



From the Chair

Lindsay Blake, MLIS

Clinical Information Librarian, Robert B. Greenblatt, M.D.
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As I sit to write this I am staring out at the mountains of southern Colorado reflecting on my time at MLA in Toronto. Summer is here and for many of us that will bring a needed respite the constant demands of academia. For some of us (myself included) it means that nothing changes. However, as is well known to all of us, any respite will be too short and may only be a chance for us to catch up on all the work we let pile up the rest of the year. Have a manuscript to work on? A project to get started? Or finished? Pulling together your portfolio for promotion or tenure? Being a Librarian means you work year round. There may not be as many classes to teach or students to guide, but our job of providing the best resources, improving our libraries, and contributing to our schools, colleges, and profession never ends.

Hopefully, we will all have a chance to reflect and review our time at MLA in Toronto. Even if you did not attend I encourage you to download the MLA app, Mosaic '16. The app has the listing of all submitted posters and most of the papers. Many papers and posters even have audio added, so you can listen to the presentation and then contact the authors with any questions.

Some of my highlights included the NAHRS co-sponsored Developing the Mosaic: Translating Education Theory to Practice. One of our own NAHRS members, Ayaba Logan, MPH, MLIS, AHIP, presented on incorporating technology and activity to make instruction more engaging. All four speakers did an excellent job of presenting and the instructional design expert, Peter Arashiro, did a wonderful job of pointing out strengths and making suggestions to further instructional aims.

I believe everyone enjoyed the John P. McGovern Lecture by Dr. Ben Goldacre. His talk could have lasted for days and still held our interest, it was very thought provoking and gave a firm standing to what librarians do every day of reviewing the literature with a critical eye and helping health care professionals navigate resources. As you may have seen in your email later, not everyone was happy with his criticism of publisher practices, but even the letter from the NEJM Editor-In-Chief gave us something more to think about as we critically evaluate materials.

I also greatly enjoyed the Closing Keynote by Ellen Jorgensen, the cofounder of [Genspace](#). I along with most of the attendees searched online for the nearest community biospace to try my hand at biotechnology. I can honestly say that I enjoyed all the papers I attended and took back something to review from each. There were numerous wonderful and informative posters, and as usual the networking with colleagues old and new was one of the best parts of the conference.

And now I must round out my beautiful trip to the mountains and contemplate heading back to reality and teaching class next week, but I wish you all a summer with time to investigate all those new ideas you gathered.

A Veteran-Centered Care Conference: Promoting Awareness of Veteran Care

Karen S. Lamson, MLS, Blais Family Library; Tammy L. Gravel, EdD©, MS, RN, School of Nursing; Amanda M. Morrill, PharmD, BCPS; Shelia M. Seed, PharmD, MPH, RPh, Massachusetts College of Pharmacy and Health Sciences University

According to the United States Census Bureau (2012), there are 21.8 million veterans in the United States. Many of these individuals have participated in multiple conflicts and/or wars. Over 50% of our veterans receive their health care outside of the VA Health Care system (United States Department of Veteran Affairs, National Center for Veterans Analysis and Statistics, 2016). These individuals who have sacrificed so much deserve the very best health care our country can provide. It is important that future healthcare providers are aware of the unique challenges of treating veterans in a non-VA setting. A recent article in the *American Journal of Nursing* provided a comprehensive review of veterans' care needs outside of the veteran health system. Many clinicians regardless of their discipline may be challenged to complete appropriate evidence based assessments and develop treatment strategies for veterans who have a variety of unique health care needs: traumatic brain injury, poly-trauma, post-traumatic stress disorder, military sexual trauma,



Karen S. Lamson

chronic pain and substance abuse disorders (Johnson et al., 2013). It was the charge of an interprofessional team of the MCPHS faculty to develop an annual conference targeting the contemporary health care needs of veterans with the goal of enhancing the knowledge of the health professions students across our campuses.

