RESEARCH TRAINING INSTITUTE

2022 In-Person Poster Presentations

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

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

Presenters:

Jess Callaway, AHIP, Shepherd Center
Amy Corder, Tulane University
Andrea Dater, Emporia State University
Jennifer DeBerg, University of Iowa
Andy Hickner, Weill Cornell Medicine
Toni Hoberecht, AHIP, University of Oklahoma
Niki Kirkpatrick, AHIP, University of Tennessee
Valerie Lookingbill, University of So Carolina-Columbia
Michele Mason-Coles, Walter Reed National Militry Medical Center
Molly Montgomery, Idaho College of Osteopathic Medicine
Laura Murray, AHIP, University of South Florida
Erin Reardon, AHIP, University of Minnesota

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

Twitter: @RTIatMLA

MEDICAL LIBRARIES ASSOCIATION

Today's Agenda

- **RTI Welcome, Sponsors, Program Staff & Fellows**

- **(3:40-4:40 pm) Fellow Poster Presentations**

  Research Design & Methods
  - Niki Kirkpatrick
  - Michele Mason-Coles
  - Molly Montgomery
  - Toni Hoberecht
  - Andrea Dater
  - Andy Hickner
  - Jess Callaway
  - Erin Reardon

  Results
  - Jennifer DeBerg
  - Laura Murray
  - Amy Corder
  - Valerie Lookingbill

- **(4:40-5:00 pm) Questions from audience**

- **Adjourn (5:00 pm)**

Support from Partners & Donors

Support From Grant & Academic Partners

- **IMLS Grant** funds multiple scholarships for librarians (2018-2019, 2021-2022)
- **AAHSL** Association of Academic Health Sciences Libraries (2018 – 2022)
- **University of Illinois at Chicago,** Library of the Health Sciences-Chicago (2018-2019)
- **University of North Texas** (UNT) Master of Science in Information Science program (2021 - 2022)
- **Emporia State University** (ESU), School of Library and Information Management program. (2021-2022)

2022 Funding Support

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

Scholarships & Student Resources

2021

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

2022

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

Thank you RTI Partners and Donors!

RTI Program Staff, 2018-2022

Faculty (2018-2022)

- Katherine Akers, PhD, Research Scientist, PRECISIONheor, Precision Medicine Group (Instructor, 2020-2022)
- Sally Gore, Manager of Research and Scholarly Communication Services, Lamar Soutter Library, University of Massachusetts Medical School –Worcester (Instructor, 2018-2019)
- Karen Gutzman, Head of Research Assessment and Communications, Galter Health Sciences Library & Learning Center at Northwestern University (Instructor & Social Media Coordinator, 2021-2022)
- Shanda Hunt, Public Health Librarian & Data Curation Specialist, Health Sciences Library, University of Minnesota (Instructor, 2021-2022)
- Lorie Kloda, PhD, AHIP, Associate University Librarian, Concordia University, Montreal, QC, Canada (Co-Lead instructor, 2018-2020)
- Mark MacEachern, Informationist, Taubman Health Sciences Library, University of Michigan–Ann Arbor (Instructor, 2018-2022)
- Jodi L. Philbrick, PhD, AHIP, Senior Lecturer, Department of Information Science, University of North Texas–Denton (Co-Lead instructor, 2018-2022)
- Emily Vardell, PhD, AHIP, Assistant Professor, School of Library and Information Management, Emporia State University, Emporia, KS (Instructor, 2018-2020; Co-Lead Instructor, 2021-2022)

Academic Liaison (2021-2022)

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

Peer Coaches (2021-2022)

2021

- Hilary M. Jasmin, 2019 RTI Fellow
- Laura Menard, 2019 RTI Fellow
- Robin O'Hanlon, 2018 RTI Fellow
- Natasha Williams, AHIP, 2018 RTI Fellow
- Ying Zhong, 2019 RTI Fellow

2022

- John Bourgeois, AHIP, 2019 RTI Fellow
- Amelia Brunskill, 2018 RTI Fellow
- Margaret Hoogland, AHIP, 2018 RTI Fellow
- Elisabeth Nylander, 2018 RTI Fellow
- Liz Suelzer, AHIP, 2018 RTI Fellow

RTI Leadership Team (2018-2022)

- Susan Lessick, AHIP, FMLA, Librarian Emerita/RTI Project Director, University of California, Irvine
- Mary Langman, MLA Director of Information Issues & Policy
- Barry Grant, MLA Director of Education
- Debra Cavanaugh, MLA Director of Professional Development

Thank you RTI Program Staff!

2018 RTI Fellows

- **Janene Batten**, EdD, Harvey Cushing/John Hay Whitney Medical Library, Yale University, New Haven, CT
- Helen-Ann Brown Epstein, AHIP, FMLA, Health Sciences Library, Virtua, Mt Laurel, NJ
- Amelia Brunskill, Library, University of Illinois–Chicago
- Kathy Davies, Greenblatt Library, Augusta University, August, GA
- Carrie Grinstead, AHIP, Library, Providence St. Joseph Health, Burbank, CA
- Margaret Hoogland, AHIP, Mulford Health Sciences Library, University of Toledo, Toledo, OH
- Melissa K. Kahili-HeedeHealth Sciences Library, John A. Burns School of Medicine, University of Hawaii–Manoa, Honolulu, HI
- Liz Kellermeyer, Tucker Medical Library, National Jewish Health, Denver, CO
- Mellanye J. Lackey, AHIP, Health Sciences Library, University of Nevada, Las Vegas
- Alicia Lillich, Dykes Library, University of Kansas Medical Center–Kansas City
- Elisabeth Nylander, University Library, Jönköping University, Jönköping, Sweden
- Robin O'Hanlon, Library, Memorial Sloan Kettering Cancer Center Library, New York, NY
- Ariel FitzGerald Pomputius, Health Science Center Library, University of Florida–Gainesville
- Rebecca Roth, Medical Library, Herbert Wertheim College of Medicine, Florida International University–Miami
- Elizabeth Suelzer, MCW Libraries, Medical College of Wisconsin–Milwaukee
- Holly Jean Thompson, Wilson Dental Library, University of Southern California
- Whitney A. Townsend, Taubman Health Sciences Library, University of Michigan–Ann Arbor
- Mary White, AHIP, Health Sciences Library, University of North Carolina–Chapel Hill
- Natasha Williams, AHIP, Harriet F. Ginsburg Health Sciences Library, University of Central Florida–Orlando
- Laura Zeigen, AHIP, OHSU Library, Oregon Health & Science University–Portland

Thank You 2018 RTI Fellows!

