THE EXPECTATIONS, PRIORITIES, AND PREFERENCES OF STUDENTS WITH DISABILITIES WHEN SEEKING ACCESSIBILITY INFORMATION ON ACADEMIC LIBRARY WEBSITES

AMELIA BRUNSKILL, UNIVERSITY OF ILLINOIS AT CHICAGO

The situation:
It's common for academic libraries to have a webpage, or multiple webpages, devoted to describing the resources, services, and facilities of the library for users with disabilities. However, these pages vary considerably and there are no clear standards for these pages nor literature on the preferences of users with disabilities for this content.

The question:
What are the expectations, priorities, and preferences for students with disabilities when they try to locate and use these library pages on accessibility?

Challenges:
- Literature review: Hard to distinguish webpage accessibility vs. information about accessibility on webpages
- How prepared for different needs in the interview should I be?
- Locating a good option for remote interviewing

Recruitment:
- In person meetings with campus organizations to get their input and buy-in for the project resulted in them including a call for participants in their newsletters.
- Print flyers were posted around campus
- I included information on this study in my regular news email to students in my liaison college

Participants:
Twelve students, including undergraduates and graduate students, participated. They divulged a variety of disabilities, including dyslexia, ADHD, brain injury, autism, mobility issues, chronic pain, nerve damage, vision impairment, depression, anxiety, and chemical sensitivity.

Methods:
Semi-structured interviews. Consisted of a number of open and closed questions, also involved them ranking some categories and selecting five top priorities in terms of content to include on a webpage of information about accessibility.

Preliminary findings:
Students desired information on…
- Sensory information (sound levels, lighting…)
- Furniture
- Physical layout of building

Some stated preferences included:
- Contact information for named individuals
- Language that makes them feel like they aren't imposing

Other issues that emerged:
- Common terms—disability, accommodation, accessible—have different connotations to different people
- Students with invisible disabilities can find locating information relevant to them difficult
- Clear organization is important, but assumptions about who would use what services can be incorrect or incomplete

Acknowledgements:
Many thanks to the MLA Research Training Institute for its training, support and encouragement to carry out this research.

"I would definitely want to know what the physical space is going to be like and what I'm going to encounter when I get there…this is something that people often push back a lot--they're like, that's a lot of detail that you're asking for, and I'm like, without that detail, I'm not coming."

"I wasn't diagnosed until I was transitioning into graduate school, so I'm very new to services that are provided. So I probably would expect that it would exist, but I have never searched out for it."

"I would hope it would be easy to find and thorough to make it seem like it wasn't just tacked on to the website as an afterthought"

"maybe because my disability [is] more invisible, so it's not really something that I'd be like, oh, is this 'accessible' to you?"

"I mean inclusivity-- not forgetting about people with other types of disabilities besides physical disabilities or hearing or…sight difficulties."

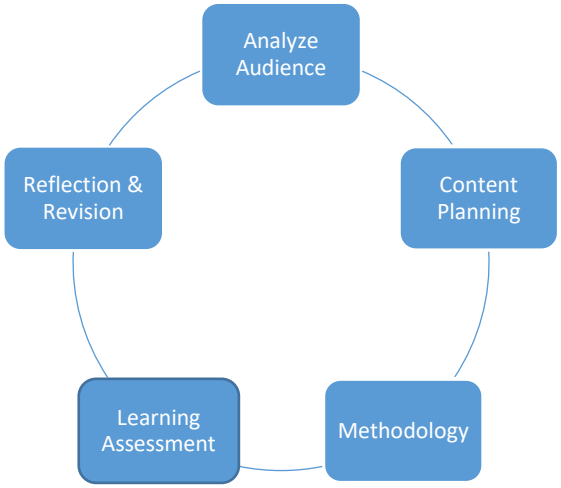
Librarians as Teachers: Researching an Educational Knowledge Gap

Kathy Davies, Interim Director of Libraries

Challenges

- Increasing instruction demand
- Limited training in adult learning
- Multiple teaching steps
- Opportunities to improve skills

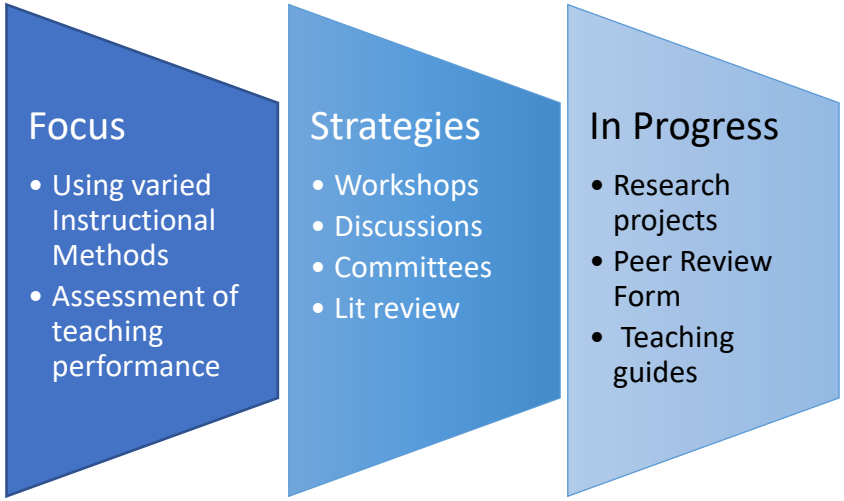
Teaching Cycle



Education Theory @ Augusta University

Constructivism (Jean Piaget)

- LCME standards
- Experiential learning



Thanks to MLA Research Training Institute for its training, support and encouragement to carry out this research.

