

RESEARCH TRAINING INSTITUTE

2023 In-Person Poster Presentations

Moderators

Susan Lessick, MA, MLS, AHIP, FMLA, University of California, Irvine (*RTI Project Director*)

Emily Vardell, PHD, AHIP, Emporia State University (*RTI Faculty Lead*)

Presenters

Anna Biszaha, Ohio State University, OH

Colleen Foy, Wake Forest University, NC

Emily Gilbert, University of Illinois – Chicago, IL

Bridget Jivanelli, Hospital for Special Surgery,
NY

Michelle Nielsen Ott, Bradley University, IL

Claire Sharifi, University of San Francisco, CA

Nancy Shin, AHIP, John Hopkins University, MD

Ashley Michelle Thomas, Harvard Medical School,
MA

Jason Wardell, University of Dayton, OH

Gwen Wilson, AHIP, University of Missouri –
Columbia, MO

Alessia Zanin-Yost, PhD, AHIP, Slippery Rock
University, PA

MLA '23, Thursday, May 18, 2023, Detroit



<https://twitter.com/RTlatMLA>



Today's Agenda

- (1:30 – 1:35 pm) **Welcome, Agenda, RTI Sponsors, Staff & Fellows**

Fellow Poster Presentations (5 mins per presentation)
- (1:35 – 1:40 pm) **Scoping Review**
 - Emily Gilbert
- (1:40 – 1:55 pm) **Qualitative Methods**
 - Anna Biszaha
 - Michelle Nielsen Ott
 - Gwen Wilson
- (1:55 – 2:00 pm) **Questions from Audience (5 mins)**
- (2:05 – 2:20 pm) **Mixed Methods: Surveys + Interviews**
 - Bridget Jivanelli
 - Ashley Thomas
 - Claire Sharifi
 - Alessia Zanin-Yost
- (2:20 – 2:35 pm) **Surveys**
 - Jason Wardell
 - Nancy Shin
 - Colleen Foy
- (2:35 – 2:45 pm) **Questions from Audience (10 min)**
- **Adjourn (2:45 pm)**
- **RTI Reception (immediately after the session)**



Support from Partners & Donors

Support From Grant & Academic Partners

- **IMLS** funded two large grants and 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**

2022 Scholarships & Student Resources

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

*Thank you RTI Partners
and Donors!*



RTI Program Staff, 2018-2022

Faculty (2018-2022)

- **Katheryn Akers**, Biomedical Research and Data Specialist, Shiffman Medical Library, Wayne State University, Detroit, MI (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)
- **Lorie Kloda**, 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**, AHIP, Senior Lecturer, Department of Information Science, University of North Texas–Denton (Co-Lead instructor, 2018-2022)
- **Emily Vardell**, Assistant Professor, School of Library and Information Management, Emporia State University, Emporia, KS (Instructor, 2018-2020; Co-Lead Instructor, 2021-2022)

Academic Coordinator (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
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- **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!



2022 RTI Fellows

- **Lisa Acuff**, AHIP, University of New Mexico, NM – V
- **Anna Biszaha**, Ohio State University, OH – D
- **Kristen Buroughs**, Emporia State University, KS – V
- Carolann Curry, Mercer University, GA
- Samira Didehbani, University of North Texas, TX
- **Colleen Foy**, Wake Forest University, NC - D
- **Carla Fulgham**, Chattanooga State Community College, TN – V
- **Emily Gilbert**, University of Illinois – Chicago, IL - D
- Susan Harnett, University of Florida, FL
- Kim Harp, University of Nebraska, NE
- **Alex Henigman**, Emporia State University, KS – V
- **Bridget Jivanelli**, Hospital for Special Surgery, NY - D
- **Drew Johnson**, University of North Texas, TX - V
- **Ellen Kearns**, Emporia State University, KS – V
- Vanessa Kitchin, University of British Columbia, Canada
- **Karina Kletscher**, Creighton University, AZ - V
- **Laura Lipke**, AHIP, Binghamton University, NY – V
- **Laurie Najjar**, University of North Texas, TX – V
- **Michelle Nielsen Ott**, Bradley University, IL - D
- **Donna O'Malley**, University of Vermont, VT - V
- **Ebony Peterson**, University of North Texas, TX - V
- **Caitlin Ratcliffe**, AHIP, Red Deer Polytechnic, Canada – V
- John Reynolds, University of Miami, FL
- **Ciara Seals**, University of North Texas, TX – V
- **Claire Sharifi**, University of San Francisco, CA – D
- **Nancy Shin**, AHIP, John Hopkins University, MD - D
- **Kelly Stormking**, St. Jude Children's Research Hospital, TN - V
- **Ellie Svoboda**, AHIP, University of Colorado, CO - V
- Lisa Tappeiner, Hostos Community College, NY
- **Ashley Michelle Thomas**, Harvard Medical School, MA - D
- **Marisa Tutt**, Island Health, Canada - V
- **Jason Wardell**, University of Dayton, OH – D
- **Gwen Wilson**, AHIP, University of Missouri – Columbia, MO – D
- **Alessia Zanin-Yost**, PhD, AHIP, Slippery Rock University, PA - D



2021 RTI Fellows (cont'd) – Graduate Students

- **Kristen Burroughs**, Emporia State University, Emporia, KS
- **Samira Didehbani**, University of North Texas, Denton, TX
- **Drew Johnson**, University of North Texas, Denton, TX
- **Ellen Kearns**, Emporia State University, Emporia, KS
- **Alex Henigman**, Emporia State University, Emporia, KS
- **Laurie Najjar**, University of North Texas, Denton, TX
- **Ebony Peterson**, University of North Texas, Denton, TX
- **Ciara Seals**, University of North Texas, Denton, TX

