



From the Chair

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It's official! We are now the **Nursing and Allied Health Resources and Services Caucus!**

With a one-word change (from "Section" to "Services") we are able to keep our acronym, NAHRS.

The next big step in our part of MLA's transition journey is to decide, as a caucus, which of the Domains we want to join.

In case you're not sure of the difference between a Caucus and a Domain, and would also like to know what the Community Council is, I've included the definitions below, direct from the "Medical Library Association Board of Directors Policies Governing Caucuses, Domain Hubs, and Community Council," effective September 1, 2019.

Caucuses are groups of association members who coalesce around a topic, interest, or affinity by sharing information and experiences through online discussions, gatherings, or activities. They are the "professional home" or "community" for association members (section 5.1.).

Domain hubs are groups of caucuses that come together to collaborate on the vision and strategy for the professional practice area related to the domain hub. Domain hubs solicit caucuses and their members for contributions to initiatives, activities, and programs of interest to the broad domain hub audience. Liaisons from -wide programs participate in the domain

hub discussions to ensure overall cohesiveness and alignment across MLA and the publication of content via MLA's resources and communication channels (section 6.1.).

The Community Council is the representative body of all caucuses. It advises the Board of Directors, promotes interchange among caucuses, and provides the overall governance for caucuses (section 7.1.).

We now need to **take action** and collectively decide which Domain to join. Listed below are the seven (7) Domain Hubs and their visions:

Clinical Support: *Professional practice area covers: evidence-based practice curriculum and habits in health professions; role of librarianship in clinical settings; provision of high-quality health information to consumers.*

Education: *Professional practice area covers: pedagogy/andragogy; instruction to health professionals; educational technology; librarian as instructor; instructional design; information literacy.*

Global Health & Health Equity: *Professional practice area covers: development of health information professionals globally; equity in access to health information; international collaborations for MLA and medical librarianship.*

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In Our Toolkit—A column for Resources New and Cool

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

Tool: Suicide Prevention Resource Center (<https://www.sprc.org/>)

Recommended for: Everyone

In a Nutshell: Even though National Suicide Prevention Month (September) has ended, we should be prepared year-round with resources for our colleagues and students, family and friends, or even members of the community, should they struggle with thoughts of suicide. Suicide prevention has become so important that this year, the Joint Commission revised their patient safety goals to require hospitals to reduce the risk of death by suicide as part of their accreditation standards (Paul, 2019). The Suicide Prevention Resource Center (SPRC) provides evidence-based prevention programs, education and training resources, culturally competent guidance, and more, as part of their comprehensive approach to suicide prevention. On the SPRC website, you can educate yourself and others about risk factors and warning signs for suicide and how to respond appropriately, train to become a gatekeeper (identify persons at risk of suicide and refer them to treatment or supporting services), and learn about establishing referral programs at your workplace or wherever you interact with others on a regular basis. SPRC resources can be

shared with anyone including library colleagues, clinicians, students, and people who might interact with someone in distress. You don't have to be an expert in mental health to provide support and resources to those at risk for suicide. The resources offered by the Suicide Prevention Resource Center can help you reduce the stigma and feel more comfortable engaging in these difficult conversations when the time comes.

If you or others you know are experiencing thoughts of suicide or are in distress, the National Suicide Prevention Lifeline provides 24/7, free and confidential support and crisis resources at [1-800-273-8255](tel:1-800-273-8255) or suicidepreventionlifeline.org.

Paul, S. (2019, January 24). National Patient Safety Goal Expands Focus on Suicide Prevention. Retrieved 9/18/19, from The Joint Commission website: https://www.jointcommission.org/deline_tjc/national_patient_safety_goal_expands_focus_on_suicide_prevention/

Column Editor: Elizabeth Moreton, MLS, Clinical Nursing Librarian, University of North Carolina at Chapel Hill.

To recommend a tool for this column, fill out the Google form at <http://bit.ly/NAHRStoolkit>. 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 <http://bit.ly/NAHRSresources>.



Chair Column continued

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Information Management: Professional practice area covers: metadata; representation of information; collection of information; research data management.

Information Services: Professional practice area covers: research assistance; outreach to specific communities; subject knowledge development; expert searching.

Innovation & Research Practice: Professional practice area covers: evidence-based librarianship; informatics; research training; diversity in scientific research; assessment; and evaluation.

