

RESEARCH TRAINING INSTITUTE

2022 Virtual Poster Presentations 1

MLA '22 vConnections, April 27, 2022

Host: Susan Lessick, AHIP, FMLA, University of California, Irvine (*RTI Project Director*)

Moderator: Emily Vardell, PHD, AHIP, Emporia State University (*RTI Faculty*)

Presenters

Janene Batten, EdD, Yale University

Rebecca Carlson, AHIP, UNC-Chapel Hill

Mary Catherine Ellis, UNT

Curtis Kennett, UNT

Jess Newman, University of Tennessee Health
Science Center

Carmela Preciado, UNT

Jillian Silverberg, Quinnipiac University

Bailey Sterling, UNT

Mary Margaret Thomas, ESU

Doug Varner, AHIP, Georgetown University

Mary Roby, Laupus Health Sciences Library

Nina McHale, AHIP, University of Colorado
Anschutz Medical Campus

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Today's Agenda

- **RTI Welcome, Sponsors, Program Staff & RTI Fellows**
- **(1:10-2:10 pm) Fellow Poster Presentations**
 - Research Design & Methods**
 - Bailey Sterling
 - Carmela Preciado
 - Mary Roby
 - Curtis Kennett
 - Results**
 - Mary Catherine Ellis
 - Jillian Silverberg
 - Rebecca Carlson
 - Nina McHale
 - Mary Margaret Thomas
 - Janene Batten
 - Doug Varner
 - Jess Newman
- **(2:10-2:30 pm) Questions from audience**
- **Adjourn (2:30 pm)**



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- **IMLS Grant** funds multiple scholarships for librarians (2018-2019, 2021-2022)
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- **University of North Texas** (UNT) Master of Science in Information Science program (2021 - 2022)
- **Emporia State University** (ESU), School of Library and Information Management program. (2021-2022)

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- **MLA Chapters**
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2021

- Donations: \$13,545: MLA Fellows and 4 Chapters
- 26 scholarships; all participants funded
 - 4 (DEI & Small Libraries/IMLS)
 - 4 (AAHSL)
 - 9 (MLA Fellows/Chapters)
 - 9 (IMLS)

2022

- Donations: \$21,025: MLA Fellows, 5 Chapters & NNLM
- 24 scholarships w student resources; 2 participants declined
 - 4 (DEI & Small Libraries/IMLS)
 - 4 (AAHSL)
 - 16 (Fellows/Chapters/NNLM/IMLS)

*Thank you RTI Partners
and Donors!*



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- **Karen Gutzman**, Head of Research Assessment and Communications, Galter Health Sciences Library & Learning Center at Northwestern University (Instructor & Social Media Coordinator, 2021-2022)
- **Shanda Hunt**, Public Health Librarian & Data Curation Specialist, Health Sciences Library, University of Minnesota (Instructor, 2021-2022)
- **Lorie Kloda**, PHD, AHIP, Associate University Librarian, Concordia University, Montreal, QC, Canada (Co-Lead instructor, 2018-2020)
- **Mark MacEachern**, Informationist, Taubman Health Sciences Library, University of Michigan–Ann Arbor (Instructor, 2018-2022)
- **Jodi L. Philbrick**, PHD, AHIP, Senior Lecturer, Department of Information Science, University of North Texas–Denton (Co-Lead instructor, 2018-2022)
- **Emily Vardell**, PHD, AHIP, Assistant Professor, School of Library and Information Management, Emporia State University, Emporia, KS (Instructor, 2018-2020; Co-Lead Instructor, 2021-2022)

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2021

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Thank You 2020 RTI Fellows!



