# RESEARCH TRAINING INSTITUTE

## **2025 In-Person Poster Presentations**

#### **Moderators**

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

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

## **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-present)
- **Emporia State University** (ESU), School of Library and Information Management program (2021-present)
- Network of the National Library of Medicine (NNLM) (2021-present)
- MLA Fellows (2021-present)

## **2024 Funding Support**

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

## 2024 Scholarships

- Donations: \$18,954 from MLA Fellows, 7 Chapters & NNLM
- 24 scholarships, 5 declined support



Thank you RTI Partners and Donors!

# RTI Program Staff, 2018-2025

#### Faculty (2018-present)

- Katherine Akers, Research Scientist in Evidence Synthesis, PRECISIONheor (Instructor, 2020-2024)
- Caitlin Baker, AHIP, Discovery Technologies Librarian, University of Regina's Dr. John Archer Library and Archives (Instructor, 2024-present)
- Nina Exner, Research Data Librarian, Virginia Commonwealth University Libraries (2023present)
- 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)
- Ann Medaille, Director of Research and Instructional Services, University of Nevada, Reno Libraries (Instructor, 2024-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, 2021present)

#### **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 (2024-2025)

- Helen-Ann Brown Epstein, AHIP, FMLA
- Rachel Hinrichs, AHIP
- Colleen Foy, AHIP
- Annie "Nicky" Nickum, AHIP
- Kearin Reid, AHIP

#### RTI Leadership Team

- Susan Lessick, AHIP, FMLA, Librarian Emerita/RTI Project Director, University of California, Irvine
- Debra Cavanaugh, MLA Director of Professional Development





## RESEARCH TRAINING INSTITUTE

# RTI Research Fellowship with RTIF Distinction 2025 Awardees

John Bourgeois, AHIP, RTIF (2019)

Amelia Brunskill, RTIF (2018)

Rebecca Carlson, AHIP, RTIF (2021)

Colleen Marie Foy, AHIP, RTIF (2022)

Carrie Grinstead, AHIP, RTIF (2018)

Pat Harnegie, AHIP, RTIF (2019)

Andy Hickner, RTIF (2021)

Rachel Hinrichs, RTIF (2019)

Margaret A. Hoogland, AHIP, RTIF (2018)

Melissa Kahili-Heede, RTIF (2018)

Liz Kellermeyer, AHIP, RTIF (2018)

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Sandy McCarthy, RTIF (2019)

Laura Menard, RTIF (2019)

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Laurie Najjar, RTIF (2022)

Annie Nickum, AHIP, RTIF (2020)

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Valerie Vera, RTIF (2021)

Jennifer Westrick, AHIP, RTIF (2019)

Natasha Williams, AHIP, RTIF (2018)



The RTI Research Fellowship (RTIF) is awarded to those who complete the program and publish their project in a peer-reviewed journal (RTI year in parentheses).

RTIF awardee publications are available: https://www.mlanet.org/professional-development/research/research-training-institute/research-publications/



# RESEARCH TRAINING INSTITUTE

# **2025 Virtual Poster Presentations**

#### **Presenters**

## **Assessing Library Services**

Jennifer Smith: A needs assessment survey for improving library support for chiropractic faculty

Kim Whalen: Communicating community engagement within health sciences libraries: A review of AAHSL member

LibGuides and websites

Jodi Hall: Information Needs of Patients with Vasculitis

Aisha Grant: Paws in Place: Exploring Animal Assisted Activities and Their Influence on Sense of Place in an

Academic Veterinary Library

Rebecca Gates: Medical Library Employee Understandings of Disability

**Artificial Intelligence (AI)** 

Jamie Quinn: Teaching Artificial Intelligence Literacy to Undergraduate Nursing Students Engaged in Research

Mallory Blasingame: Comparing Three Distinct Generative Al Tools' Clinical Evidence Summaries with Medical

Librarians' Gold-Standards

Jules Bailey: Use of Automation Tools in Systematic Reviews and Other Evidence Synthesis

**Clinical Librarianship** 

Regina Vitiello: Adapting a Validated Measure for Health Sciences Library Impact

John Mokonyama: How do nurses perceive the role of knowledge management in adopting electronic health

records within hospital setting?



