

**Summer/Fall  
2023**

Vol. 38 No. 2

ISSN 15357821

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# **Consumer Connections**



*Consumer & Patient Health Information Services*

## **Message from the Chair**

Elizabeth Irish, MLS, AHIP, Chair, CAPHIS 2023-2024  
Associate Professor, Schaffer Library of Health Sciences  
Albany Medical College  
Albany, NY



### **More than Time**

Over the last few weeks, I've been reflecting on volunteering. There are so many opportunities to serve, aren't there? It's not uncommon to see CAPHIS Leadership represented in other caucus meetings chairing a committee or leading an activity. Consider this: not counting national committees and chapters, there are over 40 MLA caucuses vying for our attention.

Why do we volunteer? How do we choose our professional home? That's the question the Caucus Home Survey Committee asked you this fall. We all have our own reasons, we wanted to know yours. The preliminary results will be available soon.

So why do I volunteer?

One of the draws of CAPHIS to me was our impact on providing access to quality health information to the public, most tangibly through the CAPHIS Goodreads page and the Most Trusted Website. Don't forget, there's also our Crisis and Disaster Resource Guide which will be available in the spring. You'll be hearing more about these initiatives over the next few months.

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### (Message from the Chair Continued)

Another draw, of course, is for my continued professional growth. Our Professional Development Committee has been hard at work developing exciting new opportunities to broaden our horizons.

Truth be told, quite selfishly, for me networking is key. I can't tell you how much I've missed traveling to MLA. The meetings re-energize me, not only through the consistently quality programming, but also because of those informal networking conversations that pop up unexpectedly. So many of my MLA mentors over the years have become more than mentors. Just last week, one of my retired mentors texted out of the blue to encourage me with her own inimitable sense of humor.

All of this is priceless.

As you read this issue, I hope you reflect on the colleagues who make CAPHIS' mission a reality. I can't thank the CAPHIS leadership, volunteers, and writers enough for not just "making time," but for "making it so."

I also hope, whether you're a more seasoned member or perhaps someone right out of graduate school, CAPHIS can be your professional home. There's room for everyone at the table. If you're ready to pull up a chair, contact me at [irishe@amc.edu](mailto:irishe@amc.edu)

## News & Announcements

### **CAPHIS Caucus Election Results**

Congratulations to our new caucus chair-elect Angie Tucker, AHIP, Medical Librarian/Education Specialist, Memorial Health System, Marietta, OH! Her term as chair-elect began June 1, 2023, and runs through May 31, 2024.



*Let us know about member news, publications, presentations, etc. – send to [Sydni Abrahamsen, MLS, AHIP](mailto:Sydni.Abrahamsen@amc.edu), section editor.*

And congratulations to Megan Bell, AHIP, Reference Librarian & School of Health Professions Liaison, Lister Hill Library of the Health Sciences, The University of Alabama at Birmingham, who has been elected to serve a two-year term as our CAPHIS secretary!

### **CAPHIS Happenings**



CAPHIS has several ongoing projects of interest! Our leadership team is working to develop meaningful initiatives to produce programs and products for our members. All members are welcome and encouraged to get involved with these endeavors! Look for information about the Home Caucus Survey and our Most Trusted Websites coming soon in our forum or a future issue of CAPHIS Consumer Connections.

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### Professional Development

The Professional Development subcommittee is working to plan some great activities for CAPHIS members during the coming year. One of our goals is to offer a variety of formats for education. At the moment we are working on a live presentation, a “round robin” style discussion and a journal club. We hope to have these finalized in early January but it’s not too late for you to share your thoughts and ideas with us. Feel free to email Angie Tucker ([atucker@mhsystem.org](mailto:atucker@mhsystem.org)) with your ideas and suggestions.



### CAPHIS Goodreads Group



Come join us on [Goodreads](#)! Created to include the books recommended in Consumer Connections, we want to expand the community. For 2024, the group moderators are currently developing criteria for adding more books to the group shelves. We'll be updating the group description once that is complete, and we would love to see others engage with the group and recommend books.

What to look for coming soon: an expanded list of books to be included; the use of discussion boards for getting to know other members, reviewing books, sharing favorite books and why; and perhaps even a book club for those interested.

Thanks, and we look forward to engaging with you on Goodreads! Karen Keesing and Melissa Rice, Co-Moderators

### CAPHIS Crisis/Disaster Guide Task Group

After a tragedy or disaster, we show support by sharing solidarity statements. Often, this just doesn't seem to be enough. We want to feel more productive and do more to help. As a proactive response CAPHIS envisions putting out something pragmatic and practical. The idea is to gather resources that address immediate need on the consumer level in times of crisis and disaster, rather than about how to prepare, just in case, or about recovery once the ‘dust has settled’. FEMA and other government sites have these areas well covered already.