Lessons Learned

- Support is critical
- Planning time is key
- Flexible design for research proposals

Future

- Investigate other gaps
- Focus on publication

Selected Resources

- *Educational Learning Theories* (GALIEO Open Texts)
- *Using the ADDIE Model in Designing Library Instruction* (Reinbold)

Online Journal Club Format Conducive to an Interprofessional Team

Helen-Ann Brown Epstein MLS,MS,AHIP,FMLA, Informationist, Virtua, Mt. Laurel, NJ

Theoretical Framework

Lev Vygstoky (1896-1934)
Social Constructivism

*Collaboration to co-construct new understanding
*Social interaction…a synergy of wisdom
*Social interaction constructs innovative ways of thinking
*Learners see themselves as active constructors of knowledge

Constructivist On-Line Learning Environment Survey (COLLES)

Survey to measure perceptions of:
Professional Relevance Interactivity
Reflective Thinking Cognitive Demand
Affective Support Interpret of Meaning

Invitees to the Study

Nurse Physician
Hospital Administrator
Outcomes Manager
Infection Control
Nurse Resident
Medical Resident

Study Plan

Get IRB approval
Invite participants
1st inperson meeting
COLLES
Expectations
Logistics
Journal Clubs online:
online webinar
posting to discussion
posting with webinar

2nd inperson meeting
COLLES
Expectations met
Debriefing

Selected References
1. Ethics Behav 2018;28(5):393-410
2. Med Educ 2009;43:923-5
3. In: 9th Annual Teaching Learn Forum Feb 2-4 2000, Perth, W.A
4. Curr Pharm Teach Learn 2018;10(5):662-8
5. J Interprof Care 2004;18(3):263-7

Nurses' experiences and perceptions of using online resources for patient and family education: *a qualitative interview study*

Carrie Grinstead, MLIS AHIP, Sarah Sumner, MSN RN OCN CHPN, Julius Shakari, MSN RN CNL, Martha Inofuentes, BSN-RN CMSN OCN

Study objectives

- Gain in-depth understanding of nurses' experiences using resources such as Krames Online, MedlinePlus, or other websites to educate patients and their families
- Identify themes that can be used to design questionnaires and outreach education for nurses, managers, and administrators

METHODS

1. Recruit participants at Providence St. Joseph Medical Center in Burbank, CA
2. Conduct semi-structured interviews
3. Transcribe and code interviews as they are completed
4. Share coded transcripts with nurse co-investigators
5. Re-code transcripts incorporating feedback from nurses
6. Identify and synthesize major categories and themes

Nurses educate patients and families.

Nurses use resources from the Internet to provide education.

(Pretty much) everyone uses the Internet to look for health information (1).

But…

little is known about nurses' actual experiences using online educational resources and discussing them with patients

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2. Dickerson SS, Boehmke M, Ogle C, Brown JK. Out of necessity: oncology nurses' experiences integrating the Internet into practice. Oncol Nurs Forum. 2005 Mar 5;32(2):355-62.

3. Jones J, Schilling K, Pesut D. Barriers and benefits associated with nurses information seeking related to patient education needs on clinical nursing units. Open Nurs J. 2011;5:24-30.

Acknowledgements

This project was made possible in part by the Institute of Museum and Library Services (RE-95-17-0025-17).

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We thank the MLA Research Training Institute for its training, support and encouragement to carry out this research.

SELECTED LITERATURE

- **2005 study of oncology nurses identified**
  - a division between nurses who "were insulted when patients challenged their expertise based on information gleaned from the Internet," and nurses who viewed Internet health information as a catalyst for change and a facilitator of patient-provider relationships (2)
  - nurses' function as "knowledge consultants," facilitating patients' searches, evaluating information needs, individualizing information, and correcting misinformation (2)
- **2011 observational study of nurses in practice found that**
  - nurses had very little time to search for information (3)
  - hospital policy often required the use of particular educational materials (3)
  - lack of knowledge and previous negative experiences hampered use of online resources (3)

PRELIMINARY RESULTS

The study has received IRB approval, and we are now recruiting and interviewing participants. Interviews will continue until thematic saturation has been reached.

Interviews so far suggest that

- **Division identified by Dickerson et al. remains, nearly fifteen years later**
- **Nurses worry about inaccurate or inappropriate material found online by patients and families**
- **Google, disease-specific websites, and organizationally mandated material (Krames online) are common sources for patient education materials**
- **Nurses use their own knowledge and experience, and reach out to colleagues, to educate patients**

How Medical Students Discover and Use Medical Information Tools

Margaret A. Hoogland, MLS, AHIP
Mulford Health Sciences Library
The University of Toledo

Objective

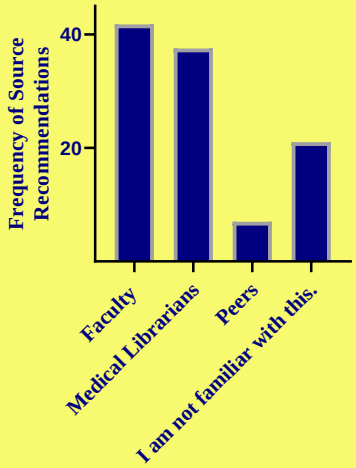
Many studies discuss the use of medical information tools by clinical medical students (i.e. third-and-fourth year students). Few studies examine how preclinical students (i.e. first-and-second year students) discover and use medical information tools. By understanding the needs of preclinical medical students, medical librarians can adjust the content and delivery of information in their training sessions. The purpose of this study is to better understand the medical information needs of preclinical students.

Methods

Medical students received and email containing the study description, link to an online survey, and an opportunity to answer additional questions about medical information tools. Discussion participants got an Amazon or Starbucks gift card. Survey participants received no compensation.

