

Medical Library Association MLA '22 Hybrid Conference & Exhibits

Poster Abstracts



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POSTERS: RESEARCH ABSTRACTS

Although poster numbers are included, content in this section is sorted by title in alphabetical order.

Assessment of Students' Learning Interests and Learning Outcomes of a Hybrid Information Literacy Education Course in Taipei Medical University, Taiwan (111)

Track: Education

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Objectives: Due to the COVID-19 pandemic, digital teaching and learning has been promoted actively in the campus of many universities since the beginning of 2020. As the result, the author decided to redesign the teaching methods of one of her information literacy education courses named “Introduction to information behaviors” for the 1st- and 2nd- year undergraduates in Fall, 2020, integrating more asynchronous digital sessions and interactive learning activities into this course. This study tries to investigate the learning interests and outcome of 60 students registered in this hybrid course in the semester of Fall, 2021.

Methods: The research methods of online questionnaire survey, focus group interview, and usage log analysis of the digital platform will be adopted to collect data of students' learning behaviors, feelings, and performance systematically. The online questionnaire was delivered to all students in the end of the semester, and two focus groups with 12 volunteer students were hold in Dec. 20, 2021 and Jan. 21, 2022. The author then analyzed the data and present the research findings. By doing this, the author hopes to assess whether the optimized hybrid “Introduction to information behaviors” course would really increase the learning interest and learning outcome of students to meet the objective of this course.

Results: 1. Among 7 teaching methods of this class, the “Asynchronous digital courses (pre-recorded teaching video + online learning activities)” was rated the highest score of learning interests, and the “Database demonstration and searching practices in computer lab” was given the highest score of learning outcome. (Table 1) 2. For the 3 pre-recorded asynchronous digital courses, students spent 1.79-2.25x their time watching the video and watched per video 4.2-4.7 times to finish the course. (Table 2) 3. The author utilized ACRL's Information Literacy Competency Standards to evaluate the learning outcome of students. In general, after the semester, students feel that their information literacy competencies of 5 standards are improved. (Table 3) 4. During the focus group, the participants explained that they prefer asynchronous distance courses mainly because of time autonomy, can view videos repeatedly, and no need to commute to schools.

Conclusions: To sum up, students in this hybrid course prefer to take asynchronous digital courses and then in-person ones. The synchronous online sessions are less popular. After redesigning the teaching methods, the overall satisfaction of students raised from 4.38 (2019) to 4.51 (2020) and 4.54 (2021), presenting the preliminary results of curriculum reform.

Collection Development within Academic Health Sciences Libraries: A Scoping Review (133)

Track: Information Services

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Objectives: Collection Development (CD) is a cornerstone of library services. Within health sciences, the study of CD practices is important due to rapidly changing environments. Technological advancements affect the efficacy of any library collection, but this is especially true for health information. Users of health resources require access to the latest scholarship. This scoping review will examine how librarians manage collections within academic health sciences.

Methods: An in-depth strategy utilizing expert searching techniques was run in mid-April 2021. Databases included Library and Information Science Abstracts (LISA), plus nine ProQuest databases covering medicine, education, nursing, public health, and science. MEDLINE, International Pharmaceutical Abstracts and Journals@OVID were searched through OVID. The EBSCO platform was used to search CINAHLComplete, PsycINFO, SocINDEX and Health Policy Reference Center. Science Citation Index and Social Sciences Citation Index were run on Web of Science. Using a double blind method, the research team used Rayyan to analyze results.

Results: A unique set of 976 citations covering 2010-2021 were analyzed for themes and narrowed to 77 records. Citations are mapped by year and CD topic. A journal title list is provided.

Conclusions: Data revealed that cost was a primary focus as opposed to users' needs. Due to complex budgetary restrictions, many authors discussed sharing resources through consortia. By analyzing case studies across similar institutions, health sciences librarians can better inform their own collection management practices. Given the foundational value of collections to the primary mission of academic health sciences, there exists a need for more communication and additional research.

Connecting Future Health Professionals to Sources of Accurate Consumer Health Information (112)

Track: Education

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Objectives: The NJ AHEC (Area Health Education Center) Scholars Program is a longitudinal, interdisciplinary program for students of the health professions that provides training activities for their future work in underserved areas, including health information literacy. A large proportion of information on television, phones, and computers is advertising, unlikely to account for the health concerns of any individual patient seeing a health professional. Health Information Literacy combines the health literacy competence of understanding of what is health information, with the qualitative information literacy evaluation of sources of

health information. Can future health professionals become a source of consumer health information?

Methods: The Health Sciences Library applied to the Regional Medical Library for Region 1 for research grant support to provide health information literacy group instruction and Medline Plus materials to two cohorts of AHEC Scholar students for the 2020-2021 academic year. A pre and post anonymous survey about health information access and understanding was also distributed by email to the students. During the training, three important unbiased sources of current health information were featured: MedlinePlus, The National Center for Complementary and Integrative Health, and Health on the Net. Following two training sessions, a packet of locally designed and printed MedlinePlus laminated pocket cards and bilingual Spanish and English flyers were mailed to each student. The Library created a LibGuide which shared both sources of health information literacy and the master copies all of the NLM and locally developed materials.

Results: The RML grant funds supported the production and mail distribution of the MedlinePlus material in an attractive pocket folder. The virtual training sessions were received favorably, particularly in the use of a game-based review of concepts. The results of the survey showed positive regard for the training but quantitatively did not meet statistical significance.

Conclusions: The LibGuide continues to distribute the concepts and learning materials, which could easily be adapted for any audience of students or general public. The Game is hosted at Kahoot.com and can be presented in a group context. The Fall 2021 new cohort of AHEC Scholar students also received the health information literacy lecture and game. The NJ AHEC Scholars program maintains a record of their student participants, and a follow up survey about providing accurate consumer health information could be a future research activity.

Continuing to Build Consensus Around the Future of Remote Work: One Library's Study (143)

Track: Professionalism & Leadership

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Objectives: The purpose of this study is to explore and understand employee perceptions of remote work as a potential option for normal operations, based on experiences from the COVID-19 pandemic. Two surveys were administered, before and after developing a telecommuting and remote work guideline for the library.

Methods: An 8-question, web-based survey was sent to all library faculty and staff in the spring of 2021, asking their opinions about working remotely on an ongoing basis. Questions included multiple choice and free-text responses about how often employees wanted to work remotely; what tasks they believed could be done productively from home; what equipment they needed at home; and what challenges they believed the library faced with employees working remotely. In March 2022, a follow-up survey was sent to assess employees' experience with telecommuting or remote work since the library's guidelines were implemented. The second survey included questions about telecommuting schedules, equipment needs, feelings about connectedness with the organization, and overall satisfaction with the hybrid work environment.

Results: In the original survey, 85% of staff and faculty responded. All wanted to continue to work remotely part time after the pandemic. 65% preferred working from home 2-3 days per week. The challenges identified included staffing the building and the demand for in-person services. In the second survey, 86% responded. 58% work from home 2-3 days per week, and 84% were very satisfied with how the library implemented telecommuting schedules. Respondents commented that collaborating and balancing

workloads worked better than expected. Communication, IT issues, and having the right tools in each location were among the challenges identified.

Conclusions: Responses to the first survey were very consistent overall, indicating broad consensus among faculty and staff about continued remote work. The follow-up survey showed continued satisfaction with the hybrid work environment. Neither staffing the building nor demand for in-person services were identified as challenges by respondents of the second survey. Comments about difficulty working with employees located both on-site and remote increased slightly. Additionally, the majority of respondents, 63%, reported they felt only somewhat connected to co-workers in their units and in the library overall; 37% reported feeling very connected. Time and further adjustments to organizational norms and processes may be needed to fully adjust the library to a hybrid work environment, towards improving the sense of connectedness.

Cyberchondria and Health Information Seeking: A Scoping Review (130)

Track: Information Services

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Objectives: To provide an overview of the literature on cyberchondria, as it relates to online health information seeking behavior, in order to guide professional practice in consumer health settings such as libraries.

Methods: A scoping review was conducted using the PRISMA Scoping Review Extension. Web of Science, Scopus, PubMed, APA PsycInfo, CINAHL, Communication & Mass Media Complete, Computers & Applied Sciences Complete were searched in January 2022. Included articles were required to use the term "cyberchondria" and to focus on libraries or information seeking behavior. The search term used was cyberchondria*. Database searches were conducted on January 19, 2022 and brought back 675 articles. Only 346 articles remained after the duplicate articles were removed. Two reviewers conducted two independent rounds of screening, first the title/abstract and then the full-text of the article. The remaining 87 articles were entered into a database and coded by theme. These articles were entered into a database and coded by theme.

Results: Key themes that emerged included Health anxiety/anxiety/OCD; Information seeking behavior; Cyberchondria Severity Scale; Internet use or Internet addiction; COVID-19; Misinformation; Self-diagnosis; Information overload; and Symptom checkers. The most frequently cited journals were the Journal of Anxiety Disorders (8 articles), Journal of Medical Internet Research (6 articles), and Current Psychology (5 articles). Included articles' publication dates ranged from 2006-2022, with the vast majority (59 articles) being published between 2019-2021.

Conclusions: Previous research has established that there is a strong relationship between health anxiety and cyberchondria, which suggests that library patrons with health anxiety might especially be prone to experiencing counterproductive outcomes from online health information seeking. The practical implications of this relationship for libraries providing consumer health information services are not explicit. This research suggests avenues for future research to improve the applicability of scholarly literature on this topic to the library and information science field.

Developing a Faculty Roles Crosswalk for Health Sciences Librarians (55)

Track: Information Management

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Objectives: Many academic and hospital Health Sciences Librarians (HSLs) affiliated with health sciences centers in the United States have faculty status. Faculty status enables HSLs to collaborate with their basic sciences or clinical sciences faculty colleagues as peers. Translating HSL faculty responsibilities into terms that their faculty counterparts easily can understand represents an ongoing challenge for HSLs. This translation process comes into sharp relief when HSLs with faculty status need to seek a promotion or wish to secure tenure.

Research Question: What HSL professional roles align with or closely resemble basic sciences or clinical medical faculty activities?

Methods: Job Analysis. HSLs at University of New Mexico Health Sciences Library and Informatics Center (UNM HSLIC) wanted to clarify faculty roles for librarians and informaticists to upgrade a faculty promotion process policy. They consulted faculty guidelines available for university and the medical school's departmental faculty. They requested policies from other health sciences libraries with similar faculty requirements. For each HSL role, the authors searched for an equivalent basic science or clinical faculty role. The authors used relevant Medical Library Association 2018 competencies and the criteria for promotion within the Academy of Health Information Professionals (AHIP). The HSL faculty list of roles grew throughout this process. The authors organized their list into major Education, Research, and Service categories. They transformed this list of categories into a "Crosswalk" document, that enables the reader to identify an HSL role and find an equivalent basic science or clinical faculty role.

Results: The HSLs at UNM HSLIC developed a Crosswalk that listed HSL faculty roles under the major headings of Education, Research, and Service. The authors listed these HSL faculty roles in the left-hand column of a tripartite table. Basic sciences faculty equivalents of these roles appeared in the middle column and clinical sciences faculty equivalent roles occupied the right-hand column. The table revealed the breadth and depth of faculty roles filled by HSLs.

Conclusions: The Crosswalk will equip HSLs with an inventory of faculty roles. HSLs can employ this inventory to translate their job roles into easily-grasped faculty responsibilities. Hospital librarians affiliated with medical residencies also can advance their faculty roles using the Crosswalk.

Exploring Library's Open Access (OA) Publishing Support service Priorities through Bibliometric Analysis (127)

Track: Information Services

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Objectives: To comply with funding agencies and institutions' Open Access mandate and to promote knowledge sharing, researchers require more Open Access (OA) publishing support from the libraries. Thus, identifying library service priorities in OA publishing is particularly important for libraries with limited staff. Understanding researchers' publishing behaviors would help a library achieve this goal. This project seeks to study researchers' OA publishing behaviors through bibliometric analysis and to explore and prioritize the library's OA publishing support services that best meet their needs.

Methods: 1) Bibliometric analysis. Scholarly articles published between 2017-2021 by researchers in two colleges of an academic institution are identified using Web of Science. The identified articles will be further analyzed by OA status, journal impact factor, etc. 2) Descriptive analysis. Current library OA publishing support services and requests are summarized and analyzed to find out gap of the services, i.e., what services have been used and what not. 3) OA publishing service priorities will be identified based on the results of the above analyses.

Results:

Conclusions:

The Impact of Involvement of an Information Specialist on the Quality of a Systematic Review (48)

Track: Innovation & Research Practice

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Objectives: Systematic reviews (SR) are a form of investigation that synthesize existing evidence to provide statements of conclusion and help guide decision making in evidence-based medicine. A crucial component when starting a SR consists of forming the right multidisciplinary team. An informational specialist plays a key role in the methods of a SR (e.g., selecting and searching sources of data, constructing search strategies, and data management). The purpose of this study was to evaluate the quality of published SRs in the journal, Academic Medicine (AM) and an open access journal, BioMed Central Medical Education (BMC) when an informational specialist is involved.

Methods: We searched PubMed for SRs published in BMC and AM between 2020-21 for a total of 39 articles. A quality assessment tool drawing on items from the AMSTAR2 and PRISMA was created to assess the SRs. Each article was analyzed independently by two students and disagreements were resolved via discussion and the 3rd reviewer.

Results: Following data analysis, we found that while the quality of the SRs published in both journals did not adhere to all the criteria, there was a trend for improved quality in SRs in certain criteria when an informational specialist or librarian was part of the SR team: higher rates of protocol registration, use of MeSH terms/indexed terms and an increased number of database utilization.

Conclusions: Assuring the quality of SRs can be challenging, but an informational specialist or librarian can play a crucial role in developing the methodology (e.g., selecting appropriate sources of data and conducting

thorough literature search to minimize selection bias). Results of quality assessment of SRs in the two peer-reviewed journals focusing on medical educational research suggest that a multidisciplinary team involving a librarian improves the quality of SRs and ensures researchers' adherence to the SR guidelines or standards, which in turn enhances the strength of evidence reported in SRs.

LGBTQ+ Health Research Guides: A Cross-Institutional Pilot Study of Usage Patterns (37)

Track: Health Equity & Global Health

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Objectives: Multiple authors have recommended that health sciences libraries use research guides to promote LGBTQ+ health information, connect with their users and the community, and improve health equity. However, little is known about LGBTQ+ health guide usage patterns and whether such guides really meet the information needs of their users. Based on usage patterns from LGBTQ+ health research guides, we assessed the types of LGBTQ+ health information of greatest interest to health sciences library users and how, if appropriate, these guides might be revised to be more relevant to user needs.

Methods: The data for LGBTQ+ health research guides of five health sciences libraries (three in the United States and two in Canada) were studied. Usage data were retrieved for a three-year period (July 2018-June 2021). Two separate factors were chosen for analysis: monthly guide usage over time and the individual types of resources used. Monthly usage was studied by generating line graphs in Excel with trendlines to calculate overall guide usage trends. To determine the most sought-after types of resources by users, clicks for individual resources were categorized by type and focus using open coding in Google Sheets.

Results: Overall guide usage was mixed, with some libraries' guides trending upward over time and others downward. Analysis of the resource links showed that links to local and community health resources were among the most heavily clicked (64.11% of clicks), as were resources designed to help patients find healthcare providers and services (53.23%). Links to library-owned resources, such as books, journals, and databases, were generally clicked less (2.44%), as were links aimed at healthcare professionals (11.36%).

Conclusions: The usage statistics for the guides were relatively low. However, the size of the LGBTQ+ community is relatively low compared to the general population and therefore LGBTQ+ health can be considered a category of minority health. We argue that the importance of providing quality LGBTQ+ health information outweighs any concerns of large-scale usage, and that providing such guides promotes health equity. The higher usage numbers for local resources supports the idea that guides are most useful when they link users to services and providers in their own communities. This suggests a best practice for librarians to focus on local resources and collaborations, and on consumer health resources, when creating and editing these guides.

Librarian Support of Predoctoral Dental Education in the US & Canada: An Update (10)

Track: Information Services

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Objectives: Most dental institutions have librarian liaisons and library services available to their constituents. However, they are often unaware of these services and how they can be leveraged for student and faculty benefit. This study aims to provide a summary of library services and resources that support dental education and research. This summary demonstrates trends in dental librarianship, services and resources that can be adapted to serve the needs of dental-related education programs and the growth of the dental librarianship over the last five years.

Methods: The research presented is an update of a study conducted in 2017. An environmental scan inventoried services that dental librarians provide. The survey instrument was updated to include questions regarding new technologies and services that have emerged over the last five years, including 3D printing, research data management, data visualization, and more. The study population consisted of librarians who work in dental libraries or college/university libraries that serve the 79 CODA accredited DMD/DDS pre-doctoral programs in the United States and Canada. An IRB-approved survey instrument was distributed via email to the identified librarians.

Results: A total of 73 responses were received for a response rate of 92%. Most dental programs have a dedicated librarian liaison providing curricular and research support through various approaches. Examples include evidence-based dentistry instruction and curricular support, research and grant support, access to emerging technologies, collaboration on evidence syntheses, curriculum committee service, and accreditation process involvement. When compared to the data from the 2017 survey, most responses were consistent with a few exceptions; for instance, there were notable increases in the amount of official systematic review support programs and dental faculty scholarly collaborations, while there were notable decreases in accreditation and IRB assistance..

Conclusions: The results of this study demonstrate that librarians provide support to dental education in a variety of ways, including curricular and scholarly support. While most areas of dental librarianship have been consistent over the last five years, there were some notable differences in today's data compared to that of five years ago. The service models cited here can be adapted in dental-related education as well as health sciences education programs across North America.

Librarians and Researchers Working Together: Applying FAIR Principles to Cohort Research Projects (146)

Track: Information Management

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Objectives: Long-term cohorts provide a valuable scientific resource. Cohort datasets can be analyzed for numerous questions that go beyond the initial study's aims. However, this potential is achieved only if thorough data documentation and accessibility strategies are implemented. As cohort studies can span several decades, proper documentation is essential because data may have multiple file types that are not always stable over time. The NIH continues to develop data management guidelines to ensure research results are Findable, Accessible, Interoperable, and Reusable (FAIR). Recent funding from NIH provides opportunities to incorporate new expertise into research projects to enhance overall data management.

Methods: A new collaboration between Boston Children's Hospital Neuroepidemiology Unit and Countway Library is directly linking researchers and data science librarians to implement recommended data management practices for research studies. The combination of these two perspectives provides a comprehensive approach to all aspects of the data lifecycle. Some examples of the data management methods used in this study include: preparing data documentation in long-term stable file formats with associated readme files, documenting research analysis code with markdown and Jupyter Notebook, applying biomedical ontologies to ensure data are findable and operable, and exploring the use of data repositories, such as the Harvard Dataverse.

Results: We were able to create a comprehensive framework that includes best practices for data documentation, retention, and file formats. For example, successes included combining different datasets and describing them with metadata and using the MeSH subject headings to try to flag different parts of the study using consistent terminology. However, challenges arose around data file longevity; data identification; institutional preferences for data sharing; and informed consent for longitudinal studies. Examples of the project's data management framework and documentation are presented, including strategies for overcoming some of the challenges inherent with human subjects studies.

Conclusions: The approaches to apply the FAIR Principles discussed in this study will be applicable to a broad range of epidemiologic research. Additionally, these efforts align with the recently proposed provisions for an NIH Data Management and Sharing Policy that includes data management and sharing plans, data preservation and access, and data sharing agreements. Additional information will be shared on ways to enhance data documentation efforts while limiting the additional time required from a study's principal investigator or research staff. This poster is available at <https://dx.doi.org/10.5281/zenodo.6468709>.

Mapping Pregnancy Resources Available Online to LGBTQIA+ Health Consumers (12)

Track: Information Services

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Objectives: LGBTQIA+ people hoping to build families face many health service barriers, often turning to online consumer health information instead of or in addition to navigating heteronormative and cisnormative healthcare systems. However, internet resources on LGBTQIA+ planned pregnancy are scarce. This

project's objective was therefore to map the available online resources about wanted pregnancy for LGBTQIA+ health consumers, with the purpose of improving awareness of quality resources among librarians, while also highlighting an existing research and information gap.

Methods: Librarians searched through internet browsers and known pregnancy and LGBTQIA+ resources to locate resources that explicitly addressed pregnancy information needs of the LGBTQIA+ community. Included resources focused on planned pregnancies; excluded resources focused on sexual health, contraception, or unplanned pregnancies. Found resources were assessed in terms of type of resource, ease of locating, readability (literacy and disability accessibility), understandability (health literacy), and inclusivity (inclusive language and imagery).

Results: Study results show that resources, while inclusive to a point, are difficult to find through both simple searches and librarian-assisted portals. The information available combines patient advocacy and educational information, with a large number of additional resources serving as advertisements for fertility clinics or assisted reproduction programs. Although the resources were inclusive in terms of gender and sexuality, they often struggled with website accessibility, rarely recognized disabilities, and were lacking in support for different languages.

Conclusions: LGBTQIA+ patients already struggle with finding clinicians well-versed in their care needs, which are different from the care needs of cisgender, heterosexual patients. If the information available online is also difficult to find, not easy to understand, or not inclusive, LGBTQIA+ health consumers will remain underserved when searching for information to support their pregnancies.

Medical Librarians Provide the Polish for High-Quality Dental Medicine Systematic Reviews (131)

Track: Information Services

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Carrie S. Forbes, MLS - Liaison Librarian to the ECU College of Nursing/ Research Assistant Professor, Laupus Health Sciences Library, Greenville, North Carolina

Objectives: Previous research on the effect of librarian involvement in systematic reviews (SRs) in internal medicine journals indicates that librarian involvement improves the reproducibility and methodological quality of published systematic reviews. No such study had examined the effect of librarian involvement in dental medicine systematic reviews. This study sought to elucidate the frequency with which librarians are involved in supporting dental medicine systematic reviews and the effect of librarian involvement on methodological quality and search reproducibility in those reviews.

Methods: We analyzed 913 SRs or meta-analyses in twelve high-impact journals from the field of dental medicine. We used a Modified PRESS instrument and a questionnaire about methodological reporting to determine the following: involvement of librarians in SRs reproducibility of searches methodological quality of the SRs overall quality of the search

Results: Librarian involvement was rare in our sample (2.5%) but was associated with better reporting of the search strategy. Of the articles with no librarian involvement, only half included a full search strategy. Subjective analysis of the quality of searches using a Likert scale from 1(low)-5(high) indicated that articles with a librarian co-author had a quality score of 3.5, while articles with a librarian acknowledged or not included received scores of 3.4 and 2.814, respectively. Only 452 articles were considered to have a reproducible search. Findings suggest that librarian involvement in dental SRs leads to more reproducible searches and improved reporting.

Conclusions: Librarians are underrepresented in SR teams based in dental medicine disciplines. The inclusion of a librarian in SR teams in dental medicine improves key methodological features of SRs as well as search quality. Efforts should be made to consult a librarian and include them as a co-author or acknowledge them in the article for their assistance in crafting sensitive, reproducible searches and for their knowledge of SR methodology and reporting standards. Medical librarian search strategies are not immune from mistakes; this underlines the importance of utilizing Peer Review of Electronic Search Strategy (PRESS) to guard against natural, human error.

Medical Student Responses in Critical Appraisal: A Qualitative Analysis (44)

Track: Innovation & Research Practice

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Objectives: To identify themes in medical student critical appraisal skills when asked to complete an evidence-based medicine (EBM) assignment. Researchers will analyze identified themes to find common approaches used by medical students when critically appraising a research article.

Methods: Our team (three medical librarians and a statistician) will conduct a qualitative analysis of first year clerkship (third year of medical school) students' responses to an EBM assignment wherein students are asked to critically appraise a research article and apply it to patient care. Previously, we noted that many students use factors such as journal reputation or impact factor as proxies for critically appraising study methodology and results. The librarian team is conducting a qualitative analysis of textual responses by gathering one years' worth of quiz responses. Each team member is individually reviewing each response for general themes. After this open coding is completed, librarian team members will collaboratively develop a code list. Each team member will then code each assignment individually. Statistics will be run for inter-rater reliability and discrepancies will be resolved by librarian group consensus.

Results: The team will present main and secondary themes. Commentary and examples will be provided by the librarian team on trends seen in medical student critical appraisal.

Conclusions: This project is ongoing. However, we anticipate that our results will inform EBM instruction by identifying common themes in medical trainees' early attempts to apply critical appraisal skills to a clinical scenario.

News Coverage of Public Health Research: An Exploratory Study of Topics, Coverage, and Open Access Status (119)

Track: Information Management

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Objectives: This study aims to identify and analyze the news outlets that mention research published by a School of Public Health at a Midwestern university. We analyzed the overall patterns of news sources, including the content type and overall coverage, the correlation with open access (OA) status (both gold and green OA), and the topics that received the most attention in the news. Our results will contribute to a better understanding of the characteristics of news outlets that disseminate public health information, and the types of research mentioned most often in the news.

Methods: We conducted a bibliometric analysis of publications from authors affiliated with a School of Public Health over five years (2015-2019). The searches were conducted in December 2021. We queried Scopus using an affiliation search to identify and retrieve the publications. Then we queried Altmetric Explorer for all the citations from the Scopus search, using the identifiers and the titles to compile the altmetrics data and identify the titles mentioned in news outlets. We used Excel to aggregate, clean up and analyze the data, and VOSviewer software to generate the topic analysis and visualization map.

Results: Between 2015 and 2019, 778 publications were published by the School of Public Health. A total of 144 (18.5%) were mentioned in 2,079 news stories from 643 news sources. We analyzed the overall dataset of news outlets according to the source and content type, subject area, and country of publication. We also determined whether OA articles were discussed more often in the news than subscription access articles. We also performed a co-occurrence analysis of the author and abstract keywords of the articles mentioned in news outlets.

Conclusions: Mentions of scholarly articles in news outlets can identify patterns and trends of attention and interest in research beyond academia. This poster analyzed the top news sources that mentioned the research generated by the faculty of a School of Public Health, and the OA status of articles that received mentions in the news. These findings may support the decision-making of leaders of the school regarding future publication and research strategy development directions.

Optimizing Bibliographic Retrieval of Adult Cardiac Surgery Records in Medline (Ovid) and PubMed in Collaboration with Patients (132)

Track: Information Services

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Objectives: Topical search filters are created by information specialists, with assistance from subject specialists, to retrieve information effectively and efficiently. We aimed to create a search hedge for adult cardiac surgery with the assistance of an information specialist and an interdisciplinary team of subject specialists that included two former cardiac surgery patients.

Methods: To validate the cardiac surgery search filter, we followed similar methodologies to other published topical search filters. Specifically, we created a gold standard set of references by identifying cardiac surgery guidelines and retrieving their references. These references were screened using pre-determined inclusion and exclusion criteria. Once we had the gold standard set of articles, we developed a search strategy with a high sensitivity. Patient co-researchers played active roles in creating the gold standard set and testing the search strategy.

Results: The search filter is optimized for Medline (Ovid) and PubMed. Our sensitivity rate is 98% and 99% in Medline (Ovid) and PubMed, respectively. Our specificity rate is 60% and 49% in Medline (Ovid) and PubMed, respectively.

Conclusions: Patients are key stakeholders in healthcare research and can be successfully engaged in search filter creation. Working with an interdisciplinary team ensures the search filter will be useful to a wide range of users. Our search filter is designed to assist patients, clinicians, academics, and other stakeholders in finding relevant peer-reviewed articles on adult cardiac surgery.