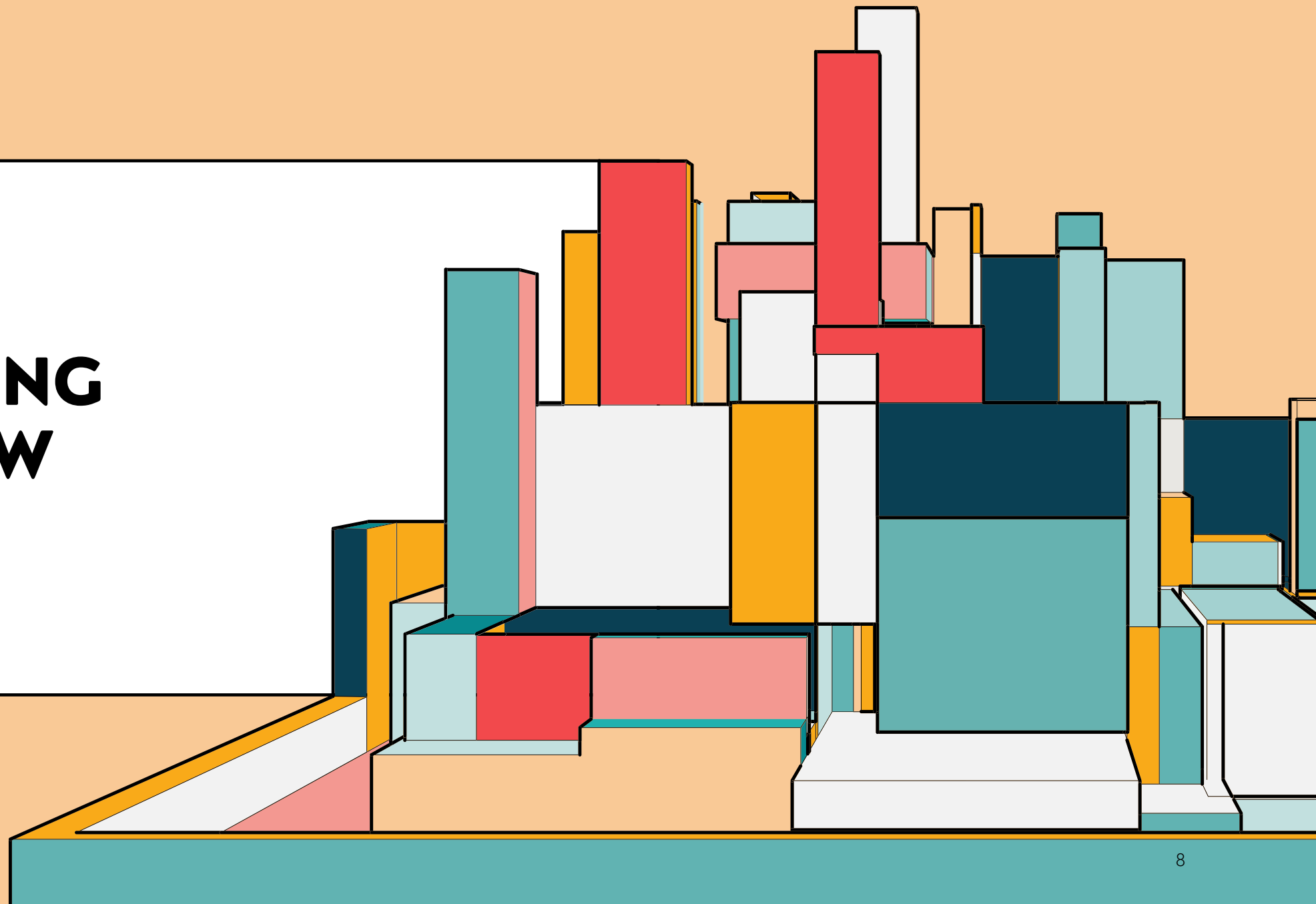




Congratulations 2022 RTI Fellows!



SCOPING REVIEW



Trying libraries on for size: Mapping the anti-fatness literature in library science

Emily Gilbert, MLIS, University of Illinois Chicago

Introduction

- Research question: What literature exists on anti-fatness in libraries?
- Terminology note: *fat* is used here as a neutral descriptor for large bodies. While it has been weaponized as an insult to some, fat activists began to reclaim the word. Terms like *obese* and *overweight* are harmful because they medicalize and other fat bodies.

Methods

- Conducted scoping review with inclusion criteria of any written work about anti-fatness in any kind of library, no date range, in English or French.
- Built search strings searching for works discussing anti-fatness in libraries (see Table 1).
- Searched nine literature databases: LISTA, Library Literature & Information Science, ERIC (ProQuest), Education Research Complete, ProQuest Dissertations, Scopus, APA PsycINFO, Web of Science, and Sociological Abstracts.
- Also searched ten association websites, used citation tracking, and came across one source by happenstance.
- Used Covidence to screen titles and abstracts and full text for inclusion, and to extract data.

Results

- Six works met the inclusion criteria (see Figure 1): two journal articles, one book chapter, one blog post, one magazine article, and one slide deck from a conference talk. They originated from 3 countries: Canada, Australia, and the United States.
- Of the six works, five described fat people using the term *fat*. The last work used *plus-size*, *obese*, and “*generously proportioned*,” but it should be noted that while this work did not directly address anti-fatness, the content indirectly acknowledges that the needs of fat patrons and staff are often overlooked.
- All the included works note different types of oppression toward fat people in libraries, in various subtopics (see Figure 2).

Discussion

- This is not just an American issue. As shown in the included literature, anti-fatness is present in libraries on a global scale.
- The results of this study show there is no agreement on terminology, which makes the literature difficult to find.
- Anti-fatness issues cut across all aspects of a library. Even if you do not embrace fat liberation, that is no excuse for ignoring this subset of your library’s users.

MORE RESEARCH IS NEEDED ON ANTI-FATNESS IN LIBRARIES.



Table 1. Search string for Library Literature & Information Science.

Row	Search string
#1	"anti-fatness" OR "anti-fat" OR fatphobi* OR "fat phobic" OR "fat phobia" OR fatmisi* OR sizels* OR "weight discrimination" OR "size discrimination" OR "obesity discrimination" OR "anti-fat bias" OR "weight bias" OR "size bias" OR "weight stigma" OR "size stigma" OR "obesity stigma" OR "fat positive" OR "fat positivity" OR "fat politics" OR "fat liberation" OR "body neutrality" OR "body neutral" OR "body positive" OR "body positivity" OR "(weight OR size* OR bodyweight OR obes* OR overweight OR fat OR "plus-size" OR "plus-sized" OR "large body" OR "larger body" OR "large bodies" OR "larger bodies" OR "person of size" OR "people of size" OR "patron of size" OR "patrons of size" OR fatness OR BMI OR "body mass index" OR fatness OR BMI OR "body mass index") N5 (discriminat* OR bias* OR stigma* OR prejudic* OR oppress* OR acceptance OR accessib* OR sham*)
#2	librar*
#3	T1(#1 AND #2)
#4	AB(#1 AND #2)
#5	KW(#1 AND #2)
#6	#3 OR #4 OR #5

Figure 1. PRISMA flow diagram showing how many sources were identified, included, and excluded.

