Navigating a River of Information

Midwest Chapter/MLA and HSLI
East Peoria, Illinois · October 4-8, 2013
Information for Hotel Guests

The conference center is accessible via a skywalk on the second floor.

A complimentary hot breakfast is served daily. Breakfast times are 6:00 a.m.-9:00 a.m. weekdays and 7:00-10:30 a.m. on weekends.

Guests may check in any time after 3:00 p.m. on the day of arrival.

Check out time is 12:00 p.m.

There is no charge for parking.

Complimentary Internet access is available in the Atrium, Café, Restaurant and business center.

Conference Registration/Hospitality Desk Hours

The conference registration/hospitality desk in the Conference Center entry lobby is open at the following times:

Friday, October 4
2:00 p.m.-5:00 p.m.

Saturday, October 5
7:00 a.m.-9:00 a.m.
12:00 p.m.-2:00 p.m.
5:00 p.m.-6:00 p.m.

Sunday, October 6
7:00 a.m.-9:00 a.m.
11:00 a.m.-1:00 p.m.
5:00 p.m.-6:00 p.m.

Monday, October 7
7:00 a.m.-9:00 a.m.

Tuesday, October 8
7:00 a.m.-9:00 a.m.
Welcome to East Peoria

The Health Science Librarians of Illinois welcome you to the 2013 Annual Meeting of the Midwest Chapter, Medical Library Association.

Our theme for this year is Navigating a River of Information, and we hope you all are able to bring aboard new ideas to safely steer through the rough waters of our challenging library environments and the shifting currents of changing technology. Through networking, discussion, and sharing ideas we can all work together to keep information flowing through our libraries and to our users.

We are very excited to welcome Michelle Kraft, author of “The Krafty Librarian,” and Sarah Houghton, a.k.a. The Librarian in Black, as our featured speakers. Their presentations will explore the confluence of libraries, technology, and change.

University of Illinois at Chicago Library of the Health Sciences is sponsoring a “Health Information Practice Summit” on October 7. The Summit will gather Midwestern health sciences librarians of all varieties to discuss the changes taking place in our environments and exchange stories about what we are doing to address the challenges and opportunities engaging us.

Stay up to date by attending updates from National Library of Medicine, the Greater Midwest Region NN/LM, and the Medical Library Association. Learn from your colleagues at the contributed papers presentations and poster session.

We appreciate the support of our exhibitors and sponsors. Please visit our exhibitors at the Welcome Reception on Saturday night and during the exhibits breaks on Sunday.

Keep the conversation flowing with your colleagues at the Welcome Reception, the Night at the Museum event, and the dine arounds. We hope you enjoy your stay, and be sure to stop by the Registration/ Hospitality desk for additional local information.

Warm regards,

Roy Jones, 2013 Conference Coordinator
Friday, October 4, 2013

5:00 p.m. - 9:00 p.m. Midwest Chapter MLA Board Meeting and Dinner  
Lydia A, Hotel second floor
5:00 p.m. - 9:00 p.m. Dine-around  
Meet in Hotel Lobby
6:00 p.m. - 9:00 p.m. HSLI Board Meeting  
Hotel Restaurant

Saturday, October 5, 2013

8:00 a.m. - 12:00 p.m. Continuing Education: Promoting Health Literacy Through Easy to Read Materials  
Fon Du Lac A-C, Conference Center
4 hours  
Instructor: Samanthi Hewakapuge

This hands-on class will discuss the frequent disconnect between information providers and information seekers. The success of “plain language” initiatives and the importance of text, type, graphics, “white” space, and layout for maximum readability will be covered. Several tools used to evaluate the readability of print materials and patient literacy levels will be introduced. Participants will have the opportunity to review print materials and websites for their adherence to easy-to-read principles. Websites developed by the National Library of Medicine and other reputable organizations will be introduced. Participants will be motivated to use health information materials to promote increased levels of health literacy in the populations they serve.

Samanthi Hewakapuge has served as the Consumer Health Coordinator at the National Network of Libraries of Medicine, Greater Midwest Region since May 2008.

8:00 a.m. - 12:00 p.m. Continuing Education: Planning Conducting & Publishing Research  
Fon Du Lac D-F, Conference Center
4 hours  
Instructors: Nancy Allee & Jo Dorsch

This course will provide an introduction to the research process with an emphasis on health sciences library settings. Participants will build their research skills by gaining an understanding of the processes involved in taking a project from initial idea creation to final publication. We will discuss identifying research design types and methodologies, generating ideas and formulating research questions, conducting literature reviews, evaluating research articles, gathering and analyzing data, and reporting of results. The course will also provide practical advice on how to get published in library science journals. Participants will leave with a proposal for planning, conducting, and publishing a research project at their own institution.

Nancy Allee is Deputy Director, Taubman Health Sciences Library, University Library and Library Faculty, Department of Medical Education, Medical School at the University of Michigan.

Jo Dorsch is Professor and Regional Head Librarian at the University of Illinois at Chicago (UIC), Library of the Health Sciences-Peoria.
Saturday, October 5, 2013

10:00 a.m. - 10:15 a.m.  **Break** (refreshments available 9:00 am - 11:00 am)  Conference Center

12:00 p.m. - 1:00 p.m.  **Lunch**  Hotel Atrium

1:00 p.m. - 5:00 p.m.  **Continuing Education:**  
**PubMed & the Evidence-based Universe**  
UICOMP  

Board shuttle at 12:35 in the Hotel Lobby. Shuttle leaves at 12:40 p.m.

4 hours  
Instructors: Holly Ann Burt and Cleo Pappas

This four-hour course will provide an overview of evidence based research and practice. We will cover definitions of terms, hierarchies of quantitative and qualitative evidence, and the critical appraisal of the evidence. Exercises include formulating an evidence-based question, developing effective search strategies in PubMed to identify appropriate citations, and understanding literature related to different types of studies.

Holly Ann Burt, MLIS, AHIP, MDiv, is the Outreach and Exhibits Coordinator for the National Network of Libraries of Medicine, Greater Midwest Region. An experienced teacher, Ms. Burt develops and teaches classes focusing on PubMed, patient safety, emergency preparedness, and the NLM toxicology databases. Prior to joining the GMR in 2005, Ms. Burt worked as the Information Resources Manager for the National Patient Safety Foundation and received her Master of Library and Information Science (MLIS) from Dominican University.

Cleo Pappas is Assistant Information Services Librarian and Associate Professor, University of Illinois at Chicago (UIC) Library of the Health Sciences (LHS). Her research interests include evidence based medicine, evidence based librarianship, clinical librarianship, and health literacy.
Saturday, October 5, 2013

1:00 p.m. - 5:00 p.m.  Continuing Education: Emerging Technologies  Fon Du Lac D-F, Conference Center

Instructors: Gabe Rios & Melissa De Santis

This four-hour class is designed to increase your knowledge of new and emerging technologies impacting our profession by discussing mobile devices and social media services. Some of the topics include smartphones, tablets, e-book readers, mobile apps, and collaboration tools. Popular social media services applicable to the libraries will also be discussed as well as technology-enabled instruction models like “flipped classrooms” and “MOOCS”.

Gabe Rios is the deputy director at the University of Alabama at Birmingham, Lister Hill Library of the Health Sciences. Gabe has worked with emerging technologies since the late 90s. He has co-taught technology-related classes at regional and national meetings for over 10 years.

Melissa De Santis is the Deputy Director at the Health Sciences Library of the University of Colorado Anschutz Medical Campus where she oversees the daily operations of a busy academic health sciences library. An active member of the Educational Media and Technology Section (EMTS) of MLA, Melissa has served as Chair of MLA’s Technology Advisory Committee and as a member of MLA’s Social Networking Software Task Force.

3:00 p.m. - 3:15 p.m.  Break  Pre-Function area, Conf. Center

5:00 p.m. - 5:30 p.m.  Mentor/Mentee Meet and Greet  Fon Du Lac A-C, Conf. Center

6:00 p.m. - 9:00 p.m.  Welcome Reception and Vendor Exhibits  River F, Conference Center

Hearty appetizers, beverages and bar

Sunday October 6, 2013

8:30 a.m. - 9:00 am  NLM Update  River G-H, Conference Center

Dr. Barbara Rapp, Office of Health Information Programs Development, National Library of Medicine

9:00 a.m. - 9:30 am  GMR Update  River G-H, Conference Center

Kathryn Carpenter, Associate University Librarian for the Health Sciences and Associate Dean Director, Greater Midwest Region, National Network of Libraries of Medicine

9:30 a.m. - 10:00 am  MLA Update  River G-H, Conference Center

Linda Walton
President Elect, Medical Library Association
Sunday October 6, 2013

10:00 a.m. - 11:00 a.m.  Break with Exhibitors  
(refreshments available 7:00 a.m.-11:00 a.m.)  
River F, Conference Center

Contributed Papers - Concurrent sessions  
See page 14 for abstracts

11:00 a.m. - 11:15 a.m.  Enhancing Research on a Clinical Decision Support and Geographic Information System: Getting Involved as Informationists, Elizabeth Whipple, Rick Ralston, Jere Odell, Carly Zimmerman, and Gilbert Liu  
River G-H, Conference Center

11:00 a.m. - 11:15 a.m.  Cyberchondria: Too Much Information for the Health Anxious Consumer? Terese Amber Loos  
River I-J, Conference Center

11:00 a.m. - 11:15 a.m.  Library Instruction and First-year Medical Students, Ryan Rafferty  
Fon Du Lac A-C, Conference Center