As a result, each November, MCPHS University hosts an annual interprofessional Veteran-Centered Care Conference to promote awareness of veteran care among our healthcare students and enhance student learning and collaboration for the delivery of

care to the veteran population. This conference is a collaboration between many of the school programs within MCPHS University (Nursing, Optometry, Pharmacy, Physician Assistant Studies, and Physical Therapy). Notably, the library liaison takes a leadership role in planning and promoting the event: interviewing student, faculty, and guest speakers; obtaining IRB approval; and creating a Veteran-Centered Care LibGuide (http://mcphs.libguides.com/veteran-centered_care).

The Veteran's Care Collaborative has provided education to a total of 314 healthcare students from varying disciplines over 3 years. A variety of speakers personally or professionally linked to veterans' care have provided key strategies to enhance the care of the veteran. These speakers have included local legislators, advanced practice nurses, faculty, students, veterans, and veterans' organizations. Conference discussions have included: access to care, appropriate assessment, mental health issues, traumatic brain injury treatment, family members' care, homelessness, and

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Overall Annual VCCC 2013-2015 Worcester/Manchester/Boston Campuses (n=314)	Strongly Agree 1	Agree 2	Neither Agree or Disagree 3	Disagree 4	Strongly Disagree 5	Not Applicable
This activity provided me with a better understanding of veterans' healthcare concerns	191 (60.8%)	112 (35.7%)	8 (2.5%)		3 (1.0%)	
Attending this program will change the way I care for patients who identify as veterans	187 (59.6%)	105 (33.4%)	10 (3.2%)	6 (1.9%)	3 (1.0%)	3 (1.0%)
The format of this program was helpful in presenting multiple perspectives on healthcare challenges facing veterans	166 (52.9%)	114 (36.3%)	21 (6.7%)	9 (2.9%)	4 (1.3%)	

Table 1: Overall survey results for the Veteran-Centered Care Conference from 2013-2015.

Veteran Care continued

(Continued from page 2)

care of women veterans.

Because interprofessional collaboration can enhance the care of our veteran population, regardless of where they choose to receive health care, an “unfolding case” study was added to the program the last two years to encourage students within different healthcare programs to collaborate together.

Student outcomes have been measured for each conference and are highlighted below. Students completed a survey tool and a personal reflection following the conference. Survey tool responses demonstrated a positive result which included improving attendee insight into the unique care needs of our veteran population. (See Table 1). Many of these health professions students will have a positive impact in caring for our veterans as they continue on in their clinical experience as a student and then as independent clinicians. As summarized by Johnson et al., “every clinician can ensure no veteran is ‘left behind’

without adequate health care” (2013, p. 37).

A heartfelt thank you goes out to all of our military members and families who sacrifice so much for our freedom.

References

Johnson, B. S., Boudiab, L. D., Freundl, M., Anthony, M., Gmerek, G. B., Carter, J. (2013). Enhancing veteran-centered care: A guide for nurses in non-VA settings. *The American Journal of Nursing*, 113 (7), 24-39. doi:10.1097/01.NAJ.0000431913.50226.83

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United States Department of Veteran Affairs, National Center for Veterans Analysis and Statistics. (2016, March 28). *Unique veteran users report FY 2014*. Retrieved from http://www.va.gov/vetdata/docs/SpecialReports/Profile_of_Unique_Veteran_Users_2014.pdf

In our Toolkit—A column for Resources New or Cool

This column highlights useful, cool, or new resources including websites, monographs, OA sources, subscription resources/databases, etc. that NAHRS members find helpful to their work.

Tool: Trello - <https://trello.com/>

Recommended for: Librarians, students, nurses - essentially anyone interested in an organizational tool for use in their day-to-day life. Trello is a particularly useful tool for teams of people working on a project or projects.

In a Nutshell: Trello is a useful tool for organizing projects, ideas, and tasks within a single interface. Trello allows users to create multiple ‘boards’ where you can take notes, assign tasks, add additional cards, and manage projects. Trello also allows users to set deadlines and includes a robust labeling system to organize previously created boards and notes. Multiple people can be added to any board allowing Trello to function as a team collaboration and brainstorming tool. Trello includes a free version that includes all of the features mentioned above. There are also two paid plans that allow for greater attachment storage capability and integration



with other tools such as Evernote and Google Hangouts, among other things.