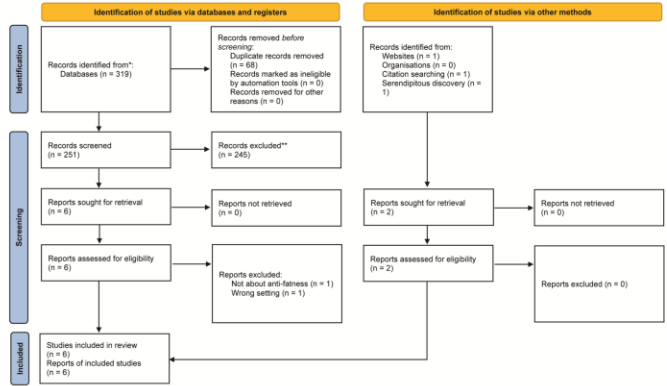
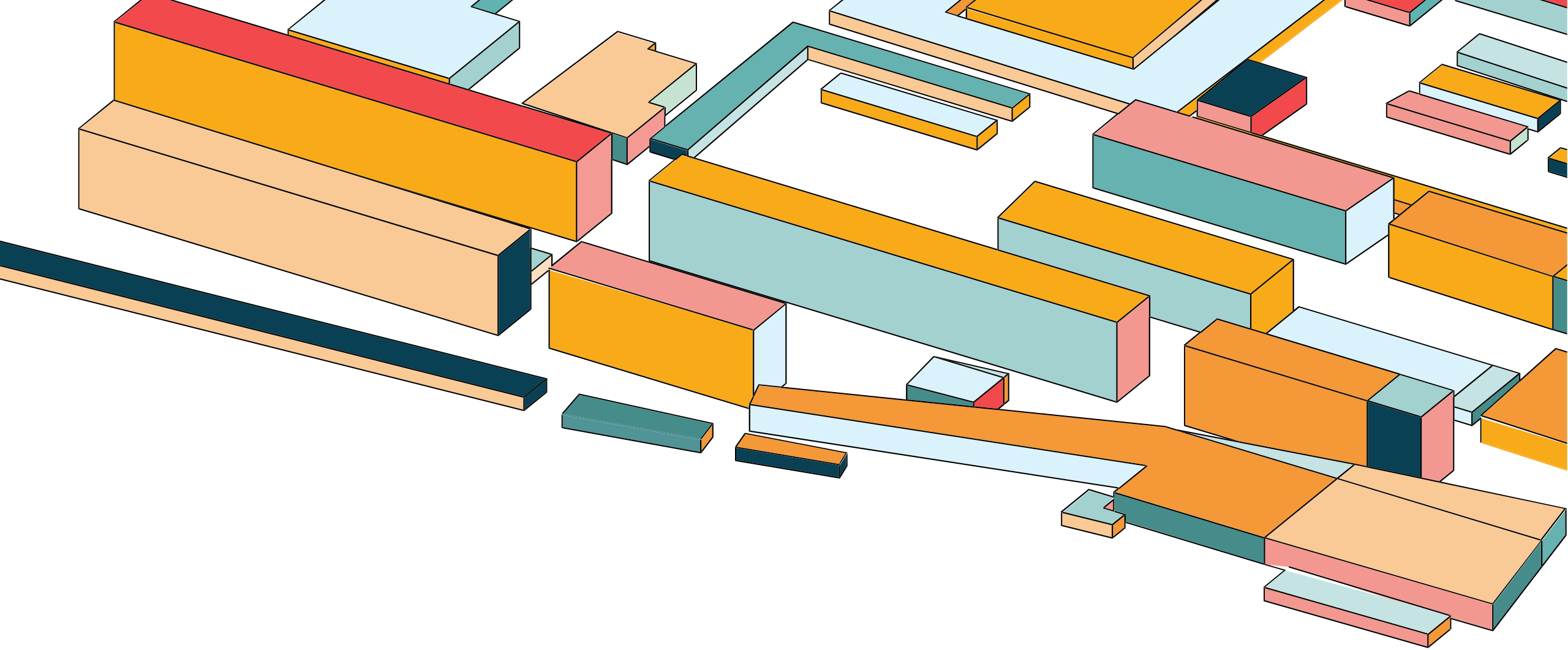


Figure 2. Heat map showing which anti-fatness subtopics were discussed in which works.

Discusses anti-fatness in relation to	library workers	patrons	physical spaces	collections and cataloging	catalog and metadata
Angell, 2012	yes	yes	yes	yes	yes
Chabot, 2021	yes	yes	yes	yes	yes
Chenevey, 2022	yes	yes	yes	yes	yes
Fat Heffalump, 2011	yes	yes	yes	yes	yes
Smith, 2013	yes	yes	yes	yes	yes
Versluis, 2020	yes	yes	yes	yes	yes

yes no



QUALITATIVE METHODS

Exploring clinician expectations and preferences of library subject guides

Anna Biszaha, MLIS, Assistant Professor/Research & Education Librarian
The Ohio State University, Health Sciences Library

Background

Problem: Subject guides are most useful when tailored to their audience, but creating and maintaining such guides can be very time consuming.

- Need for continual critical evaluation and reflection to ensure guides meet needs and provide good ROI
- Guides are seen as academic resources, but libraries that serve hospitals must also consider needs of clinical users

Theory of Mental Models: Suggests that different user groups may hold different concepts or notions of what resources are and how they should be organized.



Previous Research: Following up on survey that failed to get sufficient clinical user responses to draw meaningful conclusions about their subject guide needs.

Research Objective:

- Determine the extent to which clinicians use library subject guides
- Explore and describe their subject guide expectations and preferences
- Investigate what role clinical users think subject guides could play in their clinical work

Methods & Considerations

Methodology: Study will use semi-structured virtual focus groups to qualitatively explore the expectations and preferences of clinical users in relation to library subject guides.

Built in the ability to pivot from focus groups to individual interviews if recruitment is low.

Population: Participants can be any clinical user who provides direct patient care.

"Clinicians" can be defined in many ways. Debated a focus on specific clinician subgroups but decided to stay broad to begin.

Recruitment & Sample: Targeting 4-8 focus groups of 4-6 participants each, or a minimum of 9 individual interviews.

Challenging to find effective recruitment methods to reach large staff population.

Incentives: Participants will be eligible to receive up to \$20 in the form of an Amazon electronic gift card.

Must consider many ethical and logistical matters when paying research participants.

Current Status

IRB Status: Determined to be IRB Exempt.

Recruitment: Beginning recruitment via internal message board posts and listservs.

Data Collection: Planning to conduct focus groups in June & July.

The Future

Impact: The results from this study will inform library subject guide development, as well as customization strategies that can better support and target clinical users and their information needs.



Selected References

- Castro Gessner G, Chandler A, Wilcox WS. Are you reaching your audience?: The intersection between LibGuide authors and LibGuide users. *Reference Services Review*. 2015;43(3):491-508. doi:10.1108/RSR-02-2015-0010
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- Sonstebj A, DeJonghe J. Usability Testing, User-Centered Design, and LibGuides Subject Guides: A Case Study. *J Web Libranash*. 2013;7(1):83-94. doi:10.1080/19322909.2013.747366



A Graphic Medicine Reading Experience for Undergraduate Nursing Students

Michelle Nielsen Ott

Assistant Professor, Science/Health Science Librarian, Cullom-Davis Library, Bradley University



Background

Health humanities is a growing field that combines humanities with health sciences to aid students in self-reflection, empathy, personal well-being, and communication and observational skills as students form their professional identity.

In spring 2022, an open letter from the campus' LGBTQIA+ community was written to the campus at large. It described many grievances collected by LGBTQIA+ individuals over several years - including the problematic attitudes of nursing students. In response, this study was designed to determine if integrating a graphic medicine title into a required course in the undergraduate nursing curriculum was a beneficial way for students to learn about a population that is not well covered in the standard curriculum--in this case, people who are transgender.