We've gotten off to a good start but are finding it difficult to uncover sources people can turn to for immediate relief – most organizations' webpages explain how they assist in crises and disasters and ask for donations. Any recommendations, suggestions, or advice will be gratefully received!

If you would like more information about the project, have input to share, or would like to assist with building the guide, contact one or all of the group members: Maggie Ansell (<mailto:meansell@ufl.edu>), Karin Bennedsen (<mailto:kbenneds@kennesaw.edu>), Mirian Ramirez (<mailto:mirirami@iu.edu>), or Robert Shapiro (<mailto:Robert.Shapiro@seahec.net>). Due to its nature, this will be a ‘living’ guide that needs regular updating.



## **CAPHIC Members Win Awards!**

### **Fellows of the Medical Library Association (FMLA)**

Julia Esparza, AHIP, Associate Director, Health Sciences Library, LSU Health – Shreveport, LA.

### **President's Awards**

CAPHIS member **Kris Alpi, AHIPO, FMLA**, Associate Dean of Libraries & Information Sciences, Icahn School of Medicine at Mount Sinai, Bronx, NY along with fellow authors Emily Brennan; and Heather N. Holmes, AHIP received a President's Award in recognition of their work as authors of MLA's Statement: *It's Time to Acknowledge Authorship for Librarians and Information Professionals on Evidence Synthesis Publications*.

Another was bestowed in recognition of their work penning an open letter to NLM Regarding MeSH Term Changes to **Stephanie Clare Roth, AHIP**, Medical Librarian, Christiana Care, Newark, DE and **Jamia Williams**, Consumer Health Program Specialist, NNLM Training Office/University of Utah Eccles Health Sciences Library, Salt Lake City, UT, both CAPHIS members, along with Aidy Weeks, AHIP.



### **Virginia L. and William K. Beatty MLA Volunteer Service Award**

**Andrea C. Kepsel, AHIP**, Health Sciences Educational Technology Librarian, MSU Libraries, Michigan State University, East Lansing, MI.

### **Ida and George Eliot Prize**

**Susan Maria Harnett, AHIP**, Medical Library, Nemours Children's Health, Jacksonville, FL and **Laureen Patricia Cantwell**, Head of Access Services & Outreach, Tomlinson Library, Colorado Mesa University, Grand Junction, CO for their article: *Finding Your Seat at the Table: Roles for Librarians on Institutional Regulatory Boards and Committees*.

### **Carla J. Funk Governmental Relations Award**

Two were awarded this year, one being to **Ruby L. Nugent**, Biomedical Research Librarian, Gerald Tucker Memorial Library, National Jewish Health, Denver, CO.

### **Mary K. Haver Consumer Health Professional Development Grant**

**Judith Marie Griggs, AHIP**, Medical Librarian, Family Resource Center, Akron Children's Hospital, Akron OH and **Arlene Haessler**, Branch Manager, Monroe County Public Library, Marathon, FL.

### **Lucretia M. McClure Excellence in Education Award**

**Emily Vardell, AHIP**, Associate Professor, School of Library and Information Management, Emporia State University, Olathe, KS.

### **Librarians without Borders® Ursula Poland International Scholarship**

**Jamie Furrh Quinn, AHIP**, Director, Learning Resource Center, Baylor University Louise Herrington School of Nursing, Dallas, TX.

### **MLA Research, Development, and Demonstration Project Grant**

**Lisa M. Acuff, AHIP**, Education & Research Librarian, Health Sciences Library & Informatics Center, University of New Mexico, Albuquerque, NM.

### **MLA/SLA 2023 Annual Meeting Contributed Paper Awards – 2nd Place**

**Jane Morgan-Daniel**, Community Engagement and Health Literacy Librarian, University of Florida Health Sciences Center and coauthors Amy Taylor, Xan Goodman, and Chloe Hough for their paper: *A Scoping Review on Diversity, Equity, and Inclusion Initiatives for Health and Medical Library Workers*.

### **Consumer Health Librarian of the Year Award**

There was no award presented this year. No award was presented in 2022 either. Submissions are now closed for 2024. Please consider nominating someone or yourself for this award in the future. You can find information about the award here: <https://www.mlanet.org/p/cm/ld/fid=1137>.



