RESEARCH TRAINING INSTITUTE

2022 Virtual Poster Presentations 2

MLA '22 vConnections, May 11, 2022

(Education and Information Behavior Focus)

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

Moderator: Jodi Philbrick, PhD, AHIP, University of North Texas-Denton (*RTI Faculty)*

Presenters

Lauren Adkins, AHIP, University of Florida
Gary Atwood, University of Vermont-Burlington
Seema Bhakta, AHIP, Providence St. Vincent Med Ctr
Cindy Gruwell, University of West Florida
Elizabeth Kavanaugh, AHIP, Geisinger Health, Danville, PA
Stefanie Lapka, AHIP, University of Houston
Jim McCloskey, Wilmington University
Shawn Steidinger, AHIP, University of Utah
Julia Stumpff, Indiana University
Elaina Vitale, Dartmouth College
Kristin Whitman, Idaho State University-Pocatello
Xou Le Va Vang, AHIP, Chicago School Prof Psych

RTI website: https://www.mlanet.org/p/cm/ld/fid=1333

Twitter: @RTIatMLA

MEDICAL LIBRARIES ASSOCIATION

Today's Agenda

- **RTI Welcome, Sponsors, Program Staff & Fellows**
- **(11:10 am -12:10 pm Central) Fellow Poster Presentations**
  - Cindy Gruwell
  - Julia Stumpff
  - Kristin Whitman
  - Gary Atwood
  - Jim McCloskey
  - Elizabeth Kavanaugh
  - Elaina Vitale
  - Shawn Steidinger
  - Lauren Adkins
  - Stefanie Lapka
  - Seema Bhakta
  - Xou Le Va Vang
- **(12:10-12:30 pm Central) Questions from audience**
- **Adjourn (12:30 pm Central)**

Support from Partners & Donors

Support From Grant & Academic Partners

- **IMLS Grant** funds multiple scholarships for librarians (2018-2019, 2021-2022)
- **AAHSL** Association of Academic Health Sciences Libraries (2018 – 2022)
- **University of Illinois at Chicago,** Library of the Health Sciences-Chicago (2018-2019)
- **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)

2022 Funding Support

- **MLA Fellows**
- **MLA Chapters**
  - Liberty
  - MLGSCA
  - PNW
  - South Central
  - Southern
  -
- **NNLM**

Scholarships & Student Resources

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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- **Katherine Akers**, PhD, Research Scientist, PRECISIONheor, Precision Medicine Group (Instructor, 2020-2022)
- **Sally Gore**, Manager of Research and Scholarly Communication Services, Lamar Soutter Library, University of Massachusetts Medical School –Worcester (Instructor, 2018-2019)
- **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)

Academic Liaison (2021-2022)

- **Ana Cleveland**, PhD, AHIP, FMLA, Regents Professor, Sarah Law Kennerly Endowed Professor, and Director of the Health Informatics Program, University of North Texas, Denton, TX

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2021

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- **Laura Menard**, 2019 RTI Fellow
- **Robin O'Hanlon**, 2018 RTI Fellow
- **Natasha Williams**, AHIP, 2018 RTI Fellow
- **Ying Zhong**, 2019 RTI Fellow

2022

- **John Bourgeois**, AHIP, 2019 RTI Fellow
- **Amelia Brunskill**, 2018 RTI Fellow
- **Margaret Hoogland**, AHIP, 2018 RTI Fellow
- **Elisabeth Nylander**, 2018 RTI Fellow
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- Roby Woods, AHIP, NNLM, MidContinental Region.
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Thank You 2020 RTI Fellows!

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- **Curtis Kennett**, University of North Texas, Denton, TX
- **Carmela Preciado**, University of North Texas, Denton, TX
- **Bailey Sterling**, Emporia State University, Emporia, KS
- **Mary Margaret Thomas**, Emporia State University, Emporia, KS

Thank You 2021 RTI Fellows!

Research on Education & Information Behavior

Faculty Perception of Research Support & Services

Cindy Gruwell, Asst. Librarian , Coordinator of Scholarly Communication

John C. Pace Library, University of West Florida

MEDICAL LIBRARY ASSOCIATION

Research Training Institute 2021-2022

INTRODUCTION

Librarians have long been known for the support they provide to students, faculty, and staff. Over time their support of faculty has grown with changes in technology and approaches to research (Million & Hudson-Vitale,2020). Depending on the relationship with their librarian liaison, faculty may collaborate at the beginning of their research, that is the inception of an idea to presentations in conferences and publications.

The question of what type of library support and services are available during the research process varies. Libraries Carnegie scores range from Research 1 to comprehensive universities with M status which serves as an indicator of their overarching depth of research. Whether static or in the process of growth, librarians work at supporting all disciplines in varying degrees and results (Gabbay & Shohan, 2019).

An important element of library liaison work is to understand research needs and proactively plan for changes in process and technology. In a sense to build relationships by being ahead of the game (Phelps & Campbell, 2011). This work is important for librarians at the University of West Florida (UWF) and across the country.

AIM

The aim of this research is to interview a variety of faculty in order to develop a clearer picture of faculty's perception of library research support and their awareness of the role of library liaisons. By focusing on the Usha Kundu, MD College of Health and the department of Biological Sciences, this research provided a snapshot of impressions and interactions with the library and it's liaisons. I wanted to learn how they used the library and if they had ever worked with a library liaison.

METHOD

This research took a constructivist grounded theory/qualitative approach to explore faculty perception of research. IRB approval was sought, received, and required signed agreements allowing for recording of interviews, although only the audio component was needed for coding purposes. All College of Health and department of Biology faculty were considered for participation with 10 individuals identified by a random drawing using wheelofnames.com. F2F or Zoom interviews were offered to the selected faculty and conducted by the library liaison at their convenience.

Faculty had the option of either F2F or Zoom interviews. All chose Zoom.

After receiving IRB approval, faculty were contacted in order to determine availability for a 20 - 30 minutes interview. All interviews were conducted in a two-month period with no complications. Shortly afterward the audio was extracted from the video, with a text transcript created by Panapto. This text was used for coding along with notes taken during the session.

