67th Annual Meeting

Change is in the AIR

PASSION | PURPOSE | POSSIBILITIES

SOUTHERN CHAPTER/MEDICAL LIBRARY ASSOCIATION
OCTOBER 19-22, 2017 | KNOXVILLE, TN
HILTON KNOXVILLE HOTEL

HILTON KNOXVILLE - MAIN FLOOR

1. SEQUOYAH 1
2. SEQUOYAH 2
3. SEQUOYAH 3
4. TENASE
5. Banquet Office
6. Banquet Captain

FIRST FLOOR

HIWASSEE
Dear Southern Chapter Colleagues:

Welcome to the 67th Annual Meeting of the Southern Chapter of the Medical Library Association in beautiful downtown Knoxville, TN!

The 2017 SCMLA Program Committee, along with the Local Arrangements Committee, have worked diligently to offer an interesting, exciting program for all members in attendance. This year’s theme is *Change is in the Air: Purpose, Passion, Possibilities*, so get ready for an entertaining meeting full of knowledge and ideas to share and absorb! Listen to some of the 24 papers and view 27 posters that members will present to share their knowledge, projects, ideas, and research! Some of you will benefit from the four CE offerings at the beginning of the meeting. There will also be various networking and social opportunities during the meeting.

We look forward to enjoying the Women’s Basketball Hall of Fame during our banquet, and hope you have time to enjoy more sights in and around Knoxville during your stay here. Spend some extra time visiting with colleagues during the meeting venue as well.

Please let Program and Local Arrangements Committees know you appreciate their efforts in planning this great meeting, and please remember to thank our vendors for their continued support of Southern Chapter.

We are elated each of you are able to attend this year. Welcome, and we hope you enjoy the meeting!
PLANNING COMMITTEE

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Michael Lindsay, Local Arrangements Co-Chair
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Martha Earl
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Special thanks to Derrick M. Dyess,
University of Mississippi Medical Center
Public Affairs Division, for designing
the meeting logo; and Melodye Farrar,
Director CME, Johns Hopkins All
Children's Hospital (FL) for designing
the conference website.

EXHIBITORS

1. Medical Library Association (MLA)

2. National Network of Libraries of Medicine (NNLM)

3. Elsevier

4. Elsevier

5. Accucoms

6. ASM/CABI

7. Thieme

8. Harrassowitz

9. LM Information Delivery

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Mast General Store
Bliss
Nothing Too Fancy
The Phoenix Pharmacy and Fountain
Visit Knoxville
**Thursday, October 20**

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00 am–6:00 pm</td>
<td>Registration</td>
<td>Main Floor</td>
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<tr>
<td>8:00 am–12 noon</td>
<td>CE 1: “Systematic Reviews: The Role of the Librarian”</td>
<td>Sequoyah 1</td>
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<td></td>
<td>Margaret Foster (MLA Course)</td>
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<tr>
<td>8:00 am–12 noon</td>
<td>CE 2: “Cool Creative Communications: Dazzling Data Visualization”</td>
<td>Sequoyah 2</td>
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<td>Tony Nguyen</td>
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<td>1:00 pm–5:00 pm</td>
<td>CE 3: “Leadership Considered: Refining and Defining Your Skills for Today and Tomorrow”</td>
<td>Sequoyah 1</td>
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<td>M.J. Tooey</td>
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<tr>
<td>2:00 pm–5:00 pm</td>
<td>CE 4: “Measuring What Matters to Stakeholders”</td>
<td>Sequoyah 2</td>
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<td>Tony Nguyen</td>
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<tr>
<td>2:00 pm–6:30 pm</td>
<td>Exhibitors Set-Up</td>
<td>Salons A &amp; B</td>
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<tr>
<td>3:30 pm–5:00 pm</td>
<td>2017 Southern Chapter Executive Board Meeting</td>
<td>Boardroom</td>
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<td>5:30 pm–6:30 pm</td>
<td>New Member Reception (Invitation only)</td>
<td>Mezzanine</td>
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<tr>
<td>6:30 pm–8:00 pm</td>
<td>Welcome Reception with Exhibitors (Ticketed Event*)</td>
<td>Salons A, B &amp; C</td>
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**Friday, October 21**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:00 am – 6:00 pm</td>
<td>Registration Open</td>
<td>Main Floor</td>
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<tr>
<td>7:30 am–9:00 am</td>
<td>Breakfast with Exhibitors</td>
<td>Mezzanine</td>
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<tr>
<td>7:30 am – 4:30 pm</td>
<td>Exhibitor Hours</td>
<td>Salons A &amp; B</td>
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<tr>
<td>9:15 am–10:45 am</td>
<td>GENERAL SESSION I</td>
<td>Salon C</td>
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<td>M. J. Tooey</td>
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<td>“Casting Ourselves Forward: Expertise, Resources, Place”</td>
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<tr>
<td>10:45 am–11:00 am</td>
<td>Break</td>
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<tr>
<td>11:00 am–12:30 pm</td>
<td>Papers #1: Programming Possibilities: Assessments &amp; Inspiration</td>
<td>Salon D</td>
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<td>Moderator: Brenda L. Seago</td>
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<tr>
<td>12:30 pm–2:00 pm</td>
<td>LUNCH ON YOUR OWN</td>
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<tr>
<td>12:30 pm–2:00 pm</td>
<td>Hospital Libraries Symposium (Ticketed $)</td>
<td>Sequoyah 3</td>
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<tr>
<td>2:00 pm–3:00 pm</td>
<td>Poster Session #1</td>
<td>Smoky B &amp; C</td>
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continued Friday.

3:30 pm–5:00 pm Papers #2: **Possibilities & Opportunities for Librarians Outside of the Library**  
Moderator: Michael S. Fitts  
*Salon D*

6:00 pm–9:00 pm Dine Arounds  
*Meet in Lobby*

continued Saturday.

12:00 am–1:30 pm Poster Setup  
*Smoky B & C*

1:30 pm–3:00 pm Poster Session #2  
*Smoky B & C*

2:45 pm–3:15 pm Afternoon Break

3:15 pm–4:45 pm Papers #3: **Changing Collections & Librarians Needs**  
Moderator: Peter C. Shipman  
*Salon D*

6:00 pm–9:00 pm Dine Arounds  
*Meet in Lobby*

Saturday, October 21

7:00 am–3:00 pm Registration

7:30 am–9:45 am SCMLA Business Meeting with Breakfast  
*Salon C*

10:00 am–11:10 am **GENERAL SESSION II**  
Jill Markgraf  
*Salon C*  
“Practicing what we preach: Reflecting on our information assumptions and consumption as librarians”

11:15 am–12:00 pm **MLA President’s Report**  
Teresa L. Knott  
*Salon C*

12:00 pm–1:30 pm CONBLS Luncheon  
(Invitation only)  
*Sequoyah 2*

6:00 pm–10:00 pm **Banquet at the Women’s Basketball Hall of Fame**  
(Ticketed Event*)

Sunday, October 22

7:30 am–9:15 am 2017-2018 Executive Board Meeting  
*Boardroom*

9:30 am–10:45 am **GENERAL SESSION III**  
Health Literacy Forum  
*Salon D & E*  
Sandy Oelschlegel, Virginia Turner, Andrea Franks

11:00 am–1:00 pm 2018 Executive Board & Planning Meeting  
*Boardroom*
SPEAKERS

M. J. Tooey
MLS, AHIP, FMLA
Associate VP/Executive Director
University of Maryland Health Sciences and Human Services Library

M. J. Tooey is Associate Vice President, Academic Affairs and Executive Director of the Health Sciences and Human Services Library at the University of Maryland, Baltimore. She is also the Director of the National Network of Libraries of Medicine's Southeastern Atlantic Regional Medical Library and National DOCLINE Coordination Office under a cooperative agreement with the National Library of Medicine at NIH.

Tooey served as president of the Medical Library Association (MLA) from 2005-2006, is a Fellow of the Association and a Distinguished Member of the Academy of Health Information Professionals. She was the 1997 recipient of MLA Estelle Brodman Award as Academic Medical Librarian of the Year and was the MLA Janet Doe Lecturer in 2016.

She has also served as president of the Association of Academic Health Sciences Libraries. In 2011 she received the Distinguished Alumni Award from the University of Pittsburgh's School of Information Sciences. Tooey is author or co-author of over 100 chapters, articles, presentations or posters.

Jill Markgraf
Professor, Interim Director of Libraries
McIntyre Libraries
University of Wisconsin-Eau Claire

Jill Markgraf, professor in McIntyre Library, is the interim director of libraries at UW-Eau Claire. She has served as the head of research and instruction at McIntyre Library since 2008 and brings a wealth of experience in strategic and curricular planning, library administration as well as budgetary and personnel management to her new role. Markgraf was instrumental in transitioning the library's traditional reference desk to a more modern, inviting and collaborative Research Center, and she has been actively involved in the library's curriculum development and assessment efforts. She has held numerous leadership positions within the Council of University of Wisconsin Libraries and remains well-connected with colleagues within the UW System. Prior to joining UW-Eau Claire, Markgraf held librarian positions at the University of Florida, the University of Mississippi Medical Center and Michigan Technological University. She holds a Master of Arts degree in library and information studies from UW-Madison.

Teresa L. Knott
MLA, MPA, AHIP
Associate Professor, Director, Tompkins-McCaw Library
and Associate University Librarian
Virginia Commonwealth University

As the immediate past president, Teresa Knott will represent MLA, and provide the MLA Update for SCMLA's 67th annual meeting. She is no stranger to Southern Chapter, and is an active member of MAC. She is a graduate of the NLM/AAHSL Leadership Fellow Program, and has worked in libraries from Texas to Maryland, and now in Virginia.
PANELISTS

Sandy Oelschlegel  
MLIS, AHIP  
Associate Professor, Director, Preston Medical Library  
University of Tennessee Graduate School of Medicine  

Sandy Oelschlegel’s interests are in delivery of health information to patients and consumers; working with health disparities, health information literacy and the evaluation of library services and resources. She has published a book chapter in “Consumer Health Information Services and Program: Best Practices” (2016), along with numerous current publications on health literacy, metrics, library outreach services, and consumer health in medical libraries.

Virginia Turner  
MS, RD, LDN  
Clinical Nutrition Manager  
University of Tennessee Medical Center  

Virginia Turner is a Registered Dietician with over 30 year’s experience in the acute care setting. She has been the Clinical Nutrition Manager at the University of Tennessee Medical Center for the past 16 years. She is a member of the UT Medical Center’s Patient and Family Education Committee, serving as co-chair for 6 years. She is a past president of the Tennessee Dietetic Association, and has served as a Dietetic Internship Preceptor for over 25 years.