Professionalism & Leadership: Professional practice area covers: ethics; equity, diversity, and inclusion;

development of leaders; management (human resources, fiscal, project, etc.); influence in health care organizations; education of and advocacy for health information professionals.

Please note that this is not a permanent commitment. Caucuses may change their domain hub associations annually on the association calendar.

AND we will need a NAHRS representative for each Domain we join!

So be on the lookout for the results of the survey about which Domains we should join! And remember, we're all in this together. Don't hesitate to reach out to me or any other member of the NAHRS Board with your thoughts and any concerns!

MLA Research Training Institute for Health Sciences Librarians

Karin Bennedsen, Georgia Highlands College, Douglasville, GA

So, an email comes in from MLA saying "Only Four Days Left to Apply! RTI Applications Due December 1, 2018!" and I think, "Hmmm...I'd like to learn more about doing research." But, I'm not sure I can get my application together in four days. Maybe I should wait until next year. After inquiring about this I'm told to go for it as without another IMLS grant the RTI won't occur next year.

Lo and behold, my rushed research proposal and application are accepted! I have permission from my Dean to attend as long as it does not involve the library budget. Luckily, the RTI is subsidized with scholarships for the tuition. I just have to worry about travel, lodging, and food. Once again, I'm lucky. NAHRS to the rescue! I am awarded the NAHRS RTI Stipend! Thank you!

But, wait. What exactly is this RTI? As the email from MLA went on to say, the MLA Research Training Institute (RTI) is "...an intensive and collaborative program that takes you through a process of learning research design and completing a health information

research project." It entails spending a week in Chicago with other research minded individuals absorbing as much as possible about the research process, followed by a year of mentoring and working on a research project.

Though the institute was to take place in July of 2019 the work began in April. A course was created in MEDLIB-ED with 14 modules, many of which had pre-institute work to be done. There were readings, video lectures, and worksheets. A forum was also set up for the 20 participants to not only get to know each other, but to share about our research projects and support each other's work.

Areas covered in the modules were:

1. Conducting Research
2. Research Funding
3. Research Questions
4. Theoretical Frameworks
5. Literature Review
6. Research Methods and Design
7. Surveys and Quantitative Analysis
8. Interviews, Focus Groups, and Qualitative Analysis
9. Research Ethics and Institutional Review Boards
10. Research Data Management
11. Research Dissemination Plan
12. Writing a Journal Article
13. Promoting Your Research and Tracking Its Impact
14. Research Plan and Next Steps

The institute took place at the University of Illinois at Chicago's Library of the Health Sciences in a very comfortable and well-appointed conference room. Even with all the pre-institute work, there were plenty more lectures, individual and group activities, group discussions, and mentor meetings. We had entirely filled eight hour days! That's not to say that we didn't have free time or weren't treated to some iconic Chicago food! Deep dish pizza was brought in from Lou Malnati's one day for lunch and we had a group dinner outing to Portillo's for Chicago style hot dogs.

Most of us stayed in a residence hall at the UIC. We were in suites

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The 2019 RTI Cohort. The author is in the second from the top on the far left. Photo by Debra Cavanaugh, MLA. Used with permission.

Lindsay Blake receives the NNLM SCR 2019 Emerging Leader Award

Lindsay Blake, MLIS, AHIP, received the NNLM South Central Region's 2019 Emerging Leader's Award. According to the [description of the award at the NNLM site](#), the goal of the award, which is administered in conjunction with program partner South Central Academic Medical Libraries Consortium (SCAMEL), is to "motivate and prepare a librarian for a position of leadership in an academic health sciences library." As part of the program, Ms. Blake will be mentored by Pat Ciejkka, Library Services & Academic Resources, Moody Medical Library, University of Texas Medical Branch-Houston. Ms. Blake was interviewed by email on September 13, 2019:

What do you hope to learn from your experiences?

I am currently mid-career and would like to explore what leadership and management mean beyond what I have read and learned from classes and webinars. To me this is a real chance to see what the day to day business of a library administrator is and to help me to decide if I have the traits needed to be a good leader and manager or if I can develop those. It also gives me a chance to see if leadership and management opportunities are something that would be a good fit for my personality and future plans.

What has been your pathway so far



Lindsay Blake

in librarianship? (Where have you worked previously, and your roles).

