RESEARCH TRAINING INSTITUTE

2024 In-Person Poster Presentations

Moderators

Emily Vardell, PhD, AHIP, Emporia State University (RTI Co-Faculty Lead)

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 - 2023)
- **Emporia State University** (ESU), School of Library and Information Management program. (2021-2023)



2023 Funding Support

- MLA Fellows
- MLA Chapters
 - Liberty
 - Mid-Continental
 - Midwest
 - Medical Library Group So Cal & Arizona (MLGSCA)
 - Pacific Northwest (PNC)
 - South Central
 - Southern
- NNLM

2023 Scholarships

- Donations: \$18,954 from MLA Fellows, 6 Chapters & NNLM
- 24 scholarships, including DEI scholarships; 5 declined support

RTI Program Staff, 2018-2024

Faculty (2018-present)

- Katherine Akers, Research Scientist in Evidence Synthesis, PRECISIONheor (Instructor, 2020-2024)
- Nina Exner, Research Data Librarian, Virginia Commonwealth University Libraries (2023-present)
- 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-present)
- Shanda Hunt, Public Health Librarian & Data Curation Specialist, Health Sciences Library, University of Minnesota - Twin Cities (Instructor, 2021-2024)
- 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, 2018-2023; Co-Lead Instructor, 2023-present)
- Jodi L. Philbrick, AHIP, Senior Lecturer, Department of Information Science, University of North Texas—Denton (Co-Lead instructor, 2018-2023)
- Emily Vardell, AHIP, Associate Professor, School of Library and Information Management, Emporia State University, Emporia, KS (Instructor, 2018-2020; Co-Lead Instructor, 2021-present)

Academic Coordinator (2021-present)

 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 (2023-2024)

- Andy Hickner
- Christi Piper
- Erin E. Reardon
- Valerie Vera
- Gwen Wilson

RTI Leadership Team (2018-2024)

- 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!

Studies that explore
Understanding
User Behavior

"Things I Wish I Knew": Understanding Information Needs, Sources, and Gaps for People with Polycystic Ovary Syndrome



Holly J. Hudson

Introduction

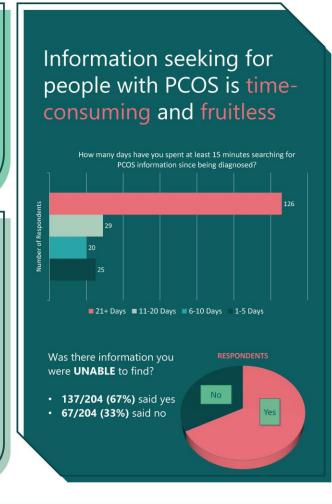
- Polycystic Ovary Syndrome (PCOS) is an endocrine disorder impacting an estimated 4-21% of the female population
- PCOS includes a host of health limiting symptoms including significantly increased risk of diabetes, cancer, cardiovascular issues, and infertility¹²³
- While this group experiences significant health impacts from PCOS, they do not receive adequate counselling, support, or information about those impacts²³
- · To fill in the gaps, many people turn to the internet, specifically, support groups, where they find connection, emotional support, and perhaps most importantly, information

Research Aims

• The project aims to identify the information gaps that exists for people with PCOS, where they go to fill the gaps and what type of information is most common to fill gaps

Methods

- A 37 question survey (including demographics and consent questions) was developed by the author
- The survey was administered for 30 days (Mar 15th Apr 14th 2024) on Facebook and Reddit (large social media platforms)
- · Participants were made up of 4 Facebook groups (3 private, 1 public) and 2 Reddit groups (both public)
- Permission was obtained from the private groups before
- Initial posts were created March 15th and 3 additional posts were sent throughout the survey period



Initial Results

- 209 respondents (after disqualified responses)
- Only the consent/qualifying questions were required, not all participants answered all questions
- 80 responses from Facebook
- 106 responses from Reddit
- 23 participants did not indicate a platform
- 139/206 (67%) respondents experience symptoms
- 126/200 (63%) respondents indicated they spent 21 days or more searching for PCOS information for at least 15 minutes each day
- 146/205 (70%) respondents who searched for PCOS information said it was extremely or somewhat difficult to find that information
- 137/204 (67%) respondents who searched for information on PCOS could not find it

Conclusions/Future Directions

- · Continue data analysis, particularly for open ended questions
- Significant numbers of survey respondents left qualitative comments needing to be coded
- Additional question asked outside of this survey about interest in focus groups/individual interviews
 - · 45 respondents indicated interest in one or the other
- Potential for additional qualitative study into lived experiences in information seeking for this population

Next activates

B. Brálas, S., Linesa, D., Mykháchesko, K., Imam, A., Walker, W., Diamond, M. F., & Azziz, R. (2017). Perspectives on Polycysis: Ovary Syndrome: Is Polycysis: Ovary Syndrome Research Understanded? Journal of Clinical International Control Internati

would like to gratefully acknowledge the following people for heir support of this project: Prof. Sandra De Groote