### **Research Training Institute 2023 Fellows**

**Ana D. Cleveland, AHIP, FMLA**, Director of Health Informatics Program, College of Information, University of North Texas, Denton, TX

**Jordan Dias Correia, AHIP**, Student, Rutgers School of Communication and Information, New Brunswick, NJ

**John Mokonyama, AHIP**, Medical Librarian, Chester County Hospital, University of Pennsylvania Health System, West Chester, PA

**Melissa Rice**, Graduate Assistant/Student, School of Information, University of South Florida, Tampa, FL

**Linda Yang**, Librarian, Knowledge Resource Service, Alberta Health Services, Calgary, Alberta, CAN

### **Rising Star Leadership Program 2023 - 2024**

**Michelle Knecht, AHIP**, Associate Librarian, S.E. Wimberley Library, Florida Atlantic University, Boca Raton, FL

### **Member News**



**Allison Piazza, MHA, MLIS, AHIP** joined Weill Cornell Medicine as a Clinical Medical Librarian in July 2023. She works alongside Assistant Director of Clinical Services, **Sarah Jewell, MLIS**, and Clinical Medical Librarian, **Genevieve Coe, MLIS**. One role of the Clinical Medical Services team involves staffing the [Myra Mahon Patient Resource Center](#), providing health information to patients and their families/caregivers. They also recently launched a health and medical book club in collaboration with New York Public Library's 67th Street Library.

## **Member Publications**

**Acuff LM** Geiger Wolfe G Bowler-Hill S. The language of type 1 diabetes: why it matters in online patient education. J Consum Health Internet. 2023 Jan-Mar;27(1):86-97. doi: [10.1080/15398285.2023.2167424](https://doi.org/10.1080/15398285.2023.2167424)

**Bogino M.** Your complete guide to liver health: coping with fatty liver, hepatitis, cancer, and more [book review]. J Consum Health Internet. 2023 Jul-Sep;27(3):335-6. doi: [10.1080/15398285.2023.2239061](https://doi.org/10.1080/15398285.2023.2239061)

Brillant B Banick C Clark N Jones J **Rios D** Young J. Librarians supporting our heroes – reconnecting through resource development. J Hosp Librariansh. 2023 Jan-Mar;23(1):11-20. doi: [10.1080/15323269.2022.2157656](https://doi.org/10.1080/15323269.2022.2157656)

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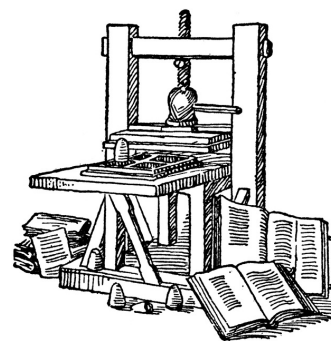
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**Willis C Daniels K.** Assessment of library services at top-performing pediatric hospitals in the southeast United States. *Med Ref Serv Q.* 2023 Apr-Jun;42(2):163-74. doi: [10.1080/02763869.2023.2194143](https://doi.org/10.1080/02763869.2023.2194143)

## Upcoming Events & Classes: December – May 2024



*Have a conference, meeting, webinar, workshop, or other event you'd like to promote? Or know of any interesting conferences or events members might be interested in? Contact [Karin Bennedsen, MLIS, AHIP](#), section editor.*

### **Conferences**

[LibLearnX: The Library Learning Experience \(LLX\)](#)

January 19 – 22, 2024

Baltimore, MD

[MLA Annual Conference: Stronger Together](#)

May 18 – 21, 2024

Portland, OR

[ALA Annual Conference & Exhibition](#)

June 27 – July 2, 2024

San Diego, CA



### **NNLM Book Discussion**

Feb 1, 2024 - Apr 30, 2024

The History of Medical Libraries and Medical Librarianship by Michael Kronenfeld and Jennie Jacobs Kronenfeld. Find information here:

<https://www.nlm.gov/training/class/nnlm-book-discussion-feb-1-2024-apr-30-2024-history-medical-libraries-and-medical>

### **Consumer Health Information Specialization**

NNLM is still sponsoring MLA CHIS level 1 or level 2 certification for library workers (including renewals) who are residents of any NNLM region as well as U.S. citizens living outside the U.S. See this guide for information: <https://www.nlm.gov/guides/consumer-health-information-specialization>.

See this NNLM Region 6 blog post to learn about the CHIS Specialization:

[Why You Should Get Your Consumer Health Information Specialization \(CHIS\)](#).

### **CHIS Classes**

Many free CHIS classes are listed in MLA's MedLib-Ed along with fee-based webinars and classes. Use the filters on the right-hand side on this page, <https://www.medlib-ed.org/catalogs/scheduled-courses>, to find CHIS offerings. You can also find information about the NNLM webinars, on-demand classes, online classes, and recorded videos by clicking on How to Earn CHIS Credits in the guide linked to above.