Pandemic Transitions: The Impact of COVID-19 on Hiring and Onboarding in Academic Libraries (144)

Track: Professionalism & Leadership

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Objectives: To explore how the COVID-19 pandemic has affected hiring and onboarding practices in academic libraries.

Methods: An embedded mixed-methods approach, utilizing grounded theory, was used to develop an online survey to identify changes that occurred in hiring and onboarding practices in academic libraries resulting from the COVID-19 pandemic. Participants were hiring managers (including human resources staff, library administration, search committee chairs, or library supervisors) in an academic library setting. Invitations to participate were sent to multiple academic library listservs and social media groups.

Results: Results will be analyzed to determine trends in hiring and onboarding practices across a range of institutions from March 2020 - to the present. Researchers anticipate recording trends concerning geographic location, institution type, interview length, interview modality (virtual, in-person, hybrid), collaboration tools, and overarching onboarding practices.

Conclusions: The authors plan to investigate the impact of COVID on the hiring and onboarding practices in academic libraries. While much has been written regarding individual or institutional experiences, this project looks at the collective effect COVID-19 had on library practices of hiring and onboarding. Understanding these developments and trends will help both job-seekers and library administration to prepare for a post-COVID future.

Preparation Time Needed for Flipped Classroom Instruction Within the Curriculum: An Initial Analysis of Librarian Effort (110)

Track: Education

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Objectives: Flipped classroom effects on learners have been studied extensively, but there is little research investigating the preparation time spent by academic librarians in flipped classrooms within the curriculum. Traditional librarian-led class sessions typically do not include pre-work or summative assessment, cornerstones of flipped classrooms. The trend of introducing flipped classes could present an increase in total time spent in instruction tasks and less time available for other librarian duties. The results of a survey of instructional librarians would aid in organizing and planning library workforces and managing expectations about being active partners in new emerging modalities of instruction.

Methods: Since there is no existing research on this topic, a new survey will be designed and launched to serve as an initial exploration, collecting a convenience sample of instructional librarians via librarian listservs. The survey will ask respondents to reflect on classes taught over a calendar year: how many traditional and flipped classes taught; how many classes taught using other modalities; how they apportion time between preparatory tasks, in-person presence in the classroom, and post-teaching tasks like grading/feedback; how their institutions count instruction time in various modalities; and open-ended questions to gather perceptions about whether counting pre- and post-instructional preparation time is a reasonable way to count/apportion work time. Responses will be analyzed using basic and descriptive statistics.

Results: This was a first attempt to define and capture preparation and post-instruction time for librarians providing instruction in lecture and flipped modes. Most class sessions taught by librarians are still done using traditional lecture format. Time spent to prepare for one-hour-long lecture sessions is relatively similar for all librarians, but preparation times for flipped classes of one hour are both longer and more variable. Overall, more time was spent on preparing for flipped classes, but not by a large amount. The time spent after both types of sessions was longer than expected.

Conclusions: Pre- and post-instruction time is necessary for conducting quality instruction. Defining and tracking "invisible time" spent preparing and completing classroom instruction could help libraries better manage workloads by hiring enough staff, apportioning librarian time between tasks appropriately and managing expectations from faculty about being active partners in the curriculum as new models of instruction are adopted.

Quality Assessment of Systematic Reviews Published in a Flagship Journal of AAMC and an Open Access Journal (46)

Track: Innovation & Research Practice

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Objectives: Systematic reviews (SR) are a form of investigation that synthesize existing evidence to provide statements of conclusion and help guide decision making in evidence-based medicine. A crucial component when starting a SR consists of forming the right multidisciplinary team, creating a protocol, and utilizing appropriate search strategies and data abstraction tools to minimize bias. The purpose of this study was to evaluate the quality of published SRs in medical education between a “flagship” journal of AAMC, Academic Medicine (AM), and an open access journal, BioMed Central Medical Education (BMC).

Methods: Three authors searched PubMed for SRs published in BMC and AM between 2020-21 for a total of 39 articles. A quality assessment tool drawing on items from the AMSTAR2 and PRISMA was created to assess the SRs. Each article was analyzed independently by two students and disagreements were resolved via discussion and the 3rd reviewer.

Results: While SRs published in both journals reported their study design, inclusion and exclusion criteria, risk of bias assessment tools, both journals had discrepancies in reporting of other criteria. 21% of the SRs in AM (n=4) and 40% (n=8) in BMC reported and registered their protocol, 53% (n=10) in AM and 55% (n=11) in BMC consulted an informational specialist, 48% in AM (n=9) and 60% in BMC (n=12) mentioned use of MeSH terms or indexed terms, 84% (n=16) in AM and 65% (n=13) in BMC provided a sample search strategy, and two SRs in each journal published with only two authors.

Conclusions: Assuring the quality of SRs can be challenging and measuring the quality is a prudent step in evaluating an SR’s impact in guiding decision making. Evaluation of the two peer-reviewed journals focusing on medical education reveals that the quality of SRs published is not always consistent in following the SR guidelines or standards.

Reflecting on 10 Years of Library Value (3)

Track: Information Services

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Objectives: Health sciences library staff provide knowledge-based information to support the mission of the Veterans Health Administration. They provide research support to improve patient care and health outcomes. This study reviewed and compared the results of a series of 5 studies conducted between 2011 and 2021 to evaluate hospital library reference services in the Department of Veterans Affairs Library

Network (VALNET). The study compared responses from nurses and physicians regarding the value of library reference service. Information seekers evaluated the information provided by their library staff in terms of its effect on patient care and health outcomes.

Methods: This report compares the results of 5 library reference service studies conducted in 2011, 2014, 2017, 2019, and 2021. Each survey used the same survey instrument during a designated 3-month study period. In each of the studies, library staff provided library customers with a link to an anonymous online survey related to the service provided. The survey used the critical incident technique, capturing requestors' immediate evaluations of the library information provided in response to specific individual search requests. Surveys were sent directly from the online form to the Project Coordinator who compiled reports for individual facilities and a national aggregate report for the agency overall.

Results: Nurses and physicians both indicated that the information provided could reduce or avoid increased costs, could improve patient management, and could help avoid adverse events. Information provided to physicians helped avoid additional costly tests and procedures and led to a reduction in the number of outpatient visits. The differences in responses (making the diagnosis or choice of tests, drugs, or other treatments) reflect the differences in the roles of the nurse and physician in patient care. More than 99% of respondents indicated that the information provided had an impact.

Conclusions: These surveys document the value of health science libraries in support of patient care and improved health services over a 10-year span. Library reference support was judged to help clinicians improve patient care management, especially regarding diagnosis and selection of treatments, drugs, and tests. Library users reported that the research support from their hospital libraries helped avoid adverse events, increased length of stay, and patient mortality.

Reflecting on the Connection Between Medical Faculty & Resident Scholarly Activity and Their Library Usage: Results of a Schoolwide Survey (136)

Track: Innovation & Research Practice

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Objectives: Medical faculty and residents at the University of Tennessee Graduate School of Medicine (GSM) are expected to participate in scholarly activity and the library situated in the medical center is dedicated to providing research support, but the connection between scholarly activity (SA) and library usage is unknown. The purpose of this study is to examine the relationship between medical faculty and resident SA and their usage of library resources and services.

Methods: A thirteen-question survey questionnaire was developed, pilot tested, and distributed through institutional e-mail listservs to 246 faculty and 237 residents. IRB approval was received. Survey questions

were a combination of multiple-choice, Likert scale, and one open-ended question. The questions aimed to measure what SA prompted medical faculty/residents to utilize library resources/services, what databases they use during SA, and how frequently they use research support services, along with their department and rank. The survey data was collected in SurveyMonkey software and imported to Microsoft Excel. Descriptive and frequency statistics were used for analysis.

Results: There were a total of 97 responses for a response rate of 20%, with all GSM departments represented. In the last five years, 90.72% (n=88) of respondents have participated in some type of SA. Of residents who participated in SA, grant proposals were the only activity not reported. The research planning stage was the most frequent SA stage that prompted them to utilize library resources and services, including searching library databases, requesting articles, or requesting a literature search. Overall, 75.4% turn to a librarian at some point when working on a research project. Most respondents who answered the optional open-ended question for additional comments wrote in notes of gratitude. Others expressed issues related to accessing online resources or services.

Conclusions: Library resources and services are utilized consistently for all SA included in the survey. As expected, faculty participated in SA more frequently than residents. Nearly 30% (n=28) of respondents have not used the literature search service in relation to SA, which may mean they perform their own searches. Due to the low reported usage of some databases, we plan to market those resources to determine if the low usage is due to unfamiliarity or user-perceived lack of value. Limitations of this study include a low response rate and that only one institution was surveyed. Some opportunities were identified to expand library involvement in grant research. Overall, participation in SA and library usage does overlap.

Representing Transgender People in Medical Subject Headings (120)

Track: Information Management

Jordan D. Correia - PhD Student, Rutgers University, New Brunswick, New Jersey

Objectives: How well do current Medical Subject Headings (MeSH) terms represent transgender (shortened to trans) people? How well do their scope notes reflect transgender people?

Methods: The MeSH term relating to the transgender people is "Transgender Persons", with entry terms including "Transexuals", "Transgendered Persons", "Transgenders", "Transsexual Persons", and "Two-Spirit Persons". Previous indexing of this term was "Transsexualism". Intersex people, who may identify as cis or trans, are grouped with the "Transgender Peoples" term. "Gender Identity" is related to the "Transgender Persons" and many of the terms nested under it are binary (female, male, masculine, feminine). The scope note of this term was reviewed against a topical literature review about the transgender experience, including gender transition, non-binary gender, and the limitations of the "wrong body" narrative.

Results: The notion of identifying with and expressing certain gender-coded behavior is cis-centered, meaning it centers around people who identify with the gender they were assigned at birth, and reflects on the wrong-body narrative. Nonbinary people are included within transgender studies, but the nonbinary identity centers on living outside the gender binary, excluding them from the MeSH terms entirely. Cisgender people do not always display gender-coded behavior associated with the gender they identify and highlighting this difference for trans people is discriminatory.

Conclusions: The MeSH description, like other medical classification systems, positions transgender people to prove that they are "trans enough" to require the care they need. The term for transgender people

and its scope note does not fully encompass the nuances of identifying and living as a transgender person, requiring those whose experiences and feelings do not align with it to “prove” they are transgender. Medical professionals utilize MeSH terms to search for up-to-date literature about trans people and classifying the literature in this way may directly impact how they perceive and view trans patients, which may directly harm the care and access trans people have to healthcare. More transgender people should be included in roundtable discussions of MeSH terminology.

Revealing Anatomy: An Exploration of the Utilization and Management of Virtual Anatomy Tables in Libraries (13)

Track: Information Services

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Objectives: This preliminary study analyzed the use and management practices of 3D virtual anatomy tables (VATs) currently owned by libraries to support anatomy learning endeavors within their communities. This study also explored how libraries have adapted their VAT services during the COVID-19 pandemic.

Methods: An IRB-approved 15-question survey was shared with members of 46 library-focused email listservs to assess the use and management practices of VATs among libraries. The survey results were analyzed using basic calculations to generate percentages, identify trends, and generate visualizations related to the survey data.

Results: Out of 31 completed surveys, seven respondents reported that their libraries owned a virtual anatomy table at any point in time. Respondents from VAT-owning libraries shared insights into how their libraries offered VAT-related services for their users, how their libraries offered VAT services before and during the COVID-19 pandemic, details regarding VAT cleaning practices implemented by their libraries, and what notable challenges their libraries faced while providing VAT services before and during the pandemic.

Conclusions: This preliminary study’s small sample size provided inconclusive data to assess whether libraries are favorable venues for virtual anatomy tables. Therefore, further study is needed to explore the benefits and drawbacks of VATs in libraries. However, the initial data gathered in this study suggests that libraries that are interested in exploring VAT ownership may benefit from pursuing evidence-based decision-making strategies for emerging technologies. Interested libraries may also benefit from speaking with other libraries that own VATs to learn from their experiences.

Review of a Four-Year-Old Systematic Review (SR) Service (15)

Track: Information Services

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Objectives: In 2000, nearly 3.5 SRs were published each day; in 2019, that number had grown to 80.(1) Our library formalized a SR service in early 2018 to meet the growing demand for SR support at our institution.

Methods: We created an Excel spreadsheet to track activity and streamlined other service facets by requiring an initial consultation and developing a preparation form. Five librarians support this service in addition to other work duties. Using our spreadsheet data, we set out to determine the average time invested by librarian staff per initiated SR, how much scholarly activity is generated from the library's service, how many reviews are abandoned, and whether this service is sustainable for our team.

Results: 311 SRs were initiated from January 2018-March 2022. Requests for SR support were consistent over time with the exception of 2021, which we hypothesize was lower due to burnout during the Covid-19 pandemic. 3,675 hours of work were tracked across the 311 SRs. Of these, 114 resulted in scholarly activity and 128 were abandoned. Overall, the average time invested per SR was 11.8 hours. Our mean per year was 75 initiated reviews (assuming 4 "normal" years) or an average of 15 reviews/librarian/year. Our average time spent is 11.8 hours/review.

Conclusions: Based on the number of SR requests and the average time per SR, our current system is sustainable for the library's SR team. However, if any staff is lost or demand for SR support increases, we may need to re-evaluate our process, staffing levels, or other facets of this service.

Scholars' Perceptions and Behavior of Research Datasets: A Case Study of Taipei Medical University (129)

Track: Information Services

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Objectives: In recent years, the open sharing of research data has made the research process more transparent and has resulted in the benefits of research reproduction and has gradually caught the attention of scholars. In order to understand scholars' cognition and behavior towards the public sharing of research datasets...

Methods: This study was conducted by 680 full-time faculties of Taipei Medical University, and the online questionnaire has been emailed since 25 October 2021 to 7 November 2021. A total of 95 valid questionnaires were collected, with a response rate of approximately 14%.

Results: The research results are as follows: 1. We found that nearly 20% of respondents have published research datasets, and nearly 60% of them are willing to try to disclose research datasets in the future. (1) The reasons why scholars are willing to disclose research datasets: There are the same top two reasons between the scholars who have published and haven't published research datasets: both of their reason is that the sponsor or submitting journal requires the datasets, followed by the promotion to other scholars. (2) The doubts of scholars about public research datasets. Compared with the scholars who have published

and haven't published research datasets: the scholars who have published research datasets, 55.6% have doubts about publishing research datasets, and the top reason for their doubts is fear of users misusing data to misunderstand data (33.3%).

The other side, the scholars who have not published research datasets, the main reason for doubt is fear of users misusing the data (46.8%). 2. The behavior of scholars who have published research datasets: (1) The reason for selecting the platform for the disclosure of research datasets is primarily driven by the requirements or suggestions for journal submission (72.2%). (2) Via Chi-Square Test, there is a correlation between scholars in different positions and whether they have previously published research datasets ($P < 0.1$). 3. The behavior of scholars using research datasets from others (1) 26.3% of scholars have used the research datasets of other scholars to conduct research, and the reason is: explore potential research topics (60%). (2) Via Chi-Square Test, there is a correlation between scholars with different research seniority and research datasets that used other scholars. ($P < 0.1$). In the future, the library can organize lectures to raise awareness of the issue for sharing research datasets, so that scholars can better understand the information of public research datasets and reduce doubts.

The Significance of the Library's Physical Space: Reflection on How COVID-19 Impacted a Consumer Health Service (126)

Track: Information Services

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Objectives: With the COVID-19 pandemic, many hospital libraries were forced to close their doors to patients and family members. At the Health Information Center (HIC) in Knoxville, TN, the physical space also closed, although health information services were provided via phone and email. To examine the impact of access to a physical patient and family library, researchers analyzed the number of health information requests pre-COVID-19 pandemic compared to during the pandemic.

Methods: Data from an internal database was collected and analyzed. Researchers divided the data into three time periods: March 2018 to February 2019 (Phase 1), March 2019 to February 2020 (Phase 2), and March 2020 to February 2021 (Phase 3). Data was de-identified and duplicate entries were removed. The type of interaction and topic was reviewed in each phase and topic.

Results: In Phase 1, there were 535 "walk-ins" of patients and family members to request health information and 555 "walk-ins" in Phase 2. In Phase 3, there were 40 "walk-ins." The number of requests through phone and email for all periods varied but did not experience a significant decrease. There was a 61.56% decrease in total requests between Phase 1 and Phase 3 while there was a 66.27% decrease between Phase 2 and Phase 3. It is important to note that at certain points throughout 2020-2021, the hospital limited elective procedures and visitors.

Conclusions: The closure of the HIC to the public greatly impacted the number of health information requests and interactions with patients and family members. Although email and phone requests remained relatively unimpacted, there was a significant decrease in the total number of health information requests without the "walk-ins." By reflecting on the data, researchers showed how access to a physical space plays a significant role in providing health information requests to the public.

A Small, Brief Review of LGBTQ+ Competency Workshops (113)

Track: Education

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Objectives: “Coming out” is the process whereby an LGBTQ+ person discloses their sexual or gender identity. The purpose of this study is to examine how coming out is addressed in LGBTQ+ competency courses and workshops by medical professionals and researchers and geared towards medical professionals and staff. Whether and how LGBTQ+ people are given agency with regards to disclosure within these workshops is also addressed.

Methods: The materials of 3 workshops for medical professionals that included case studies or panels were reviewed for how they discuss when a patient comes out, including how to navigate the situation, how to discuss health information and concerns, and how to show that patients are supported while building the patient-provider relationship. The 3 workshops were selected from a scoping literature review LGBTQ+ workshops, no more than a decade old, and contained modules that focused on the social aspects of medical interaction and not just LGBTQ+ statistics. Materials that were available online through MedEdPortal and Zenodo were reviewed include Powerpoints presentations, scenario questions, and assessment tests.

Results: The workshops framed patients coming out as a sensitive topic. The suggestion of sharing resources with patients was mentioned in one of the three workshops. Medical transition options for transgender people were mentioned in two of the three workshops. No workshop focused on how to navigate when a transgender person comes out to their provider in search of either social support or transition treatments. Providers were taught to stress the importance of collecting SOGI information to their patients. Only one workshop mentioned disclosing a patient’s identity to a referral but did not stress the potential impact of outing a patient.

Conclusions: LGBTQ+ competency workshop scenarios that discuss coming out focus on LGBTQ+ people coming out when discussing relevant health information and transgender people who have already begun medically transitioning. They should include scenarios and materials for providers on how to navigate when a transgender patient comes out to them in order to seek resources, support, and potential medical transition care. Similarly, they should highlight the importance of sharing resources to patients. Workshops must stress patient agency when the potential for disclosing to another medical professional is involved and should address the impact of outing patients through referrals. This is an example of a situation where explicit consent outside of HIPAA is necessary to obtain.

Systematic Searching for Disabilities: How Are Researchers Approaching This Challenge? (128)

Track: Information Services

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Objectives: Conducting a thorough and inclusive literature search for a topic that includes the concept of disability is challenging as it is often unclear what terms, and granularity, would be appropriate and sufficient. To learn more about how other researchers have approached this issue, with the hope that potential best practices might emerge, this study identified and compared search terms for disability used in recently published systematic reviews.

Methods: Articles published in 2020 that contained both “systematic review” and disab* in their titles were identified using the database Scopus. Within these initial results, articles were retained if their scope 1) was not limited to a specific type of disability, and 2) focused on students (K-12 and college). This narrower population focus served to both target a more homogeneous collection of reviews and also eliminate articles that focused on pediatric or geriatric populations, where some disabilities might be either less likely to have been identified yet or be highly specific to age. The search strategies of retained articles were reviewed to identify what terms were used pertaining to disability, and these search terms were compared across articles to identify both commonalities and notable differences.

Results: From an initial 139 articles found in Scopus, only ten met the initial inclusion criteria, and did not need to be excluded for other reasons. Overall, the search approaches for these ten articles varied enormously, from using a single term for disability to using over 100 lines of search terms. Half of the studies included terms for specific conditions and/or broader disability categories, and some used terms that related to both students and disability, such as special education. Half of the studies used truncation/wildcards, three used subject headings, and three used proximity operators. Typically, authors did not provide details about how they came up with their search terms.

Conclusions: Within this ultimately small sample, there was little consistency to how researchers searched for disabilities, both in terms of terms used and search techniques utilized. Differences in search techniques made it difficult to directly compare the searches, however there seemed a notable divide between those that specified a range of disability types and specific conditions and those that instead used only basic variations of the umbrella term of disability. The use of proximity operators and wildcards also highlighted the potential importance of more advanced techniques for searching in this area.

The Textbook Dilemma: Should Health Sciences Libraries Purchase Course-Required Textbooks? A Scoping Review (121)

Track: Information Management

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Objectives: This scoping review seeks to answer the question, “Should health sciences libraries collect or not collect course-required textbooks?” Textbook costs have escalated for students and the library. The objective of this scoping review is to assist libraries in developing a collection policy for course-required textbooks informed by themes and outcomes recognized in the existing body of research.

Methods: The scoping review was conducted using Arksey and O’Malley’s framework and the JBI Manual for Evidence Synthesis. The team did an environmental scan, constructed a comprehensive search strategy in six databases, and conducted hand and cited-reference searching. Search results were imported into EndNote 20, and screened for inclusion using Rayyan. Article selection followed a dual peer-review process with a third-person tiebreaker, and was guided by pre-specified inclusion and exclusion criteria. Included papers were quantitative or qualitative studies with outcomes described and mapped to prevailing themes. They were required to specifically address the library purchase of textbooks in higher education.

Results: 806 records were identified via database and hand searching. After deduplication, 761 records were screened and 702 records were excluded. 59 full-text records were retrieved and after review, 16 records were further excluded. 43 studies were included for review, and 74% of included studies were case studies. 13 recurring themes were identified and grouped. Included themes were format, acquisition strategies, budget, interlibrary loan, the campus bookstore, outreach, access behavior, course reserves, usage, sustainability, student affordability, student success, and student satisfaction.

Conclusions: Libraries are increasingly enlisted in wider academic strategies to make education more affordable for students. Course reserves programs are often initiated or expanded at the request of student groups, sometimes also motivating financial support from administration. Higher-level evidence specific to actual cost savings and other student outcomes is needed. Published studies have focused primarily on undergraduate settings and no study was specific to medical education. However, key takeaways can be extrapolated to medical schools: To maximize student savings, textbook collection may not be comprehensive, but is most effective when tailored to cohort size and expressed student desire via survey, interlibrary loan request, usage, or cost burden. Further research on the motivations of medical students in particular is needed.

Using Ripple Effects Mapping to Understand Program's Impact on Communities (148)

Track: Innovation & Research Practice

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Objectives: Our organization conducts outreach activities for libraries, and national and local organizations to inform the public, particularly populations underrepresented in biomedical research, about opportunities to participate in clinical research. We offer funding awards for libraries to host programs that support the health information and digital access needs of communities. At the end of the funding period, the sub-awardees submit a final report, which includes their evaluation findings. We adapted the Ripple Effects Mapping (REM) method (Chazdon et al., 2017) to analyze reports from 2018 to 2021 funding years to understand the overall outcomes and impact of the funded projects.

Methods: In our implementation of REM, we used the final reports from our sub-awardees to create charts that mapped out project activities to the intended and unintended impact in their communities. The funded projects were categorized into four types: Collection Development, Intermediaries Training, Technology Acquisition, and Community Programming. We reviewed 160 project reports and individually coded the responses with reference to the questions used by Chazdon et al. (2017) to facilitate the analysis process. The questions revolve around project achievements, connections with others, and unexpected outcomes. After the individual coding process, we compared codes to create overarching themes. We used the themes

to create a chart for each project type, showing the aggregate outcomes and impact by type. We then created a chart that shows the overall impact of our funding awards. We used Miro to collaborate and create the charts.

Results: The findings from our analysis provided insights on how libraries and community-based organizations used funds to increase their community's health literacy and provide access to technology. The most commonly reported activities include hosting health programs, purchasing books on health topics relevant to their communities, and training patrons to access trusted resources online. Additionally, the reports also highlighted new and/or strengthened collaboration between libraries and community-based organizations that resulted in increased capacity to expand their community outreach.

Conclusions: During our presentation, we will discuss in more detail our application of the REM method, including the challenges and lessons learned from the process. We will also discuss how libraries can leverage this method to better understand the impact of their work.

Who Gets In? Diversity and Inclusion in Academic Health Sciences Librarianship (142)

Track: Professionalism & Leadership

Amanda Haberstroh, AHIP - Library Assistant Professor / Liaison Librarian, Laupus Health Sciences Library, Greenville, North Carolina

Objectives: This study aims to analyze demographic information on the number of individuals who identify with specific gender and racial/ethnic group(s). This data was gathered for two entities: academic institutions with American Library Association (ALA) accredited Masters-level degree library programs, and member libraries of the Association of Academic Health Sciences Libraries (AAHSL). This study aims to compare the data from both groups to identify opportunities for growth in gender and racial/ethnic group representation, recruitment, and retention among library students, as well as among health sciences librarians.

Methods: Population: ALA-accredited Masters-level library degree programs (63, as of November 5, 2021), and AAHSL member libraries (130, as of the 2020-2021 AAHSL Report). Assessment: A Qualtrics survey was sent to each participant; questions varied between population subgroups so that participants of the library degree programs were asked specific questions regarding their programs, and participants of the AAHSL member libraries group were asked specific questions regarding their institutional libraries. Survey data points included demographic information on gender and racial/ethnic group identities, recruitment and retention practices of historically underrepresented groups, and policies and procedures that have been established to promote the recruitment and retention of members of these groups. Survey responses were anonymized and no identifying information was gathered. Participants could choose to opt out of completing the survey at any time. Data collection was completed on March 31, 2022.

Results: Preliminary results indicate a lack of available demographic data for students enrolled in ALA-accredited MLS programs; indeed, the response rate for this survey was low. Preliminary data also suggests academic health sciences librarianship to be predominately represented by white females; although many AAHSL member libraries indicated departmental and/or institutional policies to support inclusive hiring practices. Preliminary data also shows mixed responses for perceived barriers or challenges in the recruitment, hiring, and retention of librarians of color. These responses range from perceiving no barrier/challenge to suggesting onus falls to the applicant (e.g., there are not enough "diverse" applicants).

Conclusions: The field of academic health sciences librarianship is predominately represented by white women; conclusions cannot be drawn for the survey of ALA-accredited MLS programs due to the low

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response rate. It remains unclear at this time if the lack of diversity occurs at the level of student enrollment into professional programs, or if applicants do not appear interested in the field of academic health sciences librarianship. Future research will gather responses from BIPOC students and librarians for insight.

POSTERS: PROGRAM DESCRIPTION ABSTRACTS

Although poster numbers are included, content in this section is sorted by title in alphabetical order.

Academic Health Sciences Librarians Serving on the Medical School Admissions Committee (138)

Track: Professionalism & Leadership

Kevin R. Block - Information Management Librarian, RowanSOM Health Sciences Library, Stratford, New Jersey

Background: The Rowan University School of Osteopathic Medicine's Admission Committee is composed of current and retired faculty, alumni, medical students, and since 2016 academic health sciences librarians from the medical library. Initial screening of applicants is done by the admissions department's staff. Applicants that pass initial screening are scheduled for an interview by a member of the admissions committee. After the interview a review of the applicant's application by another member of the committee is undertaken. The applicant's application, Interview and review notes are forwarded to the committee which then deliberates and votes on the admission of the applicant to the medical school.