Submitted by: Kevin Pardon, Health Sciences Librarian, Arizona State University, kev-in.pardon@asu.edu

To recommend a tool for this column, fill out the Google form at <http://goo.gl/forms/FqbQ4igTX3>. Tools mentioned in this column will also be added to the NAHRS Resources Wiki. To see the full list of resources, or to offer up your own suggestions via the Wiki, visit <https://sites.google.com/site/nahrsnursingresources/>.

MLA 2016 in Toronto, a look from two first-timers and an e-conference attendee

**Jessica Sender, MLS, MET,
Michigan State University Libraries**

As a newcomer to MLA and to NAHRS, I was looking forward to my first MLA. I have been a librarian for five years, mostly focusing in instructional technology and information literacy, so I was looking forward to how different MLA was from the large Midwinter and Annual conferences that the American Library Association has.

I arrived in Toronto on Saturday evening, but the first session I attended featured the lighting talks, which were 5-10 minute overviews of different projects. One interesting project was “Crafting a Mosaic: Partnerships Between Health Sciences Librarians, Postdocs, & More,” (Karen Gau, Pamela M. Dillon, Teraya Donaldson, & Carrie L. Iwema) featured projects at Virginia Commonwealth University (VCU) and the University of Pittsburgh. VCU developed a series of How-To talks in partnership with their postdocs that ranged from “How to Use 3D Printing for Tissue Engineering” and “Ethical Considerations for Scientific Image Manipulation.” These talks were developed so that postdocs could get teaching experience, add to their resume, and to address interdisciplinary needs.

Another lightning talk, “A Part-Time Business Informationist on the Staff of an Academic Medical Library: Successes and Near-Successes,” was given by Alan Zuckerman, a business librarian from John Hopkins University, who had a 25% appointment in the medical library at JHU, with the rest of his appointment as the business informationist at the main library. He splits time between the two physical libraries, and teaches



Jessica Sender enjoying the stingray exhibit at Ripley's Aquarium in Toronto.

in some of the areas that focus on both medicine and business—programs in health administration, medical economics, and on topics like market research, entrepreneurship, and healthcare management. He mentioned that the medical world has become very “business-fied” (his word) and that he’s able to provide a different dimension of services and research to the students.

There was also a lightning talk on microaggressions in medical libraries, “The Beginnings: Measuring Racial Microaggressions in the Medical Library Community,” by Rebecca Davis, Lynn Kysh, Nancy Olmos, and Annie Thompson, which focused on the beginnings of a collaborative research project being done by a group of California health sciences librarians. This dovetails with the many conversations happening in the library world about microaggressions in our profession. If you’re interested in following their study and what they’re doing, see their Twitter site at @hslmicroaggress.

There was a lot of focus on systematic reviews at this MLA, and some of my colleagues noted that

there has been a substantial increase in sessions about systematic reviews and librarian involvement at conferences recently. Of the many systematic review sessions available at MLA, I attended “Beyond the Search: Expanding the Role of the Librarian in the Systematic Review Process,” which covered a wide range of topics related to systematic reviews. It included discussion on everything from how to ensure that faculty or researchers looking to do systematic reviews understand the scope of systematic reviews, to data management, and everything in between. Overall, it was a lively discussion, and I imagine we will continue to have systematic reviews as a topic of sessions and discussions at MLA and other conferences for many years.

I found the “Nursing Support” education session helpful for instruction and engagement. Two papers, “Piecing Together a Bigger Picture: Scaffolding Research Skills into the Nursing Curriculum” by Kathryn M. Houk and “Teaching Students Information Literacy

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Mosaic 16 continued

(Continued from page 4)

Skills: Faculty and Instructor's Perception of Collaborating with Librarians" by Mary Chipanshi, Chau Ha, and Ann-Marie Urban, focused on similar topics-scaffolding information literacy and research skills into the nursing curriculum. In another session I went to, "Evaluating an Embedded Program: Increasing Awareness, Expanding Services, and Fulfilling Patron Needs" (Lindsay Blake, and Kim Mears), a hospital librarian noted that she has seen a dramatic increase in research requests from the nurses who work at her hospital, and a marked decrease in requests from the physicians. I really appreciated this – it allowed me to think more broadly about what we're teaching nurses, and how it translates to their professional lives.