2021 RTI Fellows

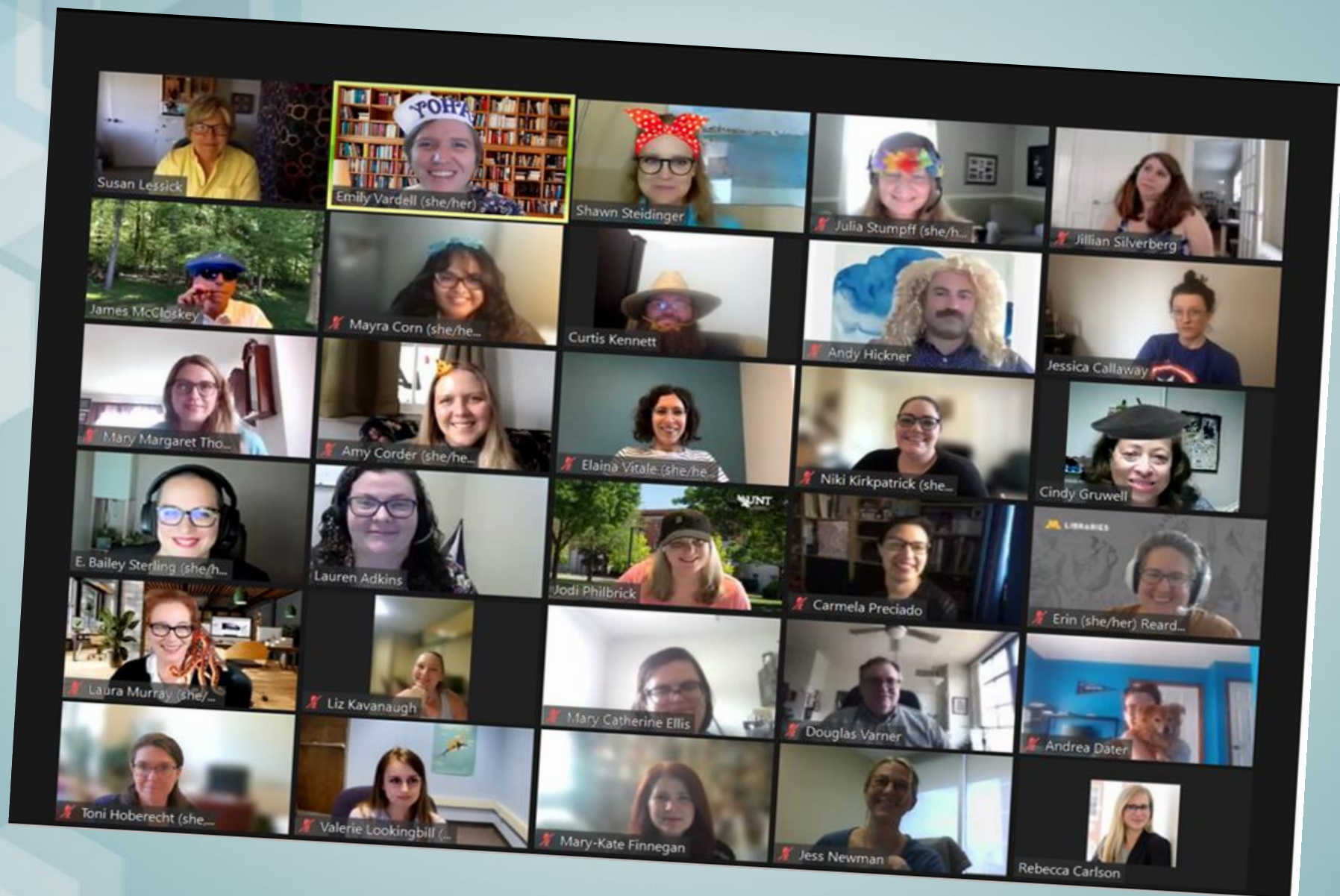
- **Lauren Adkins**, AHIP, University of Florida Health Science Center Libraries, Gainesville, FL
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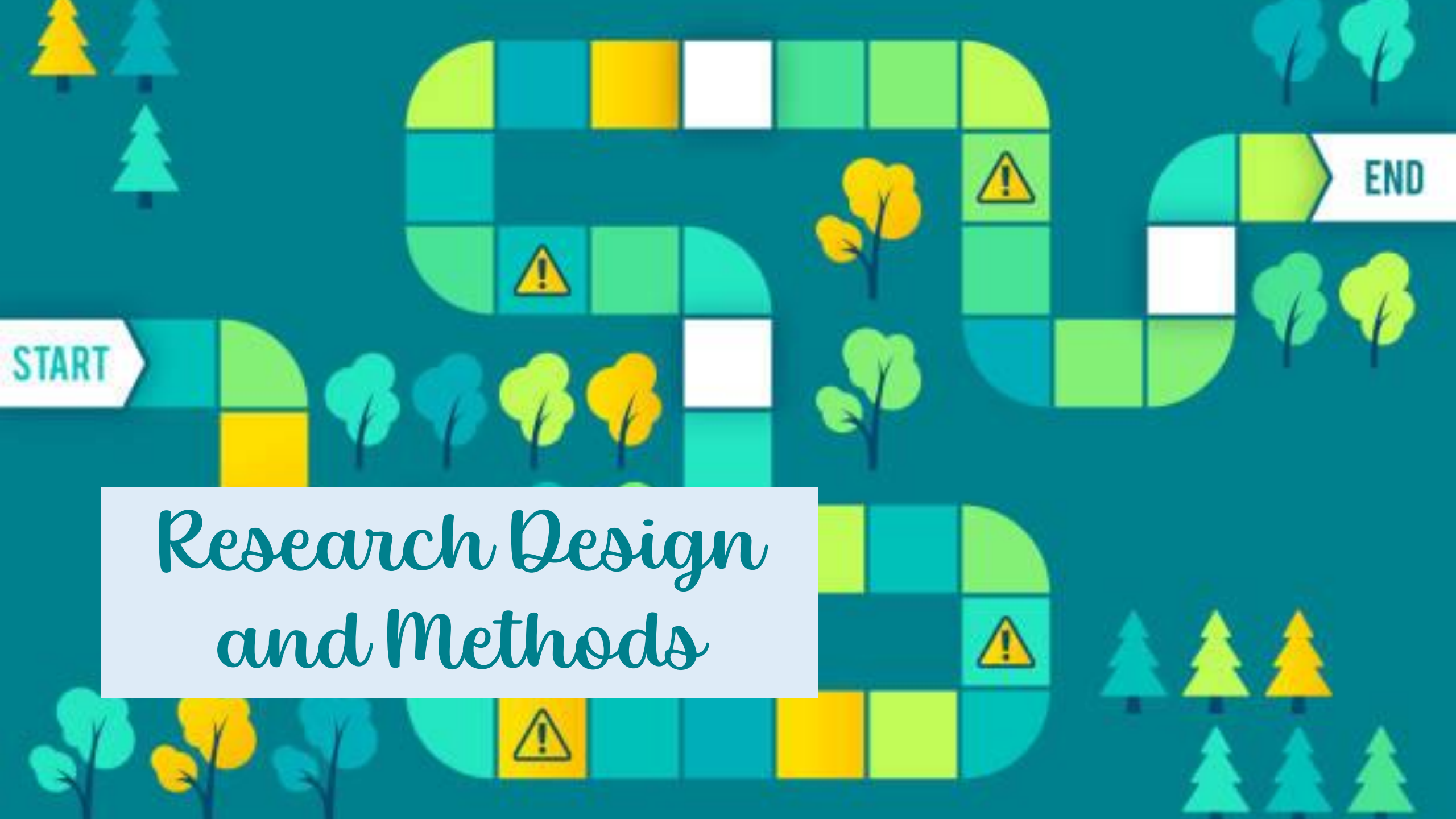
- Andrea Dater, Emporia State University, Emporia, KS
- **Mary Catherine Ellis**, University of North Texas, Denton, TX
- **Curtis Kennett**, University of North Texas, Denton, TX
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- **Bailey Sterling**, Emporia State University, Emporia, KS
- **Mary Margaret Thomas**, Emporia State University, Emporia, KS





Thank You 2021 RTI Fellows!





Research Design and Methods

Plain Language Survey Development: Small Changes, Big Impact

Surveys are an integral part of many research projects. Much time is spent building verified and well-written instruments that capture ideal data, but it can be easy to overlook the most important stakeholder – survey users. How can we use plain language principles to make surveys approachable and understandable by their target audience? As with a paper airplane, even small changes can have a big impact on performance.

Author



E. Bailey Sterling, MSIS
LIS & Technology Coordinator
NNLM Region 3
MLA RTI Student Fellow

Affiliations

- Network of the National Library of Medicine, Region 3
- University of North Texas Health Science Center
- University of North Texas
- Medical Library Association Research Training Institute

Purpose

As a research fellow with the Medical Library Association's Research Training Institute, I underwent a one-year intensive course on research methods. Fellows are called to carry out a research project which falls within their area of interest in the field of librarianship. The purpose of the study is to examine whether a tabletop game developed by FEMA is an effective disaster information literacy tool for children, specifically Girl Scouts aged 8-13 in the U.S. This is a protected target population with specific communication needs; well-designed surveys are essential to good data collection.

Objectives

- A Using skills gleaned from University of Arkansas for Medical Sciences (UAMS) Center for Health Literacy training entitled Applied Plain Language Writing, build surveys that are specifically tailored for target audiences.
- B Submit surveys to UAMS plain language expert for feedback to ensure appropriateness for target audience – Girl Scouts aged 8-13 in the U.S.

Before Feedback	Feedback	After Feedback
Please take this survey before playing Ready 2 Help .	→ "Only use 1 highlighting technique to draw attention to key points. We prefer bolding. [Using more than 1] makes it a bit hard to know where to look."	→ Please take this survey before playing Ready 2 Help .
How many people are in your troop? <ul style="list-style-type: none">• Less than 5• 5-10• 11-15	→ "Avoid dashes and slashes. Some readers may not know how to interpret these and a grade schooler may think this is a math problem."	→ How many people are in your troop? <ul style="list-style-type: none">• Less than 5• 5 to 10• 11 to 15
Do you think learning about disasters and emergencies is important?	→ "...learning' is a nominalization (forming a noun from a verb). People really struggle with nominalizations if they struggle to read or [if] English is their second language."	→ Do you think it is important to learn about disasters and emergencies?

Methodology

- 1 Undergo plain language literacy training: Applied Plain Language Writing.
- 2 Build surveys using principles learned in training while keeping target population in mind.
- 3 Submit surveys for assessment by plain language experts – this is key!
- 4 Modify surveys based on feedback and build final version of survey instruments.



Next Steps

Now that the surveys have been adapted to best suit the target audience, the next step is conducting a pilot test and revise the surveys as needed. The instruments will be used for a project examining tabletop games as disaster information literacy tools.