Assessing
Library Services

## A needs assessment survey for improving library support for chiropractic faculty research

## Jennifer Smith, MLIS, AHIP

jennifer.smith@palmer.edu



#### Objective

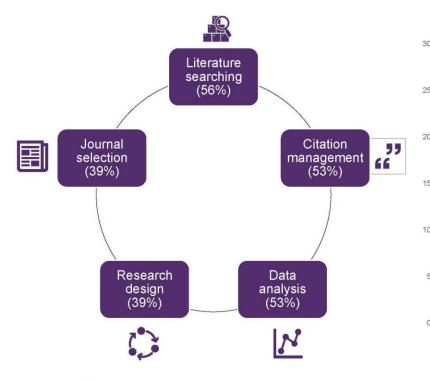
The purpose of this study was to investigate the role libraries and librarians can play in supporting chiropractic faculty research.

#### Methods

A one-time, anonymous, online survey was administered to a convenience sample of 120 faculty at a North American chiropractic college in December 2024 and completed by 39 faculty. The response rate was 32.5%.

Demographics	Number	Percentage
Years of academic research		
• 0-5 years	13	33%
• 6-10 years	11	28%
<ul> <li>11-20 years</li> </ul>	3	8%
• 21+ years	12	31%
Published peer-reviewed articles		
0 articles	7	18%
1 article	10	26%
2-5 articles	10	26%
6-10 articles	6	15%
11+ articles	6	15%
Conference presentations		
0 presentations	5	13%
1 presentation	5	13%
2-5 presentations	15	38%
6-10 presentations	4	10%
11+ presentations	10	26%

#### Areas of greatest interest in library research support





Educational

research

Case

reports

# **Faculty research interests**

Clinical

research

Evidence

synthesis

Historical research



56% were interested in library research workshops.



62% of those interested in library workshops prefer asynchronous videos.



Acknowledgement: This research was developed through the training and support provided by the MLA Research Training Institute (RTI).



75% had previously sought research assistance from the library.



58% had requested help in-person.



58% had requested help via email.



# Communicating Community Engagement within Health Sciences Libraries: A Review of AAHSL Member LibGuides and Websites



Kimberly J. Whalen, MLIS, University of Illinois Chicago

#### Background

An academic library's website is the primary tool used to communicate with internal and external audiences and is likely the first and only place an external audience might look for library information.

Academic libraries have been participating in community engagement and outreach activities for decades. Professional library organizations began collecting information about library outreach in the 1960's (Schneider, 2003). The American Association of Health Sciences Libraries (AAHSL, 2024) asks two questions about outreach within the Annual Statistics of Medical School Libraries in the United States and Canada annual survey. One question asks about the number of outreach service sessions held and the other asks about the number of people served by the outreach sessions.

Health sciences libraries should share information about community engagement and outreach within their websites. Especially when community engagement and outreach to non-affiliated users has been articulated within library, library system, college, or university mission or vision statements.

#### Aims

This study aims to review the websites and LibGuides of AAHSL members to identify how libraries communicate their community engagement and outreach initiatives.

- · Do libraries mention community engagement or outreach activities?
- Is a definition of community engagement or outreach provided?
- Are examples of programs, activities or partnerships provided?
- Are community engagement or outreach activities tied back to the library, library system, college, or university mission or vision?

#### Methods

- Library websites and LibGuides from college or university-affiliated AAHSL institutions in the United States are being reviewed using a data collection tool developed with Google Forms.
- Reviews conducted 3/24/25-5/15/25.
- · A total of 147 organization websites will be reviewed.
- On each organization's website, the researcher:
  - · Searched through the library website landing page
  - · Searched using the library website search box, if available
  - · Searched library FAQs, if available
  - · Searched through Springshare LibGuides, if available
  - · Searched using the LibGuides search box, if available
  - Searched through the organization's mission and vision page(s)

#### Results to Date

Organization websites/LibGuides reviewed to date (25% of total organizations)

8%

of library websites mentioned community engagement /outreach on website 3%

of library websites defined community engagement /outreach on website

8%

of library websites included examples of community engagement/outreach programs, activities or partnerships

#### Example Language

"The [name] Medical Library serves as a state and regional resource through the provision of documents, selected reference, and outreach services."

19%

14%

of Library

Mission or Vision

Statements

Include Related Language

of Library System Mission or Vision Statements Include Related Language

43%

of College or University Mission or Vision Statements Include Related Language "By aligning our initiatives with these goals, we ensure that the library remains an essential partner in advancing academic excellence, fostering innovative research, and strengthening ties with the community."

"We will be a preeminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community and around the world."