Librarians, who adapt sessions and conversations with premedical students, can impact how students use medical information tools for the remainder of medical school.

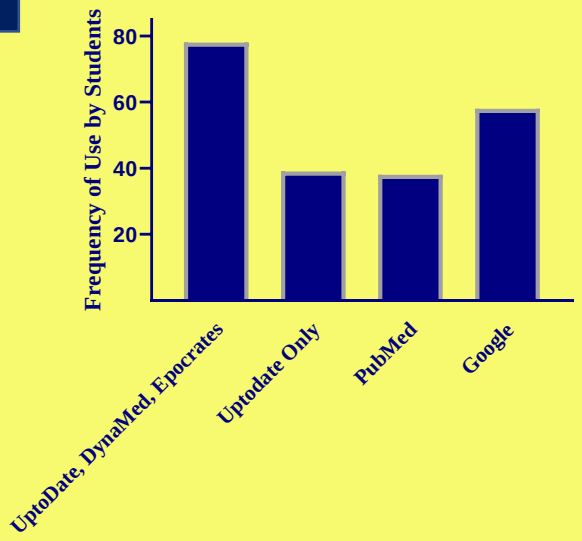
How Medical Students Discover Information Tools



Results

Of the 525 students who received an invitation to participate, 122 completed the survey and 18 participated in a discussion. Preclinical students primarily use UptoDate and Epocrates. By contrast, Clinical students use Google, Google Scholar, and UptoDate. During the discussion sessions, most students mention UptoDate first but mention using other medical information tools. Out of 18 students, two students or 11% consulted UptoDate exclusively in a clinical setting.

Tools Medical Students Use to Answer Questions



Acknowledgements
I thank the MLA Research Training Institute for its training, support and encouragement to carry out this research. This project was made possible in part by the Institute of Museum and Library Services (RE-95-17-0025-17).

UNIVERSITY LIBRARIES
THE UNIVERSITY OF TOLEDO

MEDICAL STUDENTS & WIKIPEDIA EDITING:

Implications for reinforcing & improving information literacy skills

Melissa Kahili-Heede, MLIS, Earl Hishinuma, PhD, Richard Kasuya, MD, MEd

UH Mānoa Health Sciences Library

John A. Burns School of Medicine · University of Hawai'i Mānoa

First-year medical students report an improvement in information literacy skills following a Wikipedia editing experience.

INTRODUCTION

Medical education is increasingly using Wikipedia as a teaching tool. There is a gap in the medical education literature about how the editing activities can contribute to overall student learning outcomes related to information literacy (IL) skills. This pilot study examines the use of Wikipedia editing with first-year medical students as an intervention for reinforcing and improving IL skills. IL skills assessed included students understanding of authority, and how they find, use, cite, and synthesize information based on the Association of of College & Research Libraries (ACRL) information literacy framework (ACRL, 2016).

METHODS

First-year medical students (n=72) participated in editing activities from August 2018 to October 2018, completely online and asynchronously. At the end of the course 70 out of 72 students were successful in making edits and the articles they edited had a total of 1,840,000 views. At the conclusion of the editing experience, students were asked to respond to a retrospective survey to assess the impact of Wikipedia editing on their attitudes toward editing and IL skills.

- Survey sample size = 57
- Instrument: retrospective pre/post survey
- Data analyzed with parametric and non-parametric statistical tests to determine statistical significance

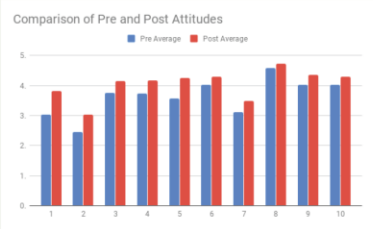
INSTRUMENT

Pre/post attitudes and IL skills surveyed:

1. I view Wikipedia editing as a form of community service.
2. I feel a sense of social responsibility to contribute to Wikipedia.
3. I know how to find resources for my assignments.
4. I know how to determine the authority and credibility of sources.
5. I understand the increasingly social nature of online information and how sources develop over time.
6. I use the library resources to access biomedical/scholarly information.
7. I consider Wikipedia to be a valid and reliable resource for medical learning.
8. I believe the ability to find evidence-based information is vital to the practice of medicine.
9. I know how to synthesize information gathered from multiple sources.
10. I know how to give credit through proper citation.

RESULTS

Data gathered show a statistically significant improvement in the students perceived IL skills. Parametric tests found 10/10 pre-post differences statistically significant ($p < .05$) and in the positive/improvement direction. Non-parametric tests found 9/10 statistically significant (Q8, $p = .06$).



SELECTED STUDENT FEEDBACK:

"Realizing that general information seeking (including patients!) is conducted through online and the internet and it's quite important to make sure posted information reflects accuracy."

"Editing Wikipedia is something I never thought I would do nor thought I had the capability or knowledge to do, but knowing what goes into editing a Wikipedia page gives me a better understanding on the reliability of the Wikipedia articles I read or look at."

DISCUSSION

Wikipedia editing for medical students has numerous implications for reinforcing and improving information literacy skills but also for orienting students to library resources and the online environment of information in general. As it concerns medical education, the editing experience is in line with competency 6.3 of the Liaison Committee on Medical Education (LCME, 2018), by allowing medical students to develop self-directed and lifelong learning skills.

NEXT STEPS: Streamline course content to shorten length of course and incorporate more methods for engagement.

Scan with your phone's camera for more information

References

LCME. (2018). Functions and Structure of a Medical School.

ACRL. (2016). Framework for Information Literacy for Higher Education.

Acknowledgements

I wish to thank the MLA Research Training Institute for its training, support and encouragement to carry out this research. This project was made possible in part by the Institute of Museum and Library Services (RE-95-17-0025-17).