11:20 a.m. - 11:35 a.m.  Fording the Data Stream, Abigail Goben and Rebecca Raszewski  
River G-H, Conference Center

11:20 a.m. - 11:35 a.m.  Mark twain! Navigating the River of Patient Engagement, Melinda Orebaugh and Melissa Heintz  
River I-J, Conference Center

11:20 a.m. - 11:35 a.m.  Building EBP Skills in Medical Students with a Longitudinal Curriculum Integrated Plan, Amy Blevins  
Fon Du Lac A-C, Conference Center

11:40 a.m. - 11:55 a.m.  Downstream from the Hospital to the Library: Using a Quality Improvement Program for Library Effectiveness, Elizabeth Moreton  
River G-H, Conference Center

11:40 a.m. - 11:55 a.m.  When Library Staffing 'Dries Up' – 'Immerse' it with Work-Study Program, Stevo Roksandic, and Noreen Mulcahy  
River I-J, Conference Center

11:40 a.m. - 11:55 a.m.  Navigating the Social Media Stream: Smooth Sailing on Twitter for Medical Librarians, Mary Wilkins Jordan  
Fon Du Lac A-C, Conference Center

12:00 p.m. - 1:00 p.m.  Lunch  
River E, Conference Center
Michelle Kraft

Michelle is the Senior Medical Librarian, at the Cleveland Clinic Alumni Library. She is the author of “The Krafty Librarian”, a blog for medical librarians, writing primarily about technology and medical libraries and librarianship. Michelle can also be found tweeting as @krafty on medical library issues and is a regular participant of the #medlibs chat group. Among her traditional library duties she is currently working with the Cleveland Clinic Education Institute to test the use of Google Docs as an alternative to SharePoint and to investigate the use of Google+ as an internal institutional networking and discussion site to foster a more efficient group work environment and to lessen the silo effect common in large institutions.

Michelle has spoken often on the use of technology within medical libraries and on evolving medical library users. She has been a panelist and moderator for the Medical Informatics Section (MIS) and the Educational Media & Technologies Section (EMTS) popular Top Technology Trends program. She has also been a panelist on two MLA Educational Webcasts on the use of technology and medical libraries. Michelle received her MLS from the University of Missouri–Columbia and is a member of the Academy of Health Information Professionals, MLA, Midwest MLA, and the Ohio Health Sciences Library Association. She is currently serving as a MLA Board Member and recently served as the MIS chair and National Program Committee co-chair in 2012.
Sunday October 6, 2013

2:00 p.m. - 3:30 p.m.  **GMR Technology Forum: Technology in Disaster Planning and Response**  River G-H, Conference Center

Facilitator: Tiffany Tawzer, Technology Coordinator,  NN/LM, Greater Midwest Region

This year’s Technology Forum will explore how librarians can use technology to support their communities before, during, and after a disaster. Topics will include social media, NLM and other mobile applications, and how to support patrons when access to technology is limited.

Speakers:

Amy Donahue, MLIS, AHIP received her MLIS from the University of Washington in 2007. She became interested in the role of librarians at all stages of disaster and emergency activities while working on a disaster information project as an Associate Fellow at the National Library of Medicine. She’s since worked as a hospital librarian and is currently the User Education/Reference Librarian at the Medical College of Wisconsin in Milwaukee. She’s continued to pursue her interest in disaster & emergency roles for librarians through research on the roles hospital librarians can play as well as with a community preparedness outreach award with the NN/LM GMR. She has also recently been named to the SLA Emergency Preparedness and Recovery Advisory Council.

Marcia Francis, MA, Med, AHIP is employed by the University of North Dakota's Library of the Health Sciences and is the Southwest Clinical Campus Librarian in Bismarck. She is a Distinguished Member of the Academy of Health Information Professionals and has been a medical librarian for over 15 years. Marcia earned a Master of Arts degree in Library Science from the University of Arizona and a Master of Education in Instructional Technology degree from Idaho State University.

Kacy Allgood, MLS, AHIP, was awarded the Sewell Fellowship for embedded librarians in 2012. She currently provides information services to Indianapolis EMS, the largest 911 ambulance service in Indiana, the Indiana University Department of Emergency Medicine, MESH, a disaster preparedness agency and Indiana Emergency Medical Services for Children. All of these agencies collaborate to provide evidence based prehospital care for Indianapolis. Kacy got her EMT in 1998, an undergraduate in business in 2003 and her MLS in 2007. She spent four years as a reference librarian at the Indiana University School of Medicine Library. In the brief time she isn’t working, she likes to bike, swim and drink whisky.
Sunday October 6, 2013

3:30 p.m. - 5:30 p.m. Break with Exhibitors River F, Conference Center

4:30 p.m. - 5:30 p.m. Poster Session with presenters see page 25 for abstracts River F, Conference Center

6:30 p.m. - 9:30 p.m. Welcome Event A Night at the Museum Riverfront Museum

Board Bus at 6:10 in the Hotel Lobby. Shuttle leaves at 6:15 p.m.

Museum galleries and exhibitions will be open, including the Illinois River Encounter, the IHSA Peak Performance, and the galleries of fine and folk collections.

Dinner will be catered by One World, a Peoria restaurant known for its inventive food and quirky atmosphere. Our menu will include sandwiches, wraps, and pizzas and will have vegetarian, vegan, and gluten-free options for those following special diets.

Monday, October 7, 2013

8:00 a.m. - 8:25 a.m. Rittenhouse Sunrise Seminar River G-H, Conference Center

8:30 a.m. - 8:55 a.m. Wolters Kluwer Health / Ovid Sunrise Seminar River G-H, Conference Center

9:00 a.m. - 10:00 a.m. Plenary Speaker River G-H, Conference Center

Sarah Houghton

Sarah Houghton is best known as the author of the award-winning LibrarianInBlack.net. She is also the Director for the San Rafael Public Library. Sarah is a big technology nerd and believes in the power of libraries to change lives. Combined, they make a fearsome cocktail. Sarah has been called an iconoclast, a contrarian, a future-pusher, and a general pain in the ass. She takes great pride in each. Her first book came out in 2010: Technology Training in Libraries and she is a frequent speaker for online and realspace worldwide events for libraries and other institutions.

10:00 a.m. - 10:15 a.m. Invitation to Bismarck, North Dakota River G-H, Conference Center
### Monday October 7, 2013

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<th>Time</th>
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<td>10:30 a.m. - 10:45 a.m.</td>
<td><strong>Navigating a River of Social Media Information</strong>, Donald Pearson and Stevo Roksandic</td>
<td>River G-H, Conference Center</td>
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<td>10:30 a.m. - 10:45 a.m.</td>
<td><strong>Tricked Into Submission: Health Science Librarian's Role in Fighting Predatory Publishing and Spamferences</strong>, Paul Blobaum</td>
<td>Fon Du Lac A-C, Conference Center</td>
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<td>10:30 a.m. - 10:45 a.m.</td>
<td><strong>At the Beginning of an Odyssey with Bioinformatics and the NCBI Databases</strong>, Edith Starbuck</td>
<td>Fon Du Lac D-F, Conference Center</td>
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<td>10:50 a.m. - 11:05 a.m.</td>
<td><strong>Bridging the Gap from Concepts to Practice: An EBP Assignment for Nurse Practitioner Students</strong>, Jen DeBerg</td>
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<td>10:50 a.m. - 11:05 a.m.</td>
<td><strong>Controlling the Flood of Demand-Driven Acquisition</strong>, Janna Lawrence</td>
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<td>10:50 a.m. - 11:05 a.m.</td>
<td><strong>Replicating Rochester: Developing a Feasible Multi-Institution Study of User Information Needs in the Health Sciences</strong>, Jeanne M. Link and Jonna Peterson</td>
<td>Fon Du Lac D-F, Conference Center</td>
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<td>11:10 a.m. - 11:25 a.m.</td>
<td><strong>Navigating Your Library to Steady Seas: How to Market Your Library Services &amp; Get Buy-In From Stakeholders and Make Your Library a Permanent Fixture at Your Institution</strong>, Kacy Allgood</td>
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<td>11:10 a.m. - 11:25 a.m.</td>
<td><strong>Navigating the IRB for the Library Environment</strong>, Heidi M. Nickisch Duggan</td>
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<td>11:10 a.m. - 11:25 a.m.</td>
<td><strong>From Beached to Re-launch While Charting a New Course: Digitization of a Retrospective Thesis Collection</strong>, Jan Cox</td>
<td>Fon Du Lac D-F, Conference Center</td>
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<td>12:00 p.m. - 1:00 p.m.</td>
<td><strong>Lunch</strong></td>
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<td>1:00 p.m. - 2:00 p.m.</td>
<td><strong>Midwest Chapter MLA Business Meeting</strong></td>
<td>River G-H, Conference Center</td>
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Health sciences librarians are faced with new challenges on a daily basis. Health care reform, e-research, translational science, and new methods for health workforce education all have an effect on the way educators, researchers and practitioners seek and use health information. The University of Illinois at Chicago (UIC) Library of the Health Sciences (LHS) is hosting this Summit as a way to gather together all types of health sciences librarians to exchange stories about how librarians can extend their scope of practice to address these challenges and to apply their expertise to solving problems and removing barriers to the access, organization, retrieval, and filtering of health information.

Join us for this lively combination of presentations from an expert panel, 5-minute lightning rounds from practicing librarians, and a facilitated discussion with all participants on how traditional librarian roles are making way for new models of information practice tailored to address the unique needs of today's health professionals and administrators.

Ruth Holst will serve as the facilitator for the Summit, which will feature four outstanding librarians serving as expert panelists from their respective spheres of practice.