Methods

This qualitative study reviewed reflections written by upper-level nursing students in the community health practicum course. Students were assigned by course faculty to read *First Year Out: A Transition Story* by Sabrina Symington. The library purchased an unlimited user copy of the e-book for students to use for the assignment.



Working with the course's lead instructor, I developed a set of reflection questions

- What do you have in common with the main character?
- How did the comic format affect your experience of the story?
- As a future healthcare provider, how does the story of Lily's transition journey influence your future practice?

The reflection was graded as a complete/incomplete assignment. Students were assigned the reflection questions for class but voluntarily consented for their responses to be included in this study.

Results

What do you have in common with the main character?

Themes

- Anxiety regarding what others thought about them
- Anxiety about fitting in
- Experiencing body dysmorphia
- Wanting acceptance, love, and support from friends & family
- Being determined and persistent

Reflection Quotes

"Both of us have experienced challenges and setbacks, but through it all, we have persevered and did not let the internal and external challenges affect us."

"Although I am not transgender, I still worry to myself what others are thinking when they see my physical appearance"

"One commonality we share is body dysmorphia. Although it's vastly different for myself... I have days where I see myself as much more flawed than I realistically am. When those days come, I too feel like I just want to curl up in bed and not leave the house."

How did the comic format affect your experience of the story?

Themes

- Ability to better relate to characters
- Felt more connected to characters
- Easier to follow than just text
- Enjoyment

Reflection Quotes

"I also thought that the comic format was very captivating and made the story more interesting, relatable, and enjoyable to read. I noticed that I did not want to stop reading, which is rare for me because typically I do not enjoy reading at all."

"I used to read comics growing up, and if I would have read a book like this regarding the LGBTQIA+ community, it would have been easier to understand the topic. Usually, in our theory classes, professors talk more about the anatomy and biological aspect. However, this book follows the process of how Lily is going through her transition."

"I do not typically enjoy reading comics, as they can be hard to read, but in this case, it made it easy to know exactly what the characters were thinking and feeling. I like the dialogue and facial expressions."

As a future healthcare provider, how does the story of Lily's transition journey influence your future practice?

Themes

- Considerations for the whole person
- Expressions of empathy
- Listening
- Building trust & rapport
- Acknowledging own biases
- Importance of a support network

Reflection Quotes

"Stories like these serve as a way of delivering valuable information in an obtainable way. Lily's transition story will allow me to provide better care to individuals in the future to those who identify as transgender."

"...helped me better understand some of the physical, mental, social, and emotional hardships that some transgender clients experience when going through their transition."

"...has allowed me to identify a personal lack of understanding and knowledge regarding the transgender population and has therefore encouraged me to seek further information so that I can identify my biases and provide competent care."

Next Steps

Students found the addition of the graphic medicine title beneficial and enjoyable. This model of using graphic medicine titles to learn about health topics and populations can be replicated throughout the undergraduate nursing program curriculum.

References

- Ronan L.K. & Czerwicz, M.K. (2020). A novel graphic medicine curriculum for resident physicians: Boosting empathy and communication through comics. *Journal of Medical Humanities*, 41, 573-578. <https://doi.org/10.1007/s10912-020-09654-2>
- Sutherland, T., Choi, D., & Yu, C. (2021). "Brought to life through imagery"- animated graphic novels to promote empathetic patient-centered care in postgraduate medical learners. *BMC Medical Education*, 21, Article 66. <https://doi.org/10.1186/s12909-021-02491-4>
- Symington, S. (2018). *First year out : A transition story*. Singing Dragon.

Consensus for Impact Variable Data Point Terms and Definitions: A Delphi study

Gwen Wilson, MLS, AHIP

Objective

Reach a consensus of impact variable data point terms and definitions that could be incorporated into existing reference library tracking systems.

Method

- Participants - Informational professionals
- Impact variable data point terms and definitions were drafted from the literature and a pilot focus group
- The structured focus groups applied an adapted version of the norming process
 - Based on experience and guided by example scenarios
 - Consider inputting the reference stats for the impact area
 - Are there conflicting terms/definitions?
 - Recommend adjustments OR suggestions to the words/phrases
- Utilizing the Delphi technique, focus groups continued building on the revisions of the previous focus group until there was a saturation for consensus

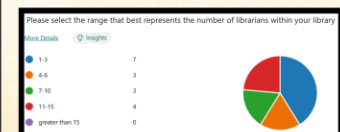
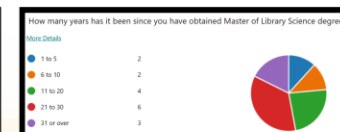
The Delphi technique is a group communication process to build consensus from participants within their subject expertise.

Focus Group 1 (n=5)

Impact area	Definition	Notes
Patient Care	update knowledge and skills relevant to best practices in clinical care of patients (diagnosis, choice of assessment or test diagnostic , choice of intervention), patient information (advising or educating patients), providing patient access to information (consumer health literacy)	Potential subcategories: Legal
Personal or professional development/P&T	focus on the individual growth, promotion, continuing education , wellness , learning new skills	
Research/Scholarly Publication	Research study development , support the process of publishing evidence-based research (determine gaps in literature, identify relevant literature, assessment/scale/tool , IRB compliance, journal selection, reference management). Dissemination of research via poster, presentation, commentary etc.	Potential subcategories: ACUC - animal care and use committee
Quality Improvement/Risk Management	evidence-based practice, developing guidelines/guidance /pathways/policies/protocol, training of personnel, implement clinical guidelines/pathways, support the gaining of qualifications, patient safety	
Curriculum/Teaching	Structured education , development of course materials in educational programs, support curriculum changes/adaptations, support projects , assignments , etc.	
Academic Success	Bibliographic instruction , literature search assistance, information literacy , help with assignments	
Grant Funding/Management Application	support the process in relation to grants (funding options, identify evidence to support applications, reference management, post award support)	

Results

Impact area	Definition	Notes
Patient Care	update knowledge and skills relevant to best practices in patient care (diagnosis, diagnostic, choice of intervention), patient information (advising or educating patients), providing patient access to information (consumer health literacy)	Potential subcategories: Legal
Professional development/P&T	focus on the individual growth, promotion, continuing education, wellness	
Scholarly Activities and Output	research study development, support the process of publishing evidence-based research (determine gaps in literature, identify relevant literature, assessment/scale/tool, IRB compliance, journal selection, reference management). Dissemination of research via poster, presentation, commentary etc.	Potential subcategories: ACUC - Animal Care And Use Committee More an area for academic libraries
Quality Improvement/Risk Management	Developing or implementation of evidence-based guidelines/guidance/pathways/policies/protocol, training of personnel, support the gaining of qualifications, patient safety, ethical issues	
Curriculum/Teaching	Structured education, development of course materials in educational programs, support curriculum changes/adaptations, evaluation, and assessment of learners/programs/instructors	
Academic Success	Working with students on bibliographic instruction, literature search assistance, information literacy, help with assignments	
Grant Funding/Management	support the process in relation to grants (funding options, identify evidence to support applications, reference management, compliance, post award support)	Potential subcategories: Data Management
Institutional Success	Working with institutional leaders on benchmarking, elevating the institution, informing strategic planning, accreditation, organizational development, recruiting, employee engagement/wellness, international partnerships	



Conclusion

The impact terms and definitions developed through this study have reached a saturation of consensus. This consensus is a great foundation for libraries to implement these terms and definitions as a new category within their reference library tracking system.

