

Highlights from a Mixed Methods Analysis of DEIA* Content in Academic Health Sciences Libraries Mission Statements

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Purpose: This research project analyzed **Academic Health Sciences Libraries' (AHSLs)** online mission statements, diversity mission statements and other statements, for **diversity, equity, inclusion, and accessibility (DEIA)** content.

Methods: Statements of **164 AHSLs** were coded for

- Presence of mission, diversity mission, and other statements
- Presence and frequency of DEIA terms
- Tone (uplifting/positive, discriminating/negative, a combination of positive and negative, or neither)
- Clarity (clear DEIA, possible DEIA, or no DEIA words)
- Intended audience (outside, inside, both, not specified).

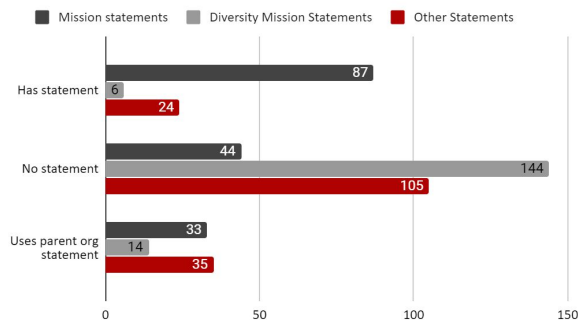
Results:

See graphs for quantitative and qualitative results.

Discussion:

- **Clarity:** DEIA content in several statements was unclear, words (i.e. access, inclusion, welcome) meaning depends on context.
- **Tone:** Overwhelmingly positive in all statements
- **Audience:** Majority of statements focused on external audiences. Internal audiences were regarded for professional development and learning opportunities.

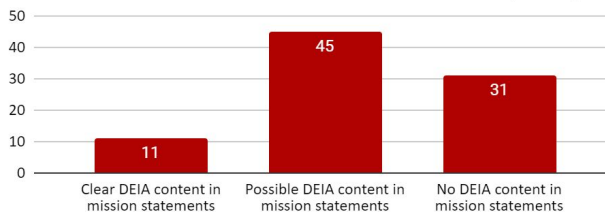
AHSL Mission and Diversity Mission Statements (n=164)



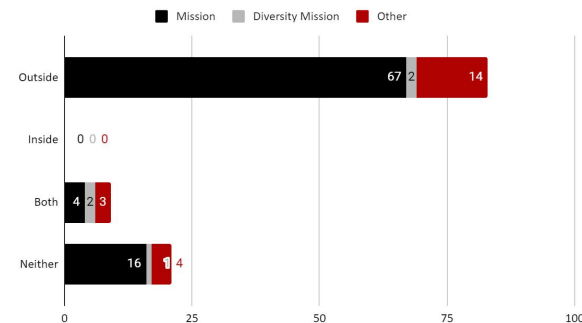
DEIA Word Frequency in AHSL Statements

community, communities	58
accessibility, accessible, access, barrier	55
diverse, diversity	52
inclusion, inclusive, inclusiveness, inclusivity	31
global, globally, international, world, worldwide, world's	17
equity, equitable	14
welcome, welcoming, welcomes	14
respect, respectful, respected, respectfully	12
culture, cultural	9
equal, equality	7
empower, empowers, empowering	6
underserved, underrepresented, underprivileged	4

DEIA content in AHSL mission statements (n=87)



Intended audiences (n=87)



Assessing the Perception of a Graphic Medicine Collection

Ariel Pomputius and Michele R. Tennant

Introduction

Graphic medicine—graphic novels addressing a healthcare topic from the perspective of patients, caregivers, or healthcare providers—has developed in the last decade as a growing genre in the medical humanities. Librarians serve a role in the field by creating and evaluating graphic medicine collection materials.

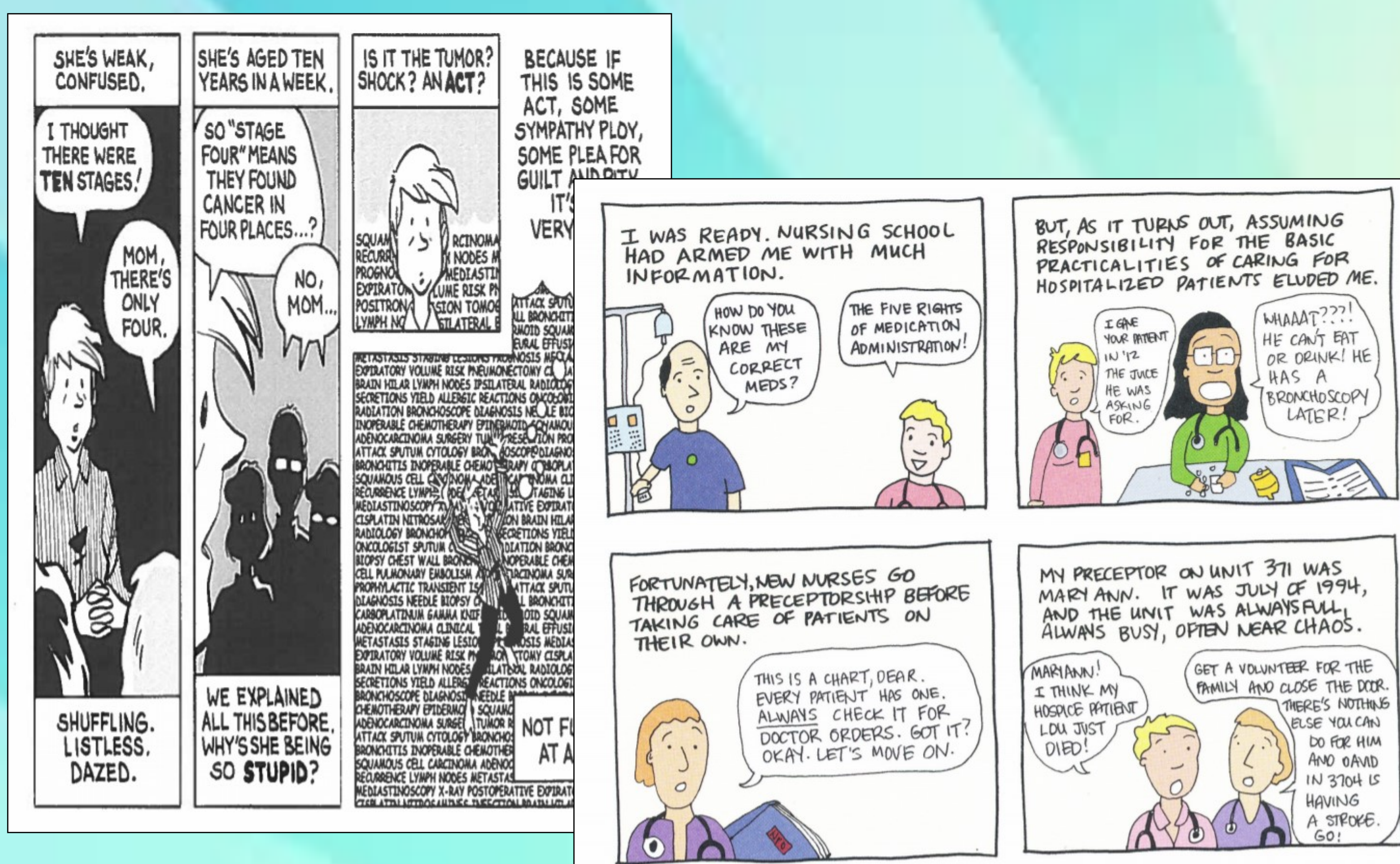
In this pilot project, librarians created a survey to explore clients' awareness and use of graphic medicine, as well as the collection's potential effectiveness in supporting the educational needs of a health science center community.

Methods

A pilot survey was administered through email to nursing students. The survey was composed of three sections:

- ◆ An assessment of previous knowledge of and experience with graphic medicine
- ◆ Two samples of graphic medicine materials taken from the Library's collection—one narrated by a caregiver (left), the other by a nurse (right) and both used with the authors' permissions—with questions relating to respondents' perceptions on the effectiveness of these materials
- ◆ An overview of how graphic medicine could be applied

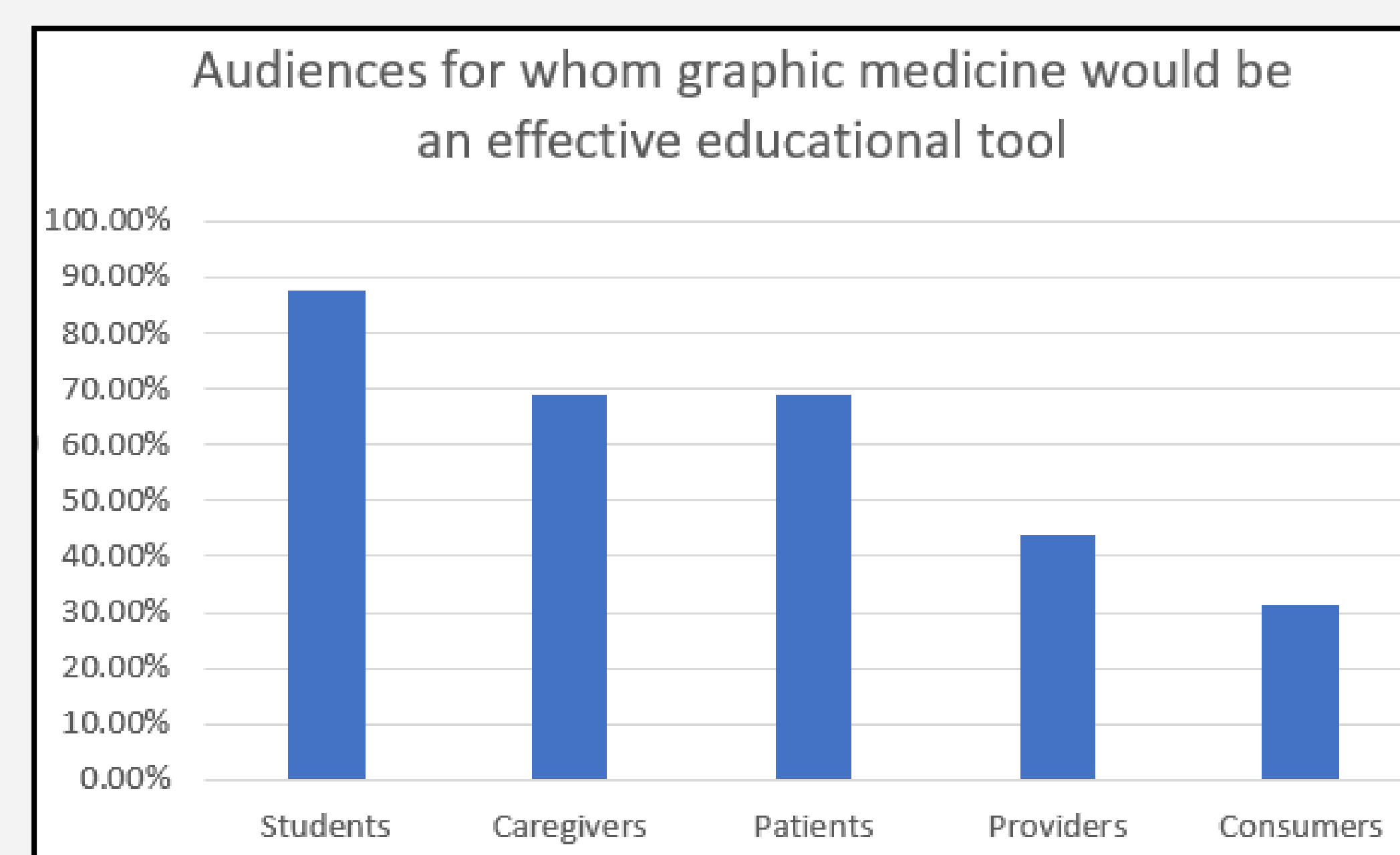
Sample from *Mom's Cancer*, with permission from Brian Fies (left);
Sample from *Taking Turns*, with permission from MK Czerwicz (right)



Results

Twenty nursing students responded to the survey, which were fewer than expected. Note that the survey ran from March to May; 10 weeks of this time frame occurred after the university was shut down due to COVID-19, which likely negatively affected response rates.

Of those respondents, 7 (35%) were aware of graphic medicine before the survey; 13 (65%) were unfamiliar.



If they use graphic medicine in the future, 75% of respondents would use graphic medicine for educational purposes and 37.5% for both work and pleasure.

Respondents who were aware of graphic medicine thought it would be more effective (extremely or very) than those who were unfamiliar (very or moderately), although even those who were not aware of it before responded that it would be “very effective” for sharing a patient perspective (Mom's Cancer sample) and “very effective” for sharing a provider's perspective (Taking Turns sample).

Since all respondents were nursing students, they responded with more comments on the Taking Turns sample, which is about a new nurse adjusting to her first nursing position. Some respondents found the material heavy or unusual for a comic, because from their viewpoint, comics are supposed to be funny.

“I just find it hard to read about something so serious in a comic, because comics, as the name implies, are funny. This is not funny.”

Answers to “Why would you not recommend [the sample from “Taking Turns” on a new nurse's training]?”

“Because it shows the impatience of nurses with other nurses, particularly new ones, and does not exemplify any empathy from the senior nurses.”

“I feel like it doesn't relate to anyone who hasn't been in either shoes. Maybe it's the preceptor, but other than that, unsure.”

Lessons Learned

- ◆ Requesting and receiving permissions from authors to use their materials took a fair amount of time and some authors contacted never responded, so considering multiple options and giving enough time for the process is necessary.
- ◆ Some piping logic in Qualtrics will require repair as the box to write in other responses appeared for all respondents regardless of whether they selected “other” or not
- ◆ Two questions will need to be reordered to ensure that the first question does not influence the response to the second

Conclusions

The results show that participants understood the questions as the PIs intended to ask them, so it is expected that when the survey is run with a larger potential audience, more informative comparisons can be made using quantitative data. Responses provided a wide diversity of opinion about graphic medicine and what comics should and can be. The knowledge of graphic medicine materials was very low (7 of 20 were aware of graphic medicine), so if the PIs want to increase awareness of the graphic medicine field, they will need a variety of strategies, including advertising the graphic medicine materials available at the library; teaching workshops and credit bearing classes; using the materials in a variety of venues; and showcasing the work being done at UF in graphic medicine.