Description: In response to the increasing need for physicians, RowanSOM greatly expanded its class size over the last 10 years and needed volunteers to conduct interviews and review applicants to the school. In 2016 the Assistant Dean of Admissions asked if librarians from the health sciences library would be interested in serving on the committee to conduct applicant interviews and reviews. The librarians eagerly volunteered. The librarians received instruction on admission criteria, diversity, equity, and inclusion training, and at first conducted interviews with other committee members before conducting interviews on their own. At admissions committee meetings librarians answer questions pertaining to applicants they interview or review and participate in deliberations regarding applicants to the medical school.

Conclusion: The admissions committee performs an important function at any college or university. Placing Individuals in the class whose goals and attitudes are consistent with the school's philosophy and mission. Initially academic health sciences librarians were placed on the admissions committee as non-voting members, but are now full voting members of the committee. The admissions committee saw the value of making the librarians voting members and realized the librarians add to the diverse makeup of the committee and bring different viewpoints and perspective to the committee's deliberations and decisions.

Addressing and Assessing Health Disparities Research Support at NIH (114)

Track: Health Equity & Global Health

Dera Tompkins, MLS - Biomedical Librarian, National Institutes of Health Library, Bethesda, Maryland

Gisela Butera - Biomedical Librarian, National Institutes of Health Library, Bethesda, Maryland

Raisa Ionin, MLS - Technical Information Specialist, National Institutes of Health Library

Joelle A. Mornini - Informationist, National Institutes of Health Library, Gaithersburg, Maryland

Alicia A. Livinski, MPH, MA - Biomedical Librarian/Informationist, National Institutes of Health Library, Bethesda, Maryland

Zainob Lawal, MA - Training and Communications Specialist, Contractor- ZAI, National Institutes of Health, Hampstead, Maryland

Background: Health disparities (HD) and health equity (HE) research has taken on renewed importance over the past few years, with extramural and intramural funding initiatives for HD/HE research within the National Institutes of Health (NIH). While the NIH Library has continuously supported the work of HD/HE researchers through collection development, literature searches, and more, a number of new NIH-wide initiatives centering on HD/HE, as well as feedback from a library focus group, have propelled the creation of a formal HD/HE research support initiative. We will describe the formation, goals, and next steps of this new library initiative.

Description: Amidst the implementation of an NIH-wide initiative related to HD/HE, renewed focus has been given to HD/HE research. In June 2021, a focus group comprised of NIH Library customers provided feedback about the services and resources of the library, and the need for a formal HD/HE research support initiative was requested. A working group of librarians formed to address this initiative. Listening to the needs of the researchers in this space was of key importance, so in response, a survey was created by the working group and distributed to a small group of primary researchers in the field, many of whom worked for the National Institute on Minority Health and Health Disparities (NIMHD). The survey sought to determine the most desirable components of such an initiative, as well as solicit additional resources for librarians to learn more about this area. The survey was distributed to 56 potential respondents, and 13 completed the survey in October 2021.

Conclusion: The most requested item reported on the survey was a webpage that pulls together many useful components for HD/HE research, including search terms, hedges, journals, books, and data sources. The second most requested item was identification of trending topics in HD/HE research and setting up alerts related to these topics. The librarians also received additional resource suggestions for professional development in this area. Librarians recognize the importance of listening to experts and continuing independent learning to increase competency in this area. The working group has transitioned into a project team and reported the complete survey findings to the Library Advisory Committee in April 2022, as well as started work on creation of a webpage related to HD/HE information resources.

Advocacy in the Time of COVID: Promoting Impact of Advocacy Efforts in Health Science Libraries (141)

Track: Professionalism & Leadership

Kiara Comfort - Reference and Instruction Librarian, College of Saint Mary, Omaha, Nebraska

Kristy E. Steigerwalt, AHIP - Head of Clinical Support, UMKC HSL, Kansas City, Missouri

Emily J. Eresuma, MLS, MBA, AHIP - Senior Medical Librarian, Primary Children's Medical Library/Intermountain Healthcare, Salt Lake City, Utah

Angela Spencer, AHIP - Health Sciences Reference Librarian, Medical Center Library, St. Louis, Missouri

Heather St.Clair - Director of Library Services, Bryan College of Health Sciences, Lincoln, Nebraska

Background: This poster examines the advocacy initiatives completed by the Midcontinental Chapter of the Medical Library Association's Advocacy Committee during 2020-2021. The Advocacy Committee was established to engage health science librarians and their institutions with advocacy efforts they could implement and share within the Midcontinental region.

Description: 2020-2021 was a challenging year for many, including library staff and the institutions they serve. The role of the library became more important as services were modified to adapt to the pandemic. The Advocacy Committee for the Midcontinental Region undertook initiatives to promote the importance of health sciences libraries/institutions and the role they play, especially in the difficult year of the pandemic. To engage with membership and promote health librarians and their institutions' role in advocacy the following projects were undertaken. These projects included renovating MCMLA's advocacy resources page, creating a populatable library value infographic, quarterly advocacy challenges, podcasts interviewing library advocates, and partnering with MCMLA's Education Committee, to create a journal club. This poster highlights the Advocacy Committee's initiatives to connect membership to resources and ideas that they can utilize to promote their institutions and services.

Conclusion: Efforts to increase advocacy have anecdotally enhanced member engagement, a sense of community, provided members with avenues to promote advocacy at their institutions, and rewarded individual members for the valuable advocacy efforts. The region's advocacy initiatives could be easily reproducible for other regions wanting to undertake their own advocacy initiatives. Advocacy efforts at both the individual and chapter level are essential elements in ensuring agency in the success of an organization. Several means of engaging in advocacy are suggested to improve collaboration within regional MLA chapters and to encourage similar engagement to promote health science's libraries within individual institutions.

Attributes of Persona Profiles for the Network of the National Library of Medicine (43)

Track: Innovation & Research Practice

Sara Gonzales - Data Librarian, Galter Health Sciences Library & Learning Center, Chicago, Illinois

Asih Asikin-Garmager - Evaluation Coordinator, NNLM All of Us National Program, Iowa City, Iowa

John C. Bramble, MS, MLIS - Executive Director, University of Utah Eccles Health Sciences Library, Salt Lake City, Utah

Miles Dietz-Castel - Communications and Finance Coordinator, Hardin Library for the Health Sciences, Iowa City, Iowa

Jessica Kilham, MLIS - Associate Director, Network of the National Library of Medicine, Region 7, Worcester, Massachusetts

Molly Knapp, AHIP - Training Development Manager, NNLM Training Office, University of Utah, Eccles Health Sciences Library, Houston, Texas

Bobbi Newman, MLIS, MA - Community Engagement and Outreach Specialist, National Network of the Library of Medicine Region 6, University of Iowa, Iowa City, Iowa

Tony Nguyen, AHIP - Executive Director, HSHSL/NNLM Region 1, Baltimore, Maryland

Peace Ossom-Williamson, MLS, MS - Associate Director, NNLM National Center for Data Services, Fort Worth, Texas

Katie Pierce-Farrier, M.S. - Data Science Strategist, University of North Texas Health Science Center, Fort Worth, Texas

Nancy Shin, AHIP - Outreach and Data Coordinator, Network of The National Library of Medicine (NNLM), Region 5, Seattle, Washington

Jessi Van Der Volgen, AHIP - Associate Director, NNLM Training Office/Eccles Health Sciences Library/University of Utah, Salt Lake City, Utah

Kristi L. Holmes, PhD - Director, Galter Health Sciences Library, Chicago, Illinois

Background: The Network the National of Library of Medicine (NNLM) works to advance medicine and public health by providing U.S. health professionals with equal access to biomedical information and improving individuals' access to information to enable them to make informed decisions about their health. To achieve this aim the NNLM offers funding, trainings, and other services to a variety of individual and organizational stakeholders throughout the country. The wide variety of NNLM stakeholders, both organizational and individual, possesses many different characteristics, yet each stakeholder needs to be well understood by the NNLM in order to best serve their needs.

Description: The National Evaluation Center (NEC) of the NNLM launched in May 2021. Evaluation of the NNLM program, products, and offerings has gone hand-in-hand with NEC's efforts to better understand the spectrum of the NNLM membership. Towards this end the NEC proposed creating persona profiles, one-page documents describing user attributes in the form of characteristics, goals, motivations, and challenges, representing the NNLM member organizations and individual users. Using as a basis previous successful work on personas for the translational workforce, the NEC convened a working group with NNLM partners to develop a portfolio of NNLM member and stakeholder personas. Through this interactive poster the working group will present a sample persona with suggested attributes and ask for contributions and feedback from the audience on ways to improve the attribute list to make the personas as representative as possible.

Conclusion: Previous experience of many of the NNLM personas working group members in creating personas for user-centered design projects has assisted the team in generating an initial list of descriptive persona attributes (e.g.: goals, motivators, challenges, technical capacity, etc. with respect to NNLM resources). Such attribute lists will be applied in Spring 2022 towards creating initial personas for NNLM staff members and NNLM member organizations. The attribute list for individual members or users of NNLM's services, however, should be sourced with direct input from individual users, who are also well-represented by attendees of the MLA annual meeting. Through this poster we aim to gain audience-informed and vetted input on a robust attribute list from representatives of the personas we aim to create.

Bit by Byte: Building Best Practices in Data Literacy (45)

Track: Innovation & Research Practice

Joyce V. Garczynski - Assistant University Librarian for Development & Communications, Towson University Albert S Cook Library, Towson, Maryland

Carrie Price - Health Professions Librarian, Research and Instruction, Cook Library, Towson, Maryland

Suzanna (Conrad) Yaukey - Dean of University Libraries, Albert S. Cook Library, Towson, Maryland

Background: In February 2020, in an effort to provide university students with access to the programs they need to work with data, our library opened a data makerspace: the Data Studio. Then, the COVID-19 pandemic occurred. To reintegrate the Data Studio, and to support students and faculty in emerging technological data competencies, we hosted a "Train-the-Trainer" workshop, made available to faculty and library staff, to promote an integration of data skills into course curricula.

Description: Our primary objective was to partner with other stakeholders on campus to host an initial workshop in collaboration with skilled data instructors. Interested faculty applied to the workshop by providing a brief statement of interest and a proposal for a course assignment integrating future data skills. Following the workshop, a community of practice was established to support faculty and teaching library staff in incorporating data competencies. As faculty incorporate data skills into their course assignments, more and more students will gain data competencies, and other faculty will have model assignments that they too can adapt and incorporate into their syllabi. By sustaining the community of practice and continuing to promote and teach appropriate programs and skills, we hope to create an environment that will enhance the fundamental data literacy proficiency of librarians, faculty, and students.

Conclusion: In addition to a needs assessment to determine the desire for future programming in this area, we will also conduct pre-/post-surveys around the data workshop to assess learning outcomes. Faculty who successfully integrate an assignment into their courses will be asked to provide feedback on the process, and to share their assignments, with permission, with their peers by way of the community of practice and our institutional repository. Measures of success will include attendance at the workshop, positive feedback, and sustained interest in subsequent opportunities.

Campus Connections: Launching a Satellite Health Sciences Library on a New Regional Campus (4)

Track: Information Services

Karina Kletscher - Reference and Instruction Librarian, Creighton University Libraries, Phoenix, Arizona

Background: Building on a decade of successful hybrid programs, Creighton University in Omaha, Nebraska funded a new regional health sciences campus in Phoenix, Arizona. This endeavor aligns with trends like international branch campuses and consolidating hospital and academic libraries into digital libraries and learning commons. While the Creighton University Libraries has a history of supporting distance programs through hybrid pathways, both the Libraries' values and accreditation standards required a library facility and comprehensive access to staff on the new campus. The Libraries hired a reference and instruction librarian to launch and staff the new space and liaise to counterparts several states away.

Description: This poster presents the solo librarian's experience with planning, implementing, and adapting library resources and services in a new space to serve the needs of students, faculty, staff, and residents based in Phoenix. This poster will discuss the process of developing partnerships, service models, marketing and outreach, as well as creating efficient procedures between the libraries on the central and regional campuses. Incidentally, this poster will touch on the experience of an early-career reference and instruction librarian new to medical and allied health librarianship while cross-training, networking, and simultaneously launching the satellite.

Conclusion: This poster will demonstrate the process and lessons learned through materials and visuals of the first ten months of the satellite Health Sciences Library. The aim is to share processes, findings, and reflections with other solo librarians as well as other libraries that may need to undertake similar ventures inside and outside of their regions. Future projects will include reviewing informal and formal feedback from students at the end of the current academic year as part of existing data collection for program accreditations as well as the design of a comprehensive study of the Phoenix library's efficacy through student perceptions of library support to include future programs that are matriculating on a scaffolded basis.

Centralizing Collections: Reflections on a Hospital Library Closure Process (135)

Track: Innovation & Research Practice

Melissa A. Spangenberg - Medical Librarian, kpLibraries Northern California, Sacramento, California

Ana M. Macias, AHIP - Manager, Library Services, kpLibraries Northern California, Sacramento, California

Tenisha L. Jones - Medical Librarian, kpLibraries Northern California, South San Francisco, California

Background: This poster highlights a project to pivot from a multi-site to a single location of print materials by consolidating the holdings of 18 library locations for a large hospital library system between February and August 2021.

Description: The move from preventative to life saving care, infectious disease protocols, and the need to repurpose space due to cost necessitated the closure of 18 library spaces within a very tight deadline required by oversight bodies. A decision was made to consolidate a collection of 15,463 physical books held between 18 libraries to a single location. Holdings were retained on the basis of several criteria, including currency, e-book availability, system duplication, and materials critical to the future collection. Challenges included the collaboration of a variety of intra and extra-library stakeholders, manual preparation, geographical locations, facility health restrictions (including proof of vaccination), and an iterative project process. Critical changes in the system's catalog were needed to facilitate every aspect of the move, including creating an additional field for retain or discard designations for the purpose of running accurate reports post move.

Conclusion: 4,947 linear feet (10%) of the collection was retained from an initial holding of 49,050 linear feet (15,463 books). While results are ongoing, patron checkouts, a focused purchasing process, single site lending and customer satisfaction have validated decisions made during the process.

Connecting with Your Team by Designing Meetings to Be Inclusive for Those with Disabilities (21)

Track: Professionalism & Leadership

Charlotte Beyer, MSIS - Associate Vice President, Boxer Library and Information Collaboration, Boxer Library, North Chicago, Illinois

Background: The purpose of this poster is to highlight best practices for designing meetings to be inclusive for those with disabilities with the goal of eliminating barriers that inhibit maximized participation and collaboration. This poster will describe a case study of the process a Library Director took to evaluate the core team meeting format taking into account various barriers caused by disabilities as well as brainstorming solutions for minimizing and eliminating barriers for more focused and productive meetings. This poster will describe the various types of disabilities and how traditionally designed meetings pose barriers with solutions for improving processes.

Description: In the United States, 1 in 4 Americans have some type of disability. Chances are members of a library team have some type of disability and may experience barriers to collaboration and participation in meetings. Traditional meeting formats typically rely on physical proximity and spontaneous conversation and collaboration. The World Health Organization defines disability in three types of dimensions. These dimensions are impairment, activity limitation, and participation restrictions. In 2020 the Library Director assessed the core team meeting format asking the following questions: 1. What is the goal of the core meeting? 2. What is expected of the participants? 3. What barriers can exist to prevent participants from meeting that goal? After answering the first two questions, the Library Director examined the meeting format by identifying current barriers that could be related to impairment, activity limitation, and participation restrictions.

Conclusion: After identifying the barriers, the Library Director brainstormed methods for increasing participation by minimizing or eliminating barriers. Solutions included transitioning all meetings to a virtual format with captions/transcripts enabled in web conferencing. Chat was encouraged and camera use was optional. Agendas were set by individual team members entering their items prior to the meeting in a collaborative document. Priority for agenda items would be items that should be shared by all team

members and not just direct supervisors. Direct supervisor contacts would be in one on one meetings. Social conversations were moved to an optional social hour at another time. Team members commented that meetings were more focused and felt more productive leading to better communication for the whole team.

Counter 5 Usage Statistics Playbook for Librarians (115)

Track: Information Management

Michele L. Matucheski, AHIP - Medical Librarian, Ascension Health Care / Library Services, Oshkosh, Wisconsin

Background: Describes the development of a Counter 5 Usage Statistics Playbook for Librarians to standardize and simplify the data collection and reporting process for a large health system with 23 librarians reporting selected local library statistics at the national level.

Description: Under the guidance of The Library Measurements Team, librarians reported selected usage stats in 2020. For 2021, we needed to upgrade to the Counter 5 (C5) industry standard. After immersing ourselves in C5, we mapped C5 equivalents to previous metrics, adding improved C5 metrics. To disseminate our recommendations, we created a Playbook with C5 training resources, definitions, worksheets, administrative links, screenshots and explanations for each resource. The Playbook led librarians step-by-step through the new process, addressing a previously unmet need as a job aid for standardizing the collection of usage stats. The Measurements Team charted a path through Counter 5, so that individual librarians did not have to struggle on their own.

Conclusion: Feedback from Librarians and analysis of data submitted via the new process determined the utility and positive impact of The Playbook. The Counter 5 Stats Playbook resulted in: 1) more consistent, cleaner data 2) faster, more efficient and standardized data collection 3) happier Librarians who knew how to pull required metrics and how to interpret reports. Why this is important: This data is used to show the value and fiscal stewardship of Library Services to executive leadership and stakeholders.

Creating an Accessible Study Space (134)

Track: Information Services

JJ Pionke - Applied Health Sciences Librarian and Assistant Professor, University of Illinois at Urbana-Champaign, Champaign, Illinois

Sara Holder - Head of Research and Information Services, University of Illinois at Urbana-Champaign Library, Champaign, Illinois

Background: The main reference desk at the University of Illinois at Urbana-Champaign underwent a renovation in 2019. At the same time that the renovation started, it was determined to make one of the meeting rooms into a bookable accessible study space for people with disabilities.

Description: Once the decision was made to turn one of the meeting rooms into an accessible study room, a small group convened to discuss how to create such a room. We discussed technology needs as well as furniture and use cases. We developed a short survey in order to capture user feedback. We also assembled a marketing plan to let the campus know that this new accessible study space existed. And then the pandemic happened.

Conclusion: The soft launch of the accessible study space was earmarked for the week of spring break 2020, which is when the University closed down because of the pandemic. The accessible study space sat unused by anyone for a year and a half. With the return to face to face teaching, we implemented our marketing and assessment plans with predictably mixed results because of the continuing pandemic. The patrons that have used the accessible study room have generally been happy with it but the survey sample is very small. Still, despite the pandemic and small assessment sample, we are calling the accessible study room a success.

Creating a Library's Strategic Planning Tool with Data Visualization Software (117)

Track: Information Management

Caroline M. Jedlicka, AHIP - Clinical Medical Librarian, Samuel J. Wood Library, Weill Cornell Medicine, New York, New York

Michael E. Bales - Research Impact and Evaluation Informationist, Weill Cornell Medicine, New York, New York

Drew Wright - Scholarly Communications Librarian, Samuel J. Wood Library & C.V. Starr Biomedical Information Center, New York City, New York

Background: Many libraries engage in strategic planning to establish priorities and measure progress in meeting goals. The Samuel J. Wood Library, the academic health sciences library at Weill Cornell Medicine, created a tool to organize its strategic plan using low-cost data visualization software. For six years, the library, which uses the Balanced Scorecard strategic planning management system, employed a database hosted by an outside vendor to house its strategic plan. However, the cost became prohibitive, and the library experienced limitations in adapting the database to fit its needs. Library leadership sought an affordable and adaptable strategic planning tool.

Description: The library utilized the expertise of several data-savvy librarians to develop a new strategic planning tool. Library faculty recommended using Microsoft Power BI, a free business analytics tool that is modifiable to specifications. A librarian created an initial demo version. Members of the Information and Technology Services (ITS) department helped build out the tool; then, a librarian created a finalized version. Feedback from leadership was given throughout the process. The strategic planning tool has two components: Microsoft SharePoint and Power BI. Library faculty and staff enter strategic planning updates in spreadsheets in SharePoint. The data source connects to and loads the data on the Power BI app which creates graphic representations. Library faculty and staff were given a demo of the tool at a meeting in late 2021, and the tool was launched in January 2022.

Conclusions: Thanks to the efforts of technically skilled librarians and ITS employees, the library successfully created an internally maintained tool to organize its strategic plan. The decision to move from a hosted database to Power BI helps optimize the library's budget. The library has access to SharePoint via an institutional subscription and pays a small monthly licensing fee for Power BI. As Power BI is modifiable and the tool will be maintained by a librarian, the library will have greater ability to adapt the tool to changing needs. The tool launched in January 2022, and faculty and staff are being trained to use it. Feedback will be collected via Qualtrics surveys to evaluate the user experience.

A Decade of Systematic Reviews: A Quantitative Look at the Weill Cornell Medicine Experience (1)

Track: Information Services

Michelle Demetres - Scholarly Communications Librarian; Systematic Review Service Coordinator, Samuel J. Wood Library, Weill Cornell Medicine, New York, New York

Drew Wright - Scholarly Communications Librarian, Samuel J. Wood Library & C.V. Starr Biomedical Information Center, New York City, New York

Andy Hickner - Education and Outreach Librarian, Samuel J. Wood Library, Astoria, New York

Caroline M. Jedlicka, AHIP - Clinical Medical Librarian, Samuel J. Wood Library, Weill Cornell Medicine, New York, New York

Diana Delgado, AHIP - Associate Director, Information, Education and Clinical Services, Samuel J. Wood Library, NY, New York

BACKGROUND: The Weill Cornell Medicine Samuel J. Wood Library's systematic review (SR) service began in 2011, with 2021 marking a decade of service. The service started with one trained SR librarian and two requests in its first year and has expanded to a team of eight SR librarians tackling 60 requests in 2021. This abstract aims to examine how the service has grown and break down our service quantitatively using data over the past 11 years to examine SR timelines and trends.

DESCRIPTION: The authors evaluated 11 years (2011-2021) of SR request data from our in-house documentation. In total, there have been 313 SR requests from 20 departments, leading to 101 publications with at least one librarian collaborator listed as coauthor. Twenty-seven of these published papers have received at least 20 citations; the most highly cited SR received 820 citations since its 2014 publication. Based on our SR teams' documentation data, we can report on the following: [1] Longest (1400 days)/shortest (129)/average (602) time to publication; [2] requests from repeat SR teams were twice as likely to get published; [3] teams with 3 members were most likely to get published; [4] SR projects are most likely to be abandoned at the title/abstract screening phase; [5] librarians spent an average of 13.7 hours in total on each review, 17.9 hours average on each published review.

CONCLUSIONS: The SR service has seen a steadily increasing demand since its inception in 2011. Aided by external/internal training opportunities, the service now supports a variety of review types including scoping, rapid, guidelines and consensus statements. This data will allow us to better understand and address issues regarding completion, librarian time/work allocation, and request patterns. While each user population is unique, other SR services can hopefully use this data to inform their own workflows as well.

Designing and Implementing a Scaffolded Information Literacy Program: Strategies and Lessons Learned (100)

Track: Education

Stephanie M. Swanberg, AHIP - User Services Librarian, Moustakas Johnson Library, Michigan School of Psychology, Farmington Hills, Michigan

Background: COVID-19 has challenged librarians to rethink and adapt library instruction in an ever-changing learning environment. Transitioning to a new position during the pandemic offered the unique opportunity to strategize library instruction in the graduate school curriculum. Prior to 2021, the library had a limited presence in the curriculum with only orientation and one to two sessions per year. This poster reflects on the strategies, successes, and lessons learned of designing and implementing a new tiered information

literacy instruction program for graduate clinical psychology students.

Description: A multi-faceted approach was used to design the scaffolded instruction program by analyzing the existing curriculum, identifying potential courses for embedding instruction, and gaining faculty buy-in. First, all course syllabi, assignments, and dissertation milestones were reviewed in the one-year master's and four-year doctoral programs. This informed the development of information literacy instruction maps for both programs. Each instruction map listed threshold concepts and advanced skills for graduate-level students in information literacy as well as linked to professional competencies. Session topics with learning objectives and session delivery options were then mapped to potential courses and dissertation milestones. Second, faculty were individually approached to discuss how the library could better support student learning and fulfill course objectives through embedded library instruction. Faculty proved very receptive and a tiered instructional approach was used to design and deliver sessions throughout the academic year.

Conclusion: To date, in addition to library orientation, eight new sessions have been integrated into the doctoral program and three into the master's program. These have been taught fully online or hybrid depending on the school's current teaching mode due to the pandemic. Designing a tiered instructional program that directly tied to course assignments and dissertation milestones helped develop rapport with faculty and increased the visibility and perceived value of the library to students. Next steps include developing formal assessments to identify student areas of struggle and continually improve the design of the tiered instruction program.

Developing Best Practices for Instruction Across Different Health Sciences Disciplines (36)

Track: Education

Sarah Naumann, MLIS, AHIP - Electronic Resources Librarian, Samuel Merritt University, Oakland, California

Joy Rodriguez, AHIP - Reference & Instruction Librarian, Samuel Merritt University, Oakland, California

Background: A group of academic health sciences librarians provide information literacy instruction at a private health sciences university. Because the university doesn't have an introductory information literacy course, the librarians created a process to incorporate information literacy instruction into the university curriculum to promote and inform students about library services. Recent library staffing changes and a move to primarily online instruction during the Covid-19 pandemic, required creating a new process for teaching several courses in five different disciplines over a three-week period for the Fall 2021 semester.

Description: Given the wide range of topics and short turnaround time, the librarians created a flexible plan for each class that would include an orientation to library services along with the information literacy component. The team had to adapt the information literacy component of each class to include databases and search strategies that were most relevant to the subject. Based on the instructor's request, review of the course syllabus, and length of the class session, the librarians developed course content including basic to in-depth search strategies, instruction on proper APA or AMA citation format, and short in-class assignments to encourage active participation. The team also developed a slide template and outline that could be modified for each course. The librarians met before and after each course to plan, debrief and adapt their approach accordingly for the next course.

Conclusion: This project resulted in a process and guidelines for providing information literacy instruction in a variety of disciplines. The guidelines include suggestions such as using ice breaker questions, or small assignments that the students can work on in class to reinforce student learning. Also, pre- and post-tests

are helpful in determining students' knowledge of the research process and how instruction can be modified for future classes. Moving forward the team plans to develop a curriculum map in order to better track where students are in the program and thus their familiarity with the research process.

Developing a Four-Week Research Rotation for First-Year Anesthesiology Residents to Meet ACGME Educational Requirements (108)

Track: Education

Regina Vitiello - Librarian, Clinical Medical Library, Eastchester, New York

Jaclyn Morales, MLS, AHIP - Senior Librarian, North Shore University Hospital at Northwell Health, Manhasset, New York

Andrea Ruggiero - Clinical Research Manager, Anesthesia, Mineola, New York

Background: In October 2021, the anesthesiology department in a large, academic tertiary hospital, elicited the support and services of the medical library to develop a structured four-week research rotation for first year residents (interns), which would support the Accreditation Council for Graduate Medical Education (ACGME) educational requirements. The primary objective of the intervention is to facilitate the development of research literacy skills that the interns can apply to their assigned active clinical research projects. The secondary objective is to improve the interns' confidence in participating in a research project upon completing the rotation.