Hospital and Clinical Perspective: Melinda Orebaugh, Director, Library & Patient Education Services, Gundersen Health System

Nursing and Allied Health Perspective: Paul Blobaum, Head of Reference, University Library, Governors State University

Academic Medical Perspective: Deborah Lauseng, Assistant Director, Academic and Clinical Engagement, Taubman Health Sciences Library, University of Michigan

National Perspective: Barbara Rapp, Deputy Director, Office of Health Information Programs Development and Chief, Office of Planning and Analysis, National Library of Medicine
Monday October 7, 2013

Immediately following Summit  Health Science Librarians of Illinois Business Meeting  River G-H, Conference Center

Tuesday, October 8, 2013

8:00 a.m. - 12:00 p.m.  Continuing Education:  UICOMP
Supporting Systematic Reviews: The Basics
Board shuttle at 7:35 in the Hotel Lobby. Shuttle departs at 7:40.

4 hours
Instructor: Janis Glover

Have you been asked to participate in the development of a systematic review? This is not for the faint of heart, it’s an elaborate process. This four-hour workshop is designed for medical librarians who want to explore the systematic review process in general and the librarian’s role in that process in particular. Through informal discussion and case based learning, you will acquire these skills needed to support systematic reviews in your institution:

- Identify the steps in the systematic review process.
- Explore protocols for systematic review development [e.g., PRISMA; Cochrane].
- Identify the roles of the librarian within this process:
  - Select databases and other resources appropriate for the topic.
  - Utilize project management tools to keep track of search strategies [e.g., concept tables] and citations [e.g., RefWorks; EndNote].
  - Draft the search methodology for publication.

Jan Glover is the Education Services Librarian at the Cushing/Whitney Medical Library, Yale School of Medicine. One of her rapidly growing roles at the library is as a member of systematic review teams and/or as consultant to systematic review teams as they conduct their comprehensive searches. This led to the development of the ‘Supporting Systematic Reviews’ workshops, a creation of both Jan and Yale Education and Research Librarian Karen Odato.

9:00 a.m. - 10:00 a.m.  Tour:  OSF Campus
Jump Simulation & Education Center,
Board shuttle at 8:40 in the Hotel Lobby. Shuttle departs at 8:45.

The Jump Trading Simulation & Education Center (a joint project of the University of Illinois College of Medicine at Peoria and the OSF Healthcare System) is a virtual care delivery setting that replicates all areas of patient and family care. Actual medical equipment is combined with state-of-the-art simulation devices to provide the highest level of medical research, training, and innovation and to attract the finest minds in clinical education. Jump helps health care professionals learn and innovate in all areas of patient care through its virtual care delivery setting.
Contributed Papers: Abstracts

Concurrent Sessions, Sunday October 6, 2013

Sponsored by:

BMJ

Enhancing Research on a Clinical Decision Support and Geographic Information System: Getting Involved as Informationists

River G-H, 11:00-11:15, Sunday October 6, 2013

Elizabeth Whipple, Rick Ralston, Jere Odell, Carly Zimmerman, Gilbert Liu, Indiana University School of Medicine

In 2012, the National Library of Medicine (NLM) funded its first ever administrative supplement for informationists. The purpose of these grants is to enhance multidisciplinary basic and clinical research by integrating information specialists (informationists) on research teams in order to improve the capture, organization, and management of biomedical research data. Three informationists at the Indiana University School of Medicine were awarded one of these supplements to work on the Child Health Improvement through Computer Automation (CHICA) system. CHICA is a computer decision support system that interfaces with existing electronic medical record systems (EMRS) and delivers “just in time” patient-relevant guidelines to physicians during the clinical encounter. CHICA-GIS integrates a geographic information system (GIS) with CHICA to refer pediatricians and parents to relevant health services (as needed, for physical activity, dental care, or tutoring) near the patient’s neighborhood. The informationists are enhancing the CHICA-GIS system by: improving the accuracy and accessibility of information, managing and mapping the knowledge which undergirds the CHICA-GIS decision support tool, supporting community engagement and consumer health information outreach, and facilitating the dissemination of new CHICA-GIS research results and services. This paper describes the initial process for approaching and collaborating with researchers, writing the grant and getting funded, and progress on the project goals to date.

Cyberchondria: Too Much Information for the Health Anxious Consumer?

River I-J, 11:00-11:15, Sunday October 6, 2013

Amber Loos, Southern Illinois University

Cyberchondria, a term which was recently coined and popularized by the media, is receiving more and more attention from the medical community as consumers become increasingly reliant on online health information for symptom checking and self-diagnosis. A review of the literature on this topic reveals the pivotal role which health anxiety can play in online health information seeking and suggests possible solutions to this issue. The objectives of this paper are to introduce the concept of cyberchondria, provide a history of the term, and highlight its relevance to libraries. Particular attention is paid to recent research and its implications for the provision of consumer health education and library services.
Library Instruction and First-year Medical Students
Fon Du Lac A-C, 11:00-11:15, Sunday October 6, 2013

Ryan Rafferty, Library of the Health Sciences-Urbana, University of Illinois-Chicago

Objective: The purpose of this study is to determine if first-year medical students used resources highlighted during library instructional sessions for their assigned coursework. Citation analysis and survey results over two academic years (2011-2013) will be used to assess the impact of the library’s instructional sessions, supplemental online materials, and course LibGuide.

Methods: Library instructional sessions were conducted two weeks prior to the due date of the student’s assignments. Copies of the assignments (with cited references) were given to the researcher for analysis. The cited references were categorized and analyzed. Students were sent an email invitation to complete an online survey that sought feedback about library instruction and other library-created supplemental materials for their course. Data from the survey was collected and analyzed.

Results: Assignments submitted between August 2011 and May 2013 contained 2,119 citations. 75.37% came from some library resource. 44.79% of all citations came from databases demonstrated at library instructional sessions. 21.61% came from a specific resource listed on the course guide. 130 of 261 students completed the survey (49.81% response rate). 62.79% (n=81/129) of respondents “strongly agreed” the library instructional sessions positively impacted their research. 71.90% (n=87/121) of respondents “strongly agreed” the course guide positively impacted their research.

Conclusions: Citation analysis shows students primarily cited library resources and utilized databases and resources demonstrated at library instructional sessions. Student survey responses indicated that library instructional sessions and especially the course guide had a positive impact on their research.

Fording the Data Stream

Abigail Goben, and Rebecca Raszewski, University of Illinois at Chicago

Prior to Fall 2011, statistical data for a health sciences library’s information services department was captured on paper. Cumulative data was captured only for monthly and annual reporting, with support staff time needed monthly to aggregate the data. To improve accuracy and more frequent data analysis, Google Forms were implemented for reference desk statistics in August 2011. All information services statistics moved to electronic reporting in January 2012.

Two opportunities arose: to improve data management understanding and statistical analysis skills using nonsensitive data and to use the analysis to inform staffing decisions and departmental strategic goals.

The analytical features available in Google Forms provide quick calculations and development of charts, allowing both faculty and administration to gain a timely, accurate picture of the quantity, type of questions, and faculty expertise. The previous five years of reference desk statistics were retroactively compiled electronically. Statistical analysis was run using Google Forms, Microsoft Excel, and SPSS.

Positive outcomes from this project include immediate access to statistics, the transition of reference desk staffing from faculty to faculty-supported student workers, and justified the need for additional faculty. Pre-set calculations reduced the tallying burden for monthly and annual reporting. Faculty explored data entry, maintenance, short and long term storage questions, data sharing, and analysis by tackling a small, non-sensitive data set. The data continue to be reviewed for trends and to develop staffing models in conjunction with an upcoming renovation. The presentation will include screenshots of relevant data and demonstrate how to create forms.
Mark Twain! Navigating the River of Patient Engagement


Melinda Orebaugh, Gundersen Health System, and Melissa Heintz, Interactive Patient Education Nurse, Department of Nursing, Gundersen Health System

Patient engagement is good for business; patient engagement is a strategy for healthcare performance improvement. This paper describes an interdisciplinary collaborative to engage hospitalized pediatric, adult and behavioral health patients in their care by implementing GetWell:)Network®, an interactive patient care system. Education, entertainment, empowerment and engagement are fundamental to this disruptive innovation for patients and their families and, to the ensuing transformation in patient experience.

Myriad aspects of a successful interactive patient care system implementation will be presented such as required staff culture and workflow changes, staff education and training, content selection and creation, copyright and licensing, patient advisory group involvement, electronic health record interface, health literacy and teach-back, and the impact on staff providing direct patient care. Selected organizational improvement strategies, also known as an outcomes achievement plan, which includes falls prevention, noise at night, completion of assigned patient education, patient questions of the day, and retail alerts, will also be addressed.

Librarian leadership and influence as a member of the interactive patient care implementation team can enhance the hospitalized patient's experience, positively impact staff’s clinical practice and help to improve organizational outcomes. Librarians ‘sing the mark’ for patient engagement!

Building EBP Skills in Medical Students with a Longitudinal Curriculum Integrated Plan


Amy Blevins, University of Iowa

Objectives: The goal of this project is to create a structured educational plan for medical students that instills information literacy skills to support evidence-based practice.

Methods: The liaison to the college of medicine met with the course directors for three required clerkships and for the Foundations of Clinical Practices (FCP) courses which take place during the medical students' first four semesters. Instructional sessions were developed with the goal of supporting the learning objectives and assignments in the courses while also building on the medical students’ evidence-based practice skills. Instructional sessions are taught by a librarian once each semester during the students' first two years as well as during three of the required clerkships. In addition, a flow chart was created in conjunction with the EBM curriculum developer to reinforce the use of multiple resources. Assessment is being done through a combination of formal and informal evaluation.