Ultimately, MLA was a wonderful learning experience, and I appreciated the many opportunities to network with fellow NAHRS members at meetings and sessions. See everyone next year in Seattle!

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Mosaic 2016: My First Time Attending

**Kerry Dhakal, MAA, MLS, AHIP,
The Ohio State University**

Hello and Bonjour! The Mosaic 2016 Annual Medical Library Association (MLA) Conference included a few firsts for me: my first MLA conference, my first trip to Toronto, ON, and my first trip to Canada in general. I currently

work as a Research and Education Librarian at the Health Sciences Library at The Ohio State University (OSU). I'm the nursing liaison librarian for the College of Nursing and the clinical nursing staff members at The Ohio State University Wexner Medical Center and the James Cancer Hospital and Richard Solove Institute.

Some of the highlights of attending Mosaic for me include hearing Ben Goldacre's talk – as speedy as it was; meeting and networking with other nursing librarians; and hearing about what we all do similarly and different. For example, I met Kim Whalen, from Valparaiso University, at the NAHRS networking session, and learned that she uses print journals as props in her class about research literacy. The impact it has on nursing students is a positive one, giving them an example of the content and format of a nursing journal, which is difficult to grasp sometimes in the digital age.

I heard at the NAHRS meeting that many of us have similar challenges as nursing librarians but can share our stories and solu-

tions with one another, and advocate together for nursing librarianship. This is very encouraging to me as a relatively newer member. I heard interesting presentations including one by Kathryn Houk from San Diego State University about how she developed an Evidence-Based Practice Scaffold to use in curriculum mapping for her nursing program and the challenges and opportunities she addressed in implementing an ideal versus real scaffold. As a nursing librarian who is becoming more involved in curriculum mapping activities at my university, this was a very helpful presentation.

I also learned about an online journal club that Canadian librarians, Robyn Hocking and Susan Baer, from Regina Qu'Appelle Health Region are implementing. This is something that I've thought about starting at my institution, so I hope to connect with them in the future to learn more about their successes and challenges. Lastly, I learned more about our new NLM director and her background as a nurse and informatics expert. I'm wondering if NAHRS will be able to reach out to her to ask her to share with NAHRS members her vision for how librarians serving nurses fits into the strategic plan of the NLM going forward.

And last but not least, I enjoyed myself in the great city of Toronto, ON. I went to dinner at the CN tower, which provided a lovely view of the city and lake, took to walking around the city center, enjoyed several [Second Cups](#) of cof-

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Kerry Dhakal

Mosaic 16 continued

(Continued from page 5)

fee, and ate at a few choice restaurants.

My first experience visiting Canada was very good. Almost every person I met in Canada was pleasant, helpful, and nice overall. I look forward to my next visit.

My future plans include attending the Midwest Chapter of the Medical Library Association's annual meeting in Des Moines, IA, this October. I hope I will see some of the NAHRS members I met at MLA there.

Mosaic 2016: The E-Conference Experience

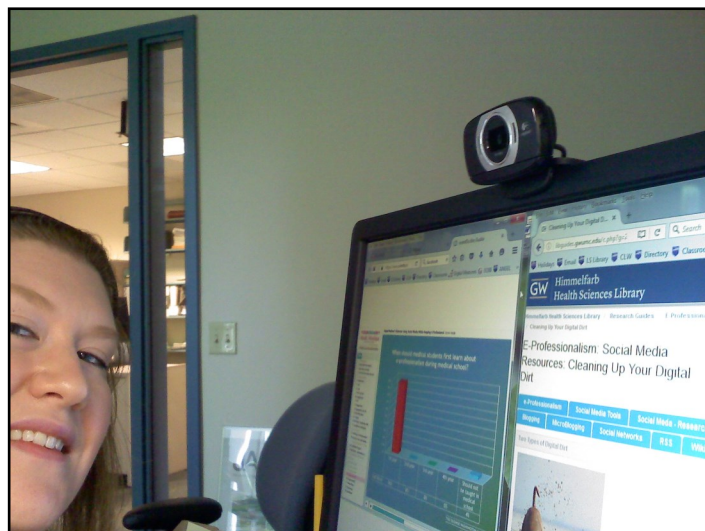
**Christina L. Wissinger, MS, MLIS, Penn State Libraries,
Pennsylvania State University**