Acknowledgements to the Medical Library Association Research Training Institute, for all their assistance and guidance.

LGBTQ+ Cultural Competency Integration into a Dental School Curriculum

Background:

LGBTQ Cultural Competency concepts in academic dental training programs has slowly garnered more interest, but is still far behind medical school and other training programs. After a local incident on campus where a transgender patient at the dental clinic was harassed by both a staff member and student, the librarian was approached by a concerned faculty member to develop a training to improve student awareness of LGBTQ topics and issues, especially as they pertain to receiving clinical care.

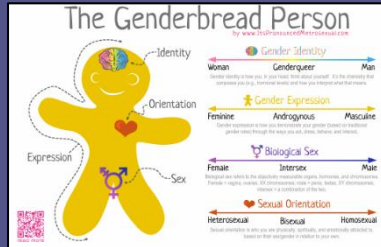
Methods:

The training was integrated into a Behavioral Dentistry course. In order to maximize in-class time for discussion would created an online, asynchronous tutorial. The tutorial referenced workshops coordinated by another librarian at USC and gathered additional information from scholarly literature, the Human Rights Campaign, the Safe Zone Project, and Lambda Legal. The tutorial had a pre- and post-test to gauge student improvement. It was built in Qualtrics and embedded text, video, links to resources, case scenarios, and short quizzes throughout. The tutorial was distributed via the Blackboard learning management system.

Results

In Fall 2019 118 out of 144 students completed the tutorial. Although there was improvement between the pre and post test scores, the results were not statistically significant.

Tutorial Screenshots



Gladys, the dental assistant, is asked to prepare a patient for a preventative screening. Gladys glances at the chart and notes that the name on the chart is "Emily Turner." When Gladys enters the examination room where the patient is waiting, she sees a man leaning against the exam table. He says, "Hi, I'm Ethan."

How can Gladys politely determine if she is in the correct room?

Lessons Learned:

- Be patient and allow lots of time to revise
- Ask for help, ask for lots of feedback
- Assessment can be hard: results not statistically significant; validated tools not currently available
- Require responses to all questions
- Collect some kind of information for accountability

Plans for the future:

- Continue to offer to DDS students with adjustments
- Adapt for staff & faculty training
- Offer to additional students
- Incorporate formal assessment tool

View the tutorial:



Resources:

- [LGBTQI+ Health & Cultural Competency Guide \(USC Libraries\)](#)
- [Healthcare Equality Index \(HEI\)](#)
- [Lambda Legal: When Healthcare Isn't Caring](#)
- [National Coalition for LGBT Health](#)
- [National LGBT Health Education Center](#)
- [The Safe Zone Project](#)
- [GLAAD Media Reference Guide](#)
- [National LGBT Cancer Network: Vanessa Goes to the Doctor](#)

Feedback:

- Case scenarios were very helpful
- Overall it was too long
- The Genderbread Person graphic and some language is controversial

CONTEXT/QUESTIONS

- Current/projected physician shortage
- Community (non-academic) hospitals are starting Graduate Medical Education [GME] programs
- ACGME* accreditation requires demonstrated scholarly activity
- Literature does not indicate librarian ability to support GME scholarly activity

*Accreditation Council for Graduate Medical Education

What is the difference in research capacity [ResCap] between librarians at non-academic and academic hospitals serving GME programs?

How does librarian ResCap impact scholarly activity support for their respective GME programs?

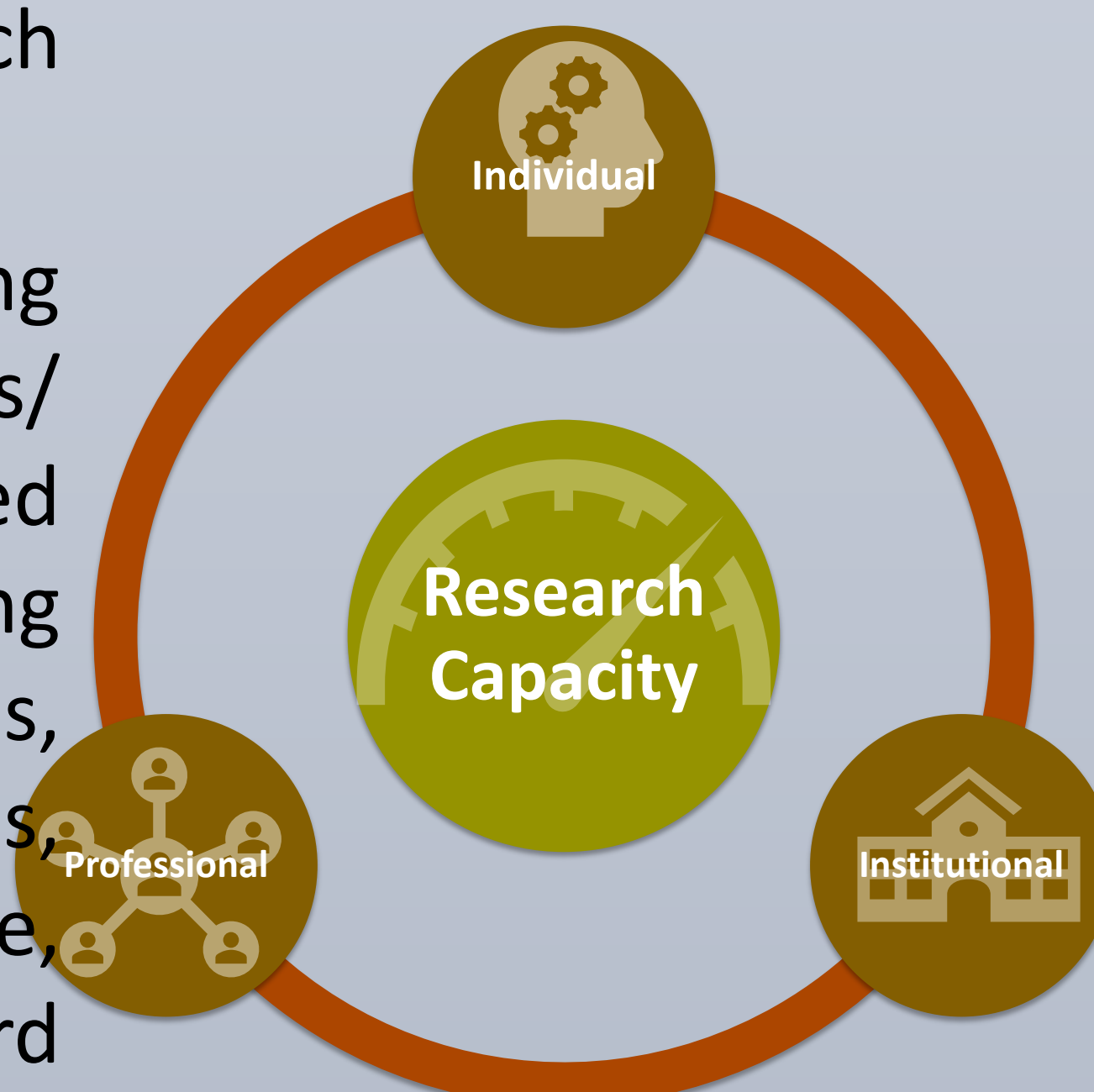
RESEARCH CAPACITY

- Concept associated with sustainable research/development of international large-scale entities
- Developed framework with three domains and working definition:

The dynamic and synergistic combination of:

- 1.) individual research knowledge, experience, and productivity;
- 2.) access to communities of practice and/or professional peer networks supporting research activity; and
- 3.) employment in an institutional/organizational environment conducive to a culture of research and scholarly activity;

Resulting in outcomes including original research protocols/studies, peer-reviewed publications, professional meeting posters/papers/ presentations, grant applications/awards, research committee service, institutional review board membership, etc.



METHODOLOGY

Study design: Quantitative, non-experimental; survey via electronic self-administered questionnaire (24 items; 72 max. responses)

- Exempt from full review for human subjects research by Brenau University IRB; Project Number 1550902-1
- Composite, pre-tested instrument created to capture individual, professional, and institutional attributes
- Varied item types: Yes/No, Multiple choice, Likert scale
- Recruitment began early March 2020; COVID-19 postponed next call for participation until mid-June

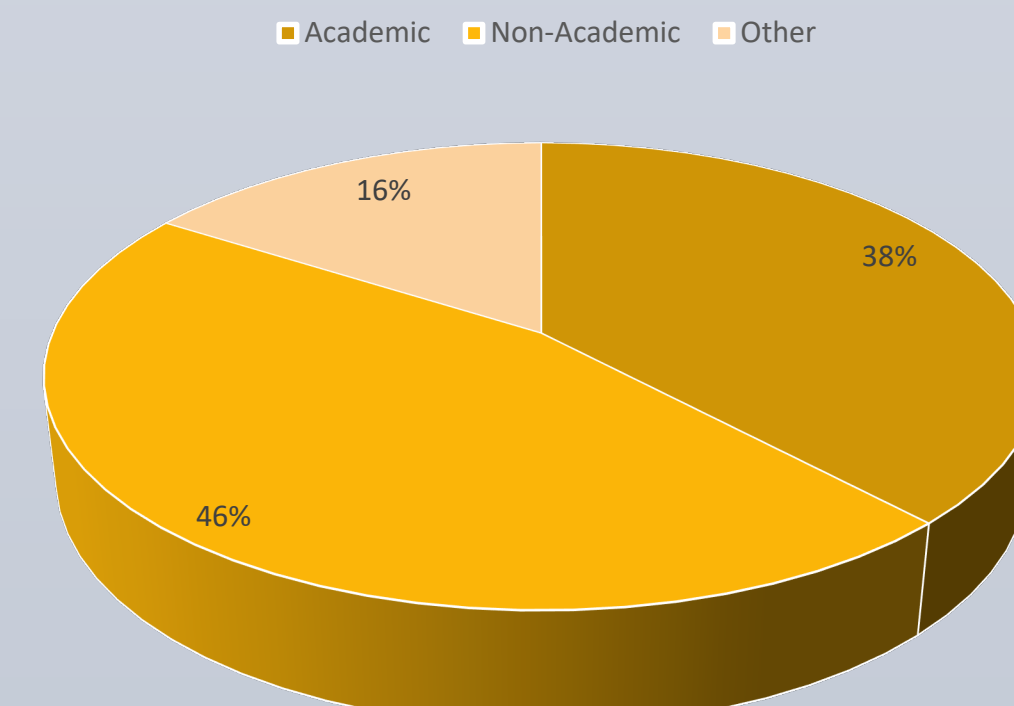
Population: librarians and information professionals serving hospitals with ACGME-accredited residency programs

Data analysis: descriptive statistics; inferential statistics in progress (initially χ^2 [Chi-squared] test of homogeneity and logistic regression)

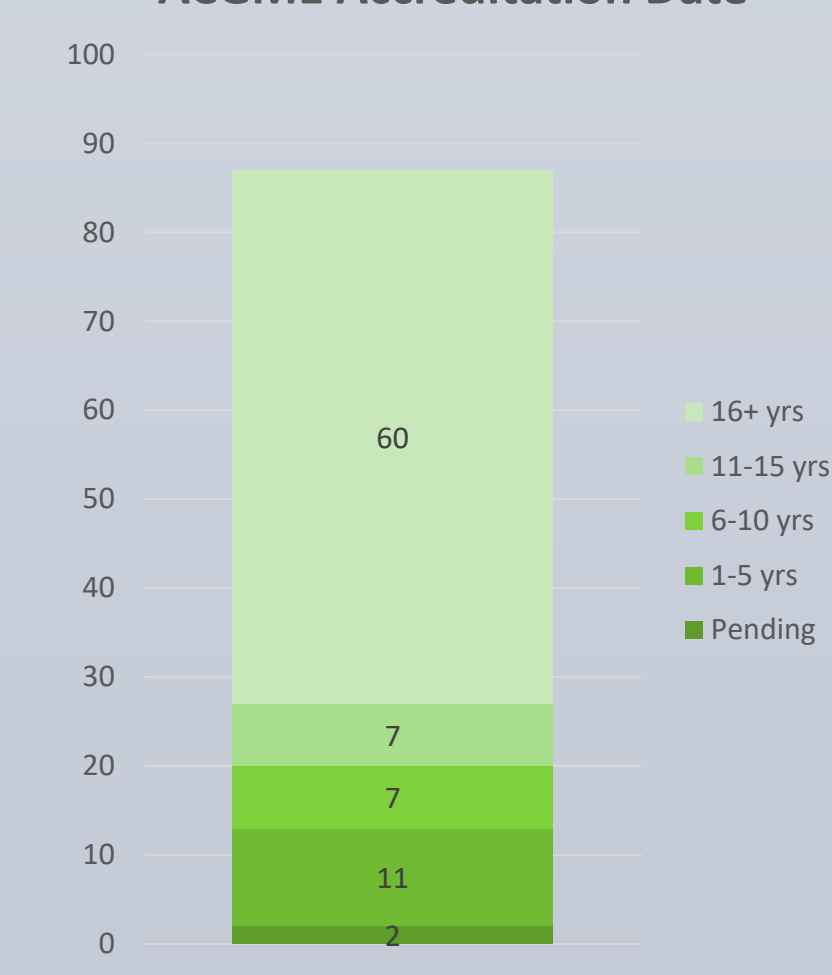
RESULTS

- ☑ 107 responses; N=96 after two knockout questions (figures below); “Other” hospital library type not included in analysis