In addition to Excel, this freely available, open source program was used for coding of all interviews

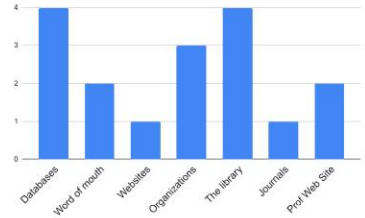
The audio transcripts had an initial reading with possible themes noted. Taguette, a free open source coding tool, was utilized to do a more in-depth study of the individual questions. It was hoped that the initial overarching themes from the first reading would be confirmed. Once the coding was completed, each question was analyzed for the number of mentions (individual comments during the interview), common answers, and relevant themes. The data was then placed in Google Sheets to assist in analyzing data and assessing the breadth and depth of interview answers.

RESULTS

While a few interview questions received yes/no answers, the majority solicited diverse faculty responses. Most faculty had recently completed or had ongoing research, some of which are collaborations with peers from other academic or research institutions. Two faculty noted that their primary academic work takes place in clinical settings. There were eight questions in total with four being the most informative. The most important focused on how faculty stay current in their discipline, data management experience, library liaison activities, and thoughts about information in the future. (Figure 3).

Staying current along with exploring journals for publication received the highest library interaction responses. (Figure 1) Databases, journals, and the library itself accounted for 50% of general library use. In addition, access to journals is critical to determining the best journals for publishing (Figure. 2).

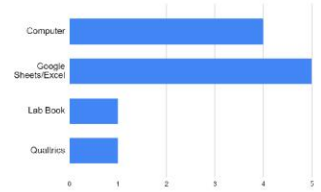
Figure 1 Staying Current



Another area of importance focused on the collection of data and its management. While faculty preserved their data, there is no formal system and some data is at risk of being lost (Figure 2)

Figure 2

Data Management



In addition to the findings above, 70% faculty noted that they had interactions with the library liaison when completing research, projects, and teaching.

CONCLUSIONS

This qualitative research project provided a snapshot of faculty perception of research support in the library. The responses to the interview questions contributed excellent insight into their viewpoints which in turn can assist in developing library support and services. While face-to-face interviews were preferred, all chose to use Zoom which served the purpose well.

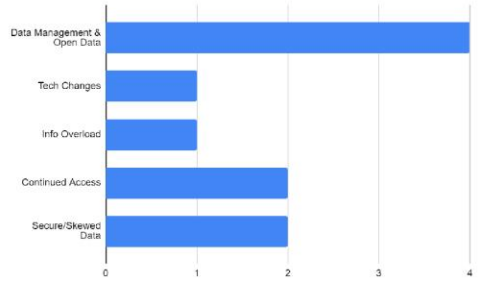
The findings clearly indicated that faculty use regularly use library resources with most having engaged with the library liaison for both research and teaching support. The responses to questions were varied and provided substantial feedback. The most surprising finding was the lack of a consistent data capture process. With one exception, all data is held locally on desktops or in Google Drive and are only shared in articles and presentations.

Participants from the College of Health and Department of Biology were the focus of this study and as such are not representative of the entire university. However, based on the results further interviews of faculty from all disciplines is encouraged in order to capture diverse perspectives of library support and to development future services and programming.

Finally faculty were asked about the future prospects for information. There were concerns that ranged from info overload to insecure data. (Figure 3). Most notably there seems to be a info/data fatigue that will persist well into the future.

Figure 3

The future of information



The scholarly activity of GME trainees: Early stages of a research project analyzing publication patterns

SCHOOL OF MEDICINE
RUTH LILLY MEDICAL LIBRARY

Julia Stumpff, MSLIS, Ruth Lilly Medical Library
Indiana University School of Medicine, Indianapolis Indiana

Background

Summer 2021

Early stages because:

- Wanted research to be useful
- Hoped to complete a value study examining library workshops
- Determined project not feasible

New Project

Fall 2021

Pivoted to new project

- Identified potential research projects
- Asked supervisor for input
- Discussed ideas with mentor
- Ascertained a partner for project

New project: GME Trainees' publication patterns

Information Gathering

Fall -Winter 2021-2022

Literature Reviews:

- Unfamiliar with this literature and not sure what kind of study to conduct
- Performed three additional literature reviews using different keywords

Stakeholder Input: Interviewed three potential stakeholders

2021

2022

Research Plan & IRB

Spring 2022

- Ruled out qualitative component.
- Determined data to collect
- Will soon apply for IRB – anticipating exempt status

Data Collection & Analysis

Summer – Fall 2022

[Data Collection]

- Number of publications
- Year of publication
- Publication type
- Publication journal title
- Year trainee started
- Year trainee graduated
- Authorship position
- Articles cited within publication

Created with Datawrapper

Disseminate 2023

QR code for poster

Information Literacy Self-Efficacy After Earning Library Badges

Kristin Whitman[1,3], Ben Bolin[1], Spencer Jardine[1], Sacha Johnson, PhD[2]

[1]Idaho State University Libraries, Meridian ID and Pocatello ID [2]Idaho State University Instructional Technology Resources Center, Pocatello ID
[3]Oregon Tech Portland-Metro Library, Wilsonville OR

INTRODUCTION

Although self-efficacy is often measured as a subjective indicator of the success of information literacy instruction (Mahmood, 2017), there is limited information about whether awarding badges for completed IL self-guided tutorials would increase learners' IL self-efficacy, although a theoretical rationale for badges and self-efficacy has been proposed (Hodges & Harris, 2017).

To correspond with the ISU library's planned introduction of an information literacy badging program in the Moodle learning management system, a literature review was undertaken on the topic of badging and information literacy (IL) self-efficacy.

METHOD: SURVEY DESIGN

- Performed a literature search for a validated Information Literacy Self Efficacy Measure
- Identified 22 possible survey instruments, most of which were previously identified by Mahmood (2017). Reviewed instruments for alignment with ISU module learning objectives
- Determined existing validated instruments were not adequate
- Designed new survey; attempted to determine validity and reliability

Content validity	*Expert review*
Face validity	*Cognitive interviews*
Reliability	*Cronbach's alpha*

- Content validity:
  - Expert review – instructional designer reviewed instrument with alignment to learning objectives
- Face validity:
  - Cognitive interviews were conducted with three students to talk-through their understanding of the survey questions
    - Based on results, several questions were deleted or revised
- Reliability:
  - Survey was piloted to 15 students in an IL class.
    - Cronbach's alpha calculated in Microsoft Excel
      - Questions with low internal consistency were removed from survey

METHOD: EXPERIMENTAL DESIGN

The experiment was conducted within three sections of ISU's LLIB-1115 Introduction to Information Literacy. All students within each course were required to complete five ResearchPath Information Literacy modules as part of normal educational practices. Each module consists of a self-paced interactive HTML5 tutorial, and a 10-question quiz.