Prologue-- just kidding-- but I do think I should tell you a little about myself. To begin, I was an active member in MLA for several years and always had the opportunity to attend conferences in-person so when I returned to the library world after a brief hiatus I assumed I would return to my typical conference experience. I still remember my first MLA in Philadelphia. I had started my very first library job out of school and secured a position where I was the only Health Sciences Librarian. My first MLA was without the benefit of a peer mentor to guide me and what I remember is feeling overwhelmed. I spent most of the conference running from session to session and came back to work with a long list of things I wanted to research and a pile of handouts. Over the next few years I worked out a better way to approach the conference allowing me to take advantage of the majority of opportunities. Some things remained constant, I never had the ability to see all the sessions offered, never made it through all the posters, and despite my best intentions I rarely followed through with all the things I wanted to investigate post-MLA. I had accepted that these were all beyond my control and part of attending professional conferences, along with the tons of e-mails and voice messages that would be waiting for me when I got back to work.

Now that I am older, a little wiser, and coming back to the field after a 4-year absence I decided to skip this year's MLA. Moving to a new place, starting a new job, and traveling to a conference all within 8

weeks didn't seem like the most realistic or manageable plan. Enter the e-conference. I was extremely fortunate to have the ability to attend Mosaic virtually and now that I've had time to reflect on the experience I realize that virtual participation solves several of the "problems" I found when attending in-person. Yes, you do lose networking opportunities and the chance to catch up with old colleagues, but that's what Facebook is for, right? What you gain is the opportunity to attend every session, see every poster, follow through on investigating ideas while you watch sessions, and you have the ability to watch sessions more than once. Plus, as an added bonus, you do not come back to work with tons of e-mails and voice messages waiting for your attention because you never left!

Don't get me wrong: I have no intention of never attending MLA in-person again, but if I have conflicts



Christina Wissinger testing the e-conference experience.

and am not presenting I would happily participate virtually. Overall, the "down side" of virtual conferencing, from my perspective, is mostly related to networking and not being able to present. Other than those two things I found my virtual experience more informative and more relaxing than when I attended in-person. I am still logging onto the e-conference website and going back to re-watch sessions even though MLA has been over for several days. I've had the chance to do some follow-up research on sessions and can now watch them and link them to what I have found. Just as one example, I watched a great session on e-professionalism, "Digital Natives' Dilemma: Using Social Media While Keeping It Profession-

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Author! Author! - NAHRS Members Activities

Book Sections

Hatzell, T. A. & Fineout-Overholt, E. (2016). Evidence-based practice competencies related to searching for best evidence. In B. M. Melnyk, L. Gallagher-Ford, & E. L. Fineout-Overholt (Eds.), *Implementing the evidence-based practice (EBP) competencies in healthcare: A practical guide for improving quality, safety, and outcomes* (pp. 57-77). Indianapolis, IN: Sigma Theta Tau International.

Articles

Carroll, A. J., Tchangalova, N., & **Harrington, E. G.** (2016). Flipping one-shot library instruction: Using Canvas and Pecha Kucha for peer teaching. *Journal of the Medical Library Association* 104(2), 125-130. doi:10.3163/1536-5050.104.2.006

Delwiche, FA. (2016) Reviews of Science for Science Librarians: The Challenge of the Zika Virus: An Emerging Arbovirus Disease. *Science & Technology Libraries*. <http://www.tandfonline.com/doi/abs/10.1080/0194262X.2016.1192007>

Continuing Education Course Instruction

Jankowski, T. A. (2016, May). *Becoming an expert searcher*. Continuing education course presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and International Clinical Librarian Conference, Toronto, Ontario, Canada.