2019 RTI Fellows

- Karin Bennedsen, AHIP, Library, Georgia Highlands College, Atlanta, GA
- John Bourgeois, AHIP, John P. Isché Library, Louisiana State University Health Sciences Center–New Orleans
- Mary Pat Harnegie, AHIP, South Pointe Medical Library, Cleveland Clinic, Cleveland, OH
- Karen Heskett, Biomedical Library, University of California–San Diego, La Jolla, CA
- Rachel Hinrichs, AHIP, University Library, Indiana University-Purdue University–Indianapolis
- Hilary Jasmin, Health Sciences Library, University of Tennessee Health Science Center–Memphis
- Ellen M. Justice, AHIP, Clinical and Research Librarian, UNC Health Sciences at MAHEC, Asheville, NC
- Sa'ad Laws, Weill Cornell Medicine-Qatar, Doha, Qatar
- Andrea Lynch, Lee Graff Medical and Scientific Library, City of Hope, Duarte, CA
- Sandra McCarthy, Bailey Library, Washtenaw Community College, Ann Arbor, MI
- Laura Menard, Ruth Lilly Medical Library, Indiana University–Indianapolis
- Jolene M. Miller, AHIP, Mulford Health Science Library, University of Toledo, Toledo, OH
- Tanisha N. Mills, AHIP, Northeast Georgia Health System–Gainesville
- Katherine Orze, Health Sciences Library, Loyola University Chicago, Chicago, IL
- Nicole Pettenati, Public Health Accreditation Board, Alexandria, VA
- Helenmary Sheridan, Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA
- Stephanie M. Shippey, AHIP, Preston Smith Library of the Health Sciences, Texas Tech University Health Sciences Center–Lubbock
- Jennifer Westrick, AHIP, Library, Rush University Medical Center, Chicago, IL
- Roby Woods, AHIP, NNLM, MidContinental Region.
- Ying Zhong, Walter W. Stiern Library, California State University–Bakersfield

Thank You 2019 RTI Fellows!

2020 RTI Fellows

- **Gary Atwood**, Dana Medical Library, University of Vermont–Burlington
- Ana Corral, Virginia Tech Libraries, Virginia Polytechnic & State University–Blacksburg
- Daina Dickman, AHIP, University Library, Sacramento State University, Sacramento, CA
- Anna Ferri, Library, Roseman University of Health Sciences, Henderson, NV
- **Lynn Kysh**, Health Sciences Library, Children's Hospital Los Angeles, Los Angeles, CA
- **Stefanie Lapka**, Health Sciences Libraries, University of Houston, Houston, TX
- **Michele L. Mason-Coles**, Darnall Medical Library, Walter Reed National Military Medical Center, Bethesda, MD
- Caitlin Meyer, Cushing Whitney Medical Library, Yale University, New Haven, CT
- Rebecca Anne Morin, Hirsh Health Sciences Library, Tufts University, Boston, MA
- Annie Nickum, AHIP, Library of the Health Sciences, University of Illinois–Chicago
- Christi Piper, Strauss Health Sciences Library, University of Colorado Anschutz Medical Campus–Aurora
- Stacy Posillico, Eastern Region Hospitals Libraries, Northwell Health, Hempstead, NY
- Kearin Reid, AHIP, Library, College of American Pathologists, Northfield, IL
- **Mary Roby,** Laupus Health Sciences Library, East Carolina University, Greenville, NC
- Margarita Carrillo Shawcross, James A. Michener Library, University of Northern Colorado–Greeley
- Melanie E. Sorsby, Medical Library, Covenant Health System and School of Nursing, Lubbock, TX
- Sam Watson, National Network of Libraries of Medicine, Greater Midwest Region, Hardin Library, University of Iowa–Iowa City.
- Aidy Weeks, AHIP, Health Sciences Library, University of Nevada–Las Vegas
- **Kristin Whitman**, Health Sciences Library-Meridian, Idaho State University–Pocatello
- Stacy Winchester, Thomas Cooper Library, University of South Carolina–Columbia

Thank You 2020 RTI Fellows!

2021 RTI Fellows

- **Lauren Adkins**, AHIP, University of Florida Health Science Center Libraries, Gainesville, FL
- **Seema Bhakta**, Providence St. Vincent Medical Center, Portland, OR
- **Jess Callaway**, AHIP, Shepherd Center, Atlanta GA
- **Rebecca Carlson**, AHIP, University of North Carolina-Chapel Hill, Chapel Hill, NC
- **Amy Corder**, Tulane University, New Orleans, LA
- Mayra Corn, University of Nevada, Las Vegas, NV
- **Jennifer DeBerg**, University of Iowa, Iowa City, IA
- Mary-Kate Finnegan, AHIP, California State University, Sacramento, CA
- **Cindy Gruwell**, University of West Florida, Pensacola, FL
- **Andy Hickner**, Weill Cornell Medicine, New York, NY
- **Toni Hoberecht**, University of Oklahoma - Tulsa, Tulsa, OK
- **Elizabeth Kavanaugh**, AHIP, Geisinger Health, Danville, PA
- **Niki Kirkpatrick**, AHIP, University of Tennessee, Knoxville, TN
- **Valerie Lookingbill**, University of South Carolina-Columbia, Columbia, SC
- **Jim McCloskey**, Wilmington University, New Castle, DE
- **Nina McHale**, AHIP, University of Colorado Anschutz Medical Campus, Aurora, CO
- **Molly Montgomery**, Idaho College of Osteopathic Medicine, Meridian, ID
- **Laura Murray**, University of South Florida, Tampa, FL
- **Jess Newman**, University of Tennessee Health Science Center, Memphis, TN
- **Erin E. Reardon**, University of Minnesota, Minneapolis, MN
- **Jillian Silverberg**, Quinnipiac University, Hamden, CT
- **Shawn Steidinger**, AHIP, University of Utah, Salt Lake, UT
- **Julia Stumpff**, Indiana University School of Medicine, Indianapolis, IN
- **Xou Le Va Vang**, University of Wisconsin-Parkside, Kenosha, WI
- **Douglas Varner**, AHIP, Georgetown University, Washington, DC
- **Elaina Vitale**, Dartmouth College, Hanover, NH

2021 RTI Fellows (cont'd) – Graduate Students

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

Thank You 2021 RTI Fellows!