## Member Spotlight



### Sarah T. Jewell, MLIS

Assistant Director,  
Clinical Services  
Weill Cornell  
Medicine  
Myra Mahon Patient Resource Center  
New York, NY

Sarah's first full-time library job was as a Reference Librarian at The New York Public Library's Science, Industry and Business Library in 2005, where she learned a lot about educating and

empowering the public. Since those three formative years, she has focused her career in medical librarianship, working for Memorial Sloan Kettering Cancer Center and Rutgers, The State University of New Jersey. She also led the medical library at Lincoln Hospital in the Bronx, NY, and launched a shared global library for six companies within Danaher Diagnostics. Now that she is faculty at Weill Cornell Medicine (WCM), leading the Myra Mahon Patient Resource Center, she is excited to be working closer with patients as well as clinicians.

Patient engagement is a major priority for her library department post-COVID-19 vaccine, and she was joined by her colleagues Diana Delgado, Allison Piazza, and Genevieve Coe in staffing a table at a health fair on the Upper East Side in NYC in September 2023. One of the highlights of that day was when the random winner of a prize (a teddy bear in a WCM-branded white coat) proclaimed that she was a grandma of a new baby who had been born hours before at New York-Presbyterian, the hospital affiliated with Weill Cornell Medicine. She was thrilled to win a gift to give to her grandbaby.

Other patient engagement projects include a health nonfiction book club, started by Allison Piazza (with Maggie Barbour of The New York Public Library as a partner), and forthcoming monthly consumer health seminars. Sarah was particularly inspired by library marketing guidance offered by [Kathy Dempsey](#), a keynote speaker at the Liberty Chapter of the Medical Library Association's Annual Meeting in October 2023. As Sarah is the current Equity, Diversity, and Inclusion Committee Chair of the Liberty Chapter, she is passionate about directing outreach, developing special events, and providing consumer health information to underserved populations in New York City. Sarah is currently working towards earning the Level I credential of the Consumer Health Information Specialization program.

***The Member in the Spotlight column is an easy and fun way to share what you love about consumer health work and your professional activities. If you're interested in being featured or have a colleague to recommend, contact [Robin O'Hanlon, MIS](#), section editor.***

## Original Articles

### Connecting Medical Terminology and Patient Understanding: Building Clinical Communication Skills Early

*Faythe Thurman, MLIS, MA; Kelly Diamond, MA, MLIS; Jenn Monnin, MLIS, Health Sciences Library, West Virginia University*

#### Background

West Virginia University (WVU) Libraries' credit-bearing class, ULIB101: *Introduction to Library Research*, has been offered since Fall 2017. Based on requests from our Health Sciences (HS) librarians, we created a special section of ULIB101 focused on health science databases. However, a change to the course registration software made the section difficult to locate. As a result, health sciences students were either unable to locate their section or non-health sciences students had filled the class. Therefore, we recognized a need to create a separate class for health science students and to update the coursework to be more relevant to their specific learning needs. Three HS librarians and the WVU Libraries' Office of Curriculum and Instructional Support (OCIS) collaborated to design and develop this new class. The design process began in Fall 2021, and was completed in Fall 2022 when the class, ULIB102: *Introduction to Health Sciences Library Research*, was approved by the WVU Faculty Senate.

#### Course Overview

ULIB102 is a credit bearing, online course open to undergraduate, graduate, and certificate program students, though most enrollees to date are undergraduates. The class is two credit hours, and the course outcomes focus on the ACRL Framework for Information Literacy (Association of College & Research Libraries, 2015). Over the course of eight weeks, students complete 13 modules (a full list of module names and learning outcomes are available in Table 1), with assignments aimed at their final projects. At the end of the course, students submit three final deliverables: 1) an Academic Poster (AP) on a health sciences topic of interest geared toward healthcare professionals; 2) a Patient Education Material (PEM), which can be a brochure, podcast, social media post, etc., geared towards middle schoolers on the same health sciences topic; and 3) a Reflection Memo. Both the Fall 2022 course syllabus and final project directions and rubrics are available in the WVU Research Repository (Monnin et al., 2022), and more information about the course is available on the WVU Libraries' website (Libraries | ULIB 102, n.d.).