Factors Affecting Clinical Referrals to the Medical Library

Liz Kellermeyer, MSLS
Library & Knowledge Services

National Jewish Health, Denver, CO

Matt Strand, Phd
Bioinformatics and Biostatistics

Why and when do clinical care teams refer patients to the medical library?

METHODS

A census of clinical care teams at a research hospital was taken from Oct-Dec 2018

- Spearman correlations
- Kruskal-Wallis test for rate distributions between categories

REDCap Survey

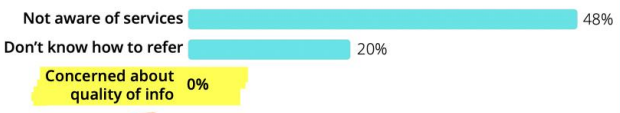
- **Awareness of library services available to patients**
- **Facilitators and barriers to referral**
- **Likelihood of future referral**
- **Job title**
- **Employment length**

- Population: 482
- Responses: 95
  - Providers (MD, PA, NP) 50
  - Licensed Nursing (RN, LPN) 18
  - Medical Assistants 5
  - Social Workers 4
  - Other 4
  - Partially completed surveys 14

RESULTS

57%
Have never referred a patient to the medical library

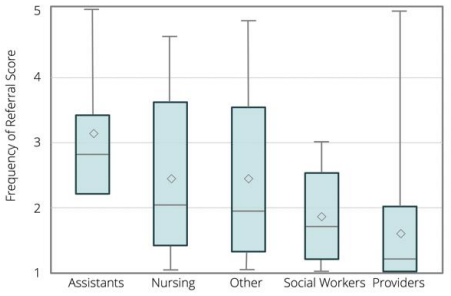
Why not?



GREAT NEWS!

MAs refer the *most*

Providers refer the *least*



RESULTS

Respondents who were more familiar with services the library provides for patients, had higher referral rates (r_s=0.78 for combined data).

Respondents with higher referral rates were more likely to refer patients to the library in the future (r_s=0.43 for combined data).

14%
Refer patients at least once a month

Why?

DISCUSSION

The results suggest that lack of knowledge, rather than lack of interest and support, results in lower clinic referrals to the library.

There is potential for increasing referrals by improving marketing and introducing a streamlined patient referral system from clinic to library.

Librarian consults ordered through the EMR?

FACILITATORS

- Prior knowledge of services
- Beliefs that library services add value to patient visits and enhance access to health information

BARRIERS

- Lack of marketing to clinic
- Lack of formal referral process

Thank you to the MLA Research Training Institute for its training, support and encouragement to carry out this research.
This project was made possible in part by the Institute of Museum and Library Services (RE-95-17-0025-17)

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Fostering Community:
Developing an Online Community of Practice for Health Sciences Librarians

Alicia Lillich, MLS
alillich@kumc.edu

BACKGROUND

- The NNLM MCR is sponsoring an online Community of Practice (CoP) for health sciences librarians with an interest in virtual reality (VR).
- The program is adapted from a CoP Resource kit for public health professionals and modified for this audience.
- This research was done for quality improvement purposes only.

METHODS

1. Recruit participants
2. Perform initial needs assessment
3. Establish online learning space and meeting schedule
4. See what happens!
5. Interview participant

EXPECTED OUTCOME

CoP membership will positively impact participants' skills and knowledge, social connections, professional practice, and relationships within their organization and/or profession.

NIH NLM › NNLM MidContinental Region

In what ways does **membership** in a **community of practice** impact **health sciences librarians**?

Take a picture to **download** the **poster**

PRELIMINARY RESULTS

A qualitative needs assessment (n=6) surveyed participants:

- Familiarity with VR
- Topics of interest
- Goals for the group
- Characteristics of a successful CoP

Analysis of the coded responses indicate major themes of **collaboration, sharing, learning,** and **trust.**

WORD CLOUD OF RESPONSES

We thank the MLA Research Training Institute for its training, support and encouragement to carry out this research.

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Institute of Museum and Library Services

How can we help? Information literacies of PhD students in the health sciences

Elisabeth Nylander
Margareta Hjort

INTRODUCTION
Doctoral studies offer a unique phase in the development and legitimization of researchers, in which PhD students shift from the consumption to the production of knowledge. If librarians are to support this process in an evidence-based manner, it is essential to understand the distinct practices of this population. While literature exists concerning the information behavior of graduate students and researchers, there is little work which focuses specifically on the information literacies of PhD students within the health sciences.

AIM
The aim of this project was: 1) to establish the depth and breadth of evidence describing the information literacies of PhD students within the health sciences, and 2) to explore how Jönköping University Library can support the PhD students and their supervisors at the Research School of Health and Welfare.

METHOD
The project aims suggested a mixed method approach. In order to examine the concept of information literacies among PhD students, a scoping review was performed [1]. General trends within the literature were mapped based on the extraction of the following data: geographic location, population, academic discipline, and method of investigation. To better understand the information practices at our health sciences research school, we interviewed both PhD students and their supervisors. These open-ended interviews were conducted and analyzed according to a hermeneutic dialectic process [2], resulting in synthesized constructions of the study participants' experiences.

JÖNKÖPING UNIVERSITY

PhD students in the health sciences are underrepresented in the literature on information literacy (IL).

So, we asked our PhD students and their advisors about IL during doctoral studies and how librarians can help.

RESULTS
Our scoping review revealed that many studies fail to treat doctoral studies as a unique process. The result is that PhD students in the health sciences are underrepresented as a distinct group within the recent literature. We are currently performing a critical analysis of the few studies that focus specifically on health science PhD students. Later this year, we expect to present a discussion of these results as well as the findings from interviews at our own health sciences research school.