Results: Satisfaction based surveys have shown that students are appreciative of the lectures, with interest decreasing from the first semester to the fourth. The majority of the students have been able to answer exam questions covering material from the preclinical library sessions, and the search skills of students in clerkships appear to have improved over time.

Conclusions: The College of Medicine is implementing a new curriculum starting in August 2013. This involves a restructuring of the courses that contain the library sessions; however, the librarian looks forward to expanding collaborations with course directors that will improve future library instruction sessions.
Librarians at Top Medical Institutions Know...
Where You Hear About New Medicines First, Matters

What do they rely on?
The Medical Letter Site License
The most trusted source of unbiased drug information

- Online searchable access to *The Medical Letter on Drugs and Therapeutics*
- Online searchable access to *Treatment Guidelines from The Medical Letter*
- Online CME/CE - Up to 50 AMA PRA Category 1 credit(s)™ annually with exams based on content from *The Medical Letter* and *Treatment Guidelines*.
- Medical Letter mobile App for iPad, iPhone, iPod touch, Android and Kindle Fire and our mobile site: m.medicalletter.org
- Online access to Drug Interactions from The Medical Letter
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**Downstream From The Hospital to the Library: Using a Quality Improvement Program for Library Effectiveness**


Elizabeth Moreton, Health Sciences Librarian, Southern Illinois University Edwardsville

Hospital administrators use quality improvement (QI) programs to increase patient safety and clinical effectiveness. Libraries provide support materials for these initiatives but do not usually participate in such rigorous self-study. By implementing a QI program such as Six Sigma, the library can both improve services and demonstrate previously intangible worth to administrators. Due to its flexibility, Six Sigma lends itself to the assessment of many areas of the library and has previously been used in interlibrary loan and circulation.

Two health science librarians piloted a small-scale Six Sigma program to measure and improve four librarian responsibilities: reference, collection management, instruction, and outreach. For reference, a cost-benefit analysis compared the number of questions as well as the value of information given across reference media. A histogram study of nursing books revealed low usage and the need for more precise collection. Using an Ishikawa (or fishbone) diagram for instruction, the librarians targeted factors contributing to students’ lack of comprehension and developed practical solutions. Finally, a PICK chart prioritized strategies for outreach and exposed barriers to implementation.

Overall, the study uncovered several unexpected but necessary changes to be made in the library. Some difficulties arose in the process of collecting data; however, the project was manageable and no formal training was required to implement it. Similar studies are recommended for hospital libraries and academic libraries to identify and improve library services.

**When Library Staffing ‘Dries Up’ – ‘Immerse’ it with Work-Study Program**


Stevo Roksandic and Noreen Mulcahy, MLIS, Mount Carmel Health Sciences Library

This paper will share Mount Carmel Health Sciences Library (MCHSL) experiences, methodologies, established practices, lessons learned and important factors that have subsidized Library staff shortage. To maintain customer service excellence MCHSL offers Work-Study Program (WSP) jobs for students to support circulation, technical, reference, interlibrary loan and technology-related Library services. In collaboration with our College Office of Financial Services, we have implemented hiring, compensating and evaluating practices to meet Federal Student Aid office regulations and Mount Carmel Health System corporate environment.

Leadership and managing of all WSP Students is assigned to a designated Librarian who regularly meets, continuously guides and respectfully and compassionately communicates with WSP Students. Commitment to excellence in all aspects of students work, developing work ethic, and learning of new skills are evaluated after every semester and these assessments are used and highly valued as reference for the student scholarships and their further employment. Developed practices utilize social media as well as special designed tools for WSP Students training. Those include workshops, created LibGuide WSP student reference portal, and access to on-line work schedule. After establishing practice of assigning professional library staff as mentors to WSP Students, engagement, performance and fulfilling of Library tasks, daily services and operations significantly improved.

Creating culture which assimilate, appreciate and value student engagements by professional Library Staff and Library customers significantly increased interest for and retention of the WSP Students working at MCHSL. Their contribution enables MCHSL to remain recognized for its customer service excellence despite a staffing shortage.
Navigating the Social Media Stream: Smooth Sailing on Twitter for Medical Librarians


Mary Wilkins Jordan, Simmons College - Graduate School of Library and Information Science

It can be difficult to reach out to patrons in new ways, but Twitter can be a good tool to successfully navigate the difficult waters of advocacy and communication. This presentation will look at the results of my research into the use of Twitter by medical librarians, as well as looking at other how other library types have used Twitter. We will discuss some strategies for ensuring librarians are using this tool effectively to reach out to their communities and to share important, useful, and even entertaining information with community members both locally and at a distance from the library. We will close with some tips for measuring the effectiveness of a Twitter account, to provide a useful ROI to administration or other supervisors.

Navigating a River of Social Media Information

River G-H, 10:30-10:45, Monday, October 7, 2013

Donald S. Pearson and Stevo Roksandic, Mount Carmel Health Sciences Library

The use of social media was until recently seen as an extracurricular activity indulged in after work hours with friends. Recently, though, websites such as Facebook, twitter, YouTube and even iTunes U have been integrated into professional networks, corporate websites and even federated search engines! Each site has its strengths, weaknesses, threats and opportunities. Medical and Academic Library web presences can be greatly enhanced and empowered by using emerging technologies judiciously and creatively. This paper will delve into what we at Mount Carmel Health Sciences Library (MCHSL) have learned as we follow the currents of social media.

We will examine how we have connected and integrated in-person events and classes with our social media presence and other cloud-based emerging technologies such as iTunes U. We will share how MCHSL's virtual and live relationships have supported and enhanced each other. We will review how we have implemented virtual services such as live chat, suggestion box, online room bookings, tweets, online posts, virtual tours, online orientations, video testimonials, online courses and more to connect to our customers where they are in the flow of the Internet.

Finally, we will look downriver to determine where this torrent of information will take us next. Where will our customers be looking for us tomorrow? Will we be ready for what is around the next bend in the river?

Our experiences in social media have taught us how to use emerging technologies like cloud computing applications to augment our personalized services in the virtual world.
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**Tricked Into Submission: Health Science Librarian’s Role in Fighting Predatory Publishing and Spamferences**

Fon Du Lac A-C, 10:30-10:45, Monday, October 7, 2013

Paul Blobaum, Governors State University Library

Objectives: This paper explores the phenomena of predatory publishing, pseudo-scientific conferences, and vanity press publishers. Should these publications and conference presentations count towards tenure decisions? Are faculty tenure and promotion committees also being fooled? This paper explores the librarian role as gatekeeper, curator, and broker of knowledge. What are the characteristics and danger signs of low quality and predatory publishers? How can librarians promote and support publishing with reputable publishers and help improve manuscript quality?

Methods: The Author recently served as the chair of the University Personnel Committee, the tenure and promotion committee at Governors State University, a public university in Illinois, and also has served as chair of the Library Faculty Personnel Committee. Faculty tenure and promotion committees are unprepared for discerning reputable publishers and conferences from predatory, or identifying vanity publications. Examples from predatory and vanity publishing and predatory scholarly conferences will be reviewed and analyzed. The core skill sets needed by librarians who support scholarly and professional publishing, and roles for librarians will be proposed.

Results: The extent of the problem is unknown, and impact unclear, but librarians have the resources and skills to ensure access to high quality information. Communities of concern and research are forming around these issues, such as Professor Jeffrey Beall’s “Scholarly Open Access” blog. Health Science Librarians are joining other librarians in raising awareness in their communities, and fighting back against predatory publishing practices. A checklist of levels of evidence to establish a journal’s quality and legitimacy was developed to assist authors and evaluators.

Conclusions: More research is needed. “Buyer Beware” must be our motto, both for librarians making purchasing decisions, authors seeking to publish their work, and credentialing and tenure committees.

**At the Beginning of an Odyssey with Bioinformatics and the NCBI Databases**

Fon Du Lac D-F, 10:30-10:45, Monday, October 7, 2013

Edith Starbuck, University of Cincinnati Libraries

The University of Cincinnati Libraries is in the midst of positioning itself to meet the growing need for bioinformatics instruction at the University of Cincinnati. In the fall of 2012, a request to provide resource instruction for a drug discovery and development course opened the door to a new world of bioinformatics resources for a librarian at the University of Cincinnati Health Sciences Library. A beginner’s knowledge of available databases and tools met the needs of the New Drug Discovery I - Preclinical Development course and a Pharmacology and Cell Biophysics Research Seminar. But that knowledge did not meet the increasing need to provide in-depth bioinformatics instruction to the Colleges of Medicine and Pharmacy. So when the NLM Bulletin posted a call for applications to participate in a new bioinformatics training course entitled “A Librarian's Guide to NCBI”, the adventure to a new world began. This paper will describe the NCBI databases training experience from the perspective of a librarian in the first bioinformatics course designed specifically for librarians.
Monday, October 7, 2013, Contributed Papers, continued

Bridging the Gap from Concepts to Practice: An EBP Assignment for Nurse Practitioner Students


Jen DeBerg, University of Iowa Libraries

This paper will describe experiences in establishing, evaluating, and refining an EBP assignment in the nurse practitioner (NP) curriculum. The objective of the paper is to provide an in-depth explanation of the assignment and assessment process to enable other professionals to generate ideas for their settings.