University of Illinois Chicago

M hhudson@uic.edu

Transgender Patients' Use of Information Embodiment within Healthcare Settings: A Dissertation Proposal



Jordan Dias Correia, MLIS, AHIP

School of Communication and Information, Rutgers University, New Jersey

Research Aims

Describe how transgender, or trans, people use embodied information that conforms to cisgender understandings of gender during interactions with healthcare providers

Extend our understanding of embodied information practices through the application of gender theory and Goffman's Presentation of the Self in Everyday Life

Interrogate how power dynamics shape information practices

Discuss the application aand uses of embodied information in medical education competency courses and workshops

Background

Trans people face **numerous barriers when accessing healthcare** as well as numerous health disparities

Prior research on the use of information embodiment by **trans patients** shows that they **present themselves differently to their provider than in their everyday lives** (Lehmann et al, 2021; Taylor et al, 2019; Lykens at al, 2018; Fraser et al, 2021)

Information sharing with healthcare providers entails presenting "deeply meaningful information", as defined by Huttunen and Kortelainen (2021)

Frameworks and Theories

Information Embodiment

The body as a unique form and source of information (Bates, 2018)

Information embodiment is experienced, enacted, and expressed (Bates, 2018)

Gender experiences and performances influence information practices (Huttunen, 2022)

Lived Experiences

"denotes embodied time, space, social relations, and socio-culturally constituted systems of value and meaning" (Kirkengen & Thornquist, 2012)

Goffman's Work

Impression management: Process of controlling the impression others form of them

How people perform in front of others (**frontstage**) differs when they are alone (**backstage**)

Both the performer and the audience perform **defensive** attributes and protective practices

Gender Studies

West and Zimmerman (1987): Gender is the product of social doings

Butler's (2006) concept of "Gender Performativity" explores how gender is made and remade

Proposed Methodologies

Methodology

This research uses focus groups



Using **participatory methods**, participants will give feedback throughout each session about the process, including research questions they are interested in investigating

Focus groups will include **interactive prompts**, such as sharing photos and creating drawings

Participants will be able to **build answers** from each other when answering questions

Focus groups allow participants to connect with each other and meet other community members

Participants will have to opportunity to talk about this research through a means of their choosing

Inclusion Criteria

There will be two groups of participants: those who self-identify as **able-bodied** and do not see a specialist long-term and those who self-identify as **disabled** and have a continuing relationship with a specialist

Participants must be 18+ and self identify as transgender, gender diverse, nonbinary, and/or not cisgender; be an English-speaker; and be located within the tri-state area

Participants do **NOT** need to have medically transitioned in order to be eliqible

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Trans flag icon from thenounproject.com

Preferred Communication Channels for People of Diverse Cultural Backgrounds Seeking Mental Health Information

Linda Yang, MI, BSc | Librarian, Alberta Health Services

Background

The situation

Medical librarians support the care of culturally-diverse populations, and different communities have varying levels of trust in the health care system. Some people are more receptive to health information from a particular source, delivered by a certain method, or presented in a certain format.

The question

What are best practices for providing evidencebased and culturally-appropriate mental health information to people from different cultural backgrounds in a way that encourages trust and comprehension of mental health information? Methods: Survey & Focus Groups

Study participants

People who identify with non-white cultural backgrounds or are immigrants, and who have interacted with mental health information in any form can provide insight on their preferred communication channels for receiving mental health information.

Development of questions

Based on HINTS (Health Information National Trends Survey), a national survey conducted in the US on use of cancer information by Americans, questions are modified to ask about mental health information. Questions are also adapted based on learnings from HINTS conducted in different countries, in attempt to determine more specifically how people from different cultural backgrounds interact with health information.

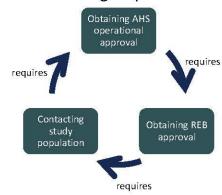
Challenges

Research Ethics Board application process

Which REB do I apply to, and what tasks must I complete to access the REB application?

Recruitment of study participants

Which AHS or external groups can I contact?



Availability of resources

Am I allowed to use AHS-licensed tools, equipment, and other resources or services to do this research?





Studies that explore Health Information

The Scope of Information Available Online to Consumers About Diminished Ovarian Reserve in Women: A Content Analysis

Heather Jaglowski | Research Training Institute | University of North Texas Graduate Student

Introduction

Experiencing infertility is an emotional time for those who desire to begin a family.

Diminished Ovarian Reserve (DOR) or Low Ovarian Reserve (LOR) is a common condition that causes infertility.

Diminished ovarian reserve is "a reduced number and quality of eggs in a woman's ovaries, leading to decreased fertility" (Yale Medicine, 2024, para. 1).