CONCLUSION
This project highlights the need for more primary research on the information literacies of PhD students in the health sciences.

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INSTITUTE of Museum and Library SERVICES

MLA Research Training Institute for Health Sciences Librarians

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"I Want to Be Open, But How Can I?": Publication Habits and Perceptions of Open Access Amongst Clinical & Research Fellows

Robin O'Hanlon, MIS, Associate Director, User Services, MSK Library
Memorial Sloan Kettering Cancer Center

Introduction

Open Access publishing rates have risen dramatically in many disciplines within the past decade, including the biomedical sciences. Previous studies[1,2] have assessed the Open Access publication rates of scientific researchers, but few have focused specifically on the publishing activities of early career researchers and trainees.

The aim of this study was to examine the current publishing activities of clinical and research fellows at the Memorial Sloan Kettering Cancer Center (MSKCC), as well as perceptions of Open Access publishing amongst this population.

Methods

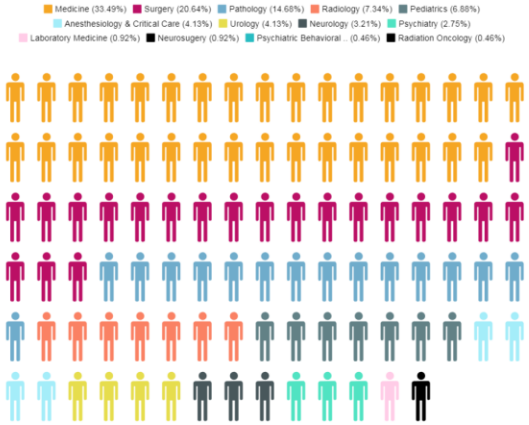
Publication (n=1489) data authored by clinical and research MSKCC fellows (n=218) between 2013-2018 were collected via an in-house author profile and publication system (Synapse) and citation indexes (Scopus and Web of Science).

Interviews were conducted with 15 MSKCC fellows to discern their perceptions of open access publishing. Interview responses were transcribed and thematically coded.

Results

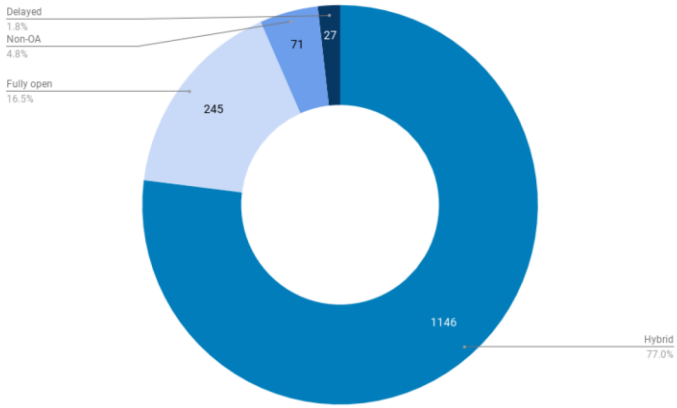
Fellows in this study represented 13 MSK clinical and research specialties.

MSK Fellows by Clinical and Research Specialties



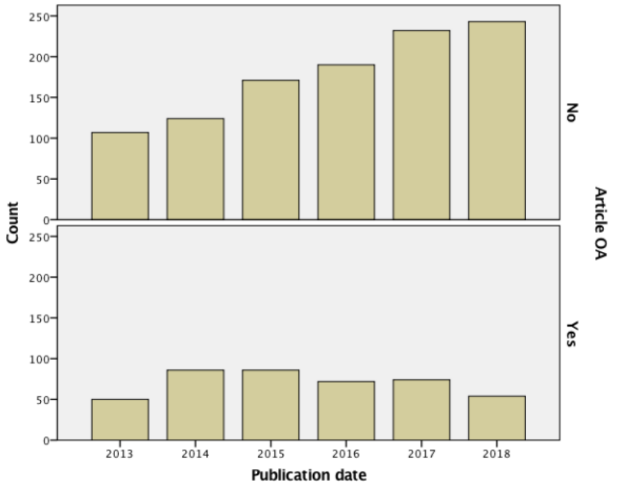
The total number of publications was 1489. The total number of publications that were currently available Open Access was 28.6% (n=426). The journal publication model with the most publications represented was Hybrid, at 77.5% (n=1146).

Publications by Availability



The rate of publications that were available Open Access remained relatively flat between 2013-2018.

Publication Availability by Year



A chi-square test of independence was performed to examine the relationship between first authorship and whether or not a fellow's publication was currently available Open Access. The relation between these variables was not significant, $X^2(1)$ 1.941, p=0.184.

Fellows cited high Author Processing Charges and perceived lack of journal quality/prestige as barriers to Open Access publishing.

Conclusions

While the fellows in this study acknowledged the potential of Open Access to aid in research dissemination, they also expressed hesitation to publish Open Access.

Despite on-going educational and advocacy efforts of Open Access proponents, including information professionals, misconceptions regarding Open Access publishing persist.

This confusion, coupled with the pressure to publish in well-established, high impact journals, means early career researchers face unique challenges in navigating the scholarly publishing landscape.

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1. Moksness, L., & Olsen, S. O. (2017). Understanding researchers' intention to publish in open access journals. *Journal of Documentation*, *73*(6), 1149-1166.
2. Schroter, S., Tite, L., & Smith, R. (2005). Perceptions of open access publishing: interviews with journal authors. *BMJ*, *330*(7494), 756.

