RESEARCH TRAINING INSTITUTE

2025 Virtual Poster Presentations

Moderators

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

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

Presenters

Jeffery Wagner, Penn State College of Medicine & Hershey Medical Center, PA

Christina Heinrich, Tufts University, MA

Sarah Villere, Saint Joseph Hospital, Intermountain Health, CO

Jill Daby, Champlain Valley Physicians Hospital, NY

Heather Brown, University of Nebraska Medical Center, NE

MLA '25 vConnections, April 16, 2025

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MEDICAL LIBRARIES ASSOCIATION

Today's Agenda

- Welcome, Agenda, RTI Sponsors & Staff
- Fellow Poster Presentations (5-7 mins per presentation)
  - *Studies that are:* Collecting Data
    - Jeffery Wagner
  - *Studies that are:* Analyzing Data
    - Christina Heinrich
  - *Studies that are:* Presenting Results
    - Sarah Villere
    - Jill Daby
    - Heather Brown

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-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 (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)

- **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, 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 (2024-2025)

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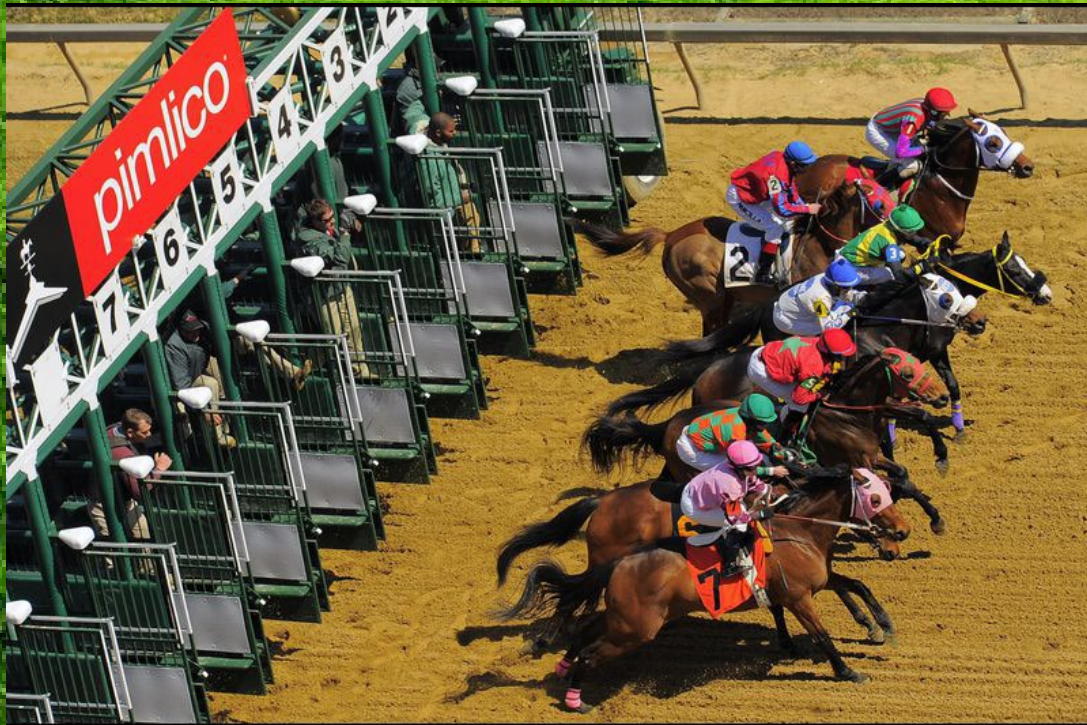- **Kearin Reid, AHIP**

RTI Leadership Team

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

Thank you RTI Program Staff!