#### **Next Steps**

- · Continue gathering data about the remaining 110 organization websites.
- To date, few library websites reviewed provide information about community engagement or outreach. However, within the 37-organization sample, 41% reported outreach service sessions to AAHSL in 2023-2024. Try to determine why there is little external communication on library websites about this work.
- Many library, library system, college, or university mission or vision statements
  include the words community, community engagement or outreach. However, it
  is often not clear if the engagement or outreach is aimed internally within their
  own campus community to students, faculty, staff, researchers, etc., or aimed
  outside the campus community to external non-affiliated users, nonprofit
  workers, government employees, citizen scientists, the public, etc. (Meacham,
  2022). Gather additional language examples and definitions for analysis.
- Further review mission and vision statements for related language.
   Add strategic plan documents to the review.
- Develop recommendations for content elements to communicate community engagement and outreach initiatives within websites or LibGuides.
- · Share findings in a published manuscript.

#### References

Association of American Health Sciences Libraries. (2024). Annual statistics of medical school libraries in the United States and Canada [Data Set]. https://www.aahsl.org/annual-statistics

Meacham, M.E., Nguyen, T., Wilson, T., & Mann, A. (2022). Leveraging community connections: Project management outreach expertise from health sciences library and community-based organization leaders. In K.M. Crowe & J. Helouvry (Eds.) *Building community engagement and outreach in libraries* (pp. 49-70). Emerald Publishing. https://doi:10.1108/S0732-067120220000043003

Schneider, T. (2003). Outreach: Why, how and who? Academic libraries and their involvement in the community. *The Reference Librarian*, *39*(82), 199–213. https://doi.org/10.1300/J120v39n82\_13

#### Acknowledgements

This research was developed through the training and support provided by the MLA Research Training Institute.





# **Information Needs of Patients with Vasculitis**



# JODI HALL, B.A. MLS GRADUATE STUDENT AT EMPORIA STATE UNIVERSITY

#### **Objective**

- The aim of this research was to discover and characterize the information needs of patients who have been diagnosed with vasculitis. RQ: What are the information needs of patients with vasculitis?
- Vasculitis is a term used to describe a family of rare diseases which are characterized by inflammation of the blood vessels.

#### Methods

- Utilizing Dervin's Sense-Making Theory as a theoretical framework, a content analysis of 259 reference questions submitted to the Vasculitis Foundation from 9/2023-9/2024 by people with self-reported vasculitis was performed.
- Inductive coding was used to identify themes in order to explore key information gaps until saturation.
- Within each coded term, several additional search terms were included to find and review all relevant requests for information.



Early Diagnosis · Better Treatment · Improving Lives

#### Results

Identified themes included;

- finding a doctor 19%
- disease-specific information 16%
- disease progress 3%
- relevant research 7%
- information on flares 1%
- psychosocial support 12%
- financial support 5%

Of the 259 reference questions submitted in the allotted time period, 63% were related to the above categories. The three most common information requests were in the codes finding a doctor, disease-specific information, and psychosocial support.

# Psychosocial Support Information Request:

"I want to connect to other vasculitis patients. I have been diagnosed with vasculitis, and my recovery has been complex, painful, and lengthy."

#### Finding a Doctor Information Request:

"I was diagnosed with IgA vasculitis 6 moths ago. I'm currently looking for clinics in the US that specialize in treating IgA vasculitis"

#### Conclusion

- Patients with vasculitis may leave a doctor's appointment with unanswered questions.
- This research study highlights the need for a focused educational effort to close the information gaps most frequently experienced by patients with vasculitis.
- With seven core themes identified, a more concentrated information intervention can be started, led by patient organizations with vested interest.
- Physicians can and should take advantage of resources that already exist which can help to give their patients the education they need, such as the Vasculitis Foundation's diseasespecific brochures.

#### References

General Vasculitis. Vasculitis Foundation. (2024, November 8). https://vasculitisfoundation.org/education/general-vasculitis/
Mooney, J., Poland, F., Spalding, N., Scott, D. G., & Watts, R. A. (2012). 'in one ear and out the other – it's a lot to take in': A qualitative study exploring the informational needs of patients with anca-associated vasculitis. Musculoskeletal Care, 11(1), 51–59. https://doi.org/10.1002/msc.1030

This research was developed through the training and support provided by the MLA Research Training Institute (RTI).