Acknowledgements

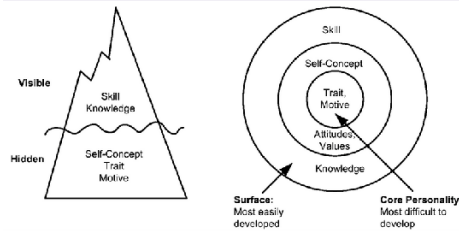
Special thanks to Dr. Ana Cleveland (UNT), Dr. Emily Vardell (Emporia State), Susan Lessick (UC Irvine), Katie Leath (UAMS), and everyone at MLA RTI and UAMS Center for Health Literacy for their time, guidance, and editorial insight on this project. Additional thanks to Brian Leaf for his support.

Quantitative	vs.	Qualitative
50 Online Surveys		15 Interviews
Survey Platform, Incentive Awards	Costs	Hired Transcription
Set Up Online Survey, Seek Participants	Time	Schedule & Interview for 15+ Hours
Statistical	Analysis	Interpret, Coding & Summarize
Deliver Concrete Statistics Based on Demographics	Data	Understand the Experiences and Opinions of Users

Mary Roby

Assistant Dir./User Services
Laupus HSL
East Carolina University
Greenville, NC
robym18@ecu.edu

Theoretical Framework:



Iceberg model of competencies
(Spencer, 1993)

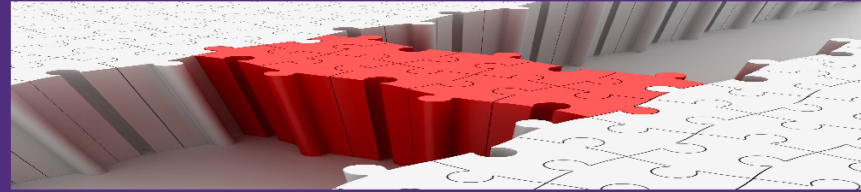
Next steps:

- Consult with research partner
- Finishing touches on survey and interview questions
- Submit IRB
- Send out survey
- Select and contact interviewees
- Conduct interviews
- Collect and code data

Challenges:

- Carving out time each week to complete research
- Overcoming lack of confidence in my own research and writing skills

Early Career Medical Librarians' Perceptions of Research Skills Needed in Order to Be Successful in Their Profession



Research questions and methods:

- 1) What research methods will be used?
✓ *Surveys (librarians) and Interviews (supervisors)*
- 2) What is meant by “early career?”
✓ *Employed in a health sciences library for five years or fewer.*
- 3) What types of librarians will be surveyed: hospital librarians, community college HS librarians, academic HS librarians, etc.?
✓ *Only academic health sciences librarians will be surveyed.*
- 4) Who will be interviewed?
✓ *Five librarians who have supervised early career medical librarians in academic HS library settings.*

Anticipated Outcomes:

- 1) Discover early career medical librarians' perceptions of their research skills vs. what is needed, and how they bridge that skills gap.
- 2) Provide list of resources for librarians and supervisors that meet those needs.

References:

- Ackerman, E., Hunter, J., & Wilkinson, Z. T. (2018). The availability and effectiveness of research supports for early career academic librarians. *The Journal of Academic Librarianship*, 44(5), 553-568. <https://doi.org/10.1016/j.acalib.2018.06.001>
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- Mazure, E. S., & Alpi, K. M. (2015). Librarian readiness for research partnerships. *Journal of the Medical Library Association*, 103(2), 91-95. <https://doi.org/10.3163/1536-5050.103.2.007>
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- Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. New York: Wiley.



A Holistic Understanding of Depression in LIS Professionals is Lacking

Beyond the Books: Depression Awareness in LIS Students

Introduction

- 24% Yearly Prevalence of Mental Illness (Kessler et al., 2005b)
- 50% Lifetime Prevalence (Kessler et al., 2005a)
- COVID-19 Exacerbated Mental Illness Rates (Cullen et al., 2020)
- Public Libraries forefront of social services in community (Philbin et al., 2019)

Purpose of Study:

ASSESS what LIS students know about depression

THROUGH developing a cultural model of causes, symptoms, and information sources

FOR Understanding what LIS Professionals know about depression in **public libraries**

METHODS:

- Survey; Semi-Structured Interview
- Online; Video Conferencing
- Two Phases
- N = >30 individuals per phase evenly distributed across 3 LIS Masters Programs in Texas

Data Collection:

Phase 1: qualitative data, salience analysis

- Develop Relevant Terms

Phase 2: quantitative data, multidimensional scaling and cultural consensus analysis

- Develop Cultural Domains; Assess Cultural Model

References:

- Cullen, W., Gulati, G., & Kelly, B. D. (2020). Mental health in the COVID-19 pandemic. *QJM: Monthly Journal of the Association of Physicians*, 113(5), 311-312. <https://doi-org.libproxy.library.unt.edu/10.1093/qjmed/hcaa110>
- Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005a). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of general psychiatry*, 62(6), 593-602.
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- Philbin, M.M., Parker, C.M., Flaherty, M.G. et al. Public Libraries: A Community-Level Resource to Advance Population Health. *J Community Health* 44, 192–199 (2019). <https://doi-org.libproxy.library.unt.edu/10.1007/s10900-018-0547-4>



Kennett, Curtis.
University of North Texas Public Library Master's
Student
MLA RTI Program, 2021 Cohort



COLLEGE OF INFORMATION
Department of
Information Science

Results



How Do Consumer Health Websites Talk about Autism?

Mary Catherine Ellis

Department of Information Science, University of North Texas, Denton, Texas



Background

Consumers often look for health information online, however, that information can often be of dubious quality [1]. Frequently, the information presented on consumer health websites is inaccurate and not based on evidence. This is especially problematic when these sites discuss conditions with unclear etiologies and no or few effective treatment options. Autism is a prime example of this phenomenon, as it is a condition that has both of these factors. Misinformation and disinformation are common in online spaces regarding Autism etiology and treatment [2]. It is further complicated by disagreements between parents, researchers, and self-advocates. Because of this confluence of factors, is difficult for consumers to assess the quality of online health information about Autism.

Research Questions

1. What type of content (e.g., etiology, symptomology) is included on these sites?
2. What is the quality of online information about Autism? Who creates these resources, and who is the target audience for them?
3. Do these sites discuss the etiology of Autism? If so, do they debunk the concern over vaccines?