Research Design
and Methods

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

Prepared by: Niki Kirkpatrick, MSIS, AHIP

BACKGROUND

Virtual anatomy tables (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 increase interest within academic, medical, and health sciences libraries to adopt VATs in their libraries as a means of support their active learning and student success initiatives. The University of Tennessee, Knoxville Libraries (UT Libraries) purchased their VAT, an Anatomage Table, in 2018 through a technology-focused grant. Since purchasing the table, the Health Sciences Librarian team continue to research current usage best practices among other libraries. This poster lays out the progress and publications regarding our efforts to inform ourselves and others about VATs in libraries.

Literature Review

- **Content:** Narrative review examining emerging trends and usage of VATs among health sciences and academic libraries.
- **Findings:** Knowledge gap
- **Publication Status:** SC/MLA poster
- **Reference:** Allen, M. A., & Kirkpatrick, N. (2018, October). *An Exploration of the Facilitation of 3D Virtual Anatomy Tables in Academic and Health Sciences Libraries.* Poster presented at the Southern Chapter of the Medical Library Association Annual Conference, Orlando, Florida.

Preliminary Survey

- **Content:** Explored the use and management practices of VATs currently owned by libraries as well as how they adapted services during the COVID-19 pandemic.
- **Results:** 31 completed surveys with 7 participants owning VATs.
- **Limitations:** small sample collection size and missing survey question opportunity
- **Publication Status:** submitted for review and presented as a poster for the MLA 2022 Conference.

UTK Case Study

- **Content:** Overview of current facilitation practices for VAT currently underway at UT Libraries.
- **Highlights:** Implementation process and usage statistics for Fall 2019 to Fall 2021.
- **Publication Status:** in press
- **Reference:** Dixson, M. & Kirkpatrick, N. (in press). Anatomizing the library: Virtual anatomy table services in an academic library. Issues in Science and Technology Librarianship.

Library Interviews

- **RTI Project:** In depth analysis of services, usage, and management within academic, medical and health sciences libraries.
- **Method:** Mixed Methods approach using virtual conference audio interviews with library personnel in charge of VAT services within their libraries.
- **Collection Strategy:** email via listservs, direct contact, or formal introduction
- **Analysis:** Anatomized transcript analysis for themes, trends, and practices.
- **Current Status:** Finalizing IRB application.

THE UNIVERSITY OF TENNESSEE KNOXVILLE

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

Michele Mason-Coles, MLS

MHS Military Health System health.mil

Walter Reed National Military Medical Center

INTRODUCTION

- At Darnall Medical Library (DML), we aim 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 Evidence Based Medicine/Evidence Based Practice as they locate/access the medical evidence from our CMS site.

METHODS

- Survey: Leckie et al.'s Model of the Information-Seeking of Professionals framework focuses on how the information professional's work roles and tasks influence their information seeking behavior. Hence, the how the DML CMS site is used differs based on the role and the task. From this model, one can presume that since physicians and nurses have differing roles, tasks, and factors influencing information needs, their uses of the DML CMS site may differ. A survey will aim to inform areas of success, confusion, or frustration with the current use of our CMS site.
- Usability study: Kuhlthau's Information Search Process describes a framework model of 6 stages in the information search process (Initiation, Selection, Exploration process, Focus formulation, Collection, Presentation). Designing a usability study based on the survey results in conjunction with the 6 stages, we will identify and test which tasks our users deem most important.

ANTICIPATED COMPLETION TIMELINE

JULY 2022
SURVEY

SEPTEMBER 2022
SURVEY DATA ANALYSIS

OCTOBER 2022
PILOT USABILIITY STUDY

NOVEMBER 2022
FULL USABILITY STUDY

DECEMBER 2022
DATA ANALYSIS/CMS DESIGN REVIEW

FEBRUARY 2023
REVISED DESIGN COMPLETED

ANTICIPATED RESULTS

- Changes to the CMS site will be made from the standpoint of clinician need in making our resources more efficient to use and more easily findable.
- Reorganization of our resources for efficient use will help save the valuable time of our providers.
- The DML will gather the information needed to structure our resources based on what our clinicians have told us is most important versus what we think is most important.

CONCLUSION

- Once completed, the DML will have gathered useful information from our providers in accessing evidence-based medicine/practice resources.
- These data will inform a CMS redesign for efficiency to in accessing the necessary resources.
- The successful redesign a CMS site based on the views of clinicians from a pandemic/post-pandemic lens may aid other hospitals in considering the design of their CMS according to the need of providers.

Acknowledgments: Special thanks to our DML Leadership and colleagues, and to the Research Training Institute

Osteopathic Medical Student Attitudes Towards Research

Molly Montgomery (MLS, MS), Austin Cuttone (OMS-III), Marisa Helm (OMS-I), Mindy Hoang (OMS-II), Nahleh Koochak (OMS-I), Joshua Morton (OMS-I), Nicholas Rincon (OMS-I)

Idaho College of Osteopathic Medicine

INTRODUCTION

When compared to MD students and physicians, *DO students and physicians produce far less research and get only a fraction of NIH funding*.

Conversations with DO students have anecdotally revealed *misperceptions about what goes into doing research* as well as *negative views about the value of research* in the day-to-day life of a DO student/clinician.

This study will seek to understand the reasons for this discrepancy by asking DO students what they know about research, how they feel about producing research, and what barriers and incentives there are to getting involved.

"Why should I care about research?"

An examination of how **osteopathic medical students** feel about **research**

MLA Research Training Institute
A study in progress

Survey instrument, interview questions & references:

METHODS

Once the study begins (May 2022) it will:

- Be based at one institution
- A mixed-methods study
  - Survey
  - Interviews with 10-20 students

RESULTS

- The survey results will look for positive/negative attitudes towards various aspects of research.
- The qualitative interviews will ask deeper questions to try understand what osteopathic students know about research and how they feel about engaging in scholarly activity.
- We will be focusing on learning more about negative attitudes and perceptions.

ICOM
Idaho College of Osteopathic Medicine

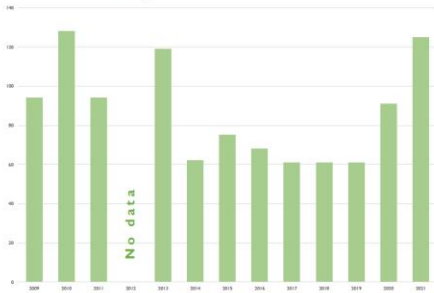
MLA Research Training Institute for Health Sciences Librarians

Technical Services Librarians and MLA: Attitudes and Perceptions

Toni Hoberecht, MA, MLIS, AHIP
Schusterman Library at the University of Oklahoma - Tulsa

Schusterman Library
The University of Oklahoma-Tulsa

Technical Service Section/Caucus membership



Source: https://www.mlanet.org/p/do/si/topic=219

Introduction

Informal inquiries and feedback from technical services librarians in the health sciences indicate that at least some technical services librarians feel that a preponderance of the professional development activity in MLA revolves around topics that do not necessarily pertain to the work of technical services librarians. Is this in fact the case? And if so, what can we do about it?