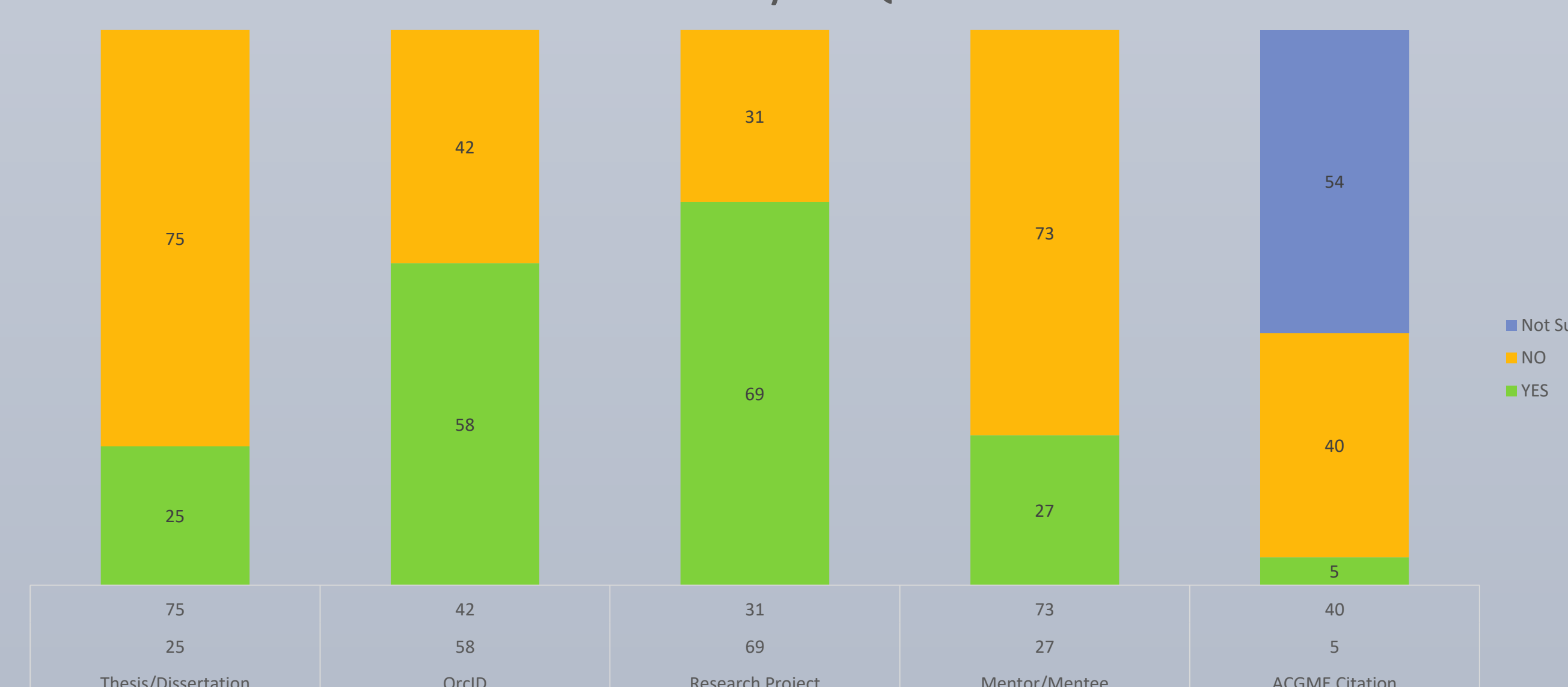
Library Type



ACGME Accreditation Date

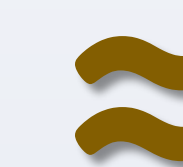


Select “YES/NO” Questions



DISCUSSION/CONCLUSION

Preliminary analysis suggests:



- ☑ RQ1: **No statistically significant difference** in overall ResCap between both types of librarians
 - **P=0.2632** (>0.05) for Yes/No questions
- ☑ RQ2: Librarian impact on GME scholarly activity **could not be determined**
 - ☞ Initial results may indicate minimal disparity between groups
 - ☞ Analysis of sub-questions required to yield statistically significant differences
 - ☞ Statistician’s input in research question development would have influenced approach to project
 - ☞ Further development of instrument may have yielded conclusive results

ACKNOWLEDGEMENTS

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2019-20 MLA RTI Program Faculty and Administrators

Statistics Consultant: Ping Ye PhD – Assistant Professor of Mathematics, University of North Georgia

Thanks to all respondents!

SELECTED REFERENCES

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OBJECTIVE

This study proposed to investigate nursing information literacy behaviors. The objective was to see how nursing librarians can educate nursing students using the ACRL Framework through a better understanding of where, when, and how they accessed information.

METHODS

Nursing students in the BSN, RN-to-BSN, and MSN programs were surveyed on *Qualtrics* in Fall semester 2019. Students were asked to self-report their confidence level in 7 different aspects of health information literacy. 6 questions were asked to help researchers understand nursing students' information seeking behaviors.

Health Information Literacy Survey Among Nursing Students

Ying Zhong, NSME Librarian @ CSU, Bakersfield

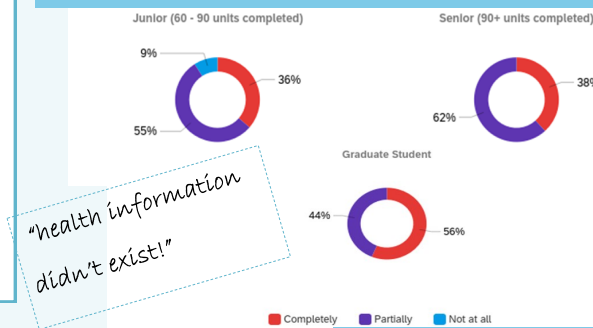
ABSTRACT

Health information literacy is an important component of information literacy and receives growing attention as the need for healthcare workers rises and the knowledge base for all those working as health professionals continues to expand. This study investigates information seeking behaviors and confidence by surveying nursing students in hybrid and fully online classes as well as traditional face-to-face classes. Survey results will provide guidance to librarians in how to embed health information literacy into curriculum and programs.

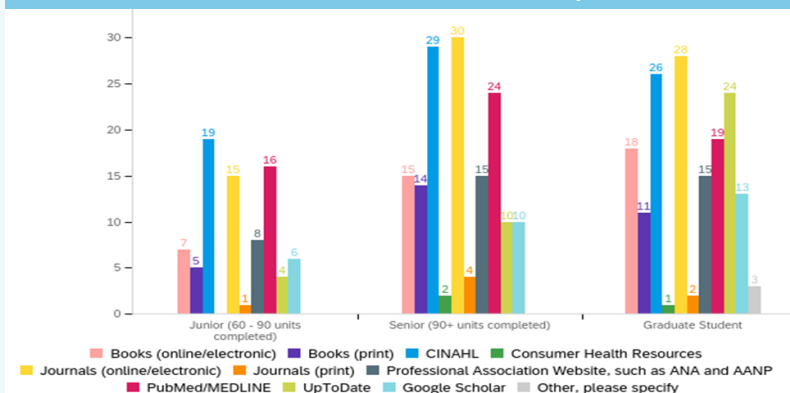
RESULTS

- ⇒ 88 surveys were completed with a response rate of 35%.
- ⇒ Nursing students are most confident about finding peer-reviewed articles. 80% of study participants reported feeling fairly or very confident in their ability to find peer-reviewed journal articles. 74% of students felt confident giving patients' health information, and 68% of students felt confident gathering statistics on health data.
- ⇒ Majority of nursing students used the library website to find health information from home.

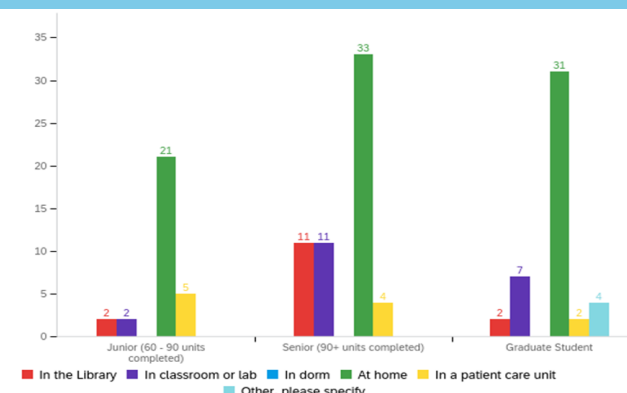
Did Nursing Students Find the Health Information They Needed Most of the Time, and *Why Not?*



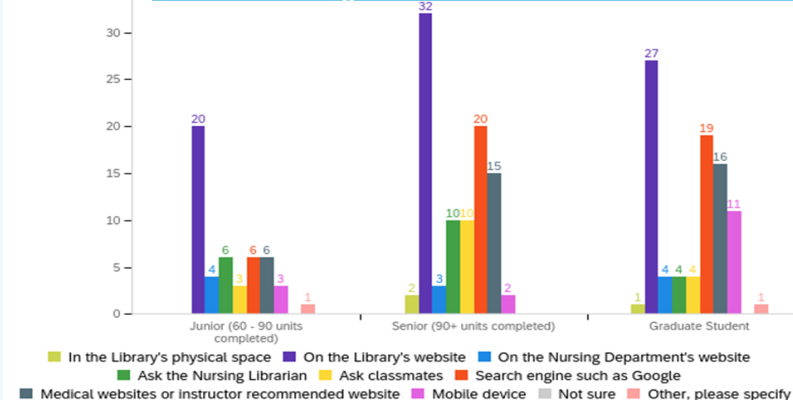
Resources Used to Search for Health Information by Students



Where Nursing Students Conduct Search for Health Info?



How Nursing Students Obtain Health Resources?



CONCLUSION

Many students were using the online portal to the library to access resources, therefore nursing librarians should work with nursing students through multiple platforms but with an emphasis on the digital, this is especially true when Covid-19 outbreak shifted most instruction to online learning.



RECOMMENDATION

- ⇒ Nursing librarians should work with nursing students through multiple platforms but with an emphasis on the digital. The creation of webinars and other online resources, including establishing a presence in course Learning Management Systems is essential
- ⇒ Nursing librarians can also offer online courses and tutorials, subject guides, have regular Zoom, chat, or email office hours, interact with students through library social media, and refer students to 24-hour chat services, when available.
- ⇒ Programs like *Credo Instruct: Health Science* are also potentially helpful in information literacy instruction. Prepackaged tutorials and other instruction from this type of online resource can be customized and embedded within different courses to maximize information literacy instruction for nursing.

Do librarians know enough about clinical trials to effectively locate them for systematic reviews? Results from a survey of 100+ librarians.

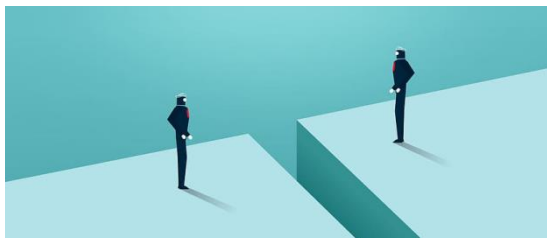


Jennifer C. Westrick, MSLIS, AHIP
Library of Rush University Medical Center, Chicago IL

Introduction

Have you ever gotten stuck trying to locate clinical trials when working on the literature search for a systematic review?

Have you ever not been able to follow the conversation when discussing which types of clinical trials to include in a systematic review?



Librarians who work on systematic reviews are often tasked with locating clinical trials. But do we know enough about clinical trials to do effectively do this? To examine this question we emailed an IRB-exempt survey in April 2020 to experienced medical librarians and asked:

- if they are asked to find clinical trials
- their comfort level in doing so
- the methods and tools they employ.

Respondents were limited to expert searchers: those who are a co-author or acknowledged in a published systematic review. 136 completed responses were collected anonymously using RedCap and data was analyzed using Excel.

Finding trials

Are librarians asked to find trials?

“Sometimes” (42%) librarians are asked to locate clinical trials when discussing the literature search for a systematic review.

Are they told which types of trials (i.e. randomized, interventional, etc.) to find?

“Often” (33%), or “Sometimes “ (26%) the librarian is told which types of trials for which they should search .

If so, what tools do they use?

Hedges are the tool most commonly used by these expert librarians. Also interesting that almost a quarter don’t even try to find trials, they ask the researcher to do so!

- 55% : I use a pre-formulated search filter (i.e. a hedge)

35% : I develop my own set of terms

27% : I use filters offered by the databases

27% : I use exclusions (i.e. NOT editorials)

23% : I didn’t limit my search to trials; instead I ask the researchers to look for trials in the title/abstract screening process

Hedges by category

Hedges were the top cited tool for finding clinical trials. Hedges are often designed to locate either randomized control trials, or trials by specific category. For example, below are some popular hedges and the options from which a user must choose.

PubMed’s Clinical Queries hedge	SIGN ¹	HIRU ²
Therapy	Observational studies	Therapy
Diagnosis	Diagnostic studies	Diagnosis
Etiology	Economic studies	Prognosis
Prognosis	Patient issues	Reviews
		Clinical prediction
		Qualitative
		Causation (Etiology)
		Costs
		Economics

Do librarians use these types of hedges to help them locate trials?

Librarians are not usually aware of this type of classification, and when they are that information is often not used to help define the search strategy.

How often are you aware of such a categorization for a research project you are working on?

- never/rarely: 27%, sometimes: 20%, **often/always: 53%**

If you are aware of such categorization, does it affect your search strategy?

- never/rarely: 14%, **sometimes 41%, often/always: 44%**

“I have some articles about study designs that I refer to, I google the study design and read the Wikipedia or similar entry to remind myself what they are, I look in the MeSH headings scope notes.”

Confidence Levels

How confident are librarians in locating trials? Do we feel we know enough about trials? Remember that our respondents represent only expert librarians who have contributed significantly to a published systematic review. The vast majority of librarians who do systematic reviews may have different confidence levels.

These expert searchers are confident that they can locate trials and know enough about the various types.

- I am confident in my ability to locate clinical trials in the biomedical databases (i.e. PubMed)

- strongly agree or agree: 88%
- My knowledge of the types of clinical trials is sufficient to locate them for a systematic review.

- strongly agree or agree: 83%

Practical examples

These practical examples demonstrate that many librarians have to do supplemental research into clinical trial types.

- If a researcher asked me to “find all interventional studies” I could do that without having to do research into the study types I've been asked to search.

- Strongly agree or agree: 59%

- If a researcher asked me to “find all longitudinal studies” I could do that without having to do research into the study types I've been asked to search.

- Strongly agree or agree: 45%

“If there were a class/webinar like this -- study design methodology for librarians designing search strategies for SRs -- I'd take it in a heartbeat!”

1) SIGN: Scottish Intercollegiate Guidelines Network, <https://www.sign.ac.uk/search-filters>
2) HIRU: Health Information Research Unit of McMaster University <https://hiru.mcmaster.ca/hiru/hedges/>
3) CEBM: Center for Evidence-Based Medicine, <https://www.cebm.net/>

Information Resources

Where do librarians turn for information about clinical trial types?