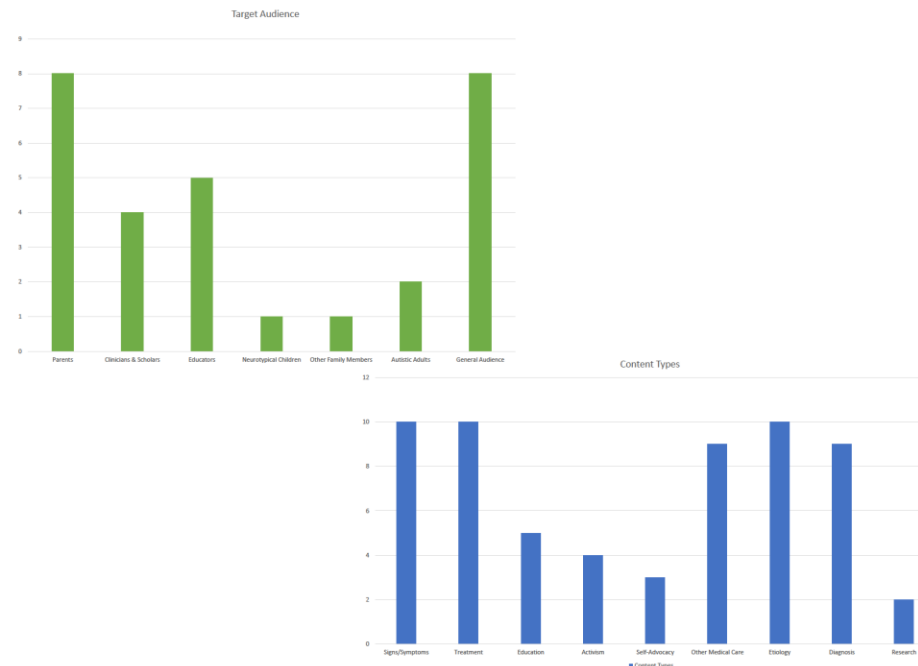
Methodology

Sixty websites were found through searching for "autism" on three major search engines. Websites were included if they contained consumer health information about Autism, were not in a language other than English, were freely available, and were not a private clinician or personal website. After applying inclusion criteria, the list was reduced to 20 sites. The top ten of those were selected for this project. These sites were then analyzed using the codebook criteria. These included information on:

- Type of content
- Audience
- Organization type
- Etiology
- Autism treatments
- Efficacy of treatments

Additional information about particular types of treatment and content were also recorded. Webpages were archived using the Internet Archive and screen captures.

Autism information is primarily targeted at parents, medical professionals, and educators wanting to learn about symptoms, treatment options, the causes of Autism, and related medical conditions.



Preliminary Results

The preliminary results of this study suggest several trends exist. For example, the majority of consumer health information online about Autism is targeted towards parents of Autistic children. This is unsurprising given previous research on this topic, much of which focuses on parents' information needs [3]. Other groups that well served are clinicians, scholars, and education professionals. Similarly, the majority of consumer health information is about signs and symptoms of Autism, potential treatments, and etiology. The latter is expected due to the preponderance of misinformation regarding Autism and vaccines [2].

Future Directions

The next steps for this project will be conducting analyses from the remaining ten websites. I expect to find similar results from the remaining sources. This research has the potential to assist librarians and health care providers in referring patrons and patients to accurate and science-based resources. Another consideration is collection development of libraries. Selecting books that provide evidence-based information is important for health care consumers. By choosing to acquire these books and other resources, libraries can ensure that they are providing adequate and accurate information.

References

1. Jacobs, W, Amuta, AO, Jeon, KC. Health information seeking in the digital age: an analysis of health information seeking behavior among US adults. Cogent Soc Sci. 2017 Mar; 3(1). DOI: <https://doi.org/10.1080/23311886.2017.1302785>
2. Goldstein, ND. Misinformation. Am J of Public Health. 2021 Feb;111(2):E3-E4. DOI: <https://doi.org/10.2105/AJPH.2020.306056>
3. Gibson, AN, Kaplan, S, Vardell, E. A survey of information source preferences of parents of individuals with autism spectrum disorder. J of Autism and Dev Disord. 2017 Apr;2017(47):2189-2204. DOI: <https://doi.org/10.1007/s10803-017-3127-z>

For an accessible version of this poster, use the QR code to go to my website.



Methods

1. Searched Nexis Uni for global news coverage on predatory publishing, predatory conferences, and suitable synonyms.
2. Results were downloaded into 49 separate spreadsheets.
3. Content from the 49 Excel spreadsheets was gathered and consolidated into one master Excel sheet.
4. A first attempt review of the data commenced with duplicates being identified through hand sorting. Concerns about lingering duplicates led to creating a new master spreadsheet.
5. Used conditional formatting, duplicates were identified and removed.
6. Due to slight variations, duplicates persisted. A full review of the remaining results was conducted. More duplicates and mirrored stories (similar stories but published by different sources) were identified and removed.
7. A secondary review of the results was conducted.

Total # of results retrieved from Nexis Uni search: 692

Total # of results collected from the Nexis Uni Excel files, attempt #2: 2403

Total # of duplicated results removed via conditional formatting: 1766

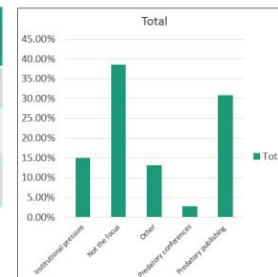
Total # of duplicated and/or mirrored stories removed: 186
Total # of remaining unique results for analysis: 448

Data characteristics

Content descriptors were utilized to organize the data. Five main topic categories were also identified. Data validation was then utilized to finalize and conform both descriptors and categories.

Publication Types	Totals
Newspapers	246
Newswires	116
Web publications	19

(Figure 1)



(Figure 2)

After content from journals were removed, I was left with 381* results to analyze

*20 journals & 47 magazines were included in the data after the deduplication process, although they were both removed.

Predatory Publishing and Conferences in Popular News Media: Preliminary Results From a Content Analysis of Global Newspapers and Newswires From Nexis University

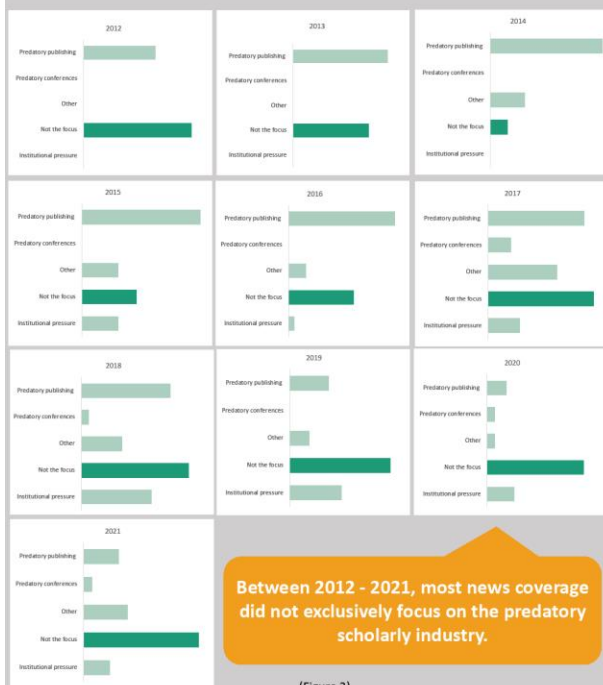
Quinnipiac
UNIVERSITY

Initial Results

Of the 381 stories pulled from newspapers, newswires, and web publications (Fig. 2), 30.71% featured predatory publishing as the main topic. Interestingly, 38.58% of stories fell into the 'Not the focus' category, meaning neither predatory publishing nor predatory conferences were a major focus of the story. The most common type of coverage (Fig. 5) was news stories, although other types were present in the data, including news releases, op-eds, and opinion pieces.