Out of the Gate

searching the literature
+ developing instrument
+ IRB

Rounding the Corner

collecting data

Drawing Relief: How Comics and Graphic Medicine Can Be a Lifeline for Medical Students' Stress and Well-Being - Early Insights

Jeffery Wagner, MSLIS

Harrell Health Sciences Library – Penn State College of Medicine & Hershey Medical Center

Introduction

Graphic medicine uses comics to explore health-related topics, offering a creative way to process emotions and experiences. It is my hypothesis that reading or creating these narratives can promote self-reflection, stress relief, and connection with others facing similar challenges.

With this project I hope to provide evidence that this unique blend of storytelling and art fosters healing, resilience, and a deeper understanding of personal and mental well-being. As a librarian working with this unique subset of material, I feel that this evidence will prove crucial to further justify the collecting and access of these items in libraries today.

Research Question

How does the engagement in comics and Graphic Medicine assist medical students in relieving stress, maintain wellness and embrace catharsis?

Methods

This mixed methods project consists of a six question survey created in Qualtrics distributed by email to the 4th year medical students of Dr. Michael Green's Comics course in spring, 2025.

After distribution of survey, collection and analysis of preliminary data from responses and with the help of Dr. Green, I will coordinate with those students interested in speaking with me in a virtual, group interview, held over zoom.

During the one hour interview, the same six questions will be asked in hopes of building upon survey responses as well as give an opportunity to those who did not complete the survey to share their thoughts and beliefs as it relates to how reading and creating comics and Graphic Medicine helps them relieve stress, induce catharsis and achieve a more balanced well-being. After conducting the group interview, coding of transcript will take place to develop and provide further thematic analysis with NVivo.

Emerging Themes & Quotable Quotes

Empathy
Reflection
Community/Connection

"Reading comics allows me to see a conflict or a struggle in a unique and vivid way. It also teaches me to empathize the emotional weight that someone is experiencing such as seeing how traumatic a diagnosis of Parkinsons was or seeing how grueling chemotherapy can be on the body."

"I felt that it helped me a lot in processing my own emotions and reactions to events. I created a comic about a traumatic event that I felt I wasn't ready to talk about, and afterwards, I feel that I have come more to terms with what happened. Creating art and the comic gave me an outlet."

"I would say that reading these comics has felt validating, both from a healthcare professional point of view and as a patient or patient's family member. One comic I read was from a family member's perspective, where he had internal thoughts about how stupid his mother (the patient) was for not understanding her terrible situation. I had a similar experience and immediately felt very guilty about it, but reading that helped me realize that my frustration was not a unique feeling/it didn't make me a bad person."

Next Steps

Finalize date and time of group virtual interview and meet with students to build on original responses. Conduct thematic analysis and further define code book for project as themes emerge.

Early Inspiration
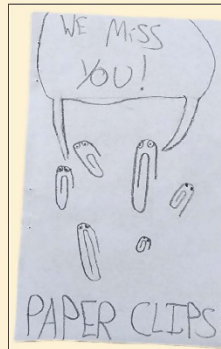
Selected References

Scheff, T.J. (2012). Catharsis Theory. In: Seel, N.M. (eds) Encyclopedia of the Sciences of Learning. Springer, Boston, MA. https://doi.org/10.1007/978-1-4419-1428-6_573

Bing, W. C., & Kim, S. J. (2021). A Phenomenological Study of Mental Health Enhancement in Taekwondo Training: Application of Catharsis Theory. *International journal of environmental research and public health*, *18*(8), 4082. https://doi.org/10.3390/ijerph18084082

Williams I. (2011). Autography as auto-therapy: psychic pain and the graphic memoir. *The Journal of medical humanities*, *32*(4), 353–366. https://doi.org/10.1007/s10912-011-9158-0

MLA RTI Acknowledgment

Investigating the Role of Evidence Pyramids on Medical Students' Beliefs about Knowledge:

A Qualitative Analysis of Students' Responses to an Evidence-Based Medicine Assignment

Christina Heinrich, Amy LaVertu, Hannah Ellingson, Annie Colby-McKeon
Hirsh Health Sciences Library Tufts University

Background

Using evidence hierarchies in librarian-led evidence-based medicine (EBM) instruction can be a valuable framework to quickly appraise information[1]. But **over-reliance on hierarchies of evidence in EBM instruction risks encouraging black-and-white thinking** in medical students about how medical knowledge is generated and applied to patients[2,3,4]. Addressing dualistic thinking about certainty equips students to more deeply engage with information, strengthening the practice of EBM.