Table 1: Module names and learning outcomes

Module	Learning Outcomes
Module 1: Creating an Interest Chart	<ul style="list-style-type: none"> <li>• Navigate eCampus course shell</li> <li>• Define and apply course policies and procedures</li> <li>• List/illustrate their health science relevant research interests</li> </ul>
Module 2: Choose and/or Narrow Topic	<ul style="list-style-type: none"> <li>• Choose and narrow an appropriate health science topic for research</li> <li>• Use Google Scholar to get a general idea about the selected topic(s)</li> </ul>
Module 3: Think Like a Fact Checker	<ul style="list-style-type: none"> <li>• Articulate tools for checking facts on internet (Agenda vs Bias video)</li> <li>• Apply the fact-checking tools to verify the reliability of online sources</li> </ul>
Module 4: Reliable Web Sources for Health Sciences (Medical Misinformation)	<ul style="list-style-type: none"> <li>• Evaluating health information</li> <li>• Select and evaluate reliable information for the research topic</li> </ul>

Module 5: Keywords and Health Sciences Databases (PubMed)	<ul style="list-style-type: none"> <li>● Demonstrate understanding in using keywords</li> <li>● Apply keywords to find relevant information</li> </ul>
Module 6: Health Sciences Centered Databases (EBSCOhost: CINAHL; Health Source; Health Sources Consumer Ed; and Web of Science)	<ul style="list-style-type: none"> <li>● Apply health science databases to find relevant information</li> </ul>
Module 7: Open Access/Creative Commons	<ul style="list-style-type: none"> <li>● Distinguish and apply different types of Creative Commons licenses</li> <li>● Be aware of the concept of Open Access Resources and popular health sciences Open Access resources [Public Library of Science (PLOS Medicine); PubMed Central; BioMed Central; Digital Commons Network; Directory of Open Access Journals (DOAJ)]</li> <li>● Make use of open-access resources to find relevant information</li> <li>● Critically evaluate and choose the most appropriate information (journal) for their topic</li> </ul>
Module 8: Medical Research Ethics, Plagiarism, and Citations	<ul style="list-style-type: none"> <li>● Discuss case study on a retracted medical article (FDA approved or authorized)</li> <li>● Identify how WVU defines plagiarism</li> <li>● List common sanctions for plagiarism</li> <li>● Analyze and determine how to avoid plagiarism</li> <li>● Construct citation with APA format</li> </ul>
Module 9: Share a Draft of Poster	<ul style="list-style-type: none"> <li>● Compile and synthesize the contents learned from this course</li> <li>● Create presentation outline in accordance with the rules and methods learned from this course</li> </ul>
Module 10: Peer Review of Poster	<ul style="list-style-type: none"> <li>● Construct peer review opinions in accordance with the given metrics</li> <li>● Evaluate peer review opinions</li> </ul>
Module 11: Share Draft of PEM Brochure	<ul style="list-style-type: none"> <li>● Compile and synthesize the contents learned from this course</li> <li>● Create presentation outline in accordance with the rules and methods learned from this course</li> </ul>
Module 12: Turn in Final Poster	<ul style="list-style-type: none"> <li>● Critically analyze peer review on their own poster</li> <li>● Translate to PEM materials</li> <li>● Adapt and modify the draft poster</li> <li>● Review and finalize the final poster</li> </ul>
Module 13: Turn in Final PEM Brochure and Reflection Memo	<ul style="list-style-type: none"> <li>● Critically analyze peer review on their own PEM Brochure</li> <li>● Adapt and modify the draft PEM Brochure</li> <li>● Review and finalize the final PEM Brochure</li> <li>● Summarize and reflect on the information selection process</li> </ul>

The goals for these final projects are multifold. By having students create their AP and PEM on the same topic, students must think critically about the information needs of practicing healthcare professionals versus the information needs of patients. Through these two assignments, they translate medical literature on the same topic to both colleagues and consumers, just as they will do one day in the clinical environment. Our aim is to get students thinking about and developing this skill early, giving them a framework to build on as they progress through their health professions' education. The Reflection Memo guides students through critical evaluation of what they learned in the course, asking them to reflect on their search process, source selection, design choices for both the AP and PEM based on unique audience needs, and the AP peer review process. As instructors, we also gain valuable feedback on students' experiences and course sentiment that is not adequately captured in the student evaluations of instruction (SEIs).

**(Continued Next Page)**

### Collaboration Benefits

To aid in collaboration and to make the revision process more efficient, we used the ADDIE (Figure 1) and backward design models (Figure 2) to guide our work. We analyzed faculty demand and HS student information literacy needs. After reviewing the HS section content, we re-designed the course based on this analysis. OCIS assisted the HS librarians with course development and led the content implementation in Blackboard, the university's content management system.

Figure 1: ULIB102 instructional design process

ADDIE	Product	Who
Analyze	Health Science students' information needs	Health Science faculty Health Science librarians
(Backward) Design	Course outcomes based on ULIB curriculum outcomes Final assessment and Rubric Module objectives	Health Science librarians OCIS staff
Develop	Module instructional materials, assessments, and rubrics	Health Science librarians OCIS staff
Implement	Completed course shell in WVU eCampus (Blackboard)	OCIS Instructional Design Assistant
Evaluate	Student Evaluation of Instruction (SEIs) Text-mining of students end-of-course reflections	Health Science librarians Head of OCIS

Figure 2: Backward Design (Wiggins & McTighe, 2005)



To evaluate, we reviewed SEIs pertaining to course design. We also used text-mining on the Reflection Memo, the students' end-of-course reflection reports. A sentiment analysis examined students' emotional response to the course and topic modeling determined if topics found in the students' reflections align with the course outcomes.