I came to Librarianship by way of carpooling. I graduated with a BS in Education and spent the next three years teaching. During the last year I was carpooling with the school librarian and she convinced me I would enjoy being a librarian, so I moved from Kansas to South Carolina to attend library school. At USC I was kicked out of my advisor's office and told that with a Biology undergraduate education, I wanted to looking into special

libraries and not school libraries. So I did. I worked in the Interlibrary Loan - Loaning Department of the Thomas Cooper Library throughout graduate school. I was hired by the Medical College of Georgia before I even graduated to be the Information Services Coordinator. In my first position I acted as a liaison to the College of Nursing and later on with the College of Allied Health as well. I went from that position to the Clinical Librarian position a few years later where I worked with primarily the Family Medicine and Pediatric Departments and occasionally Internal medicine. Here I rounded with clinical teams to answer patient care questions, helped residents and faculty with research and educate residents and students in searching for information. I moved to Little Rock Arkansas and the University of Arkansas for the Medical Sciences a few years ago to help them establish a clinical librarian program.

Anything else the NAHRS community should know about the award (or you)?

My husband and I live outside Little Rock with our two children, Taylor and Grayson, and our two mini schnauzers Zoey and Pepper. We all love to read (or be read to) and love to watch *The Masked Singer*, *Love It or List It*, and *Fixer Upper* as a family.

MLA Research Training Institute continued

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where up to four of us each had separate rooms and a shared sitting room, kitchenette, and two bathrooms. We became well acquainted with the CTA (Chicago Transit Authority) buses during the week. When we were on our own, many of us got together in various groupings for meals, nights on the town, and the Chicago architecture boat tour.

I must say that I felt like the most novice of the group and was almost completely overwhelmed by the curriculum. Fortunately, it's not over yet – I have a supportive mentor whom I meet with monthly and access to my cohorts via the research community forum. And, hey, if anyone's interested in trends in library services online and how they fill the needs of online students, I'd be happy to have a collaborator on my research project!

If the MLA Research Training Institute gets re-funded and is available again in the future, I highly recommend attending. As the MLA email message challenged readers, "Transform your skills and become a researcher able to independently conduct or lead quality research projects." I'm working on it!



MLA Research Training Institute
for Health Sciences Librarians

Revision of the ACRL Information Literacy Competency Standards for Nursing

Sandy C. McCarthy, Washtenaw Community College, Ann Arbor, MI

In January 2018, the ACRL Health Sciences Interest Group (HSIG) established a working group to revise the current ACRL Information Literacy Competency Standards for Nursing (2013) into a framework for information literacy in higher education for nursing. For nearly two years, the working group has conducted research to understand how nursing faculty integrate information literacy instruction in nursing education. These efforts have included a comprehensive literature review and multi-institutional survey of nursing faculty.

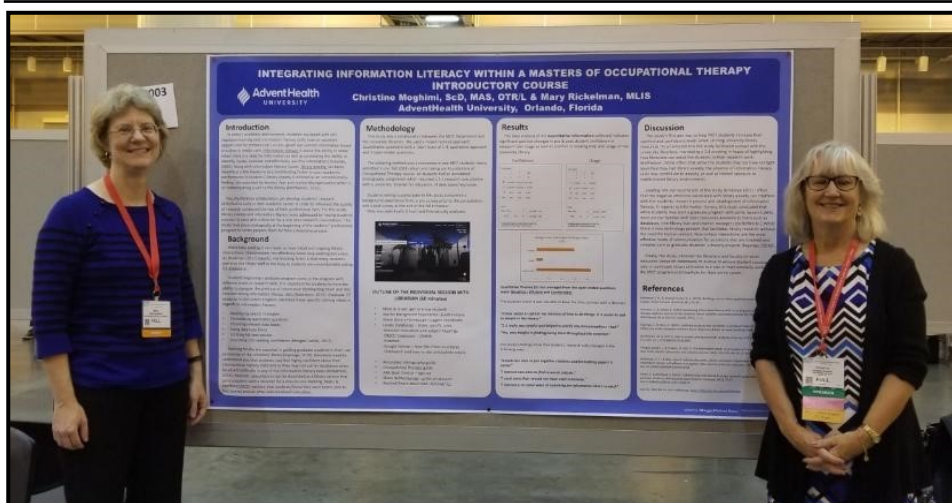
Preliminary results, presented at the 2019 MLA Annual Conference, find

that a majority of nursing faculty are not aware of the ACRL Framework but are intentional in using the AACN Essentials and other nursing standards to teach information literacy. Results from the literature review and survey findings are forthcoming in 2020.