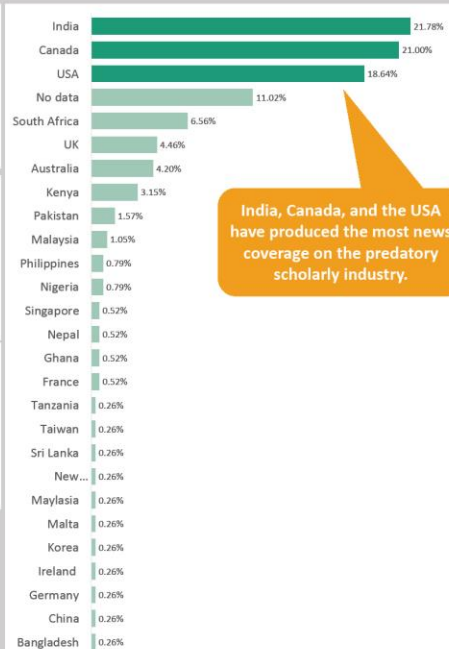
Since 2012, publishing trends (Fig. 3) show a steady increase in news coverage on the predatory scholarly industry. Of the represented years, 2018 had the most published news coverage. Geographically (Fig. 4), the country with the highest output of news coverage was India, followed by Canada and the US. Although the predatory scholarly industry is a global phenomenon, many predatory publications tend to be based in India¹ along with other developing countries. Notably, in 2018 both Canada and India experienced news-worthy events that involved the predatory scholarly industry. In Canada, a professor made headlines for being suspended by his university for publishing an article that implicated unnamed faculty from his institution for using predatory publications to advance their careers. In India, an investigation by the newspaper *The Indian Express* revealed the preponderance of predatory publishing within the country. This led to multiple stories calling for change and a shift away from encouraging compulsory research for degree and career advancement.

1. Xia, J., Harmon, J. L., Connolly, K. G., Donnelly, R. M., Anderson, M. R., & Howard, H. A. (2015). Who publishes in "predatory" journals? *Journal of the Association for Information Science and Technology*, 66(7), 1406-1417.3



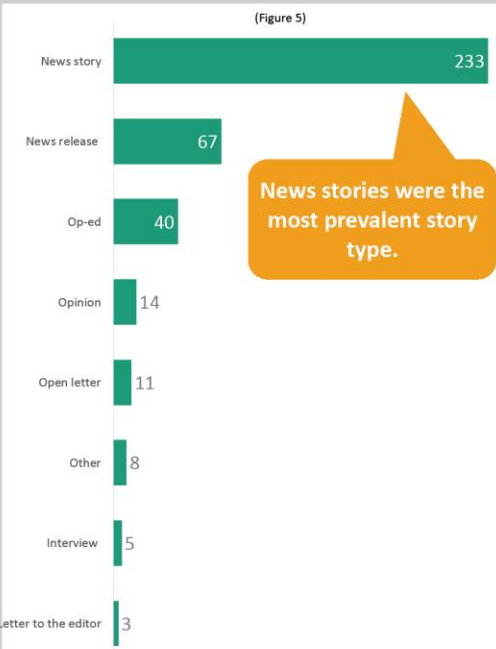
Between 2012 - 2021, most news coverage did not exclusively focus on the predatory scholarly industry.

(Figure 3)



(Figure 4)

India, Canada, and the USA have produced the most news coverage on the predatory scholarly industry.



News stories were the most prevalent story type.

Notable Lessons Learned

So much data

The Excel files from Nexis Uni were difficult to work with. It took longer than originally expected to consolidate the 49 sheets into one master.

Know your data

Due to the nature of the media, there were no abstracts. Individual summaries were created for each entry. This was extremely time-consuming and unexpected.

Know your tools

There were several Excel functions that I was unaware of when I began reviewing the data. Using conditional formatting to identify duplicates and data validation to assist with maintaining data conformity greatly assisted with the data review and analysis.

Where's your content analysis?

It's in progress! The intention is to have this component completed by the end of the summer. Preliminary thematic codes were assigned during the initial data review. Preliminary themes identified are:

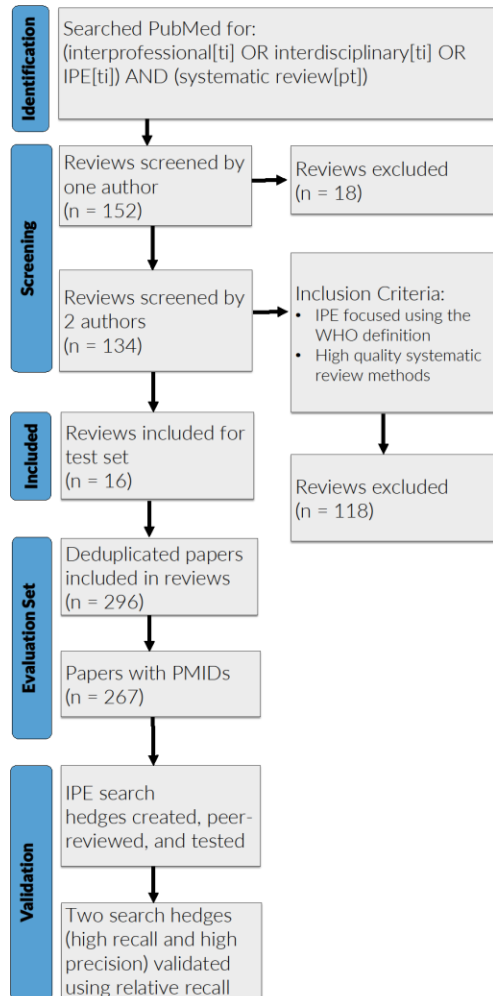
- Institutional pressure for scholarly quantity rather than quality will keep the predatory scholarly industry open
- Misinformation dissemination
- The open access model's reputation has been misrepresented and debased

Developing Validated Search Strategies to Find Interprofessional Education Studies in PubMed

Background

Search hedges for interprofessional education (IPE) studies, one maximizing recall and one balancing recall and precision, were developed and validated to improve future access to and synthesis of IPE research through the provision of these sets of search terms.

Methods



Two PubMed search hedges were created to locate **interprofessional education (IPE)** studies: a narrow search with higher precision and a broader search with higher relative recall (sensitivity).

Rebecca Carlson, MLS, Sophie Nachman, BS,
Lisa Zerden, MSW, PhD, Nandita Mani, PhD, MLIS



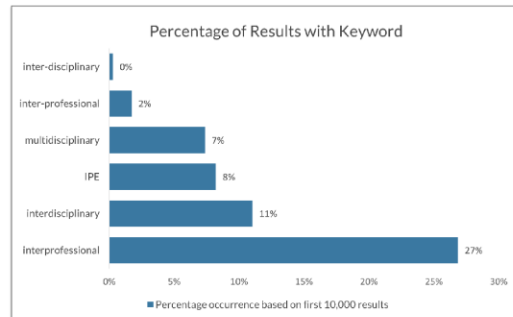
THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

PRESENTER
Rebecca Carlson

Results

IPE search hedges were created using combinations of keywords and MeSH terms, with each term tested for search performance. Search hedges were peer reviewed by a librarian and by a subject expert and then validated followed relative recall methodology. There were two best performing hedges: one with good recall/sensitivity and higher precision, best for efficient literature searching, and one with high recall and lower precision, for comprehensive searching.