Andrea Franks  
PharmD, BCPS  
Assoc. Professor, College of Pharmacy; Assoc. Professor, Dept. of Family Medicine  
University of Tennessee Health Science Center  

Dr. Andrea Franks is an Associate Professor in the Department of Clinical Pharmacy at the University of Tennessee Health Science Center College of Pharmacy and in the Department of Family Medicine at the University of Tennessee Graduate School of Medicine. Her clinical practice, teaching, and research site is in inpatient and outpatient Family Medicine at the University of Tennessee Medical Center in Knoxville. In addition to her clinical practice, Dr. Franks teaches throughout the Pharm.D curriculum. She serves as a preceptor for the Family Medicine Advanced Pharmacy Practice Experience, and for University of Tennessee Medical Center PGY-1 and PGY-2 pharmacy residents. Dr. Franks has received several teaching awards and has presented local, regional, and national presentations and workshops regarding teaching and learning. She is engaged in campus and college committees and initiatives related education and curriculum.
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- Bates' Visual Guide to Physical Examination
- 5MinuteConsult.com
- Acland’s Video Atlas of Human Anatomy
- Joanna Briggs Institute (JBI) Evidence Based Practice Database
- LWW Health Library:
  - Medical Education
  - Clerkship
  - Advanced Practice Nursing
  - Made Incredibly Easy!
- And more!
Paper 1: Healthy Embedded Programs: The Embedded Ecosystem Framework & Toolkit
Kim Mears, MLIS, AHIP, University of Prince Edward Island, Robertson Library, kmears@upei.ca
Maryśka Connolly-Brown, MLIS, Hampden-Sydney College, Bortz Library, mconnolly-brown@hscedu
Julie K. Gaines, MLIS, Augusta University/University of Georgia Medical Partnership, jkgaines@uga.edu
Lindsay Blake, MLIS, AHIP, University of Arkansas for Medical Sciences, leblake@uams.edu
Kathy Davies, MLS, Augusta University, Robert B. Greenblatt, M.D. Library, kadavies@augusta.edu
Peter Shipman, MLIS, Augusta University, Robert B. Greenblatt, M.D. Library, pshipman@augusta.edu
Gail Kouame, MLIS, Augusta University, Robert B. Greenblatt, M.D. Library, gkouame@augusta.edu

Objective: To provide an overview of a theoretical model for understanding embedded librarianship and an accompanying toolkit to evaluate the health of an embedded program in an academic setting.

Methods: The toolkit measures the tangible services and the intangible relationships with users in embedded programs under the framework’s four facets: Actions, Awareness, Perceptions, and Impact. The facets are interdependent within the overall ecosystem. Embedded activities may impact each facet from awareness to impact or a single action can change perceptions and increase patron awareness. While some components of an embedded program are challenging to measure by statistical tracking, the embedded ecosystem framework aims to evaluate an embedded program as a whole and each librarian individually. The Actions facet is measured by traditional library reference metrics, while Awareness, Perception, and Impact are measured by a survey, as well as individual and class evaluations.

Results: The toolkit is customizable to allow evaluation of embedded or liaison librarian programs at other academic libraries. Reviewing the data and direct feedback from the toolkit pilot established a benchmark of current awareness, impact and value of the embedded service model. The framework assists libraries to focus on specific populations or services that are underutilized within their institution.

Conclusions: By combining quantitative data and qualitative feedback, libraries can conduct a more comprehensive overview to evaluate the success of an embedded program. Analysis of data trends can indicate gaps in services provided or utilization of services by specific user groups to encourage more active engagement with their communities.

Paper 2: Assessing Perceptions of Faculty Members via interviewing: Changing Relationships in the Process
Adelia Grabowsky, Auburn University, abg0011@auburn.edu, 334-844-1797

Objective: Library liaisons sometimes find it difficult to establish productive relationships with departmental faculty. This study sought to determine if interviewing faculty about current library needs as well as their perceptions of library services and resources would have a positive impact on future interactions with the liaison.
**Settings/Participants:** Communication Disorders faculty members at a southeastern research university.

**Methodology:** Seventeen faculty members (8 academic and 9 clinical) working with Speech Language Pathology and/or Audiology students were invited to meet individually with the Library’s Liaison to the Department of Communication Disorders for a 30 minute interview. The response rate was 59% (n=10). A structured questionnaire was used to guide discussion with the liaison taking notes on responses. The liaison’s notes were coded and analyzed for themes and patterns in responses. Impact on department/liaison interactions was measured by tracking questions and requests that emanated from the department for one year following the interviews.

**Results:** The interviews yielded valuable information including level of awareness of services, views on print vs. ebooks, and requests for specific book/journal purchases as well as suggestions of collection areas which needed bolstering. Discussions with faculty also offered opportunities for impromptu instruction on available resources and more effective use of resources. Finally, interactions between members of the department and the liaison did change after the interviews. Previously most interactions originated with the liaison. After the interviews, interactions initiated by the department increased through requests for assistance and/or additional resources. In addition, several faculty members began sending new graduate research assistants for library instruction.

**Conclusion:** Interviewing faculty members can help not only improve services and resources but can also change perceptions of and interactions with the library. Along with results, this presentation will include sample interview questions and suggestions for reaching out to faculty.

**Paper 3: The Personal Librarian Program: Reigniting Our Passion for Engaging with Our Medical Students**
Shalu Gillum, JD, MLS, AHIP, Head of Public Services, University of Central Florida College of Medicine, Harriet F. Ginsburg Health Sciences Library, 407-266-1424, shalu@ucf.edu
Natasha Williams, MLIS, AHIP, User Services Librarian, University of Central Florida College of Medicine, Harriet F. Ginsburg Health Sciences Library, 407-266-1430, natasha.williams@ucf.edu
Deedra Walton, MLS, D-AHIP, Head of Electronic Resources, University of Central Florida College of Medicine, Harriet F. Ginsburg Health Sciences Library, 407-266-1423, deedra.walton@ucf.edu
Pamela Herring, MLIS, AHIP, Electronic Resources Librarian, University of Central Florida College of Medicine, Harriet F. Ginsburg Health Sciences Library, 407-266-1436, pamela.herring@ucf.edu
Nadine Dexter, MLS, D-AHIP, Director, University of Central Florida College of Medicine, Harriet F. Ginsburg Health Sciences Library, 407-266-1421, nadine.dexter@ucf.edu

**Objective:** To create a Personal Librarian Program (PLP) to (1) increase librarian engagement with first and second year medical students; and (2) promote awareness of library resources and services. For years the library struggled with finding ways to connect with its medical students. We created the PLP to give students an individualized library experience and an easier way to interact with librarians.

**Methods:** Each class of students is divided equally amongst the current faculty librarians. Students receive information about the PLP and meet their Personal Librarian during orientation week. Throughout the year, the library sends monthly emails to students from their Personal Librarian about events happening at the library and services offered to help them with research projects and other assignments. Personal Librarians meet with their students one-on-one throughout the year to assist with literature searching, formatting references, and other library-related questions.

**Results:** As a result of the personalized communication to students from their Personal Librarian, first and second year students are increasingly seeking assistance from librarians, both in-person and via email. Since the creation of the PLP four years ago, first and second year students who are now third and fourth students continue to engage with their Personal Librarian.
Through the success of the PLP, faculty librarians now have an opportunity to further engage with their students through the curriculum. Personal Librarians are formally integrated into the Research and Practice of Medicine modules, and review their students’ research reports, and provide feedback on students’ use of evidenced-based medicine resources when answering clinical questions with their patients.

**Conclusion:** The PLP not only allows us to provide individualized attention to our students, but has increased library integration into modules, and has improved engagement with students. The library would like to increase PLP participation in other modules and create more opportunities for librarian-student interaction.

**Paper 4: Expanding Possibilities for the Library in Evidence-Based Medicine Education with Role-Playing Scenarios**

Lindsay Blake, MLIS, AHIP, University of Arkansas for Medical Sciences, leblake@uams.edu, 501-686-8517
Frances M. Yang, PhD, Augusta University, fryang@augusta.edu, 706-721-5721
Christos Hatzigeogiou, MD, Augusta University, chatzigeorgiou@augusta.edu
Hutton Brandon, Augusta University, hbrandon@augusta.edu
Benjamin Wilson, Augusta University, bewilson@augusta.edu
Renee Page, MD, Augusta University, rpage@augusta.edu

**Objectives:** To create realistic outpatient clinical scenarios for first year medical students that incorporate evidence based medicine (EBM) principles, patient communication, research skills, and health literacy principles.

**Methods:** The Director of the medical student first (M1) and second year (M2) Evidence-Based Medicine module requested the Clinical Librarian expand her role in the first year EBM curriculum by creating outpatient clinical scenarios. The Chief of the Division of General Internal Medicine, the Associate Dean of Curriculum, the Clinical Librarian, and two second year medical students volunteered to assist with the formation of scenarios. These Team-Based Learning (TBL) patient-physician encounters walk students through the basic steps of using EBM while also incorporating health literacy principles and patient communication. The outpatient exercises called for the students to role-play a scenario where a clinician and patient may have differing viewpoints, requiring the clinician to research and communicate suggested therapies.

**Results:** EBM module scores improved when compared to previous years. Many students commented on their enjoyment of the TBL activity for the module as well as the usefulness of librarian and clinician integration in the activities. Students felt that the role-playing gave them a concrete way to see how they would integrate EBM and reading the primary literature into workflows.

**Conclusion:** The patient-physician role-playing scenarios were an innovative and applicable way for students to learn about EBM, health literacy principles, and patient communication. Students appreciated the interaction and hands on nature of the exercises and working closely with a clinician and librarian. The exercises will be updated and expanded with the assistance of specialty physicians in upcoming EBM modules. The addition of pre- and post-test communication and health literacy self-assessments will help measure student attitudes and learning in the future.
**Paper 1: Library Resources and a Patient Portal: Oh the Possibilities!**
Christine A. Willis, MLIS, AHIP, Noble Learning Resource Center, Shepherd Center, christine_willis@shepherd.org, 404-350-7473

**Objective:** To demonstrate how a hospital librarian assisted with a grant funded research project by contributing resources to a newly developed patient portal and continues with coordination of patient introductions to the Portal.

**Methods:** The library has many community websites it shares with patients and families if they visit. However, beyond the library door there has not been a concerted integration of these resources until the librarian was approached by a researcher to assist with adding resources to new patient portal.

**Results:** Using lists that have been collected in multiple areas of interest, a list of seven lifestyle categories was established in addition to injury specific resources. After learning the system and investing time in the Portal, the librarian was willing to promote the Portal and resources by meeting with patients to help them activate their Portal accounts. Additionally, the librarian has helped train staff and volunteers on how to register a patient and on the features of the Portal so that they can introduce patients to it.

**Conclusions:** The willingness to take resources outside of the library walls and integrate them into another platform awarded the librarian an opportunity for more exposure of the library with patients, families, and staff. The collaboration with the researcher has also provided an opportunity to co-author a paper and present at an upcoming national rehabilitation conference about the Portal. To date more than 300 patients have been registered in the Portal and staff buy in has increased dramatically since there are so many patients participating. The research that is being conducted on this larger funded project seeks to find if portal usage is linked to better health outcomes. From the librarians perspective, if the library has provided resources and can help train staff to use the Portal it is also a positive outreach effort for the library.

**Paper 2: Library Tools at the Nurses’ Station: Exploring Health Information Seeking Behaviors and Needs of Nurses in a War Veterans Nursing Home**
Gail Kouame, MLIS, Augusta University, Robert B. Greenblatt Library, gkouame@augusta.edu, 706-721-9904
Stephanie Hendren, MLIS, Augusta University, Robert B. Greenblatt Library, shendren@augusta.edu, 706-721-9742

**Objectives:** Analyze the information seeking practices and identify the information and education needs of nurses at the Georgia War Veterans Nursing Home in Augusta, GA. Develop an online toolkit for use at the nurses’ station to meet nurses’ health information needs.