Consenting students were randomized into two groups within each section of the course. The control group took ResearchPath modules without being awarded badges. The treatment group, upon passing ResearchPath quizzes, were awarded badges automatically in Moodle.

Image: the ResearchPath Badges on a Moodle User Profile

The control group was unaware that the treatment group earned badges. Students in the treatment group were provided brief text explanation and a video about the purpose of Moodle badges. They were notified via in-app notification as well as via email when they had earned a badge.

Control *group -> pass quiz: no badges*
Treatment *group-> pass quiz: receive badges*

Both groups then completed the Information Literacy Self Efficacy survey, which consisted of 14 Likert-scale style survey questions measuring the self-efficacy students felt about information literacy skills taught in the tutorials.

DATA ANALYSIS AND RESULTS

Out of the three combined course sections consisting of around 60 students total, 21 students in the Control group and 21 students in the Treatment group earned passing grades on all five ResearchPath quizzes and completed the Information Literacy Self Efficacy survey.

Microsoft Excel's statistical package was used to run a two sample T-test assuming unequal variances comparing the results of each question between the control group and treatment group. After a Bonferroni correction was applied, the alpha for statistical significance was 0.0036.

A statistically significant difference was found for only 1 of the 14 questions, where the ***control*** *group was found to have a* ***higher*** *self-efficacy rating than the treatment group.*

The question was "Q1. I feel confident that I can select appropriate sources for college-level research." The p value was 0.0019 in favor of the control group.

DISCUSSION AND CONCLUSION

The investigators struggled to locate clear and easy to follow information about how to validate a survey instrument. They also struggled to secure a sample size large enough to produce statistically meaningful results and they did not do any calculations related to statistical power. While the result favoring higher self-efficacy in the control group is intriguing, this research question needs further study.

REFERENCES

Hodges, C. B., & Harris, R. S. (2017). Self-efficacy: A rationale for badging in learning contexts. *Journal on School Educational Technology*, *13*(1), 1–11. https://eric.ed.gov/?id=EJ1268903

Mahmood, K. (2017). Reliability and validity of self-efficacy scales assessing students' information literacy skills: A systematic review. *The Electronic Library*, *35*(5), 1035–1051. https://doi.org/10.1108/EL-03-2016-0056

Acknowledgements

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Scaffolding Information Literacy Skills Across the Undergraduate Nursing Curriculum: A Survey of First Year Students' Information Literacy Skills

Gary S. Atwood, M.A., M.S.L.I.S.

OVERVIEW

Background

- Undergraduate (UG) students are trained in evidence-based practice (EBP) as a part of their Bachelor of Science in Nursing (BSN) program (AACN, 2021, p. 18)
- Information literacy (IL) skills are an essential component of EBP (Shorten, 2001, p. 87)
- Research suggests new nurses do not retain many core IL skills (White, 2018, p. 165)
- Deficit-based instruction may be one cause: ignores existing experience, sets negative tone, promotes one-size-fits-all mentality
- Project Goal: provide nursing faculty with a recommended sequence of IL skills that will increase comprehension and retention

Theoretical Framework

Strengths-Based Learning (SBL) (Pashkova-Balkenhol, Lenker, Cox, & Kocevar-Weidinger, 2019) recommends:

1. Assessing each student to identify existing skills/knowledge
2. Reinforcing existing skills/knowledge to gain expertise
3. Introducing new skills/knowledge by building on established skills/knowledge
4. Adjusting instruction to match each student's level of mastery – students will learn and progress at different paces
5. Conducting ongoing formative assessment to gauge understanding and application

Because initial assessment of each individual student can be cost prohibitive and time consuming, only a subset of first year nursing students will be included in this study

Research Question

What sequence of IL skills across the four-year BSN program will be most effective in terms of boosting comprehension and retention among UG nursing students?

RESEARCH METHODOLOGY

Content Analysis:

"A method of analysing the contents of documents that uses quantitative measures of the frequency of appearance of particular elements in the text. The number of times a particular item is used, and the number of contexts in which it appears, are used as measures of the significance of particular ideas or meanings in the document." (Scott, 2006, p. 2)

RESEARCH PROTOCOL

IL Skills Inventory

- Based on ACRL's *Information Literacy Competency Standards for Nursing (2013)*
- Original set of standards edited to remove skills that pertain only to practicing nurses, were redundant, or incompatible with interview format
- Original set: 5 standards | 23 performance indicators | 138 IL skills
- Final set: 5 standards | 18 performance indicators | 49 IL skills
- Operational definitions written for each skill for consistency

Interview Design

- PI will interview each student individually
- Students read protocol and sign release to participate
- Location: Dana Medical Library conference room
- Duration: ~45-60 minutes with 5-minute break
- Students can withdraw at any time
- All interviews recorded with iPhone running Otter.ai voice recording app + digital voice recorder for backup
- Interview divided into 3 sections:
  - Section 1 – defines "research"
  - Section 2 – encourages students to reflect on past research projects for context when answering questions
  - Section 3 – Probes for knowledge of specific IL skills
- Handouts illustrating certain IL skills (e.g. Boolean) are provided
- Goal is for students to self-identify that they are aware of, and practice, a specific IL skill – not to measure proficiency

Recruitment

- First year, undergraduate, nursing students
- Target number of interviewees: 10-20
- Methods: 2 direct emails spaced 3 weeks apart, recruitment notice published in college newsletter
- Compensation: all participants entered into drawing for $75.00 gift certificate – winner chosen at random

Data Analysis

- Audio files auto-transcribed by Otter.ai app - transcripts then manually checked against original audio to ensure accuracy
- Audio files and transcripts stored in password protected folder on UVM's secure network - student names are not associated to ensure confidentiality
- Transcripts scored using rubric containing all 49 IL skills:
  - Yes/Not prompted – student self-identified the skill when asked the general question
  - Yes/Prompted – student identified the skill after being asked follow up question(s)
  - No – student did not indicate familiarity with specific skill
- PI will score all interviews
  - First set of 3-5 interviews will be scored by another librarian, results compared, and any identified problems with the rubric will be corrected to increase internal validity
- PI will review scores, identify themes, and create suggested sequence of IL skills