Narrow IPE Search Hedge	
Recall: 82.7%	(interprofessional*[ti] OR inter-professional*[ti] OR multi-professional*[ti] OR multi-professional*[ti] OR interdisciplinary[ti] OR inter-disciplinary[ti] OR multidisciplinary[ti] OR multi-disciplinary[ti] OR multioccupational[ti] OR interoccupational[ti] OR inter-occupational[ti]) AND (student*[ti] OR educat*[ti] OR learn*[ti] OR train*[ti] OR teach*[ti] OR curricula*[ti] OR simulat*[ti] OR school*[ti] OR course*[ti])
Results: 6,466	
Broad IPE Search Hedge	
Recall: 94.4%	(IPE[tiab] OR "interprofessional education"[Mesh]) OR ((interprofessional[tiab] OR inter-professional[tiab] OR interdisciplinary[tiab] OR inter-disciplinary[tiab] OR multidisciplinary[tiab] OR "Interprofessional Relations"[Mesh]) AND (student[tiab] OR students[tiab] OR educate[tiab] OR educating[tiab] OR educator[tiab] OR educators[tiab] OR education[tiab] OR instructor[tiab] OR instructors[tiab] OR instruction[tiab] OR teaching[tiab] OR training[tiab] OR trainee[tiab] OR trainees[tiab] OR curriculum[tiab] OR curricula[tiab] OR simulation[tiab] OR simulations[tiab] OR shadowing[tiab] OR "clinical practicum"[tiab] OR "clinical placement"[tiab] OR "experiential learning"[tiab] OR "Education, Professional"[Mesh] OR "Clinical Competence"[Mesh]))
Results: 52,626	



Implications

The narrow search hedge is better suited for quick information retrieval while the broad search hedge is better for a comprehensive literature search. Although the search hedges developed in this project focus on IPE broadly, researchers focusing on specific disciplines can tailor them to their context. Additional testing on these hedges will be completed before formal publication in a journal article.

Background

- Only 23 of the 64 accredited library science degree programs in North America have a health sciences/medical curriculum focus;
- There is a gap in skills and knowledge for those entering health sciences/medical library positions, especially in high-demand areas of evidence-based medicine and advanced searching



Want to get involved?

Have you worked in one of these (or similar) CE events? Scan the QR code to provide your contact information:



Continuing Education (CE) Opportunities for Evidence-Based Medicine and Advanced Searching

A number of very highly-regarded CE opportunities sponsored by academic institutions help address this gap, including:

- Evidence-Based Practice Workshop, Duke University
- Critical Appraisal Institute For Librarians (CAIFL), New York Medical College
- Evidence-Based Practice Institute at the University of Colorado Anschutz Medical Campus (2014-2019)
- Systematic Reviews Workshop, University of Michigan
- Designing Search Strategies for Systematic Reviews, Washington University
- Systematic Review Workshop: Nuts and Bolts for Librarians at the University of Pittsburgh (2009-2019)



Is this model **equitable** for prospective attendees?

- Events are offered only once or twice a year
- Limited enrollment makes registration extremely competitive
 - Pre-registration lists and/or lotteries help manage demand as fairly as possible
 - Events often sell out on the day registration opens
- Costs range from \$100-\$1500, with an average of around \$500 per event
 - These costs do not include transportation/lodging for in-person events
- These barriers are even higher for individuals who do not have full financial and administrative support from their employer (or who are not yet/not currently employed)
- Some training moved online due to COVID, which reduced cost but came with the challenge of Zoom burnout

Is this model **sustainable** for host institutions?

- Events are offered only once or twice a year because they are very time- and resource-intensive for the host institutions
- Multiple individuals either providing instruction or logistical support for the events can put pressure on normal day-to-day operations at the host institution
 - This includes the often invisible work of planning and preparation
- Additional instruction staff (contracted from other institutions) are sometimes needed to provide a full teaching faculty
- Compensation for the event-related work can be complex
 - Monetary: regular salaries; stipends (if allowed)
 - Non-monetary: service credit toward annual plans, promotion/tenure, or AHIP



Mental Health First Aid (MHFA) in Libraries

Mary Margaret Thomas
Emporia State University, SLIM



Background

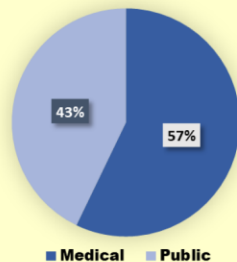
- Mental Health First Aid (MHFA) training is a standardized educational workplace training that teaches and educates lay people about mental health conditions and is taught by certified instructors.
- Medical and public librarians give out health information to their communities.
- COVID highlighted and exacerbated behavioral health conditions.

Research Questions

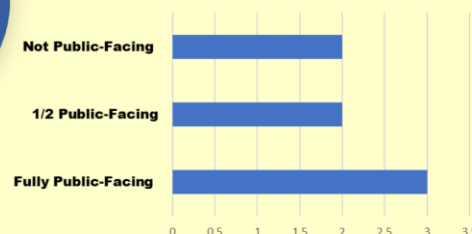
- *Would MHFA training be sufficient for librarians to create their own mental health resources?*
- *How are librarians using their MHFA training?*
- *Are librarians (public or medical) creating mental health resources for their communities?*
- *What are the benefits and remaining gaps of MHFA training?*

Demographics

Type of Library



Type of Librarian



Themes

Skills Training

- Participants learn ALGEE action plan (Assess, Listen, Give, Encourage, and Encourage).
- MHFA training manual terrific resource.
- De-escalation techniques for crisis situations.

Build Better Relationships

- Improved listening skills.
- Advanced understanding of patrons' needs.
- Elevated non-judgmental behavior.

Greater Awareness for Mental Health

- Brought mental health as a topic to the forefront and created relevant discussions.
- Created increased empathy/compassion for people experiencing mental health conditions.

Increased Mental Health Literacy

- Facilitates conversations between supervisors, employees, and colleagues.
- Used for professional and personal mental health conversations.
- Increased professional confidence regarding mental health information.

6 out of 7 librarians saw increased professional confidence after MHFA.

Participant Quotes

"MHFA is like First Aid or CPR but for mental health."

"Everybody (all librarians) should take this training!"

"Mental health is no longer a mysterious thing."

"Made me feel more comfortable addressing mental health issues."



Conclusions

- ✓ **No matter the type of library, MHFA training is beneficial.**
- ✓ **Increases Mental Health Literacy.**
- ✓ **Gives participants an educated language to talk about mental health issues.**

Acknowledgements

RTI Blue Group, RTI Student Group, Shanda Hunt, Emily Vardell, Susan Lessick, Ying Zhong, Kevin Thomas, Boulder Labs Library, and Daniel Draper.

Achieving the Educational Mission:

Are Connecticut school nurses valued?

Janene Batten, EdD, MLS

Purpose

This doctoral research study* sought to understand how working in the educational environment impacts the school nurse's ability to convey the value of their contribution to the K-12 educational mission.

Background

The mission of K-12 education is to graduate students to lead healthy and successful lives.

Research shows strong connections between students' health and their academic achievement (Best et al., 2018; CDC, 2022; Michael et al., 2015).

As the bridge between healthcare and education, the school nurse has a shared stake in the educational mission and student's academic achievement by ensuring students are healthy and ready to learn.