**Methods:** Librarian investigators used a two-pronged approach to determine nurses’ information seeking behaviors and information needs: An online questionnaire administered to nurses at the Georgia War Veterans Nursing Home; and in-person observations of nurses at each nurses’ station and scheduled work shift (days, evenings, and nights). Resulting data was compared to determine how nurses’ self-reported data corresponded with investigator observations.
Results: 28 out of a possible 35 nurses responded to the online questionnaire. The study Principal Investigator observed a total of 12 nurses working across all shifts. The questionnaire asked nurses to identify when they seek health information for an acute clinical scenario. The nurses reported seeking information prior to: assessing patient clinical status (52%), consulting the nurse manager (28%), and calling for treatment orders (36%). The observational data recorded nurses seeking information at different frequencies for assessing patient clinical status (16%), consulting the nurse manager (83%), and calling for treatment orders (66%).

Nurses self-reported feeling most confident in assessing falls and pain, followed by medication adherence, and skin integrity. Issues most frequently encountered during observation of nurses were falls, cognitive ability/dementia, and use of antibiotics. Nurses reported and were observed to consult colleagues most frequently, followed by drug handbooks, and relying on nursing experience.

Conclusion: Nurses in skilled nursing facilities will benefit from ready online access to current drug handbooks as well as information resources surrounding commonly encountered clinical issues and stated needs. An outcome of this project is a LibGuide/online toolkit created specifically for this purpose: http://guides.augusta.edu/c.php?g=687942.

Paper 3: Building National Digital Libraries for Evidence-Based Practice
David N. King, MS, PhD, Principal, Amphissa Digital, Knoxville, TN, 865-859-9595, National Children’s Advocacy Center, Huntsville, AL, dking@nationalcac.org, National Center for Victims of Crime, Washington, DC, dking@ncvc.org

Purpose: This paper presents an overview of two innovative digital library projects designed to support evidence-based practice (EBP) by thousands of professionals nationally responding to the health-related needs of victims of personal crime.

Setting/Participants: A broad array of health services fall within the purview of Victim Services, including clinical, mental health, and prevention services. More than 1.25 million violent crimes occur annually, but even non-violent crimes against individuals can be traumatizing. Research has revealed not only the immediate impact of victimization, but also long term health consequences. Most victim services practitioners, including mental health professionals and first responders, have no access to professional libraries and many useful materials are difficult to locate.

Brief Description: Two innovative projects that couple training with access to information resources are underway. Both extend library services and digital collections to victim-serving professionals on a national scale. Both libraries provide electronic access to subscription resources for a core clientele of trainers and knowledge leaders, plus extensive curated open access collections of authoritative research-based resources supporting EBP for all victim services providers nationally.

Results/Outcome: Steadily increasing use of the collections and services of the first of these two digital libraries, including rising numbers of new users, evidences the successful integration of this digital library into the widely dispersed professional community. This digital library is now well established as a primary resource for health professionals in this field.

Evaluation: A national qualitative study of the effectiveness of research-into-practice programs has led to the adoption if the original model as the basis for a new, more comprehensive digital library intended to meet the needs of a larger number of professionals providing services to much larger portion of the U.S. population.
Paper 4: Reigniting a Passion for Discovery: Can a Switch of Search Tools Reunite Us with Our Users?
Rebecca Harrington, MSLIS, AHIP, Electronic Resources Librarian, 850-644-8970, rebecca.harrington@med.fsu.edu
Erica Heasley, MSLIS, AHIP, Outreach and Information Services Librarian, 850-645-6517, Erica.heasley@med.fsu.edu, Florida State University College of Medicine

Objective: When the medical library moved from manually curated lists of medical e-journals and e-books to the University Libraries’ Journal Finder, our users missed the ability to browse their specially selected resources with one click. Recently, the University Libraries decided to move from ProQuest to EBSCO’s discovery tools. Given EBSCO’s long history with medical libraries, can we use this change to customize EBSCO Discovery Service (EDS) to favor our medical resources and give our users a more customized search experience?

Methods: While continuing to work with the University Libraries on EDS, we began talks with EBSCO Health to implement an EDS Discovery Health interface. Using the same EDS knowledgebase as our university’s main library, the medical library is working to design search boxes for our users that favor medical resources. New search boxes will be implemented on the medical library’s website in late July.

Results: User feedback will be solicited via focus groups in August, with a wider user survey distributed in September. Results will inform decisions made in regard to the implementation of the medical library’s new website, to be launched in January of 2018.

Conclusions: Given the explosion of electronic resources and the growing interdisciplinary nature of medical research and education, comprehensive manual lists of journals and books are not sustainable, at least not with limited technical services staff. Change is hard and often painful, with many lessons learned about what is important to our patrons. Fortunately, discovery tools continue to evolve, and now that we are working with a partner that understands the needs of medical libraries, our users may learn to appreciate the options and specialized features of discovery tools.
Paper 1: Changing Roles of a Health Sciences Librarian Given Current and Emerging Trends in Information Services and Technology
Irma Ivette Quiñones, Health Sciences Librarian, University of Memphis Libraries, Memphis, TN, irquinsones@gmail.com

Objective: The purpose of this presentation is to examine changing roles of a health sciences librarian in the context of current and emerging trends in information services, and the impact of new technologies on services given the mission of academic libraries. An objective discussion of the health science information specialist in context of services and technology can provide insights for adaptive change and keeping our noses above water.

Methods: An examination of the many roles of the health sciences librarian as defined by services and domains will be discussed. Trends in the field will be presented as discerned from a review of the literature and the impact on job positions as illustrated by new and evolving librarian job titles, as well as surveys.

Results: The results of the literature review reveal the many faceted roles of the evolving health sciences librarian impacted by many factors, including technology and service provision, research impact, assessment, cultural competency, global health, and the technology that enables and permeates most of what we do.

Conclusions: Health Science Librarian jobs are changing due to needs and trends in the field, and the successful librarian will adapt and evolve with these changes; they have moved beyond the role of information specialist and must spot and anticipate trends, take on emerging roles, and communicate their worth to the user community. There are many new twists to old roles as well as new roles for librarians as revealed by current and emerging trends, and challenges, change, and opportunities abound.

Paper 2: Patient Education: A Change in Review
Kelsey Leonard (kleonard@utmck.edu), MSIS, AHIP, Health Information Services Librarian / Assistant Professor Sandy Oelschlegel (SOelschl@utmck.edu), MLIS, AHIP, Director / Associate Professor, University of Tennessee Graduate School of Medicine, University of Tennessee Medical Center, 1924 Alcoa Highway, Knoxville, TN, 37920

Background/Setting: The Patient Education Committee at the University of Tennessee Medicine Center is responsible for approving all custom patient education material created by medical center staff. In 2016, the committee changed the approval work-flow to incorporate the Health Information Services Librarian, who sits on the committee.

Methods: Beginning September 2016, all custom patient education materials have been reviewed with health literacy principles in mind by the Health Information Services Librarian. The librarian reviews the material to determine reading grade level using SMOG and assess readability using PEMAT. Additionally, the librarian assesses the formatting and appearances of the material, including the use of images. Once the assessment is complete, the librarian edits the document to reduce grade level to fifth to sixth grade and to improve formatting and other readability characteristics. The material is then sent back with the suggested changes to the creator for review before sending on the Patient Education Chair. Once finalized, the document is uploaded into the Electronic Medical Record System’s Patient Education module ExitCare.
Results: Since the implementation in September 2016 of the library as part of the review process, there have been a total of 45 patient education documents reviewed. The librarian has decreased the reading grade level by two to three grade levels per document. Furthermore, the Advance Directive was also reviewed by the librarian and is in process of being distributed.

Conclusion: Due to the implementation of the library as part of the review process, patient education materials are being evaluated for grade level and readability. The library is now incorporating the editing of patient education materials as a new service. In addition, it has led to the creation of a print patient education class that is offered to staff at the medical center.

Paper 3: Effect of Librarian Involvement on Use of Evidence-Based Resources in Small Group Case-Based Learning

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Lindsay Blake, MLIS, AHIP, University of Arkansas for Medical Sciences, Little Rock, Arkansas
Kathy J. Davies, MLS, Augusta University, Augusta, Georgia
Gail Kouame, MLIS, Augusta University, Augusta, Georgia
Darra Ballance, MLIS, Augusta University, Augusta, Georgia
Elena Wood, MD, PhD, Augusta University, Augusta, Georgia
V. Thomas Gaddy PhD, Augusta University/University of Georgia Medical Partnership Campus, Athens, Georgia
Eve Gallman, PhD, Augusta University/University of Georgia Medical Partnership Campus, Athens, Georgia
Michael Russell, PhD, Augusta University/University of Georgia Medical Partnership Campus, Athens, Georgia

Objectives: To analyze the quality of information resources first and second year medical students use in preparing presentations for case-based small group learning activities. The findings will identify the need for critical appraisal of student resource selection.

Methods: A team of five librarians and four medical educators solicited over 600 student presentations from two medical school campuses, during fall 2016 and spring 2017 semesters. Librarians provided instruction on both campuses through orientations and curriculum based components; the partnership campus librarian teaches and coaches students throughout the year. In addition, the librarians attended small group sessions throughout the year to provide informal feedback.

The team used a rubric to review students’ usage of resources and images and to provide formal feedback. By reviewing cited resources, investigators will determine if students use an appropriate level of evidence when addressing identified learning issues.

Exempt status was granted by the university's Institutional Review Board.

Results: Students were receptive to librarian participation and valued the team’s presentation feedback. On average, second year medical students used a greater range of resource types and cited more sources. Although increased use of image resource occurred in the second year, correct image citation was challenging for students. Overall, usage of clinical journals and textbooks was high for all presentations. Many students cited UpToDate clinical care tool as well as basic science journals. Internet resources cited were primarily consumer health websites or from .edu and .gov domains.

Conclusion: Librarian classes, formal feedback, and presence in PBL classes helped to improve student use of evidence-based resources and correct citations of resources and images in both the first and second years. Students were receptive to feedback and making changes to improve their presentations.
**Paper 4: Human Research Academy: Developing an Interdisciplinary Instruction Program**

Kathy Davies, MLS, Augusta University, kadavies@augusta.edu, 706-721-9911
Kim Mears, MLIS, AHIP, University of Prince Edward Island, Robertson Library, kmears@upei.ca

**Objective:** To connect with researchers and research coordinators at an academic medical center and provide instruction on librarian partnerships within the research cycle.

**Methods:** A librarian was invited to join the Translational Research Facilitation Committee to provide updates on library services and connect with the research community. As a result, the library was invited to participate in a research academy week-long intensive course series. Librarians provided an orientation to library resources and services relevant to conducting human research and participated in a progressive table discussion to address questions from researchers or coordinators. A gap was identified in the advanced academy series of monthly seminars. Library faculty proposed outlines for four additional classes, all of which were accepted. Classes reviewed how to find current literature, work with research data, succeed in article submissions, and perform systematic reviews. Another component of expanded services was developing an interdisciplinary researcher services LibGuide targeting all phases of the research cycle.

**Results:** The library is integrated completely into the research academy, from initial to advanced instruction. The new classes were offered this past spring and are permanent additions to the curriculum. The library continues to participate in the research academy and meets with newly hired researchers during their onboarding. Participating in the research academy has resulted in new teaching opportunities within the college of nursing on systematic reviews. The research services LibGuide is now linked from the university research page receiving 2510 views during the last academic year and is consistently ranked in the top five research guides for university libraries.

**Conclusions:** Communicating the value and purpose of librarian skills and underutilized resources is an ongoing process. Integrating librarians into university research training and support is one method of demonstrating possible librarian contributions to institutional scholarship and discovery.
Paper 1: Setting Students Up For Success With Scoping and Systematic Reviews: Pitfalls and Possibilities
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Stephanie Hendren, MLIS, shendren@augusta.edu, 706-721-9742
Augusta University

Objective: To mentor and instruct students on the challenges of creating in-depth research projects, such as scoping and systematic reviews, and meeting publication standards.