# PAWS IN PLACE: Exploring Animal-Assisted Activities and their Influence on Sense of Place in an Academic Veterinary Library



Aisha Grant, Unviersity of North Carolina Greensboro, Graduate Student

Margaret Gross, MA, MLIS, North Carolina State University MLIS

NC STATE University Libraries

#### **OBJECTIVE**

To explore whether and how an animal-assisted activity program influences sense of place among patrons at an academic veterinary library.

#### BACKGROUND

Animal-assisted interventions (under which animal-assisted activities are subsumed) have been shown to provide a variety of benefits in higher education, including but not limited to reduced anxiety and stress<sup>1</sup>, improved mood<sup>3</sup>, increased life satisfaction and connectedness to campus<sup>2</sup>. However, there is scant research examining the impact of these interventions on users' connection to the library. Understanding this impact could help improve user experience, foster a more inclusive and welcoming library atmosphere, and promote well-being.

#### THEORETICAL LENS

Placemaking is the process of transforming space to make it more attractive, functional, and to cultivate a sense of place.4

Sense of Place refers to the emotional and meaningful connections people develop with a place.5

#### **METHODOLOGY**

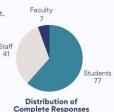
Online Qualtrics survey (quantitative and qualitative questions) distributed via 4 email listservs at NC State University's College of Veterinary Medicine.

151 responses were received.

125 responses were complete.

#### **POPULATION**

- · Students (First, Second, Third, & Fourth Year DVM. Master's, Ph.D)
- Staff (Non-Veterinary & Veterinary Professionals)
- Faculty (Non-Veterinary & Veterinary Professionals)



#### **RESULTS**

#### QUOTES

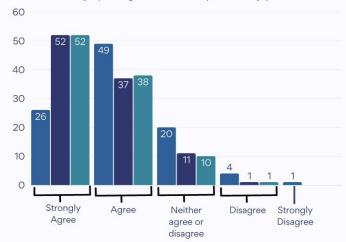
The program has enhanced the calm & studious atmosphere of the library. It is also a reminder about the research outlets that are provided by the library. -Staff member (non-veterinary)

The Paws for a Break program has made me feel relaxed and is an informal setting which makes it feel more welcoming. - DVM student (First-year)

It gives me an additional chance to appreciate our amazing library. I always enjoy being in the library. -Faculty (veterinary)

#### As a result of the Paws for a Break program...

- I feel a sense of belonging in the library
- I feel comfortable in the library
- Spending time in the library is more enjoyable



#### PRELIMINARY FINDINGS

Many participants associate the program with comfort, enjoyment, and a sense of belonging in the library. Quotes support that the program enhances the library environment, making it a comforting and calm environment. Data seems to indicate a positive correlation between the program presence and emotional attachment to the library.

#### **NEXT STEPS**

Complete data analysis: finish quantitative analysis, explore differences across participant groups, and use thematic analysis to code for common themes.

students. Anthrozoös, 29(3), 441-454. doi: 10.1080/08927936.2016.1181364



# Health Sciences Library Employees' Understanding of Disability

Becca Gates, MLIS | University of California, Irvine



#### INTRODUCTION

Practical approaches of accessibility and accommodation are increasingly studied in the library science literature in pursuit of a more inclusive environment for all, and recent literature has asked us to evaluate how we talk about disability as a profession. This study seeks to build on this direction by asking: how do we understand disability?

The setting of health sciences libraries was particularly relevant because medical conceptions of disability are complex and often contested in definitions and conceptions of disability.

Disability studies scholarship has utilized a theoretical framework of models to define our societal understanding of disability, and this study operationalizes some of these prevalent models.<sup>3</sup>

#### **METHODS**

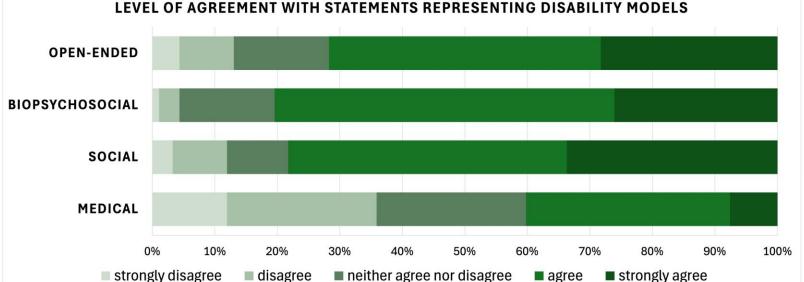
A **12-question survey** was developed to assess the sample's perception of their understanding of disability and distributed through relevant health sciences library email lists. The survey make up was:

- 3 demographic questions
- 4 Likert-type questions that asked respondents to rate their level of perceived agreement with statements that represent 4 models of disability.
- These statements were developed using the chapter Theoretical Strategies to Define Disability in The Oxford Handbook of Philosophy and Disability.<sup>4</sup>
- 5 Likert-type items that prompted respondents to consider their understanding of disability, and whether it has changed with time, circumstance, etc.