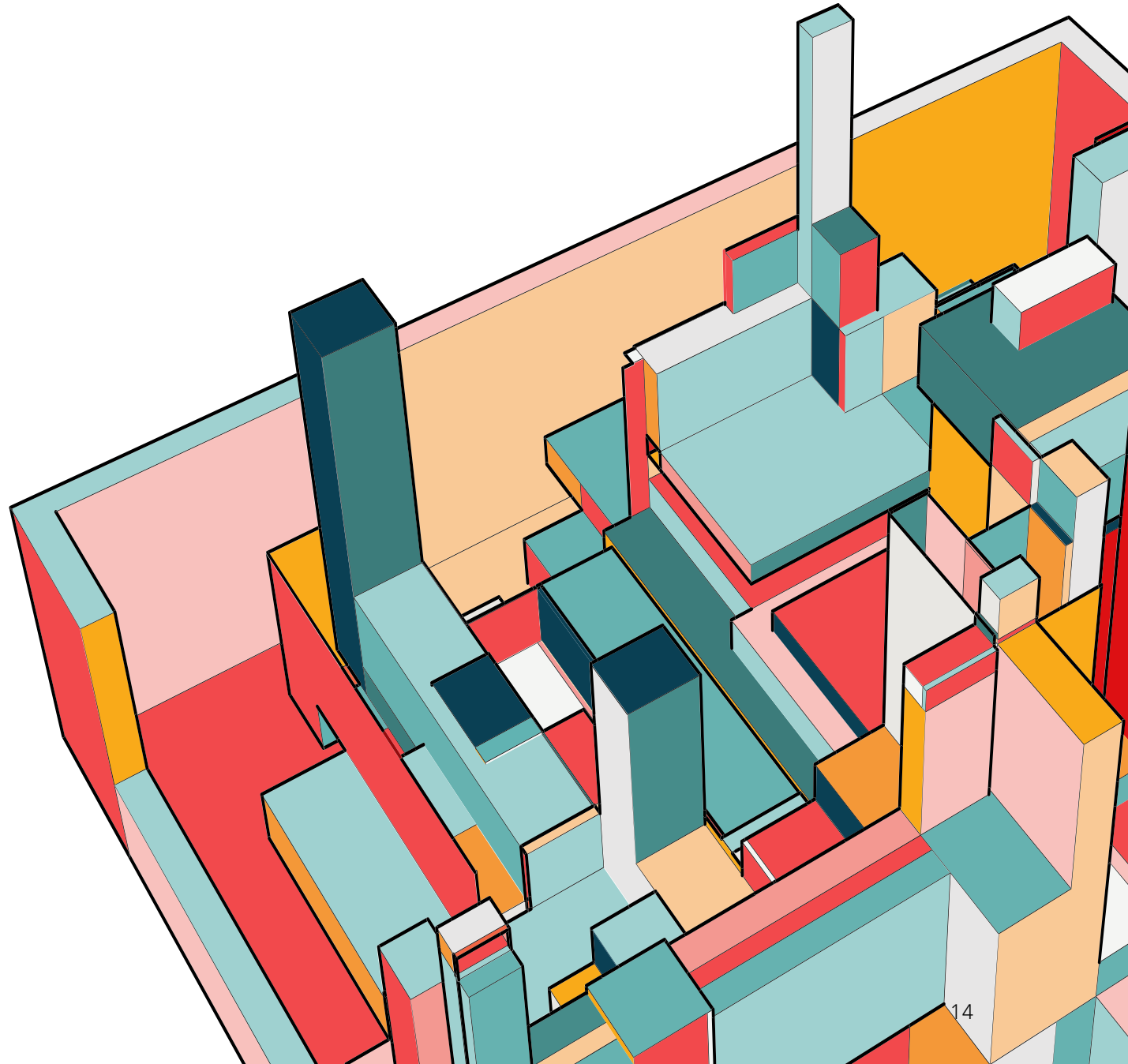
Focus Group 2 (n=6)

Impact area	Definition	Notes
Patient Care	update knowledge and skills relevant to best practices in patient clinical care of patients (diagnosis, diagnostic, choice of intervention), patient information (advising or educating patients), providing patient access to information (consumer health literacy)	Potential subcategories: Legal
Professional development/P&T	focus on the individual growth, promotion, continuing education, wellness	
Scholarly Activities and Output Publication	research study development, support the process of publishing evidence-based research (determine gaps in literature, identify relevant literature, assessment/scale/tool, IRB compliance, journal selection, reference management). Dissemination of research via poster, presentation, commentary etc.	Potential subcategories: ACUC - Animal Care And Use Committee
Quality Improvement/Risk Management	Developing evidence-based practice , developing guidelines/guidance /pathways/policies/protocol, training of personnel, implement clinical guidelines/pathways, support the gaining of qualifications, patient safety, ethical issues	
Curriculum/Teaching	Structured education, development of course materials in educational programs, support curriculum changes/adaptations, evaluation and assessment of learners/programs/instructors	
Academic Success	Working with students on Bibliographic instruction , literature search assistance, information literacy, help with assignments	
Grant Funding/Management	support the process in relation to grants (funding options, identify evidence to support applications, reference management, compliance , post award support)	
Institutional Success	Working with institutional leaders on benchmarking , elevating the institution, informing strategic planning, accreditation, organizational development, recruiting, employee engagement/wellness , international partnerships	

Focus Group 3 (n=6)

Impact area	Definition	Notes
Patient Care	update knowledge and skills relevant to best practices in patient care (diagnosis, diagnostic, choice of intervention), patient information (advising or educating patients), providing patient access to information (consumer health literacy)	Potential subcategories: Legal
Professional development/P&T	focus on the individual growth, promotion, continuing education, wellness	
Scholarly Activities and Output	research study development, support the process of publishing evidence-based research (determine gaps in literature, identify relevant literature, assessment/scale/tool, IRB compliance, journal selection, reference management). Dissemination of research via poster, presentation, commentary etc.	Potential subcategories: ACUC - Animal Care And Use Committee More an area for academic libraries
Quality Improvement/Risk Management	Developing or implementation of evidence-based guidelines/guidance /pathways/policies/protocol, training of personnel, implement clinical guidelines/pathways , support the gaining of qualifications, patient safety, ethical issues	
Curriculum/Teaching	Structured education, development of course materials in educational programs, support curriculum changes/adaptations, evaluation, and assessment of learners/programs/instructors	
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MIXED METHODS: SURVEYS + INTERVIEWS





Impact of COVID-19 on Solo Health Librarian Mentorships

Bridget Jivanelli, MLIS, AHIP
Kim Barrett Memorial Library
HSS Education Institute | Hospital for Special Surgery, New York, NY
No Disclosures



BACKGROUND

- Solo librarians are sparsely represented in the literature (McLaughlin et al.). As a solo myself, I found it important that my RTI research contributes to the literature focused on solos.
- I have had great mentors and enjoyed acting as a mentor so I am curious about the experience of other solos.
- COVID-19 has had an impact on most aspects of life including mentorship. At this time, there have been studies looking at COVID-19 and mentorship in other fields (Gotian; Johnson) but not solo health librarians.