Objectives

The aim of this content analysis is to address the following:

- I. Readability of the information available to the consumer on the internet.
 - Reading Level
 - Word Count
 - Number of Sentences
- Kind of information included for consumers on the internet about diminished ovarian reserve.
 - Definition
 - Testing
 - Diagnosis
 - Treatment

Methods

Two internet searches were conducted to reduce bias

- Keywords used: Diminished Ovarian Reserve and Low Ovarian Reserve
- Sample size: 25 websites

Websites were analyzed using CRAAP test.

Information was recorded using Excel.

Themes were identified.

Content analysis was performed.

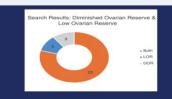


Flesch Kincaid readability test was used to determine reading level, word count, number of sentences, and number of words per sentence.

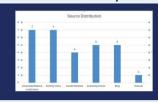
Score	sch Readi es Transla ding Diffic	te to
Reading Ease Score	Descriptive Categories	Estimated Reading Grade
60 - 100	Very Easy	8" tirede
80 - 80	tooy	6" Grade
10 80	Fairty Cony	P* Grade
60 - 70	Standard / Plain English	0" and 9" Grade
10-60	Politic Colificada	10" to 12" Grace (High School Sophomore to Sereor)
80 - 50	Officials	Sn College
0-80	Very Difficult	College Graduate

Results

After conducting two searches (DOR and LOR), a total of 29 internet sources were recorded. 23 of the sources appeared in both searches and 3 unique sources for each DOR and LOR



The two most common types of internet sources that occurred were University/Medical Institutions and Fertility Clinics



The reading levels for the sources ranged from fairly difficult to very difficult. None of the internet sources had the recommended 8th grade level readability. The lowest grade level score was 10-12th



Results Cont.

After analyzing the information available across all websites, there were common phrases and words that were included in the information more frequently. Common themes were recognized from these words and phrases.



Common Themes:

- Definitions of Ovarian Reserve and/or DOR/LOR were often included, however the definitions varied.
- Age is a major factor in DOR/LOR.
- DOR/LOR makes getting pregnant difficult.
- Egg quality and egg quantity matters in relation to DOR/LOR.
- Most websites included information on risk factors, testing, and treatments for DOR/LOR.

References

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Reflecting Diversity: Graphic Medicine Collection in the UW Libraries

T. Brandon Hall, RTI Student Fellow & Current UW MLIS Graduate Student

What is Graphic Medicine?

"The intersection between the medium of comics and the discourse of healthcare"

Why is this important?



Study Parameters

Bibliometric study of Graphic Medicine materials in the UW Library collection using 3 tools for assessing representation in media:

- DuVernay test (BIPOC)
- Vito Russo test (LGBTQIA+)
- Modified Bechdel -Wallace test (Immigrant/First Generation)

Research Question

Does the current UW library collection provide authentic representation for marginalized communities within its student body?



Emerging Trends

- Authentic Representation for all categories have been identified
- Current sample size too small to assess whether findings are statistically significant



Delays & Obstacles

- Lack of electronic access to collection titles
- Need to narrow the scope of study due to time and access constraints
- Lack of familiarity with the tagging schema used within the UW catalog



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Studies that explore Data Management

Exploring synthetic data and machine learning for data-intensive health research A WORK IN PROGRESS

Vicky Leona Chung, MLIS Candidate Western University, Canada

- 1. What are the issues around sensitive health data in the Canadian research context?
- 2. Can synthetic data and machine learning (a) alleviate privacy concerns that surround the use of sensitive data, and (b) support data reusability for health research?
- 3. What are potential models for multidisciplinary and/or interdisciplinary research collaboration, including data management and data stewardship, for synthetic health data? What are the potential implications for medical librarians and informationists?

Methods

This research project is a narrative review of both scholarly literature and grey literature.

Search Strategies

Scholarly literature:

Structured searches of medical, library and information science, computer science, and interdisciplinary databases for the years 2014 to 2024.

Grey literature:

Combination of structured searching (preprint servers, Canadian policy literature), and serendipitous discovery (institutional presentations, email alerts set for new preprints)

Next Steps

Develop policy and practice scenarios as scholarly inquiry.

Preliminary Findings

The creation, use, and sharing of synthetic data is a complex process requiring collaboration between multidisciplinary teams, where librarians and informationists can play a pivotal role. Effective research data management and data stewardship practices will need to be able to (a) speak specifically to the nuances and ethics of synthetic data, (b) adapt to rapid technical developments, and (c) have mechanisms in place to assess synthetic data for its fidelity and sensitivity.

References & Supplementary Materials

https:// vickyleonachung.com/ mla-rti



Expanding from Excel to X-Paths: Experimenting With No-Code Tools and "Found" Online Data

INTRODUCTION

"Found" or secondary online data may be a useful supplement to libraries' assessment and planning processes. However, the quantity and variety of data can make efficient collection and preparation challenging, if not impossible.