There is no clear mental model of disability favored by health sciences library respondents, but the medical model had the highest rate of disagreement

98%

of respondents agree or strongly agree that they are open to changing the way they think about disability



#### **RESULTS**

92 completed responses were received over a month-long period. The central box includes key results. Other results include:

- 26% of respondents identified as disabled in any context (personal, professional, etc.).
- 94% of respondents either strongly agreed or agreed that their understanding of disability has changed over time.
- 75% of respondents either strongly disagreed or disagreed that situations of accessibility and accommodation are the only times the consider disability at work.
- Most respondents worked at an academic or research institution and had over 10 years of experience (84.11% and 60.75%, respectively).
- The most common answer for the statement "I believe I have a strong understanding of disability" was neither agree nor disagree, at 39%.

#### DISCUSSION

This survey represents a practice of self reflection for health sciences library employees that I encourage us all to undertake individually. How are we conceptualizing disability, and is that idea creating an implicit bias? Does our location in the medical context influence our perceptions? I hope this exploration can help advocate for greater awareness of the multifaceted nature of disability.

QR Code: References, disability model statements, contact, and more



# Studies that explore Artificial Intelligence (AI)



# Al and Nursing: Educating the Next Generation of Healthcare Providers

Jamie Quinn, MSIS, AHIP

Brandi Garrett, PhD, RN, C-ELBW

Baylor University, Louise Herrington School of Nursing, Dallas, Texas, USA

#### Background

- Nurse leaders and educators emphasize the need for the nursing profession to embrace AI applications.
- . All utilization is growing, but the nursing profession has been slower to adopt.
- Educators advocate for incorporating AI literacy into the nursing student curriculum.
- Continued lifelong learning in AI is encouraged for nursing professionals.

#### **Objectives**

The goal of this study was to evaluate undergraduate student nursing knowledge and use of Al applications while providing Al digital literacy instruction that discussed a broad overview of what Al is, ethical and legal considerations of using Al tools in healthcare, discussion of unique and successful approaches to using Al in healthcare, and include practice-based learning to explore free and Baylor Library subscription resources that incorporate Al use to refine research questions and search the literature for relevant source materials.

#### Methods

#### Study Design & Participants:

- The study design received IRB exemption as program improvement.
- Undergraduate nursing students enrolled in the 4351 Consumer of Research course (Fall 2024 & Spring 2025) participated.
- Students received a 1.5-hour AI training session and completed pre- and post-surveys to assess their AI knowledge and interest.

#### Al & Literature Tools Demonstrated:

Free Al tools: Illicit and SciSpace.
Subscription-based tools: ScopusAl.
ChatGPT for developing and refining research questions using the PICO framework.

#### Results

#### Survey Responses & Analysis:

Pre-survey: 94 responses.
Post-survey: 16 responses.
Results analyzed using the Qualtrics
Results tool.

#### **Pre-Survey Findings:**

Most participants were unfamiliar with Al literature research tools (Elicit, ScopusAl, SciSpace, etc.).
Majority reported rare to slight use of Al tools.
Many were aware of ChatGPT.
Some participants mentioned familiarity with Sherpath Al, Snapchat Al, and Google's Al search functionality.

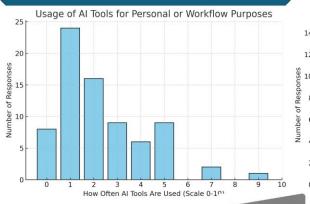
#### Main Takeaways

#### Survey & Workshop Findings:

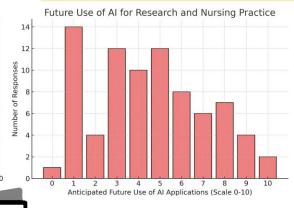
- Findings align with nursing literature, indicating that students have limited exposure to AI tools and lack knowledge of how to use them effectively.
- Some students avoided using AI tools due to concerns about academic policies and potential grade penalties.
- There is a continued need for Al literacy education in nursing curricula.