PROJECT OVERVIEW

- Burning questions
 - Can solo librarians find mentors?
 - Do virtual settings make mentorships easier or harder?
 - Are mentor/mentee relationships more superficial when not meeting in person?
 - Do solo librarians have the time for mentorships/relationship building?
 - How/where do librarians find mentorships?
- Research Approach
 - Mixed Methods: number & quality of mentorships
- Development of Survey Tool
 - Thought about what I want to know
 - Looked at other surveys
 - Talked with mentors & research buddy
 - Built in Google Forms & transferred to Qualtrics
- Data collection and analysis plan
 - Survey & interviews



NEXT STEPS & LESSONS LEARNED ...so far

1. IRB submission
 2. Share survey with several listservs & ask to share with colleagues:
 - MLA, SLA, Hospital, Solo, local groups
 3. Code & Analyze data
 - Create a codebook and anticipate updating as themes emerge from participants' answers
 4. Write up results & submit for publication
- Stay flexible! It takes time to develop your topic and find the right way to answer your questions.
 - Life happens! Barriers will come up at work and home.
 - Find an accountability partner to help keep you on track.

ACKNOWLEDGEMENTS

Thank you to the RTI faculty, my mentors, co-fellows, co-workers, and family.

REFERENCES

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Pivoting When Burnout Burns Out Your Research Project

Ashley Thomas, Digital Initiatives and Accessibility Librarian/RDMLA Coordinator, Countway Library of Medicine, Harvard Medical School

Project Overview

How It Started:

Original Research Question:

- What do global health sciences/medical librarians consider advanced research data management (RDM) and/or data services competencies.
 - Are there gaps in RDM needs/competencies across regions or are the needs similar?
 - Are there opportunities to share knowledge/skills across borders?

👉 WHAT EVEN is that question? Pretends to work on project for several months...

Oh, you're having anxiety around your project? Ah, coinciding with professional burnout, understandable. Oh, so you're, ah...you're just abandoning your project? Okay, do you want to extend...oh, OH! Just giving up, okay.

So, what now?

How It's Going:

What do you do when burnout burns out your research project? The clash between your rational understanding and irrational unconscious feelings can be unforgiving, but try to –

1. Remember burnout happens to the best of us, you're not alone
2. Not stew in the guilt of an abandoned project, be forgiving of yourself
3. Consider topics, themes, etc., that don't stoke your fear/anxiety and that you can relate to
4. Pivot slowly by reducing the complexity of your project, set small goals

Progress So Far

"Burnout is a social contagion. If one of us is burnt out, then there's a higher chance of burnout for those close to that one person. We are surrounded by burnout just by the nature of our jobs. You do the math."

True story. Now that **two** burnt-out librarians are on the project, progress is progressing!

1. Bloated Zotero library and are slowly breaking down articles into four categories –
 - managers have a job to do!, old timey articles...for historical perspective or something, shockingly not horrible?, trash heap for trash articles
2. Established a target group for upcoming survey
3. Have an established roadmap to keep on track, but no hard deadlines – *we work as we have the time and emotional energy*

New Project Objectives

With the U.S. Congress and President Biden formally concluding the national emergency response to the COVID-19 pandemic, there is a distinct and pressing need to understand where the profession is at mentally/emotionally at the on-set of this "post-pandemic" era.

This planned study seeks to:

1. Re-examine the burnout levels among library staff* in health sciences/medical libraries
2. Gain a baseline measurement to understand at what levels library staff are experiencing burnout
3. Be a jumping off point for future studies to explore health science/medical library staff burnout on more micro-levels

* Library staff refers to non-managerial librarians/archivists and paraprofessional workers at the library who is performing labor under the larger umbrella of librarianship.

Planned Methods

ANOTHER survey?!

Yes, (unfortunately?) surveys are the best method of gathering data from a far apart group. The survey will include:

1. Questions from a validated burnout measurement survey (i.e., MBI, Mini-Z, CBI, etc.)
2. Supplemental questions before and after the measurement inventory to gather some personalized as well as contextual data

A mixed methods approach will be taken to the collected data – quantitative analysis of the burnout inventory questions with qualitative study of the supplementary contextual data.

Next Steps

Moving Forward:

- Selecting which burnout measurement inventory to use
- Writing supplemental questions to go along with inventory in the survey
- Applying for IRB approval
- Finalizing literature review in preparation of analyzing data

Citation:

1. Yoose, Becky. "Yoose_libtech_burnout.Pdf." Accessed July 2, 2020. https://2016.code4lib.org/slides/yoose_libtech_burnout.pdf.

Special Thanks:

A big thank you to my research partner, Iris Jahng, Digital Scholarship Library, for being my burnout companion. Special thank you to Susan Lessick, my RTI mentor Jodi Philbrick, along with all the RTI faculty, peer coaches, and my cohort members.

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Student Wellness Initiatives in Jesuit University Libraries

Author

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Affiliations

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Medical Library Association, Research Training Institute

Introduction

This IRB approved study aims to investigate library-run student wellness initiatives offered by Association of Jesuit Colleges and Universities (AJCU) affiliated libraries. As the number of university students experiencing mental health challenges and seeking support from wellness and counseling centers grows, there is a call of campus-wide initiatives that support student wellbeing.

Conceptual Framework

- Hettler's 6 Dimensions of Wellness: physical (including sexual & reproductive), emotional, intellectual, social, spiritual, and environmental wellness.
- Cura Personalis: the Jesuit concept of care for the whole person.

Methodology

Recruitment

- Emails were sent to librarians in student engagement, outreach, or public service leadership roles in all 28 Jesuit Universities.

Survey Instrument: 17 questions addressing:

- Library support for each dimension of wellness, Jesuit principles related to wellness, space, circulating resources, conceptual support, funding, and assessment
- Impact of Catholic Church and Jesuit principles on provision of wellness resources

Interviews & Data Analysis

- Hour-long recorded zoom interviews with auto-transcription.
- Thematic analysis in progress

Current Participants

n=10

Participants job titles included outreach/engagement (n=5), access services/library operations (n=3), research/instruction (n=1), library administration (n=1)

Emerging Themes

Supporting student wellness is important and complex

Support for student wellness through collaboration

Physical Space

"Since COVID"

Dogs, goats, rabbits and skunks!