Do **technical services librarians** who work in the health sciences feel that they **have a place in MLA**?

What do technical services librarians need to **feel more involved in MLA**?

Methods

Survey

A survey will be distributed to technical services librarians (TSLs) to determine their attitudes and perceptions toward participation in MLA.

The Perceived Organizational Support framework will guide survey questions about how TSL attitudes toward the support they receive in MLA.

While a substantial literature exists on the benefits of professional association membership, the picture is cloudier when it comes to barriers to membership and participation. Questions relating to these issues have been adapted from various sources.

Interviews

Up to ten TSLs will be interviewed after the survey is complete.

The interviews will delve more into why librarians have the perceptions and attitudes that they have, and give participants a chance to talk about how negative attitudes and perceptions might be turned around.

Research Questions

- What are the attitudes and perceptions that technical services librarians in the health sciences have about their participation in MLA?
- What barriers prevent TSLs from participating as much as they would like in MLA?
- What do TSLs think can be done to address the causes of those negative perceptions?

Breaking Down the IRB Approval:

A Content Analysis of RTI Participants' Institutional Review Board Approval Documents

Andrea Dater, MLS - Emporia State University

Background

- Research projects involving human subjects are submitted to IRBs for review, ensuring research involving human subjects is conducted in an ethical manner
- However, documentation issued by IRBs does not always provide clear guidance to researchers regarding their responsibilities

Research Questions

- How do IRBs communicate research requirements and expectations to investigators?
- Do researchers understand what is expected of them throughout the course of a research study?

Elements of an IRB Letter

Element	Sample language
Action Approval or Exemption	• "[IRB] has reviewed your research study for the use of human subjects and deemed it Exempt via the Exempt Review process" • "Approval of your study is provisional based on the need to accurately include all personnelon the study"
Exemption Category CFR (Code of Federal Regulations)	• "Based on the information submitted for review, this study is determined to be exempt from 45CFR 46 according to §46.104(d) as category (2)" • "The specific exemption category under 45 CFR 46.101(b) is: 2"
Continuing Review/ Expiration Date	• "There is no requirement for continuing review and your study has not been given an expiration date." • "If the protocol remains open beyond one year, an annual review of the research will be required by the HRPP Office prior to 11/20/2019"
Investigator Responsibilities Personnel Changes, Adverse Events, Record Retention, End of Study	• "Submit an IRB Exempt Project Completion Report Form when the study is finished or discontinued" • "You are still responsible for contacting the IRB office if and when: You have received or have been made aware of any complaints, problems, or adverse events that arerelated or possibly related to participation in the research"
Contact Information	• "Please reply to the email containing this letter, contact the Help Desk at [email]or call [number] if you have questions or concerns"

Preliminary Results

- 26 documents (2018-2020) - 4 approvals, 22 exemptions
- 10 letters did not indicate whether continuing review submission was required
- 11 letters did not contain guidance for closing out a study
- 19 letters did not mention record retention
- 17 did not specifically mention who to contact with questions

Future Research

- Content analysis of IRB submission documentation
- Differences between hospitals and academic institutions
- Interviews and surveys of RTI participants regarding their experiences with IRB submission

Weill Cornell Medicine

What do systematic searchers need from search interfaces?

Annual Meeting of the Medical Library Association

Andy Hickner | May 5, 2022

Many search systems used in evidence synthesis fail to meet requirements for systematic searching.

- Systematic searching requires search systems with specific functionality[1]
- Many systems commonly used for SRs fail to meet necessary performance requirements[2]
- No platforms perform well for all desirable attributes[3]

What do searchers have to say about the search systems we use?

- 30-60 minute semi-structured Zoom interviews
- Participants
  - 12 experienced systematic searchers from 3 continents, 5 countries
  - Affiliations: Academic, military teaching hospital, independent consultants, government agency, NGO
- 18 questions
  - Background and experience with SRs
  - Frequently used platforms and translation methods
  - Useful functionality
  - Pain points and workarounds
  - Collection development

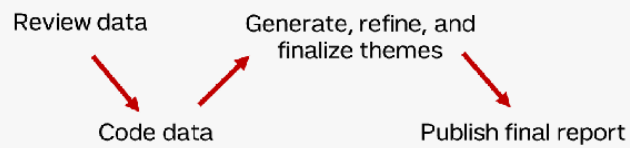
Current status

- Interviews completed
- Automated transcripts remediated and de-identified
- Familiarized myself with the data
- Currently coding data

Next steps

- Analyze data using reflexive thematic analysis[4]
- Identify themes and provide actionable recommendations

Reflexive thematic analysis



References

1. Gusenbauer M, Haddaway NR. What every researcher should know about searching - clarified concepts, search advice, and an agenda to improve finding in academia. Res Synth Methods. 2021;12(2):136-47.
2. Gusenbauer M, Haddaway NR. Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. Res Synth Methods. 2020;11(2):181-217.
3. Bethel A, Rogers M. A checklist to assess database-hosting platforms for designing and running searches for systematic reviews. Health Info Libr J. 2014;31(1):43-53.
4. Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. Qualitative Psychology, 9(1), 3–26.

Intro

- The overall standard in library science is that libraries are neutral spaces.
- Is this standard a reality in all library spaces?

Methods

A survey was distributed via listserv and group memberships to librarians and library staff from various backgrounds.

Survey participants answered a set of 22 questions providing their opinions on library neutrality and health information.

Discussion

- The ALA code of ethics contradicts the MLA code of ethics in regards libraries being neutral spaces.
- A hospital librarian cannot provide neutral information to medical staff.
- This standard cannot be a reality for all library spaces.

Results

Data is pending

Shepherd Center

Disinformation, Neutrality, and the Hospital Library.

- Jess Callaway, MLIS, AHIP

Does the overall idea of neutrality exist in hospital libraries?

Should the current landscape flooded with disinformation result in changes to the librarianship code of ethics?

References
1. Preer J. *Library Ethics*. Westport, Conn.: Libraries Unlimited; 2008.
2. Professional Ethics. Tools, Publications & Resources. https://www.ala.org/tools/ethics. Published 2022. Accessed April 20, 2022.
3. MLA : About : Code of Ethics for Health Sciences Librarianship. Mlanet.org. https://www.mlanet.org/p/cm/ld/fid=160. Published 2022. Accessed April 20, 2022.

ALA American Library Association

Code of Ethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.