Overall, OCIS learned more about health sciences and the information literacy needs of students in those programs, and the health science librarians learned two instructional design models that can be applied to credit as well as noncredit-bearing instruction.

### Next Steps

Moving forward, we will continue gathering feedback each semester on course successes and pain points. Minor edits for text clarity have been made, as well as changes to assignment submission process to improve student user experience. Anticipated course updates include creating project overview videos, a course glossary, and making room in the class for students to evaluate digitized historical patient education materials in preparation for creating their own. We anticipate that the students will use the same rubric that will be used to grade their final PEM submission in the course, with the addition of some reflective questions on what they liked about the brochure(s) they evaluated, what they would recommend changing, and why.

To date, potential historical patient education brochures authored by WVU, West Virginia organizations, or West Virginians have been identified in the holdings of the West Virginia and

Regional History Center (WVRHC). Two HS librarians visited the WVRHC once to look at the identified materials to confirm that the content, length and format are suitable for the assignment. Thirteen brochures were selected and have been scanned by staff at the WVRHC. The brochure topics include tuberculosis prevention and treatment, oral health, high blood pressure, and AIDS prevention. The curriculum design group developed the historic PEM review module in Summer 2023 for implementation in the Fall 2023 course offering. Due to capacity issues with ongoing Academic Transformation efforts at the institution, review of this new content and additional revisions are anticipated to take place in Summer 2024.

### Acknowledgements

The authors would like to thank Celia Shi, David Roth, Miranda Smith, and Virginia Desouky for their work co-developing ULIB102. Their skills, input, and expertise were essential in the design and implementation of the course, and the students are better off for it. We would also like to thank Jaime Cougar for her assistance in identifying historical files to review, and Miriam Cady and Zoe Waters at the WVRHC for their assistance and work in digitizing the historical patient education materials.

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Monnin, J., Thurman, F., Diamond, K., Shi, C., Roth, D., & Desouky, V. (2022). *Roll for initiative! 101 just leveled up: Choosing intentionality in course redesign*. Faculty & Staff Scholarship (3124), The Research Repository at WVU, West Virginia University. [https://researchrepository.wvu.edu/faculty\\_publications/3124](https://researchrepository.wvu.edu/faculty_publications/3124)

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

## Sparks



***The Sparks column highlights Consumer Health Websites, Organizations, Apps, Databases and other links of interest to the Consumer Health community. If you have any submissions, please send them to [Pamela Rose, MLS](#), section editor.***

### Health Misinformation Resource Guide

<https://www.nlm.gov/guides/health-misinformation-resources>

Explore this new NNLM guide on health misinformation resources.

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## NNLM Health Misinformation Webinar Series

<https://www.nlm.gov/training/class-catalog/health-misinformation-webinar-series>

Click on 'Previous Classes' for the list of recorded webinars.

## Confronting Health Misinformation: What Librarians Can Do

By Michelle Eberle – August 12, 2021

<https://masslibsystem.org/blog/2021/08/12/confronting-health-misinformation-what-librarians-can-do/>

## Health Misinformation (A University of Minnesota Libraries guide)

<https://libguides.umn.edu/healthmisinformation>

How do we communicate about reliable health information in a fluctuating information landscape?

## MisinfoDay Library – Virtual Content and Resources

<https://docs.google.com/document/d/1jW4dsfnnhP-yymf0qAZQscoaXVEC3ewxQHZGxHilC9E/edit?pli=1>

From the Center for an Informed Public at the University of Washington & Washington State University's Edward R. Murrow College of Communication. Scroll to find health related content.

## Misinformation and Disinformation

<https://www.apa.org/topics/journalism-facts/misinformation-disinformation>

An American Psychological Association 'psychology topic' with resources.

## News Literacy Project – You have the power to stop misinformation. Use it.

<https://newslit.org/>

A nonpartisan education nonprofit. Addresses current issues topics.

## First Draft hosted by the Internet Archive

<https://firstdraftnews.org/>

Archive of a nonprofit that created a treasure trove of thinking, training, research, tools and more on how to combat online mis- and disinformation.