Methods: The Colleges of Nursing and Allied Health Sciences at an academic health sciences center approached their respective librarians looking to improve their research profile. Three librarians used their expertise to advise faculty and students, who had no prior scoping or systematic review experience, on resource selection, complex search query formation, and project management. A series of focused interviews were critical to determine the scope and feasibility of projects and begin the planning process. Librarians performed test searches to refine the presented topic into an answerable research question.

Results: Three librarians created a process for project consultation management and provided guidance for in-depth research needs. Previous experience shows that faculty or students who approach the librarian with the intent to start a systematic review do not always understand what the process entails. The librarian explains the process and provides published systematic reviews as a resource for the project instigators. After students shared project topics, the librarians evaluated their potential for possible scoping or systematic reviews. As challenges are perceived by librarians the projects were redefined for feasibility or other research publication avenues were pursued. Going forward, librarians provided further guidance for completing the project.

Conclusions: Librarians assisting with systematic review projects should be transparent about the effort and time typically needed to complete the process. Many potential problems can be circumvented by providing an estimated outline of the project and setting deadlines. Best results are achieved from a collaborative process with librarians serving as mentors, instructors, project managers, and co-authors.

Paper 2: Good Margin of Possibility: Exploring Cognitive Apprenticeship Teaching Strategies to Introduce Evidence-Based Skills
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Tasha Wyatt, PhD, Educational Innovation Institute, Medical College of Georgia, Augusta University, Augusta, GA. tawaytt@augusta.edu 706-721-7816

Objective: Using the Cognitive Apprenticeship model teaching strategies to introduce PubMed database searching with evidence-based dentistry (EBD) skills to predoctoral first-year dental students.

Methods: Cognitive apprenticeship applies six methods to help students learn skills and solve problems: modeling (teacher thinking out loud), coaching (directed feedback from teacher), scaffolding (teacher adjusts to student’s individual learning needs), articulation (student talking out loud), reflection (student comparing performance to
teacher performance), and exploration (student sets own learning goals). Four cognitive apprenticeship methods are applied. The librarian demonstrates the EBD process of conceptualizing the clinical problem and searching the database while thinking out loud (modeling). The modeling includes how to categorize a clinical question into PICO (Problem, Intervention, Comparative intervention, and Outcome) components and searching PICO concepts in PubMed. Students perform an equivalent activity with directed feedback from the librarian (coaching). Students talk through the activity out loud to explain their thinking and decisions (articulation). The students compare their performance to the librarian’s performance on the activity (reflection).

Results: Students struggle with categorizing concepts into PICO and the subsequent searching of PICO concepts in PubMed in a systematic way. Students trust a strategy of a single-search of PICO concepts in the advanced PubMed Builder search interface using text word search terms. The coaching, articulation and reflection activities are new aspects to EBD training by the librarian.

Conclusion: Applying this teaching model in an environment with solvable clinical questions prepares dental students for using these skills in future clinical courses involving higher complexity treatment planning and patient care skills. The coaching aspect of this model allows the librarian to provide real-time feedback to the student to correct errors. Student articulation of their thinking out loud is beneficial for the librarian to practice or develop skills in providing feedback and guiding students.

Paper 3: Inquiring Minds Want to Know: How Medical History Mishaps Build Passion for Research
Natalie Logue, MLIS, Augusta University, Robert B. Greenblatt Library, nlogue@augusta.edu, 706-721-6473

Objective: To explore how flexible pedagogy and evidence-based learning was used in an undergraduate Inquiry course to teach information literacy and research practices to students. Inquiry is a required course for undergraduate students at Augusta University and is taught by faculty throughout the university.

Methods: In fall 2016, the Inquiry course “Heroes of Patent Medicine: How Coca-Cola Cured the South and other Strange Remedies” was designed and taught using a combined case-study and flipped classroom curriculum. Student case-study observations and research directed the discussion of the class. Medical history mishaps was used as the topic of this course to attract students with an interest in health sciences. The emphasis of this class was on research and investigatory skills rather than content. The course culminated in group research projects that included developing research questions, writing an annotated bibliography, and delivering a visual presentation. Student progress was assessed by through the Information Competency Assessment (Marshall, 2006), which was distributed at the beginning and end of the course.

Results: 18 students completed the course. There was a marked improvement in students’ Information Competency Assessment, including higher ratings of confidence when approaching research and breaking down complex topics. Results from the fall 2017 class will be added after analysis.

Conclusions: Student feedback of the course was mixed, with some expressing dissatisfaction over the amount of perceived work involved. However, students who were actively engaged in class and homework activities were more responsive in class and demonstrated information literacy, presentation, and research skills in their final projects. This course, with some modifications, will be repeated in fall 2017 and compared to a control group from an inquiry course that does not use the same teaching pedagogies.
Objective: Faculty at a large public university are given the opportunity to participate in undergraduate honors education through the (Un)Common Reads program, which supports thoughtful exploration of non-traditional popular texts. Two librarians at the UF Health Science Center discuss their experience teaching a credit-bearing course on the book *The Spirit Catches You and You Fall Down*, by Anne Fadiman.

Methods: The Consumer Health and Health Literacy liaison librarians selected the book, *The Spirit Catches You and You Fall Down* as the text for the class because of its recurring themes of health literacy & cultural competency. Class participants were students in the undergraduate honors program. The librarians, as instructors, assigned readings for each weekly meeting, initiated student discussion of the assigned reading’s relevant themes, and moderated discussion through questions and commentary. Participants were assigned a short contemplation writing assignment and used these ideas to contribute to the themed discussion. Participants also were assigned a final project addressing problems in the current healthcare system.

Results: 4 of the 10 students submitted the standard the voluntary course assessments, and responses were uniformly positive. Students found the librarians’ passion for the topic engaging, and enjoyed the opportunity to think deeply about a complex topic and formulate their own opinions through discussion. They also enjoyed the fact that the discussions were student-led, increasing their engagement in the discourse. The librarians enjoyed the opportunity to get to know undergraduate students who were interested in the health sciences.

Conclusions: There are many possibilities for librarians to engage with students through non-traditional library activities. Teaching credit-bearing courses on topics that intersect with information-related issues such as health literacy allows librarians to interact with potential patrons and increase the perception of librarians as innovators and collaborators whose expertise is relevant to students and faculty alike.
Paper 1: Solo Medical Librarians: Discovering Our Purposes, Passions, and Possibilities for the Future
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Objective: To obtain data on how many librarians classify themselves as solo librarians within a medical or hospital setting. Solo librarians constantly face challenges to maintain and expand services vital to their users. By quantifying their number and needs, a stronger voice can be developed.

Methods: A ten question survey using SurveyMonkey was sent to various medical library-related listservs that solo librarians might subscribe to.

Results: 383 surveys were returned, the majority from hospital and academic librarians. Other settings included clinics, organizations, research institutions, and Veteran’s institutions. Duties showed the variety of hats a solo can wear. Duties included: reference, interlibrary loan, teaching, committee work, website development, marketing, creating policies/procedures, writing grants, archives, informatics, among others. The “biggest challenges” question was the most insightful into what the current needs are and what the possibilities there are for the future. Major challenges for solos included: funding/budget, awareness/visibility, time management, value/ROI/proving your worth, staffing, space, promotion/marketing/outreach, professional development, technology, and organizational mergers.

Discussion: The full survey results quantify the size of the solo librarian population in a medical setting, and the contributions and challenges they face working in solo settings. This data can contribute useful information to discussions on best ways to support, educate, inform and advocate for this population.

Conclusions: Solo librarians are faced with similar financial, marketing, and operational challenges regardless of setting. We hope to encourage peers to share their challenges and concerns and work with NNLM and MLA to educate leaders about solo librarians’ needs and concerns so that we may sustain our future.

Paper 2: Back to the Basics! Career Development for Early Career Librarians Through Subject-Intensive Conferences
Ansley Stuart, MSIS, AHIP, astuart@augusta.edu, 706-721-9910
Natalie Logue, MLIS, nlogue@augusta.edu, 706-721-6473
Augusta University

Objective: To assess the value of a subject intensive conference for professional development among early career librarians with less than 9 years of professional experience.

Methods: Two early-career librarians distributed a survey to the Science Bootcamp for Librarians Southeast 2016 attendees after the conference to analyze if they had improved comprehension of methodology, critical thinking,
and professional connections Post-conference. Two additional surveys, with added short-answer responses, will be sent to the attendees of the New England Science Boot Camp 2017 and Great Lakes Science Boot Camp for Librarians 2017. This data will be grouped into two career stages: early career and mid-to-late career and the results will be compared between the regions and career levels.

**Results:** There were a total of 37 respondents to the initial survey out of 107 attendees. 19 respondents considered themselves to be entry to early career librarians and 18 respondents were mid to late career librarians. 65% of the total librarians responded that the 2016 Science Boot Camp for Librarians was their first time attending a science related conference or boot camp. Both early and late career librarians reported that the conference directly contributed to their focused subject matter with 79% of early career and 78% of mid-late career respondents sharing this perception. Results from the July 2017 conferences will be included in the final presentation.

**Conclusion:** While early career librarians found many of the aspects of the conference beneficial, mid-to-late career librarians took greater note of the subject-specific areas. New survey results will provide more insight.

**Paper 3: Serving Health Sciences Graduate Students: Transitioning to Electronic Theses and Dissertations**

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Sandy Drapeau, BS, Augusta University, Robert B. Greenblatt, M.D. Library, cdrapeau@augusta.edu, 706-721-9906

**Objective:** To transition from print to electronic theses and dissertations (ETD), the Robert B. Greenblatt, M.D. Library of Augusta University collaborated with The Graduate School (TGS) to create a new workflow and ETD template. The new submission process was piloted with PhD biomedical science students.

**Methods:** Augusta University’s existing institutional repository is the new host for ETDs and TGS worked with ProQuest to create an online portal for submissions. An ETD Microsoft Word template was designed and programmed by the library according to Graduate School specifications and approved by TGS administrators. TGS dissertation and thesis preparation manual was updated to reflect new formatting and template requirements. To introduce the new process and workflow to PhD program directors, librarians attended TGS Council meeting. A Graduate School LibGuide for TGS was amended to provide instruction on the new ETD standards and process. Students were identified to pilot the template and complete the new submission process.

**Results:** Upon completion of the pilot, TGS recognized the need for additional face-to-face instruction on ETDs. The library created an ETD Boot Camp, which is taught once a semester. The library is now working with the PhD nursing program director to create a program-specific ETD template.

**Conclusion:** Collaborating with our university’s Graduate School created a unique partnership that resulted in new library ETD services for graduate students. Future work with ETDs will focus on retrospectively digitizing the library’s print dissertations.

**Paper 4: Making the Old New Again: Re-establishing Special Collections in a Health Sciences Library**

Jennifer M. Langford, MLIS, Archivist and Special Collections Librarian, Health Sciences Library, University of Tennessee Health Science Center, jwelch30@uthsc.edu, 901-448-5051

**Objective:** The paper will examine the current status of, and future plans for, the UTHSC Library’s Health Sciences Historical Collections.
Setting: Despite having a significant collection of archival materials, rare books, and artifacts, and formally establishing Health Sciences Historical Collections in 1996, the UTHSC Health Sciences Library was unable to staff or fully realize the potential of these materials. Thanks to a full library renovation and personnel changes, the library was able to hire an archivist and special collections librarian in 2014 and devote additional library space to manage, store and make use of the collections.

