meat, plant-based foods come from a wide variety of plants. In this poster we'll examine how PubMed's MeSH tree structure facilitates searching this rich variety.

**Methods:** Searching for plant-based foods (PBFs) in PubMed is tricky because most of these are indexed in the Plants explosion, and not in the Food explosion. However, combining a Food-Diet-Nutrition hedge that we have developed with the Plants explosion makes it much easier. Although having most PBFs in the Plants explosion has disadvantages, it also has an advantage - PBFs are classified in the Plants explosion by plant family, putting taxonomically related plants together. Being able to search by family in PubMed is valuable because plant families have biochemical distinctiveness, which affects their nutrition. In this poster, we'll describe how we have been able to use our Food-Diet-Nutrition hedge to find which plant families have the most articles. We will discuss these families, and show examples of specific foods that they contain.

**Results:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Conclusions:** My results are not complete yet. If selected, I will come back into the system and enter my results after December, 2014

**Poster Number:** 220

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Past, the Present, and a Future without Limits: Thirty Years and Going...Beyond the Southeastern/Atlantic Region (SE/A) with the National Network of Libraries of Medicine (NN/LM)**

**Terri Ottosen, AHIP**, Consumer Health Coordinator; **Ashley Cuffia**, Library Associate and MLS Student; National Network of Libraries of Medicine, Southeastern Atlantic Region, Health Sciences & Human Services Library, University of Maryland, Baltimore, Baltimore, MD

**Objectives:** Purpose: This poster will illustrate the history of the Southeastern/Atlantic Region of the National Network of Libraries of Medicine as the Regional Medical Library.

**Methods:** Setting/Participants/Resources: The Health Sciences and Human Services Library at the University of Maryland, Baltimore has been the Regional Medical Library (RML) since 1983, serving the Southeastern/Atlantic Region (SE/A) of the National Network of Libraries of Medicine (NN/LM). There are eight RMLs in the country. Our RML is comprised of 10 states and three territories, totaling 11.6% of the land mass of the United States and home to over 76 million people, a quarter of the population. The RMLs and NN/LM member libraries are central in the National Library of Medicine's (NLM) outreach efforts to health professionals, librarians, educators, community and faith organizations, and consumers to increase awareness, facilitate access, and provide training in the use of NLM's resources.

**Results:** Brief Description: Recently, the NN/LM SE/A celebrated its 30th year as the RML. The staff and the focus of the outreach programs have changed over the years, as have NLM's programs and resources. Various statistics and photographs document the growth and the demographic diversity of the Region, including areas of exploration for the upcoming 2016-2021 contract.

**Conclusions:** Results/Outcome: Although these RML programs are implemented regionally, recent contracts with NLM have included opportunities for national and cross-regional collaboration. The past, present and future of NN/LM SE/A is exciting and dynamic, providing funding, training and awareness for network members. The need for outreach programming will continue to evolve as health care information demands do. The RML will continue to use its strengths and experience to offer a comprehensive and focused approach to meet its goals.



**Poster Number:** 222

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **The Topic Analysis of Big Data Study in Health Care**

**Lin Wen-chuan**, Administrator, Kaohsiung Municipal Hsiaokang Hospital, Education and Research Center, Kaohsiung, Taiwan; **Shih-Chin Chen**, Registered Nurse, Gynecology & Obstetrics, Kaohsiung Municipal Hsiao-Kang Hospital, Kaohsiung City, Taiwan; **Jung-Tsung Shen**, Dr., Department of Urology, Kaohsiung Municipal Hsiaokang Hospital, Kaohsiung City, Taiwan; **Kuan-nien Chen**, PhD and Professor, Main Library, Kaohsiung Medical University, Kaohsiung City, Taiwan

**Objectives:** Big data in health care industry is regarded as a set of large, complex and diverse database. It has been exploding increasingly important. However the scarcity of subject analysis and category on big data was caused by my research motivation in health care. The aim of this paper is to classify the topic of the literature on big data in health care. This study also describes the trends of big data research in health care by the results.