*Selections submitted by Karin Bennedsen, MLIS, AHIP, Sturgis Library, Kennesaw State University, Kennesaw, GA*

## You Might Be Interested In...

*This column contains recommendations to materials related to consumer and patient health information services. If you find something in a journal, newspaper, blog post, or other accessible social media that you think your colleagues would find useful or interesting, please send a citation and summary to [Shawn Steidinger, MLS, AHIP](#), section editor.*



In this issue of my column, "You Might Be Interested In...", I'd like to focus on humor in medical literature. As you may know, BMJ publishes a special Christmas issue each year which contains "...light-hearted fare and satire," but they go on to say, "... we do not publish spoofs, hoaxes, or fabricated studies." Here are some of my favourites (note the British spelling here for effect) over the years:

### [The survival time of chocolates on hospital wards: covert observational study](#)

*BMJ* 2013;347:f7198 Research > Christmas 2013: Research (Published 14 December 2013)

**Abstract: Objective** To quantify the consumption of chocolates in a hospital ward environment.

**Design:** Multicentre, prospective, covert observational study. **Setting:** Four wards at three hospitals (where the authors worked) within the United Kingdom. **Participants:** Boxes of Quality Street (Nestlé) and Roses (Cadbury) on the ward and anyone eating these chocolates. **Intervention:** Observers covertly placed two 350 g boxes of Quality Street and Roses chocolates on each ward (eight boxes were used in the study containing a total of 258 individual chocolates). These boxes were kept under continuous covert surveillance, with the time recorded when each chocolate was eaten. **Main outcome measure:** Median survival time of a chocolate.

### [Taking the biscuit: defining excessive quantities of free refreshments in a healthcare library](#)

*BMJ* 2022;379:e072846 Feature > Christmas 2022: R-E-S-P-E-C-T (Published 19 December 2022)

**Abstract:** Evidence suggests that complementary hot drinks and biscuits benefit an overworked and highly stressed healthcare workforce. But when signage in healthcare libraries asks patrons not to consume “excessive” quantities of free hot drinks and biscuits, how much is too much? Tabner and colleagues explore this resource allocation conundrum.

### [Authorship anatomy: a guide for scholars](#)

*BMJ* 2020;371:m4702 Feature > Christmas 2020: Dr Who? (Published 14 December 2020)

**Abstract:** "The process of manuscript writing, peer review, and publication is complex and intimidating to many. One political aspect of the manuscript submission process is the determination of author inclusion, order, and function. The ICMJE has a list of criteria that must be met to qualify for authorship, however this resource is not designed to provide information to scholars regarding the type and amount of support that authors provide. We provide an anatomic framework for scholars to contextualise authorship roles and provide guidance on authorship function." \* Please note that this contains an interactive graphic that is NOT to be missed.

### [The need for speed: observational study of physician driving behaviors](#)

*BMJ* 2019;367:l6354 Research > Christmas 2019: Chasing Cars (Published 18 December 2019)

**Abstract:** "The authors have analysed which physician specialties have a greater ‘need for speed.’ They used data on all speeding tickets in Florida from 2004 to 2017, linked to publicly available data on physician characteristics." This also contains a NOT TO BE MISSED interactive graphic.

If you have read something similar to these light-hearted studies, please share with the group!



## Book Reviews

***Persons interested in becoming a book reviewer or suggesting titles for review in Consumer Connections should contact the Book Review Editor: Claire Joseph ([Claire.Joseph@snch.org](mailto:Claire.Joseph@snch.org)).***

*Consumer Connections* considers for review books of interest to librarians, patients, caregivers, and the general public. The book review column will concentrate on reviews of recently published books about consumer healthcare information available in print and/or electronic formats. General interest titles related to healthcare and medicine may also be considered. It is the purpose of each review to provide a detailed description and critical evaluation of the work. Recommendations for purchase are also included. Book reviews should be 200-400 words. Reviews reflect the opinions of the reviewer, not of the *Consumer Connections* newsletter editors.

Alvarez, Barbara A. **The Library's Guide to Sexual & Reproductive Health Information.** Chicago, IL: ALA, 2023. 136 pages.

ISBN: 978-0-8389-3865-2. \$49.99 softcover



Barbara Alvarez is a gifted librarian, educator, speaker, author, and advocate for information access and reproductive health information. This is a well-written comprehensive work that provides “...all the tools, resources, and information...you need to get started in providing services for sexual and reproductive health information at your library” (p. 111).

Alvarez begins by citing the three core definitions of sexual and reproductive health (SRH) according to the United Nations Population Fund definition. SRH “implies that people are able to have a satisfying and safe sex life...the capability to reproduce and the freedom to decide if, when, and how often to do so” (3).