#### Implications for Education:

Librarians and health educators can collaborate to enhance AI competency and understanding among nursing students.



References and Contact Information



### COMPARING THREE DISTINCT GENERATIVE AI TOOLS' CLINICAL EVIDENCE SUMMARIES WITH MEDICAL LIBRARIANS' GOLD STANDARDS

Planning

Data

Collection

VANDERBILT WUNIVERSITY MEDICAL CENTER

MALLORY N. BLASINGAME, MA, MSIS, CENTER FOR KNOWLEDGE MANAGEMENT, VANDERBILT UNIVERSITY MEDICAL CENTER, NASHVILLE, TN

#### BACKGROUND

J Med Libr Assoc. 2025 Jan 14;113(1):65-77. doi: 10.5195/jmla.2025.1985.

#### Evaluating a large language model's ability to answer clinicians' requests for evidence summaries



Mallory N Blasingame 1, Taneya Y Koonce 2, Annette M Williams 3, Dario A Giuse 4, Jing Su <sup>5</sup>, Poppy A Krump <sup>6</sup>, Nunzia Bettinsoli Giuse <sup>7</sup>

Affiliations + expand

PMID: 39975503 PMCID: PMC11835037 DOI: 10.5195/imla.2025.1985

Physicians and the general public report using generative Al to find health information<sup>2,3</sup>

ChatGPT, Google Gemini, and Microsoft Copilot are the most highly used generative AI tools in the biomedical literature4

#### RESEARCH QUESTIONS

- 1. How accurate are three publicly available generative Al tools' responses to clinical questions generated by these tools, in comparison with medical librarians' gold-standard responses?
- 2. Are there differences in the generative Al tools' performance compared to each other?
- 3. Are there differences in performance when generative Al tools answer their own generated questions compared with questions provided by the other tools?

#### REFERENCES

- Blasingame et al. J Med Libr Assoc. 2025 Jan;113(1):65-77. PMID: 39975503.
- Kaiser Family Foundation. KFF Health Information Tracking Poll. 2024 Aug.
- American Medical Association. Physician Sentiments around the Use of Al in Health Care. 2025 Feb
- Moulaei et al. Int J Med Inform. 2024 Aug:188:105474. PMID: 38733640
- Suárez et al. Comput Struct Biotechnol J. 2023 Dec: 24:46-52. PMID: 38162955
- GovTech Data Science & Al Division. Prompt Engineering Playbook. 2023 Aug.

#### **METHODS**

#### **Prompts**

Two prompts used to obtain:

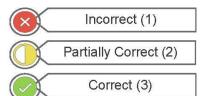
- 1. 15 questions from each tool across three categories (Treatment, Etiology, Prognosis)
- 2. An answer to each question from each tool1 Context (C)

Objective (O) COSTAR Style (S) Framework<sup>5</sup>

Tone (T) Audience (A)

Response (R)

#### **Generative AI Response** Assessment<sup>1,6</sup>



- Based on presence of "critical elements" identified in librarian's gold-standard response
- · Additional facts introduced by the generative AI tools will also be assessed for accuracy/relevance

#### PRELIMINARY RESULTS AND NEXT STEPS

#### **Generative AI PICO questions (N=45):**

Gold

standard

#### Trends in question topics:

- Diabetes (n=7)
- Cardiovascular diseases (n=7)
- Chronic respiratory conditions (n=5)

**Steps Completed** 

Plan/timeline

established

Prompts defined

IRB non-human

subjects determination

(VUMC IRB #241743)

45 PICO questions from

LLMS

45 librarian searches &

evidence syntheses

45 answers obtained from each LLM

- Non-small cell lung cancer (n=3)
- Alzheimer's disease (n=3)

#### Example question (Google Gemini):

For adults with type 2 diabetes mellitus. does the addition of a GLP-1 receptor agonist to standard metformin therapy reduce the risk of major adverse cardiovascular events compared to metformin alone?

Prompting lessons learned: To obtain questions on topics other than treatment, it was necessary to add definitions of etiology and prognosis to the prompt.

#### Next steps:

Assessing generative AI responses (ongoing) & data analysis

#### Conclusions:

It is critical for medical librarians to lead studies designed to assess the performance of large language models in areas in which their expertise represents the performance gold standard.



This research was developed through the training and support provided by the MLA Research Training Institute (RTI).