This assignment was initiated in conjunction with nursing faculty, with aims to expand NP students’ skills in searching for evidence related to clinical questions and promoting habits of collaboration with a medical librarian during this process. The following will be shared in sufficient detail that interested library professionals could adapt for their institutions: assignment criteria with grading rubric, librarian role in providing instruction, format for submission, and overview of how this assignment fits into the NP curriculum.

In an effort to more completely evaluate the effectiveness of library instruction, the author is experimenting with a different method of assessment than previously used: a thorough analysis of content from submitted papers. Level of understanding of appropriate resources and construction of effective search strategies will be determined and shared. In addition, the author will explore how different types of instruction (face to face, video, email) may have an impact on student learning of information literacy concepts. It is expected that this method, in conjunction with course evaluation and faculty input, may stimulate ideas for modifying the course instruction, assignment, or future assessment methods.

Controlling the Flood of Demand-Driven Acquisition

Fon Du Lac A-C, 10:50-11:05, Monday, October 7, 2013

Janna Lawrence, University of Iowa

Hardin Library for the Health Sciences, as part of the University of Iowa Libraries, initiated a demand-driven acquisition (DDA) program in 2009. The DDA program was set up through our book vendor, YBP, with books from the ebrary platform, and was initially based on the selection profiles set up through YBP. DDA proved to be extremely popular across all subject areas on campus, including the humanities and social sciences. This paper will discuss Hardin Library’s particular experience with the program involving books in medicine, dentistry, nursing, pharmacy, public health, and other biomedical fields. Lessons learned include that a profile set for print books may not be right for electronic books, that users may not select the same titles as librarians, and that DDA is not yet a complete substitute for subject-specialist selection.
Replicating Rochester: Developing a Feasible Multi-Institution Study of User Information Needs in the Health Sciences

Fon Du Lac D-F, 10:50-11:05, Monday, October 7, 2013

Jeanne M. Link and Jonna Peterson, Library of Rush University Medical Center

Ethnographic methods are an extremely effective way of gathering data about people's motivations, behavior, and needs. In the original University of Rochester ethnographic study, Dr. Nancy Fried Foster and her team explored how undergraduate students gather information. Most research about information seeking behavior in undergraduates is considered too general to be applied specifically to students training to practice clinical medicine. The crucial nature of evidence based medical decision making compels efforts to capture useful data about how clinical information is accessed.

Seven Illinois academic medical libraries explored aspects of planning a collaborative project focused on learning and implementing ethnographic methods with funds awarded by the NN/LM Greater Midwest Region. The objective was to determine the feasibility of successfully implementing ethnographic methods as a group and gathering data applicable to each unique institution as providers of clinical information, with Dr. Foster serving as consultant.

The collaborative nature of this work yielded much more than the means to make an informed decision on what was feasible to study. Directors and staff members cooperatively learned about participatory design; came to consensus on what aspect of user needs should be collectively studied and adapted to a smaller project scope based on realistic funding possibilities. The project, initiated with the vision of one Director, became a model of flexibility as different leaders stepped forward to guide various aspects of the project. Next steps for this project are being planned.

Navigating Your Library to Steady Seas: How to Market Your Library Services & Get Buy-In From Stakeholders and Make Your Library a Permanent Fixture at Your Institution


Kacy Allgood, Indiana University, Department of Emergency Medicine, Division of Out-of-Hospital Care

Libraries face many threats – reduced funding, rapidly changing information needs, delivery models, and low awareness from leaders. Without raising awareness of our services and demonstrating the value of the library, we risk professional extinction. Librarians must market information services and communicate their value every day, not just in times of budget crisis. The combination of marketing and customer service creates vocal library advocates. These allies will ensure that libraries and information services thrive well into the future. Practical steps to help librarians network, market their services and influence leaders include will be outlined. Case examples will help librarians to identify leaders, assess client needs, outline service & communication strategies and communicate library/librarian value to stakeholders.
Monday, October 7, 2013, Contributed Papers, continued

**Navigating the IRB for the Library Environment**


Heidi M. Nickisch Duggan, Northwestern University

An organization’s Institutional Review Board is a committee (or multiple committees) whose primary responsibility is to protect the rights and welfare of human research participants. Some of the research in academic, academic health sciences, and hospital libraries is human subjects research that requires IRB approval. However, some social and behavioral research does not require IRB approval, even when human research participants are involved. This paper proposes to navigate the IRB landscape for librarians, and will provide a framework that librarians can use to navigate the IRB environment.

This paper covers a brief history of the IRB; when an IRB review is required for a project; IRB review categories; human subjects training/CITI certification; developing the IRB application and additional material; collaborative/cross-institutional work (multi-site/data centers); the consent process; protocol revisions; data/safety monitoring; and librarians’ contributions to the IRB.

Please join me for an entertaining and enlightening introduction to the IRB.

**From Beached to Re-launch While Charting a New Course: Digitization of a Retrospective Thesis Collection**

Fon Du Lac D-F, 11:10-11:25, Monday, October 7, 2013

Jan Cox, Indiana University School of Dentistry Library

Objective: This presentation will describe a pilot collaborative initiative which resulted in the successful digitization of 112 professional school graduate pediatric dentistry print theses. The collection now is floating amidst a river of other OA publications on a campus institutional repository (IR).

Methods: The presentation will document the process of migrating from the print archive to an OA electronic archive. Staffing, software and equipment used, workflows, challenges encountered as well as the potential impact of digitizing the retrospective file will be presented. Cost, production data, access and download statistics for the 112 digitized theses will be shared.

Results: Institutional Repository access, intra-institutional collaboration, engagement in the broader open access conversation, and heightened author, department and institutional research visibility were achieved by charting this new course. The pilot project fulfilled the promise of breaking these departmental theses loose from their beached status in the print user world and re-launching them into the much wider OA digital world. Advocacy, authorization, approval and acceptance were essential navigational tools used to re-launch and chart the new course for these graduate theses.

Conclusion: Transitioning from a physical single copy print archive to an OA digital archive with 24/7 unlimited worldwide user access was rewarding and generally without serious complications. Using this OA river channel has not only given new life to these resources but has served to demonstrate its applicability for other retrospective theses print collections.
Poster Session
Sunday, October 6

Poster session with presenters is scheduled for 4:30pm-5:30pm. Posters are available for viewing 10:00am-5:30pm.

The 80/20 Rule: A Study of Newly Purchased Print Book Use and Implications for PDA and E-Book Selection in a Small Specialized Library

Jan Cox, Indiana University School of Dentistry Library

Objective: This presentation will describe a study to determine the applicability of the 80/20 Rule to librarian selected dental library print books purchased during the last three academic years, AY 2010/2011, AY 2011/2012, and AY 2012/2013. The study will determine if the 80/20 Rule experience of other disciplines also occurs in a dental library and how such usage would impact future navigation routes such a PDA and E-Book acquisition channels.

Methods: Using the Indiana University Information Environment (IUIE database), book titles acquired during the last three academic years were selected and a report generated. Each title's corresponding purchase price and circulation data were also selected and included in the report. A use and cost analysis was conducted to provide experiential and base line data for discussing a change of course to PDA and E-Book acquisition models.

Results: Preliminary findings indicated that a considerable majority of the librarian selected print book titles have never been used and that costs are not being distributed across multiple uses.

Conclusion: Transitioning from librarian selected book purchasing to patron driven acquisitions for print and e-book formats should be implemented selectively as a pilot project. An usage study of PDA selected print and e-books should then be done.
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**A Comparison and Analysis of Mobile Accessibility for Ebooks**

Jean Gudenas, Loyola University Health Sciences Library

Mobile technology has accelerated to meet the demands of users; however publishers are still behind on adapting the accessibility of their resources for mobile devices. This shift away from personal desktops to mobile devices has made it more difficult acquiring electronic resources that are specifically designed for or have been optimized to be utilized on mobile devices. Even more challenging are acquiring subscriptions to these resources that is within the allotted expenditure. And in addition to this, the publishers that are mobile-friendly either don't offer or can have complicated site license terms.

This poster presents a comparison and analysis of ebook publishers that are mobile accessible. While some of the publishers have been able to enhance the learning experience by enabling interactive features, it might come with restrictions to copyright, limited users, high cost or poor title section. And though other publishers might have a wide title selection, the ebook might be nothing more than text on a screen.

There is much potential for mobile technology to advance cooperative collaboration within education and create a new level of freedom with learning, however cost and restrictions with accessing the electronic resources remains to be the fundamental problem. Librarians have many options to choose from, and while no one publisher is perfect, this poster will present the pros and cons associated with each publisher.

**Converging tributaries: Wiki’s and EBP - Linking Academia and Practice**

Susan Schleper, St. Cloud Hospital

Faculty and students from a small Midwestern liberal arts university and staff from a regional hospital have collaborated for several years on Evidence-Based Practice projects. Although the benefits of this collaboration have been numerous, communication and information sharing among the various participants has been a challenge. Faculty and hospital staff developed a wiki to deal with these challenges. As part of the wiki project, the researchers developed an instrument to measure student collaboration following the use of the wiki. All 10 students successfully completed their EBP projects either on falls or safe work environment, and completed the wiki collaboration tool. Cronbach's alpha for the wiki collaboration tool was 0.880. The researchers hoped to answer the following research questions:

- Are students able to complete an EBP project using a wiki?
- Do students perceive the wiki as helpful for enhancing collaboration on an EBP assignment?
- What is the confidence level for using wiki technology of students before and after completing the EBP project?
- What are the advantages and disadvantages to using a wiki to develop an EBP project?
Embedded Collaboration: The Role of the Library as an Active Support to Online Nursing Students

Belinda Yff, Nathan Ragland, and Charles Brown, Sullivan University Library

Purpose: This poster reviews a study that involved embedding librarians into an online nursing course. The objective was to demonstrate the benefits, including: increased use of library resources; increased research proficiency by students; and increased satisfaction with library services.