**Methods:** This paper focuses on the issues of topic analysis and used the keyword “big data” at advanced search on topic retrieve field during the period of 2003-2013 through the SCI-EXPANDED from Web of Science database. The researchers reviewed the abstract from the search results. The document type was refined by article and topic was controlled "health care". In addition to the keyword, the researchers restricted results by article types and excluded the irrelevant studies. The records of the major articles were divided into McKinsey's 15 levers in five broad categories in 2011 by abstract (clinical operations, payment/pricing, R&D, new business models, public health).

**Results:** The results of big data topic analysis contained eighty eight articles. We analyzed the results from the main point of records as follows : First, methods : 36.4% big data analysis, 23.7% questionnaire and 13.6% compared treatment f. Second, 20.8% research areas are health care sciences services; 5.7% Source Titles are BMC health services research; 24.5% publication years are 2013; 34% counties territories are USA and 9.4% organizations are UNIVERSITY OF LONDON. The category was simply classified as follows : clinical operations 28(31.8%); payment/pricing 11(12.5%); R&D 12(13.6%); new business models 1(0.1%) and public health 29(33.0%). There were 7(0.8%) articles not classified.

**Conclusions:** The methods of the study have been and can be used in different field of research. From this result, the researchers can simply go deep into the status quo of big data in various fields in health care. We found that 0.8% articles were not classified. After we reviewed the abstracts of these articles, the researchers mentioned that health management about teaching-learning strategies, equipment and manpower is an important issue in health care. We suggest it should be included among the sixth category. The finding helps the big data analysis of health care activities.

**Poster Number:** 224

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **A Survey of Challenges, Barriers, and Outcomes of Information Professionals' Involvement in Systematic Reviews**

**Brooke L. Billman, AHIP**, AZHIN & AHSL Special Projects Librarian; **Ahlam A. Saleh**, Research Librarian; Arizona Health Sciences Library, University of Arizona–Tucson

**Objectives:** Systematic review (SR) support has been identified as an emerging role for biomedical librarians. This is evident by the increasing number of training and library science curricula as well as the MLA Research Agenda Systematic Review Project. The aim of this study is to gain a better understanding of the experience, challenges, and outcomes of librarian participation in SRs.

**Methods:** After IRB approval is obtained and a pilot test is completed, a cross-sectional web-based questionnaire will be administered to health sciences librarians. Participant recruitment will be conducted through discussion lists. The survey will remain open for one month and email reminders will be sent. Included will be questions on demographics; training; and the experience, challenges, barriers, and overall outcomes of conducting and providing support for systematic reviews. A descriptive analysis of the data will be conducted.

**Results:** The study is currently in progress. Data from the preliminary analysis will be presented.

**Conclusions:** Information gathered from this study may be used to inform the design of training and support opportunities for health sciences librarians participating in systematic reviews.

**Poster Number:** 226

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Tracking Trends in Academic Health Sciences Libraries' Virtual Reference Services: 2005-2015**

**Jodi L. Philbrick**, Lecturer; **Ana D. Cleveland**, AHIP, FMLA, Regents Professor and Director, Health Informatics Program; College of Information, University of North Texas, Denton, TX

**Objectives:** The objective of the study is to compare and contrast virtual reference services in April 2005 and April 2015 in terms of (1) what types of virtual reference services are offered; (2) how the virtual reference services are identified on libraries' websites; (3) identify how virtual reference services are visually represented on the libraries' websites. This comparison will provide a way to track the trends in virtual reference services over the past 10 years.

**Methods:** The researchers will compare data collected in November 2004-April 2005 with data collected in November 2014-April 2015 in regards to virtual reference services offered by academic health sciences libraries. Data gathering included an analysis of the websites of the academic health sciences libraries represented in the Membership Directory of the Association of Academic Health Sciences Libraries (<http://www.aahsl.org/mc/directory/viewsimplesearch.do>) to identify what types of virtual reference services are offered; how the virtual reference services are identified on the libraries' websites; and how the virtual reference services are visually represented on the libraries' websites.