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Understanding the Information Needs of an FIU Affiliated Psychiatry Medical Residents: A Case Study

Rebecca Roth, MS(LIS), Clinical Engagement Librarian, Herbert Wertheim College of Medicine, Florida International University, Miami, FL

OBJECTIVE: how well is the Florida International University's Herbert Wertheim College of Medicine's (FIU HWCOM) Medical Library meeting the research, reference, and instruction needs of the medical residents at one of its affiliated clinical sites?

METHODS:

- A brief, five-question survey
- A subsequent 30 minute focus group
- Ten out of fourteen possible residents participated. Two were fellows.

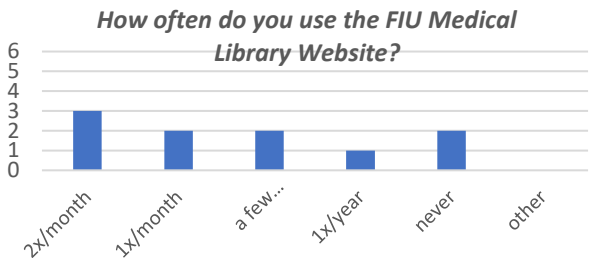
SURVEY RESULTS:

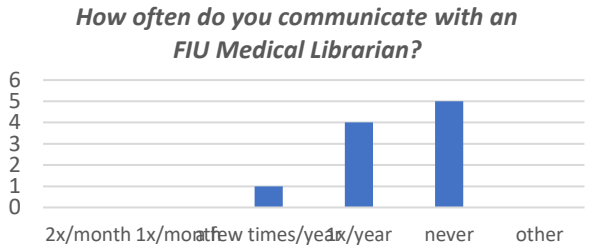
- Medical residents were asked how often they used the library website, communicated with an FIU medical librarian, visited the FIU main campus, visited the Medical library on campus, and used their FIU e-mail/ credentials for other non-library purposes
- Half of the medical residents had never communicated with a medical librarian, and six had never visited the medical library.
- Two medical residents had never visited the FIU campus. Of those who had, only three visited campus regularly and two had never even visited.
- Those who visited the campus regularly reported higher use of library services (both on and off campus).

SURVEY RESULTS continued…

- Not knowing how/ not being able to use their FIU e-mail correlated with not knowing how/ not being able to use the Medical Library's subscription resources.

Two Question Responses in Graph Form:





Focus Group Results: themes that emerged from the focus group were as follows:

- The original orientations the residents received when they entered their program had not been sufficient to explain the process of acquiring library access.
- Many were unaware that their library access hinged upon having successfully communicated with the College of Medicine's Human Resources Department.
- Medical residents described that the process of troubleshooting their access was too confusing and time-consuming.

Conclusion: fortunately, these problems are primarily those of communication and are easily remedied.

- By improving communication between the Medical Library, College of Medicine Human Resources Department, and Program Coordinators – three distinct groups that play a role in this process of granting affiliated medical residents access to the library– the Medical Library will be able focus more on the resources and services it provides instead of whether or not people are using them at all.

Still feeling the effects:
a citation analysis of the highly cited, retracted article on MMR vaccines and autism

Elizabeth Suelzer, MLIS, AHIP
Medical College of Wisconsin Libraries

Intro:
Andrew Wakefield published an article in 1998 that allegedly showed a causal relationship between the measles, mumps and rubella (MMR) vaccination and autism. [1] Despite two retractions [2,3] and obvious flaws with the study design, [4] this article continues to be highly cited.

Methods:
We ran a cited reference search in Web of Science to identify literature that cited the Wakefield article.

1,153 references were screened to determine the characteristics of the in-text citations [5] and whether the retractions were cited.

Blind screening was conducted in Covidence and conflicts were resolved by group consensus.

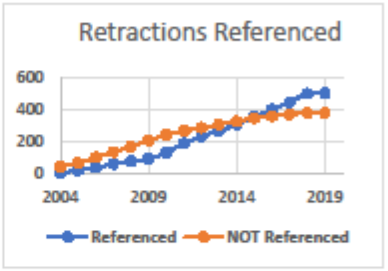
Results:
Most common citation characteristics:
- Negational: 72%
- Perfunctory: 9%
- Affirmational: 8%

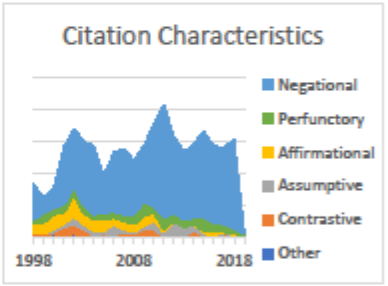
Retractions Referenced:
- 2004-2009: 32%
- 2010-2019: 71%

References:
1. Wakefield AJ, Murch SH, Anthony A, et al. Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children. [retracted in: *The Lancet*. 2010;375(9713):445.]. *Lancet*. 1998;351(9103):637-641
2. The Editors of The Lancet. Retraction—Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children. [retraction of: Wakefield AJ, Murch SH, Anthony A, et al. In: *The Lancet* 1998;351(9103):637-641]. *The Lancet*. 2010;375(9713):445.
3. Murch SH, Anthony A, Casson DH, et al. Retraction of an interpretation. *The Lancet*. 2004;363(9411):750.
4. Deer B. How the case against the MMR vaccine was fixed. 2011;342:c5347.
5. Bornmann L, Daniel HD. What do citation counts measure? A review of studies on citing behavior. *Journal of Documentation*. 2008;64(1):45-80

Wakefield's highly cited article was cited for all the **wrong reasons**

A substantial number of authors are **not accurately referencing retractions**





This project was made possible in part by the Institute of Museum and Library Services (RE-95-17-0025-17).

Acknowledgments

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Also, I am grateful for the contributions of Jennifer Deal, Karen Hanus, Barb Ruggeri, Rita Sieracki and Liz Witkowski on the citation analysis.