DISCUSSION

Results

Study Results:

- None to date - unable to recruit any students in first attempt

Personal Reflections:

- Better understanding of difference between research **topics** and research **questions**
- Higher awareness of the connection between study goals and methods
- Greater appreciation of how difficult it is to recruit subjects

Next Steps

- Second attempt in Fall 2022 semester
- Expand recruitment strategy - direct appeal in relevant class(es)
- Explore feasibility of adjusting protocol to focus on sophomore students - easier group to access
- Update relevant sections of research protocol with IRB

REFERENCES

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

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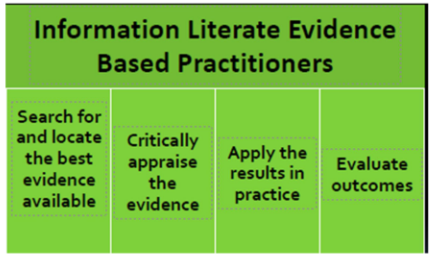
Perceptions of an evidence-based practice (EBP) course on DNP & MSN students' attitudes, professional network support, self-efficacy, and implementation of EBP in the workplace

Jim McCloskey, Ed.D.

WILMINGTON UNIVERSITY

INTRODUCTION

This study was designed to measure the perceptions of DNP & MSN students about their intention to use evidence based practice in the workplace.



RESEARCH QUESTION

What are the perceptions of DNP & MSN students enrolled in research courses and those working on their DNP dissertation project about their attitudes toward EBP, perceived support from their professional network, self-efficacy, and implementation of EBP?

LITERATURE

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Watters, R., Moore, E. R., & Wallston, K. (2016). Development and validation of an evidence-based practice instrument for nursing students based on the theory of planned behavior. *Journal of Nursing Measurement*, *24*(1), 1E-17E.

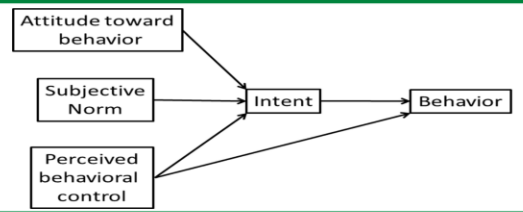
HYPOTHESIS

Student perception about their attitudes toward EBP, professional network support, and self-efficacy impacts their intention to implement EBP in their clinical setting.

DEMOGRAPHIC DATA

N=28 AVERAGE AGE – 43
AVERAGE YEARS NURSING WORK EXPERIENCE – 17
54% WORK IN HOSPITALS

THEORETICAL FOUNDATION



METHODS

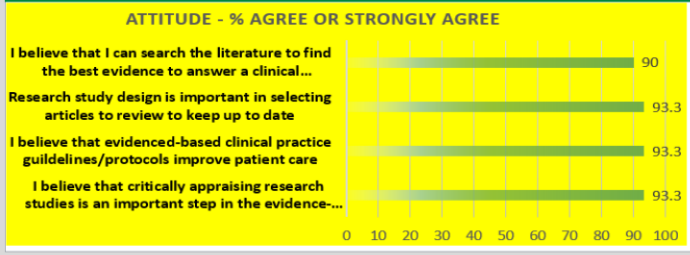
A convenience sample of 67 MSN and 40 DNP students enrolled in Wilmington U. EBP courses was invited to participate in December 2021.
Survey Instrument (Watters, Moore, & Wallston, 2016)
Four subscales—

- Attitudes toward EBP (six items),
- Support from the student's professional network (five items),
- Self-efficacy regarding utilizing EBP in the clinical setting (nine items),
- Behavioral performance (eight items)
- The instrument also contained questions about demographic information.

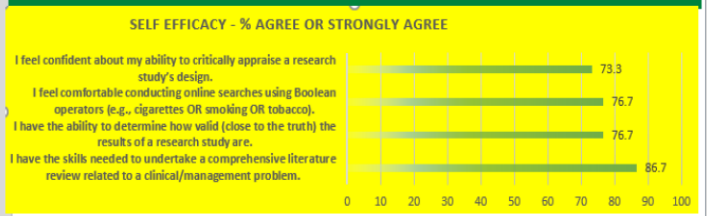
DATA ANALYSIS

FACTOR	CRONBACH'S ALPHA	MEAN	N OF ITEMS
SELF EFFICACY	0.895	3.23	9
BEHAVIORAL IMPLEMENTATION	0.883	2.87	8
ATTITUDE	0.691	3.72	8
NETWORK SUPPORT	0.415	2.73	6

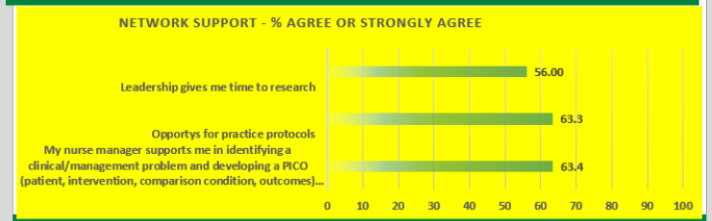
RESULTS - ATTITUDE



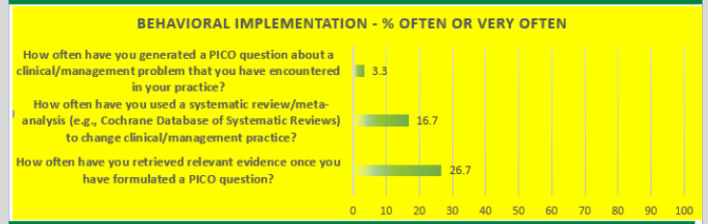
RESULTS - SELF EFFICACY



RESULTS - NETWORK SUPPORT



RESULTS – BEHAVIORAL IMPLEMENTATION



DISCUSSION

Survey data show

- strong positive attitudes about the importance of EBP
- high levels of confidence in their ability to search and critically appraise the literature.
- nearly half of respondents have difficulty understanding statistical analyses
- uncertainty about organizational support for performing research or developing a PICO question
- Low level of actual EBP activity

Data suggest that students may need additional content in their curriculum regarding organizational barriers and translation strategies to help them utilize the skills and knowledge gained in EBP courses to become EBP leaders and mentors in their clinical practice settings.