**Results:** Similar to 2005, a majority of academic health sciences libraries offer virtual reference services, and the most common type offered is form-based/email reference services. Compared to 2005, a greater number of libraries are offering chat reference services in 2015. Unlike 2005, academic health sciences libraries are providing text messaging reference services in 2015. Ask a Librarian is the most common name used to identify the virtual reference services in both 2005 and 2015; however, fewer libraries are using graphical representations for their virtual reference services in 2015 compared to 2005. In 2015, a greater percentage of the academic health sciences libraries have placed the link virtual reference services at the top of the page compared to 2005.

**Conclusions:** The percentage of academic health sciences libraries offering virtual reference services has remained consistent over the past 10 years; however, there has been an increase in the offering of chat and text messaging reference services in 2015. Naming the virtual reference services as "Ask a Librarian" has also remained the same over the timeframe; however, there is less graphical representation of the services in 2015. The placement of virtual reference services on library homepages has changed from the left to the top from 2005 to 2015.

**Poster Number:** 228

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Twitter, Pinterest, Instagram, and Facebook, Oh My: Academic Health Sciences Libraries' Social Media Presence**

**LeAnn Boyce**, Research Assistant/student; **Jodi L. Philbrick**, Lecturer; University of North Texas, Denton, TX

**Objectives:** Not unlike Dorothy from the Wizard of Oz, many are afraid of the unknown.

Just like Dorothy we can meet our fears, Twittter, Pinterest, Instagram, and Facebook, “head-on” and even become friends with these “scary creatures.”

This study explores academic health sciences libraries' social media presence and the number of followers or friends that the libraries have. Additionally, placement of social media icons on the libraries' websites will be identified.

**Methods:** The websites of academic health sciences libraries represented in the Association of Academic Health Sciences Libraries membership directory will be analyzed to determine the placement of social media icons and the usage of social media. How many followers, tweets, pins, posts, likes, and visits (accordingly) each library has in the social media tools.

**Results:** In the 162 medical libraries only 58% use Twitter (2% not linked to homepage), only 11% use Pinterest (6% not linked to homepage), only 4% use Instagram (all of these are linked to homepage, and only 64% have Facebook accounts (5% do not link to homepage)

Of the libraries using Twitter the mean number of likes is 930 and the mean number of tweets is 1,213. For the libraries using Pinterest the mean number of pins is 216 and mean number of followers is 198. The libraries utilizing Instagram the mean number of post is 68 and the mean number of followers is 145. And lastly the libraries operating a Facebook page (not counting Library of Medicine) have a mean number of likes at 783; with the Library of Medicine the mean is 3,574 and the mean number of visits is 2,257.

Icon placement was also studied and most of the libraries studied have their social media icons on the bottom right part of their web page (27%). Approximately 17% of libraries that displayed icons (119) on their web page placed icons on the bottom center, middle right, and top center. Another 12% placed icons on the bottom left portion of the page and 11% place icons at the middle center of the page. The last remaining libraries place icons at the middle left, top center, or top left part of the page.

**Conclusions:** A majority of medical libraries utilize Facebook and Twitter for their social media. The more interaction on these sites the more success libraries will obtain. Icon placement is another aspect to consider for a successful social media presence.

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**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Use of a Medical Librarian to Facilitate Evidence-Based Medicine Faculty Development**

**Kristine Petre, AHIP**, Senior Medical Librarian; **Bryan Kane**, Physician; **Kevin Weaver**, Physician; **Linda Matula Schwartz**, Director of Knowledge Management; **Dawn Yenser**, Program Manager ED Residency; Lehigh Valley Health Network, Allentown, PA

**Objectives:** In our community teaching hospital, the Emergency Medicine Residency (EMR) and Library Services established an interdepartmental relationship and determined that Library Services could support the EMR residency through faculty development and data generation to meet Accreditation Council for Graduate Medical Education (ACGME) requirements. The primary goal was to instruct EMR Faculty in use of bedside EBM techniques and resources.