"Student wellness is so closely connected to student experience on campus, and I think that libraries are very connected to student experience on campus as well... But I'll be honest. I think it's a little mixed, like, what's our role? And where does our role stop?"

"We should be proactive about [student wellness] because it's important...We wouldn't have a Student Wellness Librarian, or something like that, but I do see within the broader framework of student success that we should be more intentional about how we're going about addressing and forming more partnerships with the units on campus who are more directly aligned with that kind of activity."

I think we're running into the sort of the practicalities of libraries, and like, is it our role to check out yoga mats? I don't know...Who's gonna clean them? How long are they gonna go out for? So all those things you as a library in the back end have to think about.

"Gosh, I've been wanting to have like a dedicated room. I bring it up like every once in a while. Nobody really goes for it, but like-- a room for breastfeeding, for preparing talks, for crying, you know, just like quiet room..."

Examples of Wellness Initiatives



Next Steps

- Continue recruiting participants-- goal of 50% response rate (n=14)
- Complete thematic analysis
- Draft manuscript and submit for publication

Gratitude

Thank you to the librarians who agreed to be interviewed and were so generous with their time. Thank you to all involved in the Medical Library Association's Research Training Institute, your support and expertise has been instrumental.



Alessia Zanin-Yost- Health Sciences
Librarian, Slippery Rock University

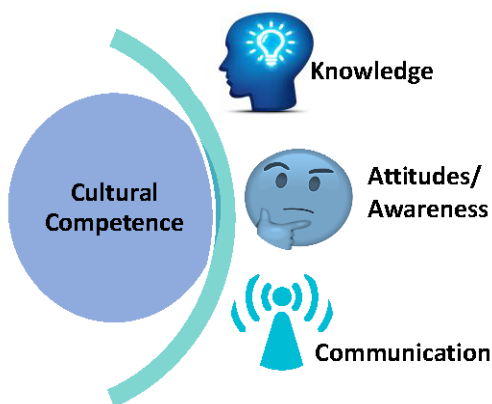


Moving DEI Forward: Does Cultural Competence Has a Place in Teaching and Learning?

BACKGROUND

Cultural competence in health care (CCHC) is a set of skills that allows an individual or a group to adapt its services to provide optimum care according to unique cultural needs.

In the area of librarianship, research focuses on how librarians can develop and provide services to their multicultural patrons and how to integrate cultural competence in library instruction and the library.



AIMS

The research aims to understand how health science librarians can position themselves in the CCHC curriculum to support the needs of students and faculty.

RQ1: What are the faculty's perceptions of collaborating with a librarian on projects/research/ instruction related to cultural competence in their courses?

RQ2: What are the faculty's viewpoints on integrating cultural competence into the health professions curriculum?

RQ3: What are undergraduate and graduate students' perceptions of cultural competence?

METHOD

Design: Qualitative phenomenology.

Sample: Randomized, 10 each faculty, undergraduate's 4th year, graduate from the College of Health Professions at SRU.

Instruments: Survey and individual interview.

FINDINGS

RQ1



- 75% were not aware of collaborating with the librarian on CCHC.
- 85% interested in collaboration: find resources, clinical applications, current information, merge CCHC with IL.
- 100% interested to have resources on CCHC for their subject areas.

RQ2



- 100% received no formal training, unsure how to best teach it.
- CCHC instruction is left to the individual faculty.
- Focus on diversity rather than cultural competence.
- No room in the current curriculum.
- Examples to use in class are difficult to find.
- Lack of diversity in the student body does not allow for class simulations/training.
- Mixed feelings about having a dedicated course on CCHC for all health professions majors.

RQ3



- No clinical training.
- Information on CCHC spread throughout the curriculum with some examples.
- Unsure about what CCHC is.
- Unsure how to apply CCHC in the profession.
- 80% interested in completing a certificate on CCHC.

DISCUSSION

- Interest in CCHC is evident, but difficult to implement due to constraints (curriculum, time, expertise).
- Lack of clarity on what CCHC is. Most often referred to as diversity.
- Students interested to complete certification if classes are part of the degree.
- Faculty interested in the certification if offered outside the program.
- Poor understanding of where to find information and how to use the resources.

IMPLICATIONS FOR THE PROFESSION

- Lack of CCHC knowledge will carry on into the professions.
- Constraints of time/space in the curriculum will continue to perpetuate the problem.
- Librarians can provide alternatives and support: research guides, collection development, and short assignments integrated into the courses.



CONCLUSION

- CCHC needs to be better integrated into instruction, collection development, and research practices.
- CCHC expands on DEI but the two concepts are different.
- The focus on culture rather than diversity requires different resources and approaches.



The background features a collection of 3D rectangular blocks in various colors including teal, orange, red, and pink, arranged in a cluster on the left side. A large white rectangular box with a black border is positioned on the right side of the image.

SURVEYS

Working toward a lasting impression

A survey protocol to measure recall of undergraduate nursing library instruction

Jason Wardell, Health & Life Sciences Librarian, University of Dayton

Objectives: This survey is designed to gather data on both the recall of information within a single cohort of undergraduate nursing students and over time between their first-year introductory course and their third-year research methods course, with a goal of better understanding our students' information-seeking needs. Under a Cognitive Load Theory (CLT) framework, we seek to identify strengths and shortcomings of traditional library instruction in terms of both competencies and attitudes.

Methods: The prospective research will occur in Fall 2023, with two convenience test groups of students. The anonymized survey includes basic questions on health sciences-specific information literacy, qualities of evidence-based research, searching mechanics, and general attitudes toward research using the NRC Emotion Lexicon for sentiment analysis. The survey will be administered one day prior to the scheduled library instruction and again three weeks following each session. The resulting data will be analyzed using an average-based statistical methodology to be determined based on the significance of the change over time.

Future Considerations: The research will be conducted annually for a minimum of three years, to ensure a single cohort of students is followed from their first to third year. Additional research partners will be sought in other health sciences disciplines for future iterations. Future research will also be needed to apply the CLT framework to derive areas for pedagogical improvement.

Scan to view works
cited & referenced:



University
of Dayton



Scan to view the full
survey on Qualtrics:



What databases or search engines do you use to find **scholarly, healthcare-related** sources?

When you think about research, how does it make you feel?
(select all that apply)

☐ Apathy☐ Happy☐ Excited☐ Inspired☐ Unhappy☐ Curiosity☐ Uncertain☐ Distressed

Sort these source characteristics to match whether they are
more likely to be found in a Popular Source or a Scholarly Source.

Items

Author information
shows field expertise

A description of
original work

Written assuming
baseline knowledge

Off-topic
advertisements

Few or no cited
sources

A description of
others' research

Popular Sources

Scholarly Sources



Knowing How to See Behind the Data Points: Inclusive Data Ethics Competencies for Health Sciences and Data Librarians

Nancy Shin, MLIS, AHIP, Welch Medical Library, Johns Hopkins University

Objectives:

This research study assesses the current landscape of ethical competencies for health and data librarians as it relates to inclusive data ethics will impact the fairness and inclusive trajectory of future research done by researchers assisted by these types of librarians. The more that we can reflect the reality of our demographic diversity in medicine, the more effective and impactful medical research will be to society – this is Precision Medicine.