Poster & Paper Presentations

Dobbins, M., **Duggar, D. C., & Craig, P.** (2016, May). *Creating the Region 7 mosaic: Three conversations for a better community*. Poster presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and Interna-

tional Clinical Librarian Conference, Toronto, Ontario, Canada.

Esparza, J. M., Duggar, D. C., Gatson, T., Gangireddy, D., Hughes, M., & Kahlon, G. (2016, May). *Morning report mosaic: Information resources used to answer clinical questions from morning report*. Poster presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and International Clinical Librarian Conference, Toronto, Ontario, Canada.

Hatzell, T. A. & Burda, M. L. (2016, May). *Mentoring: Making a difference*. Lightning talk presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and International Clinical Librarian Conference, Toronto, Ontario, Canada.

Jankowski, T. A., Gray, J. M., Campbell, L. (2016, May). *Bringing the writing center to the library: Report of a pilot project*. Paper presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and International Clinical Librarian Conference, Toronto, Ontario, Canada.

Gray, J. M., **Jankowski, T. A., & Osby, P.** (2016, May). *Building community: Engaging the 21st century library staff member*. Paper presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and International Clinical Librarian Conference, Toronto, Ontario, Canada.

Nolfi, D. A. (2016, May). *Using library assessment data effectively with administration. Psst...it's about communication!* Paper presented at the joint meeting of the Medical Library Association, Canadian Health Libraries Association, and International Clinical Librarian Conference, Toronto, Ontario, Canada.

Mosaic 16 continued

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al" by Gisela Butera and Alexandra Gomes from George Washington University. Gisela has a subject guide on e-professionalism with additional information and resources([http://](http://libguides.gwumc.edu/socialmedia)

libguides.gwumc.edu/socialmedia). most valuable parts of e-conferencing, in my opinion. So for those of you who have considered attending MLA virtually, but weren't ready to dive in, I think it's a great way to conference and recommend giving it a try. Now I can watch the session and go through the subject guide to get a better understanding of their research and how I can do something similar in my library. [Editor's note: See accompanying photo] Adding this extra layer to the conference experience has been one of the

NAHRS Member Spotlights—Rebecca McCall, Lauren Young and Jessica Sender



Jessica Sender, MLS, MET

NAHRS Member Since: 2015

First Professional Position: Instructional Technology Librarian, Guilford College, Greensboro, North Carolina

Current Position: Librarian for the College of Nursing, Michigan State University, East Lansing, Michigan. I serve as library liaison to the College of Nursing; collaborate with faculty and staff in the college and in the Libraries to support research and education at the bachelor's, master's and doctoral level; Provide library instruction to courses and program, both in person and online, and ranging from Bachelor to Doctoral programs; Provide specialized reference and searching services to faculty for publications, research, and grants; Manage and select physical and online monographic and serials materials in nursing.

Education (include all degrees):

- Bachelor of Arts, College of Wooster
- Master of Library Science, Indiana University

ana University

- Master in Educational Technology, Boise State University

Favorite Website or Blog: Library Blogs: [Information Wants to be Free](#), [In the Library with the Lead Pipe](#)

Fun/Non-work: [HungryRunnerGirl](#), [The Bloggess](#)

Involvement in MLA or library organizations:

ALA

- Chair, Committee on Literacy, 2014
- Chair, NMRT Nominating Committee, 2015-2016
- Chair, NMRT/Mango Professional Development Grant Award Committee, 2014-2015
- Committee member, NMRT Nominating Committee, 2013-2015
- Immersion, Teaching with Technology Track, 2013

I became a librarian/informationist because: I find the intersection between research and technology fascinating and exciting, and libraries stand at the center of those two worlds. I became a librarian because I couldn't see myself not doing one without the other, and the library is the perfect place to merge both professionally.

Issues that I see are big for NAHRS members in the profession are: Staying connected with each other, staying up to date on issues in the field, and how to

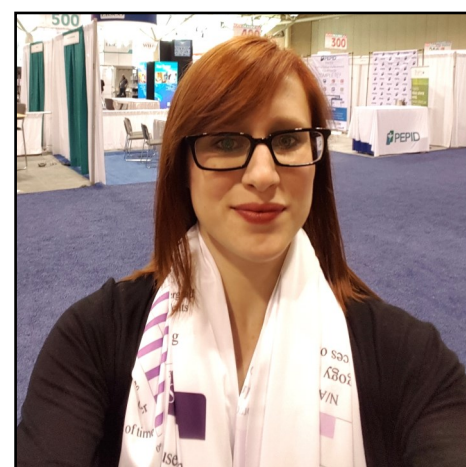
make an impact on nursing education more broadly.