**Methods:** Medical Librarians provided instruction and support in the use of current high quality electronic EBM resources for clinical teaching. Gathering ACGME reporting data was a secondary goal. Based on attendance, the monthly Faculty meeting was selected for instruction. Library Services provided a staff liaison as the resource. The goal of this liaison was to: Create an EMR EBM section on the digital library website, including links to EBM resources, bedside teaching programs, videos and EMR Journal Club; provide instruction using these and other hospital EBM resources; serve as a liaison to the faculty for independent literature searches and research support. The Assistant Program Director for Research served as the EMR liaison and identified areas of faculty and resident development need relating to EBM to both populate the EM section of the digital library and serve as topics of discussion.

**Results:** Searchable databases, real time clinical teaching tools, and internally developed resources tools such as an EMR literature reading list were emphasized. The web pages conjointly developed included an EBM page, an EM resource page, a Journal Club page, and a clinical bedside teaching resource page. With Library Service support a library system was used to develop topical teaching guides for Cardiology, Critical Care, Pediatrics and OB/GYN. Library Services has implemented software to gather data on faculty and resident using online resources discussed. This data assists the EMR in its ACGME reporting requirements. Utilization data also supports Library Services budgetary requests.

**Conclusions:** Establishing a Library Services-Residency liaison can facilitate faculty development and programmatic ACGME reporting requirements.

**Poster Number:** 234

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Using Educational Technology to Teach and Assess Students' Database Searching Skills**

**Mariana Lapidus**, Associate professor/Reference & Instructional Librarian, Henrietta DeBenedictis Library, MCPHS University (Boston), Boston, MA; **Erin Wentz**, Assistant Professor/Electronic Resources Librarian, Henrietta DeBenedictis Library, MCPHS University, Boston, MA; **Kathy Grams**, Director of the Post BS Pharmacy PharmD Pathway, School of Pharmacy, MCPHS University, Boston, MA; **William McCloskey**, Professor and Vice-Chair, Pharmacy Practice, MCPHS University, Boston, MA

**Objectives:** Describe the process of implementing Blackboard-based testing of students' literature searching skills. - Demonstrate the benefits of utilizing online assessment technology as compared to paper-based testing in reducing grading time, variability and optimizing librarians' teaching effectiveness. - Study students' satisfaction with computer-based assessment methodology and their perception of usefulness of optional simulation exercises completed prior to the quiz.

**Methods:** A secondary literature search assignment and related quiz were designed collaboratively by the library and pharmacy practice faculty to assess Medline searching skills of pharmacy students enrolled into a required course. The new testing methodology that utilizes computer-graded quiz via Blackboard was implemented to effectively measure students' literature search performance and allow for consistent and error-free grading of large classes/multiple sections of the course. As the ultimate goal was to develop students' literature searching skills, additional simulation quizzes on Medline searching were created using Guide-on-the-Side software for training purposes. A LibGuide was also created to provide access to interactive tutorials on secondary and computerized tertiary databases in order for students to review and expand their knowledge. Students' grades achieved on the quiz are presented in addition to their perceptions of online testing and simulation exercises as reflected in the course survey.

**Results:** Students' grades on Medline search assignment were very consistent across all four sections of the course, ranging from 93.38 to 96.7. Though the response rate on the online survey was only 5%, the vast majority of survey participants reported high level of satisfaction with the new online testing methodology. The respondents also indicated the interactive simulation quizzes helped reinforce Medline searching skills and prepare for the quiz. Students' performance and survey responses have confirmed the benefits of using Blackboard technology to provide a fair assessment of literature searching skills and make grading of multiple sections/large classes uniformed and more time efficient for faculty.

**Conclusions:** Pharmacy faculty collaborated with librarians to use Blackboard computer based assessment capability combined with Guide-on-the-Side simulation exercises as an effective approach in teaching and assessing literature searching skills of Doctor of Pharmacy students enrolled into the Drug Literature Evaluation course. Similar types of online testing and learning environments could be successfully created and used in academia to deliver high-quality instruction in various courses, providing for consistency in grading and maximizing students' satisfaction.