Frequency and Effects of Search Strategy Characteristics on Relevant Article Retrieval in Systematic Reviews

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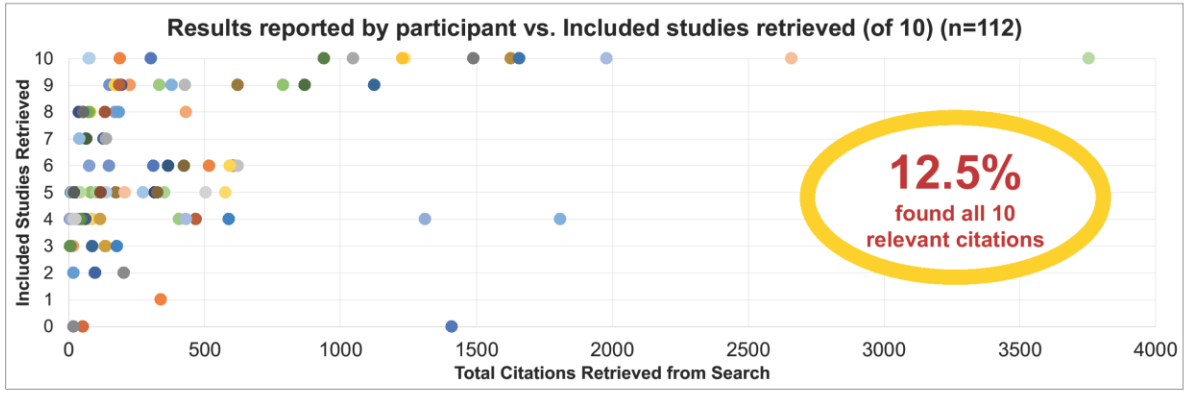
University of Michigan

Objectives
To identify common characteristics of highly effective search strategies for a clinical systematic review topic.

Methods
Before attending an in-person systematic review workshop, participants asked to draft a reproducible search strategy based on a brief scenario and a research question from a published systematic review related to blood transfusion and radical prostatectomy. Participants are provided with three studies that were included in the published systematic review, but are not given the systematic review itself. The scenario proposes three commonly-requested limits: date range, inclusion of specific outcome, and human studies that participants can choose to apply or not. The submitted strategies are evaluated for reproducibility and effectiveness of retrieval of the 10 studies included in the published systematic review. Strategies were considered "highly successful" if they returned all 10 included studies. We conducted a thematic analysis on the 14 highly successful strategies to identify common characteristics between them that could guide future searchers. Two studies were disproportionately missed by the other 98 search strategies, and their PubMed records were analyzed to identify what made them particularly challenging to find.

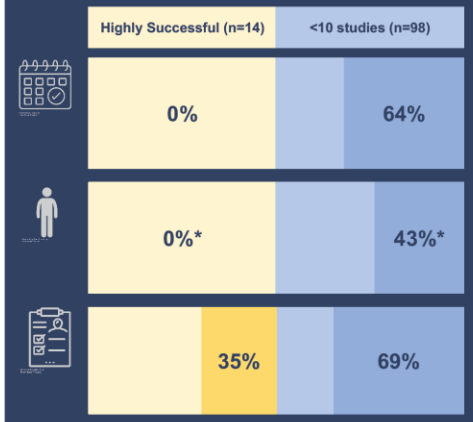
We thank the MLA Research Training Institute for its training, support and encouragement to carry out this research. This project was made possible in part by the Institute of Museum and Library Services (RE-95-17-0025-17).

This study is IRB Exempt under HUM00128315.



Characteristics of Highly Successful (10/10) Search Strategies

LIMITS applied in 10/10 and <10 searches



Date Limits
- Requested by Team
- "Custom" Date Limit
- "Last 10 Years" checkbox

Human Limits
- *Cochrane Sensitive (NOT/NOT) – counts as no limit
- Humans[Mesh]/checkbox
- Other (hybrid)

Outcomes terms in search
- Requested by team
- Wide variety of terms used

THEMES from 10/10 Searches

100%
Truncated or used variants of key terms
Ex: transfus*
Ex: prostatectomy,prostatectomies
Ex: prostate, prostatic, prostates

100%
Used field codes instead of relying solely on PubMed Automatic Term Mapping; 57% used [tw], 43% used [tiab] for keyword searching

100%
Structured their searches so that broad and variant terms for each concept were combined
Ex: blood AND transfusion rather than "blood transfusion"

Characteristics of Frequently Missed Citations

Before all limits removed

- Out of arbitrary researcher-requested date range
- Unindexed at the time of search (missed by Humans[MeSH] limit or MeSH-heavy strategies
- Did not define specified outcomes in abstract

After limits removed

- Used only variants of prostatectomy or transfusion
- Used broader terminology than researcher request (transfusion instead of "blood transfusion"
- More than one/unusual index terms

	Prostatectomy Terms	Transfusion Terms
Paper 1 (1991) 1773291 Missed by 43% of searches (n=112)	Prostatic cancer Surgery Prostate/surgery[mesh] Prostatic Neoplasms/Surgery[mesh] **No Prostatectomy[mesh] or prostatectomy as text word**	Blood transfusion Transfusion Transfusions Transfused Non-transfused Transfusion Reaction[mesh] **No Blood Transfusion[mesh] term**
Paper 2 (1995) 7609106 Missed by 36% of searches (112)	Prostatectomy Radical retropubic prostatectomy Prostatectomy[mesh] Prostatic Neoplasms/surgery[mesh]	Blood loss Transfusions Autologous Allogeneic Transfused Transfusion Blood Loss, Surgical[mesh] **No "Blood Transfusion" as a phrase, no Blood Transfusion[mesh]**

Trends Among Personal Librarian Programs in Medical and Academic Health Sciences Libraries

Natasha Williams, MLIS, AHIP

BACKGROUND

Personal librarian programs (PLPs) are an outreach model for delivering library information and instruction that assigns one librarian to a group of students as their "personal librarian", with the aim of enhancing and personalizing students' individual library experience. Much of the literature on this topic pertains to applications in undergraduate libraries within academic institutions. This study examines how PLPs are implemented within medical and academic health sciences libraries.