Information Literacy, Occupational Adaptation, and Evidence-Based Practice Research: Opportunities to Partner in Librarianship and Occupational Therapy

Elizabeth B. Kavanaugh, MSLIS, MSHCI, AHIP; Dr. Jennifer Rugletic Washko, OTD, OTR/L

ABSTRACT

The goal of this survey study was to answer the research question: *If a Health Sciences Librarian and an Occupational Therapist (OT) deliver instruction on evidence-based practice (EBP) and information literacy (IL), which topics would have the most meaningful impact on OTs' professional practice and reasoning?* While participants from the target population of OTs (n=12) scored positively on the Relative Mastery Scale (RMS) as already feeling effective/efficient/satisfied with EBP in their daily tasks and duties, the results of the Evidence-Based Practice Confidence (EPIC) Scale and Information Literacy Self-Efficacy Scale (ILSES) indicate areas where additional instruction would be most beneficial to study participants.

INTRODUCTION

- This research lays the groundwork for partnered instruction by an OT/librarian dyad to improve occupational adaptation (OA) to EBP research, where the theory of OA provides a framework for overcoming occupational challenges.
  - Occupations are the meaningful and purposeful tasks that we do in our daily life, i.e., the occupation of becoming more proficient EBP practitioners.
  - Integrating EBP into daily professional practice and reasoning may be an occupational challenge for some OTs.
  - In order to determine this, OA uses an assessment called Relative Mastery.

METHODOLOGY

- Inclusion Criteria: Adults who self-identified as practicing or retired occupational therapists, or those considering a post-professional degree in Occupational Therapy, aged 18-89.
- Recruitment: SurveyMonkey distribution on occupational therapy-related listservs, social media, and word-of-mouth.
- Incentive: A landing page containing curated, open access content on EBP.
- Enrollment: Fourteen participants; two incomplete data sets were removed.

"I AM CONFIDENT AND COMPETENT IN MY CURRENT ABILITY TO…"

Topics of Agreement

- ❖ Formulate a question to guide a literature search based on a gap in my knowledge.*
- ❖ Ask my patient or client about his/her needs, values and treatment preferences.*
- ❖ Decide on an appropriate course of action based on integrating the research evidence, clinical judgement and patient or client preferences.*
- ❖ Continually evaluate the effect of my course of action on my patient's or client's outcomes.*
- ❖ Use electronic information sources.†
- ❖ Use internet search tools (such as search engines, directories, etc.).†

Topics of Disagreement/ Neutrality

- ❖ Interpret study results obtained using statistical tests such as t-tests or chi-square tests.*
- ❖ Interpret study results obtained using statistical procedures such as linear or logistic regression.*
- ❖ Create bibliographic records for different kinds of materials (i.e. books, articles, web pages).†
- ❖ Use a library catalogue.†
- ❖ Locate resources in the library using the library catalogue.†
- ❖ Use different kinds (types) of libraries.†
- ❖ Create bibliographic records and organize the bibliography.†
- ❖ Prepare a bibliography.†

*EPIC Assessment
†ILSES Assessment

"As a practicing clinician it is hard to find time to sit and synthesis [sic] through evidence during a work day when you see patients. However, with being in school I spend time outside of work in theory, so I try to apply what I am learning to my work."

DISCUSSION

- Statistical significance cannot be drawn due to the small participation size of this study and the results should not imply generalizable knowledge.
  - 66% of participants were aged 40-59
  - 25% obtained Doctorate degree
  - 25% Hospital setting, 25% School setting

CONCLUSION

- Positive responses to OA through the RMS indicate that participants have been working to more fully integrate EBP into their daily tasks and duties, but still do not feel completely effective/efficient/satisfied in their abilities.
- In response feeling competent and confident in their EBP or IL abilities, the EPIC/ILSES assessment results indicate:
  - 82% of responses demonstrate participants' agreement or strong agreement (37/45 questions)
  - 17% of responses demonstrated participants' neutral, disagreement, or strong disagreement (8/45 questions)
- ***The eight topics of neutral/disagreement/strong disagreement will form the framework for future partnered instruction and research.***

SUPPLEMENTAL MATERIALS

- Appendix
- OT/EBP Research Study Landing Page
- References

EVALUATING AN EVIDENCE-BASED MEDICINE EXPOSURE FOR MEDICAL STUDENTS

Elaina Vitale / elaina.j.vitale@dartmouth.edu

FRAMEWORK

Every second-year medical student meets with librarians in small groups for a standardized introduction to PubMed, searching, and PICO. Our objectives are for students to:

1. Conceive of a clear question
2. Identify an original research article
3. Read the article and use it to complete the review template

WHAT IS CAPTURED NOW?

For Evidence Perspective Assignment Template

1	**Initial Question about a Potential Intervention** *(that you set out to research)*	*For your ultimate research question (#4), this will need to be in 'PICO' format (see below).* This may evolve during search process; record your initial search
2	**Search strategy** *(copy & pasted search string, or a description of what you did)*	PubMed records your search history and retains it for 8 hours. Go to the Advanced page and copy the search you used to find your article from the *History and Search Details* section. If you took any additional steps (e.g. looking at citing articles or similar articles), then describe those as well.
3	**Citation** *(suggest asking about citation format at your librarian meeting)*	In the Abstract view, PubMed has a Cite button which produces citations in a variety of formats - AMA is appropriate for this assignment.
4	**Research question** (for the paper you've selected)	*including **P**atient / population, **I**ntervention / experiment, **C**ontrol/comparison, **O**utcome of interest (**PICO**)*

WHAT WE'VE MISSED?

Baseline pre-session assignment gauging student knowledge of:

- PICO
- PubMed (search basics, Medical Subject Headings)
- Introductory critical appraisal

Post-session assignment gauging student knowledge of:

- PICO
- PubMed
- Critical appraisal

Pre/post will allow us to gauge our success as instructors and gauge student comprehension of EBM fundamentals.

NEXT STEPS

Answer our research question: what is the impact of a librarian-led session on acquiring evidence-based knowledge among second year medical students?