Methods

First-year medical students enrolled in Problem Based Learning, a required course at Tufts University School of Medicine, complete an evidence-based medicine assignment where they address a PICO question inspired by a mock patient case. For this study, **students randomly received one of two versions of this assignment** (fig. 1).

Using applied thematic analysis[5], we will analyze a portion of the assignments to explore emergent themes, if any, related to beliefs about knowledge, using the **Reflective Judgement Model**[3,6] as a theoretical framework (fig. 2).

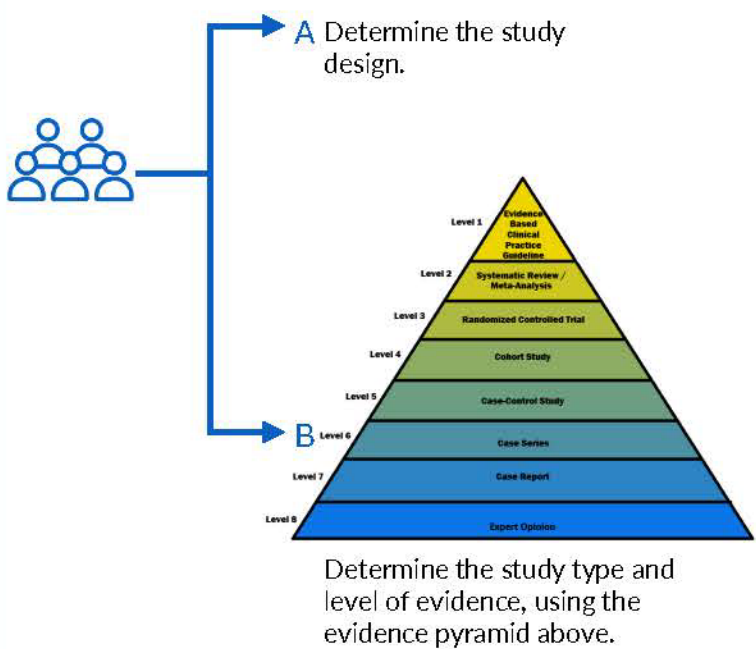# Does using an **evidence pyramid** impact the way medical students think about the nature of knowledge?

A Determine the study design.

Determine the study type and level of evidence, using the evidence pyramid above.

Figure 1. **Difference between two assignment versions**

Knowledge is...
- Absolute
- Certain
- Obtained from authoritative sources or direct observation

- Justified probabilistically
- Contextual
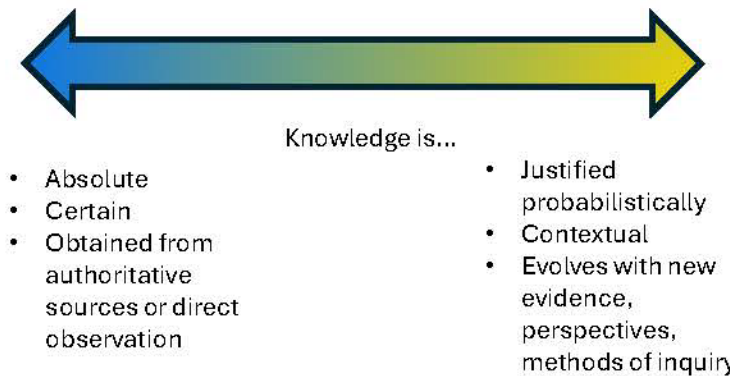- Evolves with new evidence, perspectives, methods of inquiry

Figure 2. **Reflective Judgment Model**

Contact
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RTI Participant
Research & Instruction Librarian
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REFERENCES

Tufts UNIVERSITY

Hirsh HEALTH SCIENCES Library

Crossing the Finish Line

analyzing data
+ presenting results

+ writing up for publication

Branching out: Assessing library needs of health sciences students on a satellite campus

Sarah Villere, MLS, MSN, RN, AGPCNP-BC
Medical Librarian, Saint Joseph Hospital, Intermountain Health

Introduction

Online and satellite programs have become more popular as learners seek out non-traditional college education pathways (National Center for Education Statistics, 2023). This creates unique opportunities and challenges for libraries trying to meet the needs of these students.