RESEARCH QUESTIONS

- 1. Can no-code web scrapers simplify or streamline data extraction for non-specialists, advanced users, or both?
- 2. Can data from ephemera like course schedules and textbook assignments lead to practical, actionable insights?

METHODS

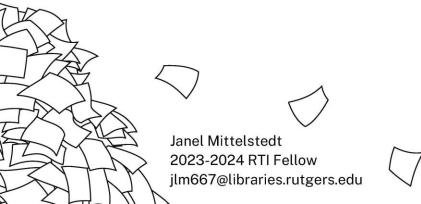
Two no-code web scraping tools were used to collect data from a dynamic, public-facing online course schedule.

Variables: course identifiers, topics, times, and required materials.

Process: Extraction targets and processes were adjusted for individual site, including data selection, cleaning, and scheduling. Results were exported in CSV format, then duplicated and processed for analysis in Excel.

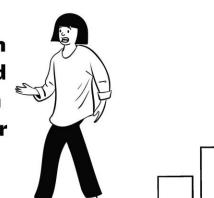
RESULTS

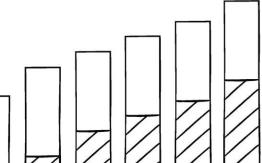
- 1. No-code tools do have a learning curve, but LIS understandings of metadata and databases can ease some of the challenges.
- 2. The extracted textbook data led to several practical, targeted ideas for outreach, library access, and larger conversations.



CONCLUSION:

No-code web scraping tools can support library assessment and strategy by making online data easier to collect and prepare for review or analysis.





Studies that explore Library Practices

Population Health Resources and Services in Medical Libraries: Question Framing and Survey Instrument Design

Carolann Curry, MLIS, University of Washington; Network of the National Library of Medicine, Region 5

Introduction and Background

Recent scholarly research published over the past 5 years has identified an increase in departments addressing population health in academic medical centers. With their proficiency in health literacy resources and expertise in evidence-based medicine (EBM), medical librarians and health information professionals are ideally positioned to be collaborative partners in furthering population health initiatives within medical schools, offering invaluable support to bolster research, education, and practice in this critical domain. But are they? And if they are, how?

Identify Audience

 Library information professionals serving U.S. accredited allopathic or osteopathic medical schools

Standardize Terminology

- Define population health and related terms (determinants of health, health equity, health disparities, etc.)
- Describe library services and resources

Discussion

When I started this project, I fully intended to include other clinical medicine programs (e.g. nursing, dentistry, etc.). However I quickly realized there are so many programs, it wouldn't be practical to cover them all comprehensively within the scope of this project. I also underestimated all the variations of population health-related concepts; it was important to me to be inclusive of these disciplines. The terms I decided to associate with "population health" were community medicine, health disparities, health equity, and social determinants of health; these terms were used most frequently in the medical literature and in curriculum descriptions for the M.D. and D.O. clinical programs.

Methods

The objective of this research is to probe library and information professionals working in accredited allopathic and osteopathic medical schools in the United States to examine their involvement supporting population health curricula. Questions were piloted among a group of 3 medical librarians; their feedback informed several additions of library services to the survey options. Once approved by the University of Washington's IRB, the survey was built in REDcap, utilizing branching logic for several questions. The survey will launch in Summer 2024 so be on the lookout for the call for participants!

Write Survey Questions

- 20 closed questions
- 2 qualifying questions to screen for eligibility
- 9 demographic questions
- 7 questions about services and population health engagement

Building in REDcap

- Designing the survey instrument
- Naming conventions for field labels and variables (i.e. how the data is stored on the backend)
- Branching logic for several questions

Lessons Learned

- · Reference the institutional IRB form when designing the research project
- Search open repositories for related survey instruments you can borrow from
- · Name your data files in a meaningful, standardized way
- If offered, attend institutional trainings and/or interest groups related to the tools you're utilizing for your project (e.g. REDCap, Qualtrics, Tableau, etc.)
- Recruit a research team and/or accountability partners. Library research isn't often
 a primary responsibility in librarian job descriptions so it's easy to delay your
 research to focus on other duties.
- · Make your research a priority!

(re)search + (re)design

Emrys Moreau, MFA, MLIS

Schusterman Library at the University of Oklahoma-Tulsa Health Sciences Library and Information Management, Graduate College

INTRODUCTION

Schusterman Library serves the students and faculty of the University of Oklahoma's Tulsa campus (OU-Tulsa). Our campus community members are in a variety of programs, including those in five health sciences departments.

A literature review provided several examples of site-specific design considerations. However, OU-Tulsa is unique in providing information for many types of users. It is a challenge to figure out how best to organize the site to get our health sciences affiliates where they need to be in the fewest number of clicks.



RESEARCH QUESTIONS

QUESTION 1

How are the university's health sciences students and faculty using our library's website to locate information?

QUESTION 2

What are the specific needs of health sciences students and faculty in utilizing a library website?