Description: The medical librarians and the clinical research coordinator reviewed the structure of the existing research rotation. Program rotation goals and areas to include library-supported instruction were identified. A literature search was conducted to find example curricula. Based on the findings and the program's goals, a structured four-week research rotation was created. In November 2021, the rotation started, with a total of four interns scheduled to complete the rotation by May 2022. For one hour, each week, a librarian provides interactive instruction on: accessing library resources, conducting a literature review on the research project topic, critical appraisal, and introductory statistics. Pre- and post-evaluations are used to assess the intern's familiarity with the research process, library resources, and their confidence in participating in a research project. Feedback from the research coordinator will describe how the research literacy skills were put into practice.

Conclusion: Results: The results from the pre – and post-evaluations and feedback from the clinical research coordinator suggest a four-week research rotation can improve research literacy skills and confidence for first-year residents. Interns reported increased confidence in all the areas of literature searching that were assessed, however there was little to no improvement in the development of their critical appraisal skills. In the short answer section, all respondents were able to identify the types of resources or support they would need to pursue an independent research project in the future. Conclusion: Since this program was piloted in the last six months, data will continue to be collected to assess the effectiveness of the program. Additionally, the feedback suggests a similar intervention for residents in years 2-4 of the program may be beneficial and is being considered. Lastly, the curriculum can be adapted to similar residency programs and used to demonstrate the medical library's contribution in meeting ACGME educational requirements for research and scholarly activity.

Developing a Library Strategic Plan During COVID-19 (25)

Track: Professionalism & Leadership

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Kendra Godwin - Research Informationist II, MSK Library, Memorial Sloan Kettering Cancer Center, New York, New York

Konstantina Matsoukas - Research Informationist III, MSK Library, Memorial Sloan Kettering Cancer Center, New York, New York

Rebecca Meng - Supervisor, Document Delivery Services, MSK Library, Memorial Sloan Kettering Cancer Center, New York, New York

Objectives: COVID-19 transformed the way clinicians, researchers, nurses, and other healthcare and administrative staff worked to provide or support cancer patient care. Health science librarians redesigned the delivery of existing services to support these individuals as they shifted to a remote or hybrid work model or adapted to onsite work during a pandemic. New work models and expectations for our users created an ideal opportunity to gather data for a strategic plan to reimagine library operations and services by addressing this changing work environment, identifying new users' information needs, setting priorities, and determining staff capacity in a post-pandemic era.

Methods: In 2021, we used multiple methods to solicit and obtain feedback to inform our strategic plan for the next three years. Our strategy involved high- and low-touch approaches to learn about our users and their current and future use of the library, their preferred digital tools, their research activities, and how we might support their day-to-day work. High-touch methodologies included focus group sessions and individual interviews, while low-touch tactics focused on a large-scale client feedback survey and Yammer polls. To complement the user data, we included a peer benchmarking exercise to compare our performance against four similar libraries. An analysis of the collected data, coupled with input from the library team, formed the foundation of our strategic plan.

Results: The online survey provided the easiest route for soliciting client feedback but limited potential follow-ups as many completed surveys (994) were anonymous. The individual interviews (14) and focus group sessions (100 participants) were time-intensive to schedule and host but yielded more meaningful feedback and allowed library facilitators to qualify answers. In addition, specific departments, groups, and individuals were targeted to ensure a balance of responses not only from frequent library users but also from newer departments and clients that rarely or never used the library. The least successful method was Yammer polling due to minimal response rate. Peer benchmarking added another perspective which complemented the user data.

Conclusion: Using multiple approaches for collecting client feedback produced a rich body of data to use in preparing our three-year plan, which outlined three strategic focus statements with defined goals and objectives. Additional insights generated from the client data included: (1) a list of client-suggested training topics; (2) proposed service enhancements; and (3) ideas for promoting and marketing library resources and services to specific user segments.

Developing a US Population Hispanic/Latinx Search Hedge (7)

Track: Information Services

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Rebecca A. Orozco - Sciences Librarian, UNLV Libraries, Las Vegas, Nevada

Rosie Hanneke, AHIP - Associate Professor & Head, Information Services and Research, Library of the Health Sciences, University of Illinois Chicago, Chicago, Illinois

Laurel P. Scheinfeld, AHIP - Health Sciences Librarian, Health Sciences Library, Stony Brook, New York

Mayra Corn

Mirian Ramirez - Research Metrics Librarian, Ruth Lilly Medical Library, Indianapolis, Indiana

Cynthia Lokker - Assistant Professor, McMaster University, Hamilton, Ontario, Canada

Tamara Navarro-Ruan - Research Coordinator, McMaster University, Hamilton, Ontario, Canada

Background: This search hedge project was part of the MLA Hispanic/Latinx Inclusive Terminologies Project. The Hispanic/Latinx Inclusive Terminologies Project was in response to a series of calls to action by the Medical Library Association's Latinx Caucus in the summer of 2020. This endeavor included two project teams that reviewed Hispanic/Latinx terminology specific to the United States as a way to help capture and recognize the diversity of this population. Each team had two project leads, subject matter experts/mentors in residence and project members. Teams were supported by the leadership of the MLA Latinx Caucus Chair.

Description: The Hispanic/Latinx Search Hedge Team project officially formed in October 2020. The project team consisted of two co-leads and six additional team members, one search validation expert who left the project early and then two of whom were search validation experts from McMaster University. The team developed a comprehensive search strategy for PubMed (NLM) and translated the search to twelve additional databases. The team had two months to translate the PubMed (NLM) search strategies to the following databases: Embase (Elsevier), MEDLINE (OVID), Cochrane CENTRAL (Wiley), CINAHL (EbscoHost), Dentistry & Oral Sciences Source (EbscoHost), Google Scholar, PsycInfo (ProQuest), PsycInfo (EbscoHost), Scopus (Elsevier), Web of Science (Clarivate Analytics), ERIC (EbscoHost), LILACS: Latin American and Caribbean Health Sciences Literature (BIREME - PAHO - WHO). The search hedge project was completed in the Summer of 2021.

Conclusion: The search hedge is deposited to an Institutional Repository, TUScholarShare. Recognizing the labor that was undertaken by BIPOC information professionals on this project, this work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. The search hedge is also listed on the ISSG Search Filters Resource Website. Currently, the PubMed (NLM) search hedge is being validated by a subset of the original search hedge team. The search hedges are being maintained by the MLA Latinx Caucus. The MLA Latinx Caucus can be contacted for more information about the project.

Development of a Hospital-Based Clinical Librarian Evidence-Based Medicine Training Program for New Librarians (41)

Track: Clinical Support

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Emily Shohfi, AHIP - Clinical Librarian - Assistant Professor of Medicine, Darnall Medical Library, Walter Reed National Military Medical Center, College Park, Maryland

Sarah C. Clarke, MSLS, AHIP - Medical Reference Librarian, Darnall Medical Library, Walter Reed National Military Medical Center, Bethesda, Maryland

Background: The Darnall Medical Library (DML) at the Walter Reed National Military Medical Center (WRNMMC) has hosted National Library of Medicine (NLM) Associate Fellows for the past seven years in order to provide a multi-day training and immersion experience into Clinical Librarianship. In 2016, our medical center leadership aimed for “Unity of Effort” with a goal of cross pollination of the intellectual resources of the four medical libraries within walking distance. As Clinical Librarians (CL) round with medical teams and teach Evidence Based Medicine (EBM), we saw this as an opportunity to offer EBM training and experiential clinical education to the NLM Associate Fellowship Program (NLM AFP), a post-graduation educational fellowship.

Description:First, Fellows attend a meet and greet with our staff and leadership. It is an opportunity for the Fellows to have an informational interview with medical library leadership, clinical librarians, reference/research librarians, and library technicians. The DML also has the opportunity to learn each Fellow’s specific interests. The Fellows are then invited to attend a single day course on the fundamentals of EBM, study design, librarian-clinician partnership, and hands-on practice for literature searching to answer clinical questions. Three librarians co-instruct this interactive workshop. Finally, the Fellows are invited to shadow a CL on a day of rounds, medical didactics, and work on literature searches from patient care questions asked by clinicians during rounds – they experience the value of CL at the point of patient care.

Conclusion:Each year’s session has been enthusiastically received – the Fellows and their program coordinator have unanimously agreed they would recommend the course to future cohorts. Post-workshop survey results show a desire for similar experiences, and would have found it beneficial to have learned these concepts throughout their LIS programs. In recent years, Fellows complete a pre- and post-workshop survey to determine their growth. Our 2022 workshop saw an overall increase in knowledge level of EBM; 100% of participants were able to differentiate between design studies found in the pyramid of evidence (up from 0% pre-workshop), and one of three participants felt more experienced searching PubMed at the end of the workshop. We hope this can serve as a model for other medical libraries to engage with library students or those new to the field, giving them a glimpse into “a day in the life,” important concepts for growing in medical librarianship, and what our profession has to offer healthcare.

Development of a Library-Based Bioinformatics Research Course for Undergraduate Students (109)

Track: Education

Aida Miro-Herrans, PhD - Bioinformatics Librarian, University of Florida, Academic Research Consulting & Services, Gainesville, Florida

Background: Stand-alone workshops and course integrated lectures provided by bioinformaticists generally include training on specific databases or tools. However, the bioinformatic needs to curate and analyze molecular data require the use of various tools in a sequential workflow. Therefore, bioinformatics training needs to include lessons that incorporate processing data through the various tools. The bioinformaticist at [institution] developed a course where students worked with DNA data generated from one of the campus’ federally funded research projects. This course integrated library resources to provide students with a framework and practice to curate and analyze DNA data and introduce them to information sciences.

Description: This credit bearing course was developed for the [institution]'s undergraduate research program. The course was designed using online library resources so course textbooks and software were freely available to students. Other library subject specialists provided instruction to introduce students to the information sciences and highlight their importance in research. The bioinformaticist introduced students to genetic theory and DNA bioinformatic tools and provided in-class practicum to curate and analyze DNA data generated by one of the institutions research labs. Throughout the semester-long course students processed new data through a DNA bioinformatics workflow to generate a curated dataset. They also analyzed the data to answer questions of interest to the research group that provided it. The students' research project poster presentation was evaluated to assess learning outcomes and impact of instruction.

Conclusion: The impact of instruction will be evaluated based on student learning outcomes. These will be measured by students' demonstration of content knowledge. Their project presentations will be evaluated on understanding of genetic concepts, proficiency of use of bioinformatics tools and effectiveness in communicating their research experience.

Evaluating a Pilot Program to Support Secondary Use of EHR Data at an Academic Medical Center (42)

Track: Innovation & Research Practice

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Nicole Contaxis - Data Librarian and Lead of Data Discovery, NYU Health Sciences Library, New York, New York

Background: Electronic health records (EHR) present research opportunities for investigators and evaluation on the research uses of EHR data can be used to inform the creation of services and technologies to support access and use of EHR data. Following up on a previous project to improve the discoverability of EHR data, the NYU Health Sciences Library (NYU HSL) and DataCore, a clinical research data management unit, collaborated to assess research use of EHR data. DataCore provides an EHR data extraction service to researchers at the institution while NYU HSL maintains a data catalog which describes datasets generated at the institution. Evaluation included the following primary objectives: to understand the use of EHR data by researchers, to generate use cases to improve current EHR data cataloging practices, and to identify next steps for the collaboration between the library and DataCore.

Description: Data sources were a REDCap database that tracked EHR data requests processed by DataCore and a faculty bibliography tool which contains bibliographic information associated with members of the institution. Publications and abstracts were matched with data requests based on the following parameters: investigator name, project title, research question or project description, sample population, and timeframe. Investigators who submitted data extraction requests that could not be readily matched to publications were contacted to verify their project statuses. Additional factors that were assessed included intended use of the data extract (i.e., study type) as reported with data requests and actual use (i.e., study type, number of publications or presentations, first publication or presentation date). In total, 167 EHR data requests were evaluated.

Conclusions: At the time of evaluation in June 2021, 60 of the 167 EHR data extracts (35.9%) were used in publications or abstract presentations. A majority of extracts were intended to support retrospective studies (55.7%) or to identify patients for recruitment (29.9%). Other intended uses included education/training or process improvement, feasibility assessment, and machine learning. Researchers from the departments of medicine and radiology were the most frequent requesters of EHR data (25.2% and 13.8%, respectively). Of the extracts which led to research products, 13 (21.7%) were associated with multiple publications or presentations. The average time elapsed between request fulfillment and a researcher's first presentation or

publication was 21 months (range: 3 to 52 months). Next steps include developing plans for long-term assessment to improve the tools and services of the library and DataCore that support secondary use of EHR data.

Evaluating Evidence in an Infodemic: Web Literacy Instruction for RN-to-BSN Students (107)

Track: Education

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Christine R. Espina - Assistant Professor, Western Washington University, Department of Health & Community Studies, Bellingham, Washington

Background: To limit the spread of COVID-19 and treat patients effectively, nurses have had to make difficult decisions in terms of what evidence to trust—often implementing preventive practices and treatments in real-time with emergent research findings. However, the urgency of the pandemic has transformed the production and dissemination of research. Research published on preprint servers rapidly disseminates through news outlets and social media often before peer-review (Else, 2020). In order to prepare RN-to-BSN students to navigate this information ecosystem, a librarian and nursing faculty developed an innovative program to build web-literacy skills in a ten-week introductory information literacy course.

Description: Using the ACRL Framework (2016) to design learning outcomes, a librarian and nursing faculty member adapted Mike Caulfield's open-source Check, Please Starter Course into a five-module reflection journal. 'Check, Please' introduces lateral reading using Caulfield's S.I.F.T. method for evaluating web-sources and claims. To connect to nursing, we adapted module questions to include aspects of meta-literacy (Mackey & Jacobsen, 2011) and a nursing clinical judgement model (Tanner, 2006). After completing each module, students responded to questions asking them to reflect on experiences, assumptions, beliefs, and clinical practice in connection with S.I.F.T. Two example questions include: 1. What beliefs or biases might influence who and what information you trust? 2. To what extent has the publication and dissemination of COVID-19 research sowed distrust in public health authorities? Is this distrust warranted? Why or why not?

Conclusion: After preliminary analysis, qualitative data appears promising. Reflection journals demonstrate the many ways RNs use the internet and social media. For example, students described how web-literacy skills inform their clinical judgment such as investigating treatments and educating patients. These findings align with Diekema et al. (2019) that practicing nurses need quick, credible information in clinical practice, providing additional justification for web-literacy instruction in nursing education. Furthermore, students reflected on their ethical duty as nurses to locate, use, and share the best available evidence when making clinical care decisions with their patients and communities. The pandemic presents a unique opportunity to re-envision how health information literacy instruction can equip frontline clinicians to lead in this historic time.

Forging Partnerships for Statewide Health Literacy: One State's Experience (35)

Track: Health Equity & Global Health

George G. Strawley - Library Engagement Specialist, Network of the National Library of Medicine, Salt Lake City, Utah

Lee Whiting, MBA, MLS, Maitrise - Manager, Salt Lake County Library, West Valley City, Utah

Trish Hull, MLS, CHIS, BA - Library Manager, Kearns Library, Kearns, Utah

Background: The Utah Health Literacy Coalition was originally formed to meet a need recognized among state-based health information practitioners to expand their influence and further the cause of health literacy. Activities within the group of about 20 members traditionally involved networking and the informal sharing of best practices and programming ideas implemented in their respective organizations. The coalition set out to build capacities by formalizing sustainable relationships and expanding programming and services. Members wished to align public libraries with knowledge and resources available through medical libraries as well as public and private health organizations.

Description: The coalition secured funding from NNLM to convene a facilitated workshop with the goal of developing a path toward a plan to address these issues. The state library association served as fiduciary for the grant. The half-day session addressed mission, vision and values, seeking to determine collective organizational priorities and direction from the range of stakeholders. Consultations with similar organizations in other states, a benchmarking exercise extending CDC's list of state level health coalitions, and a survey of invited participants preceded the day of the workshop. The online workshop itself started with a presentation by health information specialists from another state and a review of the survey results, then launched into a wide-ranging discussion that explored potential goals and priorities for the coalition. Organizers documented the conversation and analyzed it in a final report to the coalition membership.

Conclusion: The workshop had a mix of successful outcomes and areas where further work is needed. Successes included the following:

- Participants agreed that a solid structure and strategic plan will help the coalition with objectives, especially those concerning training of library staff in health information skills.
- Health literacy practitioners from two states shared best practices.
- Participants agreed that the organization would need to focus on four areas: training, resources, networking, and advocacy and policy.
- The workshop identified key sustainability goals in the short, medium and long terms.

Further efforts are needed to address how to identify and target prospective training candidates, and to better incorporate principles of diversity, equity and inclusion into the plan.

From Reflection to Rejection: A Controversial Bookshelf at a Cancer Hospital Library (49)

Track: Information Management

Adela V. Justice, AHIP - Senior Librarian, The Learning Center/Patient Education, Houston, Texas

Background: The Learning Center is the patient education/consumer health library at the University of Texas MD Anderson Cancer Center. The library maintains a private "controversial bookshelf" consisting of books that were ordered, but upon review deemed not appropriate to add to the circulating collection. This poster will outline the process that goes into making these collection development decisions, as well as the

practical purposes for maintaining these shelves of controversial books.

Description: The librarians utilize common collection development methods for finding and ordering materials, including industry library review journals, searching/browsing bookselling websites, news, and popular media, for example. Collection development policy standards state that only items which align with the hospital's scientific and evidence-based practices will be added to the circulating collection. Occasionally, books are ordered which appear to align with these high standards, but upon close review contain controversial passages. These titles include those which have received numerous positive reviews including "starred" reviews from library journals. After library staff completes their review and a title is rejected, the title and reason(s) for rejection are shared with all staff. The title is added to a private LibGuide, which has these reasons categorized and defined for easy organization. The books are then stored on shelves in staff offices for future reference if necessary.

Conclusion: Although some of these rejected titles received rave reviews including from fellow authors, library review journals, news media, and readers, it is still incumbent upon medical librarians who have high collection development standards to critically review all items upon receipt. This library's private LibGuide assists in collection development efforts by outlining and defining categorical reasons for rejection to the circulating collection. These books are a useful tool for training new staff, as well as demonstrating to interested or concerned parties the types of materials that cannot be added and circulated per this hospital library's standards.

Going for the Gold: Reconnecting through Virtual Office Olympics (139)

Track: Professionalism & Leadership

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Rachel Whitney, AHIP - Research & Education Informationist, MUSC Libraries, Charleston, South Carolina

Background: Implementing team-building activities to boost and reinvigorate office morale has become a top priority during these unprecedented times. While it has been necessary to operate with a hybrid schedule the past two years, it has left many library employees feeling like ships passing in the night, rarely if ever seeing their colleagues in person, and sometimes not often enough virtually. Researching team-building activities led us to develop an 'Office Olympics' program to provide an opportunity for recently hired employees to connect with their new coworkers in an informal setting, and for library staff to renew team bonds and reconnect.

Description: Coinciding with the dates of the 2022 Winter Olympics, our 'Office Olympics' program was held virtually to make the events accessible and open for all library employees. The staff members who opted-in to participate were sorted into interdepartmental teams and had the opportunity to compete in both team and individual, synchronous and asynchronous, virtual events. Leaderboard software was used to track the overall performance of both individual participants and teams. Gold, silver, and bronze medals were awarded, and the team with the highest cumulative score received an extra prize during the closing ceremony. Participants were surveyed to determine our success in helping our colleagues rebuild connections while boosting office morale.

Conclusion: An official closing ceremony was held during a weekly all-staff huddle, announcing the final results and bragging rights for the team who "got the gold". A Likert survey was used to evaluate the program's effectiveness in boosting office morale and rebuilding team bonds. Participants were asked to answer three questions about their experience throughout the 'Office Olympics' program. Some events were

more successful than others and lessons were learned about the planning, implementing, and technology needs of coordinating a program like this. In fact, participants enjoyed our Pictionary event so much that groups have continued to spontaneously meet up to virtually play together.

Growing a Seed Library (19)

Track: Health Equity & Global Health

Brandon Patterson, MSI, MA - Technology Engagement Librarian, Eccles Health Sciences Library, Salt Lake City, Utah

Donna Baluchi - Interim Associate Director for Equity, Diversity, & Inclusion, Eccles Health Sciences Library, Salt Lake City, Utah

Background: A health sciences library partnered with a campus garden and a student food pantry to build a seed library. The seed library is aimed at increasing access to locally grown food, providing food for those with food insecurity, facilitating local plant resilience to disease, and promoting community well-being for health sciences students, staff, and faculty. Borrowers “check out” seeds and plant them in their own gardens. After a successful season, they then harvest seeds to return to the library.

Description: Funding was obtained from the institution’s wellness office to purchase seeds, gardening books and tools to enhance the utility of the seed library and promote successful gardening for all borrowers. An intern was hired to help manage the collection of seeds. In addition to providing seeds, the library also provided seedlings of tomatoes, peppers, and eggplants in early spring and indoor plants in the fall. Workshops and webinars about garden keeping and well-being were given by the campus garden and the library has a robust collection of books and resources available. The student food pantry also has a collection of seeds so that they can continue to meet their mission to “minimize hunger among students, their families, and faculty and staff, by providing free, accessible, and nutritious food.” This resource was especially utilized during the COVID-19 pandemic.

Conclusion: Several patrons commented on how thankful they were for the seed library. In addition to bringing joy to many, it has engaged students, staff, and faculty with the library and promoted learning more about gardening and nutrition. Our first purchase of seeds was diminished in late summer and new seeds will be purchased to begin spring preparation. There are also funds available for future speaker engagements or artist installations that promote sustainable food growth.

Health Care Literacy and Health Disparities. It Just Got Graphic! (26)

Track: Education

Jamie K. Stanfield - Business & Health Librarian, University of Southern Mississippi, Long Beach, Mississippi

Background: Poor health literacy coupled with health disparities can undermine important aspects of decision-making in the healthcare journey. High literacy rates do not equate to high healthcare literacy rates. Globally, healthcare literacy rates are poor. Participants will learn how to identify and locate graphic medicine as it relates to their needs and learn how graphic medicine addresses health disparities. Page samples will increase understanding of how graphic medicine reduces stigmas, feelings of isolation and directly addresses health disparities across the world.

Description: My poster "Healthcare Literacy and Health Disparities. It Just got Graphic!" represents workshops I created showing how graphic medicine addresses multiple learning styles, is cost-effective and encourages readers to move on to more difficult texts about their health topics. Graphic medicine can reach large audiences of all ages, often crossing socio-cultural barriers. Since implementing my "It just got Graphic" series, education professionals incorporate graphic medicine into curricula, use comics and zines as group activities and I use them to teach health students about specific illnesses as written from the patient or caregiver perspective.

Conclusion: Outcomes from this poster include an increased understanding and use of graphic medicine to increase health literacy as they relate to patients, medical professionals, and students. Participants will understand how to apply graphic medicine to health information systems. One of the current outcomes from graphic medicine projects includes the creation of a new group, Graphic Medicine South, which will become a conference in 2023.

Health Equity Begins in the Classroom: Including Cultural Competence and Cultural Humility into Dental Education Curriculum with Librarian-Led Instruction (24)

Track: Education

Ruby L. Nugent - Biomedical Research Librarian, National Jewish Health - Tucker Memorial Library, Denver, Colorado

Background: This poster describes the author's experience as a Dental Medicine Liaison Librarian introducing cultural competence and cultural humility into dental medicine curriculum of an academic R1 institution by threading it through information literacy presentations, assignments and instruction during the students' first year of their graduate education. The aim of the author is to demonstrate how they utilized the limited time given in the dental medicine curriculum to successfully incorporate cultural competence and cultural humility into their instruction and lesson plans, encouraging students to continue to apply the concepts of self-reflection and life-long learning as they moved through their four-year program.

Description: In the role of the Dental Medicine Liaison Librarian, the author collaborated with members of the School of Dental Medicine teaching faculty to develop lesson plans, making space for librarian led instruction in several classes of the first-year dental education program. Interacting with the students multiple times early into their program provided a unique opportunity for the author to establish a presence within the curriculum. The author brought their lived experiences as a BIPOC and expertise of cultural competence and cultural humility into the classroom. With support from the teaching faculty, the author created lesson plans and small group class activities that encouraged students to engage with one another through storytelling and critical thinking. Students were asked to practice cultural humility and apply cultural competence when considering clinical case scenarios and developing research questions for class assignments or projects.

Conclusion: By meeting with new cohorts several times at the beginning of their program, librarians become recognized for playing an important role as contributors to the dental medicine education experience early, building rapport with both faculty and students. This can provide opportunities to create unique, but important curricular content that faculty instructors may not have the expertise or capacity to provide. Introducing cultural competence and cultural humility can fill a gap within a traditional dental medicine program, establishing a foundation for students to build on as they moved from the classroom to the clinic, and eventually into practice providing empathetic health care, leading to improved health equity

and better health outcomes for diverse communities.

Helping a Community in Need: A Virtual Series on Health Information, Medication, and the Body (122)

Track: Information Services

Brandon Patterson, MSI, MA - Technology Engagement Librarian, Eccles Health Sciences Library, Salt Lake City, Utah

Autumn McKnite - Graduate Research Assistant, University of Utah, Salt Lake City, Utah

Background: Through the National Science Foundation's STEM Ambassador Program (STEMAP), a health sciences librarian and a graduate student in the Department of Pharmacology and Toxicology were brought together through shared experiences with their children and journeys through parenthood to host a series of workshops for parents. Working alongside a community partner, they taught interactive workshops on health information and drug interactions with the body for a local non-profit organization that specializes in helping parents of children with disabilities. The organization's mission of parents helping parents allowed them to bring their own journeys into the series of workshops they lead.

Description: STEMAP provides specialized training to guide faculty and graduate students in STEM fields to create specialized engagement activities for a particular focal group. The program aims to facilitate open-minded exchange between scientists and members of the public. The authors formed vision statements, interviewed stakeholders, then designed and carried out engagement activities for the parent organization. They held a three-part virtual series incorporating scientific topics that would be useful and assist parents of children with disabilities. Both presenters led sessions relevant to their expertise: navigating and evaluating health information and how medications move through the body. The third session encouraged parents to use techniques introduced in the previous two sessions and apply them to different real-world scenarios.

Conclusion: The series brought together dozens of parents from a wide range of backgrounds. The presenters received positive feedback about the series from STEMAP leaders who observed the sessions and participants who filled out evaluations about their experience. After concluding the series, several participating parents have used the health sciences library as a resource for obtaining reliable information. The librarian was asked to serve on the editorial board of a resource for health-related information about children and youth with special health care needs representing six mountain west states. The graduate student was invited to be a mentor for the next cohort of STEM ambassadors.

Hispanic/Latinx Inclusive Terminologies Project: Recommendations to Improve and Expand Medical Subject Headings (47)

Track: Information Management

Aidy Weeks, AHIP - Director, UNLV School of Medicine Library, Las Vegas, Florida

Ruby L. Nugent - Biomedical Research Librarian, National Jewish Health - Tucker Memorial Library, Denver, Colorado

Stephanie Fell - Specialized Collections Catalog Librarian, University of Nevada Las Vegas Libraries, Las Vegas, Nevada

Katie Hoskins, AHIP - Research and Instruction Librarian, California Health Sciences University, CLOVIS, California

Tracy C. Shields, AHIP - Reference Medical Librarian, Naval Medical Center Portsmouth, Library Services, Norfolk, Virginia

Background: This poster is part of the Hispanic/Latinx Inclusive Terminologies Project. Spurred on by racial injustices in June 2020 and calls for changes within the profession, Latinx Caucus members were asked to “use our voices to be a part of the conversation for change”. This led to the Caucus’s focus on addressing bias within medical terminologies. The MeSH Project Team’s objective was to recommend inclusive language within medical subject headings that better represent Hispanic/Latinx populations in order to change outdated terms, acknowledge self-identification, better capture research data from historically excluded groups, and recognize the fluidity of evolving identities.