**Poster Number:** 236

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Voice of the Customer**

**Deb Knippel**, Library and Information Consultant, Ministry Education and Development, Ministry Health Care, Stevens Point, WI; **Marie Janz**, Librarian and Information Consultant, Education, Rural Wisconsin Health Cooperative, Sauk City, WI; **Michele Matucheski, AHIP**, Library & Information Consultant (Librarian), Health Science Library / Education Dept, Mercy Medical Center - Affinity / Ministry Health Care, Oshkosh, WI; **Mary Grossnickle**, Senior Usability Analyst, Consultant to Ministry Health Care, Mosinee, WI

**Objectives:** The purpose of this project was to explore how hospital and clinic staff accessed and used information for clinical and professional needs. The findings were and continue to be used to align knowledge resources with the needs of library customers.

**Methods:** In 2011, the library went from a staff of 8 to 3. With reduced staff, we needed to focus our time on providing services that added the most value to a system of 15 hospitals and 41 clinics. Utilizing the work written by Higa-Moore et al. in JMLA 2002, we developed a plan to access the voice of the library customer. In the Higa-More model, focus groups were used to determine the needs of library patrons. We submitted a project proposal and received approval to implement the project and hire a consultant to facilitate the focus groups. We developed questions and tested these with a small pilot group. We informed and engaged leaders and selected participants to provide a mix of library users and non-users. During spring 2013, we conducted 8 focus groups.

**Results:** Trends identified:

1. Access to the physical library and print materials was a barrier to getting information to answer clinical questions. Clinical information must be available on the unit 24/7 to be useful.
2. Our virtual library did not make sense to the staff. They felt there was too much information, too many links and it was unclear to them how to access the information they needed.
3. The staff needs help in determining what resources to use, what information is most current, what information is evidence-based, and what steps to take to retrieve the information.

**Conclusions:** Reduction in staff pushed us to listen to the voice of the customer, we closed all libraries but one, and now the focus is on building virtual library services. Improvements include:

1. **Access:** Information obtained supported the purchase of Clinical Key and Nursing Reference Center. These tools provide online access to clinical information 24/7. Athens is being explored to provide single sign-on.
2. **Organization:** We implemented LibGuides as a way for specialties to easily and efficiently organize and access information. Newly recruited subject matter experts work with librarians to identify and maintain relevant content.
3. **Education:** A communication plan was launched and librarians use the library blog, organization's newsletter, online tutorials, and face to face meetings with staff to teach and enhance skills at accessing online resources.

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**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Way, Way Beyond the Walls**

**Judy C. Stribling**, Assistant Librarian, Manager Myra Mahon Patient Resource Center; **Joshua E. Richardson**, Assistant Director, Clinical Services; Weill Cornell Medical College, New York, NY

**Objectives:** With the support of an NN/LM Innovation Grant, our objective was to produce physician-led health lectures and demonstrate their use among health consumers via online video (YouTube™). Furthermore, we sought to demonstrate online video's potential usefulness for health education.

**Methods:** The Myra Mahon Patient Resource Center recorded 10 physician-led health seminars between March 20, and November 18, 2014. Recording duration ranged between 38 and 63 minutes. All recordings were uploaded to YouTube™ and made available to the public. We report people's viewing patterns between April 3, and December 31, 2014 using YouTube's analytics tool. The analytics tool does not discern whether YouTube views and viewers are unique or repeat site visitors. Also, the tool does not collect demographic data about site visitors.

**Results:** The PRC's 10 seminars received 1,487 YouTube hits between April 3, and December 31, 2014, whereas 284 individuals attended onsite seminars when originally presented. YouTube viewers watched an estimated 22,363 minutes (3,727 hours) of seminar programming. The average duration of views was 7.36 minutes. (Standard deviation).

In the U.S. the top three states by number of views were New York (n=1,000), Pennsylvania (n=40), and California (n=33). The average duration of views inside the U.S. was 8.62 minutes. (Standard deviation). New Jersey the closest neighbor to New York City had only the fourth most views (n=18). New York City vs. non-New York City data were unavailable. *I'm so Dizzy My Head is Spinning* (a seminar about vertigo) was the most frequently viewed video in the U.S. (n=154).