The work is divided into three main parts: Foundation, Education, and Implementation. In Chapter Two, “Sexual and Reproductive Health Information as a Library Service,” Alvarez emphasizes that SRH information access is a human right, and that librarians should not allow their “personal beliefs...be the guiding force for the SRH information we have in our collection. Consequently, collection development plays a crucial role in making comprehensive SRH accessible” (14).

In the Education section, there are three chapters, “Sexual Health,” “Reproductive Health,” and “LGBTQIA+ Sexual and Reproductive Health Topics,” where Alvarez notes that “Sexual health is a public health issue that is often shrouded in stigma and shame” (31), and through education and understanding, librarians will be able to “build stronger collections and provide better reference interviews” (49).

With regard to such hot-button topics as abortion, Alvarez notes that librarians are subject to their own personal or religious convictions on the topic, but “...although it is important to respect all opinions, it is also necessary to provide comprehensive information about sexual and reproductive health, including abortion care” (61).

Chapter Seven, “Sexual and Reproductive Health at the Library,” includes a “SRH Collection

Development Checklist,” and “SRH Program and Partnership Ideas,” which includes a month-by-month list of national and international health observances.

Each chapter ends with “Final Thoughts,” “Let’s Review,” and “Reflection Questions.” The book ends with a 7-page Appendix of “Recommended Resources,” including Library-Related Resources, Organizations, and Articles, and a listing of Books and Online Resources on topics including “Reproductive and Sexual Health,” “Reproductive Justice,” and “Sexuality and LGBTQIA+ Health.”

This work is highly recommended.

*Reviewed by Claire B. Joseph, MS, MA, AHIP, Medical Library Director, Mount Sinai South Nassau, Oceanside, NY*

Ward, Judit H. and Nicholas A. Allred. **The Librarian’s Guide to Bibliotherapy**. Chicago, IL: ALA, 2024. 200 pages.

ISBN: 978-0-8389-3662-7. \$44.99 softcover.

Judit H. Ward, Science Librarian at Rutgers University, was previously Director of Information Services at the Rutgers Center of Alcohol Studies where she developed “Reading for Recovery,” a bibliotherapy-inspired program for people grappling with addiction. Nicholas A. Allred is Visiting Assistant Professor of English at Fairfield University, who, while working on his PhD at Rutgers, collaborated extensively with the Center for Alcohol Studies on the “Reading For Recovery” program and on bibliotherapy-inspired projects and initiatives.

Together they present this comprehensive work that in four sections and 11 chapters offers readers not only an overview and brief history of bibliotherapy, but also extensive advice and tips on getting a program started including selecting reading materials, setting up programs, hosting an event, and traditional and social media marketing.

Each chapter ends with an “In a Nutshell” review, and the book includes many tables and charts along with five appendices of templates: program, discussion guide, event planning, event playbook, and marketing.

In the final chapter, “Improving and Sustaining Your Program,” the authors offer some sage and insightful advice:

“In order to keep your program nimble and adaptive, we recommend an approach we call *Perpetual beta*, in which each session, event, or iteration of the program is a sort of trial run for the next” (p. 149).

This book is highly recommended for all libraries; while it’s of special interest to those already contemplating establishing a bibliotherapy program, it will be of interest to all and might pique interest in this essential type of outreach.

*Reviewed by Claire B. Joseph, MS, MA, AHIP, Medical Library Director, Mount Sinai South Nassau, Oceanside, NY*

## Publication Information

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### Statement

Consumer Connections (ISSN 15357821) is the newsletter of the Consumer & Patient Health Information Caucus of the Medical Library Association. It is published on the CAPHIS web page of the MLA website. Beginning in 2021 issues will be published biannually.

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Please contact section editors for information on submitting items for publication in a specific section or the managing editor if you are not sure which section to submit to.

## Want to put your creative graphic design skills to good use?

The newsletter committee is looking for a Design Editor to work on layout and formatting of the newsletter. Whether you hold a degree in this area or dabble in it as a hobby, bring your creativity and fresh ideas to the team!

If you're more of an information gatherer than an artistic sort, we're still looking for an Events Section Editor.

The newsletter is published twice a year, so the time commitment isn't too great. Editors receive eight points of AHIP service credit per year in these positions.

Contact the managing editor if interested in either position.

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***Do you have an interesting consumer health initiative or project taking place at your library? Have you been spearheading innovative work with consumer health librarianship and want to let the world know? We want to hear from you! Consider submitting a brief article (500-1200 words) to Consumer Connections!***

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Deadlines for submissions to the managing editor are April 1 for publication in the Winter/Spring issue and October 1 for the Summer/Fall issue. Section editors may set earlier deadlines. Due to work priorities, publication dates are fluid. Contact the managing editor to negotiate a submission date if you feel you need more time.