Description: From January 2021-June 2021, the Medical Subject Headings (MeSH) Project Team conducted a scoping assessment of Hispanic/Latinx terminologies from various sources. The scoping assessment included a review of federal sources, medical databases, style guides, social media, and the academic literature in order to review the historical use of “Hispanic” and “Latino”, and usage trends of inclusive terms like “Latinx”, “Latine”, and “Latinu”. To determine where recommendations could be made the project members then reviewed the MeSH terms “Hispanic Americans” and “Mexican Americans”. In reviewing the scoping assessment and existing MeSH structure, the project team recommended 2 new MeSH terms: “Latin Americans”, “Brazilian Americans” and additional entry terms for existing headings. Team recommendations were submitted to NLM via the help desk feature between June and October 2021. The team also reached out to NLM’s MeSH division for guidance.

Conclusion: By systematically evaluating a variety of resources using a scoping assessment as the primary tool and reviewing gaps within existing medical subject headings, the project team members were able to bring forward four recommendations for enhancing Hispanic/Latinx terminologies. Recommendations are being reviewed by MeSH indexers at the National Library of Medicine, however, one noted change since the team’s submissions is the replacement of “Hispanic Americans” for “Hispanic or Latino” in the 2022 MeSH Update.

Hot Topics: Keeping Patrons in the Loop to Promote Research Engagement and Professional Growth (32)

Track: Information Services

Jeannine Creazzo, AHIP - Director, Medical Library, Continuing Education, and Research, Medical Library, Somerville, New Jersey

Ryan D. Norman, AHIP - Medical Librarian, Medical Library, Somerville, New Jersey

Background: Research shows that libraries have successfully implemented current awareness services. An example is Hot Topics, available to staff at three hospital campuses. New research supports evidence-based practice. The two librarians develop the search strategies and maintain and deliver weekly email updates. Hot Topics’ success will be reflected in meeting the following goals: improve the librarians’ workflow and increase efficiency to prevent duplicate requests and information silos, increase research engagement and resource accessibility, provide an awareness of industry trends to obtain high quality learning skills, encourage personal/professional growth, continue to promote the Medical Library’s resources and services.

Description: In 2020, Hot Topics was launched at one campus. The librarians curated the initial list of 50 topics, referring to the industry standards and trends, National Patient Safety goals, and literature search

requests. They developed each topic's search strategy, established database search alerts, and promoted the service. Promotional efforts included newsletter and website announcements, staff email blasts, and announcements made in meetings, house-wide flyer distribution, and a meeting with residents. Staff register via SurveyMonkey, and either select topics and/or request new topics to receive weekly updates regarding newly available citations. In 2021, the librarians expanded and promoted the service to two additional campuses. Year to date, there are 84 participants across all three campuses. The topic number has since doubled to 100. The inaugural "Hot Topics Impact Survey" was conducted via SurveyMonkey, at the end of the third quarter 2021.

Conclusion: Out of the 70 eligible participants, 25 completed the survey (36%). 88% of participants prefer the email delivery frequency and number of citations received. The citations' quality meet the majority of participant's expectations. The majority find the citations useful and relevant. Based on the survey results, informal feedback, and an ongoing increase in participants, we are or plan to in 2022: launch Hot Topics to another campus, which also receives library services, and conduct an initial survey of their participants; continue to both conduct user surveys and schedule ongoing evaluations of search strategies for accuracy and relevance.

If You Build It . . . ? Evaluating a Pandemic Chat Service (6)

Track: Information Services

Valerie Prilop - Senior Librarian, The Learning Center, MD Anderson Cancer Center, Houston, Texas

Background: When this consumer health library closed its doors in March 2020, due to the COVID-19 pandemic, there was not a robust system of virtual outreach in place. Staff decided to implement a chat/SMS service as one way to reach patrons during the library's 16-month shutdown. This poster will briefly discuss the implementation process and will present usage statistics from go-live through the sunsetting of the service. This information will be presented in the context of the institutional environment, library staffing, and other services provided during the same time period. Staff and patron satisfaction measures will also be noted.

Description: The service was implemented in September 2020, with patrons accessing chat from the library's Recommended Resource website. Usage was measured using the service's built-in statistics tool. Around the one-year mark, a simple staff survey solicited feedback on the challenges and successes of service implementation. Usage of the service was low. One difficulty during implementation was promotion of the service, and when the library reopened, staffing the service was challenging. While only one of the library's physical locations was opened the chat service was continued, but once a second location was opened in January 2022, the service was closed.

Conclusion: Implementing a new service is not simply a matter of setting it up and making it available. Despite building the chat/SMS service, large numbers of patrons "did not come," but those who did and who provided feedback were overwhelmingly satisfied with the service. A variety of factors can affect use and complicate success, and in this time of uncertainty and change, quantitative measures may not be the sole factor in evaluating a new service and whether it should continue.

If You Build, They Will Come: Establishing a Data Discovery Curriculum across a Medical Campus (28)

Track: Education

Young-Joo Lee - Data Informationist, Welch Medical Library, Baltimore, Maryland

Background: Our library is an academic medical library that services schools of medicine, nursing and public health as well as hospitals. The librarians regularly receive an inquiry on finding statistical information or datasets from diverse patron groups ranging from master's students, fellows and faculty. Through the reference services, it became clear that patrons needed to learn a broad picture of what kinds of data are available to them and they need to deploy search strategies specific to data, different from journal articles. To fill the gap, the library launched a data discovery curriculum in 2019.

Description: Curriculum implementation was done in two phases. When offered for the first time in 2019, the library started with an introductory class on data search titled " Finding health statistics and datasets: Overview & Search Tips". The class covered topics such as major producers of health data, data catalogs, and how to use PubMed for data search. Next, classes on specific topics (such as mental health data) were introduced. The classes were offered as a library class which was open to anyone affiliated with the institution. They required registration. They were in-person classes in 2019 when first launched but changed to virtual in 2020 due to the pandemic. The evaluation of the curriculum is measured in terms of interest, using registration data.

Conclusion: A total of 16 classes (9 introductory, 7 on specific topics) have been offered in the past 3 years. The total registration was 100+ in 2019, 200+ in 2020, and 300+ in 2021. The average registration per class was 43. Over 50 people registered for more than one class and over 150 added their names to the waiting list. The registration did not suffer so-called "Zoom fatigue." The sheer registration numbers proved that the program was needed and successful. The presentation will provide a more detailed look at the registration statistics including registration numbers divided by school, department, and status. The most interesting and unanticipated outcome was that the largest registering group was the faculty at the school of medicine.

An Information Literacy Project: Fostering Faculty-Librarian Collaboration and Building Lifelong Learning Skills through Tutorials (30)

Track: Education

Paria Tajallipour - Coordinator of Client Services, Texas A&M University - Medical Sciences Library, College Station, Texas

Beth M. Netherland - Instructional Associate Professor, Texas A&M University - Department of Health and Kinesiology, College Station, Texas

Background: The prevalence of misinformation highlights the importance of information literacy and the role of librarians in teaching this valuable skill. With a grant from the university libraries, a faculty from the health and kinesiology department and a health sciences librarian created an interactive lesson that integrated information literacy in two core curriculum e-textbooks. The tutorial guided the students in finding and evaluating resources while teaching them the basics of effective searching. The project's main objective was to introduce students to credible information sources on topics related to complementary health approaches. This tutorial impacts 5,000 students each fiscal year.

Description: To support information literacy in courses, the university libraries announced a new grant offered to teams of faculty and librarians. The faculty received \$2,000, and the librarian received \$1,000 to spend on professional development or fund their projects as needed. Our project, which started in Spring 2020, included creating a tutorial using Articulate Storyline and adding the tutorial in a chapter of two electronic textbooks. We collaborated with other faculty in the health and kinesiology department and the

publishers to implement the tutorial. The tutorial addresses critical evaluation and effective searching. By following the tutorial, quizzes, and interactive activities, students learn search strategies to research a topic on complementary health approaches. At the end of the fiscal year, a sample of assignments was collected from multiple sections to evaluate the project.

Conclusion: The tutorial was well received by faculty and our assessment demonstrated directed practice and quizzes have helped students gain a better understanding of complementary health approaches. Not only was there a positive impact on student learning, this collaboration created a strong relationship between the faculty and the librarian. They worked closely to meet project deadlines and assess outcomes. The faculty and librarian were both highly involved in building the tutorial. Throughout the project, they developed new skills and used new software, which can be applied in other future projects. The grant offered by the University Libraries was a successful initiative that helped build collegial relationships and foster cross-departmental collaboration on campus.

Innovative Initiatives for Enhancing Self-Directed Learning Experiences in a Medical Education Program (145)

Track: Education

Amanda M. Chiplock, AHIP - Assistant Director, Collection Management, USF Health Libraries, Tampa, Florida

Kelly McCarthy - Director for Assessment & Evaluation, USF Health Morsani College of Medicine, Tampa, Florida

Ashley Metelus - Assistant Director of Evaluation, University of South Florida Morsani College of Medicine, Tampa, Florida

Background: Self-directed learning (SDL) is important to medical education and practice. Unfortunately, definitions and models of SDL vary, and the network of accreditation standards can complicate implementation. A review of SDL implementation in an MD program's curriculum revealed opportunities to enhance SDL experiences. In preparation for an LCME accreditation review cycle, strengths and weaknesses for SDL implementation, assessment, and evaluation were identified. Curricular modifications were implemented to operationalize the accreditation standard more fully and to enhance SDL experiences in an MD program.

Description: From a pragmatic perspective and guided by theories of experiential learning and change, we identified areas for improvement within our existing curriculum structure. We implemented the following procedures to improve SDL integration into the MD curricular program: 1. Adopted a definition and program objectives for SDL aligned with accrediting standards and existing literature on SDL. 2. Adopted a pre-clinical, protected-time policy to safeguard unscheduled time for students to develop and refine SDL skills. 3. Initiated a full review of course sessions to determine where SDL skills were being taught in the curriculum. 4. Created a Canvas course to provide professional development to faculty and students. 5. Incorporated questions into student evaluations in courses where SDL activities were assigned. 6. Developed questions for course and program evaluations to gain feedback from the students.

Conclusion: This initiative was implemented in the 21-22 academic year and program evaluation is not yet complete. Lessons learned thus far: (a) prepare for faculty development concurrently with implementation planning; and (b) identify an implementation team early in the process. This presentation will provide tangible procedures that can enhance SDL implementation across the continuum of medical education. While a single case study does not warrant generalizability, the key components we will present could be used as a framework for SDL implementation approaches at other institutions.

Interprofessional Education: Developing Programming and Instructional Services for Our New Health Sciences Library (105)

Track: Education

Caitlin Maloy, AHIP - School of Nursing & Research Services Librarian, University of Washington Health Sciences Library, Everett, Washington

Leah DeSantis - Active Edge and Research Services Librarian, University of Washington Health Sciences Library, Seattle, Washington

Background: Our academic research institution serves multiple health sciences schools and hospitals and is opening a second library location to provide opportunities for the interprofessional education of researchers, students, and healthcare practitioners. Prior to COVID-19, librarians developed instructional materials for their individual schools, which does not support the team-based learning necessary for cross-disciplinary collaboration. By using stakeholder feedback gathered from our new experiences with cooperative online learning environments during COVID, we will create library programming that can be integrated into interprofessional education to improve the accessibility of library resources and to foster collaboration between health professionals throughout their careers.

Description: There is growing demand for collaborative interdisciplinary health sciences education and research, and accordingly our medical library is opening a second location to expand this programming. Librarians used instructor and student feedback during the 2020-2021 academic years conducted online to develop better teaching methods by breaking long presentations into smaller chunks, standardizing materials to be applicable across schools, and recording instructional sessions for asynchronous learning. With our new library opening this year, we will incorporate these resources and programming into our interprofessional curriculum. Program success will facilitate collaboration between schools to support cross-specialty research; improve student outcomes in information literacy, scholarly publishing, and research; and help attract and retain instructors, researchers, and students. This programming will adapt to user needs and feedback as we establish our new presence and role as a hub for active and team-based learning.

Conclusion: As this is a new space with a programming approach distinct from our main library, our expected outcomes may evolve over time. We anticipate: the formation of interdisciplinary collaboration and the adoption of team-based learning within the health sciences; student and researcher engagement with our synchronous and asynchronous programming; an increased interest in inter-professional scholarly publishing and understanding of information literacy; and improved accessibility of library resources for students, faculty, and researchers. After our new library has established a baseline for instructional services and user engagement, we can develop metrics to determine our successes and shortcomings in each area. Using this data and our stakeholders' feedback, we will adapt our programming and goals according to their needs.

Jump Start: Creating a Query Library for Code Re(use) at an Academic Medical Center (53)

Track: Information Management

Genevieve Milliken - Data Services Librarian, NYU Health Sciences Library / Data Services, Wallkill, New York

Michelle Yee - Senior Data Catalog Coordinator, NYU Health Sciences Library, New York, New York

Nicole Contaxis - Data Librarian and Lead of Data Discovery, NYU Health Sciences Library, New York, New York

Background: Data Librarians from NYU Health Sciences Library, in collaboration with a member from the Department of Population Health, are developing a query library for researchers to reuse code to search patient and medical databases (e.g., EPIC) more efficiently. The inception of this project took place during several cross-departmental conversations and library-led activities where data analysts expressed a need for more practical avenues to reuse and share code, especially for SQL queries. The Query Library avoids researchers having to “reinvent the wheel” while also promoting code reuse, collaboration, and conversation among data analysts and data librarians.

Description: The data librarians have developed a list of sixteen metadata fields for code queries. The current metadata list includes keywords, authorship, programming language, and data source, to list a few. This initial list also includes references to other resources, including ‘groupers,’ a function within Epic to store and share code related to clinical groupings. Metadata fields were then refined through preliminary user testing with the Medical Center’s Data Analysis Working Group. During user testing, data analysts brought snippets of code, such as a SQL query or reusable Python code, and documented their own code using a template spreadsheet with the developed metadata fields. Feedback generated during and after the activity was used to adjust metadata fields and provide notes on technical suggestions to ease the process of researcher description once the user interface is built.

Conclusion: Next steps for this project require further investigation into viable platforms for the Query Library’s infrastructure. The Query Library team will also need to work with institutional IT to designate the Query Library as one of its official projects, allowing the team to gain access to developers and resources to create a user interface. Additional next steps include ensuring the project is properly integrated into researcher and analyst workflows, creating interoperability with other institutional systems where possible, and outreach and training with relevant researchers and analysts to help spread awareness and use of the Query Library.

The Justice Community Opioid Innovation Network (JCOIN) LEAP Program Librarian: Providing Library Support for Criminal Justice Health Research (14)

Track: Information Services

Becky Baltich Nelson - Education and Clinical Librarian, Lamar Soutter Library, UMass Chan Medical School, Worcester, Massachusetts

Background: The Justice Community Opioid Initiative Network (JCOIN) Learning Experiences to Advance Practice (LEAP) program is a NIDA-funded education and mentorship program aimed at providing training and skill development for new researchers interested in conducting ethical, rigorous, and collaborative research at the intersection of health and criminal justice. The addition of the LEAP Personal Librarian was intended to provide program participants, most of whom are not clinicians, with research support from a trained medical librarian as much of their research is within the health arena and many of them have limited experience using medical databases and resources.

Description: Program participants - including a jail superintendent, sociologists, attorneys, social workers, etc. - are working to build an evidence base for opioid-related problems that are interdisciplinary in nature, but for which health is an overarching theme. The first cohort was surveyed to assess which research needs the program should prioritize, offering insight as to where the library should focus its goals. With that feedback in mind, we selected four prongs for library support: instruction, resource development, reference services, and collection access. Over the past 1.5 years the librarian has: provided PubMed training sessions to program Scholars via Zoom; developed short learning modules for the program’s learning management system, including topics such as data visualization, developing an NIH Biosketch, and

designing scientific posters; supported two scoping reviews; offered in-depth reference services; and provided access to library collections and interlibrary loan services.

Conclusion: Participants have been eager to engage with the librarian, with 101 individual reference interactions having been logged since the addition of the personal librarian role. Feedback thus far has been positive and indicates the existence of a wider market for medical librarians' specialized skills. Currently, participants are surveyed at the conclusion of the program; however, that survey does not include questions related to the librarian support component of the program. As such, our next step is a formal evaluation of the service and we expect to measure outcomes related to each of the four prongs of support, including: utility of the short learning modules and instruction sessions, satisfaction with reference services, and ease of access to the library collection.

Kicked Off by Katrina: The 15-Year Serials Journey of an Academic Health Sciences Center (8)

Track: Information Services

Rebecca Bealer, MLIS - Head, Serials/Systems Librarian, LSU Health Sciences Center New Orleans Library, NEW ORLEANS, Louisiana

Marlene M. Bishop, MLIS - Head, Collection Development, LSU Health Sciences Center New Orleans Library, New Orleans, Louisiana

Background: Though inevitable in retrospect, our move to electronic-only was just beginning when August 29th, 2005 happened, Hurricane Katrina. The original list of a mere five electronic titles was already a radical departure from our print tradition. The slow transition to electronic became a wholesale transformation practically overnight. The specter of our print journal collection still loomed and had far-reaching effects for years to come. In the fifteen years since, there are many things we wish we knew and lessons were learned the hard way, resulting in radical changes to our journal selection processes.

Description: Just as our journal collection went through seismic shifts in the past fifteen years, so has the serials world. Waiting on the delivery of unbound issues and compiled indices has yielded to preprint articles and decades of citations at one's fingertips, prioritizing selection of online journals. For others this move was gradual, but we had to do it at a moment's notice. Although one natural disaster had permanent effects on all aspects of our serials collection, we were also challenged by unique external influences, internal battles, and shifting philosophies. Along the way there have been struggles, a few missteps, and quite a few lessons learned. This poster will illustrate our first seemingly overnight move from print to electronic and the continuing transition to online since then. It will also describe the highlights and lowlights of our journey.

Conclusion: Our story, although in some ways quite unique, offers lessons for all types of health sciences libraries. There are many factors that influence and guide the move of a journal collection from print to electronic and, regardless of how it starts, challenges are experienced at all stages and in many unexpected ways. The poster will include not only the statistics of our transition to electronic serials, but also criteria for electronic selection and retention.

Know More & Feel Better! (106)

Track: Education

Jessica Daly - Faculty Librarian/Assistant Professor, R.A. Williams Library of AdventHealth University, Orlando, Florida

Background: The overarching goal of this program was and continues to partner with the Orange County Library System as well as Rotary Clubs of Florida offering free virtual health literacy education and resources to all community members no matter their race, ethnicity, age, gender, location nor economic status. By teaching participants how and where to locate reputable and timely health information, people were and continue to be empowered by better understanding their diagnosis, treatment, medication, benefits of preventative care, healthy lifestyle habits and even how to better communicate with their healthcare team. When patients know more, they feel better!

Description: The virtual sessions were created and presented by Jessica Daly, Consumer Health Librarian. Both community partners, the Orange County Library System and various Rotary Clubs of Florida, utilized Zoom as their virtual/online platform. Jessica serves as a guest presenter and health research expert. Community members join live sessions/meetings where they are able to ask questions and/or email Jessica after the session with personal or more detailed health information requests. Jessica shares free health resources and services that are available to the public during each of the virtual sessions. After 1.5 years, the reactions to the sessions are all positive and many participants reach out to Jessica later for further assistance which improves their health literacy, overall health and quality of life. Both the OCLS and the participating Rotary Clubs of Florida use surveys and gather participant feedback.

Conclusion: This program has been in effect for 1.5 years and continues today. So far we have reached over 1000+ community members during live virtual health education sessions and the number continues to grow weekly. Participants come from various races/ethnicities. Participation in virtual health literacy sessions grew from 57 in FY2019-20 to 90 in FY2020-21, which was a 57.8% increase. The number of live participants increased from 2258 in FY2019-20 to 3221 during FY2020-21, which was an increase of 42.6%. The sessions for the OCLS and Rotary Clubs accounted for nearly a third of these numbers during FY2020-21. She will be presenting at the International Conference on Communication in Healthcare 2021 as well as the Global Health Literacy Summit 2021.

Leading Diverse Students to Discovery of Opportunities for Participation, Research, Mentoring, and Community Engagement for Underrepresented Populations in Biomedical Research (23)

Track: Professionalism & Leadership

Lisa A. Connor - Assistant Professor, Research & Instruction Health Sciences, Sam Houston State University, Huntsville, Texas

Background: Sam Houston State University is a diverse campus in Huntsville, TX. For eighteen years a student organization has held annually, "The Diversity Leadership Conference" with the goal "to address diversity and leadership issues and their application in student development, higher education, and the global society." As a librarian on my campus, I submitted an application to provide a workshop for students to learn how they could engage as historically underrepresented populations in biomedical research, and in opportunities for diversifying the biomedical workforce. I hope that by sharing this opportunity with other librarians they might find ways to reconnect in their institutions as institutions emerge from pandemic restrictions.

Description: Participants learned from this session about health disparities and health inequities in historically underrepresented populations in biomedical research. National programs such as UNITE, The All of Us Research Program, CEAL (Community Engaged Alliance Against COVID-19 Disparities), and NRMN (National Research Mentoring Network) were introduced so that participants may be inspired to explore opportunities personally and professionally to increase health equity and inclusion in biomedicine. As a health sciences librarian I have learned about the All of Research Program through attending annual

meetings of MLA. I support programs in health sciences and have gained a lot of knowledge about the National Institutes of Health and the programs emerging to increase diversity and inclusion in biomedicine.

Conclusion: My workshop was held on February 25, 2022, on campus at Sam Houston State University. Although attendance was limited this was a great opportunity to inspire a few students and to provide a welcoming environment to develop professionally as a librarian. I hope to refresh and inspire other librarians to connect with their communities outside of library walls.

Leveraging Google Forms to Promote Student Engagement in the Virtual Library Classroom (27)

Track: Education

Lily Martin - Reference & Instruction Librarian, Levy Library, Icahn School of Medicine at Mount Sinai, Queens, New York

Samantha Walsh - Manager of Information & Education Services, Levy Library, Icahn School of Medicine at Mount Sinai, Astoria, New York

Background: As a result of the COVID-19 pandemic, all medical school instruction transitioned to virtual. When moving an annual EndNote workshop for first-year medical students online, we realized that we needed a way to ensure that students were following along and engaged. This led to the conception of an interactive online form completed throughout the workshop, as well as an overhaul of the workshop's learning objectives. Introducing a synchronous assessment tool allowed us to rethink the class itself and include an interactive component on academic integrity in addition to EndNote instruction.

Description: In order to realign our session with medical school priorities, as well as the ACRL Information Literacy Framework and the AAMC LCME Accreditation Standards, we developed new learning objectives. Our new learning objectives were designed to incorporate tangible academic integrity concepts and skills alongside reference management and EndNote-specific skills. Using Google forms, we created a form shared with students via the Zoom chat feature at the beginning of the session. Students were asked to keep the Google form, EndNote software, and Zoom software open on their computers for the duration of the one-hour session. Students completed the Google form throughout the session, as each section of the form aligned with a specific learning objective. Form submissions were used to track attendance and assess student engagement with and understanding of session material.

Conclusion: All students that attended submitted their completed form within a few hours of the virtual session. Of the 107 students who submitted the form, 4 asked questions about EndNote functionality, and 1 student asked about library services. Students commented on the interactive nature as well as the usefulness of the content. While these statements were appreciated, we were most excited by the low number of questions about EndNote functionality (3.7% of all attendees). When these sessions were taught in person without a Google form or physical worksheet of any kind, a large portion of the class would have clarifying questions about EndNote. Therefore, we found that an interactive online form may increase engagement and retention during online instructional sessions.

Librarian Involvement in Medical Students' EBM Assessment: Does It Help? (34)

Track: Education

Rachael Lebo, AHIP - Clinical Services Librarian, Wegner Health Sciences Library, University of South Dakota, Annapolis, Maryland

Shelie Vacek, AHIP - Health Sciences Librarian & Head of Wegner Health Sciences Library, University of South Dakota Wegner Health Sciences Library, Sioux Falls, South Dakota

Valerie Hearns - Professor Emeritus, University of South Dakota Sanford School of Medicine, Department of Family Medicine, Sioux Falls, South Dakota

Background: The multi-station, summative OSCE includes a case designed to assess third-year medical students' ability to access information at the point of care using Evidence-Based Medicine (EBM) resources. Over the years, students have perceived this case to be difficult and confusing, which resulted in low performance. To address these concerns, a librarian-led EBM case learning session was developed and integrated into the formative, practice OSCE starting in 2018. The goals of the session were to increase understanding of how to search the vetted resource effectively and efficiently, incorporate evidence into practice, and emphasize the importance of EBM in clinical care.

Description: The EBM case learning session was developed by the medical librarians, OSCE director, and OSCE committee using a case previously designed for the high stakes OSCE. The librarian-led session is presented to small groups of students on a rotating schedule. Librarians first demonstrate how to navigate the preferred information resource and its health information materials. Students are then given a clinical problem and case instructions based on a standardized patient (SP) scenario. Students take a quiz designed to answer the clinical question and guide them to the information necessary to provide a diagnosis and treatment plan. Students watch and evaluate a recorded previous student performance after the quiz. Finally, students debrief with librarians to further reinforce their findings, current topical knowledge, and the SP's preferences when communicating the diagnosis and treatment plan. Afterward, Students complete an evaluation of the session.

Conclusion: To date, 268 students have participated in the EBM case learning session. Students complete evaluations for the practice session, and performance scores are collected for the EBM case during the high stakes OSCE. Upon data review, results indicate that students' understanding of the EBM case improved after the implementation of the learning session, as well as their perception of case difficulty and overall case performance. Data continues to be collected and analyzed.

Librarians Supporting Our Heroes—Reconnecting through Resource Development (2)

Track: Health Equity & Global Health

Bianca Brilliant - Medical Librarian, St. Cloud VA Health Care System, St. Cloud, Minnesota

Nancy A. Clark - Director, VHA Library Network Office, Washington, District of Columbia

Jennifer J. Jones - Medical Librarian, Fargo VA Health Care System, Fargo, North Dakota

Dede Rios, AHIP - Director of Optometric & Clinical Library Services, UIW Libraries / Rosenberg School of Optometry, San Antonio, Texas

Janice Young - Library Director, VA Central Office Library, Washington, District of Columbia

Cheryl Banick - Chief Library Service, VA Providence Healthcare System, Providence, Rhode Island

Background: Academic, government, military, public, and school libraries participated in the Libraries and Veterans National Forum, conducted by Texas A&M University and funded by IMLS grant number LG-12-19-0114, to develop toolkits surrounding veteran-centered resources and services. These toolkits are being created to support library staff in cultivating services or programs geared towards veterans who live in

diverse communities. This poster concentrates on the collaborative efforts of this forum in planning and refining 10 + toolkits with the purpose of helping various library types to better meet the needs of their veteran communities.

Description: An online forum was held in September of 2021 that highlighted featured guest speakers who shared their experiences and successes with veteran programming. Following the forum, a call for committee members was held to invite librarians to collaborate and generate ideas for the forum's repository of toolkits. Medical librarians worked with other specialty librarians to develop publicly available resources for all types of libraries to support programming focused on veterans. Topics include health literacy, service animals, nutrition, fitness, suicide prevention, PTSD awareness, homeless stand downs, warrior care month, and many others. Each submission contains information regarding the project or program's description, development outline, partners and stakeholders, recommended resources, and various assessment tools. The ultimate goal for these toolkits is to support libraries in meeting the complex and varied needs of their veteran communities.