Description: Students in the course “Transition of Baccalaureate Nursing Roles and Issues in Nursing” were the study population. During the study, all students (control and experimental) had access to the routine methods of library resources and services. Experimental group students had access to embedded librarians within the course management system (CMS).

Methodology: During the experimental phase, five librarians were embedded within the CMS to allow complete coverage. The librarians posted often with information and advice in the Ask-the-Librarian and other forums, as well as assisted students with questions. Assessment was performed using identical pre- and post-assessment tests; a brief questionnaire; and instructor input about the study.

Results: Test results were inconclusive. The experimental group offered positive feedback. The instructor indicated benefits, including an increased awareness of the library resources and an increased willingness to contact the library staff.

Conclusions: This observational study provided helpful feedback on the usefulness of an embedded librarian service. If offered in the future, some areas that would need revision. A discussion with stakeholders, including librarians, the nursing dean, and e-learning faculty would be a useful step in determining the direction of such a program.

Evidence Based Medicine Integration into Medicine Curriculum

Heather McEwen, Rienne Johnson, LuAnne Stockton, Beth Layton, Janice Spalding, Lisa N. Weiss, and David Sperling, Northeast Ohio Medical University

Objectives: Future physicians must have the ability to find relevant information quickly and to critically assess the clinical relevance of the biomedical literature. Librarians work with College of Medicine faculty to provide effective evidence based medicine lectures and assignments across the four year curriculum.

Methods: Faculty and librarians work together to effectively integrate EBM in ways that allow students to develop as critical thinkers and life-long learners. Librarians act as course directors or participate on planning committees. With faculty, they ensure the continuity of the EBM curriculum in a stepwise approach. The impact of librarian involvement can be measured by student mastery of content, student evaluations of courses, and feedback from faculty.

Results: Librarians now serve as faculty members, consultants, or assignment evaluators in eight courses / clerkships. Librarian faculty members are positively evaluated by students in the Evidence Based Medicine I & II courses. Librarians also provide students with reference assistance for searching, evaluating, and citing the biomedical literature. Faculty and librarians have collaborated to incorporate EBM assignments into the curriculum. Faculty feedback about librarian involvement has been positive.

Conclusions: Librarians understand the EBM needs of students, know the curriculum, and are the perfect faculty to oversee this complex, longitudinal curriculum. Through lectures, classroom activities, and assignments, EBM enhances life-long learning skills that students will utilize in their future roles as clinicians.
**Exploring the Sea of Social Media: Professional Networking and Altmetrics**

Kellie Kaneshiro and Elaine Skopelja, Indiana University School of Medicine

The goal was to create a personalized information management strategy involving exploration of social networking tools for scientists and librarians, build a community around professional interests, and refine and curate the information and the information flow. This poster will explore issues and benefits of “putting it all together” and will touch upon professional networking on LinkedIn, Mendeley, and Google Scholar Citations, charting the altmetrics (altmetrics defined as: alternative ways to measure the impact of one's research or publication using social media – number of Tweets, number of downloads, number of times blogged or bookmarked etc.), and keeping up using RSS feeds with Feedly and MS Outlook. Keeping track of multiple social media outlets (Twitter, Facebook) through one interface such as Hootsuite or through a personal Google Site will be explored.

**If You Build It, They Will Come: Developing and Conducting Scholarly Communications Faculty Forums.**

Katherine Chew, University of Minnesota

Objectives: How do you inform faculty, students and administrators about the challenges facing scholarly communications? What strategies can you develop that resonate with faculty that get them engaged in learning about the issues and potentially transform them into advocates? Developing and conducting campus-wide faculty forums are an extremely effective way of getting faculty and students involved in the scholarly communications debate.

Methods/Results: This poster demonstrates the lessons learned and best practices in developing and conducting successful faculty forums on scholarly communications/open access topics using illustrative examples from past forums. Issues addressed: developing forum themes that strike a chord with faculty and students, pros and cons of deciding whether or not to have an outside speaker and the challenges involved, recruiting faculty speakers, deciding on venues, dates, times, marketing tips and tricks, applying for continuing education credit, the nitty-gritty of successful event planning and project management.

**An Initial Assessment of the Availability of Career Information to Young People in Rural Illinois**

Kelly O'Brien, Crawford Library of the Health Sciences

Background: Shortages of primary care physicians are magnified in rural communities. In 2005, there were 55 primary care physicians for every 100,000 people in rural areas, despite that there is an estimated need for 95 per 100,000.

Methods: Library directors from 57 public and high school libraries in the target area were called by phone and asked to respond to a 21-question survey on the provision of career information.

Results: 60% of respondents feel that students in rural Illinois do not have as much information available to them as students in urban Illinois. 60% of respondents feel that they do not own enough, up to date career information. 57.2% of respondents agree that they are meeting the needs of those seeking career information. 45% of respondents report that money is the primary item hindering their ability to provide access to better career information. 31.4% of respondents could not think of any Internet resources related to health careers when asked.
Poster abstracts continued

Conclusions: Most libraries surveyed cannot afford to maintain a relevant print collection on career information. They must seek to build their collection with free materials like pamphlets and catalogs from colleges and universities as well as reliable websites. To bring in more questions, more advertisement of career resources is needed.

**Inter-Institutional Sharing of Veterinary Specialty Boards Reading Lists Using LibGuides**

Jessica R. Page, Ohio State University, Heather K. Moberly, Texas A&M University, Vicki F. Croft, Washington State University, Ann Viera, University of Tennessee and Laura Rey, Oklahoma State University

Objectives: American Veterinary Medical Association (AVMA) Recognized Specialty Veterinary Organizations (RSVOs) provide recommended reading lists to prepare candidates for qualifying examinations. Veterinary medical librarians work to keep the lists updated and accessible. We aim to highlight relevant, practical resources from the veterinary community’s perspective, benchmark specialty collections, save veterinary practitioners’ time, and maintain a template for veterinary libraries worldwide.

Methods: There are twenty-one separate RSVOs, with forty distinct specialties providing broad subject coverage of veterinary medicine as a discipline; all but one provide recommended reading lists. Copies of the reading lists were obtained and are maintained in an Excel spreadsheet. Librarians worked with members of each RSVO to ensure lists are current, then developed the lists into a web template using LibGuides. LibGuides allows veterinary medicine librarians from other institutions to collaboratively curate the recommended reading lists.

Results: A template has been developed that includes the reading lists for all recognized veterinary specialties. Each web-based reading list guide can be adopted as a template by other libraries with a few clicks and can be used by the seventeen AVMA-accredited colleges of veterinary medicine currently using LibGuides, as well as by other US and international veterinary colleges that use a different content management system. Guide templates that board certification candidates need, different at each veterinary college, can be then be linked to library holdings with minimal effort and maximum accuracy.

Conclusions: Ongoing work includes developing instructions and assistance for librarians who wish to use the template at their own institutions, integrating WorldCat records into the template as an alternative to local holdings, and using the reading lists as a resource for developing a basic list of veterinary books (to complement the basic veterinary serials list).
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Poster abstracts continued

**Is It Hypoxia or Is It Anoxia? Navigating the Aeromedical Literature**

Maureen Humphrey-Shelton and D. Garon Bailey, US Air Force School of Aerospace Medicine

Altitude hypoxia is of concern to most all facilities offering flight medicine. Medical librarians at the US Air Force School of Aerospace Medicine's Franzello Aeromedical Library are asked to perform literature searches on topics related to altitude hypoxia almost weekly. Altitude hypoxia is not a MeSH heading. We have found that when searching for altitude hypoxia that it is almost impossible to do a search using MeSH in PubMed because many articles pertaining to altitude hypoxia are actually given the MeSH heading of anoxia. We analyzed how often articles on altitude hypoxia were tagged with a MeSH heading of anoxia and other hypoxia-related subject headings. The results of our study have lead us to better understand how altitude hypoxia articles are given MeSH headings and therefore have led to better search results for the researchers at the USAF School of Aerospace Medicine and can be of value to medical librarians working in facilities with flight medicine teams.

**Mapping the rules: conceptual and logical relationships in a system for pediatric clinical decision support**

Jere Odell, Rick Ralston, Elizabeth Whipple, Carly Zimmerman and Gilbert Liu, IUPUI University Library

The Child Health Improvement through Computer Automation (CHICA) system uses evidence-based guidelines and information collected in the clinic and stored in an electronic medical record (EMR) to inform physician and patient decision making. CHICA helps physicians to identify and select relevant screenings and also provides personalized, just-in-time information for patients. This system relies on a database of Medical Logic Modules (MLMs) written in the Arden Rules syntax. These MLMs store observations (StorObs) during the clinical encounter which trigger potential screenings and preventive health interventions for discussion with the patient or for follow up at the next visit. This poster shows how informationists worked with the CHICA team to describe the MLMs using standard vocabularies, including Medical Subject Headings (MeSH) and Logical Observation Identifiers Names and Codes (LOINC). After assigning keywords to the database of MLMs, the informationists used visualization tools to generate maps. These maps show how rules are related by logic (shared StorObs) and by concept (shared vocabulary). The CHICA team will use these maps to identify gaps in the clinical decision support database and (if needed) to develop rules which bridge related but currently isolated concepts.
Navigating RDA and using the iPad as an innovative preservation tool

Fran E. Kovach, Southern Illinois University SM Library

Sixteen books from the 17th and 18th centuries were discovered in special collections unprocessed and in need of further preservation measures. Our goal was to determine if RDA cataloging practices pertain to rare books and apply the best practices of preservation.