Methods: While historical collections are not the most obvious fit for a scientific and clinical research and learning environment, there are specific strategies that the UTHSC library is implementing to provide relevance and value to the institution. This paper will discuss recent developments in the historical collections, as well as the possibilities and opportunities for using the historical collections to provide additional services to the UTHSC campus community.

Conclusion: Although the library’s effort to make the historical collections an integral part of the campus is in its early stages, significant progress has been made in laying the groundwork to achieve this goal.

PAPER SESSION 3 – SATURDAY, OCTOBER 21, 2017
3:15 PM – 4:45 PM
SALON E
Room Theme: Discovering a New Purpose: Librarians Influencing Change
Moderator: Shannon D. Jones

Paper 1: Identifying and Facilitating the Use of Data sets to Improve Population Health
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Dr. Thomas Pearson, University of Florida Health Science Center, Executive Vice President for Research and Education, Gainesville, FL, tapearson@ufl.edu, 352-733-1800

Objective: This presentation details our library’s involvement in a new institutional initiative to facilitate research and practice in the emergent field of Precision Public Health. Precision Public Health aims to exploit advances in “omic” fields, biotechnology, GIS, geocoding, and data science to target public health interventions to specific subpopulations much as precision medicine tailors drugs and other interventions to individuals.

Project Description: Our initiative seeks to identify and provide access to a collection of datasets that impact public health, along with other information resources, tools, exemplars and “recipes” for dataset usage to reduce waste and focus public health interventions on the subpopulations most likely to benefit.

Methods: Our large, multi-disciplinary public university has two initiative workgroups: technical and library. The library group identifies useful datasets and information resources based on selection criteria and annotates and displays them on a public LibGuide. The technical workgroup develops case studies through geocoding of specific datasets. The library workgroup will reverse-engineer these projects, describing the processes and methods from the case studies as exemplars on which to pattern similar projects.
**Results:** Impact of initial efforts can be measured with usage statistics, institutional funding, a webpage on our institution’s Clinical Translational Science Institute website, and recognition from institutional leaders and outside consultants.

**Conclusions:** Our understanding of the information needs and methods of our researchers and practitioners has increased through collaborating on this project, enabling us to build a useful information portal. Future plans include expansion of the dataset collection and case studies based on social determinants of health to facilitate the use of precision public health to improve health in our state.

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**Paper 2: SHARE Curation Associates Program: Increasing Access to Scholarly Works**

Kim Mears, MLIS, AHIP, University of Prince Edward Island, Robertson Library, kmears@upei.ca

Matthew Borders, BS, Valdosta University Graduate Student, mborders67@gmail.com

**Objectives:** To describe a librarian’s experience participating in the pilot cohort of the SHARE Curation Associates program. SHARE is a higher education initiative that aims to build a free, open, data set by aggregating metadata on research activities and outputs from a variety of sources, such as repositories, open access journals, and professional societies. SHARE is supported in part by the Institute of Museum and Library Services (IMLS) and the Alfred P. Sloan Foundation.

**Methods:** To gain new skills and improve local curation practices, the librarian participated in virtual and in-person skills labs, including data curation, web scraping, querying the SHARE application programming interface (API), and using tools like Open Refine and simple Python scripts. The librarian’s local curation efforts focused on enhancing the metadata in the institution’s repository, Scholarly Commons. An intern was hired to assist in reconciling author names and add ORCIDs to existing records.

**Results:** Authority control was established for over 100 authors. Participating in the SHARE Curation Associates Program increased the librarian’s curation and technical skills, which aided in the discoverability and quality of records in the library’s institutional repository.

**Conclusions:** By participating in this Association of Research Libraries initiative, the Greenblatt Library aims to increase research impact by making its students' and faculties' scholarly works widely accessible, discoverable, and reusable.

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**Paper 3: The Role of the Library in Promoting Changes in the Health Care Delivery System through Systematic Assessment**

Sandy Oelschlegel (SOelschl@utmck.edu), MLIS, AHIP, Director, Associate Professor

Kelsey Leonard (kleonard@utmck.edu), MSIS, AHIP, Health Information Services Librarian, Assistant Professor

Emily Pollard, BS, Graduate Research Assistant

Jennifer Russo-Mannino, MPH, Continuing Education Coordinator

R. Eric Heidel, PhD, Assistant Professor, University of Tennessee Graduate School of Medicine, University of Tennessee Medical Center, 1924 Alcoa Highway, Knoxville, TN, 37920

**Objective:** To implement a targeted health literacy initiative that would serve as a catalyst for promoting changes in the healthcare system at the University of Tennessee Medical Center UTMC.

**Methods:** A rigorous approach was taken to the library led research project, beginning with applying for and receiving exemption from Institutional Review Board (IRB) and the participation of a statistician in the research design. The Health Literacy Environment of Hospitals and Health Centers (HLEHH) was chosen for the assessment. Each of the five HLEHH tools were applied sequentially to the environment of UTMC. Data for each assessment
was collected over a six-month time period and then analyzed by the research team using statistical analysis and qualitative research methods. The scope of the project included the following: analyzing 150 print patient education documents, interviewing 298 patients, feedback from 7 navigators, measuring policies and protocols knowledge of 77 administrators, and assessing technology using an authoritative source.

**Results:** Overall, UTMC’s aggregate score ranked in the highest category, with a score of 218.57, which translates to “continue to monitor and eliminate literacy-related barriers.” The individual category scores were as follows: Navigation Rating: 64.71, Print Communication Rating: 53.94, Oral Communication Rating: 16.91, Technology Rating: 47, Policies and Protocols Rating: 36.01.

**Conclusion:** Although three of the ratings scored in the highest category, these ratings were on the lower end of that range. In addition, two categories scored in the middle category indicating opportunity for improvement. Therefore, researchers reviewed each tool on a question by question basis to reveal more granular information on where there are opportunities to improve the health care environment for low health literate patients. Library leadership in this project has increased the visibility with UTMC administration and created opportunities for library participation in improvement plans based on our results.

**Paper 4: Compliance not science! Librarians as members of institutional regulatory boards**
Susan Harnett sharnett@ufl.edu 904-244-2147

**Purpose:** Librarians have become increasingly involved with sponsored research by serving as committee members on institutional regulatory committees such as the IRB and IACUC. This presentation will describe the work of such committees and the roles that librarians can play.

**Setting/Participants/Resources:** A librarian at a large public university engaged in medical and scientific research has served on the IACUC and IRB at her current and previous institutions. The librarian, who had no prior scientific or research experience, has served as a non-scientific voting member, as well as an ex-officio member and consultant to the board and investigators.

**Brief description:** Librarians, especially those without scientific backgrounds, might hesitate to serve on the IRB or IACUC due to a lack of scientific knowledge. An understanding of the work of these committees, and the training provided, may encourage more librarians to become involved in institutional regulatory boards.

**Results/Outcome:** Serving on the IACUC or IRB presents an opportunity for librarians to engage with researchers for a unique understanding of scientific research. Service benefits the library by establishing the library and librarians as research partners, fosters a better understanding of research methods and scientific process and increases the visibility of the library’s resources.
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Poster 1. Assessing campus attitudes towards library technology trends by Zeb Mathews, Assistant Professor/ Access Services Librarian, S. Caroline Fan, Assistant Professor / Web Services Librarian, Robert Mitchell, Sr. IT Technologist I, Jackie Smith, Sr. Reference Assistant, The University of Tennessee Health Sciences Library, Memphis, TN.

Objective: As an ever-evolving institution, the library is always looking for new and useful technologies that can improve our services and spaces. Our library trends committee conducted a campus wide survey to find out what attitudes our campus held toward new library technologies and how we could improve the utilization of our building.

Methods: The committee examined survey questions from a number of technology and space utilization surveys previously done by libraries and IT departments for reference, and adapted these to create a survey that met the needs of this project. In order to obtain as many responses as possible, 10 questions were created to become a quick survey that could be answered in five minutes. We distributed the survey through faculty and student list-serves. The Qualtrics survey software was used to capture responses and analyze results.

Results: The survey was left open for 6 months, and it received 377 responses (approximately 10% of our student body). Both 3D printing and virtual reality hardware and software received a great deal of interest. Other different 3-D VR technology items recommended included a 3D anatomy table, Google Glasses, VR headsets to study virtual cadavers, HTC vibe, and Microsoft Hololens. In regards to amenities and structural improvements to the building, coffee shop/food got the highest favorability response. Other items of high interest were group study rooms, single person study carrels, and power outlets.

Conclusion: The survey results provided an updated view of library users’ technology wants and needs. The library director was able to use these survey results to gain support from campus administrators to start planning a “tech lab” to house these technologies and renovate the library.

Poster 2. Growing Pains: A Library Expansion Project by Anya Mckinney, Head Librarian South College Library South College.

Objective: Institutional growth and expansion are opportunities for library revision to both collections and policy. Merging two existing collections and building a new collection each provide their own challenges to library structure from policy to practice. This study addresses the planning, implementation, and learning experiences in an academic library during two expansion projects.

Setting: South College Library in Knoxville, consisting of the main Lonas campus library and the Parkside Learning Site Library, merged with an existing South College-Asheville Library and created a new Nashville Learning Site Library collection.

Methods: Library staff met with Knoxville faculty to discuss plans for the South College-Asheville library merge and the creation of the Nashville Learning Site Library collection. Local academic librarians were interviewed for recommendations concerning collections, policy, and management on a larger scale. The Head Librarian reviewed policy to update language and incorporate staff and curriculum needs for each new location. Database and electronic journal subscriptions and licensing agreements were reviewed with vendors and updated based on full time enrollment or number of sites as needed. The IT Department incorporated existing Asheville users into the library’s Moodle site and library management system (LMS). Asheville library staff worked with the Knoxville cataloging librarian to migrate existing records into one LMS.

Results: The expansion integrated collections into one online catalog and provided extensive electronic resources to the new Asheville and Nashville faculty and students, creating a unified library experience across campuses.

Conclusion: Through the process of merging existing library collections, the staff determined that inventory is a valuable tool both pre-merge and post-merge. Library stakeholders, from current faculty to new hires, are invaluable as subject experts for collection recommendations, both in managing an existing collection and in the creation of a new collection to support existing and proposed curriculum.
Poster 3. Capturing statistics and enhancing scheduling and communication in an academic health sciences library using MS Outlook Calendar by Carmen Bou-Crick MSLS, AHIP University of Miami; JoAnn Van Schaik JoAnn Van Schaik, MLS University of Miami; Kimberley Loper, MLIS, AHIP University of Miami.

**Objective:** Library administrators need easy access to library statistics throughout the year for various reasons. Many of the statistics needed are generated by public services and education librarians—classes taught, consults provided, CE credits offered, committee meetings attended, presentations delivered, patrons served, etc. AAHSL and ARL require statistics from all library departments, including the Reference and Education Department (RaED). Reports published from ARL and AAHSL submissions can help administrators formulate policies and support budget requests.

**Methods:** The RaED Head annually produces a detailed grid listing all reference activities and a summary is submitted to the library director each fall. The department’s previous method of collecting data using a tick sheet was unreliable. The RaED looked at different options for tracking various reference statistics and decided the easiest, least costly, and most effective method would be to enter the information into an online shared calendar. The Library uses MS Outlook, which has a calendar that is easy to access and can be shared by multiple personnel. MS Outlook is supported university-wide and everybody is connected in Outlook. An email account and associated calendar were created for the RaED. RaED’s calendar is shared by all RaED librarians, Library Services staff, and Library Administration.