The working group is currently interviewing stakeholders, including students, nursing faculty, and nursing liaison librarians, for further input. We are awaiting the release of the updated AACN Essentials, expected in early 2020, and plan to have recommendations for a framework for information literacy in higher education for nursing completed by Fall 2020.

We thank all members of the HSIG/IL working group, past and present, for their support throughout this process: Laureen Cantwell (co-chair), Jamie Conklin, Stephanie Davis, Shannon Johnson, Sandy McCarthy, Bethany McGowan (co-chair), Rebecca Raszewski, Maribeth Slebodnik, Ally Williams, and Julie Planchon Wolf. We also thank the members of the ACRL Health Sciences Interest Group, especially Jane Yacilla and Maribeth Slebodnik, for their work convening the working group. And, a special thank you to the working group's ACRL liaison, Amanda Nichols Hess, for her support and guidance.

Member News



Mary (left) and Dr. Moghimi (right) presenting at the AOTA poster session in April.

AdventHealth University Librarian Mary Rickelman & Occupational Therapy Faculty Member Jointly Present at AOTA 2019

Mary Rickelman, MLIS, Liaison Librarian, AdventHealth University, Orlando FL, attended the AOTA (American Occupational Therapy Association) Conference this past April with Dr. Christine Moghimi, ScD, MAS, OTR/L to jointly present a poster titled: *Integrating Information Literacy within a Masters of Occupational Therapy Introductory Course*. The poster was well received and several OT's

(Occupational Therapists) indicated they will be connecting with their librarians. An article is next on the agenda and is in-process.

Linda M. Schwartz, AHIP, was awarded an [Institute for Healthcare Advancement \(IHA\) Health Literacy Award](#) for her poster, "Advanced Health Care Directive Campaign," which she presented at the 19th Annual IHA Health Literacy Conference in Costa Mesa, CA in May 2019.

Lindsay Blake, MLIS, AHIP (right)

and her coauthors (Julie K. Gaines, Gail Kouame, Kathy J. Davies, Darra Ballance, V. Thomas Gaddy, Eve Gallman, Michael Russell, and Elena Wood) received the 2019 Hospital Libraries Section's Professional Development Award for Research for their article, "Partnering to Analyze Selection of Resources by Medical Students for Case-Based Small Group Learning: A Collaboration between Librarians and Medical Educators." (2018, *Medical Reference Services Quarterly*, 37 (3),249-265, doi:10.1080/02763869.2018.1477709)



Author! Author! - NAHRS Members Activities

Articles

Azadbakht, E. (2019). Humor in library instruction: A narrative review with implications for health sciences. *Journal of the Medical Library Association*, 107(3):304-313. doi:10.5195/jmla.2019.608.

Paper and Poster Presentations

Finnegan, M. K. (2019, June). *Broadening the pipeline: Offering evidence based information literacy instruction to high school health sciences magnet programs in underserved areas.* Paper presented at the Medical Library Association Northern California & Nevada Medical Library Group / Medical Library Group of Southern California and Arizona Meeting, San Francisco, CA.

Rickelman, M., & Moghimi, C.

(2019, April). *Integrating information literacy within a Master's of Occupational Therapy introductory course.* Poster presented at the American Occupational Therapy Association Annual Conference, New Orleans, LA.

Schwartz, L. M. (2019, May). *Advance health care directive campaign.* Poster presented at the Institute for Healthcare Advancement, 19th Annual Health Literacy Conference, Costa Mesa, CA.

Stark, R.K., & McElfresh, J. (2019, June). *Do(n't) label me: Critical assessment of generational perceptions among health sciences librarians.* Poster presented at the Medical Library Association Northern California & Nevada Medical Library Group / Medical Library Group of Southern California and Arizona Joint

Meeting, San Francisco, CA.

Stark, R. K. & Dobry, A. (2019, June). *There will be no crying here: Privilege and power in libraries.* Poster presented at the Medical Library Association Northern California & Nevada Medical Library Group / Medical Library Group of Southern California and Arizona, San Francisco, CA.

Ginex, P. K., Struth, D., Moriarty, K., Vrabel, M., & Maloney, C. (2019, June). *Adherence to guidelines for antiemetic use in cancer: Advancing evidence-based practice in clinical settings.* Poster presented at the Multinational Association of Supportive Care / International Society of Oral Oncology Annual Meeting on Supportive Care in Cancer, San Francisco, CA.

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Deadlines for submissions are March 15, June 15, September 15, and December 15. Submit items for publication via e-mail to:

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