My bucket list includes: see Hamilton, write a children's book, travel to all seven continents

My favorite holiday is: Thanksgiving because I love having my family together.

If I could have dinner with 4 people in the world (living or dead): Tina Fey, Livia (first Roman Empress), Ruth Bader Ginsburg, my grandfather, Lin-Manuel Miranda (I know it's five, I couldn't decide-and six is a better dinner party size!)

In my spare time, I like to: travel, read, watch reality TV, run, garden, explore Michigan!



Rebecca Carlson McCall

NAHRS Member Since: 2015

Current Position: Director, Mercy College of Nursing & Health Sciences Library, Southwest Baptist University, Springfield, Missouri.

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New Members continued

(Continued from page 8)

Education (include all degrees):

- Bachelor of Arts of English and Education
- Master of Science in Library Science

Involvement in MLA or library organizations: MCMCLA Honors and Awards Committee Chair

I became a librarian/informationist because: I worked in an academic library as a paraprofessional, saw the librarians' involvement in many different aspects of education and research, and wanted to understand information and teach information literacy the way they did.



**Lauren M. Young, MLIS, MA,
AHIP**

NAHRS Member Since: 2016

First Professional Position: In-

structor/Outreach Services Librarian, Rowland Medical Library, University of Mississippi Medical Center (2004)

Current Position: Assistant Librarian/Instruction Coordinator and Reference and Research Services Librarian Samford University, Birmingham, AL, 2015-

In this role I serve as an active member of the SU Library reference team. I coordinate library instruction requests, lead library instruction initiatives, and get to work with a lot of great professors and students. I am the liaison to the School of Nursing; as such, I lead all of their library orientations and instruction classes and work to serve departmental needs through research assistance and the creation and maintenance of LibGuides.

Education (include all degrees):

- Bachelor of Arts, English, University of Mississippi (2000)
- Master of Library and Information Science, University of Southern Mississippi (2003)
- Master of Arts, English, University of Mississippi (2004)

Involvement in MLA or library organizations:

MLA Present –

- Chair, Books Panel (2015-2016)
- Associate Editor for Social Media Dissemination, JMLA
- Senior member, AHIP
- Member, NAHRS and PH/HA sections

Past -

- Peer Reviewer, JMLA Editorial Board
- Member, CAPHIS section
- Consumer Health Information Specialization

Other associations- SC/MLA

- Alabama Library Association
- Alabama Association of College and Research Libraries

I became a librarian/informationist because: I needed a full time job as an English graduate student about to get married! I fell into libraries and never looked back. I love my career!

Issues that I see are big for NAHRS members in the profession are: Meeting the resource needs of our patrons while navigating an ever-changing information landscape.

My bucket list includes: Honestly, I'm pretty good on this front! I grew up an Army brat and traveled and lived internationally; I have been blessed with amazing adventures as a child and as an adult. I do look forward to traveling with our children when they are a little older.

My favorite holiday is: Easter – He is risen; He is risen indeed!

In my spare time, I like to: sew, garden, try new recipes; spend time outside with my husband, big girl, and baby boy.

Other item(s) you would like us to know: I am looking forward to getting involved with NAHRS and to learning new ways to serve my liaison group well. Thank you for the opportunity to join!

News Items

Patricia Wynne, MSLIS, BSN, RN, Associate Director at Scott Memorial Library at Thomas Jefferson University, was inducted into the Honor Society of Nursing, Sigma Theta Tau International as a nurse leader. Although she has not been a practicing nurse for several years, the nursing faculty at her

institution recommended her, stating that her "commitment to nursing education, scholarly inquiry and natural leadership abilities make [her] an ideal candidate for the induction of nurse leader status." The induction ceremony for the Delta Rho Chapter at Thomas Jefferson University was held on May 12, 2016.