Conclusion: Toolkits were vetted before being uploaded to the repository. Sub-award applications were made available for libraries who needed seed money to implement toolkit ideas at their facilities. The repository will be made publicly available in early 2022. The national forum created partnerships that will continue in the future as we explore ways to share the toolkits such as presentations to organizations, research, and assessments of toolkits used. All uses of the toolkits are welcomed whether to create programming, expand programming or anything that will bring value to the veteran community.

Medical Librarian as Hospital Incident Command Situational Awareness Leader During COVID-19 Vaccine Rollout and Implementation (39)

Track: Clinical Support

Alexandra Short, AHIP - System Director, Library Services, Tower Health, West Reading, Pennsylvania

Background: Objective – A medical librarian, in the role of incident command (IC) situational awareness unit leader, will monitor, collect, synthesize, and disseminate COVID-19 vaccine related information to health system IC leadership, logistics teams and clinical operations teams during the planning, roll-out and implementation of COVID-19 vaccines.

Description: After the first wave of the COVID-19 pandemic waned in 2020, an after-action report identified the lack of a dedicated situational awareness unit leader as an area for improvement in the health's system's incident command operations. The role involved monitoring, collecting, synthesizing, and disseminating large volumes of information about COVID-19 and COVID-19 vaccines. The health system's Chief Operating Officer suggested that a medical librarian would be uniquely qualified for the situational awareness unit leader role, operating within the health system's hospital incident command leadership team. In October 2020, a medical librarian was positioned on the COVID-19 Vaccine Planning and Steering Committee team and the IC Leadership team as situational awareness unit leader. The medical librarian participated in daily incident command and clinical operations leadership huddles. Vetted and synthesized information was internally disseminated through a collaboration app, scheduled IC huddles, internal mailing lists and shared network folders.

Conclusion: A survey was administered to members of three leadership teams to evaluate the role of medical librarian as situational awareness unit leader. Outcomes measured were 1. Relevance of information 2. Overall satisfaction with information 3. Impact of information on decision-making 4. Impact of information on time-savings. Although the sample size is small (n = 12), survey results suggest that a

medical librarian in a situational awareness role can positively impact satisfaction, decision-making, time-savings, and information relevancy within hospital incident command operations.

Mutation versus Curation: Reflecting on an Ad-Hoc COVID-19 Information Service in a Community Hospital System (124)

Track: Information Services

Tanisha N. Mills, AHIP - Medical Librarian, Northeast Georgia Medical Center, Gainesville, Georgia

Background--how it started: In March 2020, the novel Coronavirus and COVID-19 created unprecedented demand for/supply of literature. To support evidence-based practice during the pandemic, a hospital librarian attempted to mimic viral adaptability by experimenting with methods of information selection and delivery. This poster offers a reflection on the evolution of an ad-hoc information curation service at a community teaching hospital system.

Description--how it mutated: As the volume and variety of available information exploded, impromptu curation strategies were developed to strike a balance between urgency, relevance, quality, and quantity. Content delivery modalities went from sporadic group e-mails to hospital stakeholders, to building an intranet toolkit, to working through Public Relations for placement on a webpage.

Conclusion--how it's going: User data collected over varying time-frames include webpage hits, e-mail "read receipts", and a service impact questionnaire to individuals on the e-mail contact list. E-mails yielded the most consistent readership, averaging just over 40%. Questionnaire respondents indicated that the e-mailed content was overwhelmingly shared with colleagues, used for professional development, and used for medical/patient education. Improved decision-making and patient care/safety were the areas of highest impact.

Network of the National Library of Medicine Support of the Medical Library Association's Disaster Information Specialization (140)

Track: Professionalism & Leadership

Margot G. Malachowski, AHIP - Education and Outreach Coordinator, Network of the National Library of Medicine, Region 7, Worcester, Massachusetts

E. Bailey Sterling - Technology & LIS Coordinator, Network of the National Library of Medicine Region 3, PLANO, Texas

Background: In May 2021, the Network of the National Library of Medicine (NNLM) established the Information Access Curriculum Working Group to identify and address workforce training needs around access to information. Regional offices solicited feedback from library staff and identified information access during ransomware attacks and natural disasters as pressing needs. In response, NNLM staff designed a webinar series to provide training that fulfills the Medical Library Association's Disaster Information Specialization (DIS). The series equips learners with foundational skills in managing access to essential health-related information. These skills enable learners to provide services for supporting disaster mitigation, preparedness, response, and recovery.

Description: The poster will describe the development and delivery of the webinar series, and will include

images from the webinars and quotes from the evaluation forms. The process of course development and a description of DIS will be outlined. The successful inaugural series included the webinars “Creating a One Page Plan to Promote a Coordinated Response to a Disaster” and “Ransomware Attacks: What Medical Librarians Need to Know.”

Conclusion: The Network of the National Library of Medicine (NNLM) evaluated the webinar series by distributing a REDCap survey at the end of each webinar. Quotes from the evaluation forms will be included on the poster. Successes and plans for improvements in NNLM’s curriculum for the Medical Library Association’s Disaster Information Specialization will be driven by evaluation data.

Not Test: Encouraging Student Creativity to Facilitate and Assess Learning (33)

Track: Education

Robin E. Champieux, MLIS - Director of Education, Research and Clinical Outreach, Oregon Health & Science University, Portland, Oregon

Background: OHSU Librarians direct a one-credit course in the Graduate Program in Biomedical Sciences, intended to provide Ph.D. students with an understanding of the factors that influence data rigor and reproducibility and the practices and resources they can use to engage to enhance the rigor and reproducibility of their work and research. While the course content leveraged Rigor and Reproducibility training materials and intended learning outcomes created by the National Institutes of Health, the course directors substantially updated and supplemented this content with information and goals more explicitly aligned with a basic science research context.

Description: In the Fall term of 2021, the course directors piloted a final project and assessment framework that encouraged students to explore and express their learning through a creative project. The students were given the freedom to select any one or combination of topics relevant to rigor and reproducibility and produce any original work that demonstrated their understanding. The assignment was inspired by a thread published on Twitter by Dr. Robin Tinghitella describing how she replaced final exams with “not-tests” and sharing examples of student work. Like Dr. Tinghitella, the students in the Rigor and Reproducibility course explored various topics, and their outputs were diverse and inventive. They included haikus, comics, annotated data management plans, blog posts, and memes, to name a few. Moreover, the instructors gained a deep and concrete understanding of the students’ learning.

Conclusion: Having had a positive experience with piloting this assessment technique, the course directors are now interested in contextualizing the approach within the literature, especially the concept of teaching and assessing creativity in the sciences and information literacy. We will describe the results of our literature review and synthesize the evidence base for using creativity in higher education. We will reflect on and relate our own experiences and compare them with recent papers discussing similar approaches, especially those where student feedback is included. We hope this work will enhance our creativity in the classroom, enhance student learning, and provide inspiration for other medical librarians and health sciences educators.

Office 365 Apps for Library Statistics (50)

Track: Innovation & Research Practice

Gwen Wilson, AHIP - Medical Librarian, Dept Family and Community Medicine, University of Missouri, Columbia, Missouri

Claire Gray - Student Worker, Dept. Family & Community Medicine, University of Missouri - Columbia, Columbia, Missouri

Background: The role and responsibilities of medical librarians are not always clear to leadership and stakeholders. Providing data in a way that is clear and meaningful demonstrates the value of medical librarians. It is challenging for solo librarians to receive funding to purchase a data tracking system. The objective of this project was to build a data tracking system within Office 365 applications, provided by the institution.

Description: There are over 20 Office 365 applications available. After reviewing individual applications and conducting trials the applications used in the data tracking system are Microsoft Forms, Excel and Power BI. These three applications work together effectively to input, analyze and report library statistics. The final data tracking system integrates within Teams for easy sharing within the institution without additional funding.

Conclusion: For solo librarians and small libraries there is often no funding to establish a data tracking system. Office 365 provides the applications to create an internal data tracking system that is efficient, easy to use and requires no extra cost.

Onboarding During a Pandemic: Creating a Welcome Guide (22)

Track: Professionalism & Leadership

Roslyn Grandy - Pharmacy Librarian, UConn Library, Storrs, Connecticut

Sam Boss - Head of Research Services, UConn Library, Storrs, Connecticut

Background: The pandemic environment has required academic libraries to modify their internal onboarding and training processes. While engaging with colleagues in a virtual or hybrid environment has been challenging for all employees, recent hires in particular face barriers while getting to know a new institution and new people in the virtual landscape. University of Connecticut Library has hired several librarians since the beginning of the pandemic. To address these challenges and create a more seamless onboarding process, the Research Services Unit created a comprehensive online Welcome Guide: <https://guides.lib.uconn.edu/MLA2022poster>

Description: Our aim in creating the guide was to supplement the general human resources and library onboarding process by centralizing all documents, deadlines, and links in one place, and by adding content that is specific to our unit. Much of the content serves as a stand-in for informal conversations that previously happened organically among colleagues working in the same space. We worked as a team to compile this guide which is more thorough than any onboarding materials previously used by the unit. Topics covered include but are not limited to: staff union information; library acronyms list; organizational charts; relocation information such as realtors, rentals, and local restaurant and activity recommendations; detailed biographies of unit members; tips for engaging in liaison work, collection development, and instruction; goal-setting, evaluation, and promotion processes; setting up technology; and lists of key contacts for various needs.

Conclusion: The Welcome Guide has been used by three recently onboarded employees in the unit. We will collect guide usage statistics, and we will also conduct a survey to evaluate how the guide was used prior to the employees' start dates and since they came on board. Several existing employees have also expressed appreciation for the guide as a go-to source for links and documents that we use on a daily basis in our work. This living document has been a welcome innovation for the Research Services Unit and could

serve as a template for other libraries wishing to enhance their onboarding and training processes.

Opportunities to Collaborate: A Nursing Faculty Member, a Medical Librarian, and a Capstone Course (104)

Track: Education

Jennifer McKay - Medical Librarian, University of Alaska Anchorage/UAA/APU Consortium Library/Alaska Medical Library, Anchorage, Alaska

Sharyl Toscano - Professor, Nursing, Anchorage, Alaska

Background: Medical librarians and Nursing faculty have collaborated on leveled nursing and university core objectives for over ten years at a four-year institution offering the only baccalaureate nursing program in the State. In the last five years, medical librarians have also been included in the course design of Nursing Research and Evidence-Based Practice (NS 400) - and now in the design of a new nursing integrative capstone course (NS 475).

Description: In NS 400, students focus on the construction of an evidence-based nursing question, the evaluation of the quality of nursing research, and the synthesis of those findings into an end of the semester presentation. This successful partnership has resulted in students earning accolades and awards for their evidence-based projects in undergraduate research symposiums. With the release of the future of Nursing 2020-2030 (2021) and The Essentials: Core Competencies for Professional Nursing Education (2021); the Medical Librarian/Nursing faculty team expanded their collaboration on the NS 475 capstone. While continuing to focus upon a student's evidence-based practice (EBP) question skills, the capstone shifted the EBP lens toward models of nursing care, drawing specific attention toward assessment of diversity, equity, and inclusion gaps.

Conclusion: Creative approaches for selecting zero-cost course materials and rubric development examples will be the focus of this poster. As the course completes its initial semester this spring, feedback from student assignments and zero-cost course materials, in the form of survey data and rubric reports, will showcase specific collaboration strategies that medical librarians and nursing faculty can use to ensure student success at any institution. 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> National Academies of Sciences, Engineering, and Medicine. (2021). The future of nursing 2020–2030: Charting a path to achieve health equity. The National Academies Press. <https://doi.org/10.17226/25982>

Piloting an Open Access Publishing Fund for Early-Career Researchers (16)

Track: Information Services

C. Steven Douglas, AHIP - Head, Collection Strategies and Management, Health Science and Human Services Library, University of Maryland, Baltimore, Baltimore, Maryland

Emily F. Gorman - Research and Education Librarian, Health Sciences and Human Services Library, University of Maryland, Baltimore, Baltimore, Maryland

Andrea G. Shipper - Research and Education Librarian, Health Sciences and Human Services Library, Baltimore, Maryland

James Stephens, MLIS, MEd - Associate Director, Computing and Technology Services, Baltimore, Maryland

Mary Joan (MJ) Tooley, AHIP, FMLA - AVP Academic Affairs and Executive Director, Health Sciences and Human Services Library, U of Maryland/Baltimore, Baltimore, Maryland

Background: Many researchers may support the principle of Open Access (OA) but are unable to afford publishing fees for OA journals. The library set aside \$25,000 of discretionary funding to explore the feasibility of aiding early-career researchers who wished to publish in OA journals. By providing this funding the library hoped to: • Promote publishing by early-career researchers • Enable authors to retain their copyrights • Accelerate the online availability of peer-reviewed scholarly journal articles generated by the Institution's researchers • Raise campus awareness about the benefits of open access

Description: A task force consisting of the Library's Executive Director, Associate Director for Library Computing and Technology, two Research and Education Librarians, and the Head, Collection Strategies and Management was formed to develop policy and procedures for the project. They explored OA publishing funds at other institutions, particularly at other health sciences libraries and within their library consortium. To increase the impact of limited resources, the task force decided to only fund: • Early-career researchers, defined as students, postdocs, and faculty at the rank of Assistant Professor or lower. • 50% of article processing charges up to a maximum of \$3000. A strict definition of which OA journals were eligible was developed to avoid supporting publishing in predatory journals. The Head, Collection Strategies and Management was designated to administer the pilot, and the Research and Education Librarians advertised the new program.

Conclusion: The OA publishing fund pilot project has been a great success and was extended for a second year. To date 44 applications have been submitted, with 37 accepted and \$39,341 dollars spent. Rejections were primarily because the journals selected were hybrid and not entirely OA. If a source of stable funding is found the program will be continued and expanded. Since there is a surge in applications with each round of publicity, a method of continuous and targeted marketing of the fund should be devised. Further promotion of and education about OA publishing in general may also increase early-career researchers' use of the program.

Reconnecting with Library Users: Providing Remote Library Services During a Transitional Time Caused by Library Renovation (11)

Track: Information Services

Rachel Whitney, AHIP - Research & Education Informationist, MUSC Libraries, Charleston, South Carolina

Irene M. Lubker, AHIP - Research and Education Informationist, Research and Education, Charleston, South Carolina

Erick Lemon, MSIT - Director of Digital Strategies and Innovation, Digital Strategies and Innovation

Background: After the uncertainty caused by the COVID-19 pandemic, our library entered another transitional time due to the renovation of the library building. The objective was to continue to offer exceptional service in all areas of the library during this time. The ambiguity caused by the COVID-19 pandemic further complicated our endeavor and required increased adaptability. Lessons learned from this program may be applicable to other libraries going through similar transitional periods.

Description: As the library shifted to providing hybrid services, it was clear that a new initiative was needed. Quick adaptation of existing and new services was required including an impromptu roll out of the library

chat service platform. Additionally, Microsoft Teams was utilized for interdepartmental collaboration and communication. Developing new procedures involved adjusting library services as the campus reopened, including establishing a hybrid schedule for library staff. An important part of this implementation involved informing library users of the temporary library space and services. Making use of our library chat service allowed us to provide library patrons with interdepartmental assistance including answering reference and service questions. Library instruction was moved to other classrooms on campus or virtually. Some challenges encountered included limited number of group study rooms and computers, lack of quiet study space, library classrooms, and availability of equipment lending.

Conclusion: This process is ongoing and adjustments are being made in response to feedback received from library staff and library patrons. Feedback is received through library chat ratings, a white board in the temporary student spaces, and through monthly interdepartmental staff meetings. Feedback from patrons has led to improvements to the temporary space such as providing added access to technology and infrastructure for mobile computing, quiet study spaces, and hydration stations. Outcomes that we are measuring during this transitional time are library services utilized, library chat statistics, and reference statistics. Evaluating outcomes will allow us to assess the strengths and innovations of library services offered during the renovation in these unprecedented times.

Reflecting on Library Relocation & Reconnecting to Patrons (52)

Track: Professionalism & Leadership

Michelle Kraft, AHIP, FMLA - Library Director, Cleveland Clinic Alumni Library, Cleveland, Ohio

Background: The library occupied a floor in the research building of the hospital. Newly acquired funding during the pandemic allowed for the permanent expansion and addition of research facilities, requiring the library to move to a new temporary location within 3 months and then a permanent location 6 months later. This presentation will discuss the rapid (within 1 year) relocation of a 20 year old library and the decisions, processes, and policies surrounding the move and the challenges implementing them in a new reduced space while simultaneously growing online resources and services.

Description: The library staff evaluated print text and journals, study spaces, meeting rooms, computer access, patron study patterns, and library staff operations such as front desk work flow and library staff office space needs to best provide access to information and services in the temporary location as well as the permanent location. Decisions on the design of the temporary and permanent library locations were based on usage data, institution design policies, and available space. Online resources and services were evaluated to supplement resources and services previously available in person but were no longer feasible temporarily or permanently depending on the location.

Conclusion: The library moved to its permanent location in April 2022. Library usage space stats taken prior to Covid-19 factored into the decision to sacrifice some shelf space for more study rooms. Due to the hospital's design policies concessions regarding furniture style, layout, and library staff offices location had to be made. Library staff will continue to collect usage data to determine if the move impacted physical librarian use.

Reflecting on the Past While Awakening the Future: Building from a Common Mission (20)

Track: Professionalism & Leadership

Shannon S. Glover, AHIP - Health Sciences Library Coordinator, Northeast Georgia Health System, Gainesville, Georgia

Jennifer L. Reagan - Coordinator, Continuing Medical Education, Northeast Georgia Medical Center, Gainesville, Georgia

Background: As COVID-19 and social justice issues weighed heavily on many people around the world, the CME/Library teams came together to demonstrate the differences in how we see and treat one another to remove implicit biases. Our teams implemented multi-faceted educational activities to improve overall skill sets and knowledge of staff. Being empowered with new knowledge, we hoped employees would recognize their own biases and provide better patient care.

Description: The objective of this poster is to illustrate creating and implementing diversity, equity and inclusion (DEI) activities within an academic health system. We hosted seven DEI continuing medical education speakers, four virtual book clubs, thirteen COVID-19 perspectives, a documentary film screening, and two physician panel discussions. Activities were designed for participants to learn strategies for implementation, engage in open conversations, and share thoughts and feelings surrounding social issues. Due to the virtual format and community partnerships, we had over 1,000 registered participants from hospitals, libraries, and academic institutions. Survey Monkey and Zoom were used for advance registration and post-evaluations.

Conclusion: As we reflect over the past year, all the activities we created helped the CME/Library teams to solidify a strong partnership. Our teams felt we increased awareness by helping people to start thinking and talking about DEI. Participants reported DEI is an important subject to provide excellent patient care. In planning future activities, we will work to align our goals with system goals. We will continue to have crucial conversations about DEI and health disparities. We will provide a safe space for open and engaging conversations through book clubs and other activities. By continuing these initiatives, we will strengthen our health system's core values of respectful compassion, deep interdependence, passion for excellence, and responsible stewardship.

Reflections on Remote Internships in a Hospital Library (101)

Track: Education

Bridget Jivanelli, MLIS, AHIP - Medical Librarian, Kim Barrett Memorial Library, New York, New York

Simone Stone - Associate Fellow, National Institutes of Health, National Library of Medicine, Champaign, Illinois

Kristen Burroughs - Library science student/former medical library intern/registered nurse, Hospital for Special Surgery, Emporia State University, Shawnee, Kansas

Background: As the COVID-19 pandemic continued through 2021, a small hospital library took the opportunity to hire remote interns. The library typically hosted one intern a year but had not since the beginning of the pandemic. After a year of supporting library users virtually and with hospital policies preventing onsite volunteers or interns the library began a search for a remote intern. Remote internships present challenges and opportunities. This poster will showcase the experiences of a hospital librarian and two remote student interns throughout 2021.

Description: Prior to March 2020, interns reported to work onsite and had the opportunity to shadow the librarian while working on projects. The librarian was concerned a remote internship would not be as valuable to library students seeking experience in a hospital library. In spring 2021 a remote internship was advertised at library schools throughout the United States. Broadening the applicant pool ensured students focused on medical librarianship would apply. This internship was customized by the two interns. Interns met

with the librarian weekly to check in, which helped to meet the needs of both interns. Interns received additional professional development through attendance at various seminars. There were special issues associated with the remote internship. Interns required technology to access the hospital's technological infrastructure such as Citrix Workspace or Microsoft Teams, which was sometimes a challenge.

Conclusion: Remote internships in hospital libraries help library science students gain valuable hands-on experience in specialized libraries. Recruitment and retention of early-career health sciences librarians may improve with these opportunities. While remote system connection can be complex, it enhances accessibility for students in varied geographic areas. Video conferencing programs promote streamlined communication and collaboration between librarians and interns, and allow meeting and committee attendance. Library interns participated in activities such as literature searches, systematic reviews, interlibrary loans, research councils, and departmental meetings. They received instruction and coaching from an experienced librarian and assisted with daily tasks and workflows. Remote internships in health sciences libraries are beneficial for both interns and supervisors and should be offered by more facilities.

Reframing an Evidence-Based Practice Course Around a Clinical Scenario (31)

Track: Education

Lorraine Porcello - Evidence-Based Practice & Instruction Librarian, University of Rochester, Miner Libraries, Rochester, New York

Linda Hasman - CTSI Liaison Librarian, University of Rochester Medical Center, Rochester, New York

Background: This poster describes the evolution of the content of an evidence-based practice course presented to residents in graduate dental programs at an oral health institute. Although librarians collaborated with dental school faculty to develop course content and assignments, librarians had primary responsibility for teaching classes and grading assignments. In 2015, the first redesign of the course resulted in a 3-hour workshop becoming a full-semester, one-credit course. The new course used the 5-A's Model of Evidence-Based Practice as a framework for lectures and assignments. The second redesign was prompted by growth of the institute's programs and moving to online instruction.

Description: Prior to the pandemic, the oral health institute was on a growth trajectory, adding new programs and increasing average enrollment to approximately 60 new residents per year. The evidence-based practice course was offered twice during the academic year to ensure class size did not exceed 30 participants, which kept time devoted to grading manageable. To make room in the academic calendar, the Curriculum Committee requested that the librarian redesign the course so that it could be offered online, only once per year. To begin, the librarian collaborated with a clinical faculty member to create a fictional patient with sufficiently broad oral health issues so as to ensure relevance and relatability for all residency programs. Next, the librarian met with instructional design specialists, who assisted the librarian with designing short writing assignments based on key information from the clinical case.

Conclusion: The Curriculum Committee deemed the newly redesigned evidence-based practice course foundational and determined that it would be the first class taken when new residents arrived in June. Thus, the new curriculum debuted at the institute in the Summer 2021 semester, with all first-year residents enrolled. The new course was well-received and had the following benefits. First, the course was taught in half the time, and enrolled twice as many students. Second, the smaller assignments enabled the residents to demonstrate competence with the material while reducing the grading burden on the librarian. Third, the residents' course evaluations showed a measurable improvement compared to previous semesters. Future developments include adding asynchronous course content, and creating new clinical scenarios designed

for specialty programs.

Reimagining Document Delivery after a Health Care System Library Merger (118)

Track: Information Management

Brenda Fay, AHIP - Library Manager, Advocate Aurora Library, Milwaukee, Wisconsin

Background: Two healthcare systems with separate libraries merged into one. After the merger, there was a great need to unify and reimagine the processes for Document Delivery and Interlibrary Loan. Multiple accounts, separate systems, and desktop programs were no longer serving our geographically spread-out staff. In addition, COVID-19 shutdowns began just several months after the merger, solidifying the need for 100% cloud-based tools to manage ILL processes.

Description: We began by consolidating DOCLINE accounts, resulting in only two accounts with a shared login, so any staff can access, place requests, or look up information. Each library was using their own client-based document delivery management software, which needed installation and updates managed by HIT. Over time, this became more difficult to manage as client-software can come with security risks. After researching alternative online tools within our limited budget, we chose to use Springshare's LibAnswers and LibInsight. LibAnswers is used to send and receive document delivery and ILL requests, and LibInsight is used to track borrows for annual copyright reporting. This piece has been particularly useful as a replacement for QuickDoc and CLIO copyright tracking.

Conclusion: Nine months into the switchover, we've seen several positive results using the cloud-based tools. When staff is on unexpected leave, we can easily resend tickets or files to users without needing access to individual library staff email accounts. This has saved time for us and our users. Analytics tools in LibAnswers and LibInsight have allowed us to compare document delivery usage by location, patron type, cost, and unowned titles borrowed. This information will enable data-driven decisions about collection management (what do our users need that we do not own) and staffing workload (is traffic changing at sites and do we need more staff to cover those requests).

Researcher Profiling System Promotes Collaboration for A Regional Medical Campus and Clinical and Translational Science Award Institution (116)

Track: Information Management

Elizabeth Suelzer, AHIP - Scholarly Communications Librarian, Medical College of Wisconsin Libraries, Milwaukee, Wisconsin

Wes Rood, BS - Information Systems Architect, Medical College of Wisconsin - CTSI

Background: The Faculty Collaboration Database (FCD), a researcher profiling system, is used to foster collaboration between researchers within a regional biomedical research cohort and beyond. Researchers promote their clinical, research, and methodological expertise on publicly available profiles. The in-house created system is maintained by a computer programmer, and librarians provide training and promotion of the resource. Due to the success of the initial profiling system created in 2008 that featured publication lists, various groups on campus have advocated for enhancements, such as a mode to enter curricula vitae in the institution's standard CV format, an NIH Biosketch generator, and the ability to indicate willingness to

mentor.

Description: The in-house, web-based system was built in PHP and data is organized in relational databases. Faculty profiles utilize an API from the main institution's human resources system to initially populate profiles, and additional APIs from Scopus and PubMed are used to fetch publications through author and keyword searches. Publication abstracts and MeSH terms are collected from the PubMed API. Everything in the researcher profile is searchable – including content in the CVs, publication abstracts, and MeSH keywords. Researchers can use content in their profiles and CVs to generate NIH Biosketches, and the Biosketch format is kept current. Researchers can assign designees to maintain their profiles, publication lists, CVs and Biosketches. A new enhancement allows anyone with an account to generate publication reports for a department or center, thus creating an efficient way to gather this information from the author-verified lists.

Conclusion: The FCD is well used on the regional medical campus. Of the 2950 profiles created through the HR API, 77% have logged into the profiling system at least once, almost half have entered information into their CVs, and there are 542 Biosketches in the system. In 2021, over 4,300 articles have been added to the profiles and 804 messages were sent through the profiling system. New promotional efforts on the regional medical center campus are underway to promote the publication reports from the profiling systems, as this is something that department administrators are interested in receiving. Additional enhancements are continually being suggested and considered for implementation.