MLA Medical Library Association

Code of Ethics for Health Sciences Librarianship

Updated June 2010

Goals and Principles for Ethical Conduct

The health sciences librarian believes that knowledge is the *sine qua non* of informed decisions in health care, education, and research, and the health sciences librarian serves society, clients, and the institution by working to ensure that informed decisions can be made. The principles of this code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

Society
- The health sciences librarian promotes access to health information for all and creates and maintains conditions of freedom of inquiry, thought, and expression that facilitate informed health care decisions.

Clients
- The health sciences librarian works without prejudice to meet the client's information needs.
- The health sciences librarian respects the privacy of clients and protects the confidentiality of the client relationship.
- The health sciences librarian ensures that the best available information is provided to the client.

Institution
- The health sciences librarian provides leadership and expertise in the design, development, and ethical management of knowledge-based information systems that meet the information needs and obligations of the institution.

Profession
- The health sciences librarian advances and upholds the philosophy and ideals of the profession.
- The health sciences librarian advocates and advances the knowledge and standards of the profession.
- The health sciences librarian conducts all professional relationships with courtesy and respect.
- The health sciences librarian maintains high standards of professional integrity.

Self
- The health sciences librarian assumes personal responsibility for developing and maintaining professional excellence.
- The health sciences librarian shall be alert to and adhere to his or her institution's code of ethics and its conflict of interest, disclosure, and gift policies.

Tenure, Promotion, Appointment, Oh My!

The Processes of Academic Health Sciences Libraries

Erin E. Reardon, MLIS
University of Minnesota

What didn't work

How do academic librarians learn to teach?
- already studied

How are academic librarians prepared for meeting tenure requirements?
- some aspects such as teaching and research have already been studied
- felt unfocused

How are librarians supported on the tenure track?
- unfocused
- surveys, interviews, and qualitative analysis was intimidating!

What are the tenure and promotion requirements and processes at academic health sciences libraries?
- 122 U.S. libraries on AAHSL member list
- 20 libraries selected for pilot study
- Data gathered on 5 libraries

What's in the literature

- Tenure is one more thing for which librarians have to advocate for themselves.
- Faculty status and tenure for librarians are necessary for librarians and the academic library to be seen as full academic partners.
- Tenured librarians rate tenure as more beneficial than non-tenured librarians, but newer librarians who are not on the tenure track rank tenure as more beneficial than newer librarians who are on the tenure track.
- Tension in the weight of some aspects of tenure; teaching and service can take up a great deal of time, but research "counts" more toward tenure consideration.
- Computing faculty answered a survey on requirements such as number of publications, characteristics of publications, collaborative activities, and scholarship activities, but this was all self-reported.

What I've found out

Finding Documentation
- Difficult and time-consuming
- Lots of poring through faculty handbooks and policies looking for information about libraries

The Data
- Not a lot of direct comparisons, and what can be compared isn't very meaningful, for ex: composition of tenure review committee, required documents for tenure dossier

Language - greatly varied!
- One institution describes the criteria for promotion to assistant professor/librarian in one sentence
- Another institution takes pages to define areas of library faculty performance

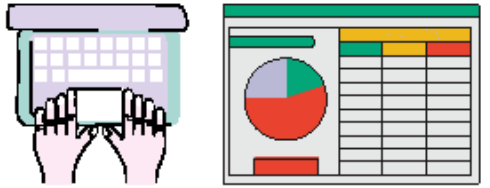
Implications
- Current and prospective employees--ease of finding information, level of detail, navigating academia

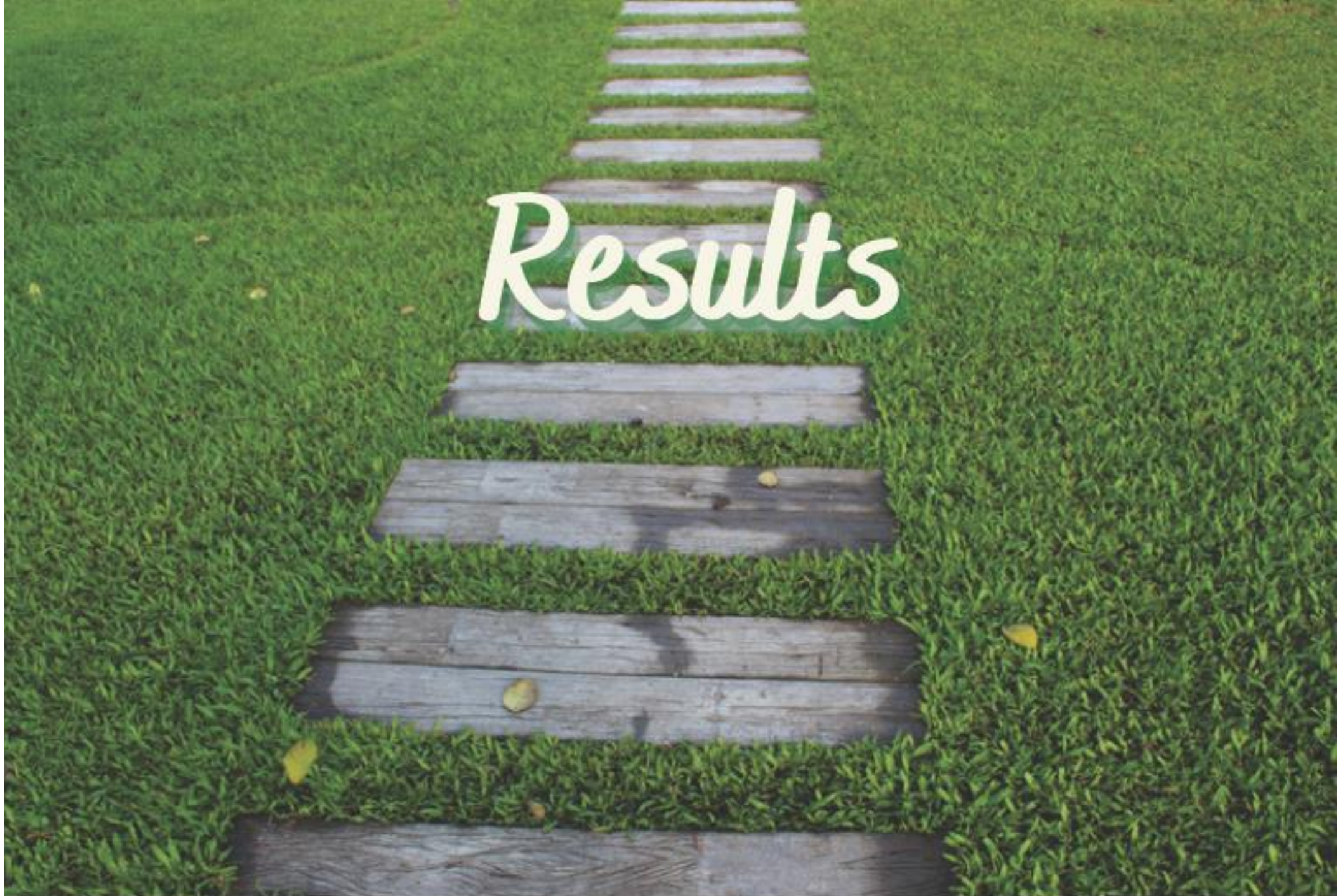
What next?