# **Automation Tools for Evidence Synthesis**

Jules Bailey | Health Sciences Librarian | jules.bailey@fsu.edu



## How can librarians support the use of semi-automation tools for systematic reviews and other types of evidence synthesis?

**Objectives:** (1) identify types and uses of automation tools in the literature; (2) assess librarian experience with and trust in automation tools for evidence synthesis

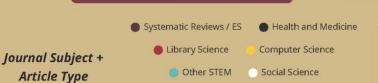
#### **Introduction**

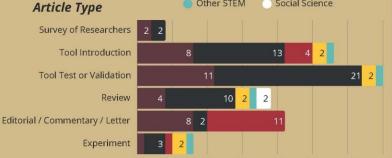
- Evidence synthesis (ES) helps translate medical research into practice by combining all available evidence.
- An ES can become quickly outdated due to (1) the volume and rate at which new research is published and (2) the time it takes to complete ES.
- Automation tools can help, but a lack of knowledge, trust, and access are barriers to their adoption.

#### **Methods**

- Literature review: searched medical, library, and general databases + library journals; conducted single-reviewer screening in Covidence and data extraction in LibWizard to perform survey of the literature
- Survey: Librarian Experience with Automation Tools for Evidence Synthesis; received FSU IRB approval; created survey in Qualtrics; disseminated on listservs for health sciences, medical, and ES librarians

### Literature Review: n = 115 articles Results





#### Type(s) of Tool(s) in Article



Top 5 barriers to automation:

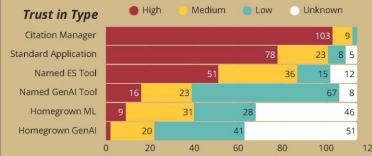
- 1. Usability (31)
- 2. Poor performance (30)
- 3. None (23)
- 4. Lack of trust (20)
- 5. Lack of knowledge (19)

#### Top 5 automation tools:

- 1. RobotReviewer (24)
- 2. EPPI-Reviewer (22)
- 3. Abstrackr (21)
- 4. DistillerSR/AI (16)
- 5. Rayyan (19)

#### Survey: n = 114 responses

- Most respondents worked at universities, had 5+ years of ES experience, and can perform consultations, search construction, and co-authorship at an expert level
- Highest trust: tiab dedup, tiab relevance ranking, snowballing, full text discovery, search translation
- Lowest trust: writing the review, topic formulation, data analysis, meta-analysis
- Highest belief in automation: tiab dedup, full text discovery, snowballing, search translation, tiab relevance ranking, tiab article type identification
- Lowest belief in automation: writing the review, topic formulation, ROB, full-text screening, data analysis, metaanalysis



*Top 5 barriers to automation:* 

- 1. Lack of trust (91)
- 2. Manual checking (80)
- 3. Payment to access (77)
- 4. Lack of knowledge (72)
- 5. Usability (70)

- Top 5 automation tools:
- 1. Covidence (99)
- 2. Endnote (94)
- 3. Other Citation (82)
- 4. SRA (76); Polyglot (68)
- 5. Rayyan (62)

#### <u>Takeaways</u>

- Many articles present and test new tools rather than existing tools.
- Validation studies are needed.
- Growing interest in AL/ML, but librarian trust in this is lowest.
- Screening tools most popular in literature; ES tools + citation managers most popular with librarians
- Both literature and librarian survey show interest in tiab screening tools.

#### **Future Directions**

- Future research: I plan to follow up the survey with interviews.
- What parts of the ES process can be reliably semi-automated? How can librarians identify, promote, and use reliable automation tools?

References & Additional Data





This research was developed through the training and support provided by the MLA Research Training Institute (RTI).

# Studies that explore Clinical Librarianship



# **Adapting a Validated Measure** for Health Sciences Library Impact



Regina Vitiello MLS

Northwell, New Hyde Park, NY

## **Background**

Measuring library service quality and demonstrating the impact of changes helps librarians communicate value to institutional leadership.

Health sciences and hospital librarians, especially, would benefit from a validated measure to demonstrate the value of their work and the impact of service.

Validated measures are questionnaires with results that are tested to correspond with real-world values.

The Generic Impact Questionnaire

- developed by the Value and Impact Task and Finish Group from the Quality Work Stream of the Knowledge for Healthcare programme
- piloted on a range of library services and validated by the University of Salford

The difference or change in an individual or group **Impact** resulting from the contact with library services.