QUESTION 3

How can our website be redesigned to provide health sciences affiliated users with the best possible experience?

METHODS

SURVEY

A survey will be disseminated in August 2024 to students and faculty of OU-Tulsa's health sciences programs.

- Identify our target group users' needs
- · Reveal pain points and issues encountered by users
- · Provide information for a data-driven site redesign

PROJECT FRAMEWORK: Plan-do-study-act (PDSA)

A scientific method-based quality improvement cycle for healthcare improvement that was used in 2020 redesign of the MD Anderson cardiothoracic surgery fellowship program website

qualitysafety.bmj.com/content/26/7/572 | doi.org/10.1016/j.athoracsur.2020.05.158

USER EXPERIENCE INTERVIEWS AND USABILITY TESTING

Interviews and heatmapping usability tests will be scheduled post-redesign to determine effectiveness of changes.





Librarian Involvement in Medical Student Scholarly or Research Activities: Preliminary Report

Angela N. Murrell, Associate Librarian, & Ahlam A. Saleh, Associate Librarian, Health Sciences Library, University of Arizona

Objectives

This research focuses on assessing the format, content, and extent of librarian-provided research skills training and support for medical students as part of the scholarly requirements in MD programs in the United States.

Research Questions

- How are librarians supporting medical student scholarship requirements?
- To what extent are librarians involved in supporting medical students with the research skills required to complete scholarly/research projects?
- What are the predominant modes of delivery used to provide such support?
- What research skills are librarian-produced or lead activities supporting?

Methods

A Qualtrics survey was developed and pilot tested. The survey was distributed to the AAHSL list in Nov. 20231, Reminders were sent after two weeks and three weeks. The survey was also sent to the MLA Academic Librarians Discussion list. The survey was closed on Dec. 18, 2023.

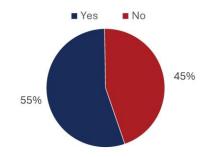
Questions focused on the medical school, scholarly program requirements, length of the program, and librarian staffing for the support. Respondents were also asked to describe up to 6 individual activities, services or resources which were specifically targeted to the scholarly or research projects, and the related research skills taught.

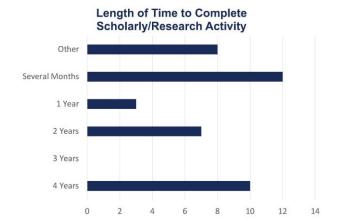
Results

There are 157 LCME accredited MD granting medical programs in the United States². Sixty-five total responses were received (41% response rate). 40 responses were included for this analysis.*

*25 responses were not included in this analysis due to incomplete data.

Is the scholarly/research activity mandatory for all MD students?





Top Research Skills reported in librarian-provided activities**



^{**} Preliminary results are reported here as raw responses; additional analysis will be conducted to identify themes.

Next Steps

- Continue analysis of data, coding for common themes, elements, and trends using a thematic analysis methods.
- Disseminate findings in a published manuscript.
- Develop a targeted questionnaire based on themes, trends, and gaps found through this research.
- Interview librarians that provide support for medical student scholarly/research projects, as well as those at institutions with scholarly/research projects that do not provide support.



^{1.} This research protocol was approved by the University of Arizona IRB, STUDY00003726.

^{2.} Liaison Committee on Medical Education (2024, March 5) Accredited MD Programs in the United States. https://lcme.org/directory/accredited-u-s-programs/

[^] Respondents were allowed to enter multiple skills per item/response.



Comparing gender & sexual identity terms in PubMed MeSH headings to a community-built controlled vocabulary (Homosaurus)



Mego Franks, Coy. C Carpenter Library, Wake Forest University School of Medicine

OBJECTIVE

To assess the amount of shared sexual & gender identity-related content between two controlled vocabularies: the subject headings of a major biomedical database (PubMed) and a vocabulary developed with the input of the LGBTQ+ community (Homosaurus).

BACKGROUND

The words a community uses to describe itself are important, especially when that community is marginalized. Community-built controlled vocabularies can come closer to capturing all aspects of an identity, and changes over time to that identity, than a traditional controlled vocabulary (Hardesty & Nolan, 2021).

The Homosaurus is an LGBTQ+ controlled vocabulary built with input from the LGBTQ+ community. It's easily accessible and updated regularly (Fischer, 2023).

Several studies have been done on the comparison or integration of the Homosaurus with Library of Congress subject headings (Hardesty & Nolan, 2021; Dobreski et al., 2021)

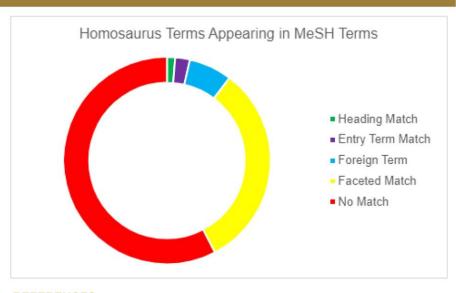
This study recreates the methods used in previous studies to instead look at the comparison between the Homosaurus and PubMed's Medical Subject Headings. More inclusion of different sexual and gender minorities contributes to the battle against health inequity (Rattay, 2019).