Nevertheless, individuals in the educational environment often do not value that school nurses are integral to the educational mission (Kruger et al., 2009).

Methods

Interviews with 14 Connecticut school nurses identified the knowledge, motivation, and organizational (KMO) influences affecting their ability to convey how their role in the educational environment contributes to furthering the educational mission.

Key Finding

School nurses' willingness, passion, and compassion is the motivation that drives them to be an effective nurse which implicitly conveys their value.

However, they need to deliberately take a leadership advocacy role to explicitly help administrators connect the value of their position to the educational mission.

School administrators do not always recognize the significance of the school nurse's role in coordinating students' well-being as a critical factor in their learning ability.



School Nurses said

"I understand [the principal] has to think about his budget numbers ... but in the other hand, if you've got to pay for me for half an hour, it's not a ton of money. Right? So, quality of care would be there..."

- Nurse Carter

"Prior to COVID-19 we were not a huge part of the decision-making process in the community ... we were kind of an afterthought ... it's not like I am part of a group ... I was like the last to know."

- Nurse Hansen

"Developing a good working relationship with administrators in your building [ensures] they appreciate what you come to the table with because they, like many people, have no idea what school nurses do."

- Nurse Swain

Recommendations

- 1 School administrators must ensure that nurses and nurse supervisors have an advocacy platform to convey their value as indispensable to the educational mission.
- 2 School nurses and nurse supervisors must believe they can advocate for workload conditions that promote greater job satisfaction and decrease burnout, ensuring adequate and safe student health care.
- 3 School nurses and nurse supervisors must develop self-advocacy skills to ensure administrators hear why inclusion of their expertise is indispensable for meeting the educational mission.

Conclusion

By empowering school nurses with advocacy skills coupled with an advocacy platform, they can explicitly connect the value of their role as essential to the educational mission.

When school administrations empower school nurses with an advocacy platform, they recognize the value their professional role plays as essential partners ensuring student health and wellness as a precursor to effective learning.

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* Read the complete doctoral research project which was partial fulfillment of the requirements for the degree of Doctor of Education.

USC Rossier
School of Education

Library Return-on-Investment: Model Correlating Institutional Investment in Libraries with Grant Income



Douglas L. Varner, MS, MLS, AHIP; Assistant Dean for Information Management,
Dahlgren Memorial Library, Georgetown University Medical Center; Washington, DC

Abstract

This proposal describes the application of a model in a health sciences library setting which calculates the institutional return-on-investment in library resources correlated with the generation of extramural grant income. The data point generated from this model is a monetary unit outlining how every dollar an institution invests in the library achieves a dollar amount in grant income. A pilot study of this model was conducted which demonstrated that for every dollar the institution invests in library resources \$1.89 in NIH grant income will be realized. The initial model has been modified to more closely correlate how trends in institutional investment in libraries impact grant income by demonstrating how decreasing library budgets reduce collections, causing more reliance on document delivery services at an increased cost to obtain articles in the grant reference section. The increased costs for document delivery services impact the ROI for grant income.

Introduction

Health sciences librarians have been at the forefront of developing library value in a clinical setting. The Chicago Study¹ and the Rochester Study² have both demonstrated by quantitative means that information provided by hospital libraries is perceived by physicians as having a significant impact on clinical decision-making. Luther³ working at the University of Illinois Urbana-Champaign, expanded on work by Strouse⁴ proposing financial benefits of a library to an organization, to develop a model which demonstrated a return on investment in grant income of \$4.36 for every dollar the institution invested in the library. Woelfl⁵ applied the model in a health sciences library setting at the University of Nebraska Medical Center to show a return-on-investment of \$2.11 in grant income realized for every dollar invested in library resources.

Methods

University of Nebraska Medical Center modification of the University of Illinois Urbana-Champaign return on investment model is shown here:

University of Nebraska Medical Center adaption of UIUC model		
Number of principle investigators	97	NIH Database Research Project Detail
a = percentage of proposals using citations	94%	a = NIH Research Awards/NIH Total Awards (where Research awards/Total awards reflects % of proposals using citations)
A4 = Number of grant proposals	379	Number of grant proposals presumes a success rate of 20%
A5 = Number of grant awards	119	Number of grant awards from NIH Database
b = Factor for citations obtained via library resources	80%	b = average response between UIUC and UNMC for citations obtained via campus library
B = Percentage of proposals incorporating citations obtained through library	37.5%	B = % proposals incorporating citations obtained through library $B = (A5 \cdot b) / (A4 \cdot a)$
A6 = Total NIH Awards (2007)	\$41,150,100	Dollars from NIH database
C = Proportion of grant secured using library materials	\$6,967,797	C = Proportion of grant secured using library materials $C = (A \cdot B \cdot A6)$
A10 = Total library budget	\$3,157,530	Justified by library use*
D = University ROI for library	2.11	$D = C / A10$

The main focal point of the UIUC and UNMC model is a calculation of the dollar amount of total grant funding for a fiscal year that is attributed to library collections.

The above model demonstrated that – \$6.5 million of the total NIH funding of – \$41 million is attributed to library collections.

The \$6.5 million figure was arrived at based on analysis of the reference sections of the grant proposals and determining the percentage of citations in the library collection. 80% of citations were reported to be in the library collection by conducting a survey of faculty. Calculations shown in the above model resulted in the \$6.5 million figure.

ROI is calculated based on dollar amount of NIH funding from library collections divided by library budget to obtain a figure of \$2.11.

GU used the above model for a pilot study using 2013 NIH data and derived an ROI of \$1.89 – for every dollar the institution invests in library resources the institution can expect to generate \$1.89 in grant income.

Approximately 80% of articles in the grant proposals analyzed accessible via the library collection.

The above models are static models existing in a site for a particular budget scenario.

In conducting library budget trending:

We found that as the budget is decreased the ROI figure increases. This represents the law of fractions: as the numerator is decreased – the result is larger.

We felt the model needed to be modified to demonstrate how trends in the total library budget impacted grant income return-on-investment.

The model was modified to incorporate the cost of the individual articles in the grant proposal.

The following assumptions were made:

- The PI writing the NIH grant proposal has read all articles in the grant reference section.
- Articles accessible in the library collection cost less to maintain in the library collection than obtaining articles through sources via document delivery.
- The cost of maintaining access to an article through a library subscription to the content was estimated to be \$10.00.
- The cost of obtaining an individual article from outside sources was estimated to be \$20.00.
- This figure would seem to be close to the validated by a recent study by Simard⁶.

The model was coded into a software package known as LabVIEW.

Baseline data was entered into the model from the GU pilot study.

A 10% decrease in the library budget was then incorporated into the model demonstrating how this budget modification affects the grant income.

Model

ROI model using baseline numbers derived from GU pilot study.
Total citation cost: \$12,640. ROI: \$3,789.



ROI model with a 10% decrease in library budget.
Total citation cost: \$13,480. ROI: \$53,553.



Future work

- Contact PIs of successful NIH funded grants for 2021 requesting grant proposals based on list provided by Research Administration.
- Analyze the reference sections of the NIH funded grants to determine the percentage of proposals that are accessible in the library collection.
- Create new baseline numbers in LabVIEW based on analysis of 2021 funded NIH grant proposals.
- Validate the cost of maintaining access to an article in the library collection through content subscriptions.