If you do seek information about study types, what resources do you use?	
articles / books / textbooks	40%
"talk" / colleagues / researcher*	24%
other	23%
PubMed / MeSH	20%
Google/ Wikipedia/ internet	17%
libguides	16%
CEBM ³ / EBM / Oxford	10%
Cochrane	10%
JAMA's User Guide to the Evidence	10%

There is no definitive resource for information about clinical trials. “Articles” and “books” were the top answer; within that category the most common source cited *by name* was Jama’s “User’s Guide to the Evidence.”

The internet was used almost twice as often as CEBM, Cochrane or JAMA.

Conclusion

This group of expert librarians are often asked to find clinical trials when working on the literature search for a systematic review. They have indicated that while they feel confident in their searching skills, they do not have a definitive source for information about the various types of clinical trials, and their comments demonstrate a clear need and desire for this type of resource.



Acknowledgements

I would like to thank every librarian who took the time to complete my survey.

I would also like to thank The Research Training Institute (RTI), funded in part by a grant from the IMLS, without which this project would not have happened.

Mark MacEachern, MLIS, University of Michigan, my RTI-appointed mentor, provided unfailing kindness and words of wisdom throughout many stages of this research project.

Images courtesy of <https://www.piqsels.com/en/public-domain-photo-zwrql>

Health science librarians’ engagement in work-related reflection: Preliminary results of a qualitative exploration of why they engage in reflective practice

Jolene M. Miller, AHIP, Mulford Health Science Library

Methods

Health science librarians who engage in reflection at work were recruited by email invitation sent to relevant email distribution lists. The research involved completion of a online demographic questionnaire and a 60-minute online interview. Interviews were transcribed and manually analyzed for themes. The research was reviewed by the University of Toledo Social, Behavioral, and Educational IRB (#300548) and designated as exempt research.

Six librarians were interviewed using video conferencing software, and their interview transcripts analyzed. (With the onset of the COVID-19 pandemic, further interviews were delayed as participants were occupied with managing changes in their libraries and in their workloads.)

Areas in which participants described using reflection at work were teaching improvement (3), reporting/evaluation/goal setting (2), strategic planning (1), professional writing (1).

I realized [my reflection] could be a lot more deliberate than that and a lot more helpful....I really started thinking more about doing it deliberately...how it could be much more meaningful exercise, rather than an “Oh, by the way, kind of thing”. (Elizabeth)

Initial Themes

A number of potential themes appeared in the analysis, but there were two that occurred most frequently: (1) use of reflection at work confers assorted benefits to those reflecting, and (2) being intentionally reflective contributes to those benefits.

Benefits

Areas of described improvements included job performance, personal and strategic planning, interpersonal interactions, and emotion regulation.

Intentionality

Participants talked about the importance of being intentional in reflection. This was commonly expressed as increasing intentionality as their reflective practice developed and also as the need to make and protect time for reflection.

* All names are pseudonyms

If I know I'm going to have that same class the next semester, I go through those [reflections] and see what did I do and how am I going to change it for this next semester based on what I had written there. (Barbara*)

The reason why I keep doing it is because it keeps me sane. It allows me to piece together the things that happened during an event. (Tolkein)

I can be in that mindset of 100 million different things that I think I want to do. Bringing it back to the goals and values that I set for myself is what reflection gives me. (Erica)

You need to allow yourself to have this time and justify it if you need to, to your bosses and yourself. You should be allowed to have...professional development time and take the time to do it. (Virginia)

A challenge is the internal voice that says “Is this a good use of your time? You know, you could be working on XYZ.” It is a challenge to push back: “Nope, this is an important part of what I do and how I get better.” Making space for [reflection] in my own head -- this is pretty important. (Angela)

Findings

Despite barriers such lack of time and internal voices that discourage reflection, participants report finding that the benefits outweigh the costs of time and energy invested. This appears to be tied into the importance of intentionality. The value of reflection for these participants is reflected in their actions to protect their practice: making time, creating mental space, and gaining support of supervisors.

Conclusions

Initial analyses promise a richer understanding on how and why health science librarians use reflection at work. Because the findings are based on data for which saturation has not yet been achieved, the extent to which the findings can be extrapolated to the broader population of health science librarians is limited. Interviews continue.



Introduction/Background

- 2 different instructional modalities were used to teach Evidence-Based Medicine (EBM) during the first 2 years of medical school.
- One modality was an isolated, 2-month approach. The other was integrated into the curriculum and scaffolded over 2 years.



Integrating Evidence-Based Medicine Skills into a Medical School Curriculum: A Quantitative Outcomes Assessment

Laura Menard, MLS

Discussion

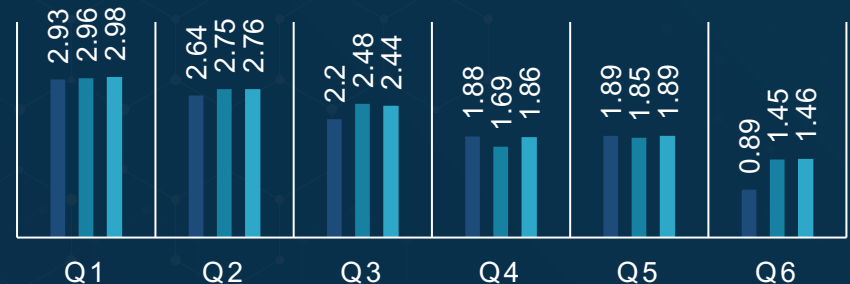
Results of this study suggest that taking a scaffolded, curriculum-integrated approach to EBM instruction during the pre-clinical years increases student retention of and ability to apply EBM concepts to patient care. Although it is difficult to fully attribute students' retention and application of EBM concepts to the adoption of a curricular model focused on scaffolding and integration, the results of this study show that there are value-added educational effects to teaching EBM in this new format. Overall, this study provides a foundation for new research and practice seeking to improve EBM instruction.

Methodology

- A team of five faculty used a modified version of the previously validated Fresno rubric to grade EBM assignments
- EBM performance in three separate student cohorts were examined (n=481)
- Assignments were anonymized before being randomly assigned to graders
- Prior to grading, all graders were required to attend two norming sessions in order to achieve consensus on interpreting and applying the rubric consistently to sample assignments.
- Grades were evaluated for statistically significant differences using SPSS

RESULTS

■ Y1 ■ Y2 ■ Y3



Health sciences librarian competency perceptions: A survey of national community college librarians

BACKGROUND

Community colleges exert a tremendous influence in the higher education environment of the United States. Community Colleges play a significant role in the higher education environment of the United States. Community college librarians play an integral role in designing, curating, and delivering health sciences collections and services to their students and faculty. In 2017, the Medical Library Association (MLA) revised its “Competencies for Lifelong Learning and Professional Success.” The MLA Competencies can guide community college health sciences librarians to determine and improve their knowledge, skills, and abilities to delivering services to their population. The purpose of this study was to: gain a better understanding of community college health sciences librarians responsible for nursing and/or allied health collections and services perceptions of their competencies as defined by the MLA Competencies for Lifelong Learning and Professional Success, identify any barriers encountered that impede their development, and ascertain their professional engagement.

METHODS

In January 2020, the online survey was distributed using Springshare LibWizard. A forty-nine question survey included questions about demographics, competencies, obstacles faced, and engagement with the profession. MLA competencies section used a rating of novice/no knowledge to expert for each of the six competencies using a Likert Scale 5-point scale from 1 (novice / no knowledge), 2 (low or beginner proficiency), 3 (intermediate proficiency), 4 (advanced intermediate proficiency), to 5 (expert) was used. A survey was posted to MLA Nursing and Allied Health Resources and Services (NAHRS-L), all regional MLA Chapters, select American Library Association (ALA) discussion boards via ALA Connect, the national Community & Junior Colleges Libraries Section (CJCLS) listserv, and the Tribal College librarians institute (TCLI-L). Also, volunteer follow-up interviews were conducted via GoToMeeting and email. Not all survey questions were required, and this allowed participants to skip questions. Data analysis of seventy-five viable surveys was carried out by using Excel’s Data Analysis tool. The survey included an optional box to volunteer to participate in a follow-up interview. Seven interviews were completed between February 18 and 25, 2020.

RESULTS

The seventy-five participants in this study are community college librarians who are responsible for health sciences collections and services. Participants responded to eleven demographic questions about education, employment, faculty status, full-time/part-time status, health programs, community college type, and knowledge of MLA competencies. Participants also responded to fifteen questions relating to MLA Competencies, three questions about professional engagement, and three questions about barriers. Interview responses were aligned to the sections of the survey—the data was presented in charts and tables.

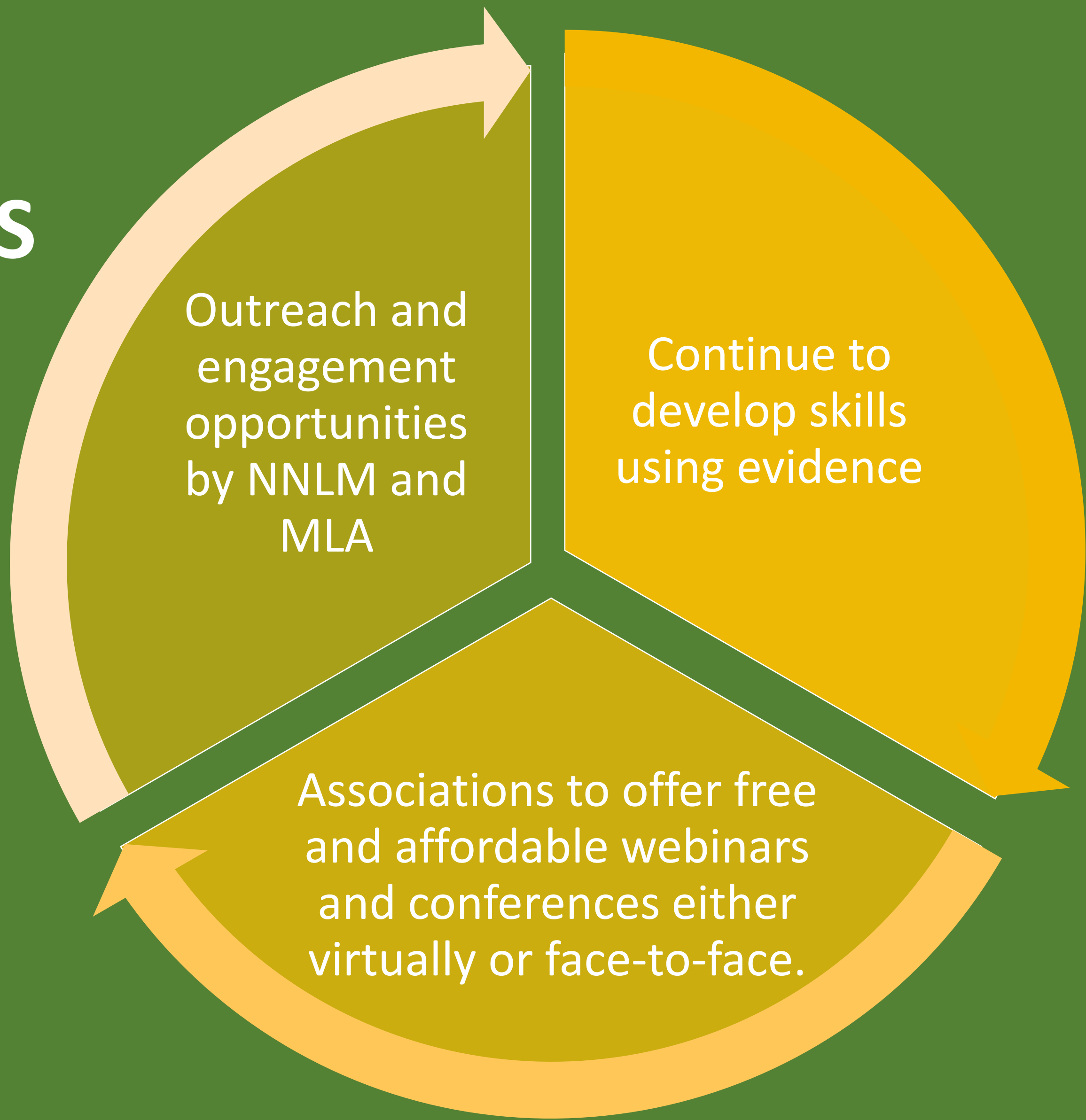
DISCUSSION

Results from the study report **self-perceptions** of community college health sciences librarians consider themselves **proficient** in the six competencies with a majority median score of “**intermediate proficiency**.”

The study validates that community college librarians responsible for health sciences collection and services are **very engaged** within the profession.

The barriers include **funding, staffing, and schedule conflict** similar to other librarian groups when attending conferences at all levels, continuing education webinars and courses, and publishing and presenting at conferences.

RECOMMENDATIONS



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Institutional Review Board. This research has received IRB approval.