Previous studies have looked at library usage and satisfaction among delocalized students (Ismail, 2010; Ritterbush, 2014), but little is known about the library needs and wants of health sciences students learning from a satellite campus.

RQ: How can a community college library best support health sciences students located on a satellite campus?

Setting: Red Rocks Community College in Colorado has two campuses: Lakewood, the main campus, hosts the library. Arvada, the satellite campus, hosts the health sciences programs and has a library office that is staffed 2 days/week.

Methods

Participants: Students over 18 years old enrolled in a health sciences program and taking at least one class at RRCC Arvada campus Fall 2024.

Data collection: An IRB-approved electronic survey
- 12 open and closed-ended questions across 3 sections: demographics, library usage and satisfaction, and potential new services and recommendations to improve existing services
- Available through Survey Monkey, open from 10/21/24-11/1/24
- Sent to 364 eligible students' email on 10/21/24 and in a reminder email on 10/30/24, with the option to complete survey in-person during 4 tabling sessions held on campus

Data analysis: Completed in Excel using descriptive statistics and thematic coding

Note. [Arvada Campus photograph], by Red Rocks Community College, n.d., (https://www.rrcc.edu/campuses).

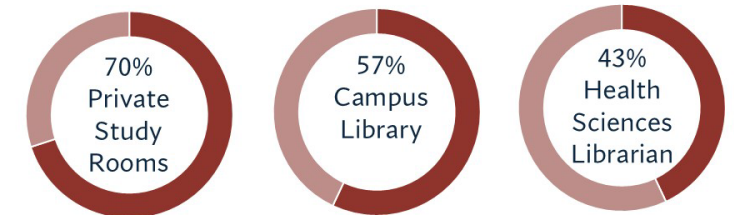## Students want a physical library space and the expertise of a health sciences librarian.

Scan QR code for references.

Results

- 65 surveys received (18% response rate)
- Respondents from 10/12 health sciences programs
- 82% have used one or more library services. Top services:
  - Lakewood campus library physical space (56%)
  - In-person help at the Lakewood campus (37%)
  - In-person help at the Arvada campus (27%)
- 85% are satisfied with the library collections
- 88% are satisfied with the library services
- For those who have never used the library, the top response was because they would prefer an onsite library (35%)
- The most common theme for how the library could be improved was a library space on campus (30%)

Students want new library resources.

70% Private Study Rooms

57% Campus Library

43% Health Sciences Librarian

Discussion

While most are satisfied with the current library collections and services, students value the library as a space, and have asked for and would benefit from improvements including:
- **a physical library with private study rooms.**
- **a specialized health sciences librarian.**

Results will guide strategic planning for the RRCC library. In the interim, the library could increase in-person hours on the Arvada campus and train staff on health sciences resources.

Further research could:
- complete a space needs assessment.
- develop targeted surveys for individual programs.
- assess the library needs and wants of Arvada faculty.

INFORMATION NEEDS OF RURAL
HEALTH NETWORK PROVIDERS: A SURVEY

Jill Daby, MLS, AHIP-S
Quality & Safety Department

— THE —
University of Vermont
H E A L T H   N E T W O R K

Champlain Valley Physicians Hospital

BACKGROUND

"The quality of medical practice is dependent on the capacity of the physician to mobilize information promptly in caring for his patients," (West, 1975).

- UVMHN is a rural health system comprised of 6 hospitals across VT and northern NY, serving more than one million people.