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The Impact of Open Access Publishing on Altmetric Indicators



PRESENTER:
Jess Newman

BACKGROUND: It can be particularly difficult to persuade health science researchers of the benefits of OA. However, increasing attention to research impact and benchmarking may provide motivation. OA citation advantage has been discussed for decades – does the same hold true for the [Altmetric Attention Score](#)?

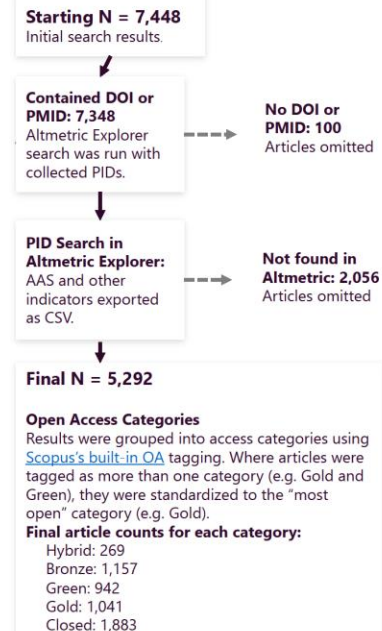
METHODS

Sources:

- Scopus
- Altmetric Explorer

Search:

AF-ID ("University of Tennessee Health Science Center" 60002194) AND PUBYEAR (2016-2020)



The median Altmetric Attention Score for *all* OA models is 50% higher than for closed articles.

* AAS = 3 (OA) vs. 2 (Closed)

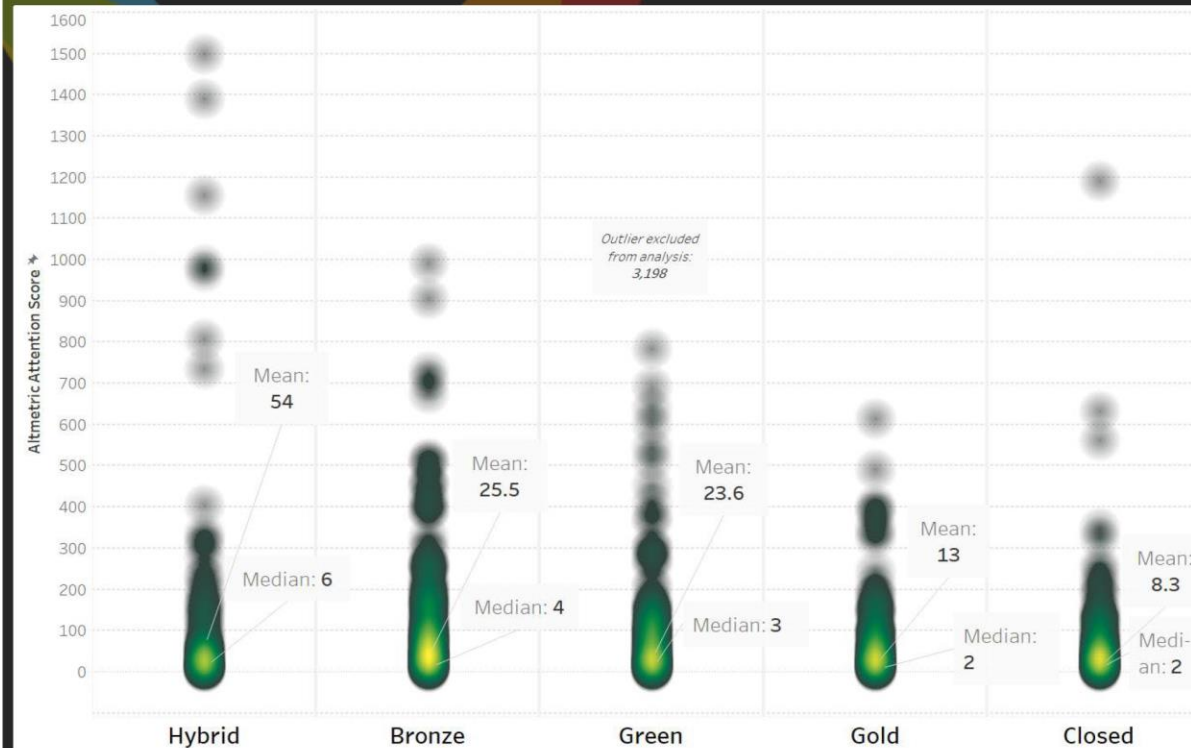


Figure 1. This density map shows the distribution of *distinct* (i.e. 1 instance of each numeric score) Altmetric Attention Scores by publishing model. Brighter yellow indicates a cluster of closely spaced scores. While Closed has several high outlier scores, the majority are clustered between 0-50. The median and mean for articles in each group have been included for further comparison between publishing models. An extreme outlier with a score of 3,198 has been excluded from the Green group.

Closed Publications Are Over Twice as Likely to Receive Zero Altmetric Attention

Publication Model	% Records with AAS of 0 (zero)
Hybrid	5.9%
Bronze	6.5%
Green	8.8%
Gold	6.3%
Closed	16.7%

Table 1. This table displays the percentage of articles receiving an AAS of 0 (zero, aka no attention) for each publishing model.

Hybrid Publications Receive Highest Average Citations, Closed Receive Fewest

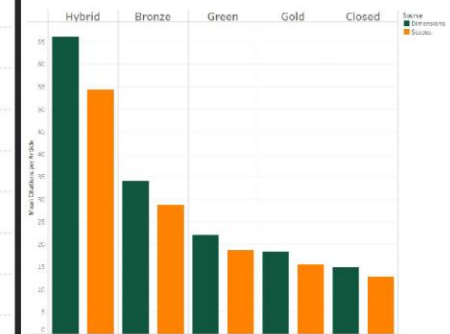


Figure 2. The bar chart shows average number of citations per article for each publishing model from two sources: Dimensions (green) and Scopus (orange).

Jess Newman
Research Data & Scholarly Communications Lead
jnewman@uthsc.edu



Time for Questions

Bailey Sterling	Plain Language Survey Development: Small Changes, Big Impact
Carmela Preciado	Qualitative vs. Quantitative Research: A Case Study of First-Generation Immigrant Interviews
Mary Roby	Early career medical librarians' perceptions of research skills needed in order to be successful in their profession
Curtis Kennett	Beyond the Books: Depression Awareness in LIS Students
Mary Catherine Ellis	How Do Consumer Health Websites Talk about Autism?
Jillian Silverberg	Predatory Publishing & Conferences in popular news media: Preliminary results from a content analysis of global newspapers & newswires from Nexis Uni.
Rebecca Carlson	Developing validated search strategies to find interprofessional education studies in PubMed
Nina McHale	Sustainable and Equitable Professional Development Opportunities for Health Sciences and Medical Librarians
Mary Margaret Thomas	Mental Health First Aid (MHFA) in Libraries
Janene Batten	Achieving the educational mission: Are Connecticut school nurses valued? (A doctoral study)
Doug Varner	Library Return-on-Investment: Model Correlating Institutional Investment in Libraries with Grant Income.
Jess Newman	The Impact of OA on Altmetric Indicators