Objectives:
- To develop authoritative online and card catalog records using RDA or MARC
- To apply the best practices for rare book preservation
- To use an iPAD as an innovative preservation tool for rare books

Methods: Although special collections is monitored by strict relative humidity RH% (50-60%) and temperature (68-70° F) control, excessive handling is avoided for brittle books in the cataloging process. Preservation boxes were constructed from acid-free cardboard (pH 8.5). Using an iPAD camera, digital photographs of the title pages placed on a shared server allowed the books to remain in a controlled environment. These digital records were searched in Google books, archive.org, LocatorPlus, and in OCLC for authority control.

Results: Cataloging records were traced in LocatorPlus or OCLC. Since RDA was not applied in any of the records in other institutions, our records followed MARC. Secreti medicinali…, a handwritten copy, required original cataloging. Unique records were developed by inspecting the books for indices, verifying the page numbers, and measuring the size.

Conclusions: RDA was not applied to the cataloging records, as MARC was the predominant choice. Using an iPAD as a preservation tool permitted less handling of the books remaining in a controlled environment. Boxing with acid-free materials added further protection and preservation measures.

Navigating the Rapids of Citation Measurement: A Comparison of Citation Tools Web of Science and Scopus in Capturing Institutional Citation Activity

Alexandra Sarkozy, Wendy Wu and Alison Fried, Wayne State University

In this poster, Wendy Wu, Alison Fried, and Alexandra Sarkozy will present the results of their research project analyzing the effectiveness, comprehensiveness, and reliability of Scopus and Web of Science in capturing the institutional citation activity for three Wayne State University academic departments. We will compare how well each tool captures total citations for the department, individual researchers, and the citation activity on the publications of individual researchers as compared to a gold standard of individual researcher CV’s. In an era in which citation metrics is increasing important to hiring, tenure and promotion decisions, grant funding, and measuring the prestige and impact of research institutions, it is important for librarians to understand the strengths, weaknesses and challenges of citation measurement tools and the different pictures they paint of research impact.
Poster abstracts continued

One Health Trends Revealed through Veterinary School Bibliometrics

Jessica R. Page, Ohio State University, Heather K. Moberly, AHIP, Texas A&M, Barbara Hamel, University of Wisconsin and Gregory K. Youngen, Indiana State University

Objectives: Veterinary medical research traditionally focuses on animal health and wellness; however, recent research at veterinary colleges goes much further. An analysis of Web of Knowledge-indexed peer-reviewed articles from researchers at twenty-eight accredited veterinary medicine colleges of in the United States indicates increasing interest in human and public health issues, interdisciplinary collaboration, and nontraditional research.

Methods: Web of Knowledge is the search tool for this study because of its interdisciplinary coverage and its availability to all of the researchers involved. Search strings were developed for all colleges of veterinary medicine (CVMs) and refined with input from all veterinary librarians. The revised strings were searched and analyzed. Then results were exported for subject area, source title, institution, country, year, and all citation information. Using Excel, data were compiled and standardized from all CVMs. Pivot tables identified trends. Textual analysis tools and visualizations--including word clouds, maps, and bubble charts--clarified the data through illustration.

Results: Data analysis identified trends in interdisciplinary work across CVMs, specialties within specific CVMs, and relationships between CVMs. Visualizations are from ManyEyes. Comparison of the publishing output of the CVMs highlights their differing needs, scopes, and focus. Veterinary schools with exceptional research output are evident, as are those with unusual programs or emphasis.

Conclusions: The study identifies journals outside the traditional veterinary medical literature where veterinary faculty publish, research areas outside veterinary medicine in which veterinary faculty are publishing, and institutional collaborations and overlap. Areas of research emphasis at individual institutions are highlighted. This information can assist veterinary medicine librarians in developing collections that fully support the interdisciplinary research conducted by their patrons. Furthermore, data on areas of research can help veterinary medical researchers locate collaborators across disciplines and across institutions.
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Poster abstracts continued

**One (Online) Site: A New Paradigm for MLA Concurrent Session Planning?**

Ramune K. Kubilius, Northwestern University and Melissa L. Rethlefsen, Mayo Clinic

Objectives: One objective of this poster, prepared originally for the 2013 Medical Library Association Meeting, was to assess the effectiveness and usability of an online concurrent session program planning process for the MLA 2013 meeting. Another objective was to investigate whether the time has come to transition more phases of the collaborative concurrent session planning process online for future meetings.

Methods: Traditionally MLA has required that Section and Special Interest (SIG) planners attend two on-site meetings that take place the year prior to the meeting being planned. An experiment grew out of necessity when planning for the 2013 international federated meeting resulted in a meeting planning timeline that did not follow the usual pattern. An alternative method was devised, implemented, and tested. Results were compiled of a survey in which all 2013 program planners were invited to participate, that gauged their satisfaction with the online session theme planning process. Comments are also included from a focus group interview that was conducted at the 2012 meeting with those planners who had earlier experience with the previous planning process, to compare their feelings about the new process with the previous process. Conclusions were drawn, based on planners’ responses.

Participant feedback, experience with, and lessons learned from this experiment, conducted for a national federated group meeting, may have applications and implications for planning of other meetings. This may include planning for regional MLA chapter conferences, for state health sciences library groups, or for joint, federated meetings of several chapters or groups.

**Over the river... But are they through the woods? Using students’ classwork to improve library instruction**

Elizabeth Moreton and Jamie Conklin, Southern Illinois University Edwardsville

A librarian’s expertise in instruction may lead to the inadvertent assumption that students know all the basic concepts the librarian does. The librarian cannot personalize each instruction session to ensure every student’s mastery of the knowledge, but something must be done to ensure that students comprehend the basics and can use those basics to become information literate researchers. Health sciences students have the added responsibility of conducting evidence-based practice, making those basic building blocks essential to their clinical practice. This study demonstrates the use of student assignments as evidence to reconfigure instruction sessions and assignments to better meet the learning needs of students in the course, rather than simply considering assignments to be measures of what students learned.

Sophomore nursing students attended a library session and completed a worksheet as part of a nursing course, yet despite having guidance from the librarian, the students performed poorly. After anonymizing the assignments, the librarians constructed a tally sheet of all possible errors in the assignment and calculated the types of errors each student made. Upon analyzing the error patterns, librarians discovered not only the expected trouble with certain concepts, but they also discovered flaws with the instruction and with the assignment itself. This poster will illustrate and interpret the trends in student performance and provide solutions for instruction and assessment that librarians can utilize in their classrooms.
Participating in a Fellowship Program Curriculum

Edith Starbuck, University of Cincinnati Libraries

In the spring of 2012, the Associate Geriatrics Fellowship and Palliative Care Fellowship Program Directors approached a University of Cincinnati Health Sciences librarian about participating in their combined Fellowship curriculum. They were interested in a series of sessions that included access and resource orientation as well as literature searching and application instruction. This first-time request was coupled with a unique situation. Both these fellowship programs opt out of the fee-based University email and library access accounts since their fellows are centered primarily at affiliated institutions. By opting out, their fellows miss the library sessions during the annual Resident and Fellow Orientation where a librarian and library IT staff assist with account login verification and provide a tour of resources and information about mobile access, wireless information, and other library tools.

This poster will highlight the challenges of addressing these unique library resource access issues and the rewards of taking an active part in a Fellowship curriculum.

“A Picture (or Graphic) is Worth a Thousand Words”: The Use of Infographics in the Provision of Information

Belinda Yff, Sullivan University Library

Do you realize that the majority of your patrons may be visual learners? Do you want to communicate complex information quickly in a visually appealing way? If the answer to these questions is “yes,” an infographic can be a fun and powerful web tool. Infographics, a relatively new concept, use a combination of illustrations, colored graphics, and limited verbage to “get a point across.” They are also fun to create! Information from this poster session will include:

• details about best practices
• how to decide whether an infographic is a good fit for your patrons and/or message
• easy steps to create your own infographic using readily available and free resources, and
• various ways to promote and share your creation.

So… bring out your inner designer. The sky is the limit!
Poster abstracts continued

Row, Don't Drift. Librarian Involvement in Hospital Employee Orientation

Pam Barnard, Jim Bulger, Andrew Crow, Anita von Geldern, and Sharon Kambeitz, Allina Health

Background: Allina Health employs over 24,000 people, including physicians, nurses, nursing assistants, and various administrative personnel at over 11 hospitals and 57 clinics. Since 2006, Allina has conducted system-wide orientation for new hospital employees. Sessions are held once a week at four different sites. Library Services, as a system-wide support service, has been at the table from the start and fulfills a vital role in providing a consistent message to new employees on the services available to them.

Description: Patient Contact Orientation (or PCO as we have come to call it) occurs at Allina Commons (Minneapolis), Mercy Hospital (Coon Rapids), United Hospital (St. Paul), and St. Francis (Shakopee). On the second day of orientation for all new employees who will have some kind of patient contact, there is broad discussion of system-wide resources. For 45 minutes, Allina Health librarians present an overview of the Allina intranet (known as the AKN or Allina Knowledge Network), how to maximize a search for policies and for patient education handouts, an overview of the SABA Learning Management System, and a demo of Allina Library resources, highlighting full-text journals and e-books.

Conclusion: Participation in the PCO on a regular, ongoing basis has afforded Library Services the opportunity to tell our story to all new employees. Using a unique activity (The AKN Game) and live demos, librarians engage new employees in using the resources and our services.