1. Conduct pre-session assignment
2. Small group librarian led-sessions
3. Conduct post-session assignment
4. Grading norms session
5. Gauge inter-rater reliability

ACADEMIC LIBRARIAN INVOLVEMENT IN HEALTH LITERACY EDUCATION EFFORTS IN NORTH AMERICAN POSTSECONDARY INSTITUTIONS

As a participant in the 2021-2022 MLA Research Training Institute, the purpose of my study is to determine what roles academic librarians play in the health literacy education of the adolescent and young adult (AYA) students at their institutions. I will develop and distribute an electronic survey to academic librarians whose institutions participate in the ACRL Academic Library Trends and Statistics Survey, and I will analyze the data using both descriptive and inferential statistics. The findings from this study can inform best practices for delivering health information outreach/health literacy education (HIO/HLE) in the academic library setting.

SHAWN STEIDINGER, MLS, AHIP
SPENCER S. ECCLES HEALTH LIBRARY, UNIVERSITY OF UTAH

STUDY POPULATION:

My study population consists of academic librarians from two-year institutions of higher education which participate in the ACRL Library Trends and Statistics Survey.

Data from the survey is submitted into the Benchmark tool. One component of the tool is called IPEDS, or Integrated Postsecondary Education Data System, and a query submitted to this database has resulted in a list of institutions that I will contact via email.

METHODOLOGY:

In this qualitative research study, I am using a survey based on one used by Lucy Duhon & Jodi Jameson for a similar study which focused on academic librarians in four-year colleges and universities.

The Duhon/Jameson study looked at health information-seeking behavior patterns and whether or not different types of libraries particpated in HIO, looking at the "WHY". My study is intended to look at the "HOW" of HIO/HLE delivery.

RESULTS/FINDINGS

The results of my study are intended to illuminate the methods used to deliver education, how these activities are assessed for success, and what activities can be shared with other librarians to draw upon and scale up or down for their student & community populations.

THE JOURNEY SO FAR...

My research topic has evolved since my initial submission to MLA-RTI:

Where I started:		Where I am now:
"The research question that I would like to answer first is: 1. In a pilot population of young college students, which of three options is the most effective intervention to improve their level of HL? A. Live synchronous instruction: partnering with instructors/school nurses/pediatric practitioners to co-teach college classes/workshops or B. Live synchronous instruction: partnering with students in a "teach-the-teacher" fashion who then go on to teach their peers? Or C. Asynchronous instruction at the student's own pace with check-ins and follow-up sessions with a medical librarian."	**then reality set in...**	**I will survey academic librarians in 2-year institutions to see if and how they deliver health literacy education (HLE) and health information outreach (HIO) to their student populations. From those who do participate in such activities, I will ask which methods and activities have been successful or not in order to determine best practices that can be shared with other librarians.**

CONCLUSION

In the Duhon/Jameson article, the authors mentioned that two-year institutions were not part of their study population, but should be included in future research - this is the information gap I intend to fill.

RELATED CITATIONS

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The Impact of Critical Library Instruction in Health Science Center Libraries' Workshops

Lauren E. Adkins, MLIS, AHIP

UF Health Science Center Libraries

Critical Library Instruction

Critical library instruction is the opportunity to encourage critical consciousness among students regarding various diversity, inclusion, equity, and social justice topics.

… "resists "banking" education (teachers depositing knowledge into passive students); develops "critical consciousness" in students and teachers" (Freire 2000; Elmborg 2012)

References:
1. Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. Journal of Academic Librarianship, 32(2), 192–199.
2. Freire, P. (2000). Pedagogy of the Oppressed. 30th Anniversary Edition. New York: Bloomsbury Academic.
3. Gregory, L. and Higgins, S. (2013). Information literacy and social justice: Radical professional praxis. Sacramento, CA: Library Juice Press.

Objective

Investigate the impact of incorporating critical library instruction theory, practices, and pedagogy in academic health science center libraries' instructional workshops.

Methods

- Literature search was conducted on the use of critical library instruction in library instruction for the health sciences
- Research question was developed that highlighted a health disparity. Used supplemental statistics to highlight the importance of the research question
- Post-instructional survey was created and approved through IRB
- In the process of collecting data

Research Question

What is the impact of health care disparities on maternal and infant health for African American women?

Post-Instruction Survey

- A voluntary post-instruction survey using Likert scale and free-text responses within Qualtrics, sought to reveal if the research question affected the students' learning experience
- **Survey Administered in Five Instructional Sessions**
  - How to Search PubMed (2 Classes)
  - Introduction to Web of Science
  - How to Use Mendeley and How to Use Zotero (2 Classes)

Survey Questions

1. **The database search example influenced my ability to focus and connect with the concepts being taught.**
2. **The database search example helped me contextualize and understand the skills taught in this workshop.**
3. **Please select your level of awareness about the database search example topic prior to this session.**
4. **The workshop increased my awareness and knowledge of the topics that were used in the database search example**
5. **I would like to see similar database search examples used in future workshops.**
6. **The database search example discussed today were relevant to my job duties, learning, and/or research.**
7. **How satisfied are you with today's training?**
8. **Please share any additional thoughts about the class (free-text response)**

Preliminary Findings

- **9 Survey Responses (Project Timeline Jan-Dec 2022)**

1 — Focus
Research question increased focus of participants.

2 — Awareness
Research question raised participants' awareness of this health disparity search topic.

3 — Future Inclusion
Participants requested similar research questions for future classes.

4 — Applicability
Database workshops may be more applicable for this content

Future Plans

- **Continue research project through the end of 2022 to gather more data for analysis.**
- **Write up findings and submit manuscript for publication.**

Image Credits: Flaticon.com and https://pixabay.com/vectors/baby-black-icon-pregnancy-pregnant-1295835/

EXPLORING SOCIAL JUSTICE CONCEPTS IN HEALTH PROFESSIONS CURRICULAR COMPETENCIES

Stefanie Lapka, MSIS, AHIP
Health Sciences Librarian, University of Houston

UNIVERSITY of HOUSTON
HEALTH SCIENCES LIBRARY

INTRODUCTION

In response to growing recognition that health professions education must address both the needs of an increasingly diverse society and disparities in health care, over the past decade accrediting bodies in the United States and Canada have mandated that schools must include social justice, cultural competency, diversity, and inclusion in their curricula.

How and to what degree social justice is incorporated into curricular offerings, however, varies. It is even more unclear what roles-if any- health sciences librarians are playing in social justice education design and implementation.

OBJECTIVE

This study seeks to identify and asses the inclusion of social justice content within curricular competencies for five different professional health programs at the University of Houston.