**Results:** The main use of the Reference Calendar is to track on-call duties, consults, classes, group training sessions, and other presentations. Color-coded entries on the calendar simplify counting statistics and prevent double-booking classrooms since all reservations are also entered into the calendar. All RaED and Library Services personnel share the calendar so everyone knows immediately who is available for on-site patrons and telephone reference calls.

**Conclusion:** The reference calendar has increased reference productivity statistics and improved interdepartmental communications within the Library. The calendar provides an easy method for capturing reference and education statistics and provides efficient delivery of statistics upon request.

Poster 4. Extraordinary book club with passion and purpose: a healing program for aphasia patients by by Karyn S. Pingel, MS, CCC-SLP; Dorothy R. Kelly, MLIS, AHIP; Ashley Moore, MLIS; Priscilla L. Stephenson, MSLS, MSED, AHIP; James A Haley Veterans’ Hospital, Tampa, FL.

**Objective:** Establish a hospital library book club to support improvement of the speech, language, and social skills of patients with aphasia, and to help them incorporate back into society.

**Methods:** The Patient Education Librarian and the Speech Language Pathologist (SLP) select pairs of unabridged books and their complementary CDs to be added to the library collection for the specific use of patients with aphasia. The librarian helps the SLP select titles with a linear story line, simple vocabulary, and a limited number of characters. In addition, the audio version narrator must use plain, unaccented English. The SLP creates a lesson plan for each book, and the patients read the book while simultaneously listening to the CD. Patients attend weekly or bi-monthly sessions, depending on ability level. The SLP evaluates patients’ comprehension of materials regularly.

**Results:** Patients re-gain the ability to speak coherently, to understand written materials, and to participate in spoken conversations. They are once again able to read newspapers and magazines and converse with family members and others. Additionally, many participants say that the social aspect of their book club sessions, (developing friendships and being with others with similar disabilities) is just as important as the language benefits.

**Conclusion:** The book club started in 2011 with 3 members, and at this point a total of 40 patients have participated. Currently there are 12 participants. Eight (8) members have read all the books since they began participation and two (2) are original members. The Extraordinary Book Club allows persons with aphasia to participate in a program that improves their quality of life and emotional and psychological well-being.

Poster 5. Integrating faculty medical librarians in a rural learning experience by by Terri Johnson, MSLIS, AHIP Florida State University; Martin Wood, MSLIS, AHIP Florida State University

**Background:** The mission of the Florida State University College of Medicine is to create physicians who are: “...responsive to community needs, especially through service to elder, rural, minority, and
Passion for Patients in Medical Students

in a college of medicine are encouraging, and require

Conclusion:
group discussions before and after the rural visits.

developed the capability to lead and participate in small

Poster 6. Teaching Health Literacy: Promoting

the institution.

small, can lead to progressive responsibilities and

library itself. Identifying these opportunities, however

objectives and learning opportunities outside of the

librarians to integrate themselves in curriculum

operations. With this integration, medical librarians

into this evolving rural experience, taking on expanded

faculty roles as needs were presented. The librarians

demonstrated their usefulness by participating in the

initial research, and progressed to taking leadership

roles in the planning of community visits and integration

of medical students in rural county healthcare

settings. With this integration, medical librarians

developed the capability to lead and participate in small

group discussions before and after the rural visits.

Conclusion: The possibilities for a medical librarian

in a college of medicine are encouraging, and require

librarians to integrate themselves in curriculum

objectives and learning opportunities outside of the

library itself. Identifying these opportunities, however

small, can lead to progressive responsibilities and

value added opportunities for both the library and

the institution.

Method: In 2010 FSU’s first year medical students

began visiting the rural communities near Tallahassee.

Initially, medical librarians offered specific community
data to the students, with limited exposure to the

learning objectives of the RuLE. Over seven years, the

Maguire Medical Library has become more integrated

into this evolving rural experience, taking on expanded

faculty roles as needs were presented. The librarians

demonstrated their usefulness by participating in the

initial research, and progressed to taking leadership

roles in the planning of community visits and integration

of medical students in rural county healthcare

settings. With this integration, medical librarians

developed the capability to lead and participate in small

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objectives and learning opportunities outside of the

library itself. Identifying these opportunities, however

small, can lead to progressive responsibilities and

value added opportunities for both the library and

the institution.

Objective: Teach fourth year medical students the basic

principles of health literacy and give them hands on

experience with talking to patients and grading patient

education materials.

Method: In 2012, the clinical librarian learned about a

health literacy elective offered at a medical school library

in a different part of the country. After talking with the

librarian who runs that elective and doing other research,
a proposal was developed for offering a health literacy

elective at this library. The proposal was denied in 2014,

but a faculty member added a health literacy rotation to

the fourth year “selective” elective in Internal Medicine.

This means that a fourth year student can choose to

have a week in the library learning about health literacy

and completing required assignments for pass/fail credit.

Results: We had one student sign up for the rotation in

2015, two students in 2016, and four students in 2017 so

far. Students are required to write an essay about how

health literacy principles will impact their future practice,
as well as rewrite a piece of patient education material

and test its grade level for readability. Students also

participate in a simulated patient encounter during which

they apply skills such as teach back and talking through

an informed consent form. Positive feedback has

been provided by the students about all aspects of the

rotation.

Conclusion: So far, we have successfully passed

seven students in the health literacy rotation, and will be

accepting more students as they request it. In the future

we hope to add the option of a full two-week elective in

conjunction with a medical academic department.

Poster 7. Implementing Ethos CE: a continuing

medical education content management

system by Sherry Barfield, CME Coordinator;

and Lisa A. Ennis, MA, MS, Director of Library &

Learning Resources.

Objective: The aim of this project was to assess systems

for delivering Continuing Medical Education modules via

the web and to implement the chosen system for use in

the fall.

Method: Last summer library faculty and staff were

charged with creating a Continuing Medical Education

program including evaluating online systems for

managing and delivering CME courses to a diverse

group of preceptors located throughout Alabama, Florida,

and Mississippi via the Web. Working with a detailed list

of “must haves” several systems were evaluated.

Results: EthosCE was successfully launched early last

fall. This poster will discuss the process used to select

EthosCE, implementing the system, and examples of

how we are using EthosCE to deliver CME as well as

some unexpected ways we are using the system to
deliver content to stake holders.

Conclusion: EthosCE has proven to be robust and

flexible system for delivering content. We have been able
to successfully use the system for both synchronous

and asynchronous sessions. Lessons learned and best

practices will also be included in the poster.
Poster 8. Combining research results and dental accreditation requirements to create instruction opportunities by Peter Shipman, MLIS. Robert B. Greenblatt, MD Library, Augusta University, Augusta, GA.

Objective: Librarian-led research studies may identify student lack of success to meet a particular learning standard. Study results combined with librarian participation on curriculum committees can assist the librarian to advocate for more instruction sessions to improve student learning and to meet accreditation standards.

Methods: A research study by the librarian found fourth year dental students could not recall the evidence-based dentistry (EBD) process, including formulating a clinical problem in a PICO structure and systematically searching the literature. Subsequently, a dental school curriculum subcommittee, including the librarian, evaluated the presence of EBD content and EBD rubrics for the new EBD competency standard in predoctoral programs. Course directors also reviewed courses for EBD content and course syllabi were screened for EBD rubrics.

Results: Seven courses and two rubrics were identified having EBD content, meeting the new accreditation standard. Fourth-year clinical work did not support the EBD accreditation standard. The dental librarian used the scarcity of EBD content to meet with course directors to ask for instructional opportunities. The meetings added one predoctoral instruction session.

Conclusion: Predoctoral students are receiving exposure to EBD principles to satisfy the new EBD accreditation standard. The curriculum subcommittee believes more faculty development in EBD is needed. While the accreditation standard is being met, the study results indicate may be difficult for dental schools to determine if new graduates can effectively perform evidence-based dentistry in future dental practice. It is difficult to add instruction sessions into a crowded curriculum.

Poster 9. Partnering with Emergency Medicine Physicians and IT to create an evidence-based Mass Casualty Triage App by Brenda Seago, PhD, Augusta University, Kathy Davies, MLS, Augusta University, Aaron Burkhart, BA, Augusta University, Jeff Mastroemonico, Med, Augusta University, Jennifer Rosamund, BA, Augusta University, Phillip Coule, MD, Augusta University, Jack Hornor, MD, Augusta University.

Objective: To create an app for mobile phones to track and coordinate incident mass casualties and assess the necessary steps for effective health care triage.

Methods: Emergency Emergency Medicine physicians approached the health sciences library to aid in the development of an evidence-based mass casualty response app. The SALT (Sort, Assess, Lifesaving Interventions, Treatment/Transport) app was designed by a team of library faculty, information technology designers, and emergency physician for mass casualty triage. The design team incorporated established color coding and patient care stages. Stages of triage were defined and basic information provided to assess patients for assigning to specific care and transportation levels. Key criteria for each stage of the algorithm are summarized for rapid health care decision-making. Recommended field treatments were determined by evidence based practice in emergency medicine and disaster response.

Results: The app is freely available from iTunes store for first responders use. The app prompts an emergency responder to answer questions at triage decision points to determine patient priority for transport. The responder clicks on individual headings to reveal basic field treatment for potential open airway, hemorrhage, chest trauma, or nerve agents. Once triage is completed for each patient, the tracker updates current status for all transportation categories. Users can create and save multiple incidents and sync with iPhone or Apple watch for constant updating onsite. A Frequently Asked Questions section provides assistance for new users.

Conclusion: Librarians can be successful partners in app development as members of a collaborative team, providing evidence-based information and support. The app design evolved from algorithm to interactive modules including evidence based health care practice, existing triage processes, and tracking of patients in a mass casualty incident. Future development plans including building teaching cases for mass triage response.

Poster 10. Setting Patrons Up for Success Outside of the Library: Possibilities for non-traditional circulating items by Natasha A. Williams, MLIS, AHIP User Services Librarian Librarian, Central Florida College of Medicine Harriet F. Ginsburg Health Sciences Library.

Objective: To assess the use of a collection of non-traditional circulating items that the library can provide to its patrons. Many medical students within the college do not study inside the library. The health sciences library has been exploring the addition of non-traditional circulating items to its collection to support patrons when they choose to study elsewhere.
Methods: The library purchased the following items to add to its circulating collection: two large rolling dry erase boards, and twelve folding lawn chairs. The dry erase boards and lawn chairs can be checked out for twenty-four hours, and can be taken outside of the physical library space. More emphasis was placed on the ability for library patrons to also check out smartphone/laptop chargers and other items that could enhance the user experience outside of the library. First, second, and third year medical students were also surveyed for additional items to include in the collection.

Results: The library continues to assess the success of its non-traditional circulating items. Circulation statistics from August 2016 – June 2017 show that these items have seen an encouraging amount of use. Feedback has been positive, though no formal assessment has been performed regarding how patrons feel about the availability and use of these items. There are pros and cons to the use of these items that play into the sustainability of continuing to provide them.

Conclusion: The addition of non-traditional circulating items to the library collection has provided the library with new possibilities to support its patrons outside of the library space. We will continue to evaluate the usage of the current items, as well as explore the addition of new items as the need and feasibility arises.

Poster 11. Makerspace Mania! Developing a Makerspace in a Health Sciences Library by Kimberley Mears, MLIS, AHIP; Natalie Logue, MLIS; Gail Kouame, MLIS, Augusta University, Robert B. Greenblatt Library.

Objective: To advance the clinical and educational objectives of the university and to foster innovation by developing a makerspace in the health sciences library.