Patricia Wynne

institution recommended her, stat-

Effective March 2016, Anna Beth (Crabtree) Morgan, MLS, MS, AHIP, is serving as the executive director of the Mayo Clinic Libraries. Morgan will primarily work in Rochester, Minnesota. She will also have administrative responsibility for the Mayo libraries in Arizona, Florida, Iowa, and Wisconsin. Before joining the Mayo Clinic, Morgan served as the associate vice president for academic resources and director of the library for Union University in Jackson, Tennessee (2009-2016). Prior to her employment in Tennessee, she was a technical services librarian for Missouri Southern State University (2007-2009) and the director of Medical Library Services for St.



Anna Beth (Crabtree) Morgan

John's Health System in Springfield, Missouri (1985-2006).

She has served on many MLA committees including the Awards Committee, Bylaws Committee, Credentialing Committee, and Grants and Scholarships Committee. She has been a member of the Midcontinental Chapter, South Central Chapter, and Southern Chapter of MLA during her career.

Book Review

Book Review: Spurgeon, A. & Keene, N. *Childhood cancer: A parent's guide to solid tumor cancers*. 3rd ed. Bellingham, WA: Childhood Cancer Guides, 2016. 549p. ISBN: Print. 978-1-941089-90-3. \$29.95. Available in print or as an e-book.

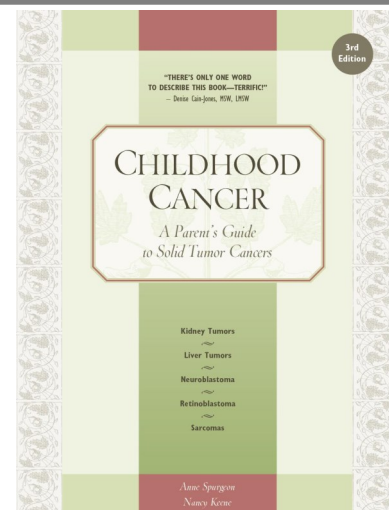
This is a remarkable, outstanding, and comprehensive guide for parents faced with the heart-wrenching news that their child has been diagnosed with cancer from the non-profit organization Childhood Cancer Guides, which pub-

lishes books that help families of children with cancer.

Both authors are parents of survivors of childhood cancer. For over 15 years, Anne Spurgeon served as executive director of the Badger Childhood Cancer Network in Madison, Wisconsin. Nancy Keene is one of the founders of Childhood Cancer Guides.

The book addresses numerous questions regarding solid tumors and describes in detail how to

(Continued on page 11)



Mosaic 16 continued

(Continued from page 10)

choose treatments, cope with procedures, surgery, chemotherapy and its common side effects, radiation therapy, stem cell transplantations, and catheter insertion.

A diagnosis of cancer for anyone is a life-altering, gut-wrenching experience, often resulting in a state of disbelief, denial, and depression. This is especially so for the parents of a child. Along with answers to clinical questions, this book provides guidance in how to tell your child the news; in addition, it gives guidance on how to tell siblings and deal with their responses, and inform extended family and friends.

How to choose a hospital, get a second opinion, and change doctors are also discussed. The authors describe the importance of "forming a partnership with the medical team," and understanding the chain of events when a child with cancer is hospitalized.

What about school? How to inform the school,

keep teachers and classmates involved, keep up with schoolwork, and return to school are explained so educational disruption can be kept minimal.

Three excellent appendices are included: "Blood Tests and What They Mean," "Resource Organizations," and "Books, Websites, and Support Groups."

This work offers rock-solid guidance to parents and helps them gain as much control of the chaos they're faced with as possible, "one step at a time." In these times of increasingly complex health care systems, with shorter patient-provider interactions, patients must, more than ever, become their own advocates. Parents must learn to be pro-active and advocate for their child while navigating the maze of cancer and its treatment. This work is a valuable and highly recommended addition to any library.

Editor's Note: The NAHRS Newsletter received a copy of this book free from the publisher to assist in the writing of a review without publisher editing.

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