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RICHARD W. BAILEY LIBRARY
& LEARNING COMMONS

An Examination of Medical Faculty and Librarians’ Perceptions of the Function and Role of Librarians within the Academic Medical Institution

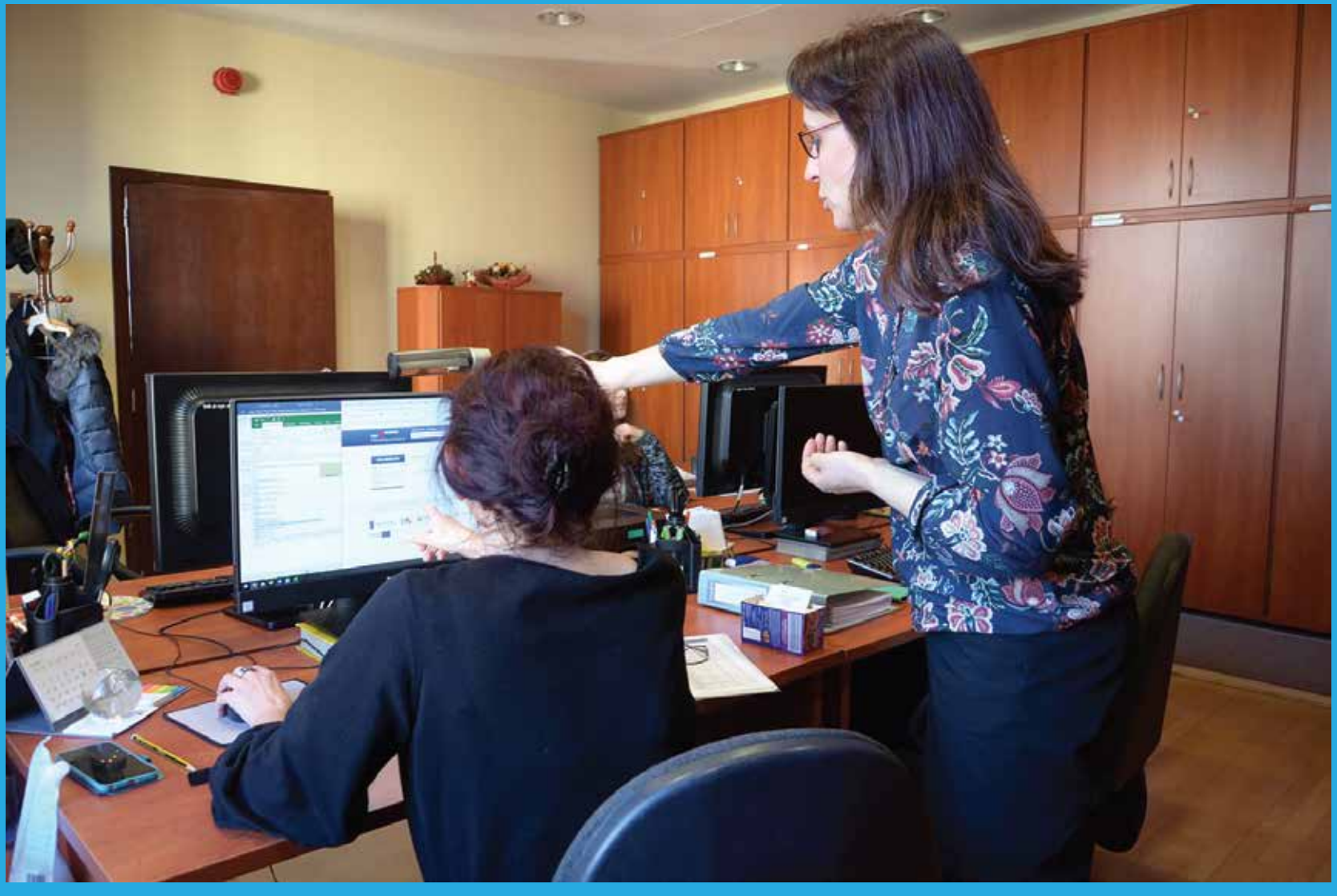
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Weill Cornell
Medicine-Qatar

Background

Defining the role and value of librarians within the institution is becoming important. As the purpose and function of the librarians takes a rapid shift from just curators of information to a myriad of new and often non-traditional roles. Previously, many researchers have studied the ways that librarians have engaged in instruction to assist faculty in their course goals by providing information literacy support. (1–3) Further, because librarians depend on medical faculty for access to students this creates the potential for an unbalanced power relationship. While this relationship can often be fraught with problems, it can also produce collaborations that find librarians in parallel to faculty. (4–7). As such, many librarians have begun increasingly to seek greater presence within the institution, namely through faculty status.(8,9) A problematic element of the achievement of faculty status is that many librarians find their status is only nominal in nature and that they don't receive the benefits or access that they would expect. (1) With all of these issues in mind, this research seeks to further explore the nature of identity and role among medical librarians in the United States. Additionally, it will seek to examine how librarians are perceived by medical faculty and what some of the implications result from these relationships.



Objectives

- How do medical faculty perceive librarians’ standing and role within the institution?
- What factors influence medical faculty perceptions of librarians?
- How do librarians perceive their own role and standing within the institution?
- How do librarians perceive medical faculty as partners in instruction and research?

Methods

This study is a survey-based cross-sectional design that examines the role of librarians in the academic medical institution as well as medical faculty relations to and perceptions of librarians. Two surveys were developed to assess perceptions of medical librarians and medical faculty at United States based institutions. Surveys were a combination of unique and unified questions. Questions were either Yes/No or based on the Likert scale. Participants were drawn from US-based institutions accredited by the Liaison Committee on Medical Education. Potential participants were drawn from librarians that were indicated to have some instructional involvement (204) and Medical faculty that were involved in either the pediatrics, internal medicine or obstetrics and gynecology clerkship (339). Potential participants were emailed survey request from March to May 2020. All data was collected in Qualtrics survey tool and analyzed with SPSS 26.

Results

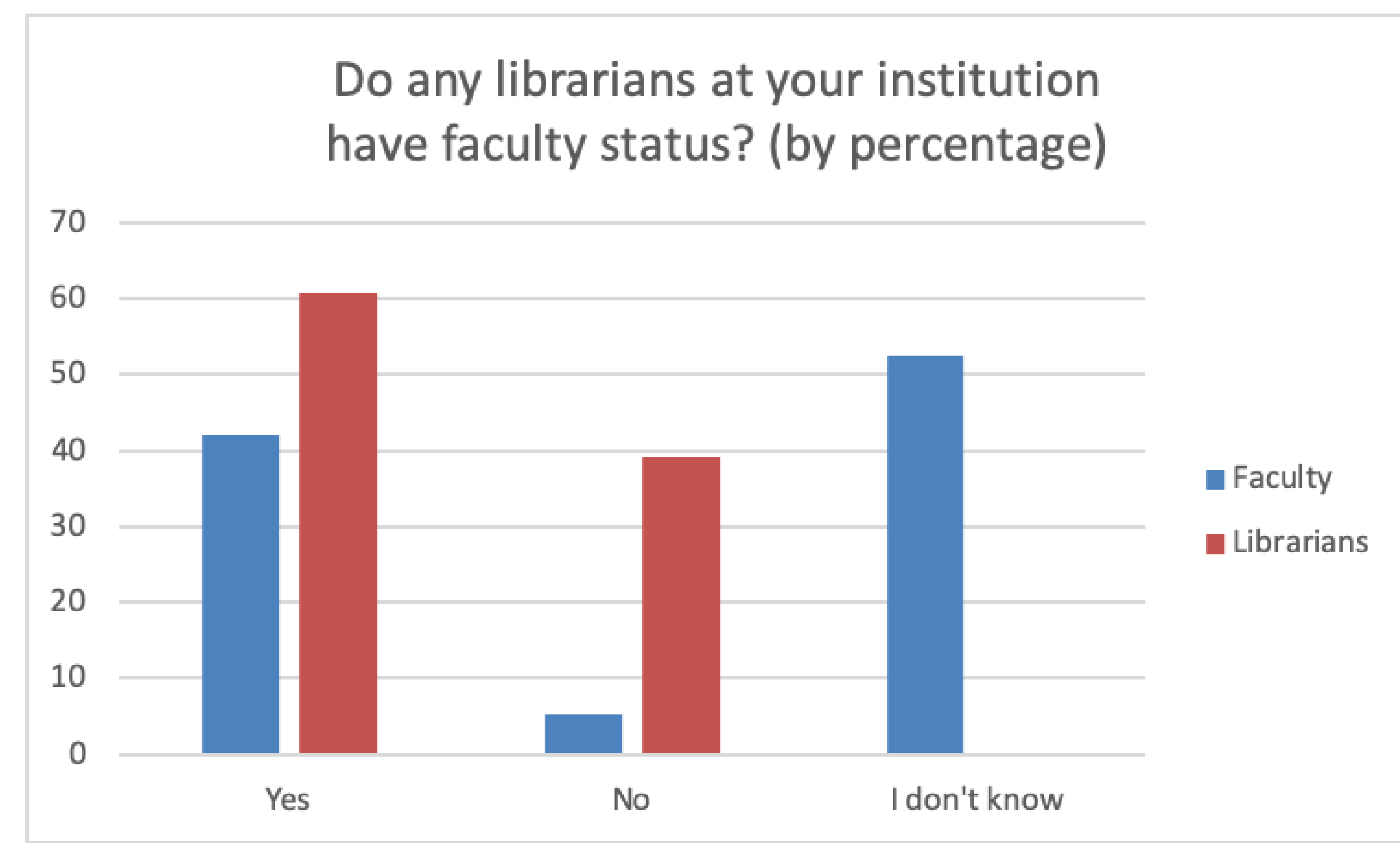
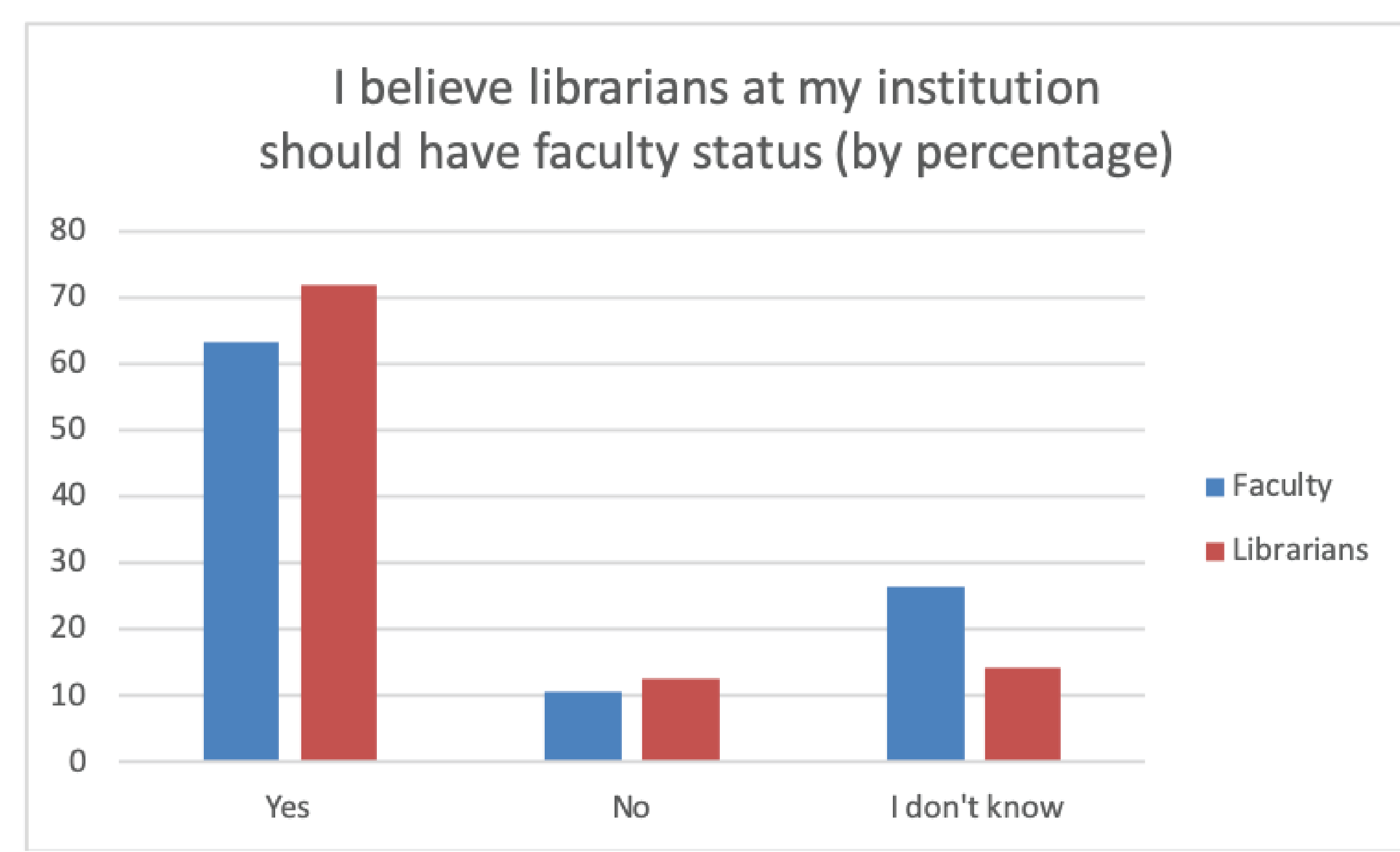
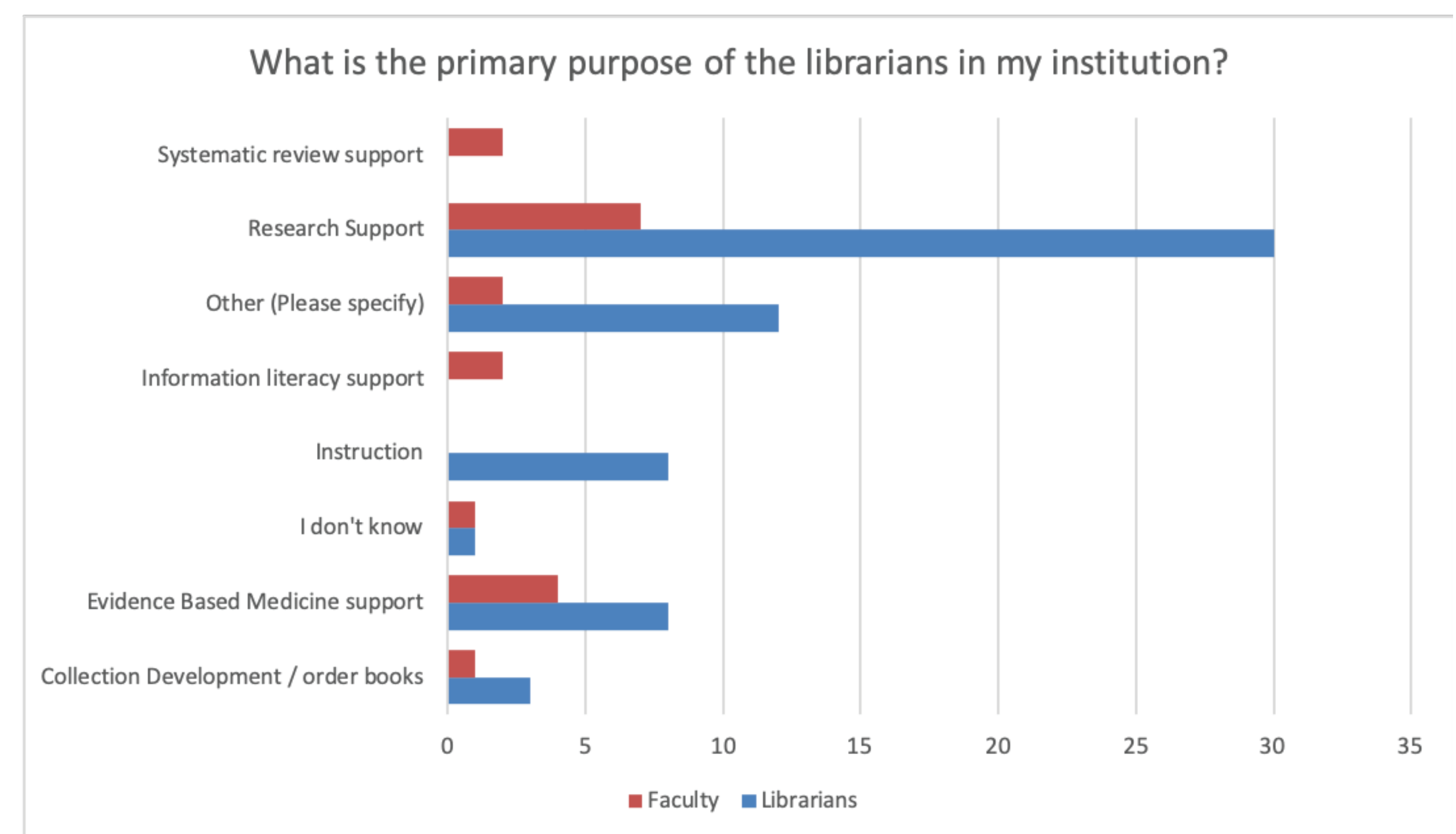
- Majority of respondents (Lib 54.7%, 56.3% / Fac 84.2%, 89.5%) have been at their professions and current positions for over six years.
- 60.9% of Librarians indicated that their institutions offer faculty status to librarians.
- 52.6% of faculty did not know if librarians at their institution had faculty status.
- 71.9% of librarians and 63.2% of faculty believe that librarians should be able to attain faculty status at their institutions.
- Faculty believed that librarians should be involved in direct instruction (21.1% Often, 42.1% always) and that it is important to have librarians provide indirect support (26.3% Often, 57.9% always) for courses.
- Librarians cited Research support, instruction and EBM support as their main purpose, while faculty cited research support and EBM support.
- Faculty view the value of librarian research positively in comparison to their own (21.1% Often, 15.8% always), while librarians were more negative (17.2% Never, 26.6% Seldom).