METHODS

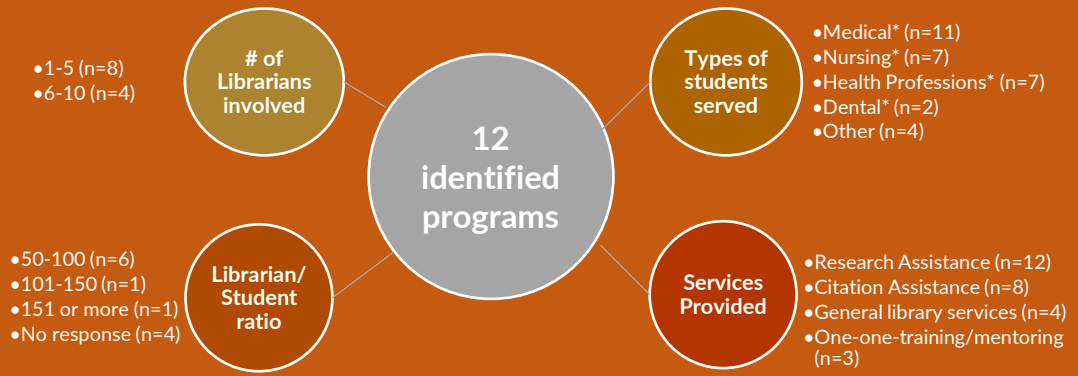
A 26-item survey was developed in Qualtrics and sent to the following library email listservs: MEDLIB-L (1734 subscribers), AAHSL-ALL (350 subscribers), AACRL-HSIG (696 subscribers), and PSS-Lists (102 subscribers). Participants were also invited to contact the researcher if they were interested in participating in a follow-up interview. Survey responses were analyzed in Excel; incomplete survey sessions were excluded from analysis.

RESULTS

Of the 2,882 emails sent, 49 survey sessions were recorded, and a total of 38 survey sessions were completed (1.3% response rate). Of the 38 completed responses, 12 libraries reported that a PLP had been implemented at their institution (31.5%). Four questions provided operational information the researcher felt to be most useful to libraries exploring creating their own PLPs: "How many librarians participate in your personal librarian program"; "Approximately how many students are assigned to each of the library participants in your program"; "What types of students does your program serve"; "Please describe the services your personal librarian program offers to students". Follow up interviews were not conducted due to lack of interest.

Similarities in personal librarian program implementation **are present across all participating libraries.**

Ultimately, **each program is uniquely structured** to best meet the needs of its users.



Take a picture to view the poster in the conference app!

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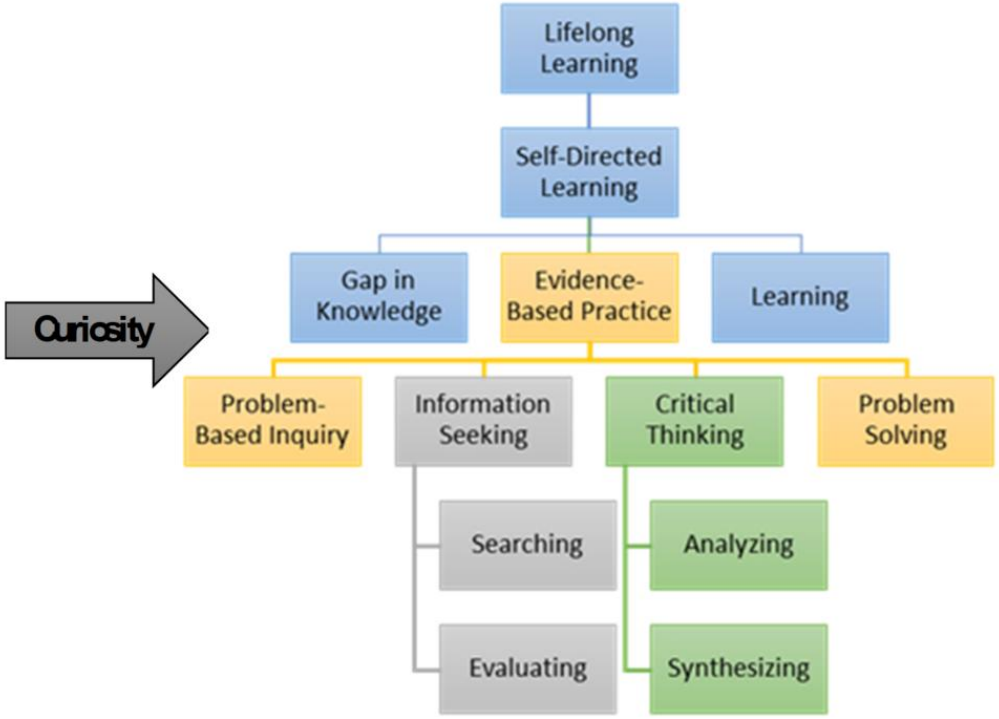
Measuring the Curiosity Continuum: Oregon Physician Assistant Perspectives on Curricular and Non-Curricular Contributors to Their Lifelong Learning, Critical Thinking, and Evidence-Based Practice



Credit: Sarah Drummond, Ed.D., OHSU Physician Assistant Program