METHODOLOGY

During spring 2022, program-level curricular documents were collected for the five HSL-supported professional schools:

- College of Medicine (COM)
- College of Nursing (CON)
- College of Optometry (OPT)
- College of Pharmacy (Pharm)
- Graduate College of Social Work (GCSW).

Curricular documents are currently in the process of being analyzed using qualitative data coding and the Dedoose tool. This inductive approach allows for identification of ways that the programs are representing the concept of social justice in their curricula, including defining and discussing core attributes of social justice

DISCUSSION

While this project is still in process, the work done this far shows that the representation of social justice concepts in the five professional programs' curricular competency documents aligns with the drive to transform health sciences education as part of accreditation processes.

LIMITATIONS

- Competencies being updated
- Different labeling of curricular documents by program
- Differences in level of detail between documents

NEXT STEPS

- Align data with program stakeholders' intentions on course-level

Of all forms of inequality, injustice in health care is the most shocking and inhumane.

-Martin Luther King Jr.[1]

DEFINING SOCIAL JUSTICE

A term hard to define, social justice in medicine is:

the open acknowledgement of the dignity and autonomy of and delivery of high-quality medical care, to all members of society, regardless of gender, race, ethnicity, religion, sexual orientation, language, geography, origin, or socioeconomic background [2].

SOCIAL JUSTICE AND ACCREDITATION

MED	NURS	OPT	PHARM	SOCW
LCME	CCNE	ACOE	ACPE	CSWE
2017	2018	2016	2016	2015
Standard 7.6	Essential 8	Standard 2.9	Standard 3	Comp. 3

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3. Halman M, Baker L, Ng S. Using critical consciousness to inform health professions education : A literature review. Perspect Med Educ. 2017;6(1):12-20. doi:10.1007/s40037-016-0324-y

Addressing Maternal Health Disparities with Hospital Library Services: Information-Seeking Behavior of Maternal Health Care Providers in Resolving Clinical Questions Related to Diverse Populations

Seema Bhakta, MPH, MA
Providence System Library Services

"Critical librarianship in a hospital library setting directly impacts patient care to a growing diverse population and how the care is delivered. When hospital librarians provide users with information pertaining to the clinical questions, they also incorporate elements addressing diversity, equity, cultural and socio-economic factors that can affect patient outcomes and treatment plans. This impacts healthcare beyond the clinical setting and brings a personalized medical approach to each patient"[1].

BACKGROUND

- Maternal health care providers need access to evidence-based resources to guide patient care and clinical decision-making during pregnancy, childbirth, and the postpartum period.
- There is a gap in the literature on information-seeking behaviors specific to specialty care and the care of diverse populations.
- Existing literature has not assessed the types of questions raised and pursued related to specific patient populations.

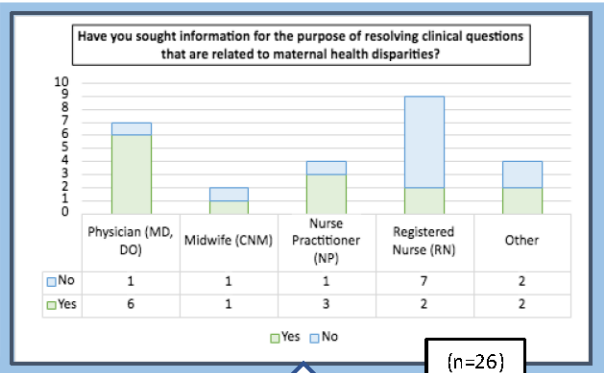
METHODS

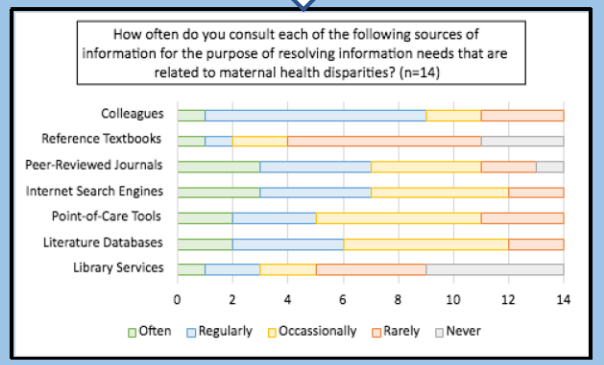
- Survey questions were developed to address familiarity with information resources; identifying and responding to clinical information gaps; and frequency of consultation to specific inquiries.
- The survey was disseminated through email distribution to Regional Women & Childrens Services in Oregon to recruit participants who provide patient care before, during, and after pregnancy.
- Data was collected through REDCap (Research Electronic Data Capture), a web-based HIPAA-compliant data collection platform. Data analysis was performed in Microsoft Excel.
- Survey timeline: January 5th to March 25th, 2022.

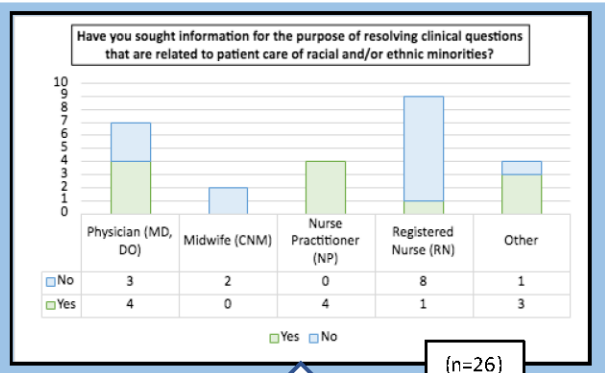
CONCLUSION

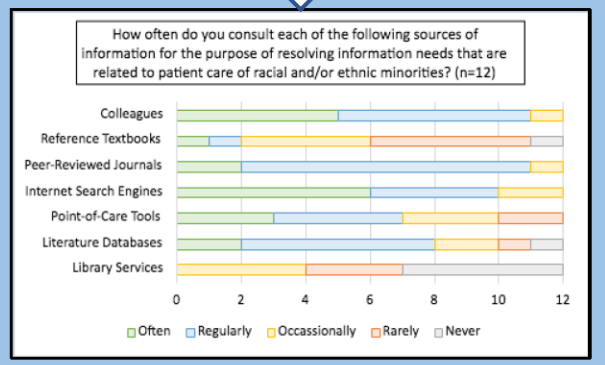
- In comparison to nurses, physicians are more likely to seek information on maternal health disparities.
- 46% of providers have sought information specific to racial/ethnic minorities and 42% for information on sexual/gender minorities.
- Literature databases, internet search engines, peer-reviewed journals, and colleagues are most often and regularly used.