Users from 50 different countries accessed 9 of the 10 seminars. *Advances in Lung Cancer Screening and Treatment* was the only video not viewed outside the U.S. The top three countries by number of views other than the U.S. were the United Kingdom (n=40), Canada (n=27), and Philippines (n=20). The average duration of views outside the U.S. was 3.68 minutes. As in the U.S., *I'm so Dizzy My Head is Spinning* was the most frequently viewed video (n=93).

These results are helping the PRC plan outreach efforts to meet a potentially worldwide audience. We are now considering offering seminars with an international health focus, multi-language health education seminars, and partnerships with inter-state and international consumer health libraries.

**Conclusions:** Patients and other health consumers will continue to search YouTube for health information. Medical librarians can use YouTube to help physicians deliver and make available health seminars and authoritative patient education materials.



**Poster Number:** 240

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **What Happens When You Are Invited to Develop a Program for Residents to Help with Their Information Seeking in Post-Residency Life?**

**Kristin Motte**, Director of Library Services, Library, New England College of Optometry, Boston, MA; **Suzanne Ferimer**, Librarian/Director of Learning Resources, Weston A. Pettey Library/University of Houston Libraries, University of Houston, Houston, TX

**Objectives:** The AAO invited AVSL to participate in a special program for current residents at its annual meeting in 2014. The keynote presentation by an MD focused on clinical reasoning. The authors provided a brief overview to attendees on finding peer-reviewed and other professional literature once no longer affiliated with an academic institution at the end of residency.

**Methods:** Drawing upon resources and experiences providing instruction to current OD students and residents at their respective institutions, the authors also collaborated closely with the organizer of the workshop through email and three conference calls to shape the final content of the workshop. Collaboration via email, phone and in person went into planning the session. As date of program drew near, the presenters saw talk outlines and draft slides from the keynote presenter to help integrate their presentation into the overall workshop.

**Results:** Presenters were given a quarter section of the ballroom which was fitted with approximately 50 seats, a projector and screen. Approximately 150 optometric residents were in attendance for the MD's keynote. After the talk, the attendees divided into three groups for a presentation at each of the three stations. Each of the three presenters, including the MD, two practicing ODs, and us, had 15 minutes to present their materials and answer questions to each of the three groups.

**Conclusions:** 15 minutes did not seem long enough. We have proposed an hour-long CE workshop for next AAO meeting.

**Poster Number:** 242

**Time:** Tuesday, May 19, 1:00 PM – 1:55 PM

## **Working Together to Build a Foundation for Evidence-Based Practice in Veterinary Libraries**

**Esther Carrigan, AHIP**, Associate Dean and Director; **Robin Sewell, AHIP**, Web Services Librarian; **Christine Foster, AHIP**, Deputy Director; **Ana Ugaz, AHIP**, Collection Development Coordinator; Medical Sciences Library, Texas A&M University, College Station, TX

**Objectives:** To begin the development of an information portal of evidence-in-practice; this would support benchmarking, longitudinal trend analyses and identification of best practices among academic veterinary libraries and librarians

**Methods:** Investigators consulted with international veterinary library colleagues in institutions accredited by the American Veterinary Medical Association to reach a consensus of data points and descriptive information to be gathered. This was done through an online survey in September-October 2014. Investigators compiled a listing of possible data points based on the data gathered by the Association for Research Libraries and the Association of Academic Health Sciences Libraries in their salary, statistical and descriptive surveys. Survey participants were asked whether or not they considered the data point valuable and whether they could actually provide the specific data. Comments boxes were provided for each data point as well opportunities for participants to suggest additional data points. Based on those responses a survey instrument was designed to gather data and descriptive information from academic veterinary libraries, beginning with 2013-2014.

**Results:** A redesigned survey instrument was administered to veterinary libraries in institutions accredited by the American Veterinary Medical Association in spring 2015. Results of that survey will be presented, along with the redesigned survey instrument.

**Conclusions:** Responses suggest increasing difficulty for veterinary libraries to provide veterinary-specific data in some areas.

Collaborations in collection purchases and licensing blur separations between campus libraries.

Data on use of library services and facilities, staffing and budget details are considered some of the most important for benchmarking.