METHODS

Borrowing from Dobreski et al. (2021), this study first took the entire Homosaurus vocabulary and eliminated all non-identity related terms (ex. AIDS). Each term in this list was then searched in PubMed's MeSH Explorer and assigned a match type. Exact matches included word-for-word matches in either a heading or an entry term below a heading. Faceted matches included multi-word terms which had matches for all parts (ex. African-American transgender people). Terms in languages other than English were also separated out because PubMed does not integrate all the included langauges in the Homosaurus. The results were then added up and compared.

RESULTS

Out of 1,263 identity-related Homosaurus terms, 16 were an exact match to a MeSH term, and an additional 29 matched to an Entry Term included underneath a MeSH Term. 405 Homosaurus terms were represented as faceted matches, or about 32% of the vocabulary. Over half of the Homosarus vocabulary had no match within MeSH terms.



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Studies that explore Teaching and Learning

Assessing the Correlation Between Search Quality and Article Selection in Preclinical Medical Students' EBM Assignments



Juliana Magro, Caitlin Plovnick, Joey Nicholson NYU Grossman School of Medicine Health Sciences Libraries **MLA '24**

INTRODUCTION:

- EBM instruction typically includes training in database searching, but assessment remains a challenge¹.
- Several studies investigated the impact of the PICO framework as a search strategy tool^{2,3}, as well as search strategy development and database searching skills¹ in different populations.
- To our knowledge, no study investigated the correlation between the quality of searches and the quality of article selection for preclinical medical students.

CONTEXT:

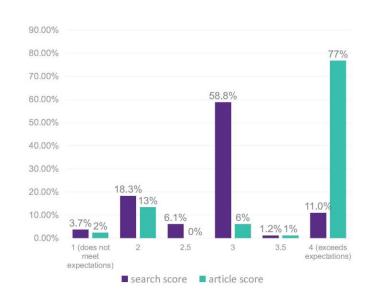
- The EBM preclinical curriculum at NYU Grossman School of Medicine consists of five modules distributed over six months.
- The first module introduces students to EBM, the second delves into finding evidence, and the remaining modules are devoted to critical appraisal.
- After the last critical appraisal class, students complete the whole-task assignment which is the focus of this research.
- In whole-task learning, activities are built so that learners have the opportunity to practice the constituent components of a complex task⁴.

'This dataset originates from the Database for Research on Academic Medicine (DREAM), DREAM is a collection of routely gathered deutational data spanning the undergraduate-graduate medical education continuum. The data analyzed includes only de-identified datasets from consenting students.

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METHODS:

- · Students were given a scenario that yielded a manageable number of articles.
- We analyzed only two questions from the assignment: (1) List your final search strategy (keywords AND filters used, if any), and (2) Select one article to answer your question.
- Based on a rubric, both questions received a score from 1 to 4.
- With these questions, we sought to assess whether there was a correlation between search strategy and the quality of the articles retrieved.
- · To examine this, we used Spearman's rank correlation coefficient test.



RESULTS

- From 105 first-year medical students, 82 completed the assignment in spring 2023*.
- The Spearman's correlation coefficient was 0.19 (change in one variable is weakly correlated with a change in another variable); p-value = 0.086.

DISCUSSION

- Through this process, we learned that the assignment did not allow for authentic practice. Students completed an activity but it is unclear that it replicated what they would encounter in a similar patient scenario.
- This is likely due to the scenario that yielded a small number of database results.
- The value of this contribution lies in the confirmation that assessing student performance helps educators develop assessments critically.
- In the future, we plan to implement direct observation assessments.

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Critically Appraising the Biomedical Literature:
A Pilot Study of Second-Year Medical Students
Deborah Farber, MLIS, AHIP
California University of Science and Medicine



Background

- Based on anecdotal evidence from student research consultations, it became clear that medical students needed additional learning opportunities to practice critical appraisal.
- 2-semester Academic Research Study course during the first two years
- Instruction sessions scheduled during the first semester over the first eight weeks
- One hour with a librarian who provides literature research instruction

Introduction

- In consultation with two faculty members from the Medical Education Department, an extracurricular evidence-based workshop for second-year students was developed.
- End of Fall 2023 term
- Evaluation plan developed



Literature Review

- A literature review revealed a gap in the published research among U.S.-based medical schools.
- Most published studies have been done overseas.
- A handful focused on undergraduate medical students.
- . Only one Turkish study had more than 100 participants.