Restarting a Hospital Library Service: A Collaboration Between a Rural Tertiary Medical Center and a Medical School (17)

Track: Professionalism & Leadership

Amy Allison, AHIP - Associate Dean for Library Services, Geisinger Commonwealth School of Medicine, Scranton, Pennsylvania

Mikki Smith, AHIP - Medical Librarian, William C. Beck, M.D., Health Science Library and Resource Center, Sayre, Pennsylvania

Burt Cagir, MD - Professor of Surgery, Residency Program Director, Department of Surgery, Sayre, Pennsylvania

Background: During 2020, many hospitals reduced costs in response to the pandemic's financial impacts. At one rural tertiary medical center, funding for the library, including the 1.0 FTE library position, was eliminated as part of the overall cost reduction. The medical center serves 12 counties in New York and Pennsylvania and has seven residency and fellowship programs, 140 residents, and space to train 60 medical students. Through a partnership between the medical center and a medical school, library services were reinstated under new leadership, with a new vision for meeting the organization's information needs and a new organizational structure.

Description: Various options, including re-establishing services at the site and outsourcing the services to an affiliated medical school, were evaluated. The director of the medical center's research foundation and the affiliated medical school's library director collaborated on a proposal to restart the service under the research foundation. Discussions with leadership at the medical center and school led to an agreement for the medical school to provide support for the service. The school's library agreed to participate in recruiting and training a professional librarian. The school's library director would oversee the service and report outcomes to stakeholders. Other support included backup service for the medical center librarian and technical support to manage access to online resources. A librarian started at the medical center in November 2021. Next steps include building the collection, developing a program of services, and improving access.

Conclusion: As the project progresses, we will describe the outcomes and present the results of interviews with stakeholders of the medical center's library services. Topics to be addressed will include stakeholder attitudes, lessons learned, and applicability of the model to improve library services at rural centers.

A Search Method to Identify Relevant Information for a Scoping Review: A Case Report on Systematic Citation Searching (5)

Track: Information Services

Melissa C. Funaro - Clinical Research & Education Librarian, Harvey Cushing/John Hay Whitney Medical Library, New Haven, Connecticut

Gerald Jordan

Mateus Barbosa Bocalini - Undergraduate student, Sao Paulo State University (UNESP), Sao Paulo, Sao Paulo, Brazil

Ana Carolina Florence - Postdoctoral Associate, Yale University, New Haven, Connecticut

Daniela Ravelli Cabrini - Phd student, State University of São Paulo, SÃO PAULO, Sao Paulo, Brazil

Rita A. S Tanzi - Undergraduate Student, Sao Paulo State University, Assis, Sao Paulo, Brazil

Background: A librarian and a team of researchers from the United States and Brazil collaborated on a scoping review titled "The state of the art of participatory research in mental health in Brazil". To avoid some of the challenges associated with the vagueness of the concept, we used a multipronged approach to find relevant information. To systematically identify relevant articles, we employed a bidirectional citation searching method (Hinde & Spackman, 2015) along with a targeted search of a variety of databases.

Description: The research team identified ten relevant studies (known as 'pearls'), and the librarian used these pearls to identify articles through a systematic search of their cited and citing articles using a variety of tools: citationchaser, SciELO, Scopus, Web of Science, and Google Scholar. The articles were collected in EndNote, and duplicates removed before uploading to Covidence for screening. Studies were screened by two screeners. Using the included studies, relevant keyword terms were identified using the Systematic Review Accelerator WordFreq tool, and a targeted search strategy was developed. The following databases were searched: MEDLINE, Embase, PsycInfo, and Global Health, LILACS, Web of Science, Scopus, SciELO, BDTD, and the PBI Portal de Busca Integrada. Search results were limited to English and Portuguese titles.

Conclusion: Although the review is still in-progress; we have found that bidirectional searching can be a complementary method to traditional keyword searching for scoping reviews where the concept of the review is ambiguous; articles on the topic aren't published in journals that are indexed in major databases; or studies of interest are in a language other than the first language of the person developing the search strategy. However, this method can be just as time consuming and complicated as traditional keyword searching, but we found this method can be successfully used to systematically identify articles.

Storytelling for Health Information: Building Evidence-Based Resources for Community Engagement Activities (147)

Track: Innovation & Research Practice

Diana L. Brace - Graduate Assistant, Network of the National Library of Medicine, University of Iowa, Iowa City, Iowa

Asih Asikin-Garmager - Evaluation Coordinator, NNLM All of Us National Program, Iowa City, Iowa

Michael Balkenhol, MLIS - Engagement Coordinator, Hardin Library of the Health Sciences, University of Iowa, Pittsburgh, Pennsylvania

Kira Limer - Associate Director, StoryCorps

Emily Janssen - Director, StoryCorps

Brittney Thomas, MLIS - Associate Director, NNLM All of Us Community Engagement Center, University of Iowa Libraries, Iowa City, Iowa

Laura Bartlett, MLS - Technical Information Specialist, National Library of Medicine, National Institutes of Health, Bethesda, Maryland

Background: In 2020, the Network of the National Library of Medicine's All of Us National Program funded StoryCorps to develop "All Our Voices: Conversations about Health & Wellness: A Toolkit for Libraries & Community-Centered Storytelling". The toolkit was intended to be used by public libraries and community-based organizations to plan and implement storytelling programs to inform their communities, particularly those underrepresented in biomedical research, about health topics. The toolkit provides free digital tools to record, share, and preserve community members' health and wellness stories and offer engaging programming ideas to elicit dialogue about health, well-being, and the importance of participating in biomedical research. .

Description: The toolkit pilot test design consists of three interactive virtual sessions with library staff serving rural, urban, and suburban communities. The pilot test participants are divided into two cohorts of five people. In Session 1, participants were introduced to the toolkit and the accompanying programming tools. In Session 2, they were asked to use the toolkit to plan a storytelling program at their library. They were encouraged to discuss with each other how they would use the toolkit, challenges they anticipate having, and the kinds of support they would need to successfully host a storytelling program based on the toolkit. In Session 3, participants shared their more detailed program plans with their cohorts. Throughout the pilot test, our team observed and took notes to capture the participants' feedback and perspectives. Additionally, we used an interactive whiteboard to generate ideas from participants.

Conclusion: The toolkit pilot test aimed to collect formative evaluation data. The goal of the pilot test was to identify additional resources libraries need to successfully use the toolkit to offer programming for their populations underrepresented in biomedical research and uncover areas for toolkit improvement to make it more relevant and easier to use by library staff. Through these hands-on sessions, our team was able to build an evidence-based resource to encourage libraries to use storytelling to offer health information programming to their communities. We found participants sought more support and resources to increase buy-in from administrators and overall found the toolkit easy to use and relevant to their health programming needs.

Supporting Future Biomedical Researchers via Online Evidence Synthesis Instruction (102)

Track: Education

Johanna Goldberg, MSLIS - Research Informationist, Memorial Sloan Kettering Library, Bronx, New York

Céline Soudant, MS, MLIS - Research Informationist, Memorial Sloan Kettering Library, New York, New York

Robin O'Hanlon - Associate Librarian, User Services, Memorial Sloan Kettering Library, Astoria, New York

Leticia Mercado

Background: In recent years, programs targeting high school, undergraduate, and medical students from historically underrepresented groups in medicine (i.e., BIPOC, Hispanic/Latinx) have grown in popularity within academic medical centers and hospitals. The [removed for blind review] Library has partnered with several educational programs that aim to increase representation from these communities within biomedicine. Librarians from [X] Library developed an online curriculum designed to address the needs of these young researchers at the nascent stages of their careers, with a specific focus on evidence synthesis projects.

Description: Beginning in 2020, the [X] Library collaborated with the [X] Medical Student Summer Fellowship Program and Summer Radiology Program to develop a series of instructional sessions focused on enhancing fundamental research skills among future biomedical researchers. Precipitated by a pandemic-mandated shift from in person to online instruction, we developed the new curriculum to be interactive and student-centered. Polls, breakout rooms, interactive whiteboards, videos, and games were all used to create more interactive learning experiences. Instructors placed special emphasis on the increased prevalence of evidence synthesis done by early career cancer researchers, while acknowledging the inherent challenges that accompany this shift. One significant instructional challenge was tailoring the sessions to be relevant and engaging to students at various stages of their education (ex., high school students and medical students).

Conclusion: Post-session feedback indicated that students were familiar with basic research concepts, but that information related to evidence synthesis and citation management was new to them. Learners also reported an appreciation for interactive and game-based learning. Distinguishing the differences between literature reviews and systematic reviews was a particularly effective instructional tactic across learner age groups. Students responded well to discussions surrounding the declining quality among some forms of evidence synthesis, the over-publication of evidence synthesis, research bias, and evidence synthesis as status symbols in biomedical research. Future opportunities include more formal assessment of instructional sessions and the adoption of culturally responsive teaching.

Sustainable Menstrual Equity for \$5: Low-Cost Menstrual Cup Distribution Among a University Community (18)

Track: Professionalism & Leadership

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Alison Mortensen-Hayes - Interlibrary Loan Supervisor, Spencer S. Eccles Health Sciences Library, Salt Lake City, Utah

Graycee Cebollero - Library Aide, Eccles Health Sciences Library

Olivia J. Kavapalu - Library Aide, Eccles Health Sciences library, Salt Lake City, Utah

Background: After successfully providing free menstrual products in all restrooms, our library's Access Services supervisors partnered with five undergraduate student advocates and submitted for a \$10,000 sustainability grant to distribute menstrual cups – a sustainable, reusable alternative to disposable tampons or pads. The project was funded, and using research, social media marketing, online sales, and tabling events, we have distributed over 400 menstrual cups to date, at \$5 each to our campus community. We have funding to distribute another 400 this year and close out the grant.

Description: Over half of the world's population menstruates, and yet the health products necessary for menstruation are not easily available and are prohibitively expensive ("pink tax"). Applying to our institution's

Sustainable Campus Initiative Fund grant, we were awarded \$10,000 to provide menstrual cups for \$5 to our campus community. We chose the company Dot Cup, for their business model of freely distributing cups to organizations in need and experience working with universities. Our team of health sciences library staff and students worked together to provide data and research to receive the grant, created an Instagram marketing campaign, and provided online and in-person purchasing options. Popularity for affordable menstrual cups was overwhelming: nearly 200 cups were sold during a 2-hour tabling event. COVID-19 and supply chain manufacturing has delayed the completion of our program, but we anticipate completion by end of 2022.

Conclusion: The demand for menstrual cups is demonstrably very high, but prohibitively expensive (average \$40). They are also not offered for purchase in most menstrual product aisles. There is apprehension among first-time users, specifically around concerns they will not like a product they spent \$40 acquiring. The \$5 price, rather than making them free, gave the items a psychological value while still being inexpensive enough to allow interested people a low-stakes ability to try one. And the \$5 collected, was pooled into the grant money and used to purchase more menstrual cups. If financially possible, we would continue this program until everyone who was curious was able to gain access to a menstrual cup.

Using Marketing Tools to Create an Interactive Research Impact Challenge (103)

Track: Education

Amanda Woodward, MLIS - Web Services Librarian, Lane Medical Library, Stanford, California

Sonam Soni, PharmD, MLIS - Resource Management Librarian, Lane Medical Library, Stanford, California

Kaitlynn Ryan Stinson - Access Services Specialist, Lane Medical Library, Stanford, California

Lily Ren, Master of Information - Research Communications Librarian, Lane Medical Library, Toronto, Ontario

Background: The Lane Medical Library started an annual Research Impact Challenge in August 2019. The goal of the challenge is to engage Stanford students, researchers, and faculty in activities related to scholarly presence. During the week-long event, participants receive daily emails with instructions for completing short tasks related to boosting the impact of their work. Topics include curating an online scholarly and professional presence, sharing data and other research outputs, self-archiving publications, receiving feedback on work in progress, leveraging social media to make connections and promote works, and monitoring impact.

Description: In 2021, the Marketing & Communications team partnered with the Research Communications Librarian to make the challenge more interactive and flexible for multiple skills levels. We used MailChimp to collect sign-ups as well as design and schedule the daily emails. Each email included multiple options so users could choose the task or experience level that best suited their needs. For example, when the tasks were about ORCID, participants could select whether or not they already had an ORCID profile. Using MailChimp allowed us to measure email open rates and click rates to get a better understanding of participants' interactions. As an added benefit, collecting emails in MailChimp automatically produced a list of people interested in research impact. We used the list to market our fall series of research impact classes, and we will continue engaging with participants throughout the year.

Conclusion: After the challenge ended, we reviewed the engagement data in MailChimp and noticed some trends. Our email open rate stayed fairly consistent throughout the five-day challenge, however, the click rate dropped significantly toward the end of the challenge. This shows that participants were less likely to follow up on challenge tasks as the week progressed. Based on this data, we plan to explore alternative challenge formats next year such as spacing the challenge tasks out over a longer period to see if the timing

impacts engagement.

Using Natural Language Processing to Improve a Database's Search Tool (9)

Track: Information Services

Erin Keenan - Medical Research Librarian III, VisualDx, Irondequoit, New York

Thomas Baumgartner - Medical Data Librarian, VisualDx

Background: There is a need to improve our medical database's front end user search tool. This will increase the usability of our database by making our content easier for external users to discover. This is an interdepartmental project between software engineering and librarians. Our objective is to increase the amount of successful user queries by updating our search tool with a form of augmented intelligence (AI) called natural language processing (NLP). Using NLP enables the search tool to interpret user queries the same way a human can. We purchased access to an AI development program to facilitate this work.

Description: The first task was to prepare a large dataset of user search queries on which the AI development program will train. The librarians manually annotated or 'tagged' each term in a query with the correct attribute. For example, a query could be "diabetic with SOB 2 weeks". The following attributes are: diabetic [medical history], SOB [finding], 2 weeks[timing]. The software engineers used this annotated dataset to create a new AI model which formed the base of the new search tool. The second step was to test its performance. The librarians developed another dataset of simple search queries matched with the desired result. For example, a search query "45 yo with psoriasis" and its matched result "Psoriasis Adult Topic Page". The software engineers used this test dataset to continue to edit the AI model and improve the accuracy of the search.

Conclusion: This project is still ongoing. Our final expected outcome is that users will be able to search in the database with natural language queries that seamlessly match with accurate content. To facilitate this functionality, the new AI model will be able to read and interpret natural language.

Utilizing Open Source Research Data to Combat Neglected Diseases (29)

Track: Education

Irena G. Bond - Library Manager/Associate Professor, Blais Family Library/MCPHS Worcester, Worcester, Massachusetts

Chase Smith - Chair / Professor of Medicinal Chemistry, MCPHS School of Pharmacy-W/M / Pharmaceutical Sciences, Worcester, Massachusetts

Carolyn Friel, PhD - Professor of Medicinal Chemistry, Pharmaceutical Sciences

Background: This poster describes the creation and administration of a three-phase Medicinal Chemistry Cheminformatics Concentration Track for pharmacy students enrolled at the Massachusetts College of Pharmacy and Health Sciences. Students learn to use chemistry databases and open data sources to curate and analyze early drug discovery chemical data focusing on neglected diseases. The class is co-taught by two medicinal chemists and a librarian faculty. The project's goals are 1) to increase health care personnel training in pharma-relevant informatics, 2) apply data management skills to curate, analyze and use a cheminformatics database, and 3) synthesize new chemical compounds aimed at treating neglected

diseases.

Description: Three-course syllabi were created to develop a Medicinal Chemistry Cheminformatics Track: A Cheminformatics Elective, a Neglected Disease Medicinal Chemistry Research Elective (focusing on American Trypanosomiasis and Leishmaniasis), and an Advanced Pharmacy Practice Experience research elective. The objectives were to instruct students how to use PubChem, MMDB, ChemDraw, SciFinder, and chemistry open data sets. They also learn the fundamentals of the StarDrop™ software to analyze the data set. Novel drug-like structures identified were synthesized, tested, and placed on open source chemical/biological data-sharing platforms. Evaluation of the project included: 1) curricular track approval; 2) the number of students completing the track; and 3) the number of novel compounds synthesized along with the dissemination of results.

Conclusion: The goals of the project were achieved: 1) the Medicinal Chemistry Cheminformatics Track was approved 2) ten students enrolled and eight completed the track, and 3) all students successfully utilized the StarDrop™ software to analyze the open-source DNDi chemical data. Students designed and synthesized new drug-like targets for the neglected diseases, five highly active compounds are being further explored. Students presented five posters at national meetings and submitted one manuscript to a peer-reviewed journal. The availability of chemical data for neglected diseases in an open-source format provides an attractive target for developing a cheminformatics track. The successful first year of the track led to improved students' cheminformatics skills and the synthesis of novel compounds to treat neglected diseases.

You've Come a Long Way Baby! Transforming the NNLM's Public Health Digital Library (51)

Track: Information Management

Kathy Downing, MLIS - Digital Services Librarian, NNLM Public Health Digital Library, Worcester, Massachusetts

Background: The Public Health Digital Library was created to provide library services to state public health departments. Members integrated the library's A-to-Z list into their department's intranet site and used PubMed as a search tool. When PubMed sunset its LinkOut Service in 2019, the PHDL began evaluating Link Resolver tools. This began the evaluation and adoption of other technologies that moved the library from a locally distributed A-to-Z list to an integrated library system that can be accessed remotely. The process leveraged skills of library staff and provided the opportunity to adapt technologies that improved the user experience.

Description: The original structure of the library gave members control of the look and feel of the digital library, responsibility for updating the A-to-Z list and providing support to end users. Access to the library was controlled by IP addresses and limited use to each member's office/network. With the adaption of a Link Resolver, the Digital Library also automated its ILL system, moved to a centralized web site with a centrally controlled list of library holdings and dynamic features such as help pages, subject guides, alerts, and a citation finder. Based on this foundation, the library was able to pivot and implement a Single Sign On solution when members began working from home at the beginning of COVID. The library also extended support services to end users and extended its membership to county and municipal public health departments.

Conclusion: The implementation of new tools shifted responsibility for maintaining the library's content and first level support services from a locally hosted A-to-Z list to a centralized site with expanded services. Adaption of the new tools improved the quality and consistency of the digital library's content, expanded access to its resources, and improved the delivery of ILL Services. These outcomes were measured using

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usage statistics, comparing the number of ILL requests from year to year and tracking people who signed up for remote access. While the digital library has been able to improve and expand its services during this transformation, complete adoption of the centralized page and related services, has been an ongoing process that has taken longer than anticipated.

RESEARCH TRAINING INSTITUTE (RTI) POSTERS

Although poster numbers are included, content in this section is sorted by title in alphabetical order.

Academic Librarian Involvement in Health Literacy Education Efforts in North American Postsecondary Institutions (262)

Shawn Steidinger, AHIP - Assistant Librarian for Clinical Services, Spencer S. Eccles Health Sciences Library, Salt Lake City, Utah

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. On my to-do list is: create IRB submission, deliver invitations to participate in the survey, collect and analyze data, and write up my findings for a future publication. This poster provides some insight into how my research question needed to evolve to form the foundation of my entire project.

Achieving the Educational Mission: Are Connecticut School Nurses Valued? (a Doctoral Study) (267)

Janene Batten - Senior Research & Education Librarian, Harvey Cushing/John Hay Whitney Medical Library - Yale University, New Haven, Connecticut

Research shows strong connections between students' health and academic achievement. Bridging education and healthcare, the school nurse has a shared stake in the educational mission and student's academic achievement by ensuring students are healthy and ready to learn. Nevertheless, individuals in the educational environment often do not value that school nurses are integral to that mission. This study sought to understand how working in the educational environment impacted the nurse's ability to convey the value of their contribution to the educational mission. Interviews with 14 Connecticut school nurses identified the knowledge, motivation, and organizational (KMO) influences affecting their ability to convey how their role in the educational environment contributes to furthering the educational mission. This research shows that school nurses excel as clinicians in their roles, and they believe that their value is integral to the school community. However, administrators do not always know the significance of their role in coordinating students' well-being as a critical driver of their learning ability. This research recommends developing school nurses' capacity for professional self-advocacy, ensuring that the school administration recognizes that school nurses are vital and indispensable partners in K-12 education.

Addressing Maternal Health Disparities with Hospital Library Services: Information-Seeking Behavior of Maternal Health Care Providers in Resolving Clinical Questions Related to Diverse Populations (251)

Seema Bhakta, AHIP - Medical Librarian, Providence St. Vincent Medical Center / System Library Services, Portland, Oregon

Objectives: With increasing maternal health disparities, maternal health care providers need access to evidence-based resources to guide patient care and clinical decision-making during the pregnancy, childbirth, and postpartum periods. The objective of this study is to understand the information-seeking behavior of maternal health care providers in resolving clinical questions as it relates to diverse patient populations.

Methods: A literature search on information-seeking behavior among health care professionals guided question development for a survey disseminated to Providence Women and Children's Services in Oregon. The survey was developed in RedCap and was divided into two parts: 1) Identifying and Responding to Information Gaps, 2) Frequency of Consultation to Specific Inquiries. Data analysis was conducted in Microsoft Excel.

Results: A total of 37 providers responded to the survey. Seven participants indicated their clinical role is not related to patient care during the pregnancy, childbirth, and the postpartum period and were thus excluded from final analysis. Four participants did not complete the survey and were also excluded from analysis. Survey participants (n=26) included physicians (n=7), midwives (n=2), nurse practitioners (4), registered nurses (9), other (4). In comparison to nurses (CNM, NPs, RNs), physicians are more likely to seek information on maternal health disparities to resolve clinical questions. While 53.8% of survey participants responded yes to seeking information for maternal health disparities, 46% of providers have sought information specific to racial/ethnic minorities and 42% for information on sexual/gender minorities. When answering clinical questions related to maternal health disparities and patient care of diverse populations, literature databases, internet search engines, peer-reviewed journals, and colleagues are most often and regularly used compared to library services.

Conclusion: Providence 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.

Beyond the Books: Depression Awareness in LIS Students (256)

Curtis Kennett - Student, University of North Texas, Leachville, Arkansas

Mental illnesses are common and often debilitating conditions. Approximately 24% of the U.S. population yearly and over 50% over their lifetimes will suffer from any mental illness. COVID-19 and the ensuing pandemic is projected to exacerbate these conditions. Those who service the public must contend with this reality. Public libraries have been at the forefront for social services within the local community, with some calling for public libraries to provide greater social support those in need. Public library literature has focused on severe mental illness through the proxy of homelessness while ignoring more common yet still debilitating conditions, such as depression. This proposed research project aims to address this disconnect. Cognitive anthropological methodologies and LIS informational theory are used to determine if there is a shared cultural model of depression within public librarians-in-training within three Texas LIS master's programs. This holistic, mixed methods approach aims to 1) determine if there is enough shared knowledge

to say there is a shared cultural model, 2) provide a “culturally correct” answer key, and 3) present how well each individual knows this model. Only by understanding what LIS professionals know about depression, its causes, symptoms, and pertinent information sources, can we understand what information is lacking and how we can enhance our LIS training programs to better serve these individuals within our communities.

Breaking Down the IRB Approval: A Content Analysis of RTI Participants' Institutional Review Board Approval Documents (202)

Andrea Dater - Student Fellow, Research Training Institute, Medical Library Association, Edwardsville, Kansas

Institutional Review Boards (IRBs) are responsible for ensuring research involving human subjects is conducted in an ethical manner and that the rights of human subjects are protected. However, IRB requirements and expectations are not always clearly explained to the researcher(s) in the approval/exemption letter, which may result in possible harm to human subjects and loss of rights. To determine if and how IRBs are communicating expectations to researchers, a content analysis of 26 IRB approval or exemption documents received by past Research Training Institute participants was conducted. Elements such as IRB action, exemption category, continuing review requirements, investigator responsibilities, and contact information were reviewed, with preliminary results showing that several of these elements are not clearly communicated in over half of the documents. Suggestions for future research are also discussed, including a content analysis of IRB submission forms and interviews with past RTI participants regarding their IRB experiences.

Developing Validated Search Strategies to Find Interprofessional Education Studies in PubMed (252)

Rebecca Carlson, AHIP - Liaison to the Eshelman School of Pharmacy, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Search hedges for interprofessional education (IPE) studies, one maximizing recall and one balancing recall and precision, were developed and validated to improve future access to and synthesis of IPE research through the provision of these sets of search terms. The IPE search hedges were created using combinations of keywords and MeSH terms, with each term tested for search performance. Search hedges were peer reviewed by a librarian and by a subject expert and then validated followed relative recall methodology. There were two best performing hedges: one with good recall/sensitivity and higher precision, best for efficient literature searching, and one with high recall and lower precision, for comprehensive searching. Although the search hedges developed in this project focus on IPE broadly, researchers focusing on specific disciplines can tailor them to their context.

Early Career Medical Librarians' Perceptions of Research Skills Needed in Order to Be Successful in Their Profession (271)

Mary Roby - Assistant Director for User Services, Laupus Health Sciences Library, Greenville, North Carolina

Early career medical librarians are often faced with the reality that their research skills are insufficient. Based on MLA's Professional Competency 5: Evidence-Based Practice & Research, medical librarians should be able to “evaluate research studies, use research to improve practice, conduct research, and communicate research results.” Using the five performance indicators as the standard for research skills for health

information professionals, I will seek to discover the perceptions of research skills needed, determine different methods of training that have been successfully implemented, and create an inventory of training opportunities that will help bridge the research skills gap for early career medical librarians.

Evaluating an Evidence-based Medicine Exposure for Medical Students (266)

Elaina Vitale - Research and Education Librarian, Dartmouth College, Hanover, New Hampshire

This project is based on a class medical students have with librarians in the fall of their second year. The class is completely standardized — students meet with us in groups of 10 and get an introduction to searching, PubMed, and PICO. The class is framed in the context of evidence-based medicine and is their first big exposure to the library (as well as, for many of them, to PICO and PubMed). Our goals for that session are for the students to: first conceive of a clear research quest, second identify an original research article, and third read the article & use it to complete the review template. We capture a great deal of information from students after this session. We ask for their initial question (which is subject to change), their search strategy in PubMed, the citation for the article they use, and their question in the context of PICO—so extracting those key searchable elements about patient or population, intervention, comparison and outcomes. While this is a huge first exposure for the library, we miss some key elements. We have no baseline assignment and no pre-post comparison of how successful our intervention is with them. While we capture their work after the intervention, and have a sense for how they searched, defined their question, and began introductory critical appraisal, we have no measure for how much they have improved, if at all. We have years and years of student data after the intervention and without a comparison it is nearly worthless. My proposal for our next steps is to introduce a pre-assignment as a baseline to compare their post-assignment work to. Using this, we can both gauge our success as instructors and their success as they begin to navigate searching and the EBM process. My research question is: what is the impact of a librarian-led session on acquiring evidence-based knowledge among second year medical students?

Examining the Role of the Health Science Librarian in Supporting LGBTQ+ Information Literacy among Health Science Students, Residents, Fellows, or Faculty (209)

Laura A. Murray, MSIS, MBA, AHIP - Graduate Medical Education Librarian, University of South Florida, HCA Healthcare/USF Morsani College of Medicine GME Programs, Tampa, Florida

This poster describes a pilot study to uncover what and how medical and health science librarians provide instruction about LGBTQ+ health information. Health science librarians occupy a unique position to teach residents, medical students, and faculty about disparities in healthcare for LGBTQ+ patients and the unique experience of these populations. The preliminary study results indicate that health science librarians do provide some information on LGBTQ+ patients and populations, utilize and create materials about LGBTQ+ care for students and faculty, express varying comfort levels with LGBTQ+ material, and have employers who support LGBTQ+ students, employees, residents and patients to fluctuating degrees. Medical librarians are doing their part, but more research on the topic of the role of health science librarians in Supporting LGBTQ+ Information Literacy among Health Science Students, Residents, Fellows, or Faculty is warranted.