- UVMMC academic partnership with UVM Health Sciences Library (HSL) provides for full library services – lit searching, document delivery, ILL, etc.; HSL does not serve the 5 community hospitals.

- A survey conducted by the network and HSL in 2017 revealed community hospital clinicians experience gaps in and barriers to accessing clinical information.

- More than 1400 physicians, 500 APPs, 70 pharmacists & 1300 RNs are employed at the 5 community hospitals.

- CVPH has the only formal medical library/librarian services in network and serves all 3 NY hospitals.

- Both VT community hospitals lost access to contracted library services due to HSL program closure in Fall 2023.

PURPOSE

Medical Librarian at CVPH seeks to assess information needs and gaps across the 5 community hospitals in the health network.

- Is there evidence to support a network medical library to serve the information needs of the 5 community hospitals?

- If so, what services and/or resources should a network medical library offer?
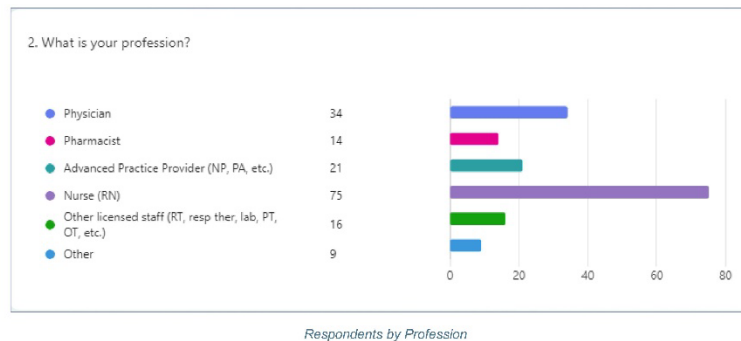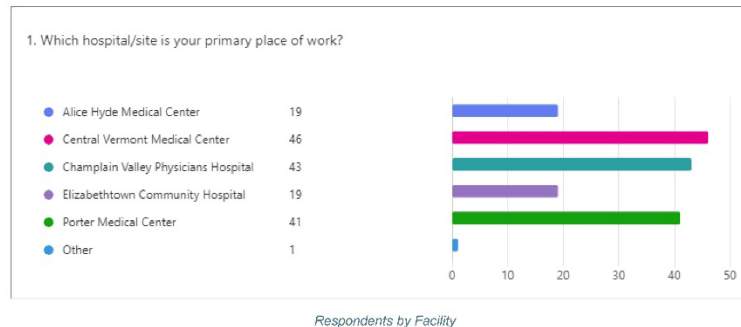
MATERIALS AND METHODS

Survey Creation
With permission and revisions, a survey was developed modeling one conducted by UVMHN and HSL in 2017. The new survey contained 13 questions addressing information seeking and access experiences over the last month. One additional field invited participants to share contact information if desired.

Survey Dissemination
On October 4, 2024, the MS Forms survey was distributed by the network CMO to senior leaders via email across the 5 community hospitals. Senior leaders were asked to share the survey with health care providers and clinical staff across the community hospitals. The survey remained open for 42 days.

Survey Responses
175 MS Forms responses were received, of which 169 were determined to be valid. Responses were received from all 5 community hospitals representing all professions (see tables below).

1. Which hospital/site is your primary place of work?

Alice Hyde Medical Center	19
Central Vermont Medical Center	46
Champlain Valley Physicians Hospital	43
Elizabethtown Community Hospital	19
Porter Medical Center	41
Other	1

Respondents by Facility

2. What is your profession?

Physician	34
Pharmacist	14
Advanced Practice Provider (NP, PA, etc.)	21
Nurse (RN)	75
Other licensed staff (RT, resp ther, lab, PT, OT, etc.)	16
Other	9

Respondents by Profession

According to the policy defining activities which constitute research at the University of Vermont/University of Vermont Health Network, this work met criteria for a project that does not require IRB review.

169 VALID SURVEY RESULTS

154 respondents sought clinical information for patient care in the past month.

124 respondents reported using a search engine to access clinical information.