PubMed	1940-2023	undergraduate medical students AND Information literacy or critical appraisal	22702 results	Articles examine critical appraisal; rather than skill development
PubMed	1987-2023	undergraduate medical students AND critical appraisal	181 results	Not focused on critical appraisal skills training
PubMed	1987 2023	skills training AND undergraduate medical students AND critical appraisal	118 results	Relevant, but studies occurred outside U.S. (rerun 3/7/24; 123 results)
PubMed	1967-2023	critical appraisal AND training AND medical students	44/ results	Duplicate search; 4/6 results on 3///24

Methods

- Different educational models were evaluated.
- The Kirkpatrick Model was most relevant because it is widely used to assess training programs.
- Four levels of training evaluation: Reaction (satisfaction), Learning (skills acquired), Behavior (skills applied), and Results (meeting the outcomes of a department).
- · Chose to modify the Fresno Test to use as a survey instrument.
- Piloted the survey with a small group of students who had previously attended a workshop on critically appraising systematic reviews.
- The survey included eight questions: six questions based on two case scenarios and two demographic questions.

Critical Appraisal Survey

Answer questions 1-5, based on the following clinical scenarios.

- a. You have just seen Lydia who recently delivered a healthy baby. She plans to breastfeed but also works to start made outcomplism. You generally prefer to prescribe combination or all contraceptives (estrogen – progesterone) but you have been told that these might more negatively affect her breastmilk production than progesterone only pills.
- b. John is an 11-year-old boy who presents with primary enursis. It has grown frustrated with the incommenience and enthancesment of his problem. You have see Judied the possibility of urinary tract anomalies and infection as possible causes. You consider neuromanding a between Judied Jahrn, but a colleague fully you fee thinks they're "worthless" and suggests that you treat with imprimine or desmoopersin.
- Write a lineased clinical question for each of these patient encounters that will help you organize
 a search of the clinical literature for an answer and choose the best article from among those
 you find.
- 2. Where might childrens go to find an instore to questions the these? Name as many possible types or categories of information sources as you can. You may feel that some are better than others but discuss as many as you can to demonstrate your awareness of the strengths and weaknesses of common information sources in clinical practice. Describe the most important advantages and disadvantages for each type of information source you list.
- Choose to focus on one of the clinical scenarios (breatfeeding and oral contraceptives, or bedwetting alarm). What type of study (study design) would lest be able to address this question? Why?
- 4. If you were to search Mediline for original research or one of these questions, describe what your search strategy would be. Be as seconfic as you can about which topics and search categories (fields) you would search. Explain your rationale for taking this approach. Describe how you might limit your search in recessary and explain your reasoning.
- When you find a report of original research on these questions, what characteristics of the study will you consider determining if it is relevant? Include examples.
- 6. When you find a report of original research on these questions, what characteristics of the study will you consider determining if it's findings are valid? Include examples (You've already addressee relevance, this question asks how to determine the Importance of the findings...for this question, facus on the validity of the study.)

Fig.2. Critical Appraisal Survey

Discussion

- · 11 students were recruited for the pilot.
- · 5 students participated.
- Survey design appropriate for study.
- . Low participation due to timing
- Workshop planned for the week before final exams.



Next Steps

- · Another workshop is planned for fall 2024.
- · Will be offered earlier in the fall term next time



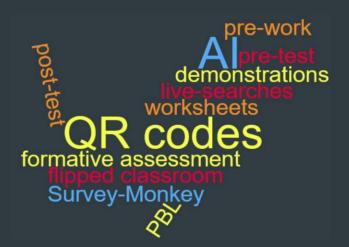
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ACKNOWLEDGEMENTS

I want to acknowledge RTI 2023 Mentors and Fellows for supporting my work on this project. I also want to thank CUSM.

Closing the Loop: Student Learning Assessments



What new or innovative approaches do librarians use to increase participation in student assessments?

Danielle Westmark, MLIS, Education & Research Librarian
Teresa Hartman, MLS, Head of Education

Leon S. McGoogan Health Sciences Library

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Questions & Methods

- RQ 1. How do health science librarians assess student learning in the context of health-related literacy?
- RQ 2. What strategies do health science librarians employ to effectively encourage students to complete assessments?







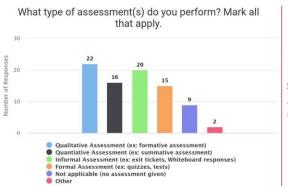
5 Zoom Interviews with health science librarians

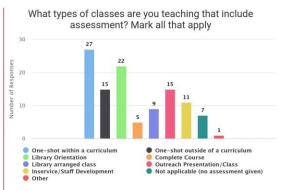


Survey

Among the respondents, health science librarians utilized **Qualitative Assessments** the most.

Assessments were mostly given during **one-shot sessions**, followed by library orientations.





Themes







Studies that explore Library Management

New Frontiers: Opportunities and Gaps In Leadership Professional Development For Medical/Health Sciences Library Directors and Managers Jackson Hoch

Jackson Hoch Resident Librarian, Evidence Synthesis jacksonhoch@vt.edu



Background

What Sparked Interest in This Research?