Methods: A committee of three librarians investigated models of makerspaces in health sciences libraries and evaluated the current needs of faculty and staff at Augusta University for 3D printing and data visualization. A proposal was developed in three phases: information gathering, in-depth interviews, and cost-benefit analysis of equipment.

Results: During the information gathering stage, the committee reviewed a variety of sources, such as websites, white papers, and listserv discussion threads on makerspaces in health sciences and academic libraries. Interviews were conducted with educational technology staff, health sciences faculty, research administration personnel, and a community technology hub. Equipment recommendations were selected after the cost-benefit analysis, which weighed the initial and continuing costs of equipment, the long-term goals of the makerspace, and the needs of the students and faculty. Location and training needs were also considered. Implementation of the makerspace is ongoing.

Conclusion: Health sciences libraries are becoming more active in the development and implementation of makerspaces. Future considerations for the Greenblatt Library makerspace include outreach and promotion and the development of a sustainable funding model. This project is supported by the National Library of Medicine (NLM), National Institutes of Health (NIH) under cooperative agreement number UG4LM012340 with the University of Maryland, Health Sciences and Human Services Library. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.
Objective: In the first four months of beginning a new librarian position, a recent MLIS graduate collaborates with a College of Pharmacy faculty member to revise curriculum and implement flipped instruction in the first year’s Drug Information course.

Background: As part of the required curriculum, first year pharmacy students take a 1-credit hour drug information course. The College of Pharmacy instructor initiated contact with the new pharmacy librarian to revise the course to follow a flipped instruction format. The new librarian will have an opportunity to provide curriculum-integrated library instruction over a period of 4 weeks, developing pre-, in-, and post-class activities and assessments.

Methods: The librarian will develop curriculum-integrated instruction in the flipped classroom environment for five classes of the semester-long course. Additionally, the librarian will develop a Moodle module to facilitate on-demand services and resources specific to the needs of pharmacy students at their point-of-need. First semester implementation will focus on the intersection of drug information curriculum as it relates library resources.

Results: to be determined

Conclusion: to be determined

Objective: This project will increase students’ skills using mobile clinical applications as point-of-care tools. Includes the ability to quickly form a relevant, answerable clinical question, choose the best mobile reference tool to answer the question, review results, and effectively communicate information to preceptor.

Methods: Appropriate mobile applications have been determined and provided to medical students along with mobile devices; instruction will begin during students’ second semester to introduce informatics and resources including mobile apps. A librarian is embedded into SIMulation patient care scenarios, physically present during the “huddle” between the scenario and a debriefing with professors, when students formulate differential diagnoses. Instruction and guidance will continue throughout the curriculum in order to increase students’ competence.

Results: Along with traditional instructional methods, the physical presence of a librarian during SIMulation patient care scenarios will allow assessment of information usage and a one-on-one opportunity to facilitate the learning process and increase skill. It is expected that all students, will be able to form a relevant, answerable clinical question and access correct answers within 3 minutes at the point of care when they begin their third year medical school rotations. An Information Technology Librarian will work with preceptors to gauge success; any shortcomings will be addressed during 3rd and 4th year didactics and across the entire medical school curriculum.

Saturday, October 21th

Poster 15. Integrating Library/Information Components of EPAs into the Curriculum
by Nicole Mitchell, Associate Professor and Information Technology Librarian, and Lisa A. Ennis, Professor and Director, Library/Learning Resource Center, Alabama College of Osteopathic Medicine

Objective: To describe efforts the library has made to integrate library and information components of Entrustable Professional Activities (EPAs) and Osteopathic Core Competencies for Medical Students into the osteopathic medical school curriculum.

Methods: In May 2014, the AAMC published the Core Entrustable Professional Activities for Entering Residency in which they identified 13 activities that medical students should be able to perform on their first day of residency. AAMC chose 10 schools to pilot implementation of the EPAs. In April 2016, the American Association of Colleges of Osteopathic Medicine (AACOM) released Osteopathic Considerations for Core Entrustable Activities (EPAs) for Entering Residency which integrates the osteopathic core competencies with the EPAs. Librarians at an osteopathic medical school identified all library- and information-related competencies and milestones from the 2 EPA documents and developed a proposal to integrate them into the curriculum. Librarians collaborated with course directors for 4 courses to pilot the program during the spring semester.

Results: Librarians presented the results of the pilot at a summer curriculum summit with a proposal to include one “informatics” event in each systems course.

Conclusion: The pilot events were successful and well received by both faculty and students. Librarians are currently working on the proposal for integration into the rest of the courses.
Poster 16. **Opportunity for Shaping the Library of the future through open-ended institutional surveys** by Bland, RL; Bullers, K.; Hanson, A.; Polo, RL; and Sakmar, KA. Shimberg Health Sciences Library, University of South Florida, Tampa, FL.

**Objective:** To determine how University of South Florida (USF) Health students are currently using the library and what services, resources, and amenities (SRAs) they would like to see in the future. A secondary objective was to determine the appropriate organizational department (e.g., library, student services, facilities, etc.) best suited to implement student suggestions.

**Methods:** A Qualtrics survey was distributed to USF Health students in the spring of 2017. The survey asked how USF Health could support student academic success, rather than narrowing the focus to the Shimberg Library. Section I asked students to list the top five SRAs that they (1) currently use and (2) would like either USF Health or the library to provide. In Section II, participants indicated level of interest in specific SRAs, such as collaboration stations and virtual reality equipment. Section III asked for demographics, technology adoption levels, and devices used for educational purposes. Thematic analyses were conducted to organize results by a variety of categories.

**Results:** Preliminary analyses showed that students have very specific ideas as to what they need for academic success. For example, they expressed continued needs: (1) discrete, quiet rooms for individual or group study; (2) new and improved technology and applications for easier access to library resources; (3) medical writing and citation support; and (4) practice labs and access to hands-on equipment. Survey analyses also revealed gaps in marketing of current resources, and identified possible university partners for future initiatives.

**Conclusion:** Reframing SRA surveys to include an institutional perspective freed students to identify essential supports without the preconceptions of traditional library-provided SRAs. This approach is helpful in determining where future Shimberg Library initiatives should be focused and the data will be beneficial for accreditation.

Poster 17. **Endless possibilities: exploration of new reflection method in established service-learning course** by Julie K. Gaines, MLIS; Augusta University/University of Georgia Medical Partnership, Athens, Georgia.

**Objective:** To pilot a photo essay reflection method in a community health service-learning curriculum for community-based first-year medical school students.

**Methods:** At a small community-based medical school, a required community health curriculum is integrated into the first-year Essential of Clinical Medicine course. Student teams complete a year-long service-learning course working with local community-based organizations. Students research an issue, investigate potential approaches, and implement an intervention. The students are divided into five teams with two faculty coaches assigned to each team with the librarian as one of the faculty coaches. The students complete a reflective assignment regarding their learning experience and for health care topics. Previously, the assignment was a short essay in response to specific question prompts. The librarian wanted to explore reflection methods that used a visual approach (e.g. photo essays). A visual approach encourages students to use a different lens for exploration and reflection on assigned topics. A photo essay method was included in the required reflections for Spring 2017. Students submitted photos from the service-learning component that changed their perspective on health care and the role of community-based physicians. The librarian developed three question prompts to identity how the student photos exemplified their community health experiences.

**Results:** The first-year medical students submitted their photo essays to the learning management system. These photo essays were reviewed and evaluated by the faculty coaches. Selected photo essays were displayed during the spring community health professional poster session.

**Conclusion:** The photo essay reflection method will be adopted as a permanent type of reflection used in the service-learning component next year. The medical school will exhibit the photo essays as a gallery in the medical school to highlight the community partnership component of the award-winning service-learning course.

Poster 18. **Do Research Skills Make Better Physicians?** by Lisa Ennis, MA, MS Director of Library & Learning Resources / Professor of Library & Information Sciences; Nicole Mitchell, MA, MLIS Information Technology Librarian / Associate Professor of Library & Information Sciences; Melinda L. Carter, M.D., Ph.D Associate Professor of Anatomy; James Foster, Ph.D Associate Dean of Anatomy and Molecular Medicine, Research, and Graduate Studies, Alabama College of Osteopathic Medicine.

**Objective:** To assess student attitudes and beliefs about the importance of research in undergraduate medical education and determine if research skills contribute to better physicians.
Methods: Accrediting bodies are beginning to require medical schools to provide research opportunities for students. As residencies become more competitive, and as residency programs emphasize the importance of medical research, research experience and resulting publications can give new graduates an advantage in the residency match. The authors will conduct a literature review on research programs in medical education and how research experiences and expertise translate into clinical practice. Based on the information gathered in the literature review, the authors will survey first-year medical students on their attitudes and beliefs about the importance of research in their undergraduate medical education.

Results: Results will be presented during the poster session.

Conclusion: The poster will highlight the most mentioned research skills in the literature and tie them back to the AAMC published Core Entrustable Professional Activities (EPAs) for Entering Residency and the Osteopathic Considerations for the EPAs.

Poster 19. NAHRS Selected List of Physical Therapy Journals by Betsy Williams (Editor/Chair), Ansley Stuart, Eileen Harrington, Diane Kearney, Lea Leininger, Michelle Rachal, Jill Turner, Nursing and Allied Health Resources Section (NAHRS) of MLA.

Objective: The 2017 NAHRS Selected List of Physical Therapy Journals helps librarians with collection development and assists faculty in identifying publishing options. The list compares database coverage, full text, and open access options for each title.

Methods: The team consists seven NAHRS members. The 2012 NAHRS Selected List of Nursing Journals served as the foundation for the 2017 Selected List of Physical Therapy Journals. The initial list of journal titles was compiled from Ulrichsweb™, CINAHL, the NLM catalog, the Directory of Open Access Journals (DOAJ), and studies mapping the core journals of physical therapy. The team developed the following inclusion criteria:
- Peer reviewed
- Published in English or bilingual English/other
- Currently published with a print or electronic ISSN
- Indexed in a database

After resolving journal title changes and removing ceased titles, each team member verified journal information, database coverage, and full text access. The team will assess the usefulness of the list, possibly via page views, citations, or a survey.

Results: The project began in July 2016, and journal information and database coverage was completed in March 2017. The final list includes 229 titles. The project team chose to defer collection of evidence-based practice content data in order to hasten dissemination of the list, which will be published on the NAHRS website.

Conclusion: The 2017 NAHRS Selected List of Physical Therapy Journals was based on the methodology and format of the 2012/2016 NAHRS Selected List of Nursing Journals, with some modifications to reflect database coverage relevant to physical therapy. The team was fortunate to have four studies mapping the physical therapy literature for reference. Similar to the nursing journal list, the Selected List of Physical Therapy Journals combines important information all in one place, and will be useful in collection development and faculty publishing decisions.

Poster 20. Streamlining the Library System: Possibilities for the next generation by Natalie Logue, MLIS, Augusta University, Robert B. Greenblatt Library, Sandra Bandy, MS, AHIP, Augusta University, Robert B. Greenblatt Library.

Objective: This presentation examines the Greenblatt Library migration from Ex Libris Voyager to Alma as part of a state-wide consortium with day-one functionality and improved best practices for the new system.

Methods: A library team of Access Services and Content Management librarians and staff was formed to manage the data cleanup and implementation process. Ex Libris provided the library with 59 data cleanup tasks and accompanying SQL report queries to systematically evaluate the library's current integrated library system. Data cleanup reports indicated that several groups of data were inconsistent with the library's newly developed best practices. These records were modified or corrected as needed in preparation to work with the new system. The library prepared for migration downtime which required manual workflows to insure no tasks or data were lost. System functionality testing, data cleanup, and data validation was performed upon go-live.