Exploring DNP Student Information Literacy Competence for Evidence-Based Practice (203)

Jennifer Deberg, OT, MLS - User Services Librarian, University of Iowa, Iowa City, Iowa

Objective: There is a limited amount of research exploring how advanced practice nurses implement EBP. Considering the volume of DNP students entering the workforce and their impact on healthcare quality, there is a need to evaluate and improve readiness for EBP. Although there are several measures for evaluation of nurse EBP competence, they are not specific to information literacy for advanced nursing practice. The research questions are as follows: To what degree are graduating DNP students capable of identifying appropriate information resources and using appropriate search strategies to support EBP? Are there correlations between competence and area of practice, years of experience, or confidence?

Methods: To address these questions, an exploratory cross-sectional study is in process. The survey instrument, consisting of both a competency measure of information literacy skills for EBP and a qualitative component measuring confidence with these skills, has been developed by consultation with EBP nursing experts, nursing faculty, and DNP students. The instrument was distributed to DNP students in their final semester of the program at a large research university. Results will be analyzed with descriptive statistics; inferential statistics may be useful to determine if there are correlations between competence and other variables.

Results: At this time, 35 surveys have been completed; data collection will continue until 50 responses are obtained. Descriptive statistics of the available data has been conducted, with preliminary results indicating that 80% of respondents are in the “developing competency” category based on the scoring rubric created. Results show that respondents are most confident with finding evidence for daily practice, followed by appraising evidence. Respondents were less confident with using databases correctly, summarizing evidence, and organizing evidence.

Conclusion: Preliminary analysis indicates that this sample of DNP students have inconsistent information literacy skills needed for EBP. Additional analysis may provide insight into the relationship between confidence and competence. Confidence is surprisingly high in evidence appraisal, but this skill was not incorporated in the measure. Revising and validating the EBP competence measure for use in future studies with DNP students may be of value.

Exploring Social Justice Concepts in Health Professions Curricular Competencies (270)

Stefanie Lapka, AHIP - Health Sciences Librarian, University of Houston, Houston, Texas

Background: There is both an ever-increasing body of evidence and a growing recognition amongst health professions educators that there is disparity in the health care delivered to ethnic, racial, gender, and other minorities. To address these issues, accrediting bodies for educational programs across health professions in the United States and Canada have mandated that schools must address the issues of 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. A proactive role in social justice education could empower health sciences librarians to go beyond traditional approaches to thinking about our work and develop a deeper understanding of and connection with the social responsibilities of the health professions.

Description: This study is the initial phase of a larger curriculum mapping project seeking to identify opportunities in socially relevant areas of health sciences for librarian partnership or engagement. The purpose of this study was to identify and assess the inclusion of social justice content within curricular competencies for five different professional programs at the University of Houston: College of Medicine, College of Nursing, College of Optometry, College of Pharmacy, and Graduate College of Social Work. The Health Sciences Library (HSL) at the University of Houston supports the following professional degree programs: doctor of medicine (MD), two doctor of nursing practice (DNP/FNP-DNP) and two masters of

nursing (MSN/MSN FNP), doctor of optometry (OD), doctor of pharmacy (PharmD), and master of social work (MSW). Curricular documents from these eight professional degree programs were examined.

Conclusion: 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. The next stage of the project will be to work with each program to align the data with stakeholders' intentions. This will allow for the identification of where and how HSL-supported professional degree programs are incorporating social justice into their curricular offerings. The intended product of this larger mapping project is a schema that will be used to guide librarian engagement and support in socially relevant areas of health sciences.

Faculty Perception of Research and Support Services (254)

Cindy Gruwell - Assistant Librarian/Coordinator of Scholarly Communication, University of West Florida, Pensacola, Florida

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 its liaisons. I wanted to learn how they used the library and if they had ever worked with a library liaison.

Forging New Ground - A Discussion of Virtual Anatomy Table Implementation in Libraries (257)

Niki Kirkpatrick, AHIP - Assistant Professor and Health Sciences Librarian, University of Tennessee, Knoxville /University Libraries, Knoxville, Tennessee

The University of Tennessee, Knoxville Libraries (UT Libraries) purchased their virtual anatomy table, by Anatomage, Inc, in 2018 through a technology-focused grant. Since purchasing the table, the Health Sciences Librarian team continues to research current usage best practices among other libraries. This poster lays out the progress and publications regarding the Health Sciences Librarians' work at the University of Tennessee, Knoxville, and their efforts to inform themselves and others about virtual anatomy tables (VATs) in libraries. It breaks down each of the research projects that they have undertaken as well as the one currently underway. VATs are life-size computerized touchscreen devices that allow users to interact, dissect, or manipulate three-dimensional anatomical modules and structures. While VATs (also known as virtual dissection tables) are commonly found in medical schools and hospitals, there has been an increased interest within academic, medical, and health sciences libraries to adopt VATs in their libraries as a means of supporting their active learning and student success initiatives.

Hmong American's Information Seeking-Behaviors and Information Use During COVID-19 Pandemic (265)

Xou Le Va Vang, AHIP - Health Sciences Librarian, The Chicago School of Professional Psychology, Richardson, Texas

The Covid-19 pandemic has impacted people's lives at unprecedented speed and scale, including how they search for information and finding treatments. With information overload of covid-19 treatments, some people relied on inaccurate websites to locate covid-19 treatments. This makes it difficult for people to make decisions for their health. Some groups may not even be able to access health information accurately or at all. One demographic of Southeast Asian descent, Hmong Americans, who are currently present in the United States is no exception. This group happens to be a vulnerable population susceptible of suffering from severe consequences of COVID-19 due to multiple health barriers. Language barriers is a contributing factor to reading COVID-19 information or utilizing critical thinking skills to find credible sources. Low health literacy makes it even difficult to access COVID-19 information. Against this backdrop, it is easy to see how Hmong Americans are not only easily exposed to COVID-19 disease but can be misled by inaccurate information. With few literature studies for information seeking-behaviors in Hmong groups, this study will explore Hmong American's Covid-19 information seeking-behavior and information use.

How Do Consumer Health Websites Talk about Autism? (253)

Mary Catherine Ellis - Graduate Student, University of North Texas, San Antonio, Texas

Consumers often look for health information online, however, that information can often be of dubious quality. Frequently, the information presented on consumer health websites is inaccurate and not based on evidence. This is especially problematic when these sites discuss conditions with unclear etiologies and no or few effective treatment options, such as Autism. Five popular websites were analyzed for consumer health information about Autism. The preliminary results suggest that Autism information is primarily targeted at parents, medical professionals, and educators wanting to learn about symptoms, treatment options, the causes of Autism, and related medical conditions.

The Impact of Critical Library Instruction in Health Science Center Libraries' Workshops (250)

Lauren E. Adkins, MLIS/AHIP - College of Pharmacy Liaison Librarian, Health Science Center Libraries/University of Florida, Gainesville, Florida

Background: As a new researcher, I want to participate in the MLA Research Training Institute to increase my knowledge of the research process, apply appropriate research methodology to future research projects, and identify potential research opportunities in health sciences librarianship. For this project I wanted to research the impact of critical library instruction in academic health sciences libraries' workshops. Critical library instruction is the opportunity to encourage critical consciousness among students regarding various diversity, inclusion, equity, and social justice topics.

Description: This research project seeks to investigate the impact of incorporating critical library instruction theory, practices, and pedagogy in academic health sciences libraries' workshops. A literature search was conducted on the use of critical library instruction in library instruction for the health sciences. A research question was developed that highlighted a health disparity that was used as the research question example when teaching instructional workshops on how to search library databases and how to use citation management software systems. The research question was, "What is the impact of health care disparities on maternal and infant health for African American women?". Supplemental statistics were also shared that highlighted the importance of the research question and inform participants about the health disparity mentioned in the research question. A voluntary post-instructional survey was created and approved through IRB. The survey uses the Likert scale and free text responses within Qualtrics and seeks to reveal if the research question affected the students' learning experience. The survey has been administered in five instructional sessions.

Preliminary Findings: There have been 9 survey responses from students who attended the five

instructional workshops. After analyzing the responses, the following four points were identified as themes in the responses. The research question increased the focus of the participants during the class. The research question raised awareness about the health disparity used in the search topic. Participants felt that similar research questions should be included in future library workshops. In regard to applicability, one respondent had a very negative response in the use of this research question in citation management workshops. It does appear that the database searching workshops would be more applicable for this research project. The project began in January 2022 and is scheduled to run through December 2022 with the goal of obtaining more survey responses and data for analysis.

The Impact of OA on Altmetric Indicators (259)

Jess Newman McDonald - Research Data & Scholarly Communications Lead, Health Sciences Library, Memphis, Tennessee

Objectives: It is often difficult to persuade health science researchers to publish their work Open Access (OA). Barriers typically include steep Author Processing Charges (APCs), concerns over journal rankings and quality, and fears of predatory publishing. The “citation advantage” said to exist for OA publications is well established in some fields, but less clear in others such as medicine. Given the immediate online availability of OA articles an advantage may exist with the online driven attention of “altmetrics.” When compared to citations, altmetrics may demonstrate quicker and broader (i.e., non-academic) engagement with scholarly works. This study will investigate the possible presence of an “Altmetric Attention Score” advantage for Open Access publications as a means to further incentivize OA publishing models.

Methods: The bibliometric sample was extracted from the Scopus database. The article search was limited to a publication date of 2016-2020 and a Scopus Affiliation of “University of Tennessee Health Science Center.” Total initial records N = 7,448. Article DOIs and PMIDs were extracted from this sample, and records containing neither identifier were excluded from the study. DOIs and PMIDs were searched in Altmetric Explorer and results were exported. Total records located in Altmetric and included in the final analyses N = 5,292. Scopus and Altmetric data sets were combined in an Access database and queried. Data were grouped by OA status using Scopus’ built-in classification. Tableau and Excel were used for descriptive statistics and data visualization.

Results: The median Altmetric Attention Score for all OA records (of any type, including bronze, green, gold, and hybrid) was 50% higher than that of closed articles (median AAS of 3 vs 2). Hybrid publications (i.e. articles published OA in journals which publish both OA and closed articles) received a higher mean and median AAS than all other models (mean: 54, median: 6), followed by Bronze (25.5, 4), Green (23.6, 3), Gold (13, 2), and Closed (8.3, 2). Perhaps more interestingly, Closed publications were over twice as likely to receive an AAS of zero (0) - 16.7% of Closed articles, 8.8% of Green, 6.5% of Bronze, 6.3% of Gold, and 5.9% of Hybrid received an AAS of zero. Furthermore, Hybrid publications also received the highest average citations (54 per Scopus), while Closed received the fewest (13).

Information Literacy, Occupational Adaptation, and Evidence-Based Practice Research: Opportunities to Partner in Librarianship and Occupational Therapy (255)

Elizabeth B. Kavanaugh, AHIP - Digital Systems Informationist, Geisinger, Swoyersville, Pennsylvania

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.

Information Literacy Self-Efficacy After Earning Library Badges (269)

Kristin Whitman

This research focused on whether awarding Moodle badges to students who pass library information literacy (IL) tutorials would increase student self-efficacy for those skills. To measure IL self-efficacy, we developed an information literacy self-efficacy survey and tested it for both face and content validity, and tested the survey's reliability using Cronbach's alpha. For our experimental design, we separated students in three sections of an information literacy course into a control group and a treatment group. The treatment group earned Moodle badges when they passed a tutorial quiz - the control group did not. Out of fourteen survey questions, only one yielded a statistically significant difference between groups, and that was in favor of the control group having higher self-efficacy than the treatment group. However, because we did not perform any calculations related to statistical power, we are unsure whether our study is large enough to produce statistically meaningful results. We also are not completely confident that our survey is fully validated and reliable. While our results are intriguing, the research question needs further study.

Is Our Hospital Library Website Efficiently Meeting the Needs of Our Clinicians for Their Effective Practice of EBM/EBP? (213)

Michele L. Mason-Coles, MLS, CHIS - Clinical Librarian - Assistant Professor of Pediatrics, Darnall Medical Library, Walter Reed National Military Medical Center, Bethesda, Maryland

Objectives: At Darnall Medical Library (DML), our goal is to ensure that how we develop our library content management system (CMS) aligns with the needs/preferences of our health care providers in accessing information. During the COVID pandemic of 2020, we revised our CMS site to include all the items we believed our many users might need. With changes made to the CMS site during a time of rapidly changing information, we took a strategic pause to process where we stood. This project seeks to determine how well we are meeting the needs of our clinicians in their practice of EBM/EBP as they locate/access the medical evidence from our CMS site.

Methods: Survey: Leckie et al.'s Model of the Information-Seeking of Professionals: The framework Focuses on how the information professional's work roles and tasks influence their information-seeking behavior. Hence, how the DML CMS site is used may differ based on the role and the task. Based on this model, one can presume that since physicians and nurses have differing roles, tasks, and factors influencing information needs, their uses of the CMS site differ. A survey will aim to inform areas of success, confusion, or frustration with the use of our CMS site-specific within two provider types. Usability study: Kuhlthau's Information Search Process: The framework model provides six stages in the information search process (Initiation, Selection, Exploration process, Focus formulation, Collection, Presentation). Designing a usability study based on the survey results, we will identify and test tasks during the information search process that our users deem most important.

Results: Changes made to the CMS site will be made from the standpoint of the providers' use of resources. We aim to make them more efficient to use, and more easily findable. This methodology aims to reduce investigator bias of what we, as librarians may consider most important versus what our clinicians tell us is most important.

Conclusion: Once completed, we will have gathered useful information from providers. These data will covey the needs of our providers and inform a CMS redesign. The ability to redesign a CMS site based on the views of clinicians from a pandemic/post-pandemic lens may help other hospitals restructure or design CMS sites according to the need of the provider. Disclaimer: The views expressed in this abstract are those of the author and do not necessarily reflect the official policy of the Department of Defense or the U.S. Government.

Knowledge of the Systematic Review Process Among Health Sciences Faculty (201)

Amy L. Corder - Research Support Librarian, Rudolph Matas Library of the Health Sciences, New Orleans, Louisiana

Background: A growing number of researchers within health sciences disciplines conduct systematic review research, and many health sciences information professionals offer a range of systematic review research support services and methodological guidance. Many published peer-reviewed systematic reviews and meta-analyses do not adhere to recommended methodology or reporting methods. This study aims to gauge the knowledge level of systematic review/meta-analysis methodology among health sciences faculty.

Description: A quantitative multiple choice survey was created using Qualtrics to learn more about participants' experience with systematic review/meta-analysis research, faculty status, and the systematic review methodology as described in the Cochrane Handbook for Systematic Reviews of Interventions. An anonymous survey link and study description will be emailed to library directors at South Central Academic Medical Libraries Consortium (SCAMeL) member institutions. Library directors will be asked to distribute the survey to health sciences faculty at their respective institutions. This study is awaiting Institutional Review Board approval.

Conclusion: This poster documents a MLA Research Training Institute fellow's research in progress and lessons learned during her first major research project. The researcher will discuss development of the research protocol, assembly of the research team, the survey development process, IRB submission for collaborative teams at multiple institutions, and lessons learned at each of these steps in the research process as a RTI fellow.

Library Return-on-Investment: Model Correlating Institutional Investment in Libraries with Grant Income (212)

Douglas L. Varner, AHIP - Assistant Dean for Information Management, Georgetown University, Washington, District of Columbia

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

Mental Health First Aid (MHFA) in Libraries (264)

Mary Margaret Thomas - Intern, Boulder Labs Library, Longmont, Colorado

Objective: The majority of librarians, including health sciences librarians, do not provide mental health information for their communities, leading to a disparity in the type of health information librarians provide (generally focused exclusively on physical health conditions rather than mental health). A training program that may help with this problem is Mental Health First Aid (MHFA). MHFA is a standardized curriculum that teaches laypeople how to respond to mental health crises and is an educational workplace training program taught by certified instructors. This study will explore librarians' benefits gained from MHFA training, the remaining gaps, and whether community needs are met.

Methods: This study examines two libraries with seven librarians that have completed MHFA. The settings are two contrasting libraries within the State of Colorado. One is a health sciences library, and the other is a public library. Participants will be librarians at each library who have previously completed MHFA training within the past five years. Qualitative research in which 30–45-minute interviews of librarians at each library will be conducted to elicit their experiences with MHFA training.

Results: MHFA is a skills training, participants learn ALGEE (Approach, assess for risk of suicide or harm; Listen nonjudgmentally; Give reassurance and information; Encourage appropriate professional help; Encourage self-help and other support strategies). It helps participants build better relationships with patrons by improving listening skills and non-judgmental behavior. MHFA provides a greater awareness of mental health by bringing mental health discussions to the forefront. Lastly, MHFA increases mental health literacy as well as increases librarians' professional confidence regarding the topic of mental health. Conclusion- MHFA is beneficial for every type of library (both medical and public) because it increases participants' mental health literacy and professional confidence for mental health. In addition to giving participants an educated and shared language to better speak about mental health issues in the workplace as well as helping facilitate mental health conversations in their personal lives.

Osteopathic Medical Students Attitudes Towards Research: A Mixed-Methods Study (208)

Molly Montgomery - Director of Library Services, ICOM Library, Meridian, Idaho

Medical students have a variety of feelings related to engaging in research or scholarly activities, ranging from positive to negative to ambivalent. Those who don't participate in research have been found to lack self-efficacy, not have had previous research experience, don't have time or opportunity to do research, or don't see the value. This is compounded in osteopathic medical students who tend to enter medical school with less research experience and also end up doing much less research as practicing physicians. This study will seek to examine the attitudes students at one osteopathic medical school hold toward doing research, what they think it means to 'do' research, and what incentives or barriers there are to participating in research projects. This will be done through a survey and through one-on-one interviews with students. This is an in-progress study created as part of the MLA Research Training Institute.

The Paradox of Disinformation in Hospital Libraries (200)

Jess L. Callaway, AHIP - Clinical Research Librarian, Noble Library & Research Center, Atlanta, Georgia

[No additional information provided]

Perceptions of an Evidence-based Practice (EBP) Course on DNP and MSN Students' Attitudes, Perceived Professional Network Support, Self-efficacy, and Implementation of EBP in the Workplace (258)

Jim McCloskey - Library Director, Wilmington University, New Castle, Delaware

Plain Language Survey Development: Small Changes, Big Impact (263)

E. Bailey Sterling - Technology & LIS Coordinator, Network of the National Library of Medicine Region 3, PLANO, Texas

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

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

Methodology: 1) Undergo plain language literacy training: Applied Plain Language Writing. 2) Build surveys using principles learned in training while keeping target population in mind. 3) Condense and submit surveys for assessment by plain language experts - this is key! 4) Modify surveys based on feedback and build final version of survey instruments. Next Steps: Now that the surveys have been adapted to best suit the target audience, the next step is conducting a pilot test and revise the surveys as needed. The instruments will be used for a project examining tabletop games as disaster information literacy tools.

Predatory Publishing and Conferences in Popular News Media: Preliminary Results from a Content Analysis of Global Newspapers and Newswires from Nexis University (261)

Jillian Silverberg - Research & Instruction Librarian, Edward & Barbara Netter Library, Quinnipiac University, West Hartford, Connecticut

Background: Predatory publishing has been a persistent issue for those in the scholarly world since it was first identified in the early 2010s by the librarian Jeffrey Beall. From excessive solicitations calling for papers to making lofty promises about rapid peer review and publication turnaround, the predatory scholarly industry—which includes both predatory publishers, journals, and conferences—have capitalized on academic pressure to publish or perish. To maximize potential profits, these entities will often accept nearly anything that is submitted, even work that would not traditionally pass through any form of editorial review. The bulk of reporting on the existence and nature of the predatory scholarly industry seems to be restricted

to scholarly or trade publications. Mainstream news media, on the other hand, seldom discusses predatory publishing unless a story has enough traction to cross over.

Description: This poster shows the first part of a two-phase project to analyze news coverage of predatory publishing and conferences in popular news media collected from the database, Nexis Uni. Here, viewers will see the methods, data characteristics, preliminary findings, and key lessons learned from this phase of the project. The project's second phase, a content analysis of the included news coverage, will be completed over the summer. Initial themes identified from the coding process are featured on the poster as well.

Conclusion: News coverage of topics associated with the predatory scholarly industry have been growing in prominence since 2012. While a significant portion of the included news coverage were stories wherein topic associated with the predatory scholarly industry were not the focus, there remains a notable amount of news stories on both the predatory publishing industry, and its relationship with institutional pressure to publish research within higher education. This rise in news converge on the predatory scholarly industry can be helpful with raising awareness among members of the public who are likely unaware of the problem and its consequences these fraudulent entities pose in terms of disseminating low-quality research or pseudoscience.

Qualitative vs. Quantitative Research: A Case Study of First-Generation Immigrant Interviews (260)

Carmela Preciado - Student, University of North Texas, San Antonio, Texas

Selecting a research methodology can require the researcher to examine factors such as time constraints and financial costs in addition to the type of data needed for the research project. This poster presentation uses the ongoing Research Training Institute (RTI) project that examines the perceptions and experiences of first-generation immigrants as a case study, including factors such as a student's self-funded budget and schedule to select the appropriate methodology. While quantitative research would reveal important statistics and demographic data, qualitative research would allow for insight into the motivations behind these statistics. Ultimately, the researcher concludes that using a mixed methodology approach is the best solution.

Scaffolding Information Literacy Skills Across the Undergraduate Nursing Curriculum: A Survey of First Year Students' Information Literacy Skills (268)

Gary S. Atwood - Education Librarian & Library Assistant Professor, Dana Medical Library, Burlington, Vermont

Undergraduate nursing students are trained in evidence-based practice (EBP) as a part of their BSN program. Information literacy (IL) skills are recognized by the nursing profession as an essential component of EBP. Research suggests, however, that students do not retain many of these IL skills after they graduate. Strengths-Based Learning (SBL) may offer a solution to this problem. In SBL, each student is assessed for existing knowledge about the material to be taught. Teachers then design their curriculum to reinforce this prior knowledge and to use it as a foundation to introduce new skills and knowledge. This positivist framework allows students to progress at their own pace, which increases the odds of a successful outcome.

Using SBL as a framework, this project explores the following question: What sequence of IL skills across the four-year BSN program will be most effective at boosting comprehension and retention? The core

component of SBL is assessing each individual student's knowledge, but this process can be cost prohibitive and time consuming. Therefore, this project will only include a subset of first year nursing students from the University of Vermont. Volunteers will be interviewed individually about their awareness and use of a set of 49 IL skills. This list of skills was derived from the 2013 ACRL Information Literacy Competency Standards for Nursing. Interviews will be recorded, but student names will be removed to ensure confidentiality. The University of Vermont IRB approved this protocol in January 2022. Each interview will be transcribed using automated and manual methods. Each transcription will then be analyzed using content analysis to identify specific IL skills. Content analysis tracks the number of times that particular elements, in this case IL skills, appear in the text. The frequency with which an element appears is used as an indicator of importance. A codebook with operational definitions of each IL skill and a rubric to score each transcript was created to ensure consistency and increase validity. Recruitment efforts were launched at the start of the spring 2022 semester, but no students volunteered. This may have been due in part to the impact of the Omicron variant, which was still prevalent at that time. The author will adjust the recruitment protocol and launch a second attempt in the Fall 2022 semester.

The Scholarly Activity of GME Trainees: Early Stages of a Research Project That Analyses Publication Patterns (211)

Julia C. Stumpff, MLIS - Instructional Design Librarian, Indiana University, Indianapolis, Indiana

Objective: We will examine the publication patterns of residents, fellows, and graduate students at a large medical school in the Midwest. **Methods:** We will use a set of Graduate Medical Education (GME) trainees who graduated 2018-2019 in order to examine their publication productivity as well as to analyze in which journals they publish and which journals they cite in their reference lists.

Stigmatized Mental Health Content on TikTok: A Qualitative Content Analysis (206)

Valerie Lookingbill - Sciences Librarian, University of South Carolina, Columbia, South Carolina

Objective: This study examines how algorithmic exclusion shapes the health information practices of individuals who engage in non-suicidal self-injury on the social media platform, TikTok.

Methods: A total of 150 TikTok videos posted under the hashtags #sh, #shawareness, and #scars were downloaded and analyzed using a conventional approach to qualitative content analysis.

Results: TikTok content creators navigated algorithmic exclusion predominately through two ways: implicitly referencing non-suicidal self-injury and altering phrases related to non-suicidal self-injury. Further, TikTok content creators framed non-suicidal self-injury through normalizing non-suicidal self-injury scars or wounds, providing social support, and celebrating recovery.

Conclusions: Findings suggest that online non-suicidal self-injury communities are invested in creating and maintaining a shared but elusive body of knowledge while simultaneously avoiding recognition from individuals outside of the community.

Sustainable and Equitable Professional Development Opportunities for Health Sciences and Medical Librarians (207)

Nina L. McHale, AHIP - Head, Education & Research, Strauss Health Sciences Library, University of Colorado, Aurora, Colorado

Librarians entering into health sciences or medical library positions often seek post-MLS training in evidence-based medicine and advanced literature searching (e.g., systematic reviews). There are multiple continuing education offerings presented by academic institutions to help bridge this gap in knowledge and skills; however, this model for continuing education is not equitable for prospective attendees or sustainable for the long term for the institutions providing the training. This research project will explore alternatives.

Technical Services Librarians and MLA: Attitudes and Perceptions (205)

Toni Hoberecht, AHIP - Technical Services Librarian, Schusterman Library at OU-Tulsa, Tulsa, Oklahoma

The Medical Library Association (MLA) supports the professional activities of librarians in health sciences libraries. Technical services librarians are among those librarians and are represented in MLA through the Technical Services Caucus as well as in other caucuses and committees. Anecdotal reports indicate that some technical services librarians have questions about the level of representation or support they experience in MLA. These librarians may not participate in MLA or have discontinued their participation because of perceived lack of support. This project aims to discover whether these sentiments are widespread, or whether they are held by only a small subset of technical services librarians in health sciences libraries. Using Perceived Organizational Support as a framework, this study will help determine what attitudes technical services librarians in the health sciences have regarding the support they receive through the Medical Library Association, and, if those attitudes indicate dissatisfaction, what might be done to address them.

Tenure, Promotion, Appointment, Oh My! The Processes of Academic Health Sciences Libraries (210)

Erin E. Reardon, MLIS, AHIP - Medical School Librarian, University of Minnesota, Minneapolis, Minnesota

Whether or not academic librarians should have faculty rank and tenure has been a matter of some debate, and researchers have also explored how well librarians perform aspects of the tenure process such as teaching and research. What has not been explored yet are the actual requirements for tenure and promotion for librarians. This presentation will describe the process of settling on a research question, the literature review, and the in-progress exploration of tenure and tenure-like promotion processes and criteria at academic health sciences libraries in the U.S.

What Do Systematic Searchers Need from Search Interfaces? (204)

Andy Hickner - Education and Outreach Librarian, Samuel J. Wood Library, Astoria, New York

Introduction: Many search systems used in evidence synthesis fail to meet requirements for systematic searching. Many systems commonly used for systematic reviews fail to meet necessary performance requirements, and no platforms perform well for all desirable attributes.

Objective: To explore the needs of expert searchers working on systematic review projects in the health sciences.

Methods: I conducted semi-structured interviews of a purposive sample of 12 systematic searchers from a range of countries and institutional types. I conducted a qualitative analysis of the interview data following Braun & Clarke's approach to reflexive thematic analysis.

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Results: Not yet available. Analysis will generate between 2-5 themes and subthemes.

Discussion: I will discuss the implications of these themes for searchers, vendors, and librarians in collections decisions, and offer actionable recommendations for these groups, grounded in the interview data.