Seeking Out New Blood (and Brains!) For Section Membership Through QR Codes And Zombies

Marie T. Ascher and Elizabeth C. Whipple, Ruth Lilly Medical Library, Indiana University School of Medicine

Objectives: Although the Medical Informatics Section (MIS) is one of the largest sections of the Medical Library Association (MLA), new ways to enhance section membership breathe life into a section. The creation of a Zombie Hunt game is a novel interactive approach to encourage people to join our section, have fun, and use some technology during the 2012 Annual Meeting.

Methods: The Zombie Hunt game objective is to identify the most MIS member zombies through the use of QR Codes and Google Documents. QR Codes were distributed by email to MIS members who identified themselves as attending MLA via an online survey. Along with QR Codes, instructions for the game and information on recommended QR readers were distributed. The QR code 1) randomly identifies the member as a zombie or non-zombie, and 2) points to a corresponding page which either provides information on MIS meeting activities or, if a zombie were found, provides a form onto which the hunter could record their find. The hunter who finds the most zombies wins! Additionally, the MIS Section Shuffle booth had a zombie theme and QR codes were distributed throughout the meeting. An assessment of the game’s success will follow.
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Poster abstracts continued

**Tackling a Large Scale H-Index Project: Calculating H-Indices Using a Team Approach**

Mary Blackwelder, Amy Donahue, Paula Handel, Karen Hanus, Rita Sieracki, Elizabeth Suelzer and Ashley VonRuden, Medical College of Wisconsin Libraries

Background: In early 2013, the Medical College of Wisconsin (MCW) Libraries agreed to calculate individual H-indices for 250+ MCW faculty. The H-Index, named for Jorge Hirsch, is a measurement that attempts to quantify both the productivity and the impact of a researcher through a calculation on the researcher’s cited publications. It is often used to compare researchers in the same field. The Libraries’ leadership developed a methodology for dividing the work of accurately calculating the MCW H-indeces among designated Libraries staff. This poster will describe the methodology for this project, and give an overview of the H-Index.

Methods: After a successful pilot test, a group meeting was held to train everyone involved on the process. The first step for each faculty member was to perform an author search in Science Citation Index (SCI), using defined parameters. The SCI Citation Analysis report generated from each search was saved to a shared drive. The reports were then hand-checked to verify citations and to add any additional citations found in faculty CVs. In the last step, citation data for any newly added citations were found, and the H-Index was calculated. A master spreadsheet captured the person responsible for each step, along with the calculated H-Index. The H-Index provided by SCI for each author search was also captured.

Results: While full results will not be available until the project’s completion in June, the described methodology has been found to be very manageable. The authors have also interestingly discovered that while the calculated H-Index is often equal or close to the SCI H-Index, there are discrepancies.

Conclusions/Discussion: This project demonstrates that a large scale H-Index calculation project is possible, given a clear workflow and appropriate staff. As the H-Index has become a popular method for measuring a researcher’s impact, the authors felt it was of value to share their experience.

**Using the ICIRN Essential Nursing Resources List to Evaluate Libraries’ Collections**

Rebecca Raszewski, University of Illinois at Chicago

Objective: To evaluate libraries nursing collections for how their resources align with the Interagency Council on Information Resources in Nursing (ICIRN) Essential Nursing Resources list.

Background: The ICIRN has maintained a biennial list of nursing resources since 1967. This list includes both free and subscription-based books, databases, and websites. The Essential Nursing Resources 26th edition was released as online only for the first time in 2012.
Methods: To build a list of library websites with nursing collections, a random sample of over 200 nursing programs was created from 559 Commission on Collegiate Nursing Education accredited schools. Libraries' collections were compared to free and subscription-based resources from the following categories: Complementary and Alternative Medicine, Consumer Health and Patient Education, Databases and Indexes, Drugs, and Evidence-Based Nursing. Resources included databases and government resources such as National Library of Medicine resources. Print resources were excluded. The results were recorded on an online survey tool called Qualtrics.

Results: The results section will include information on the colleges with accredited nursing programs such as the type of institution based on the Carnegie Classifications and the level of nursing degree. It will also indicate which versions of CINAHL and MEDLINE libraries use and resources not on the Essential Nursing Resources that were on the libraries' websites.

Conclusions: This presentation is the first time the Essential Nursing Resources has been used as the basis for an evaluation study of libraries' nursing collections.

What Affects The Use of Virtual Reference Services?

Ryan Rafferty, University of Illinois-Chicago / Urbana

Objective: Many health sciences libraries have an “Ask a Librarian” or Virtual Reference Service (VRS) featured on their website. The Annual Statistics of Medical School Libraries in the United States and Canada generated by AAHSL reports the “use of library services – information services” broken down by “total reference” and “electronic.” Presumably, some of those “electronic” statistics are generated by the library’s VRS web page(s). This study aims to identify links between the reported statistics and ease of accessing a library’s VRS, hours VRS is staffed, and FTE.

Methods: AAHSL statistics from 2010-2011 were downloaded for analysis. Libraries that reported electronic use of library information services were identified. Their “electronic use” statistics along with reported FTE were recorded. The researcher visited library websites to record: types of VRS offered, number of clicks to submit a question to the VRS, and operational hours of the library, posted reference hours, and posted hours for VRS.

Preliminary Observations: 105 health sciences library websites were visited between March 29, 2013 and May 7, 2013. 90 (86%) included a link to VRS on the library home page. 101 (96%) libraries had an email service and 70 (67%) had an instant messaging service. 64 (61%) of the libraries posted “reference desk” hours on their website and 51 (49%) had posted VRS hours.

Conclusions: At the time of submitting this abstract, more analysis needs to be done in order to draw any conclusions for this study.
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Welcome Reception Saturday, October 5, 6:00 pm - 9:00 pm
Break, Sunday, October 6, 10:00 am - 11:100 am and 3:30 pm - 4:30 pm
# Our Program at a Glance

## Friday, October 4, 2013

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>2:00 PM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
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<tr>
<td>5:00 PM</td>
<td>Midwest Chapter Board Meeting/Dinner</td>
<td>Lydia A, Hotel</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Dine-around options</td>
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<tr>
<td>6:00 PM</td>
<td>HSLI Board Meeting</td>
<td>private room at Hotel Restaurant</td>
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## Saturday, October 5, 2013

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<tr>
<td>7:00 AM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>CE Promoting Health Literacy Through Easy to Read Materials</td>
<td>Fon Du Lac A-C, Conf. Center</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>CE Planning Conducting &amp; Publishing Research</td>
<td>Fon Du Lac D-F, Conf. Center</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td>Hotel Atrium</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>CE PubMed &amp; the Evidence-based Universe</td>
<td>UICOMP Computer Lab</td>
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<tr>
<td>1:00 PM</td>
<td>CE Emerging Technologies</td>
<td>Fon Du Lac D-F, Conf. Center</td>
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<tr>
<td>5:00 PM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Mentor/Mentee Meet &amp; Greet</td>
<td>Fon Du Lac A-C, Conf. Center</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>Vendor &amp; Welcome Reception</td>
<td>River F, Conf. Center</td>
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## Sunday, October 6, 2013

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<td>7:00 AM</td>
<td>Registration/Hospitality</td>
<td>Pre-Function Area, Conf. Center</td>
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<tr>
<td>8:30 AM</td>
<td>NLM Update</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>9:00 AM</td>
<td>GMR Update</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>9:30 AM</td>
<td>MLA Update</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>10:00 AM</td>
<td>Break with Exhibitors</td>
<td>River F, Conf. Center</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Contributed papers</td>
<td>Fon Du Lac A-C, River G-H &amp; I-J</td>
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<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td>River E, Conf. Center</td>
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<tr>
<td>12:00 PM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Keynote Speaker</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>2:00 PM</td>
<td>GMR Technology Forum</td>
<td>River G-H, Conf. Center</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Break with Exhibitors</td>
<td>River F, Conf. Center</td>
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<tr>
<td>4:30 PM</td>
<td>Poster Session with presenters on hand</td>
<td>River F, Conf. Center</td>
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<td>5:00 PM</td>
<td>Registration/Hospitality</td>
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<tr>
<td>6:30 PM</td>
<td>Hospitality Welcome Event Museum</td>
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## Monday, October 7, 2013

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<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
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<tr>
<td>8:00 AM</td>
<td>Rittenhouse &amp; Ovid Sunrise Seminars 8:00 am &amp; 8:30 am</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>9:00 AM</td>
<td>Plenary Speaker</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>10:00 AM</td>
<td>2014 Invitation</td>
<td>River G-H, Conf. Center</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Contributed Papers</td>
<td>River G-H, Fon Du Lac A-C &amp; D-F</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td>Hotel Atrium</td>
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<tr>
<td>12:00 PM</td>
<td>Registration/Hospitality</td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>MW MLA Chapter Business Meeting</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>2:00 PM</td>
<td>Health Information Practice Summit</td>
<td>River G-H, Conf. Center</td>
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<tr>
<td>2:00 PM</td>
<td>HSLI Business Meeting (immediately following the Summit)</td>
<td>Fon Du Lac D-F, Conf. Center</td>
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<tr>
<td>5:00 PM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Conference Wrap up Meeting</td>
<td>Fon Du Lac A-C, Conf. Center</td>
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## Tuesday, October 8, 2013

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<td>7:00 AM</td>
<td>Registration/Hospitality</td>
<td>Conference Center Entry Lobby</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>CE Supporting Systematic Reviews: The Basics</td>
<td>UICOMP Computer Lab</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Tours 9:00 - 10:00 Jump Simulation &amp; Education Center</td>
<td>OSF Campus</td>
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