Expansion of Project
- Pilot study > Full study
- Finding a collaborator(s)

Data Analysis
- Thematic content analysis of the language in the documentation for tenure and promotion requirements and criteria
- More learning on qualitative analysis

Future Projects
- Still want to map out some aspects of the tenure process at all of the AAHSL member institutions
- Make this information publicly available in a repository




Results

Exploring DNP Student Information Literacy Competence for Evidence-Based Practice

MLA Research Training Institute Project 2021-2022

Jennifer DeBerg, OT, MLS User Services Librarian
Hardin Library for the Health Sciences, University of Iowa Libraries

Introduction

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 readiness for EBP.

Research Questions

- 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?

Literature Review

Nurse EBP Competence Measures	~15 studies reviewed 2020 systematic review valuable!
DNP EBP/Information Literacy	~20 studies reviewed
NP EBP	~15 studies reviewed

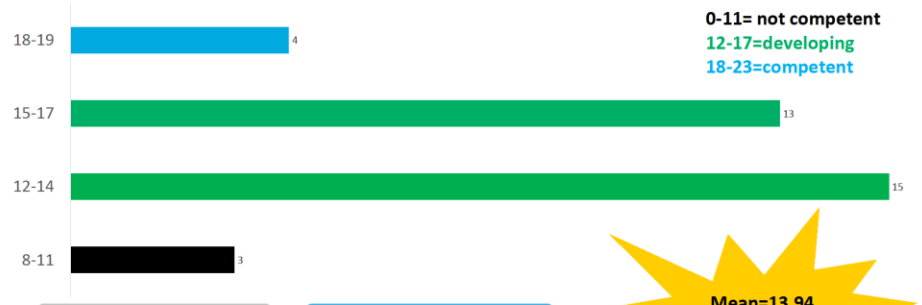
Methods

- Cross sectional study using survey method
- IRB clearance obtained
- Recruitment—U of Iowa DNP professionalism course
- Target sample= 50; currently have 35 usable responses
- Survey via Qualtrics—8 items on competence, 5 items on confidence, and 7 items on program preparedness
- Analysis via descriptive and inferential statistics

Development of Competence Measure

Preliminary Results

Competence Scores



Mean=13.94
Mode=13
Median=14

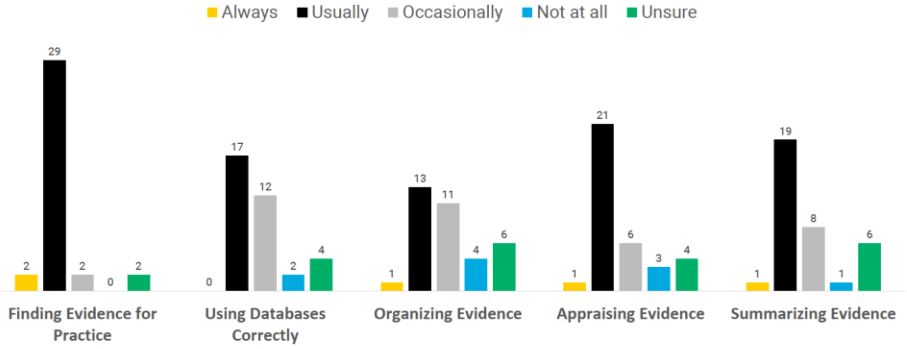
Most Challenging

- Identifying appropriate MeSH terms
- Determining the impact of filter use on results

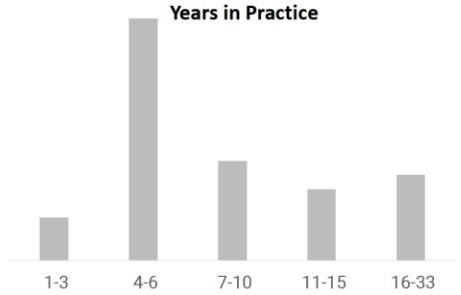
Least Challenging

- Identifying a resource for drug interactions
- Spelling out acronym

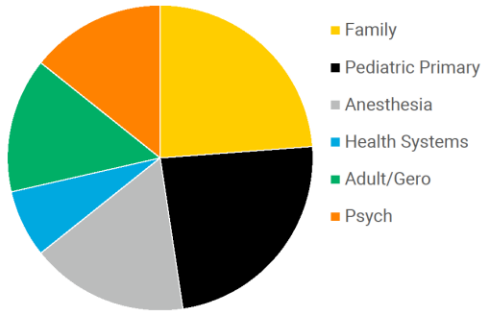
Confidence Self Report



Years in Practice



Area of Study



Next Steps

- Conduct data analysis and interpretation of qualitative results
- Follow up with participants
- Generate conclusions
- Prepare a written summary
- Develop a plan for dissemination to DNP program directors
- Begin planning for journal article preparation
- Consider validating the competence measure

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

PRESENTER:
Laura A. Murray,
MSIS, MBA, AHIP
MLA RTI Fellow
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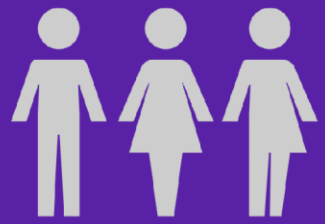
BACKGROUND: Like other medically underserved populations, LGBTQ+ patient outcomes are worse than the general population. LGBTQ+ health science students, medical students, and residents experience discrimination at an alarming rate. There is need for training in the medical field, including the faculty who are teaching them. Medical and health science librarians are in the unique position to deliver information to these groups.