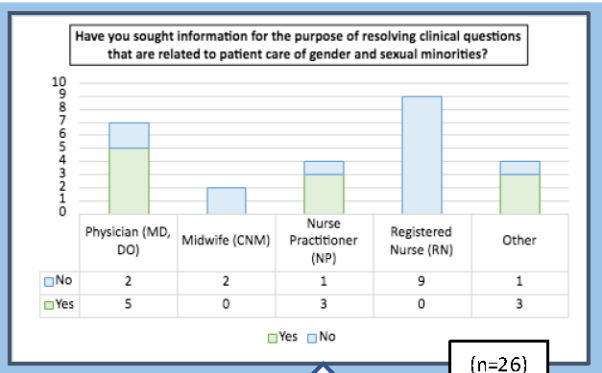
RESULTS

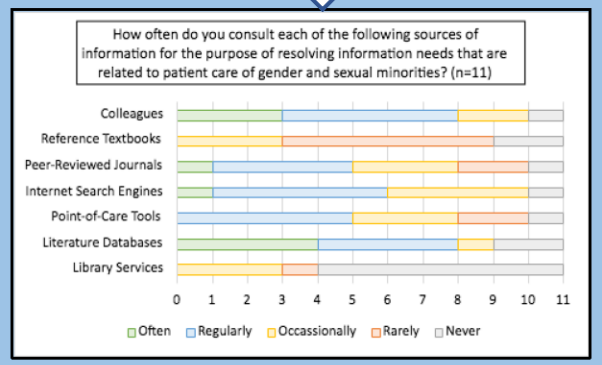












System Library Services can engage in critical librarianship by increasing outreach, awareness, and support of resources related to diversity and equity in maternal care. Through these efforts, the use of library services may increase for maternal health care providers in fulfilling their information needs.

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Hmong American's Information Seeking-Behaviors and Information Use During COVID-19 Pandemic

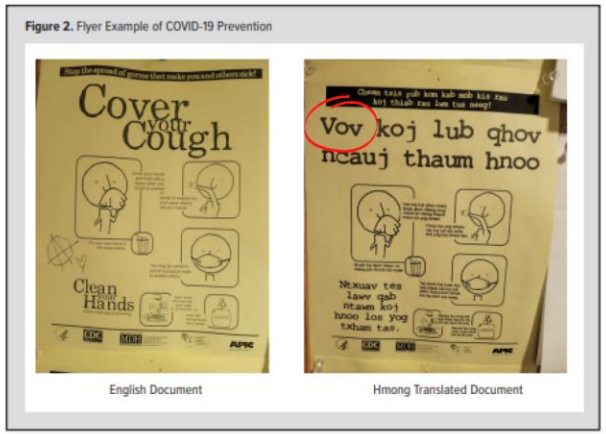
Xou Le Va Vang MLIS , AHIP
The Chicago School of Professional Psychology

LITERATURE REVIEW

- > 300,000 Hmong Americans in U.S.A
- Language barriers
- Low health literacy
- Lack of consumer websites in AAPI
- Interpreters & translators

HMONG AMERICANS ARE LIKELY TO USE TRADITIONAL REMEDIES

"Two cases of Hmong Americans drinking a urine concoction to treat their COVID-19 symptoms in lieu of going to the doctors"



Bark
(Ntaw Ntoo Yuj, in Hmong)

Lemon Grass

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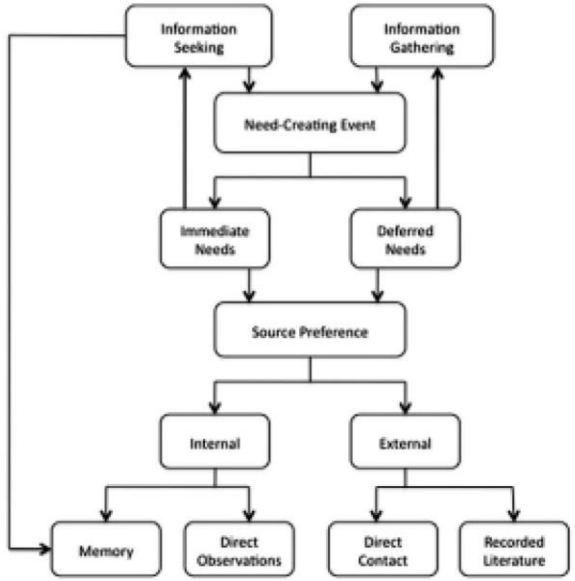
Krikela's Model of Information Seeking Behavior (1983)



Methodology:

- 2 focus group study
  - Hmong adults
  - Hmong adolescents
- How they seek for COVID-19 information?
  - Internal or External resources?
- What do they do once they find out about the information?

Time for Questions

Cindy Gruwell	Faculty Perception of Research Support & Services
Julia Stumpff	The Scholarly Activity of GME Trainees: Early Stages of a Research Project Analyzing Publication Patterns
Kristin Whitman	Information Literacy Self-Efficacy After Earning Library Badges
Gary Atwood	Scaffolding Information Literacy Skills Across the Undergraduate Nursing Curriculum: A Survey of First Year Students' Information Literacy Skills
Jim McCloskey	Perceptions of an Evidence-Based Practice (EBP) Course on DNP & MSN Students' Attitudes, Professional Network Support, Self-Efficacy, and Implementation of EBP in the Workplace
Elizabeth Kavanaugh	Information Literacy, Occupational Adaptation, and Evidence-Based Practice Research: Opportunities to Partner in Librarianship and Occupational Therapy
Elaina Vitale	Evaluating an Evidence-Based Medicine Exposure for Medical Students
Shawn Steidinger	Academic Librarian Involvement in Health Literacy Education Efforts in North American Postsecondary Institutions
Lauren Adkins	The Impact of Critical Library Instruction in Health Science Center Libraries' Workshops
Stefanie Lapka	Exploring Social Justice Concepts in Health Professions Curricular Competencies
Seema Bhakta	Addressing Maternal Health Disparities with Hospital Library Services: Information-Seeking Behavior of Maternal Health Care Providers in Resolving Clinical Questions Related to Diverse Populations
Xou Le Va Vang	Hmong American's Information Seeking-Behaviors and Information Use During COVID-19 Pandemic