Conclusions

- Librarians must make more effort to market their research abilities and achievements to the larger institutional community.
- Faculty generally have a positive perception of librarians, but many are unaware of their activities.
- Librarians should strive for faculty status, but once it is gained, must work hard to gain additional skills and exposure to exploit the benefits of this status.

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Exploring Feelings of Professional Fraudulence:

Patterns, Trends, and Lived Experiences of Academic Health Science Librarians with Impostor Phenomenon

Hilary Jasmin, MSIS | Assistant Professor | Research and Learning Services Librarian | Health Sciences Library | The University of Tennessee Health Science Center

Objective

To capture the essence of the experiences of mid-career academic health science librarians and their experiences with impostor phenomenon (IP) through phenomenological inquiry.

Methods

- **Study Population:** Academic health science librarians with five or more years of experience (n=24)
- **Data Collection:** One-hour, semi-structured interview via Zoom
- **Transcription and Analysis:** Zoom audio recordings were transcribed via Temi, then imported into NVivo for thematic qualitative analysis

Feelings of Insecurity in the Medical Environment

"I do not have a pharmaceutical background. I know nothing about these chemicals. I can't even pronounce half the stuff that people are asking me to find!"

"I think it was alien to me; I didn't understand all the needs of that area. It felt confusing. It felt intimidating. I wasn't sure if I was doing enough."

"I got to this job as the liaison to dentistry. So that was a huge thing of, 'Oh, you're not a dentist. How can you be the dental librarian?'"

Conclusions

- While several themes were explored, the phenomenological essence of IP was a lack of comfort and confidence in a medical, STEM-forward environment.
- STEM bootcamps exist but are few and far between. Given the travel restrictions of library budgets and COVID-19 barriers, online STEM trainings may be of benefit to the profession.
- Mentorship was a noted theme as a key solution for moving past feelings of IP.

Non-STEM Undergraduate Degrees of Participants

Results of Thematic Analysis

Code	Appearances
insecurity in medical environment/STEM aversion	25
non-STEM undergrad degree	14
spiked/recurring experience with IP	10
mentorship as solution	9
accidental health science librarian	8
IP might be part of personality	8
lack of preparation in grad school	8
librarians always expressing value	7
relief - validation - encouraging	5

Acknowledgments

Many thanks to my mentor, Jodi Philbrick, as well as the full faculty of the Research Training Institute.



Evaluation of Library Usage and Attitudes of Residents and Fellows: Results of 2017-2019 Exit Surveys

Mary Pat Harnegie, MLIS, AHIP

Floyd D. Loop Alumni Library

Introduction and Objectives

The library wanted to evaluate what services are used by residents and fellows and attitudes regarding library services.

Methods

This is a review of survey responses from 2017-2019 of departing residents/fellows.

- Respondents completed a 12 item paper survey regarding library resources, usage and satisfaction on the training completion date.
- Survey employed convenience sapling at one site with 823 responses of 1305 total for a 63% completion rate.
- Range of response scale indicated the amount of usage: “often”, “sometimes”, “none-did not need”, “none-not convenient” or “did not know service was available”.
- Results recorded and stored in institutional Select Survey 5.0 tool. Excel and SPSS were used to summarize demographic variables for institutes.
- Data reported used categorical statistics and regression analysis as n (%), where N=number of respondents compared to total graduates.

Demographics of users by Institute affiliation

Top 3 users- Medicine Institute, Neurological Institute and Heart & Vascular Institute (of 22 Institutes)

Results

Top 11 Institutes-Using Library Resources (%)

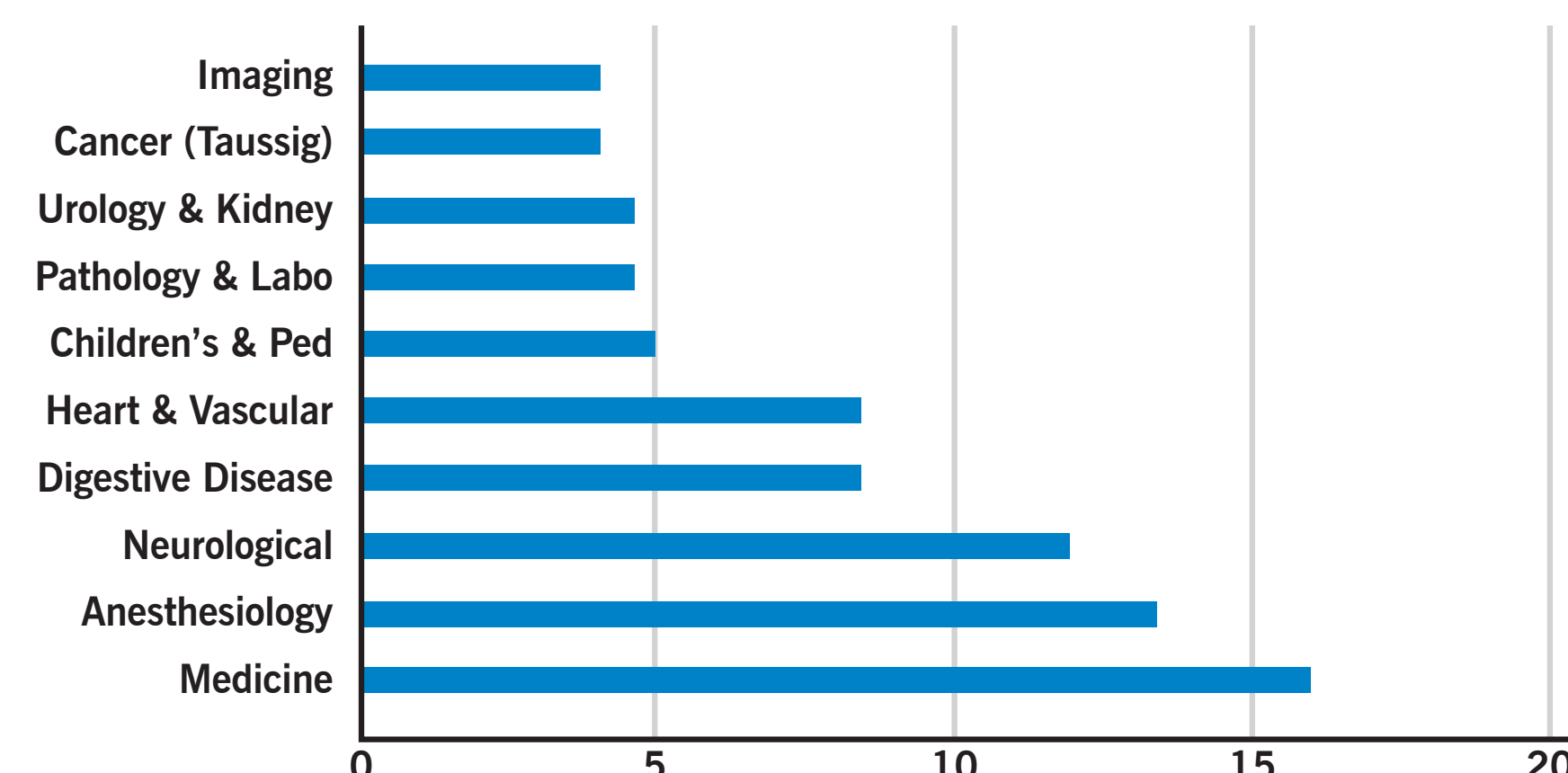


Chart #1

Survey questions and responses

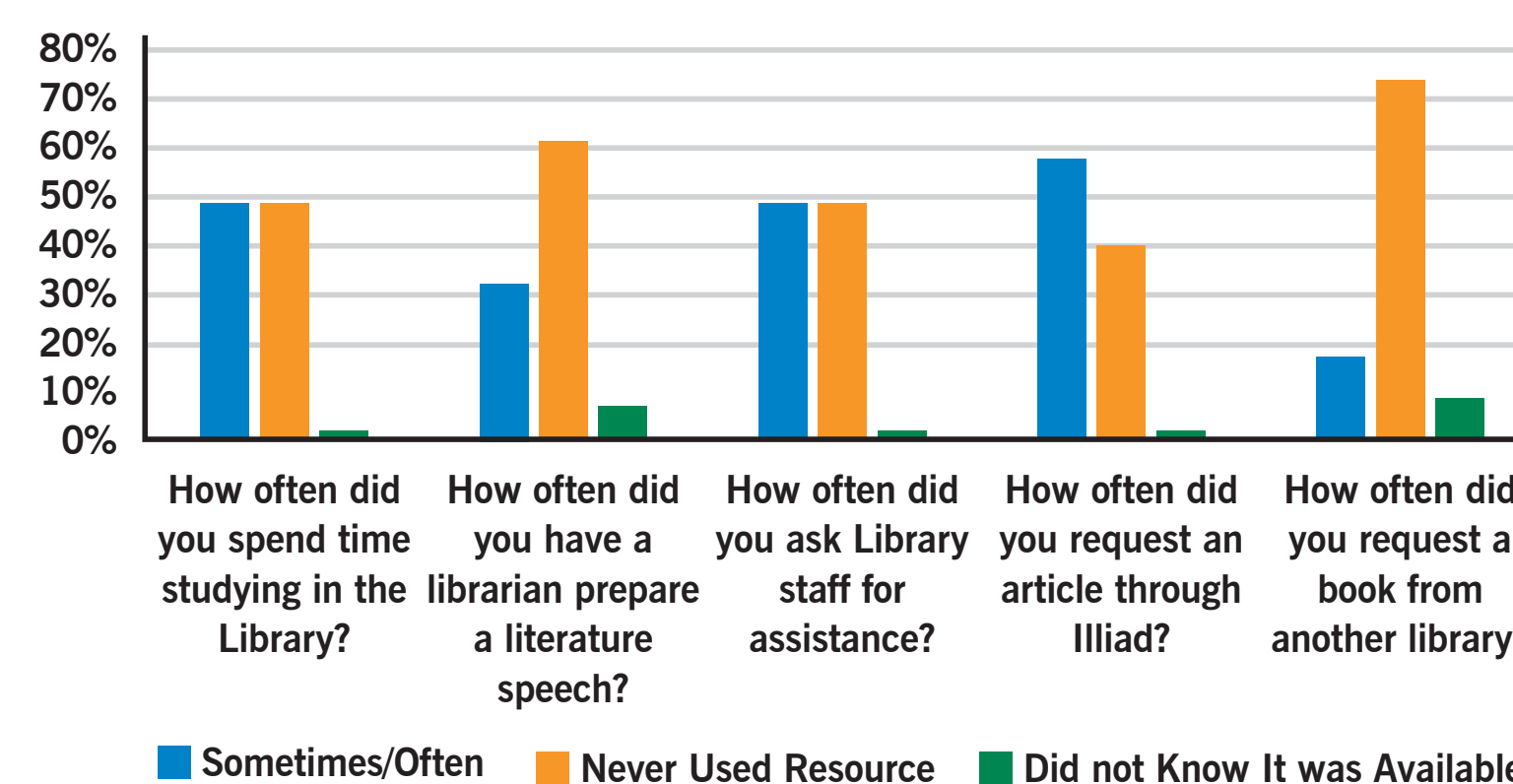


Chart #2

Where & how library resources were accessed

Users could refer to multiple platforms for this question. A total of 1590 responses addressed where and how library resources were accessed.

Where/How did you access library resources	Number of respondents
In the library	320
Elsewhere @ Main Campus & Family Health Ctrs.	371
Rotating @ other CCF Hospitals	136
Via EPIC	202
Via my mobile phone	219
From home	342
Did not use them	0

Library training (823 respondents)

- 65% received library orientation
- 33% received PubMed training,
- 25% received no orientation
- 25% received no training at all
- 16% received bibliographic management training,
- 2% received undisclosed training

Non-accountholder vs Accountholder usage

The 823 respondents were also divided into two groups, those with library accounts (604), and those without (128). There were 91 respondents where library account status was unknown, which were eliminated from the pool resulting in 732 responses.

- 82% had library accounts
- 18% did not have library accounts

Those without library accounts are typically unable to borrow books, request articles, or access library resources remotely. However, there were some responses from those without library accounts indicating they used those services.