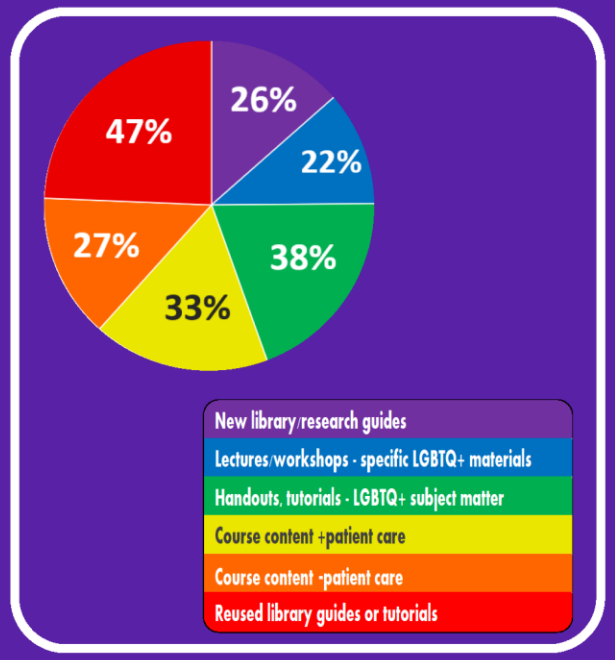
METHODS

1. Using the Qualtrics platform, a survey was created and administered to health science librarians in North America.
2. The survey was distributed via the Medical Library Association and MedLib-L listservs.
3. This pilot study was used to discover
   - Teaching methods librarians are currently using.

USF HEALTH MORSANI COLLEGE OF MEDICINE UNIVERSITY OF SOUTH FLORIDA

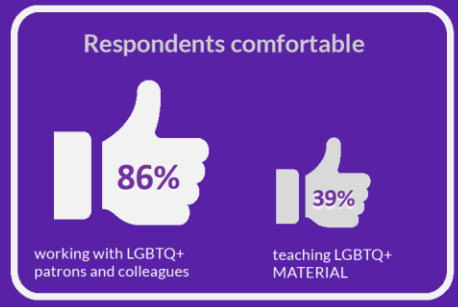
Health Science Librarians are **teaching students, residents,** and **fellows** the importance of **LGBTQ+** in healthcare.





SCAN ME

Scan or click to take the survey



METHODS (cont'd.)

- Origin of the LGBTQ+ curriculum.
- Librarian's comfort level with LGBTQ+ subject matter and working with LGBTQ+ patrons.

PRELIMINARY RESULTS

- Most respondents (86%) indicated they are comfortable working with LGBTQ+ patrons and colleagues, only 39% reported comfort in teaching LGBTQ+ material.
- Respondent rate to always receiving support for LGBTQ+ was less than 50% among all groups.
- Librarians showed a higher percentage of comfort with working with LGBTQ+ patrons compared to teaching the material.

Librarians indicate the need for more training to increase their comfort level when teaching LGBTQ+ material.

NEXT STEPS

The survey is only a pilot study. A more comprehensive survey will include clearer questions and an email form for interviewing.

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Knowledge of the Systematic Review Process Among Health Sciences Faculty

PRESENTER: **Amy Corder**

BACKGROUND: This study in progress aims to gauge the knowledge level of systematic review/meta-analysis methodology among health sciences faculty. With the growing number of published systematic reviews in the health sciences, librarians are called upon to provide systematic review research support and methodological guidance.

DESCRIPTION

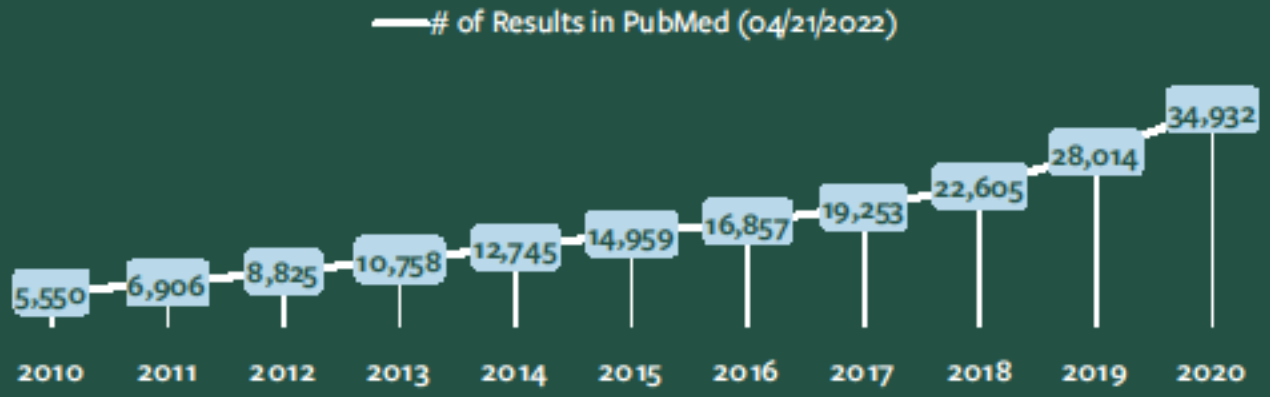
- An anonymous online survey of health sciences faculty was developed to learn more about faculty status, experiences with systematic review research, and understanding of methodology as described in the *Cochrane Handbook for Systematic Reviews of Interventions*.
- The survey link will be distributed to South Central Academic Medical Libraries Consortium (SCAMeL) member institutions for distribution to faculty.
- This study is awaiting Institutional Review Board approval.

CONCLUSION

- The gap in peer-reviewed literature regarding faculty knowledge level of systematic review research methods and the existing research on librarian contribution to systematic reviews led to the creation of this research protocol.
- The research team consists of 4 librarians and a research analyst.
- Survey instrument was based on team discussion of learning goals and Cochrane online learning content.
- Coordinating IRB submission with a team across two institutions required additional planning and communication, taking more time than anticipated.

Does **health sciences faculty knowledge of the systematic review** process align with the methodology as described in the *Cochrane Handbook for Systematic Reviews of Interventions?*

PUBMED SYSTEMATIC REVIEWS FILTER SEARCH STRATEGY RESULTS, 2010 - 2020



LESSONS LEARNED

- Creating weekly co-working accountability sessions allowed for more **connection** with the RTI Community of Practice and sustained progress.
- **Reflection** upon the research question, what is known, and why the team is curious maintains motivation for continued improvement.
- Leading a **research team** with a variety of skills allows for efficiency.
- When developing a survey, **reach out** to other researchers and educational sources for guidance and inspiration.
- **Progress over perfection!** Keep up the work, and progress will happen.

Amy Corder

Thank you to Jodi Philbrick, Susan Lessick, Hilary Jasmin, & everyone involved in RTI; and to Laura Haygood, Samantha O'Connell, Keith Pickett, & Laura Wright for joining me on this project.

References are available upon request from the author.