Value

The importance that stakeholders (funding institutions. politicians, the public, users, staff) attach to libraries and which is related to the perception of actual or potential

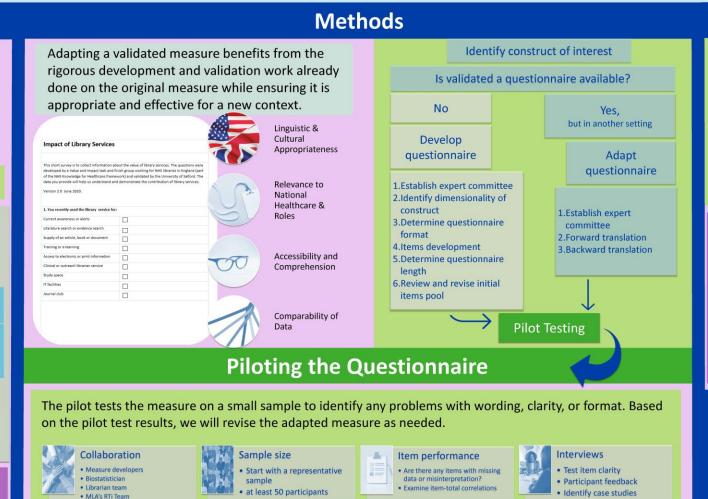
The questionnaire is used in two ways:

as a generic survey of customers which might be sent to all customers/a subgroup of customers on a regular basis

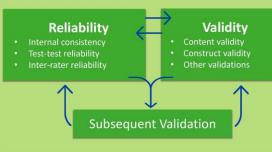
as a targeted survey of the impact of a specific service

#### Question

Is the Generic Impact Questionnaire a valid and time efficient way to document impact of United States health sciences libraries when compared to its already proven validity in the United Kingdom health sciences library population?



## **Next Steps**



Validated measures provide quantifiable evidence of librarian contributions to research, education, and patient care.

Pilot testing and subsequent validation of the Generic Impact Questionnaire will provide librarians with a readily available tool for demonstrating value and impact.

#### **Acknowledgements**

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Professor Richard Amdur of Northwell's Quantitative Intelligence/Institute of Health Systems Science

View the Generic Impact Questionnaire:



Learn more about questionnaire validation:



References:





# EXPLORING NURSES' PERCEPTIONS OF USING LIBRARY DATABASES FOR EVIDENCE-BASED RESEARCH IN HOSPITAL SETTINGS



John Mokonyama, MS, MBA, MSLS, AHIP-D Penn Medicine, Chester County Hospital

#### **BACKGROUND**

Many nurses face barriers in using library databases, such as limited access, insufficient training, and lack of integration of these resources into daily workflows (Mohammadnejad et al., 2023). Understanding nurses' perceptions of using databases for evidence-based practice can improve library resource utilization, benefiting patient care and nursing efficiency.

#### **OBJECTIVES**

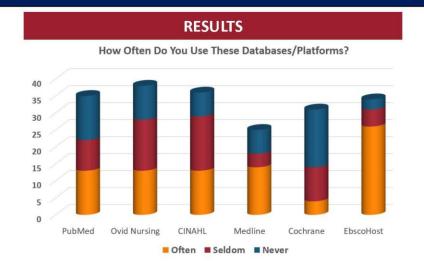
Research Question: What are nurses' perceptions of using library databases for evidence-based research in hospital settings, and how do these perceptions influence the integration of evidence into their practice?

#### The objective of this research was to:

MLA Research Training Institute for Health Sciences Librarians

- Explore Perceptions
- Assess Impact
- Identify Barriers
- Provide Recommendations





## Responses by category

(Total Responses: 15)



# This Research Protocol is approved by the University of Pennsylvania IRB, #858128

#### CONCLUSION

Thematic analysis showed that while nurses value research and librarians, their experiences are shaped by accessibility, training, and workplace attitudes.

Addressing these factors through targeted interventions may enhance the integration of evidence-based practices in nursing and ultimately benefit patient outcomes.

#### Librarian's Recommendations:

- Promote intuitive evidence-based database resources.
  - User friendly databases.
- Develop tailored research guides.
  - User-specific guides.
- Enhance communication with nursing staff.
  - Librarian-nurse communication.
- Integrate resources into clinical workflows, such as EHR.
  - Embed databases into workflows
- Foster evidence-based culture.

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# Thank you to our presenters and attendees!