159 respondents reported at least one barrier to accessing clinical information.

Top 3 barriers to locating information: time, lack subscriptions, don't know how/where to access.

68% answered yes/maybe for help with journal access. **51%** answered yes/maybe for help with literature searches.

34 resources reported as desired but not available; **10** available via library/network.

CONCLUSIONS

▶ Responses from the two VT hospitals lacking library services accounted for more than half of the submissions.

▶ 94% of respondents across 5 hospitals reported at least one barrier to accessing clinical information.

▶ Majority of respondents expressed interest in document delivery and lit search services at all 5 hospitals.

▶ Centralized location and consistent outreach would improve awareness around availability of existing network/library subscriptions and promote use of reliable sources.

ACKNOWLEDGMENT

Methods

A survey was distributed to the AAHSL listserv. 30 responses were received.

Results

- Books are a small percentage (<25%) of responding libraries' (90%, n=26) total ILL borrowing.

- 93% of libraries (n=28) are largely never or seldom requesting ebooks from other libraries.

- When ebooks are requested, it is not common for them to be filled by lenders (88%, n=7).

Strategies to obtain a book that is unfilled (n=16)	
Purchase a single download for the user	1
Purchase/license the ebook	16
Purchase a short-term loan of the ebook from the publisher/vendor	1
Purchase the print version	11
Other	2

A Survey of Whole Ebook Lending at Academic Health Sciences Libraries

Heather Brown and Alison Bobal, McGoogan Health Sciences Library, University of Nebraska Medical Center.

Problem
Academic health sciences libraries continue to acquire ebooks, but many publishers do not permit whole ebooks to be lent via interlibrary loan (ILL).

Research Question
What is the impact of ebooks on library acquisitions and interlibrary loan practices?
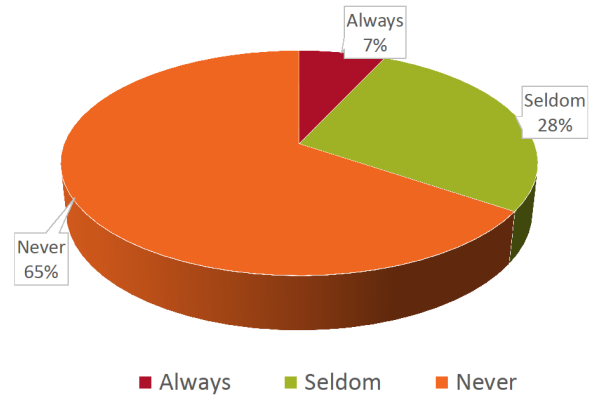
Conclusion
While ebook purchasing and licensing are prevalent in health sciences libraries, the use of interlibrary loan for whole ebooks remains limited, leading libraries to seek alternatives. With increased licensing of ebooks having no stipulation for whole ebook lending, it can be inferred that fewer books are available for interlibrary loan.

Results

Preferred format for book acquisition (n=29)

No preference 14%
Print 3%
Ebook 83%

Legend: Ebook, Print, No preference
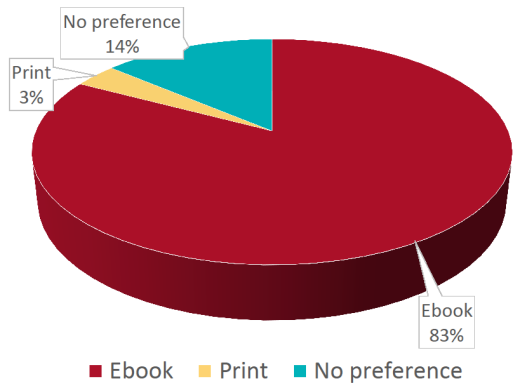
Negotiations for whole ebook lending during acquisition process (n=29)

Always 7%
Seldom 28%
Never 65%

Legend: Always, Seldom, Never

Perceived barriers to licensing for ILL:
Vendor resistance, cost, copyright concerns, and a lack of technical infrastructure