Results: The Alma system went live on May 26, 2017. Data validation and functionality testing revealed unexpected changes in the system that required customization to policies, terms of use, and processes. Records identified with outstanding issues were addressed.

Conclusion: Of the 59 data cleanup tasks, 39 were determined to applicable to the health sciences library. Best practices were established to improve institutional collaboration and for library functionality.
Poster 21. Who (re) moved my digital library? A case study of library integration and its impact by Phillip Walker, Interim Director; Rachel Lane Walden, Liaison for the School of Nursing; Camille Ivey, Liaison for the Health Sciences; Heather Laferriere, Liaison for the Health Sciences, Christopher Ryland, Associate Director for Special Collections, Eskind Biomedical Library, Vanderbilt University, Nashville, TN.

Objective: Evaluate the process, user comments, and library solutions of integrating our former subject-specific Digital Library into the overall University Library Services Platform.

Project Description: In 2016, the Vanderbilt University and Medical Center legally and financially separated into two entities. As a result, the Eskind Biomedical Library (EBL), formerly under the purview of the Medical Center, became fully integrated with the Vanderbilt Libraries System. EBL staff met with the Central Library Web Team to develop a new Biomedical Library website. The group’s primary charge was to ensure comparative functionality and monitor the integrity of the migrated content from the previous site. Users immediately expressed disappointment with the new site’s lack of browsing capability. With this insight, the development of subject guides was prioritized to accommodate users’ desire to browse the resources. Continuing antipathy with the library’s new site also prompted the development of a general guide with a variety of essential resources to supplement the library’s homepage.

Results: Library staff compiled reference statistics and email correspondence from students, staff, and faculty from August 2016 to April 2017. There were 84 out of 649 (13%) reference queries specifically related to issues with the new site. Data analysis identified the following categories: finding books; journals; databases; remote access; and general navigation. Additionally, negative comments and pleas to return to the former website were reported.

Conclusion: One year later, users are still complaining about the new site. The former site was not without its issues but it was more in accordance with the information-seeking preferences of the health sciences community. It was virtually impossible to replicate the former site with the new university template but users provided library staff with necessary feedback to better suit their needs.

Poster 22. Open Access Working Libraries for Widely Distributed Health Professionals by David N. King, MS, PhD, Principal, Amphissa Digital, Knoxville, TN; National Children’s Advocacy Center, Huntsville, AL; National Center for Victims of Crime, Washington, DC.

Purpose: Creating a digital library for field professionals is much different from amassing collections for academic and research purposes. A digital collection that delivers resources specifically addressing the needs of practitioners can become an invaluable tool for evidence-based practice. This poster illustrates the innovative development of institutional repositories as subject-related working collections for field professionals providing health-related services.

Setting/Participants: Field professionals providing health-related services include practitioners in private practice or working in organizations that lack the resources to maintain a library. Most mental health professionals and first responders, and many nurses and social workers, are examples of practitioners who often lack library support. These professionals, whether in rural or urban environments, in social agencies or non-profits, provide a great deal of important health-related services nationally. The paucity of local resources and the wide dispersion of these practitioners exacerbates the complexity of providing them with professional library services. Although PubMedCentral has helped ameliorate access to the health-related journal literature, this represents only a portion of what field professionals find most useful. Publications originating from government agencies and non-profit organizations are equally valuable, offering evidence-based syntheses of research, best practices, protocols, etc. Unfortunately, these can be difficult to locate.

Brief Description: Curated, focused collections of open access resources can be a successful method for meeting information needs. This poster illustrates the structure and functioning of an open access digital library designed for field professionals.

Results/Outcome: Trends in use of this open access digital library, the first digital library of its kind, evidences its adoption by field professionals.

Evaluation: A national study of the effectiveness of research-into-practice programs resulted in adoption of the model illustrated for the new national digital library for professionals involved in services to victims of violent crime.
Poster 23. Promoting Library Guides to Students: a new possibility for increasing usage of library resources by Melodie Gardener MLIS Library Technical Assistant, Specialist Harriet F. Ginsburg Health Sciences Library University of Central Florida College of Medicine.

**Objective:** To determine whether a brief orientation to first year medical year students on resources available in library course guides increased the usage of the library guides over three academic years.

**Methods:** Using Library Guides, librarians and module faculty created course-specific guides for each of the first and second year medical school curriculum modules containing links to library e-resources (books, journals, and databases). Twelve course guides were selected and their usage statistics were tracked over the course of three academic years from August 2014 through July 2017. During the 2014-15 academic year, students were not given an orientation to the course guides. Starting in the 2015-16 academic year, module faculty collaborated with librarians to present a 5-minute orientation on the course guides during the orientation session for each first-year module. Second-year students were not provided an orientation; both as a control method and to see if the students would continue using course guides after their first year without further instruction.

**Results:** Statistics for the twelve selected guides from the 2014-15 academic year (no orientation provided) served as the baseline. These guides saw a 151% increase in the number of guide views and a 700% increase in guide content clicks during the 2015-16 academic year as a result of the 5-minute guide orientation. The 2016-17 academic year also saw an increase in the use of the course guides with a 253% increase in views and a 1578% increase in content clicks versus the baseline. Although usage of the guides has varied from year to year, overall use of the guides is significantly higher than the baseline year.

**Conclusion:** Promoting the course guides to first-year students with a 5-minute orientation has proven to increase student use of the library resources contained in the guides. Students have continued to use the guides into their second year, without needing further orientation from librarians.

Poster 24. Treating books as journals: limiting our possibilities? by Geneva Staggs and Jie Li, University of South Alabama.

**Objective:** Traditionally, journals are sold by subscription and books are sold by title. Since the advent of electronic journals and books, book publishers have followed the publication model of journals, selling e-books on a subscription model and grouping books into packages. This poster’s objective is to discover if using an e-book package subscription model benefits the library and its users.

**Methods:** This study includes a major e-book database and specialty e-book packages: AssessMedicine (AM), AccessSurgery (AS), ClinicalKey (CK), LWW Health Library Premium Basic Sciences Collection (HL BS), LWW Health Library Clerkship & Clinical Rotations Collection (HL Clerkship) and LWW Health Library Surgery Collection (HL Surgery). Publication years of e-books in packages were examined. Publication intervals of new editions were analyzed. Usage of e-books by individual title and usage of each package were calculated to determine cost-effectiveness.

**Results:** Percentage of books published in 2014-2017: AM 60.18%, AS 59.38%, CK 34.37%, HL BS 25.00%, HL Clerkship 44.90% and HL Surgery 42.48%. Percentage of books published in 2011-2013: AM 31.86%, AS 18.75%, CK 36.49%, HL BS 54.17%, HL Clerkship 34.69% and HL Surgery 37.75%. Percentage of books from 2004-2010: AM 7.96%, AS 21.88%, CK 29.14%, HL BS 20.83%, HL Clerkship 20.41% and HL Surgery 19.58%. AM and HL Clerkship each have a 2004 book. CK has no book published before 2009. Average interval of new edition publication: AM 3.39, AS 5.08, CK 7.23, HL BS 4.61, HL Clerkship 4.62 and HL Surgery 5.21. In one database 75% of titles were not used. Another two showed approximately 50% were heavily used.

**Conclusion:** Analysis of this data set shows that using the subscription model package for e-book purchase does not benefit users on our campus. Committing resources to large packages limit the library’s ability to purchase other materials.

Poster 25. Perceptions of health sciences librarians in liaison roles on the acquisition of discipline specific knowledge by Irene Machowa Lubker, Tompkins-McCaw Library for the Health Sciences; Sara Weidenbach, Honors College, Virginia Commonwealth University, Richmond, Virginia.

**Objective:** To explore the perceptions of health sciences liaison librarians on how they acquire knowledge in their content areas. The acquisition of discipline specific knowledge and skills can greatly improve a librarians’ ability to interact with and understand the research needs of the students and faculty.
**Methods:** A preliminary qualitative study of health sciences librarians at one public academic research university was conducted. Based on findings from the first study and feedback from colleagues, the study was expanded to other academic health sciences universities. The sample consists of a diverse population of health science librarians who work in liaison roles at a variety of university health sciences campuses in the United States. Focus groups and interviews were conducted in person and online to collect data. Field notes and memos were used to enhance data collection. Content analysis of the collected data will be used to interpret the findings.

**Results:** The data from individual interviews and focus groups were analyzed using content analysis. The study revealed that (1) librarians are self-directed learners, (2) previous training is important and helpful in learning new content in the schools, (3) the environment of the schools affects the method of learning and amount of knowledge the librarian gains, and (4) learning subject specific content requires patience, drive and support from librarians in similar situations.

**Conclusion:** The results of the study may help to illuminate the issues faced by health sciences liaison librarians when approaching on the job training. Information gained from the study can also be used to enhance professional development for new health sciences librarians and improve the curriculum in library schools.

**Poster 26. Does library anxiety affect the use of your medical library?** by Carrie Cullen, University of South Florida.

**Purpose:** The purpose of this project is to explore the experiences of library anxiety and related psychological barriers that may affect library usage by clinical professionals, as well as available instruments for measuring library anxiety, and to suggest possibilities for studying the phenomenon in medical libraries in order to improve the user experience and promote library usage.

**Methods:** A review of related literature and survey instruments was performed to explore the currently available research regarding library anxiety as experienced by clinical professionals at all stages of their careers, and to identify potential survey instruments that may be useful in collecting additional data.

**Results:** Little research focuses on library anxiety within health science libraries, and these studies focus specifically on students and populations outside the United States. There is substantial room to explore this issue in more depth through targeted surveys and focus groups. Pending IRB approval, this project may be expanded by surveying clinicians with access to a public university health sciences library about their research habits and related feelings of anxiety.

**Conclusion:** Numerous studies indicate that many students and public library users are adversely affected by library anxiety. Without significant research to show that clinical professionals do not experience such anxiety, it should not be assumed that this issue does not affect these potential users of medical libraries. Particularly in an age where many library users may feel more comfortable accessing electronic resources on their own, it is highly likely that even regular library users are not interacting with librarians and are thus missing out on much of what medical libraries have to offer. A survey instrument and structured interview questions intended to analyze library anxiety in health sciences libraries are proposed.

**Poster 27. Beyond Bedside Manner: Teaching Health Literacy Skills to Medical Students** by Sheila Snow-Croft MA, MLIS Information Technology Librarian Professor of Library and Information Science Alabama College of Osteopathic Medicine.

**Objective:** The project will assess, educate, and improve future doctors’ communication and interactions with patients

**Methods:** First semester medical students will be assigned online content to study (health information literacy overview, videos of communication failures), followed by a health information literacy presentation. Identical pre- and post-tests will be administered to gauge knowledge and understanding before and after the presentation. An Information Technology Librarian will be embedded into students’ primary clinical skills training and provide additional instruction within the curriculum in order to assess and guide them throughout medical school. Consistent inclusion of this topic will reinforce the importance of health information literacy skills during all patient interactions. Online CME content for and communication with preceptors will facilitate accurate assessment of students’ communication skills during rotations.

**Results:** Students will learn to effectively interact with patients, incorporating plain language approaches into both print and oral communication while also gaining cultural competence.

**Conclusion:** It is expected that all students will better understand the issue of health information literacy and that the majority will demonstrate this when working directly with patients. Follow-up with preceptors will assist in assessment and provide feedback for ongoing and future training.
# VENDOR / EXHIBITOR MAP

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