Exiting residents' training wish list

- 38% indicated no further training
- 27% wanted bibliometric management training
- 23% wanted PubMed/other database training
- 12% wanted undescribed training

Non-accountholder- What portion used library services Percentage of users

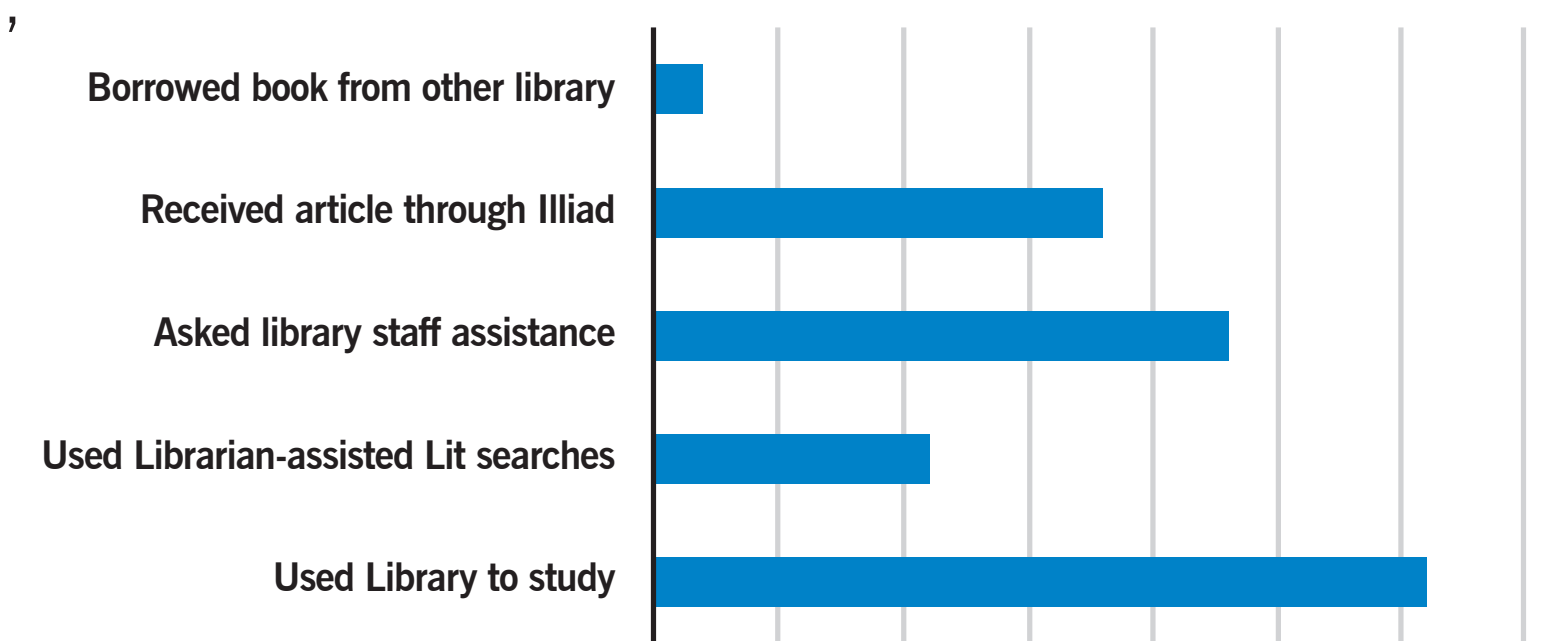


Chart #3

Conclusions

- 98% of residents knew of the library. Outreach and training is reaching majority of residents.
- Interlibrary loan through ILLiad is the most used service.
- Library strengths are:
 - Library e-resources – breadth, depth, ease of access were mentioned
 - Library's physical space – quiet, convenient location, study rooms, computer access, and free printing
- Suggested Improvements
 - Extend borrowing time from 21 days to 30 days to coincide with rotations
 - Expand library hours
 - Expand pediatrics collection

What Are the Differences between Student Assessment Approaches for Determining Library Usage and Barriers among Incoming Public Health Students?

John P. Bourgeois, MPH, MLIS, AHIP
LSUHSC – New Orleans

OBJECTIVES

Questionnaires seem to be the primary way that libraries collect qualitative date. Yet, little research has been conducted in order to determine the most efficient way of collecting this information. This present research seeks to understand how longitudinal results compare for electronic administration and paper administration of the same questionnaire.

METHODS

Fall 2017

At the time, new School of Public Health (SPH) affiliates had to register with the library to check out materials and have off-campus access. After they registered, these affiliates were sent a questionnaire via SurveyMonkey to complete. A month later, anther questionnaire was sent to those who had previously replied. A total of 4 questionnaires were sent to this cohort. Respondents qualified for a \$5 gift card upon completion of each questionnaire.

Fall 2019

At orientation, a paper survey was administered to SPH orientation. At the end of the semester, a paper survey was administered in a mandatory first-semester course.

First Questionnaire Last Questionnaire

What library resources do you think you will use this semester?

Check all that apply.

☐ Quiet space.
☐ Articles/journals/databases.
☐ Electronic books.
☐ Print books/reserves.
☐ Printers/computers.
☐ Unsure what resources are available.
☐ None.
☐ Other. Please specify below:

What difficulties do you anticipate to using the library resources?

Check all that apply.

☐ Finding time.
☐ Not knowing how to use them.
☐ Navigating the library’s website.
☐ I don’t anticipate facing any problems.
☐ I anticipate problems but do not know specifically what.
☐ Other. Please specify below:

IN THE PAST SEMESTER

1. In the past semester, what resources have you used? Select all that apply.

a. The quiet space.
b. Articles/journals/databases.
c. Electronic books.
d. Print books/reserves.
e. Printers/computers.
f. Don’t know.
g. None.
h. Other. Please specify: _____

2. In the past semester, what library resources would you have liked to use but for whatever reason were unable to? Select all that apply.

a. The quiet space.
b. Articles/journals/databases.
c. Electronic books.
d. Print books/reserves.
e. Printers/computers.
f. Not applicable. Could use all desired resources.
g. Other. Please specify: _____

3. What have you found to be the biggest difficulties to using the library resources? Mark all that apply.

Resource	Finding Time	Not Knowing How to Use	Navigating the Library’s Website	Getting Off-Campus Access	Other (Please Specify)	Not Applicable
Quiet Space						
Articles/ Journals/ Databases						
Electronic Books						
Print Books/ Reserves						
Printers/ Computers						
Other Resources						

IN THE NEXT SEMESTER

4. What library resources do you think you will use next semester? Select all that apply.

a. The quiet space.
b. Articles/journals/databases.
c. Electronic books.
d. Print books/reserves.
e. Printers/computers.
f. Don’t know.
g. None.
h. Other. Please specify: _____

5. What do you anticipate being the biggest difficulties to using the library resources next semester? Select all that apply.

a. Finding time.
b. Not knowing how to use it.
c. Navigating the library’s website.
d. I don’t anticipate facing any problems.
e. I anticipate problems but do not know specifically what.
f. Other. Please specify: _____

CONCLUSION

There may have been secular trends that effected the comparability of the two cohorts. The library has made accessing off-campus resources far easier, making registering with the library (mostly) obsolete. This could account in increase usage and fewer barriers. The SPH reported no changes in the curriculum, though there may have been an increased emphasis on research among student workers. Paper yielded overall similar results as electronic administration with a higher response rate. More research is needed into the effects of in-person electronic administration to maintain response rate but to lessen the post-processing burden.

RESULTS

First Administration

Response rate 92% in 2019; 68% in 2017. Comparing the responses from the initial questionnaire administration in 2017 and 2019, the results were the same – SPH students expected to use the same resources and to encounter the same barriers. The only exception was that 2019 cohort expected to use library quiet space less than the 2017 cohort (96% for 2019, 74% for 2017, p=.039).

Last Administration

Response rate 96% in 2019; 80% in 2017. The differences in responses for the last questionnaire administration to both cohorts were more marked. 2019 used database subscriptions more than 2017 (88% for 2019, 45% for 2017, p=.014). 2019 also reported better ability to access the library’s quiet space (p=.050) and database subscriptions (p=.048) compared to 2017. 2019 reported no issues knowing how to use databases compared to 2017, but 2019 did have problems navigating the library’s website to find these resources (p=.049). Also, 2019 had far more difficulties using the printers and computers (p=.030). Finally 2019 planned to use database subscriptions more next semester than 2017 (88% for 2019, 55% for 2017, p=.036). Also 2019 planned to use e-books more next semester than 2017 (82% for 2019, 25% for 2017, p=.001).

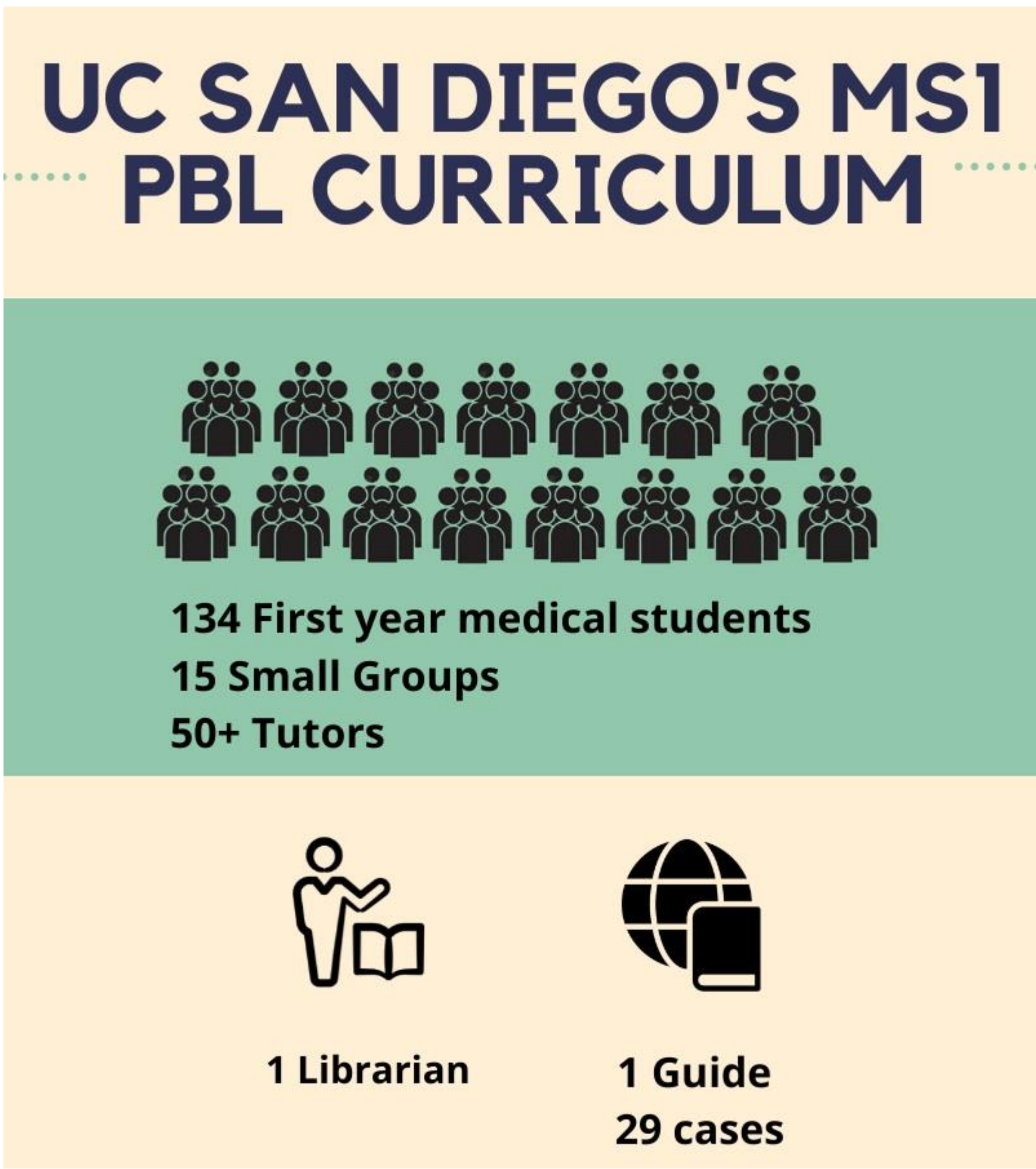
Evaluation of Online Guide via Libguides to Provide Instruction and Support of a School of Medicine’s Two Year Problem based Learning Curriculum

Karen M. Heskett, MSI, University of California San Diego Library

Introduction

Problem based learning (PBL) has been adopted and adapted in some form in most medical schools. The literature provides examples of how librarians have become partners in planning and delivering PBL sessions.¹ However, not all librarians have the space in the curriculum or the capability to provide simultaneous in-person instruction to multiple PBL groups.

An online guide that is student-focused can provide the opportunity for information literacy (IL) tidbits delivered at the point of need.² A key aspect is to find the balance between encouraging exploration without giving them “the answer.” This project’s goal was to evaluate an existing online guide to see if the students found the IL instruction helpful and used the resources suggested.



At UC San Diego School of Medicine, the entire curriculum was revised in 2010 and a 2-year PBL curriculum was created with 51 cases spanning the first two years. An introductory session explaining the process and student expectations is held in the first week of school which includes the expectation that a weekly write up on their learning issues is expected but not graded. Tutors provide feedback and correction if needed.

No time is given for library instruction nor was there any way for a librarian to meet with each of the 15 groups for their first case. Different cases offer multiple opportunities to highlight various resources from books to point of care tools to relevant national or local organization to reviewing different strategies for using highly (and not so highly) used resources. While the curriculum spans the first 2 years of education, this project looked at just the first year.

Results

Out of 134 students, 51 (38%) responded to the survey with 25 reporting use of the guide and 26 guide non-users.

- Most users learned of the guide via personal e-mail from Karen the librarian. Only one mentioned their tutor which is much less than expected.
- Users found the guide helpful or very helpful (87%).
- Curiously, many items that were most helpful also ranked highly on the least helpful list. Two items were perfectly clear:
 - The links to favorite resources were helpful
 - Citation examples were least helpful.
- Non-users were fairly consistent in their reasons why they did not use the guide. Only one said they tried the guide but did not like it.
 - Up to Date is mentioned by 16.
 - Google is mentioned by 8 (and often with Up to Date).
 - Did not try it was mentioned by 5 - they preferred to do it themselves or felt it was not needed.
 - Lecture material was mentioned by 3.

What more would the students want on the guide?