- Identified as a research and profession gap. There is little information currently available about leadership professional development within medical/health sciences libraries administrators/managers.
- · Benefits to current and future leaders. Filling this information gap is important.

Objectives of my RTI Research

- · See what literature currently exists on the topic. (Literature review)
- Learn about what current managers/administrators can share about leadership professional development. (Survey tool)
- Create analysis/recommendations based on findings and plans for continuing research in this area.
 (Survey analysis)

Research Questions

Primary Research Question:

How do managers and administrators in health sciences and medical libraries get professional development experience related to *leading/managing people/organizations?*

Secondary Research Questions:

- What gaps exist in leadership professional development (currently) for managers/administrators at medical/health sciences libraries?
- · What challenges exist for new leaders and well-established leaders?
- What strategies are effective for developing effective administrators and managers within medical/health sciences libraries?

Survey Information

My RTI survey is open to managers/administrators who work for medical/health sciences libraries.

If you fit this group and are interested in taking my survey, please feel free to access the survey below. Reach out to me with any questions.



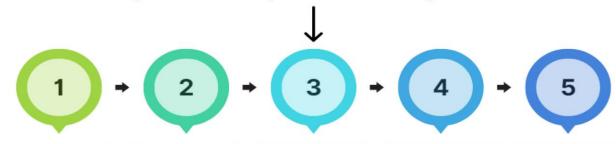


Feel free to take the survey!

https://tinyurl.com/RTILeadershipSurvev

Research Training Institute (RTI) Project Methods

My RTI Project Management



FINDING TOPIC AND LITERATURE REVIEW

- Research gapsResearch
- question(s)
 Findings from
 literature review
 to help inform
 survey

CREATE SURVEY

- Search for any existing surveys
- Pick survey tool (QuestionPro)
- Create survey
- IRB process
 Survey analysis
 plan

MLA*

- Present literature review findings
- Discuss RTI's influence on project
- Locate participants interested in taking the survey

SURVEY DISSEMINATION

- Share survey more widely
- Have set close date for first round of analysis

ANALYSIS AND SHARE

- Survey analysis (coding for open ended).
- Identify themes/patterns
- Next steps... ensure IRB is good for possible publication

Literature Review Findings

- Many librarian(s) move into leadership without formal leadership training/knowledge.
- · Across professions/organizations, there is a lack of trust in leadership.
- A majority feel their institutions have organizational dysfunction.
- **Burnout and low morale** are increasingly common especially post-pandemic among full time administrators, managers, librarians, and staff.
- There is mixed trust from library deans, directors, and managers for senior leadership within
 organizations to articulate the value of libraries.
- A common challenge for directors and managers is articulating their libraries value to others (especially to major stakeholders/other organizational administrators).
- Leadership is developed through mostly job experience(s) and some more traditional
 professional development opportunities.
- Library leaders feel isolated and alone with their challenges.



Considerations for Disability Research: Protecting Yourself, the Community, and the Research

Laura Haygood, MLIS, AHIP

RTI Research

This project aims to ascertain what disabled/chronically ill library workers wish their supervisors knew. Our hope is to mimic the principles of flexibility and accessibility behind Universal Design for Learning, so that they may be applied to employee supervision. Managers who supervise with flexibility can accommodate disabled/chronically ill employees regardless of disclosure. While this research is still in planning stages, this poster highlights important considerations learned in conducting disability research.

Privacy and trust are paramount.

Background

In 2022, we began a research study investigating the identity of disabled and chronically ill library workers working in the health sciences. Using a survey and semi-structured interviews, we examined whether this population identifies themselves as disabled, and how their disability/chronic illness impacts the work they do. This research is in progress, but brought up additional questions that prompted an RTI application. Conducting this previous research yielded lessons learned for consideration in designing a new study for RTI.

Protect the *us* in "nothing about us without us."

Protecting Yourself

- Sharing positionality helps others to open up, and can shed light on follow up questions to ask, as needed
 - Determine in advance what you feel comfortable sharing. Your privacy is also important.
- Emotional toll of doing "me-search"
 Limit how much time per day/week you spend on this project
 Schedule time to process, such as journaling

Protecting the Community

- Privacy above and beyond for PHI
- De-identification
 Use aliases for all notes and zoom meeting info, offer to exclude a research team
- member if they know a participant

 Appropriate research methodology

 Focus groups may not be appropriate due
 to the small size of the field

Protecting the Research

- Trust needed for whole and accurate responses – research may not be valid otherwisex
- · Maintain relationships for future research

Conclusion

- Rigorous adherence to IRB is imperative (IRB may require expedited status rather than exempt, due to inclusion of PHI)
- Data security
 Follow all IRB mandated procedures and use university approved tools for data collection, storage, and analysis

I would like to acknowledge Shanda Hunt, the Blue RTI group, and the rest of the RTI team for their support on this project.

Thank you to our presenters and attendees!