Tulane University

Stigmatized Mental Health Information on TikTok: A Qualitative Content Analysis

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Background

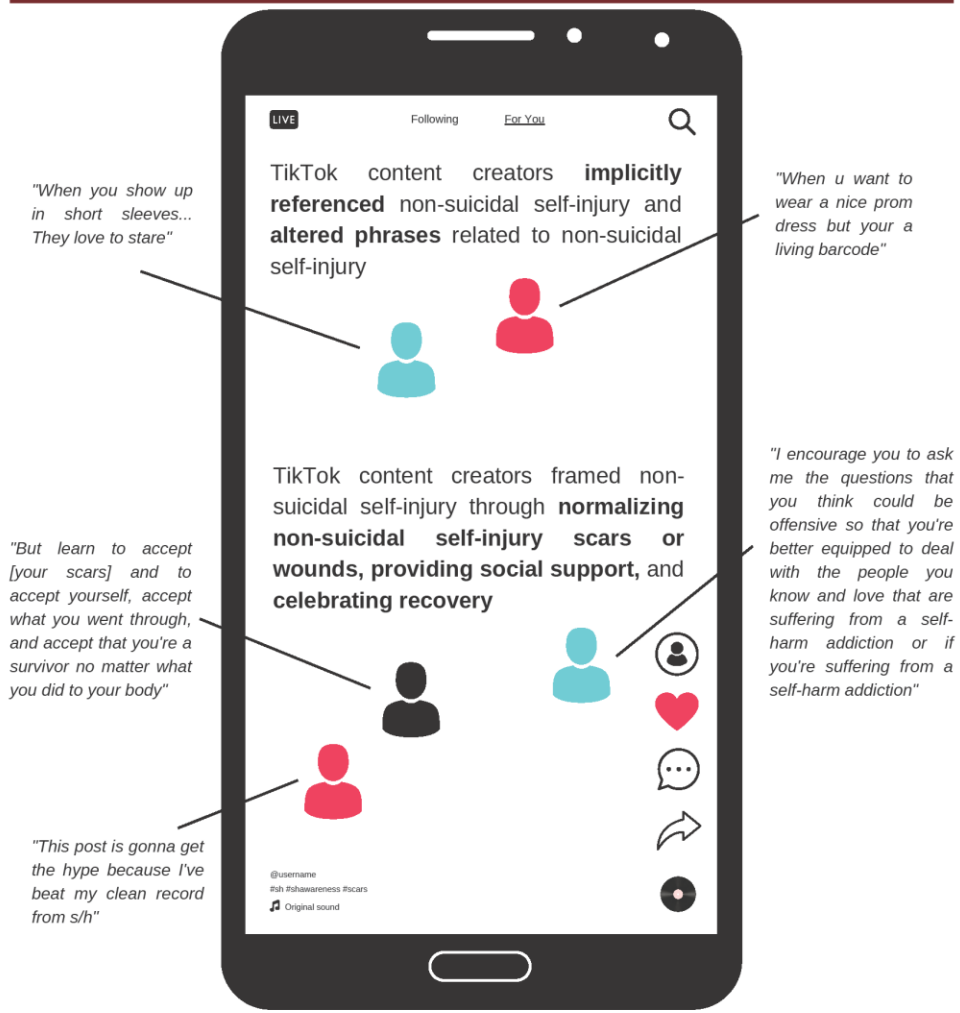
- Marginalized populations must work against biases in social media algorithms to retain visibility online and navigate algorithmic exclusion
  - Algorithmic exclusion: describes how algorithms adversely impact populations who do not engage in participatory norms [1]
- As stigma shapes the information practices of marginalized populations, offline and online,[2] TikTok may facilitate and encourage the creation and sharing of stigmatized mental health information
- TikTok explicitly bans content depicting, promoting, normalizing, or glorifying activities that could lead to suicide or self-harm and, as such, may disproportionately censor content related to stigmatized mental health, including non-suicidal self-injury (NSSI)
  - Non-suicidal self-injury: any intentional self-inflicted damage to one's body with the expectation that the injury will only lead to minor or moderate physical harm regardless of whether a wound or pain is present [3]
- TikTok has the potential as a platform to normalize experiences and foster supportive, socially connected online communities for individuals engaging in or recovering from non-suicidal self-injury

Research Questions

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

- RQ 1: How do content creators navigate algorithmic exclusion to retain visibility when posting content related to non-suicidal self-injury on TikTok?
- RQ 2: How do content creators on TikTok frame non-suicidal self-injury?

Findings



Methods

Content Analysis Step (Hsieh & Shannon, 2005)	Application in Study
Select sample for analysis	• Downloaded 50 TikTok videos under each hashtag: #sh, #shawareness, and #scars, totaling 150 videos • In Excel spreadsheet, assigned videos a unique ID and recorded URL, description of video (i.e., text, visuals, and audio), and caption
Define categories	• Inductively coded 20% of data • Developed preliminary codebook
Outline coding process	• Organized codes into themes and subthemes • Revised coding scheme as necessary
Determine trustworthiness	• Outside researcher coded 20% of data to test ICR • Achieved ICR value of .90
Implement coding process	• Inductively coded data with three primary units of analysis (i.e., visuals, audio, and text) in NVivo
Analyze coding results	• Identified two key findings that addressed RQ 1: ◦ Implicitly referencing NSSI ◦ Altering NSSI-related phrases • Identified three key findings that addressed RQ 2: ◦ Normalizing NSSI scars ◦ Providing social support ◦ Celebrating recovery

Discussion

- Content creators are invested in creating and maintaining a shared but elusive body of knowledge while simultaneously avoiding recognition from individuals outside of the community
- Content creators engaged in information practices that are viable when considered in context

Julia Stumpff	The scholarly activity of GME trainees: Early stages of a research project that analyses publication patterns.
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Andrea Dater	Breaking Down the IRB Approval: A Content Analysis of RTI Participants' Institutional Review Board Approval Documents
Andy Hickner	What do systematic searchers need from search interfaces?
Jess Callaway	The paradox of disinformation in hospital libraries
Erin Reardon	Tenure, Promotion, Appointment, Oh My! The Processes of Academic Health Sciences Libraries
Jennifer DeBerg	Exploring DNP student information literacy competence for evidence-based practice
Laura Murray	Examining the Role of the Health Science Librarian in Supporting LGBTQ+ Information Literacy among Health Science Students, Residents, Fellows, or Faculty
Amy Corder	Knowledge of the systematic review process among health sciences faculty
Valerie Lookingbill	Stigmatized mental health content on TikTok: A qualitative content analysis