The Springshare data regarding guide views could be very misleading if taken at face value. For the 3 quarters of MS1 PBL curriculum, the guide received 5,931 views and in the first month it received 1,018 views. However, checking the referring URLs showed non-MS1 use. The guide is findable via a Google search so others outside of UCSD are using it, particularly the citing examples pages.

The heat map showed only 283 interactions over the first month when with all coming there directly or via Canvas. Reuse of links in Libguides muddies link counts, so the heat map gave a better picture of resources accessed. In addition to the data in Image 1, the heat map confirmed usage trends by day of the week and overall usage of the guide.

Image 1: Heat Map Data



Survey responses regarding agreement with three statements showed nearly unanimous agreement that they learned about new resources (96%) but users were less certain that they learned or applied new search skills.

Figure 1: I Learned about New Resource(s)

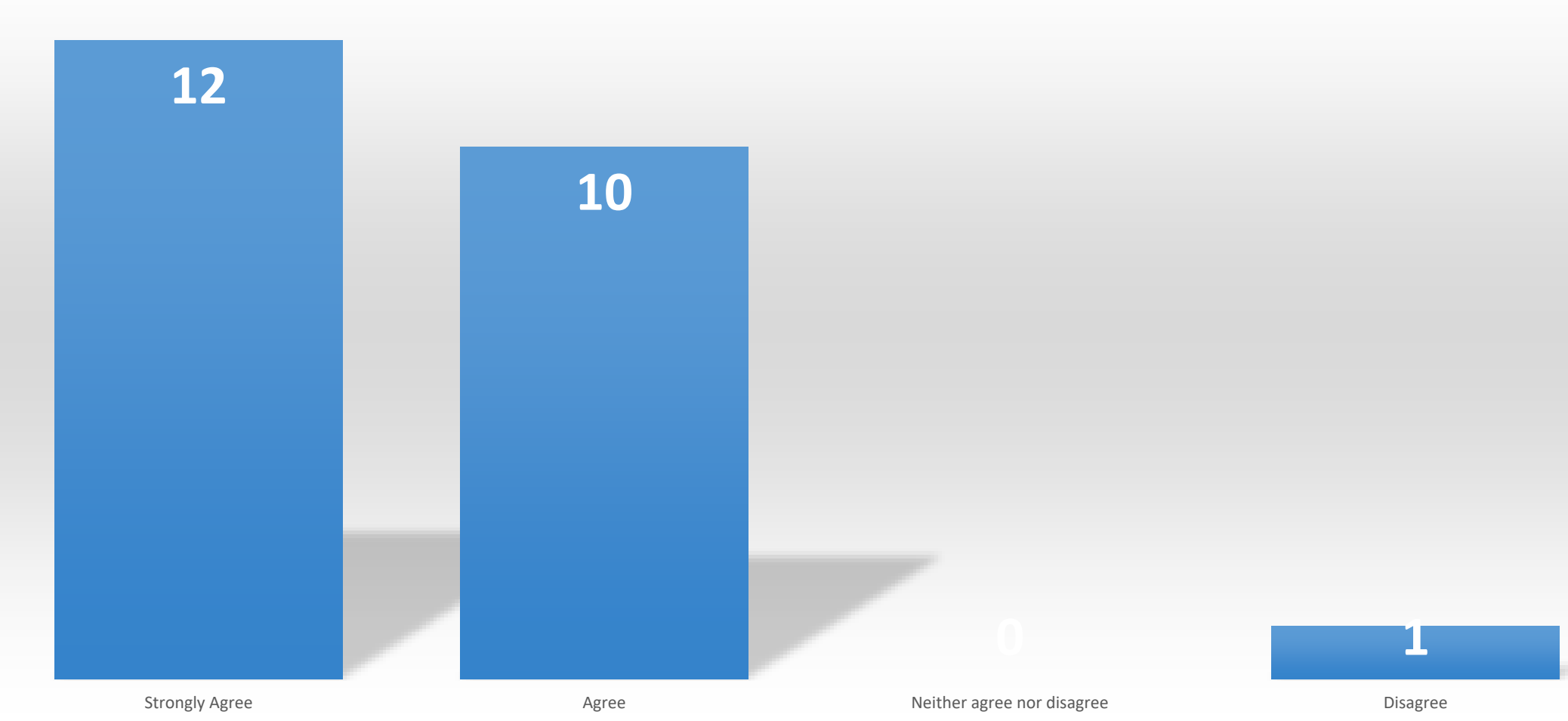


Figure 2: I Learned New Skill(s)

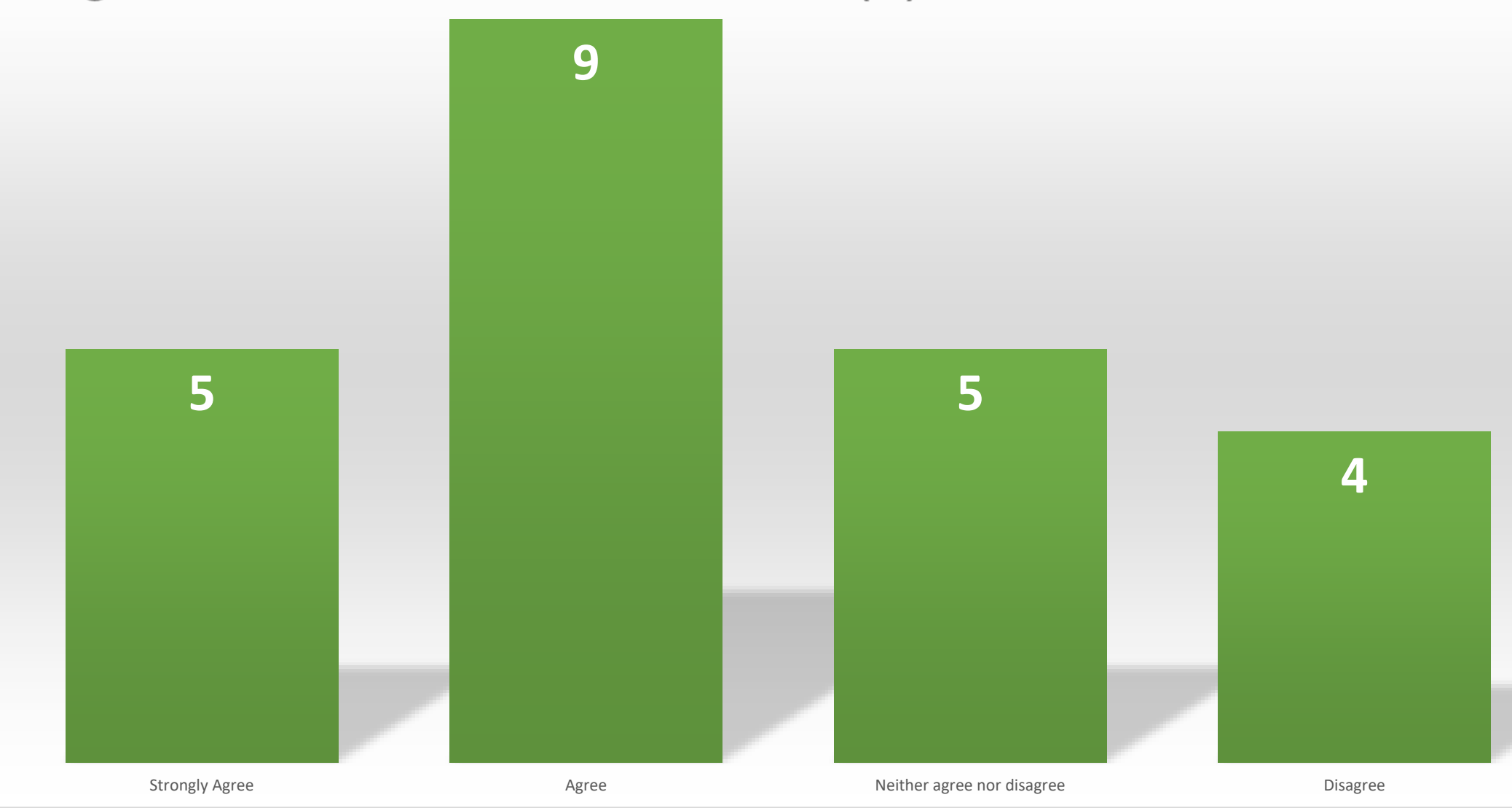
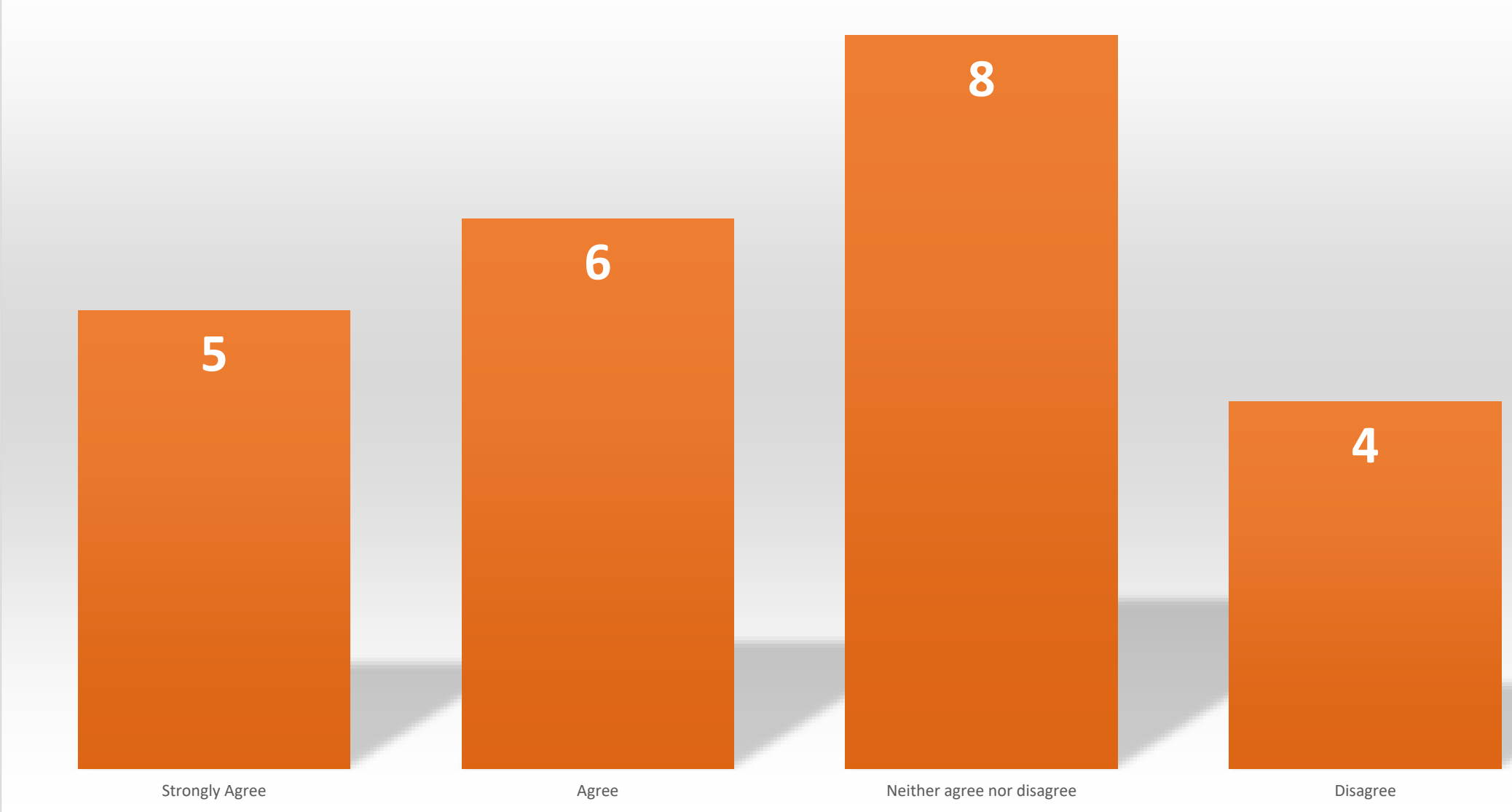


Figure 3: I Applied Search Tips & Tricks



A weekly email message from Karen the librarian gave students examples of the resources and search tips included on the week’s current case page. This may account for such quick actions by the students in clicking on a resource.

Acknowledgements

This project was encouraged by MLA’s Research Training Institute with special thanks to Lori Kloda and Susan Lessick.

Method

The original design of the project was similar to another study² that evaluated the references of the student essays. However, due to a quick shift to a new learning management system and resulting unforeseen complications, the student files were not available for download at the end of the quarter.

Fortunately, the project was also designed to include data from heat maps and the Springshare system to see the students’ interactions with the case pages. This project used CrazyEgg for the heat maps, Springshare’s Libguides statistics, and a survey of the first year medical students. CrazyEgg’s heat map tool provides similar data points to Springshare but provides a better capture of student viewing and clicking activity on the individual case pages.

The MS1 student survey (created in Qualtrics) recruited users of the guide as well as non-users, and used skip logic to offer relevant question depending upon their use or non-use. Users of the guide were asked their agreement (Likert scale) with 3 statements

- I learned new skills in searching for information
- I applied search tips & tricks for my write up
- I learned about a new resource.

Additional questions inquired about the helpfulness of the guide, what worked & what didn’t, and what else they would hope to find there. Non-users were asked why they didn’t use the guide.

Conclusions

While the survey response is less than optimal, it did provide an equal number of guide users and non-users, some insight into the acceptability of using Libguides for small doses of online instruction, and confirmation that many medical students use limited sources of information.

Anecdotal evidence over the past 10 years has shown that the guide was used by about half of the medical students but did not point to reasons why. The survey seems to mirror that impression and provide confirmation of the usefulness of the tool and some actionable changes to expand instruction and improve the 29 case pages.

Those who use it find it helpful (87%), learned about new resources, and found helpful suggestions; however, it is unclear if the teaching tidbits are as effective as they could be (figures 2-3) in moving them further along in effective use of some of the information resources.

Those who do not use it tend to fall back to easy to use resources (Google, lecture material, Up to Date) that may or may not be sufficient for their information needs moving forward into the clinical settings.

Reinforcement by tutors is vital to student use of quality resources and use of citations.⁴ Previous work by this author found a decline in good citing practices as students were not held to any kind of standard for citing references.