Methods:

An inclusive data ethics survey was circulated between February 21st – March 14th, 2023 on both the Medical Library Association (MLA)'s and the Research Data Access and Preservation (RDAP)'s listservs. Survey eligibility required that most of your work was/is done in data or data-related work. The survey asked questions in three parts: data ethics, data skills, and soft skills.

JOHNS HOPKINS
UNIVERSITY OF MEDICINE

Welch Medical Library

Inclusive Data Ethics Training Recommendations for Health Sciences and Data Librarians . . .

Data Ethics Skill	Beginner	Beginner - Intermediate	Intermediate	Intermediate - Advanced	Advanced
Defining boundaries for data sharing (e.g., when to define human subjects data, when to use controlled access data repositories etc.)				●	
Defining boundaries for data access and security (e.g., when to use a generalist repository vs. controlled-access repository etc.)				●	
Defining boundaries for data usage (e.g., when to apply a Data Use Agreement (DUA) to your data, knowledge about Creative Commons licenses etc.)		●		●	
Basic data de-identification (e.g., Safe Harbor Method - i.e., removing all 18 personal health identifiers (PHI) from the data)			●	●	
Advanced data de-identification (e.g., Expert Determination Method - i.e., the use of a statistician/bio-statistician to remove direct and indirect identifiers of the data)		●			
Respecting privacy and confidentiality					●
Acting with honesty and integrity					●
Acting with humility				●	●
Promoting transparency (e.g., depositing data in open access repositories ASAP, making code available in open sourced public repositories, sharing research findings with non-academic communities etc.)				●	●
Data Skill					
Data literacy (i.e., the ability to read, understand, create, and communicate data as information)				●	●
Data cleaning				●	
Data visualizations (e.g., the overall process of how to represent data visually)				●	
Inclusive data visualizations (e.g., more inclusive representations of race/ethnicity/gender etc. in your data visualizations)			●		●
Accessible data visualizations (e.g., designing with all abilities in mind - for example, can someone with a screen reader understand it?)			●		●
Being up to date with advances in data management and data science				●	●
Knowledge of open data, open sciences, and open source code				●	●
Soft Skill					
Critical thinking skills					●
Problem-solving skills					●
Project management skills					●
Teaching and instruction skills					●
Communication skills					●
Being accountable to the data (e.g., knowing who is responsible for data stewardship like collection, curation, storage, analysis, security, etc.)					●
Cross-cultural collaboration skills					●

N.B. When more than 50% of the respondents lacked a skill competency, a higher level training was recommended
Data Available at OSF: DOI 10.17605/OSF.IO/FKV38 or OSF URL: <https://osf.io/fkv38/>

Results:

- 80 respondents participated in the survey
- After cleaning the data, there were 47 complete responses to the survey
- Most respondents identified as either a Data Librarian or a Medical Librarian
- There was variability in the level of competencies for each of the different ethical data skill that was being evaluated
- Most respondents would benefit from an intermediate-advanced and advanced level training among the data skills in this skill-set
- All respondents would benefit from an advanced level training among the soft skills in this skill-set



Conclusion:

With NIH's 2023 Data Management and Sharing Policy and OSTP's 2022 Public Access Memo, the political climate will continue to tilt towards more research and data sharing. As such, ethical sharing is going to increase importance to the researcher and the librarian helping the researcher. This study shows that there is a need to develop more beginner-intermediate, intermediate, and intermediate-advanced level trainings in various data ethics topics more than in data skills or soft skills where content development at an advanced level would be most beneficial to the survey respondents.

Health Literacy Workshops:

Librarian Support in Employee Wellness Programs

Colleen Foy, MLIS, AHIP, Research & Instruction Librarian for the Sciences

Background

Nearly 90% of the US population lives with limited health literacy (HL) which can impact health outcomes. Librarians should prioritize instruction & engagement techniques to enhance HL among patron groups.

Existing literature confirms research, review, and support of HL for over 20 years and the efficacy of health science librarians partnering with internal & external groups and developing instruction techniques to enhance HL.

This study examined how librarian-facilitated literacy instruction can impact health information seeking attitudes and behaviors in participants of medically directed employee wellness programs at Wake Forest University (WFU).

Methods

Instruction & survey design were guided by existing frameworks including Don Nutbeam's Health Literacy Model and the Research Triangle Institute Health Literacy Skills Concept Model.

Taking a quantitative approach to a quasi experimental methodology (without a control group), instruction & pre / post surveys were designed for participants in predetermined cohorts of the WFU Health & Exercise Science (HES) Healthy Exercise & Lifestyle ProgramS (HELPS).

Participants were invited to take a 6-question digital survey before and after the workshop allowing for the collection of data identifying baseline and completion HL indicators. Responses were collected, coded, and analyzed using a sequential explanatory design and various statistical measures.



Workshop Components

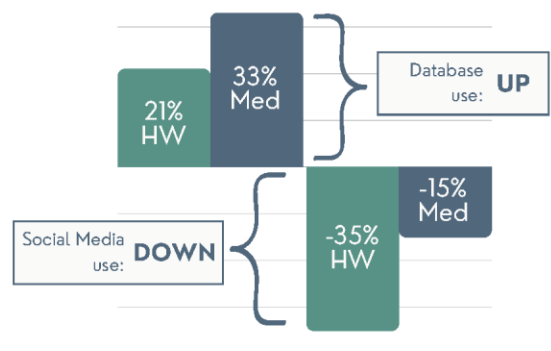
The intervention included live virtual 60-minute Health Literacy Workshops to assist participants in making informed decisions when finding, evaluating, and using health information in digital environments. Workshops consisted of:



Data & Results

Using Qualtrics and Microsoft Excel tools, data was collected and analyzed. When comparing pre / post workshop survey responses aggregated from all program cohorts, key information seeking behaviors were noted.

Finding Health & Wellness (HW) and Medical (Med) Information: POST Workshop



Notably:

When finding information about a health product, service, or provider, 71% of pre AND post respondents seek word of mouth referrals from friends, family, and colleagues indicating this format of information gathering unchanged by the intervention and the continued need for HL awareness and education.

Next Steps

Continued partnership

The continued partnership with HES can allow for embedded health literacy workshops into the ongoing HELPS curriculum.

Credit-bearing course development

A credit-bearing course, LIB290 Topics in Health Science Information, open to all WFU students, is being developed for Fall 2023 and will include two modules covering HL and health mis-, dis-, and malinformation.

Community engagement

The WFU Office of Civic & Community Engagement ACE Fellowship kicks off Fall 2023 supporting academic instruction in the Winston-Salem community. Adapted workshops could reach high school students, new parents, or older adults.

Project Website

Visit the project website for the literature review, project timeline, and access to raw data collected during this research:

