

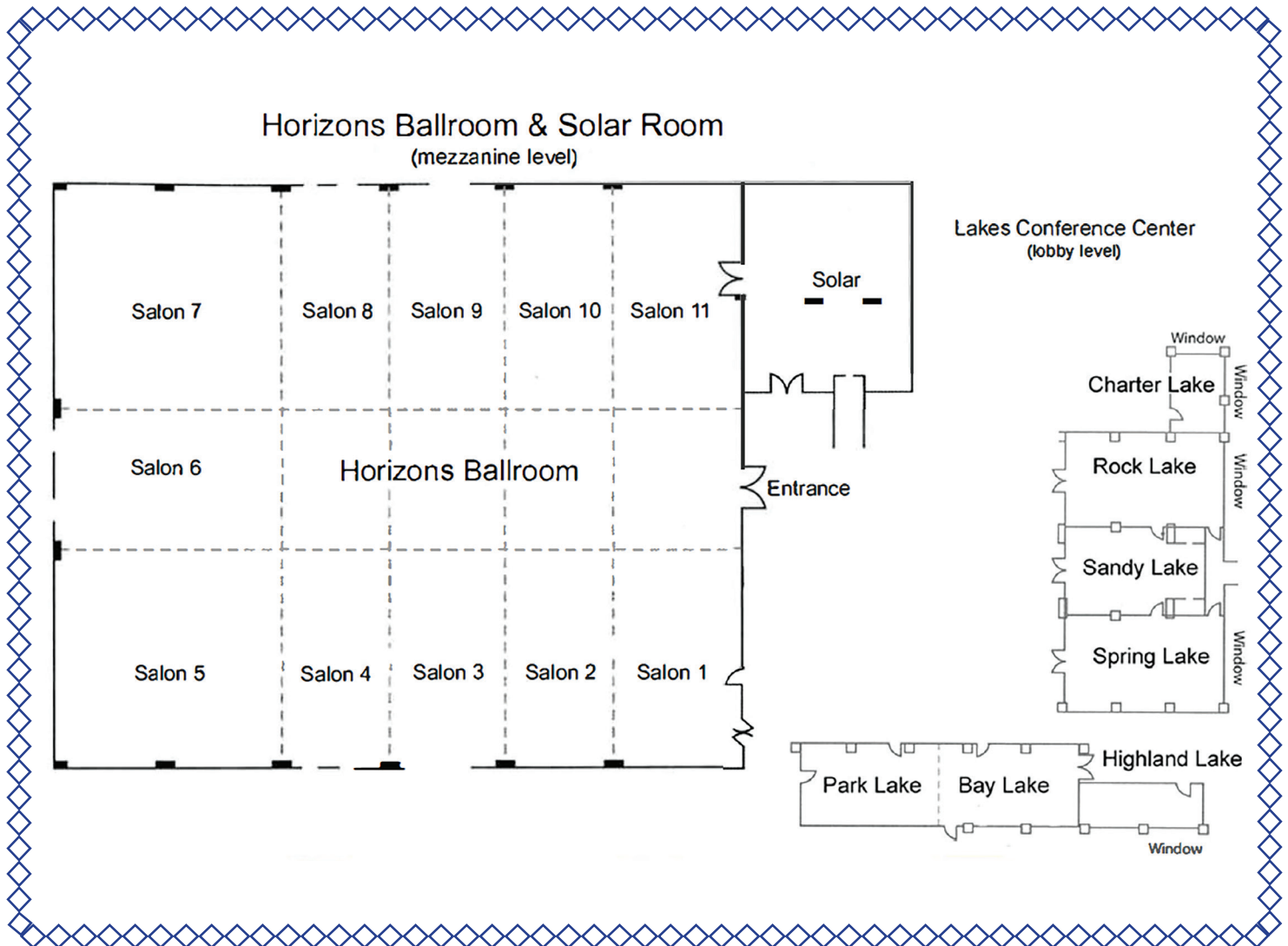
Experience the Magic: Libraries of Tomorrow

SC/MLA 68th Annual Meeting
October 25-28, 2018
Orlando - Lake Buena Vista
Florida



WYNDHAM

Lake Buena Vista



Welcome to Orlando!



WELCOME TO SUNNY ORLANDO for the 68th annual meeting of Southern Chapter/MLA! We are so glad you are attending and look forward to sharing experiences and ideas to promote health sciences librarianship among our members, our work communities, and our patrons. There are presentations, papers & posters, CE courses, and even the social events from which to gain knowledge and grow professionally. Be sure to thank our vendors for their continued support as they help make hosting this conference a reality.

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Local Arrangements and the Program Committee have worked tirelessly to provide speakers and events that warrant your attention and attendance. Though the schedule is riveting, we also hope you find time to take advantage of the many activities and sites available in the Orlando area by extending your stay – not by taking you away from our exciting and packed schedule. SC/MLA is also experiencing the magic and becoming an ‘organization of tomorrow,’ so be sure to attend the business meeting and vote on these changes as we move forward as a library chapter of the future.

So welcome and plan to take home some magic for your library and communities! Our members are our first priority and we serve at your behest. Please get involved, volunteer and continue to be active members of Southern Chapter/MLA. And again, welcome to SC/MLA in Orlando!

Connie K. Machado, SC/MLA Chair 2018

PLANNING COMMITTEE



Lindsay Blake – 2018 Program Committee Chair

Rose Bland – 2018 LAC Co-Chair

Nadine Dexter – 2018 LAC Co-Chair

Connie Machado – 2018 Conference Chair

Randall Watts – 2018 Program Chair-Elect

Mollie Titus – Professional Development Chair

Elizabeth Laera – Hospital Libraries Chair

Deedra Walton – Vendor Coordinator + LAC

Luda Dolinsky – Vendor Coordinator

Lisa Ennis – Papers Co-Chair

Nicole Mitchell – Papers Co-Chair

Natalie Logue – Papers Co-Chair

Francisco Fajardo – Posters Co-Chair

Rebecca Roth – Posters Co-Chair

Ansley Stuart – Member

Maggie Ansell – Member

Special thanks to **The Shimberg Health Sciences Library team, University of South Florida** especially to **Kate Berkowitz** and **Larry Cramer** and for sponsoring the meeting signage; **Nik Wilets** for the design of the logo; **Kimberly A. Loper, JoAnn Van Schaik**, and the **Calder Memorial Library, University of Miami** for the design and production of the program; and **Faith Schafer-Moody, Deedra Walton**, and the **University of Central Florida, Harriet F. Ginsburg Health Sciences Library team** for table decorations, vendor events, ticketing and badging.



2018 SC/MLA ANNUAL MEETING



Exhibitor Sponsorship Level

Silver

Elsevier

McGraw-Hill Education

NEJM Group

Wolters Kluwer/Ovid

Bronze

Faculty of 1000

Exhibitor Door Prizes

Elsevier Clinical Solutions

HARRASSOWITZ

Isabel Healthcare, Inc.

LM Information Delivery

McGraw-Hill Education

Medical Library Association

NEJM Group

Unbound Medicine

Wolters Kluwer/Ovid

PROGRAM AT A GLANCE

Thursday, October 25, 2018

7:00 am-6:00 pm	Registration Open <i>Mezzanine</i>
8:00 am-12:00 pm	CE 1: “Transforming a Needs Assessment into a Marketing Tool” Skye Bickett, PCOM and Christine Willis, Shepard Center <i>Rock Lake</i>
	CE 2: “What Did you Hear? Qualitative Data Analysis” Ayaba Logan, MUSC <i>Spring Lake</i>
12:00 pm-6:30 pm	Exhibitor Set-up <i>Horizons 8-11</i>
1:00 pm-5:00 pm	CE 3: “From Idea To Reality: How to Successfully Plan and Promote Library Events” Shalu Gillum, Natasha Williams, Amelia Strickland, UCF <i>Spring Lake</i>
	CE 4: “Communicating Clinically” Julie Esparza, LSU <i>Rock Lake</i>
3:30 pm-5:00 pm	2018 Southern Chapter Executive Board Meeting <i>Solar</i>
5:30 pm-6:30 pm	New Member Reception (Invitation Only) <i>Hospitality Suite</i>
6:30 pm–8:00 pm	Welcome Reception with Exhibitors (*Ticketed Event) <i>Horizons 8-11</i>

Friday, October 26, 2018

7:00 am-6:00 pm	Registration Open <i>Mezzanine</i>
7:30 am–9:00 am	Breakfast with Exhibitors <i>Horizons 8-11</i>
7:30 am–5:00 pm	Exhibits Open <i>Horizons 8-11</i>
9:15 am–10:45 am	General Session I “Libraries of Tomorrow” Julie Esparza, MLS, AHIP <i>Horizons 6-7</i>
10:45 am-11:00 am	Break
11:00 am-12:30 pm	Papers #1: Curriculum Magic Moderator: Pat Clark <i>Spring Lake</i>
	Papers #1 Evidence Based Practice at Warp Speed Moderator: Geneva Staggs <i>Rock Lake</i>
12:30 pm-1:30 pm	Poster Setup <i>Horizons 8-11</i>
12:30 pm-2:00 pm	LUNCH ON YOUR OWN
	Hospital Libraries Symposium “Getting on the Same Page: Collaboration Strategies Between Librarians and Millennial Physicians” Speaker: David Lebowitz, MD (*Ticketed \$) <i>Horizons 6-7</i>
12:30 pm-1:30 pm	Wolters Kluwer/Ovid Lunch N Learn Ovid’s Access Metamorphosis for Students, Clinicians, and Researchers Anne Chaney; Michael Crumsho, Wolters Kluwer/Ovid <i>Horizons 1-3</i>

2:15 pm-3:15 pm	Poster Session #1 <i>Horizons 8-11</i>
3:15 pm-3:30 pm	BREAK with Refreshments
3:30 pm-5:00 pm	Papers #2: The Future of Research I Moderator: Emily Brennan <i>Spring Lake</i>
	Papers #2: Boldly Going: Community and Consumer Health Moderator: Carrie Cullen <i>Rock Lake</i>
6:00 pm-7:00 pm	TaBaMLN Meeting Hospitality Suite
6:00 pm-9:00 pm	Dine Arounds <i>Meet in the Lobby</i>

Saturday, October 27, 2018

7:00 am-3:00 pm	Registration Open <i>Mezzanine</i>
8:00 am-9:30 am	SC/MLA Business Meeting with Breakfast <i>Horizons 1-5</i>
9:45 am-11:15 am	General Session II "Finding the Magic: Libraries and Data Management" Shirley Zhao, MSLIS, MS <i>Horizons 6-7</i>
11:30 am-12:00 pm	RML Update Tony Nguyen, NNLM/SEA Executive Director <i>Horizons 6-7</i>
12:00 pm-2:00 pm	CONBLS Luncheon Rick Fought, EdD, MLIS, AHIP Invitation Only <i>Lakeview East (Lobby Level)</i>
12:00 pm-2:00 pm	FHSLA Meet and Greet Invitation Only <i>Horizons 1-3</i>
12:00 pm-2:00 pm	Lunch On Your Own

12:00 pm-1:30 pm	Poster Setup <i>Horizons 8-11</i>
2:15 pm-3:15 pm	Poster Session #2 <i>Horizons 8-11</i>
3:15 pm-3:30 pm	BREAK with Refreshments
3:30 pm-5:00 pm	Papers #3: The Future of Research II Moderator: Susan Harnett <i>Spring Lake</i>
	Papers #3: Keeping Up with and Ahead of Trends Moderator: Tara Douglas-Williams <i>Rock Lake</i>
5:30 pm-6:00 pm	GROUP PHOTO <i>Hotel Lobby</i>
6:00 pm-10:00 pm	SC/MLA Banquet (*Ticketed Event) <i>Horizons Ballroom 1-5</i>

Sunday, October 28, 2018

8:00 am-9:00 am	2018-2019 Executive Board Meeting with Breakfast <i>Solar</i>
9:00 am-9:40 am	MLA President Report Shannon Jones, MLA Board Member <i>Horizons 6-7</i>
9:45 am-11:15 am	General Session III "Keep It Movin" Derrick Jefferson, MLIS, MFA <i>Horizons 6-7</i>
	Meeting Adjourned
11:30 am-1:00 pm	2019 Executive Board & Planning Meeting <i>Solar</i>

***Ticketed Event = 1 ticket included with full conference registration**

Ticketed \$ = ticket must be purchased separately



Thursday, October 25, 2018
8:00am-12:00pm

Instructors: Skye Bickett – PCOM; Christine Willis – Shepherd Center

Title: Transforming a Needs Assessment into a Marketing Tool

Description: This course will provide an overview of the needs assessment process and how to communicate what is learned into one's library marketing plan. Participants will tap into both their analytical and creative minds during interactive activities. The first half of the course will focus on needs assessment tools, including smaller surveys, and how to utilize these assessments to improve library services. Participants will identify areas that need development, dissolution, or promotion. The second half of the course will discuss ideas of how to incorporate what was learned from the assessment through marketing. Skills on how to effectively communicate about available library services will be taught. General marketing ideas will be discussed including website/intranet communication, regular event programming, advertisement/flyer design, and gathering feedback.

Learning Objectives: By the end of the course, participants will be able to:

- Understand what a needs assessment is and how to use one;
- Differentiate when to conduct a needs assessment or utilize a survey;
- Identify best practices for marketing design; and
- Formulate a needs assessment and marketing plan to use in their library.

MLA CE credits: 4 hours

Price: \$100/member; \$125/non member

Instructor: Ayaba Logan – MUSC

Title: What Did You Hear? Qualitative Data Analysis

Description: Using a combination of lecture, hands-on exercises, and group discussions, this course will introduce participants to qualitative data analysis and will enable them to appraise the quality of the given data. They will also gain confidence in their ability to conduct and analyze qualitative library-related data. Participants should come away with a better grasp of 'the language of qualitative data analysis' improving, for example, their ability to identify themes that emerge or not over-interpret what they heard or want to hear.

Learning Objectives: By the end of this course, participants will be able to:

- Explain the phases and stages of qualitative data analysis;
- Identify the tools that can be used to analyze qualitative data;
- Use those steps to analyze interview or focus group data; and
- Appraise the quality of the process and the data derived.

MLA CE credits: 4 hours

Price: \$100/member; \$125/non member



Thursday, October 25, 2018
1:00pm-5:00pm

Instructors: Shalu Gillum, Natasha Williams, Amelia Strickland – University of Central Florida College of Medicine

Title: From Idea to Reality: How to Successfully Plan and Promote Library Events

Description: Looking to draw more users to your library? Learn tips on how to better plan and promote your library's events. This interactive course will help librarians from all libraries increase patron awareness of and engagement with library resources and services. The session will take librarians through the entire life cycle of planning and promoting library events, including: brainstorming creative programming, creating a cohesive library brand, deciphering the roles of the various types of traditional and digital marketing, using a promotional scheduling tool ("editorial calendar"), and assessment of the event.

Learning Objectives: By the end of this course, participants will be able to:

- Brainstorm creative programming ideas;
- Practice the process of creating, implementing, and marketing a service or event from conception to execution;
- Apply communication techniques introduced in the session at their library; and
- Create an editorial calendar for effective use of digital and traditional promotional activities.

MLA CE credits: 4 hours

Price: \$100/member; \$125/non member

Instructor: Julie Esparza – LSU

Title: Communicating Clinically

Description: As librarians leave their library offices to reach out to clinicians in their environment there is an increasing need to know how to communicate with clinicians (physicians, nurses, and other healthcare professionals) in a manner that is professional but also adapts to the unique environment of the hospital floor or office setting. In this course, participants will learn about common techniques utilized currently by the instructor in communicating and providing information at the point of care. In addition, participants will learn about non-verbal cues in assessing the environment. Participants will listen and identify information needs from actual clinical rounds.

Learning Objectives: By the end of this course, participants will be able to:

- Describe common dialog found on "rounds" or "hand over" with physicians and nurses;
- Illustrate what clinicians see typically as "useful" information; and
- In an interactive exercise, listen to a vignette of a clinical case and identify clinician the information needs.

MLA CE credits: 4 hours

Price: \$100/member; \$125/non member

INSTRUCTORS

Skye Bickett



Julie Esparza



Shalu Gillum



Ayaba Logan



Amelia Strickland



Natasha Williams



Christine Willis



SPEAKERS



Julie Esparza, MLS, AHIP, began her professional career in 1994 and has worked in academic, corporate, public, and hospital libraries prior to joining LSU Health Shreveport in 2007 as a clinical medical librarian and is currently Associate Director. In 2017, Ms. Esparza was named the Stafford and Marianne Comegys Endowed Professor in Medical Library Science and in July 2018, she was promoted to full professor at LSU Health Shreveport. Ms. Esparza has received the Estelle Brodman Award for the Academic Medical Librarian of the Year in 2014 and the Lucretia W. McClure Excellence in Education Award in 2017 at the annual Medical Library Association meeting. She is currently the President-Elect for the Medical Library Association.



Shirley Zhao, MSLIS, MS is currently the Data Science Librarian at the University of Utah Spencer S. Eccles Health Sciences Library, where she teaches workshops and courses on information/data literacy and data management, and raises awareness about current trends in scholarly communication and publishing. Her interests include data science; research reproducibility; open science; research impact; and science communication. She was previously the Physical Sciences Librarian at Dartmouth College and holds a BA (mathematics major, chemistry minor) from Smith College, a MSLIS from Long Island University, and a MS (mathematics) from New York University. More information about Shirley can be found on her website: <https://shirl0207.wordpress.com/>.



Dr. David Lebowitz obtained his MD at SUNY Upstate Medical University in Syracuse, NY and completed his Emergency Medicine Residency at Florida Hospital in Orlando, FL where he served as Chief Resident. Dr. Lebowitz successfully completed a certificate in Informatics from AMIA – OHSU/ACEP. The University of Central Florida College of Medicine welcomed Dr. Lebowitz as an Assistant Professor of Emergency Medicine in 2016. His academic efforts are focused on education with the UCF/HCA Emergency Medicine residency at Osceola Regional Medical Center as their Director of Education and supporting the Medical Informatics Longitudinal Curricular Theme for the UCF College of Medicine as their Co-Director.



Derrick Jefferson, MLIS, MFA is the Communications Librarian at American University in Washington, DC. A California native, he obtained his MFA in Film from Art Center College of Design in Pasadena, CA, and his MLIS from Louisiana State University as a Project Recovery scholar in New Orleans, a program established to rebuild libraries while educating LIS students after the storms of 2005. His research interests include information literacy, critical thinking, and diversity and inclusion and identity issues in academic librarianship.

Friday, October 26, 2018 – Paper Session 1 – 11:00am – 12:30pm - Spring Lake

Moderator: Pat Clark Topic: Curriculum Magic

1. *Keep Moving Forward: Evolving Curricular Assistance Using Custom Question Banks* - Authors: Skye Bickett; Meghan Di Rito; Jiehyun Lee; Dennis Peffley – **11:00 – 11:15**
2. *Patient Encounter: Using Virtual EHR to Integrate Library Resources with Second-Year Medical Students* - Authors: Kathy Davies; Ansley Stuart; Sandra Bandy; Gail Kouame; Frances Yang; Nicole Winston – **11:18 – 11:33**
3. *Can You Credit This? A Credit-Bearing Information Literacy Course for Graduate Health Science Students* - Authors: Mary E. Edwards; Hannah F. Norton; Margaret Ansell; Nancy Schaefer; Michele R. Tennant – **11:36 – 11:51**
4. *Speeding Ahead: Assessing Trends in Distance Librarian Services for Advanced Practice Nursing Programs* – Authors: Elizabeth G. Hinton; Gregg A. Stevens; Roy E. Brown – **11:54 – 12:09**
5. *Exploring Best Practices for Librarian Integration into Case-Based Small Group Learning* - Authors: Gail Kouame; Julie Gaines – **12:12 – 12:27**

Friday, October 26, 2018 – Paper Session 1 – 11:00am – 12:30pm - Rock Lake

Moderator: Geneva Staggs Topic: Evidence Based Practice at Warp Speed

1. *Redesigning a Hospital's Evidence-Based Practice Course* – Authors: Emily Brennan; Amanda Davis; Rebecca Harper – **11:00 – 11:15**
2. *Remote Reference Clinics: Supporting a New Physician Assistant Program in Evidence-Based Medicine (EBM) Courses* – Authors: Rebecca Roth; Francisco J. Fajardo – **11:18 – 11:33**
3. *Improving Healthcare Stewardship with Embedded Diagnostic Consultation Services* – Authors: Stephanie Hendren; Brandy Gunsolus – **11:36 – 11:51**
4. *Using Journal Club to Upgrade Pediatric Residents' Understanding of Evidence-Based Practice* - Authors: Stephanie Hendren; Gail Kouame; Ansley Stuart; Peter Shipman; Darra Ballance; Rebecca Yang – **11:54 – 12:09**
5. *Embarrassment of Riches: Adapting to a Surfeit of Instruction Time Teaching Evidence-Based Dentistry Concepts to First-Year Dental Students* – Author: Peter Shipman – **12:12 – 12:27**

Friday, October 6, 2018 – Paper Session 2 - 3:30pm – 5:00pm - Spring Lake

Moderator: Emily Brennan Topic: The Future in Research I

1. *The Magic of Research Data: Librarians Learning Secrets of Data Management* – Author: Kathy Davies – **3:30 – 3:45**
2. *Changing the Conversation from Avoiding Predatory Journals to Finding and Evaluating the Right Journal* – Authors: Terri Gotschall; Shalu Gillum – **3:48 – 4:03**
3. *Assessing Our Judgement: Comparing Librarian and Allied Health Professionals' Evaluation of Relevance of Search Results* – Authors: Jane Morgan-Daniel; Nancy Schaefer – **4:06 – 4:21**
4. *Big Idea for a Big Challenge: Influencing Reproducibility on an Institutional Scale* – Authors: Melissa L. Rethlefsen; Tisha Mentnech; Donna Baluchi; Heidi Greenberg; Mellanye Lackey – **4:24 – 4:39**
5. *Warp Speed Ahead! Crash! How a Failed Project Identified a Much Larger Obstacle* – Authors: Christine Andresen; Emily P. Jones – **4:42 – 4:57**

Friday, October 26, 2018 – Paper Session 2 - 3:30pm – 5:00pm - Rock Lake

Moderator: Carrie Cullen Topic: Boldly Going: Community and Consumer Health

1. *Promoting Health Information Access through Community Partnerships* – Authors: Margaret Ansell; Susan Harnett; Jane Morgan-Daniel – **3:30 – 3:45**
2. *Piloting Consumer Health Resources to Nurse and Patient Educators* – Authors: Lindsay Blake; Alice Jagers – **3:48 – 4:03**
3. *The Resourceful-U Family Caregiving Strengths-Building Education and Support Group: A Florida Library and Aging Network Partnership Project* – Authors: Mary M. Howrey; Michael Bryant; Sarah Nielsen; Vanessa Rico-Robie – **4:06 – 4:21**
4. *Boldly Going to New Horizons: Engaging the Community in Biomedical Research and Precision Medicine* – Authors: Peter Shipman; Gail Kouame – **4:24 – 4:39**
5. *The Future Is Now: Using Secure Tablet Technology to Promote Health Literacy and Self-Care Management for Incarcerated Populations* – Author: Gail Kouame – **4:42 – 4:57**

Saturday, October 27, 2018 – Paper Session 3 - 3:30pm – 5:00pm - Spring Lake

Moderator: Susan Harnett Topic: The Future in Research II

1. *Building a Framework to Guide Residents through Scholarly Activities* – Authors: Lindsay Blake; Jennie Kirby, Jennifer White – **3:30 – 3:45**
2. *Beyond CPU: Development of a Pilot Survey to Gauge Library Impact and Involvement in Scholarly Activities* – Authors: Heather Laferriere; Philip Walker – **3:48 – 4:03**
3. *Using a Reflexive Process to Investigate Organizational Change: The Use of the Research Spider Matrix* – Author: Allison Howard – **4:06 – 4:21**
4. *The Future of Measuring Scholarly and Societal Impact in the Health Sciences: Exploring Dimensions in Non-Traditional Algorithms* – Author: Candace K. Vance; Tim Vance; Authur Boston – **4:24 – 4:39**

Saturday, October 27, 2018 – Paper Session 3 - 3:30pm – 5:00pm - Rock Lake

Moderator: Tara Douglas-Williams Topic: Keeping Up with and Ahead of Trends

1. *The Magic of Medicine: Creativity and Innovation in the Health Sciences* – Authors: Skye Bickett; Meghan Di Rito; Erica Rosalle – **3:30 – 3:45**
2. *Serving Today's Students while Creating the Library of Tomorrow* – Authors: Natalie Logue; Brenda Seago – **3:48 – 4:03**
3. *Making Magic: Fostering Innovation with a Creative Technology Lab in the Health Sciences Library* – Authors: Natalie Logue; Gail Kouame; Bettina Askew; Vonny Nogales – **4:06 – 4:21**
4. *Keeping Up with Trends in Your Library: Simple and Speedy Ways to Assess Users' Needs* – Authors: Shalu Gillum; Natasha Williams; Terri Gotschall – **4:24 – 4:39**
5. *Managing Across: A Magical Method for Providing Leadership and Skill Development* – Authors: Heather N. Holmes – **4:42 – 4:57**

POSTER SESSION

FRIDAY, October 26, 2018
2:15pm-3:15pm

Room: Horizons 8-11 [Poster Setup Friday, October 26, 2018 12:00pm – 1:30pm]

F-01 Health Literacy Connections - Jessica Daly, MLS; Clifford E. Graese Community Health Library of Orlando Health

F-03 End of the Line: Teaching Death and Dying to Undergraduates through Comic Books - Ariel Pomputius, Mary E. Edwards, University of Florida Health Science Center Libraries

F-05 Using Patron Feedback to Redesign Study Space in an Academic Health Sciences Library
Kimberly A. Loper, MLIS, AHIP, JoAnn Van Schaik, MLS, University of Miami Miller School of Medicine

F-07 Providers' Assessment of Library Chat Services – Feedback from Reference Librarians
Kimberly A. Loper, MLIS, AHIP, Carmen Bou-Crick, MSLS, AHIP; Shidan Hemmat, MLIS; JoAnn Van Schaik, MLS, Louis Calder Memorial Library, University of Miami Miller School of Medicine, Miami, FL

F-09 Adapting to Change: Using Factor Analysis to Take Analyses to Practical Actions
Ardis Hanson, PhD, MLIS; William D. Kearns, PhD; Allison M. Howard, MLIS, AHIP; Randall L. Polo, JD, MLIS; Krystal Bullers, MLIS, AHIP; John J. Orriola, MLIS, Med; Kristen A. Sakmar, MLIS;
Shimberg Health Sciences Library, University of South Florida - Tampa

F-11 Faculty Authors Reception: A Mad Tea Party - Sandra Bandy¹, MS, AHIP; Renee Sharrock¹, BA; Jennifer Putnam Davis², MA; Kara Flynn², MLIS; 1 Augusta University, Robert B. Greenblatt Library Robert B. Greenblatt; 2 Augusta University, Reese Library

F-13 Collaboration to Achieve Innovation - Wanda S. Thomas, MLIS, Mercer University School of Medicine

F-15 Hospital Library Benchmarking 2018 - Angela Spencer, MLS, AHIP, St. Luke's Hospital, Chesterfield, MO; Brooke Billman, AHIP, College of American Pathologists; Elizabeth Mamo, Rochester Regional

F-17 Utilizing Second Life® Virtual World Gaming Technology for Staff Development - Marilyn G. Teolis, AHIP¹; Priscilla Stephenson, AHIP¹; Sandra L Winkler¹; Fatima M. Barnes²; Janet Sprehe¹; Carol Wilson¹; Mary Agnes Craddock¹, Nona Bramlett¹, Hannah Teolis; Corina French; Dara Guess; Carla Brunk¹; Constance Malik¹; Celia Sanders¹; Alyssa Scott¹; 1 James A Haley Veterans' Hospital, Tampa FL, 2 Louis Stokes Health Sciences Library, Howard University, Washington, DC

POSTER SESSION

FRIDAY, October 26, 2018
2:15pm-3:15pm

F-19 Library Opportunities for Increasing Engagement: Educating Users about Questionable and Predatory Publishing - Carolann Lee Curry, Anna Krampfl, Kim Meeks, Carolyn Klatt, Mercer University School of Medicine Skelton Medical Libraries

F-21 It's a stress-free world after all: Strategies for a successful Finals Frenzy program - Natalie Logue, MLIS; Stephanie Hendren, MLIS, AHIP; Augusta University, Robert B. Greenblatt Library

F-23 Engaging Pre-College Students in Health Sciences Research - Natalie Logue, MLIS; Ansley Stuart, MLIS, Augusta University, Robert B. Greenblatt Library

F-25 Credit where credit is due: Authorship among systematic review service librarians
Hannah K Rogers, MLS, AHIP, Access Services Librarian; Shenita M. Peterson, MPH, Public Health Informationist, Woodruff Health Sciences Center Library, Emory University, Atlanta, Georgia

F-27 Medical Libraries of Tomorrow: Exploring New Acquisition Methods for E-Textbook Reference Collection Titles - Yumi Yaguchi, MSIS, AHIP, Knowledge Resource Development Librarian, Florida International University Herbert Wertheim College of Medicine Medical Library

F-29 Library Statistical Data Collection Redesign: Catching Every Tick Mark - Lin Wu, Rick Fought, Jennifer Langford, Alexandria Quesenberry, Rozann Turner, Randall Watts, University of Tennessee Health Science Center

F-31 Is librarian involvement magical for systematic review (SR) research impact? An analysis of citation metrics and altmetrics of SRs with and without librarian involvement - Tara Brigham, Mayo Clinic Libraries, Jacksonville, FL

F-33 Keeping up with Trends. Discuss the newest technologies, changing service models, and big ideas that your library and other libraries are exploring - Alia Spencer, MLIS, Associate Librarian, Palm Beach State College

F-35 The Technologist Will See You Now: How re-establishing a computer class curriculum through a library-led initiative known as Orlando Health UpSkill met the tech literacy needs of hospital team members - Aidy Weeks, MSLIS, Systems Librarian, Orlando Health, Orlando, FL

POSTER SESSION

SATURDAY, October 27, 2018
2:15pm-3:15pm

Room: Horizons 8-11 [Poster Setup Friday, October 26, 2018 12:00pm – 1:30pm or Saturday, October 27, 2018, 12:00pm - 1:30pm]

S-02 Flying without a Text: Using Open Educational Resources, E-Books, and LibGuides for Nursing Education - Gregg A. Stevens, MSLS, MST, AHIP, Stony Brook University, Stony Brook, NY

S-04 You Talk, We Listen: How NNLM SEA is Responding to Your Feedback - Aimee Gogan, MLIS, AHIP, National Network of Libraries of Medicine (NNLM), Southeastern Atlantic Region (SEA),

S-06 Collaboration and Innovation: NNLM's Nationwide Online Wikipedia Edit-a-Thon
Aimee Gogan, MLIS, AHIP, National Network of Libraries of Medicine (NNLM), Southeastern Atlantic Region (SEA); Erin Latta, National DOCLINE Coordination Office, National Network of Libraries of Medicine (NNLM SEA)

S-08 We're Engaged: How The Health Information Center Adapted to New Marketing Trends
Kelsey Grabeel, MSIS, AHIP, Martha Earl, MSLS, AHIP, Jennifer Luhrs, Rachel Roberts, Preston Medical Library / Health Information Center, University of Tennessee Graduate School of Medicine / University of Tennessee Medical Center, Knoxville, TN

S-10 Building a Virtual Journal Club Program to change Nursing Practice at your Institution: Tips and Tricks learned from 4 years of development at Moffitt Cancer Center - Lauren Adkins¹, MLIS, AHIP; Amy Patterson², MSN, RN, AOCNS, BMTCN; Nicole Kahle², MS, RN, OCN, BMTCN; Susan Sharpe¹, MLIS; H. Lee Moffitt Cancer Center & Research Institute, Inc., Tampa, FL. 1 Moffitt Biomedical Research Library 2 Department of Blood and Marrow Transplant and Cellular Immunotherapy

S-12 Resource Use Trends by Medical Students at an Academic Medical Center in the 3rd and 4th Clerkship Years - Lindsay Blake¹, Elena Wood², Shilpa Brown², Erin Latif², Thad Carson², David Kriegel², Pamela Fall², Matthew Diamond², Ashley Saucier², Sarah Egan², 1 University of Arkansas for Medical Sciences, 2 Augusta University

S-14 An Exploration of the Facilitation of 3D Virtual Anatomy Tables in Academic and Health Sciences Libraries - Melanie A. Allen, MSIS, AHIP; Niki Kirkpatrick, MSIS; John C. Hodges Library, University of Tennessee, Knoxville

S-16 Transformation, Opportunity, Identity: Reflections on a Decade in a Hospital Medical Library
Asia Frey, MLIS, Infirmary Health System, Mobile, AL

POSTER SESSION

SATURDAY, October 27, 2018
2:15pm-3:15pm

S-18 Marketing the Evolving RefWorks in an EndNote environment: providing users with choices

Christine Andresen, MLS, MSIT, Irene Lubker, MLS, MPH, RDN, AHIP, Medical University of South Carolina Libraries

S-20 Cruising toward mapping USA and Canadian Dental Education Competencies to the ACRL Framework

Irene Lubker, Medical University of South Carolina; Christy Tyson, UTHSCSA - San Antonio; Nena Schvaneveldt, Roseman University of Health Science; Martin Morris, McGill Library, Montreal Quebec; Erica Brody, Virginia Commonwealth University; Natalie Clairoux, Université de Montréal; Sean Stone, Indiana University School of Dentistry; Nicole Theis-Mahon, University of Minnesota; Maria Zych, University of Toronto

S-22 Not Closing, Not Downsizing, but Flourishing: Hospital Library Here to Stay, and Newly Renovated

Allison P. Matthews, MLS, AHIP, SEAHEC Medical Library, New Hanover Regional Medical Center

S-24 Poster title: Wading at warp speed into textbooks and open access fees – exploring new directions for library collection budgets

Paul Gahn, Alexandria Quesenberry, G. Randall Watts, University of Tennessee Health Science Center (UTHSC) Health Sciences Library

S-26 A New Way to Look at Old Bones: Launching Virtual Reality at a Health Sciences Library

Tariq Rahaman, Nova Southeastern University, Fort Lauderdale, FL

S-28 Proving Librarian Value on a Transdisciplinary Team: Transforming Library Skeptics into Champions

Sarah L. Meyer, Nancy Schaefer, University of Florida Health Science Center Libraries

S-30 Anticipating Disaster: Do our Vendors Meet Web Content Accessibility Guidelines?

Jean Gudenas MLIS, AHIP, Kelly Burgess, Christine Andresen MLS, MSIT, Emily Jones MLIS, Medical University of South Carolina

S-32 Gamified Library Instruction and Predatory Publishing: Connecting Undergraduate Nursing Students with Trends in Scholarly Communication

Jenessa McElfresh, Health Sciences Librarian, Megan Sheffield, eScience Librarian, Clemson University

S-34 Leading the Way: Establishing a versatile EBSCO e-audiobooks leadership collection to support talent development initiatives and employee growth in a large healthcare system

Aidy Weeks, MSLIS, Systems Librarian, Orlando Health, Orlando, FL

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Friday, October 26, 2018 - 11:00am-12:30pm - Spring Lake - Session 1: Curriculum Magic

1. Keep Moving Forward: Evolving Curricular Assistance Using Custom Question Banks

Authors: Skye Bickett, DHSc, MLIS; Meghan Di Rito, MLIS; Jiehyun Lee, PhamD, BCACP, CACP; Dennis Peffley, Ph.D, J.D.; Philadelphia College of Osteopathic Medicine, Georgia Campus

Objective: Students often utilize questions to prepare for exams. By quizzing themselves using question banks at various intervals, students utilize the “testing effect” to improve understanding and retention of session content. However, a major challenge is aligning questions with session learning objectives. The goal of this study is to change student behavior in using questions as a learning tool, create intuitive question searching at the correct level, and align commercial and professor-written question banks.

Method: Two surveys were sent out to assess current perceptions of question bank utilization, one to faculty and one to students. Additionally, a pilot study for one specific lecture was created in Exam Master combining faculty-generated questions with commercial question bank questions. All questions were labeled with the proper level of Bloom’s taxonomy.

Results: Faculty response indicates that most faculty create their own questions, aligned to Bloom’s taxonomy, but do not direct students to use commercial banks. Student response indicates that 53% of students use faculty provided questions while 40% use commercial question banks. Most students reported that they use question banks to study the week before a test, three days before, or the day before the test. Only 5.6% of students indicated that they started testing themselves the day of the lecture and 15.3% said they quizzed themselves the same week of the lecture.

Conclusion: The survey showed students inhibit their study strategies as most do not start quizzing early enough. It is also currently unknown at what level of Bloom’s taxonomy students quiz themselves. However, the curated set of progressive questions in Exam Master is expected to improve access to formative question banks and better prepare students for content mastery. The formative feedback of quizzing will become a useful and integral part of the learning cycle.

2. Patient Encounter: Using Virtual EHR To Integrate Library Resources With Second Year Medical Students

Authors: Kathy Davies, MLS; Ansley Stuart, MSIS, AHIP; Sandra Bandy, MS, AHIP; Gail Kouame, MLIS; Frances Yang, PhD; Nicole Winston, PharmD; Augusta University

Objective: Library faculty collaborated to explore new teaching approaches to illustrate student use of library resources in simulated clinical settings with standardized patients.

Methods: Librarians co-developed clinical scenarios in collaboration with medical educators to connect library resources to standardized patient experiences for second-year students. Students interviewed standardized patients and used critical thinking to diagnosis the condition, guided by a librarian and clinical facilitator. In real time, students selected appropriate evidence-based medicine resources to complete the course assignment. The patient scenarios were adjusted with each teaching session, this year incorporating simulated patient electronic health records (EHR). Students incorporated library resources at each stage to evaluate the provided patient’s history, prescriptions, and clinical results to determine diagnosis and treatment.

Results: The clinical scenarios illustrated how to use library resources effectively in a “real world” setting. In previous years, students distributed searching of the resources among the team members rather than completing the evidence-based process as a cohesive unit. The implementation of the virtual EHR reversed this trend with students working together to address each component of the standardized patient encounter. The students were more engaged with the recent changes and expressed greater understanding of library resources. Library faculty gained deeper knowledge of how clinicians and students view library resources use for evidence-based practice.

Conclusions: Students utilized the opportunity to practice information seeking skills within a mock clinical setting and gained more experience using patient care tools. Knowledge of clinical library resources increased amongst the students with the recent insertion of the virtual EHR within the standardized patient experience.



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3. Can You Credit This? A Credit-Bearing Information Literacy Course for Graduate Health Science Students

Authors: Mary E. Edwards, Hannah F. Norton, Margaret Ansell, Nancy Schaefer, and Michele R. Tennant

University of Florida Health Science Center Libraries

Objective: University of Florida HSCL librarians have long offered information-related instruction through guest lectures in the programs they serve and stand-alone workshops; however, librarians had not taught any credit-bearing courses focused on information literacy prior to 2016. To more fully integrate information-related skills into curricula, librarians developed a one-credit course for graduate students, initially targeting those in basic science programs but expecting that its modular format would allow easy adaptation for other health science programs. After two successful semesters teaching this course, librarians adapted the instructional content to an audience of graduate students in the College of Public Health and Health Professions.

Methods: The basic science version of the course covered literature searching, bibliographic citation software, basic NCBI resources, funding sources, data management, and information ethics. In transforming the class for health professional students, librarians replaced the genetic and genomic resources sessions with introductory sessions on systematic reviews and grey literature. Conceptual material fit mapped well to the Association of College and Research Libraries (ACRL) Information Literacy Framework. Health professions PhD program coordinators provided feedback on the syllabus and helped inform students about the course.

Results: Formal student evaluation data is not yet available; however, informal feedback indicated that the course was incredibly valuable for doctoral students; one student even suggested making the course required. Student quiz scores and class discussion revealed that the choice of topics resonated with students, captured their interests, and fulfilled a need not met by their other courses.

Conclusions: Developing and teaching a credit-bearing graduate course on information-related topics is one mechanism for librarians to further integrate into the curricula of their programs and broaden their reach. A course that has been developed and approved by a specific campus unit may prove relevant to other units and easily customized to fit their needs, thus increasing its impact.

4. Speeding Ahead: Assessing Trends in Distance Librarian Services for Advanced Practice Nursing Programs

Authors: Gregg A. Stevens, MSLS, MST, AHIP, Stony Brook University; Elizabeth G. Hinton, MSIS, AHIP, University of Mississippi Medical Center; Roy E. Brown, MLIS, AHIP, Virginia Commonwealth University.

Objective: With the increasing popularity of distance education among universities and busy students, many Advanced Practice Nursing (APN) programs have shifted to become either online or hybrid programs. To meet the research and instruction needs of these students, some nursing librarians are using technology for virtual research and instruction. This study was designed to assess the extent to which nursing librarians in North America are providing virtual research and instruction services for APN students.

Methods: An IRB-approved survey with ten objective questions was developed to determine how librarians are providing services for APN students at their universities. It was announced in October 2017 through several health sciences librarian listservs. The survey ran for four weeks. Data were analyzed using Qualtrics and Excel.

Results: Eighty complete responses were received. The majority of respondents (66%) indicated that their universities' APN programs were conducted in a hybrid format and the same percentage also indicated that they generally provide library instruction in person. Most librarians indicated that they have provided research assistance through some virtual method (phone or email) and some have also used online chat (11%) and video chat (9%). A strong majority of librarians (95%) indicated that they feel comfortable using technology to provide research assistance and instruction.

Conclusions: Many opportunities exist for nursing librarians to use technology to provide virtual research assistance and library instruction. Greater promotion of these alternate methods can supplement traditional in-person services, providing greater flexibility for the busy schedules of graduate nursing students. Some outreach may be necessary to highlight the advantages of virtual services

5. Exploring Best Practices for Librarian Integration into Case-Based Small Group Learning

Authors: Gail Kouame, Augusta University, Greenblatt Library; Julie K. Gaines, Augusta University/University of Georgia Medical Partnership, Library

Objectives: To explore best practices for integrating health sciences librarians in case-based learning in undergraduate medical education.

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Methods: A group of health sciences librarians and medical educators performed a study and analyzed first and second year medical students' use of resources in small group case-based learning experiences. Librarian activities included collecting students' learning objective presentations, evaluating and critiquing the resources cited, and providing written feedback. Librarians also performed in-person observations of small group presentations and gave input to students. In this study, the librarians discovered gaps in information seeking skills on the part of the students as well as faculty small group facilitators. Facilitators acknowledged a need for training and reminders about effective searching. Librarians identified ways to equip students and faculty facilitators with improved searching and critical appraisal skills.

Results: Librarian presence in the small groups reminded facilitators to prompt students to assess the quality of the resources they consult to answer scenario-based questions. Plans are underway to develop more structured training for facilitators and explore meaningful assignments for students to reinforce critical thinking while searching for health information. One librarian, as part of a teaching fellowship project, was invited to teach a session on searching and critical appraisal skills to faculty small group facilitators for an orientation session at the beginning of the 2018-2019 academic year. A needs assessment will also be developed for the small group facilitators to determine their needs for developing information seeking skills and best ways to leverage librarian expertise.

Conclusion: The presence of the librarians in the small group prompted both students and faculty facilitators to consider the quality of information resources which are important for clinical reasoning skills for their future clinical work.

Friday, October 26, 2018 - 11:00am-12:30pm - Rock Lake - Session 1: Evidence Based Practice at Warp Speed

1. Redesigning a Hospital's Evidence-Based Practice Course

Authors: Emily Brennan, Research and Education Informationist, Medical University of South Carolina Library; Amanda Davis, Clinical Evidence-Based Analyst, Medical University of South Carolina Value Institute; Rebecca Harper, Senior Value Specialist, Medical University of South Carolina Value Institute

Objectives: To describe how focus groups led to the redesign of a hospital's evidence-practice course.

Methods: The Medical University of South Carolina (MUSC) Value Institute, which falls under the hospital's Quality Department, has contributed to evidence-based practice (EBP) culture through education, evidence synthesis services, and the development of clinical decision support tools. Three members of the Value Institute -- a librarian, Clinical Evidence-Based Analyst, and Senior Value Specialist -- have taught a variety of EBP courses to clinicians over the years. However, because of increasing course dropout rates, the Value Institute conducted focus groups to identify ways to redesign the course. Two focus groups consisted of 6-8 previous course participants each. The focus groups started with an introduction, challenge statement, and problem statement. Participants silently brainstormed answers to four questions then posted answers to wall-mounted paper. A group discussion followed.

Results and Conclusions: Based on focus group results, the course was redesigned from an in-person course to a project-based hybrid course consisting of two in-person sessions, seven online modules, and three required consultations. It was also geared toward nurses applying for their Registered Nurse (RN III) certification. Course content remained the same: developing the clinical question, searching the literature, appraising the evidence, and planning for implementation. Nurses who successfully completed the course were granted continuing education credit. The Value Institute will compare EBP projects that resulted from the Value Institute EBP course to other RNIII EBP projects in order to measure quality and success rate of receiving RN III certification. The EBP course redesign ensured that course format and mode of instruction improved, and the course guided the nurses through their certification projects.

2. Remote Reference Clinics: Supporting a new Physician Assistant Program in Evidence-Based Medicine (EBM) Courses.

Authors: Rebecca Roth; Francisco J. Fajardo, Herbert Wertheim College of Medicine, Florida International University

Objective: Traditional library services have become increasingly portable, especially when academic programs are moved away from the main campus to a satellite site. Essentially, "bringing the library to them" approach becomes an efficient solution in place of making patrons come to the library. At Florida International University's Herbert Wertheim College of Medicine (FIU HWCOC), a new Master's in Physician Assistant Studies (MPAS) program presented such a challenge to the school's librarians when it came time to provide regular library instruction for Evidence-Based Medicine (EBM) courses, and assisting with a related capstone project.

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Methods: EBM has become increasingly prominent in medical and allied health education. Students everywhere are taught to be consumers of medical literature before and after they enter the field. The FIU MPAS curriculum gives students practice and assignments about finding, evaluating, and applying new information to clinical encounters. One way librarians can provide support in these classes is to show students how to search appropriate databases, sort through the literature, and make a habit of these skills going forward. The method used by these two librarians in this experiment was to go off-campus to teach workshops and host reference clinics instead of asking the students to come to the library.

Results: Going off-site allowed the librarians to scaffold important curricular concepts in EBM and to also be available to students outside normal class time. Based on the quality of the capstone projects (which every student must complete before they graduate), faculty expressed satisfaction with how students integrated their knowledge of the published literature on their chosen topics.

Conclusion: Going off-site is one solution for students when location inhibits students from coming to the library. In terms of this experience, more self-reflection about what the librarians could have done better is needed. In conclusion, off-site programs, while offering an initial challenge, present an opportunity for librarians to expand service options and deliver instruction in new ways. These reference clinics are an example of how librarians should consider different types of outreach activities to serve their patrons.

3. Improving Healthcare Stewardship with Embedded Diagnostic Consultation Services

Authors: Steph Hendren, Brandy Gunsolus; Augusta University

Objective: To better inform physicians about how to find guidelines for diagnostic testing, and to provide clinical advice on which diagnostic tests should be ordered.

Methods: A clinical laboratory scientist joined the Patient Care Rounding Team (PCRT) to provide consultation regarding diagnostic testing as part of the first national doctorate in Clinical Laboratory Science (CLS) program. Documentation and analysis of diagnostics-related questions accumulated during PCRT rounds demonstrated the need for advice about diagnostic testing in clinician rounding. The PCRT did not have a defined logic model to order diagnostic tests, place the test orders, test methodology, and determine the clinical value (cost/benefit) of the tests. The Doctor of CLS resident requested an embedded librarian provide evidence-based research to support clinical decisions to better inform the rounding teams. The librarian demonstrated how to systematically search for evidence to support the choice in diagnostic testing and how to interpret test results to the DCLS team.

Results: Within the first eight months of the Doctor of CLS consultation service on PCRT, there were 1238 consultations that resulted in over \$149,308 in cost savings. This was calculated by the Doctorate of CLS resident by accounting for eliminated unnecessary tests and revised ordered tests to better serve diagnostic needs. The librarian providing evidence-based research consulted on lesser known connections between symptoms and conditions, improving diagnostic clinical decision-making. Both the Doctor of CLS resident and librarian offered evidence and expertise that decreased inappropriate test utilization while potentially improving clinical outcomes.

Conclusions: Informationists and other scientists can help a physician team be more responsible in their financial stewardship by reducing unnecessary testing and utilizing in-house resources.

4. Using Journal Club to Upgrade Pediatric Residents' Understanding of Evidence-Based Practice

Authors: Steph Hendren; Gail Kouame; Ansley Stuart; Peter Shipman; Darra Ballance; Rebecca Yang; Augusta University

Objective: To demonstrate how a change from a traditional journal club to an evidence-based assignment in a pediatric hospital strengthened collaboration between hospital residents and medical librarians.

Methods: The pediatric department at Augusta University Medical Center decided to revise their existing journal club model to better meet requirements for evidence-based practice content. They approached the Robert B. Greenblatt, M.D. Library to collaborate on a new approach to the assignment. Each third-year resident selected a patient they treated to develop a PICO question, research the literature, and present the findings. The librarians, on average, rounded twice and had an additional meeting with each resident in order to complete the assignment. Librarians worked with the residents in developing answerable research questions, searching the databases, and providing methods to analyze results.

Results: The first cohort of 13 residents completed their assignments. At the end of each rotation, the resident presented the patient and findings to the other residents and attending physicians at a designated morning report. Residents also discussed

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how the literature did or did not apply to their particular patient scenario, and whether the standard hospital procedure was in line with the published evidence. A group discussion about the presented literature directly followed each presentation. Afterwards, a librarian evaluated each resident on specific EBM competencies.

Conclusions: The evidence-based assignment offers a different way to engage residents with medical literature and librarians outside a journal club. Residents gained hands-on experience of searching the literature for a specific patient problem and had a platform to share their knowledge with their peers. Librarians utilized the one-on-one interactions to provide tailored literature search instruction based upon the resident's research topic and results found. A second cohort began in July 2018 and will continue through June 2019.

5. Embarrassment of Riches – Adapting to a Surfeit of Instruction Time Teaching Evidence-Based Dentistry Concepts to First-Year Dental Students

Author: Peter Shipman, MLIS, Robert B. Greenblatt Library, Augusta University

Objective: The medical librarian will develop new active learning content for first-year predoctoral dental students to learn the Question and Find portions of the evidence-based dentistry (EBD) process.

Methods: Restructuring of the dental curriculum resulted in the librarian being awarded more instruction time to teach the Question (PICO – Problem, Intervention, Comparison, Outcome) and Find (search PubMed) portions of the evidence-based dentistry (EBD) process in a two-credit critical thinking research class. Instruction time increased from one session of 90 minutes to two sessions, 240 minutes total. A new active learning activity will be developed to enhance skills in portions of the course where the students have traditionally underperformed, due to lack of time. These skills include more accurately matching clinical question concepts to the corresponding PICO element and analyzing the rigor of the automatic term mapping results in PubMed. Another key skill is to create new search strategies in PubMed when the search result list is inadequate or null. Some teaching elements from the previous version of the class will continue: the flipped classroom pre-class recordings, a PICO worksheet for in-class use, student reasoning of their search strategies, and the librarian providing live feedback of search strategies.

Results: Increased instruction time leads to more examples of clinical questions, PICO formatting, and PubMed searching. A segment on the importance of lifelong learning in the context of competency-based education was added. A formative assessment session, a Jeopardy-style quiz element, was reinstated to the course.

Conclusion: The students had more opportunities to actively learn evidence-based dentistry skills – PICO formatting, PubMed searching, and learning the EBD process. With more instruction time, greater emphasis could be devoted to lifelong learning, and a formative assessment session was used to tie in all the elements.

Friday, October 26, 2018 - 3:30pm-5:00pm - Spring Lake - Session 2: The Future of Research I

1. The Magic of Research Data: Librarians Learning Secrets of Data Management

Author: Kathy Davies, MLS, Augusta University

Objective: Create a training program to increase library faculty knowledge of data management practices to facilitate developing a research agenda, collaboration with research community, and disseminating research findings.

Methods: A librarian was selected to attend the Biomedical and Health Research Data Management for Librarians Course, sponsored by the National Network of Libraries of Medicine. The online course focused on data management topics including data curation, security, taxonomy, data sharing, resource data management, and publishing. The data management skills gained served as a foundation for instructional programming to enhance library faculty knowledgebase and explore potential library data management roles. The instructional program uses scaffolding by teaching an overview class and then integrating specific topics to meet institutional needs.

Results: The librarian attendee developed a capstone template to help disseminate knowledge gained from the online course. The template facilitated the development of three goals: introduction of research data management basics, teaching targeted data management skills, and assessment of the research data management training program. The classes will be offered in late summer/early fall to health sciences and academic library faculty. A pre and post quiz will be distributed to determine knowledge gained. The librarian will collaborate with a new faculty position of Scholarship and Data Librarian to assess the level of data management services to be provided. The next phase is integrating data management services within embedded and liaison areas.

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Conclusions: Research Data Management is a natural fit for many librarians with a strong foundation in organizing, analyzing and providing access to information sources. The training program assists librarians to engage in the critical processes necessary for data sharing, scholarship, and research reproducibility.

2. Changing the Conversation from Avoiding Predatory Journals to Finding and Evaluating the Right Journal

Authors: Terri Gotschall; Shalu Gillum; University of Central Florida College of Medicine

Objective: Predatory publishing is a trending topic in academia. Librarians all over are having conversations with faculty on how to steer clear of predatory publishers. But helping avoid predatory journals doesn't meet the goal of having an article published. Now is the time to explore changing the conversation from predatory publishing to finding and evaluating the right journal.

Methods: Last year librarians went to departmental meetings to present a cautionary tale of the predatory publisher. Outlandish emails from predatory journals were shared, along with what to look for when determining whether or not a journal publisher is legitimate. But just knowing how to steer clear of the predators did not answer the question, "Which journal should I publish in?" To help faculty answer this question, the library held two hands on workshops for faculty, staff and residents. Librarians taught participants how to determine their goals and criteria for publishing, how to compare their article to the aim and scope of a journal and make a determination on whether or not the journal was the right fit for them. As participants answered the questions on the worksheet they built a list of criteria for selecting the right journal for their article.

Results: Participants were able to find and evaluate journals for their manuscripts, while still steering clear of predatory publishers.

Conclusions: In the "publish or perish" era, it is important for faculty members to publish in reputable journals, but it is equally important for them to find the best journal to meet their publishing goals. Librarians can move the conversation beyond predatory journals by giving faculty the tools and skills they need to find and evaluate the right journal.

3. Assessing Our Judgement: Comparing Librarian and Allied Health Professionals' Evaluation of Relevance of Search Results

Authors: Jane Morgan-Daniel; Nancy Schaefer; University of Florida Health Science Center Libraries

Objectives: Information needs are dynamic, subjective, and contextual. Successful resolution of an information need by literature searching often depends on the similarity of the librarian's and requestor's perceptions of relevance. This study focuses on:

1. Overall assessment of the alignment between librarians and allied health professionals in evaluating the relevance of search results on educational issues
2. Identification of factors influencing the two groups' perceptions of the relevance of literature search results

Methods: Two liaison librarians asked a purposive sample of allied health professionals to supply education-related research questions in order to assess the utility of five biomedical and education databases. A poster presentation at MLA 2018 elicited great interest in perceptions of the search results' relevance.

Requestors subsequently rated their search results for relevance using predefined criteria based on the PICO framework. The title and abstracts for each search result were entered into an Excel spreadsheet, alongside check boxes for relevance criteria and an open response box to facilitate comments. The two librarians used the same criteria to evaluate the relevance of the search results from their own perspectives. Additional research questions were solicited from allied health professionals to broaden the basis of comparison. Relevance perceptions and criteria were compared both between the two librarians and between the librarians and faculty requestors for possible patterns.

Results: Librarian and health professional assessments of relevance were quantitatively and qualitatively compared. Thematic analysis was used to identify the factors influencing relevance judgements.

Conclusion: Context variability and subjectivity influence the relevance perceptions of literature search results. Understanding how allied health professionals judge relevance enhances the ability of librarians to apply a user-centered approach to their literature searching and results-weeding practices. Improved alignment between librarians' and health professionals' perceptions of relevance facilitates the successful resolution of requestors' information needs.

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4. Big Idea for a Big Challenge: Influencing Reproducibility on an Institutional Scale

Authors: Melissa L. Rethlefsen, MSLS, AHIP, George A. Smathers Libraries, Health Science Center Libraries, University of Florida; Tisha Mentnech, MSLS; Donna Baluchi; Heidi Greenberg; Mellanye Lackey, MSI, Spencer S. Eccles Health Sciences Library, University of Utah

Objectives: To describe and evaluate the use of a library-sponsored national conference to influence institutional culture around reproducibility through awareness building.

Methods: The Spencer S. Eccles Health Sciences Library at the University of Utah created a national conference (Research Reproducibility, #UtahRR18) designed to increase awareness of research reproducibility issues in all disciplines, with particular emphasis on biomedical reproducibility issues. The 2018 conference included two keynotes with internationally known speakers, three panel sessions with local and external panelists, and a peer reviewed poster session. We marketed the conference to all those with any interest in learning more about reproducibility within our institution, regionally, and beyond. We utilized printed flyers, Twitter, mailing lists, the CTSA network, and lectures and presentations to advertise. Attendees at the 2018 conference were surveyed for their feedback, takeaway lessons, and suggestions for future events.

Results: 130 individuals attended the conference, and 305 (as of August 29, 2018) either watched the live stream on YouTube or watched the archived video. Though most attendees were local, individuals also came from outside the state. All levels of academia were represented, from undergraduate students to Vice Presidents, with a particularly large group of graduate students, PhD candidates, postdoctoral fellows, and other trainees. The attendees were also multidisciplinary, spanning humanities, social sciences, sciences, health sciences, business and management, and research administration. Of the 27 evaluation respondents, 20 (74%) respondents indicated the conference surpassed their expectations or goals. Regardless, many attendees called for additional content and training to meet the needs unmet to resolve this wicked problem.

Conclusion: Libraries are positioned to help change culture institutionally through awareness-building, advocacy, and training.

5. Warp speed ahead! Crash! How a failed project identified a much larger obstacle

Authors: Christine Andresen, MLS, MSIT; Emily P. Jones, MLIS; Medical University of South Carolina (MUSC) Libraries

Objective: To measure document accessibility of faculty publications, PDFs were uploaded into Blackboard Open LMS in order to gauge compliance with the Web Content Accessibility Guidelines (WCAG 2.0) as required by the recently revised Section 508 standards.

Methods: Two librarians endeavored to establish a value-added service to format authors' manuscripts to comply with current accessibility standards prior to submitting final documents to the publisher. Before launching the new service, the librarians began with a feasibility study. The librarians' sought to understand what the most common PDF accessibility issues were, and aspired to correlate any accessibility issues with publisher, platform, or journal. To determine current levels of document accessibility, PDFs of articles published January - June of 2018 by authors from the Medical University of South Carolina (MUSC) were examined using Ally, an accessibility tool in Blackboard Open LMS that automatically checks content for accessibility issues.

Results: Unfortunately, the study revealed that establishing the new service to be unfeasible at this time. The librarians evaluated Ally accessibility scores of over a thousand article PDFs. Results reveal that the majority of the articles evaluated via Ally had an accessibility score of 6%, and two articles scored the highest at 97%. Analysis of feasibility study data is currently being completed with full results being presented at annual meeting.

Conclusions: Based on our sample, article PDFs are not accessible and 96.4% of the articles evaluated scored below 50% accessibility in Ally. The most common accessibility issues identified by Ally were that the PDFs had no language set and were untagged. The next steps will be to reach out to publishers and journals to initiate a conversation about how MUSC authored publications can be made accessible to all.



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Friday, October 26, 2018 - 3:30pm-5:00pm - Rock Lake - Session 2: Boldly Going: Community and Consumer Health

1. Promoting Health Information Access through Community Partnerships

Authors: Margaret Ansell, MLIS; Susan Harnett, MLS; Jane Morgan-Daniel, MLIS

Objectives: Funded by a grant from the National Network of Libraries of Medicine, three academic health science librarians collaborated with local public libraries to identify the health information needs of library staff, design and conduct a workshop on providing consumer health and health literacy information services, and assess workshop participants' increase in confidence related to finding health information online.

Methods: An online questionnaire was distributed via email to local public library staff to assess their professional health information needs. The project team also conducted focus groups to more fully understand the barriers library staff face when providing health information. The team then developed a workshop on how to identify accessible and authoritative health information resources, critically evaluate consumer health information, recognize the impact of limited health literacy on the community, and assist patrons with limited health literacy. Participants' perceptions of their own online health information literacy were tested with the eHEALS instrument before and after each workshop, and their satisfaction with the training was assessed using the NNLM training evaluation form.

Results: The three trainings held with library staff at the Jacksonville Public Library were well received. The training participants' self-assessment of their ability to navigate health information online through the eHEALS instrument increased an average of 25% after the workshop, and their satisfaction with the training was high, with all participants either "strongly" or "somewhat" agreeing with the statement "I plan to tell others about at least one resource or tool that I learned about in this training".

Conclusion: Health science librarians can be a valuable partner in the professional development of local public library staff by empowering them to confidently provide health information to their patrons.

2. Piloting Consumer Health Resources to Nurse and Patient Educators

Authors: Lindsay Blake, MLIS, AHIP; Alice Jaggers, MSLS, University of Arkansas for Medical Sciences

Objective: The objective of this project is to pilot a consumer health resources train the trainer course and accompanying online guide to nurse and patient educators.

Methods: The Clinical Services Librarian and Outreach Coordinator at the University of Arkansas for Medical Sciences proposed a plan to educate the nurse and patient educators in the hospital on reliable consumer health resources. Partnerships were formed within the institution with patient educators, patient advocates, and patient- and family-centered care. Librarians created a course presenting general consumer health resources from the National Library of Medicine as well as other reliable sites. The course was granted nursing, dietician, and patient educator continuing education credit. Parallel with the course, an online resource was built using LibGuides software. The LibGuide contains information on both general and specific health issues, based on local needs. The course walks participants through the guide and was piloted in local hospitals with patient and nurse educators.

Results: The course and online guide have been completed and classes are being scheduled at both UAMS and the two local Veterans Administration hospitals. The course has been well received and participant scores have shown an increase between the pre- and post-tests.

Conclusions: The course and guide received support from all areas of nursing as well as interest from outside hospitals. Future plans include expansion of the online guide and working with nurse and patient educators in hospitals and clinics throughout the state.

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3. The Resourceful-U Family Caregiver Strengths-Building Education and Support Group: A Florida Library and Aging Network Partnership Project

Author: Dr. Mary M. Howrey, EdD, MALS, MS (Sociology), BSEd Executive Director Medical Librarian/Family Caregiver Advocate/Support Group Leader Transforming Lives and More Inc. Special Library and Information Service Tamarac, FL; Lucy Osemota, MLS Reference Librarian Florida Memorial University Library Miami Gardens, FL; Vanessa Rico-Robie, BA, Psychology Health & Wellness Coordinator Aging and Disability Resource Center Broward Sunrise, FL
Project Objective: Two Research Questions

What are the information and support needs of family caregivers participating in a newly formed library-aging network educational support group?

How can libraries and aging network agencies effectively partner to promote positive outcomes for the health and well-being of informal family caregivers and their care recipients with long-term medical conditions?

Methods: Research Steps

The following research steps are underway as of January 2018--

(1) A comprehensive and ongoing literature review of family caregiver strengths-building (i.e., resourcefulness), social support, and older adult care recipients' wellness and quality of life including a JBI systematic review (Lauritzen, Pedersen, and Bjerrum, 2013) that points to social support as beneficial for family caregivers and their care recipients.

(2) A Family Caregiver Interest Survey and assessment completed by family caregivers attending monthly support group meetings.

(3) Field Notes compiled and analyzed from all meetings and training sessions for the Resourceful-U family caregivers.

(4) An optional "Your Family Caregiving Story" with a follow-up telephone or in-person interview to assess caregiver strengths, health, and wellness.

Results: Reporting Research Outcomes

The Powerful Tools for Caregivers (2013) project curriculum will be offered in conjunction with the Resourceful-U support group as an enrichment opportunity. This evidence-based training program will serve 12 family caregivers beginning in September 2018. A training team of librarians and social workers will conduct the evidence-based family caregiver training curriculum over a six-week period at the local regional public library.

The implications of this action learning intervention project for policy and program development will be explored in relationship to a June 2018 community needs report-- The Silver Tsunami: Is Broward County Ready?-- for partnerships between medical libraries, public libraries, and key aging network agencies serving family caregivers and older adults.

4. Boldly Going To New Horizons: Engaging the Community in Biomedical Research and Precision Medicine

Authors: Gail Kouame, MLIS, Robert B. Greenblatt, MD Library, Augusta University; Peter Shipman, MLIS, Robert B. Greenblatt, MD Library, Augusta University

Objective: To adapt a traditional consumer health information outreach approach to include a community health education message targeting the benefits for the general public of participation in biomedical research.

Methods: An outreach award led to the expansion of a traditional consumer health information message to include the basics of biomedical research and informed consent. Urban, suburban, and rural public libraries and Federally Qualified Health Centers in eastern and central Georgia will host ten consumer health presentations by medical librarians. Presentations will have three themes: becoming well-informed about disease conditions and medications using MedlinePlus, understanding the process and benefits of biomedical research studies, and use the All of Us research program as an example of a new type of precision medicine study that recruits partners (not subjects) from populations that do not traditionally participate in research. The importance of understanding the risks and benefits of enrolling in a research study will be discussed.

Results: To be determined.

Conclusion: To be determined.

5. The Future is Now: Using Secure Tablet Technology to Promote Health Literacy and Self-Care Management for Incarcerated Populations

Authors: Gail Kouame, Augusta University, Greenblatt Library; Dr. J. Aaron Johnson, Augusta University, Institute of Public and Preventive Health; Dr. David Young, Montana State University, Extension Office

Objective: To engage incarcerated individuals with health information and education to enhance their knowledge and use of health resources and services.



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Methods: A health sciences librarian and a Public Health Institute applied for an NLM Information Resources Grant to Reduce Health Disparities. The team was awarded funding to provide quality education to incarcerated persons through secure tablet computers. The tablets are currently deployed in 83 jails and prisons in 25 states, and are designed for self-guided learning experiences for low literacy individuals. Project leaders established agreements with five corrections facilities and used the tablets to conduct a health information needs assessment of individuals preparing for re-entry into the community. The study population includes both males and females. The results of the needs assessment informed the creation of health literacy training modules made available using the tablets. People incarcerated in the participating facilities consented to participate in the study to determine the impact of having access to the training modules.

Results: Data from the needs assessment indicates that top places respondents seek health information are: the internet; a doctor or health care provider; or health web sites. When asked where they went first the last time they looked for health information, respondents stated they went to: the internet; the doctor or a health care provider; and health or medical organizations. They expressed interest in learning about health insurance issues. Other topics in which they expressed a desire to learn more include: understanding laboratory test results; getting help for addiction problems; and how to find a doctor or nurse. They indicated they would like to know how to take better care of themselves and manage health problems; how to improve eating habits and nutrition; and how to find help to prevent health problems and illnesses.

Data from the needs assessment and available preliminary data from pre- and post-intervention will be presented. Challenges encountered to date and how they've been addressed will also be described.

Outcomes: This study is still in progress.

Saturday, October 27, 2018 - 3:30pm-5:00pm - Spring Lake - Session 3: The Future in Research II

1. Building a Framework to Guide Residents through Scholarly Activities

Authors: Lindsay Blake, MLIS, AHIP; Jennifer White, C-TAGME; University of Arkansas for Medical Sciences

Objective: The objective of this project was to build an online resource that will help guide residents through their Accreditation Council for Graduate Medical Education (ACGME) scholarly activity requirement by providing guidelines, advice, and resources on publishing, presenting, and research.

Methods: The Clinical Services Librarian first met with the Graduate Medical Education (GME) office to determine the needs of the residencies and clarify current ACGME requirements. Meetings were then set with representatives from the largest residencies to discuss how the scholarly activity requirement was currently being met and to collect resources. After these meetings the librarian began building an online resource in the LibGuides software for both residents and junior faculty. The Research and Scholarly Activity Guide combines practical advice with tips and tricks for completing projects. Sections include information on how to set up and where to print a poster, how to write an abstract, and how to submit articles to journals. Research resources help guide residents through the institutional review board process, finding a mentor, and identifying statistical expertise.

Results: The Research and Scholarly Activity Guide was completed over the summer and introduced to new interns and returning residents during noon conferences and orientations. The guide was also presented at both the residency directors' and residency coordinators' monthly meetings. The guide was well received and comments and suggestions were incorporated were appropriate.

Conclusions: The Research and Scholarly Activity Guide was available starting July 2018. The guide brings a number of disparate resources together easing residents' road to completion of their scholarly activity requirement as well as assisting junior faculty with research endeavors. Residency directors and coordinators have expressed how much this guide will help their programs.

2. Beyond CPU: development of a pilot survey to gauge library impact and involvement in scholarly activities.

Authors: Heather Laferriere, Health Sciences Informationist, Eskind Biomedical Library, Vanderbilt University; Philip Walker, Director, Eskind Biomedical Library, Vanderbilt University

Objective: Demonstrate added value by assessing the library's involvement with the scholarly output of Vanderbilt University and Vanderbilt University Medical Center.

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Methods: Justifying collections budgets for health sciences libraries can be a daunting task. The current literature primarily discusses various numerical calculations, citation analysis, and usage reports to demonstrate return on investment. We consulted PubMed, LISA, LISTA, and ScienceDirect to investigate other ways libraries can correlate collections and services and their impact on institutional scholarly activity. A pilot survey was developed using REDCap electronic data capture tools. Like many studies, we included questions about scholarly output and library usage but deviated slightly from the literature by inquiring about librarian assistance in the form of consultations, literature searching, or resource training. Library staff tested the survey prior to dissemination.

Results: Twenty-eight users completed the survey. 78% of respondents indicated library use. Of these, 50% utilized library materials, general support, and searching services; 22.7% used Document Delivery; 18.2% received consultations; and 4.5% received training. A librarian was either acknowledged or assigned authorship in 14.3% of responses.

Conclusion: Overall, we are very satisfied with the survey's content and purpose. We strongly believe it can help us demonstrate added value to our institution. However, value is not only in our collections but also the notion of the library as partners in the academic, research, and clinical enterprise. Future discussions will include how to capture more granular demographic and usage data, adding an optional comment box for qualitative data, and promoting it for optimal accessibility and visibility.

3. Using a Reflexive Process to Investigate Organizational Change: The Use of the Research Spider Matrix

Authors: Ardis Hanson, PhD, MLIS; Allison M. Howard, MLIS, AHIP ; Randall L. Polo, JD, MLIS; Krystal Bullers, MLIS, AHIP; Stephanie M. Tomlinson; John J. Orriola, MLIS, MEd; Kristen A. Sakmar, MLIS; Shimberg Health Sciences Library, University of South Florida

Objective: The primary objective was to assess the research competencies (knowledge, experience, and skills) of librarians at an academic health sciences library using the Research Spider matrix (Smith et al., 2002). This was motivated by the shift from a traditional reference model to a research-centric paradigm.

Methods: Each librarian read the Research Spider article, conducted an independent self-evaluation for each of the Spider's legs (range 1-5, novice to expert), and provided a brief statement regarding their ranking rationale. They met several times to discuss the definition of terms, objective scale criteria, and levels of competencies. Each librarian then reassessed themselves using these mutually agreed upon benchmarks. Results were used to generate individual and collective star plots. In addition to identifying actions to enhance their knowledge and strengthen their skills, they defined minimum, intermediate, and expert competencies for each leg. Each librarian wrote a reflexive statement on the process, which was shared with the group.

Results: These data were used to create minimum, intermediate, and expert-level competencies for each leg. From an organizational perspective, the process provided pertinent data for individual and unit professional development goals. It increased interpersonal and professional trust among the participants and provided an innovative way to address new organizational challenges.

Conclusions: Shifting the role of librarians from a reference to a research frame requires thoughtful organizational and cultural changes. The Research Spider is a useful construct for understanding discrete characteristics of the research process. Participation in this self-assessment exercise enhanced trust relationships among existing team members and helped integrate new faculty. Although self-assessment can be challenging, intimidating, and anxiety-provoking, the Research Spider framework helped break down the research process into manageable components, providing the librarians a way to identify a path to meet their desired competencies and to inform future professional development.

4. The Future of Measuring Scholarly and Societal Impact in the Health Sciences: Exploring Dimensions in Non-Traditional Algorithms

Authors: Candace K. Vance, Research and Instruction Librarian, Associate Professor, University Libraries; Tim Vance, Ph.D., Assistant Professor, Journalism and Mass Communications Department; Arthur Boston, Scholarly Communication Librarian, Assistant Professor, University Libraries; Murray State University

Objective: To provide an overview of evaluating scientific scholarly impact among researchers in the health sciences. Librarians, as department liaisons, are a natural choice for guiding faculty, students, and tenure and promotion committees in understanding and responsibly applying altmetrics and bibliometrics, including the Relative Citation Ratio (RCR), to evaluate the impact of contemporary health sciences scholars.

Background: Scholars in the health sciences, particularly clinician-researchers, who divide their time among patient care, education, as well as academic service, have less time for research than other scientists. Thus, citation patterns vary across the



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disciplines, possibly placing clinicians at a disadvantage when traditional bibliometrics are used to determine scholarly, as well as societal impact. Judicious use of altmetrics can complement bibliometrics and citation analysis to provide a clearer picture of the scholarly and societal impact of clinician-researchers. The RCR can be a helpful counterpart to altmetrics, because it normalizes across the disciplines, compensating for differences in citation patterns and is easily calculated using NIH's iCite.

Design: Discussion Paper.

Data sources: Published literature in the health, information sciences, communications, and informatics disciplines.

Implications for Health Sciences Librarians: Health sciences librarians can consult with faculty, students, and committees on best practices for using altmetrics to help determine scholarly impact. This paper will illustrate various means of using social media and incorporating altmetrics into clinicians' curriculum vitae and grant proposals. It will also review the strengths, limitations and implications of using them. In addition, librarians can introduce the RCR to their departments and demonstrate iCite in calculating the RCR.

Conclusion: Both altmetrics and RCR have great potential for showing a more complete and accurate picture of the scholarly and societal impact of researchers who work in the health sciences and librarians can take the lead in managing this evolution.

Saturday, October 27, 2018 - 3:30pm-5:00pm - Rock Lake - Session 3: Keeping Up with and Ahead of Trends

1. The Magic of Medicine: Creativity and Innovation in the Health Sciences

Authors: Skye Bickett, DHSc, MLIS, AHIP, Assistant Director of Library Services, Georgia Campus; Meghan Di Rito, MLIS, Education and Outreach Librarian; Erica Rosalle, Public Services Coordinator; Philadelphia College of Osteopathic Medicine

Objectives: Our goal was to introduce our community to ways in which creative arts (e.g., painting and music) or technological arts (video games or virtual reality) enhance the medical profession. We held an event that brought students, staff, and faculty together for fun and stress relief while teaching about different aspects of medical education, patient education, and therapy.

Methods: This program, originally designed as an introduction to graphic medicine, was the cornerstone of a series of events celebrating National Medical Librarians Month. Our audience was the students, faculty, and staff of a graduate-level health sciences school. Drawing on the expertise of other campus departments, we expanded our programming from graphic medicine to include other aspects of creative and technological expression. Each of the six event stations included examples of the therapeutic/educational modality, and some also included demonstrations or interactive components.

Results: We asked attendees at each station to fill out a satisfaction survey. Survey completion at each station ranged from 14-55, but not all attendees filled out the survey. We also received verbal feedback from station facilitators, attendees, and passers-by. Responses to each station, as well as the overall program, were overwhelmingly positive. Many attendees expressed their excitement for next year's event.

Conclusions and Future Plans: Post-event analysis reveals a need for more interactivity in the program. While stations without participatory elements received more traffic, attendees spent less time at those stations. We are also working improvements to our data collection during and after the event; possible ideas include a post-event survey to gauge the effect of the programming on attendees' knowledge. For this year's event, we hope to add more fun and educational elements, such as a graphic artist to paint caricatures, group painting to include artwork in the library, and a panel featuring art and music therapists.

2. Serving Today's Students While Creating the Library of Tomorrow

Authors: Natalie Logue, MLIS; Brenda Seago, MLIS, MA, PhD, Augusta University, Robert B. Greenblatt Library

Objective: To facilitate a major library renovation project while meeting the needs of current campus users and library staff members.

Methods: An academic health sciences library received funding to initiate a major renovation project. In early stages of the project, library leadership and the Access Services Librarian had regular meetings with the design team to discuss possible floor plans and furniture needs. Student needs were in the forefront of discussions and guided planning to meet both practical needs and desired aesthetic upgrades. Throughout the renovation, the library provided announcements, signage, and online updates to keep stakeholders apprised of progress and affected areas. As demolition began, noise, dust and debris became concerns. The library worked with the construction managers repeatedly to reduce the stress and disruption for students, including planning for when certain construction activities could take place and providing regular communication.

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Results: The library has a new public service desk, new carpeting and flooring, compact shelving, upgraded restrooms, a new Creative Technology Lab (a makerspace), and more open floor space. Space is reallocated to allow for more group study and clearer access to service areas such as the Research & Education Services office suite and the Historical Collections and Archives. Visitors to the library expressed interest and approval of the changes in the library. Suggestions for new areas and concerns about the changing space have been shared with the library verbally, via email, and through an anonymous comment system.

Conclusions: Renovation of an occupied, high-use building on an academic campus provides many challenges, but can be accomplished in a way that responds to students' needs. Library personnel's frequent consultations with construction team members is essential for the success of a renovation project. The new space aligns with student requests and future student and faculty needs for technology, collaborative work, and knowledge discovery.

3. Making Magic: Fostering Innovation with a Creative Technology Lab in the Health Sciences Library

Authors: Natalie Logue, MLIS; Gail Kouame, MLIS; Bettina Askew; Vonny Nogales; Augusta University, Robert B. Greenblatt Library

Objective: To offer creative technology services in a health sciences library for innovation and prototyping.

Methods: An academic health sciences library implemented a new makerspace, the Creative Technology Lab (CTL), as part of a major renovation project in 2017/2018. The Creative Technology Lab provides 3D scanning and printing services, a Cricut machine, circuitry kits, and a lamination machine, with a high-definition data visualization display coming in the next year. Initial planning for the CTL focused primarily on 3D printing and scanning. The space allocated for the CTL was not ready during early phases of the renovation, so the 3D scanning and printing equipment was placed in another work area to allow library personnel to become familiar with how to use the equipment and accompanying software. The CTL Committee developed policies and procedures and posted job request forms to the library's web page prior to the final placement of the 3D equipment in the CTL space. Interest and some requests immediately surfaced when equipment became available in the library.

Results: When the CTL final location was unveiled, requests for 3D scanning and printing increased notably. The CTL is located directly inside the library's main entrance and has a bank of windows, making it highly visible. In addition, the committee produced marketing materials and presented on the CTL in an online tutorial and at local faculty showcases. Faculty members and students from multiple disciplines have produced 3D printed tools and educational models.

Conclusions: Having the Creative Technology Lab as a service at the health sciences library allows for the library to increase its visibility on campus to new users seeking to produce both prototypes and objects for practical uses. The biggest challenge for users of the CTL is understanding the technology and software, so providing feedback on designs and discussing project ideas has been repeatedly requested.

4. Keeping up with trends in your library: Simple and speedy ways to assess users' needs

Authors: Shalu Gillum, JD, MLS, AHIP, Head of Public Services; Natasha Williams, MLIS, AHIP, User Services Librarian; Terri Gotschall, MLIS, AHIP, Scholarly Communications Librarian; Harriet F. Ginsburg Health Sciences Library, University of Central Florida College of Medicine

Objective: To find simple, fast, and easy ways to assess library users' needs and to get real-time responses in order to shorten the interval between deploying surveys, gathering responses and implementation of solutions. In the past the library employed email surveys to assess user needs but the process was inefficient and ineffective due to low response rates and time spent creating online surveys.

Methods: The library team began using paper "micro-assessments" to understand users' needs. Short paper surveys of no more than five questions, were deployed at three different times throughout the academic year: (1) Medical students were handed surveys during one of the library's weekly events about their use of library-issued iPads; (2) Surveys were left on each study space in the library quiet room over the course of one week asking about students' opinions on food being allowed in the library quiet room; (3) Faculty were handed surveys during departmental meetings to assess their interest in scholarly publishing topics. Completed surveys were collected and results were tabulated the same day.

Results: Results of the student iPad micro-assessment helped librarians understand students' use of library-issued iPads. Feedback from the second student survey informed policy decisions in regards to allowing food in the library quiet room. Finally, results of the faculty micro-assessments led to the development of short presentations on scholarly communication topics, delivered by librarians during faculty departmental meetings, as well as one-on-one EndNote training sessions and a Getting Published Workshop.



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Conclusion: This low-tech solution to gather library user feedback has informed policy decision-making, and created opportunities for new services and programming. Using micro-assessments provided a vehicle for librarians to listen to users' needs and develop solutions at warp speed.

5. Managing across: a magical method for providing leadership and skill development

Author: Heather N. Holmes, MLIS, AHIP, Associate Director of Libraries, Medical University of South Carolina

Objective: To provide an opportunity for faculty librarians to lead initiatives that will enhance the Research and Education Department's knowledge and practice.

Methods: Six faculty librarians at an academic health sciences library have been assigned an area of focus based upon their personal interests. The intent is for each of them to be able to work in an area that is of interest to them, but also for them to lead initiatives within the department to educate their peers. The areas are the ACRL Framework, LibGuides, Data and Assessment, Instructional Technology, NIH updates, and Teaching and Education. Each librarian is expected to develop a curriculum, programming, or other ways to educate their peers on their topic so that the peers can incorporate this new knowledge into their own work. The topics overlap in many ways, so the librarians are having to work together to complement each other's planning, and develop programming and other projects with each other.

Results: Early results show that the librarians are thinking outside the box for ways to share their knowledge and expertise with their peers. A monthly "search party" has been established by the Teaching and Education leader, and a complete LibGuide redesign has been handled by another. A research project has come out of the LibGuide redesign as well, which will involve the Data and Assessment leader to help evaluate findings from discoveries made during the redesign.

Conclusions: This has been an exciting way to have librarians get leadership experience. They've had to think differently about their work and how they plan to incorporate their ideas into the department's work as a whole.

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F-01 Health Literacy Connections - Jessica Daly, MLS, Clifford E. Graese Community Health Library, Orlando Health

Purpose: This poster examines the implementation of health literacy outreach within a non-profit health care system and surrounding communities, improving overall health and quality of life.

Setting/Participants/Resources: Outreach was conducted within Orlando Health facilities and surrounding communities. The consumer health librarian was responsible for all resources, consultations, rounding, curriculum development, instruction and planning.

Brief Description: This outreach effort was funded by the National Network of Libraries of Medicine and the Clifford and LaVonne Graese Foundation. The consumer health librarian planned, developed and implemented numerous methods of bringing resources and services to the healthcare consumer while also creating awareness for healthcare professionals on the effects low health literacy. Ongoing success and growth of the consumer health library's outreach efforts proved the trend of assisting the consumer by incorporating technology, changing the ways we deliver information to the patient. Challenges included administrative buy in, low literacy, English is a second language, funding and only one consumer health librarian.

Results/Outcome: The consumer health librarian brought awareness to healthcare consumers and professionals alike in the areas of health literacy and its direct effects on the health and overall quality of life.

Evaluation Method: Surveys were given to participants at the close of educational sessions as well as emailed to participants once an event had taken place. These results helped guide planning and delivery methods of the resources and services offered to healthcare consumers and professionals by the consumer health librarian. Meetings were held for all outreach event in order to brainstorm and gain feedback from both administration and clinical teams. The number of participants from all outreach educational sessions, events and consultations were collected to show the overall to those served.

F-03 End of the Line: Teaching Death and Dying to Undergraduates through Comic Books - Ariel Pomputius; Mary E. Edwards; University of Florida Health Science Center Libraries

Objective: At the University of Florida, faculty are encouraged to submit one-credit courses for honors undergraduate students on various books. Two library faculty used graphic memoirs—*Can't We Talk About Something More Pleasant?* and *Things to Do in a Retirement Home Trailer Park When You Are 29 and Unemployed*—to address the complex topic of death and dying with an honors undergraduate pre-health sciences audience.

Methods: Graphic medicine—comics or graphic novels on a healthcare topic written by patients, providers, or caregivers—is an emerging area of study in the health sciences field. The course was largely discussion-based, with students also presenting on another graphic novel of their choice and offering a reflective presentation on a poem, video, song, or dance addressing the topic of death. At the end of the semester, students completed a final project on either death and dying or graphic medicine: around half of the students wrote essays and the other half wrote and illustrated their own comics.

Results: Graphic novels combine images and texts in a way that helps readers unpack complicated issues, making them more accessible and engaging. While the pre-health sciences students were initially anxious about engaging with the comic format, by the end of the course, students expressed deeper insight into issues with death and felt that the graphic medicine texts helped them better address these topics as both individuals and future health professionals.

Conclusion: By working with undergraduate students interested in the health sciences, this class encourages future health professionals to better face situations they may encounter in their field and think critically about their role as providers. By talking with undergraduates through the format of graphic medicine, students were able to better engage with intense material on death and dying and discuss ways they might need to address those topics in the future.

F-05 Using Patron Feedback to Redesign Study Space in an Academic Health Sciences Library - Kimberly A. Loper, MLIS, AHIP; JoAnn Van Schaik, MLS; Louis Calder Memorial Library, University of Miami Miller School of Medicine, Miami, FL

Background: The Library is a four floor standalone building. The 2nd floor contains Library Administrative offices and 12,000 linear feet of journals, many available electronically.

Objectives: Renovate Library space to include small group classrooms, and increase flexible seating area for study and collaboration. Secondly, increase teaching faculty presence in the Library and foster librarian participation in PBL.

Methods: Plans to convert book shelving area into eight small group classrooms and open study space were developed. Redundant journals were deselected; 25 boxes were shipped to NLM. Journals not discarded were relocated. 1,890 linear feet of shelving retained to hold journals and books moved from the 3rd floor. The Library initiated patron input by using Whiteboards; posting pictures and schematics of plans with furniture options; and legal pads for patron suggestions. Using patron feedback, an open study area was designed offering a variety of seating options: height adjustable tables; privacy pods with data and power; couches; and tables to accommodate different sized groups.

Challenges: There were two significant challenges to the redesign--funding and communication. Quotes were 1.5 times higher than initial project estimates and resulted in the relocation of the small group classrooms to existing IT training space in the



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Library's basement. The project was split into two areas of focus: small group classrooms and open study space. Lack of assigned responsibilities and miscommunication among the teams led to duplication of effort on more than one occasion.

Results: When completed during the summer of 2018, the new open study space will increase the 2nd floor seating capacity from 83 to 145. Seating will include sofas, privacy pods, various-sized and multi-height standing desks, and café booth seating. It is hoped that the new space will be seen as a comfortable and welcoming environment and will accommodate patrons with different study preferences.

F-07 Providers' Assessment of Library Chat Services – Feedback from Reference Librarians - Kimberly A. Loper, MLIS, AHIP; Carmen Bou-Crick, MSLS, AHIP; Shidan Hemmat, MLIS; JoAnn Van Schaik, MLS; Louis Calder Memorial Library, University of Miami Miller School of Medicine, Miami, FL

Background: Instant messaging is often preferred to emails and phone calls. In 2017, Calder Library implemented a chat service.

Objectives: This poster analyzes the impact of the Library's chat service by focusing on provider perspective and usage data.

Methods: A short survey was developed to determine librarians' impressions of the chat service. Additionally, data on numbers and peak chat times, response time, length of conversation, and type of questions were analyzed.

Results: Over a year, the chat service was used 143 times, with an average response time of 1m:17s and an average conversation length of 7m:45s. The busiest day of the week was Wednesday, which had 25% of all activity. Furthermore, the number of chat sessions held on Wednesday was 76% higher than the number of chat sessions held on the least active day of the week--Friday. By grouping chat hours into four equal sessions throughout the day (9:00am-11:00am, 11:01am-1:00pm, 1:01pm-3:00pm, 3:01pm-5:00pm), the 9:00am-11:00am session was most active (30%) and the 11:01-1:00pm session was least active (22%). Sessions were also assigned two categories, directional or reference; 66% of the questions asked were reference. Survey responses indicated that all librarians found the portal easy to navigate and the time/effort spent responding met their expectations. Two benefits of the service are that patrons received immediate responses and librarians could create canned responses and greetings. Librarians least liked the time it took to compose responses that required searches prior to answering. They worried that patrons may tire of waiting and leave the session without an answer.

Conclusion: A year post-implementation, the chat service is functioning well and liked by the Librarians. Librarians suggested several ways to improve the service, including assigning two librarians simultaneously and implementing a 'proactive chat' popup.

F-09 Adapting to Change: Using Factor Analysis to Take Analyses to Practical Actions - Ardis Hanson, PhD, MLIS; William D. Kearns, PhD; Allison M. Howard, MLIS, AHIP; Randall L. Polo, JD, MLIS; Krystal Bullers, MLIS, AHIP; John J. Orriola, MLIS, Med; Kristen A. Sakmar, MLIS; Shimborg Health Sciences Library, University of South Florida - Tampa

Objectives: Our objective is to show the value of creating an interdisciplinary team to gain new perspectives on our data through the use of more sophisticated statistical methods.

Methods: We conducted a mixed methods survey in Qualtrics® examining the time librarians need to accomplish the discrete tasks comprising the search portion of the systematic review. Our original analysis examined descriptive measures using Microsoft Excel®. The experimental psychologist/statistician on our research team suggested that other pertinent data might be uncovered using a more formal factor analysis (Principal Components Analysis and VARIMAX rotation).

Results: Using factor analysis (FA), we were able to see two clusters of tasks. The first cluster – Information Processing – showed relationships among the tasks of searching, translating search strategies, and writing. It showed little, if any, relationship to the experience of the librarian. The second cluster – Interpersonal – contained instruction and interview. This cluster showed a very close relationship with librarian experience. This process allowed us to visualize these relationships that would have remained hidden.

Conclusions: FA facilitated our understanding of the complex variables in our research. With an interdisciplinary team, we were able to see the relationships between elements that were not evident from counts and rudimentary statistics. Looking at data from this perspective opened up new avenues for research, grant opportunities, programmatic evaluation, and strategic planning.

F-11 Faculty Authors Reception: A Mad Tea Party - Sandra Bandy¹, MS, AHIP; Renee Sharrock¹, BA; Jennifer Putnam Davis², MA; Kara Flynn², MLIS; 1 Augusta University, Robert B. Greenblatt Library; 2 Augusta University, Reese Library

Objective: The Robert B. Greenblatt, M.D. Library established an author collection in 1979 as part of the Special Collections program. Books authored by faculty members were transferred from the circulating collection to Special Collections and became non-circulating. The purpose of this collection is to preserve the published monographs as a legacy of the individual and the institution. The library provides an annual event for all faculty who published written or edited books during the fiscal year to engage faculty in the importance of creative preservation.

Methods: In 2014, the health sciences campus hosted the library's first annual Faculty Author Reception. Invitations were sent

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to faculty who published monographs within the last five years requesting their company at this reception. Subsequent receptions featured monographs from the past year. A general invitation was sent to all faculty through the university community. This poster shares the experience of planning, implementation, maintenance, and evaluation of this new tea party. The challenges encountered including time, location, dissemination of announcements, and finding published works will be addressed.

Results: The library has recognized over 100 faculty members from libraries on two campuses. The reception has expanded to include books written or edited, as well as other creative works such as art and films. The hosted event alternates between the health sciences library and the primarily undergraduate library with a short program and light refreshments.

Conclusions: While this reception is only in its fifth year, positive feedback indicates this reception is well received and appreciated. Lessons learned have led to more concentrated planning, robust programming, and the author collection is growing. A set of guidelines for the committee has also been established.

F-13 Collaboration to Achieve Innovation - Wanda S. Thomas, MLIS, Mercer University School of Medicine

Objective: To describe a clinical librarian inter-professional collaboration (IPC) experience in a Magnet® acute healthcare setting. Visibility is one value a hospital librarian gains from collaboration but there are many others. Librarians will have the opportunity to serve larger groups and committees, an opportunity to achieve more than they would working individually, and be a member of new initiatives created in hospital settings.

Method: Working with the nurse researcher in an acute healthcare setting has been a positive experience. After collaborating to implement nurse research rounding with the nurse researcher, joining the Interdisciplinary Research Council (IRC) has provided many opportunities to bring librarian expertise to research groups and embark on new hospital initiatives. Hospital librarians' role in collaboration starts with an opportunity to share ideas and information. New to medical librarianship, the solo librarian with dual roles was on the job less than a year when the nurse researcher included librarian skills to all research objectives. Remaining visible outside of the library space is the perfect way to market library resources and teach library skills.

Results: Providing articles from reputable sources to inter-professional teams ensures the most current evidence was included in decision-making. Librarians involved in an inter-professional or interdisciplinary setting can view the role in many ways.

Collaborating is an opportunity for non-traditional tasks and services for librarians to demonstrate broader roles in a hospital setting. During nurse research rounds, a registered nurse (RN) with a quality improvement concern shared an alarming increase of new pediatric diabetes admissions. The quality improvement question led to the hospital's first diabetes initiative.

Conclusion: Because visibility is the key to marketing library resources, hospital librarians should take opportunity to join research teams. Potential prospect for new hospital and medical librarian's would be to collaborate with your new employer's research team. The opportunity provides valuable outreach for the medical library. Sharing ideas with various departments supports an opportunity to perform non-traditional tasks, services and demonstrate broader roles in hospital settings.

F-15 Hospital Library Benchmarking 2018 - Angela Spencer, MLS, AHIP, St. Luke's Hospital, Chesterfield, MO; Brooke Billman, AHIP, College of American Pathologists; Elizabeth Mamo, Rochester Regional Health

Objectives: To assess the current landscape of hospital libraries by collecting benchmarking data from hospital librarians in the U.S. and other countries. Since the last MLA benchmarking survey in 2002 hospital libraries have faced significant changes including downsizing, position and library elimination, and hospital mergers. This survey will provide information to inform the development and implementation of effective advocacy for hospital libraries.

Methods: A web-based, anonymous survey was designed to collect information from hospital librarians representing stand-alone hospitals and hospital systems. The 57-question survey was distributed via select listservs, targeting the US and Canada but open to any country. The topic areas covered hospital/health system, library, and library staff demographics; library characteristics and scope of service; interlibrary loan and document delivery; library funding; and library budget. Hospital library benchmarking surveys, including the previous MLA surveys, were reviewed and applicable questions were added.

Results: There were a total of 180 respondents but the total number of responses for each question varied. Analysis shows that, of the responding libraries, 67% are part of a hospital system; 24% having merged with or were bought by another hospital or health system and 37% have acquired 1-5 hospitals in the last 10 years; 78% are not for profits; 47% have 1,000-5,000 FTE in the organization; 57% have one library; 48% have 1 FTE librarian, 35% have 2-5; 82% do not or are not able to use social media; 61% don't have strategic plans; 66% belong to a consortium; 48% provide up to 250 search requests a year; 66% do not receive funding outside of their organization; 33% have budgets for print books totaling less than \$1,000; 30% have budgets less than \$100,000 and 10% have budgets over \$1M.

Conclusions: These findings contribute to the field's knowledge of hospital library demographics as well as the services provided. The results suggest implications for hospital librarians regarding staffing levels and the depth of services within their unique settings, especially within the context of rapidly expanding health systems.



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F-17 Utilizing Second Life® Virtual World Gaming Technology for Staff Development - Marilyn G. Teolis, AHIP - Clinical Medical Librarian¹; Priscilla Stephenson, AHIP - Chief Library Service¹; Sandra L Winkler, Research Health Science Specialist¹; Fatima M. Barnes, Executive Director²; Janet Sprehe, Program Director of Simulation¹; Carol Wilson, Clinical Nurse Educator¹; Mary Agnes Craddock, Cardiology Nurse¹; Nona Bramlett, Inpatient Diabetes Educator¹, Hannah Teolis, Student; Corina French, Librarian; Dara Guess, Polytrauma Clinical Nurse Leader; Carla Brunk; Clinical Nurse Educator¹; Constance Malik, Veteran/Family Health Education Coordinator¹; Celia Sanders, Utilization Management Nurse¹; Alyssa Scott, Vocational Rehabilitation Specialist¹; 1James A Haley Veterans' Hospital, Tampa FL; 2 Louis Stokes Health Sciences Library, Howard University, Washington, DC

Introduction: The lead author was asked to research ways to increase staff participation in professional development programs. The VA's Virtual Health Adventures, an island in the Second Life® (SL) virtual world, hosts a virtual real-time meeting space. SL has been utilized successfully for education.

Objective: The purpose of this project was to develop self-management training simulations utilizing Second Life® to support professional staff development instructional programs for congestive heart failure, diabetes, and sepsis. The goal is to increase participants' knowledge, engagement and satisfaction levels.

Methods: The lead author formed a team to develop the modules and evaluation questions. The team used "Cow Hunter," "Adventurer," and "Alien" avatars for Second Life® simulations for congestive heart failure, diabetes, and sepsis. The lead author submitted the plans to the Institutional Review Board for approval and collaborated with the Information Technology department to download the Second Life® viewer on participants' computers. Team members tested the games in classroom and individual settings. Likert-type scales will be administered to the staff to measure knowledge, engagement, and satisfaction levels before and after game play.

Results: The team hypothesizes that nurses who complete the games will report moderate to high engagement and satisfaction using avatars in a clinical setting. Since starting the project, other departments have expressed interests in using Second Life® technology for educational purposes.

Conclusions: We anticipate this teaching method will increase in popularity and that other modules will be produced.

F-19 Library Opportunities for Increasing Engagement: Educating Users about Questionable and Predatory Publishing Carolann Lee Curry; Anna Kramp; Kim Meeks; Carolyn Klatt; Mercer University School of Medicine Skelton Medical Libraries

Objective: The rise of open accessing publishing has contributed to an increase of low quality, questionable, and even predatory journals in the scholarly publishing landscape. These publishing groups frequently engage in aggressive marketing directly to authors, oftentimes promising fast-track publishing, low or no fees for submission, and positions on journal editorial boards. The Skelton Medical Library's objective was to increase library engagement by educating users of the prevalence of questionable and potentially predatory journals.

Methods: Librarians assembled multiple scholarly publishing resources on a "Research Tools" page on the library website. Resources supporting measuring research impact, identifying scholarly publications, and open access publishing were included. Librarians also proactively reached out to department chairs and resident directors to highlight the prevalence of predatory and questionable publishing and offered information sessions on the topic. Librarians also went as far as searching potentially predatory journal websites for affiliated faculty members listed as contributing authors or editors.

Results: The topic generated interest among department chairs and led to the library development and delivery of faculty development sessions, student lunch and learns, and a hospital information session on questionable publishing. When instances of affiliated faculty were discovered on potentially predatory journal websites, librarians reached out to administrators to make them aware of the findings.

Conclusion: With the number of questionable and predatory journals on the rise, the scholarly publishing landscape is increasingly challenging for authors to navigate. By taking proactive measures, the library can make valuable contacts with users to create an open dialogue surrounding scholarly communication.

F-21 It's a stress-free world after all: Strategies for a successful Finals Frenzy program - Natalie Logue, MLIS; Stephanie Hendren, MLIS, AHIP; Augusta University, Robert B. Greenblatt Library

Objective: This poster examines ways to implement and support a Finals Frenzy program focused on reducing stress and supporting study focus in a health sciences library during finals period using non-library funding.

Methods: Each Fall and Spring semester, the health sciences library organizes a four to five day program aimed at supporting students during their finals study period with the goal of relieving stress and increasing student awareness of library support and

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resources. This program is led by an ad hoc committee consisting of the Access Services librarian, an additional librarian, and a staff member. The objectives of the committee are to establish a daily schedule of events, itemize purchases, and generate marketing material. Funding for the events is requested from the Student Activity Fees committee, a University Committee charged with the distribution of student fees. Each year, the library needs to apply for funding and present their budget proposal to the committee.

Results: The library budget proposal for 2017-2018 was carried over from previous years based on past event programming and student turnout. Ongoing assessment of previous events highlighted an opportunity to modify the program to better meet student needs. Spring 2018 events were scheduled a week earlier, and four days longer, than originally planned and an additional funding opportunity was identified within student fees. In addition to funded events, the library utilized volunteer services such as therapy dogs, and supplies purchased from previous years.

Conclusions: The library saw a 52% increase in student attendance between Fall 2017 and Spring 2018. While funding helped in implementation, reviewing event statistics and researching similar programs to adjust the timing and schedule of events were key factors in increasing student participation.

F-23 Engaging Pre-College Students in Health Sciences Research - Natalie Logue; Ansley Stuart; Augusta University, Robert B. Greenblatt Library

Objective: This presentation will show how to engage, assess, and educate pre-college students in a pipeline program in-person and online.

Methods: The pipeline program targets juniors and seniors from local high schools who are interested in pursuing a health sciences career. This summer long program provides credit and non-credit instruction courses modelled after medical education programs to simulate what the students will experience in higher education. Part of the non-credit instruction is an information literacy course that is taught by two librarians from the health sciences library. This course focuses on introductory information search skills, health sciences specific databases, and indexing. Many of the students begin the course without previous health literacy skills but are expected to write and present on a health disparities topic by the end of the nine-week program. The Information Literacy course is presented to both in-person and online groups and were initially taught simultaneously for convenience and consistency. The two groups were split in Summer of 2017 due to ongoing technical difficulties, student engagement concerns, and poor student comprehension.

Results: By focusing on the in-person and online groups separately, the librarians were able to better utilize group discussion and online tools to increase student participation. The immediate result of separating the class components was a reduction in wasted class time for the in-person instruction waiting for online students to login and respond. Additionally, tools such as online discussion boards and surveys, were better utilized to engage distance students.

Conclusions: Separating the class component saw an increase in the student engagement over the course of the summer and allowed for better assessment of student comprehension through pre and post testing. Additional conclusions from the Summer 2018 will be included.

F-25 Credit where credit is due: Authorship among systematic review service librarians - Hannah K Rogers, MLS, AHIP, Access Services Librarian; Shenita M. Peterson, MPH, Public Health Informationist; Woodruff Health Sciences Center Library, Emory University, Atlanta, Georgia

Objective: Granting authorship for significant contributions to scholarly work is the foundation of academic scholarship. Yet many librarians who participate in systematic reviews struggle to tackle this difficult subject. The purpose of this study is to identify the ways the subject of authorship is broached by librarians who participate in systematic reviews. Through close examination of the websites of the member institutions of the Association of Academic Health Sciences Libraries (AAHSL), libraries with a publicized systematic review service were identified. The institutions that describe either authorship or acknowledgement were further examined and categorized.

Methods: The AAHSL member list includes 165 unique Health Sciences institutions, both foreign and domestic. Our research team thoroughly examined each member websites for any mention of a systematic review service (SRS). Among those libraries that do mention a SRS, the websites and accompanying linked forms were re-examined for any mention of their criteria for authorship and/or acknowledgement. These "mentions" will be qualitatively coded to draw out themes and tiers of service.

Results: This mixed-methods analysis of SRSs will describe the current landscape of SRS team member authorship practices at health sciences libraries.

Conclusion: Despite the International Committee of Medical Journal Editors (ICJME) setting criteria that define the role of authors or non-author contributors, librarians are frequently overlooked for authorship despite making significant contributions to systematic review projects. Libraries that are establishing or revising their Systematic Review Services can use the information from this study to advocate authorship for their SRS team.



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F-27 Medical Libraries of Tomorrow: Exploring New Acquisition Methods for E-Textbook Reference Collection Titles **Yumi Yaguchi, MSIS, AHIP, Knowledge Resource Development Librarian; Florida International University** **Herbert Wertheim College of Medicine Medical Library**

Objective: This study explores whether the current method for acquiring new individual e-textbook titles at the Florida International University (FIU) Herbert Wertheim College of Medicine (HWCOM) Medical Library needs to be reconsidered.

Brief description: Since the Medical Library's establishment in 2008, it has annually prepared the Course Textbook Reference Collection for the MD, Physician Assistant, and Graduate Certificate programs. Based on the library's collection development policy for students, its librarians are always required to first look for textbooks in an electronic format. This policy exists because the library is nearly 100% digital, its space for print copies is limited, and its clinical teaching sites are geographically distributed across the South Florida region. However, the library has found this challenging for specific titles because it is not uncommon for publishers to limit their sale of e-books to single users and not to libraries. Sometimes the book is available to libraries in an e-book package but, since most of the books that accompany it are unnecessary, this package deal is often cost-prohibitive to the library.

Methods: This study took a qualitative approach using e-textbook acquisition activity records. The data from the past two academic years (2017-2018 and 2018-2019) were retrieved and examined.

Results: During the 2017-2018 and 2018-2019 academic years, there were several reasons why the individual e-textbook titles could not be obtained. These included the fact that they might have been part of large e-book packages with other books the library did not need, only available to single users, or only available in print. The print-only books included the titles for which no updated edition had been released on the market for more than 10 years. Additionally, no title was available from OpenStax (an open textbook initiative), with which FIU is an Institutional Partner.

Conclusions: The Library needs additional method(s) for the acquiring annual e-textbook reference collection titles. Further investigation into this will continue.

F-29 Library Statistical Data Collection Redesign: Catching Every Tick Mark - Lin Wu; Rick Fought; Jennifer Langford; Alexandria Quesenberry; Rozann Turner; Randall Watts; University of Tennessee Health Science Center

Purpose: This poster describes a library online data collection system using LibInsight, a suite of Springshare products, to gather library statistics, analyze trends, and generate reports. Challenges during the process are also discussed.

Brief Description: Systematically collecting library statistics could showcase a library's value and impact and reveal trends useful in informing and guiding library strategic direction, information services, and collection development. Most importantly, it could strengthen the library's image among shareholders. However, developing such a system requires thoughtful planning. An academic health science center library designed and implemented such an online system with LibInsight. Two datasets were piloted to collect library service transactions from Information Desk and from individual faculty librarians. Some of the main data categories include reference questions, presentations, consultations, literature searches, and database searches. One-year statistics before and after the LibInsight implementation were reviewed and measured to determine the impact of the online data collection system.

Results/Outcome: Preliminary data examination reveals increased service interactions at the single service desk, increased reference questions answered by librarians, and increased literature searches. The LibInsight enables customization of data fields more reportable to the two reporting agencies: The Association of Research Libraries (ARL) and the Association of Academic Health Sciences Libraries (AAHSL). While the LibInsight's pre-defined datasets and templates are helpful, understanding the library's unique data-collecting needs and purposes is more crucial in customizing each dataset. Deciding how much data to collect is a challenge issue as well. To get as many as service transactions recorded, it's crucial to provide staff training and to constantly remind staff and librarians to enter service interactions at the point of service. The faculty data entry form not only serves as a system to record librarians' interactions with the patrons, but also serves as a professional development portfolio for the annual performance reports. Collecting and tracking library statistics is only part of a continuing process to measure the effectiveness of the library services in supporting the university's mission.

F-31 Is librarian involvement magical for systematic review (SR) research impact? An analysis of citation metrics and altmetrics of SRs with and without librarian involvement - Tara Brigham, Mayo Clinic Libraries, Jacksonville, FL

Objective: Previous research has shown that working with a trained information professional or librarian can improve the quality of the systematic review (SR). The primary object of this study is to determine if librarian involvement has any effect on the research impact of published SRs. This project will analyze the 'times cited' data from Scopus and Web of Science and altmetrics data from Altmetric.com of systematic reviews found in five internal medicine journals from 2012-2017.

Methods: Five general/ internal medicine (GIM) journals were chosen: the Lancet, JAMA, Annals of Internal Medicine, BMJ, and PLoS Medicine. Three journals (Annals of Internal Medicine, BMJ, and PLoS Medicine) were original publishers of the PRISMA

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standards. Along with JAMA and the Lancet, these five journals were chosen because they are among the most widely read and highly visible journals in clinical medicine. (The highest impact GIM journal, New England Journal of Medicine, was not included as it does not publish SRs by editorial policy.) All SRs from these five journals published between 2012 and 2017 were identified by searching PubMed using the SRs subset in PubMed. For each reference, publication date, journal title, data regarding medical librarians and information specialists (LIS) participation, 'times cited' and altmetrics will be recorded. LIS will be categorized into three levels: no or unclear LIS participation, mentioned or acknowledged LIS, or LIS author.

Results: Results will be presented at a later date with access to study documents for more information: a bibliography of SR results, and a table showing LIS involvement, citation metrics and altmetrics data.

Conclusions: Results will be presented at a later date.

F-33 Keeping up with Trends. Discuss the newest technologies, changing service models, and big ideas that your library and other libraries are exploring - Alia Spencer, MLIS, Associate Librarian, Palm Beach State College

Question: Can Academic Libraries Improve the Health-Related Quality of Life of Returning Residents? Academic librarians have an important role to play in the successful reentry of returning residents who begin their college education in prison and wish to continue after their release. Rick Scott, Governor of Florida, signed a new law allowing state funds to be used for prison education programs and for the Florida Department of Corrections to work with colleges and local school districts to educate inmates under the Postsecondary Workforce Education (PWE). In the future, more returning residents can be expected to continue their college education on a college campus. Unfortunately, many returning residents experience poorer mental, emotional, and social functioning, also known as Health-Related Quality of Life (HQoL), and lack resources to sustain independence. According to the Roles and Strengths of Teaching Librarians, drafted by the Association of College and Research Libraries, teaching librarians can apply their roles and strengths in advocacy, coordination, teaching, leadership, and lifelong learning to address the needs of returning residents as students, enhance their transition to college and, in doing so, promote health and academic achievement.

Methods: The author will conduct a manual internet and database search of literature and information librarianship, health, and criminal justice for the years 2010 to 2018.

Results and Conclusions: To be presented at a later date.

F-35 The Technologist Will See You Now: How re-establishing a computer class curriculum through a library-led initiative known as Orlando Health UpSkill met the tech literacy needs of hospital team members - Aidy Weeks, MSLIS, Systems Librarian, Orlando Health, Orlando, FL

Purpose: This poster focuses on the implementation of the Orlando Health UpSkill initiative on its largest aim of meeting the tech literacy needs of hospital team members at a large multisite healthcare system.

Setting/Participants/Resources: Orlando Health UpSkill is a multi-departmental collaborative between the Health Sciences Library, Human Resources, and Systems Education. Library staff and systems educators provided Microsoft Office instruction and lab times for mandatory education to hospital team members since 2016.

Brief Description: After attending the Masie Learning Conference in 2015, the Health Sciences Library team decided to create an upskilling program to benefit hospital team members. The initiative, originating from The White House known as UpSkill America called for providing resources that enhanced the growth and development of frontline team members at major organizations. The Health Sciences Library was well poised in offering technology instruction due to a computer classroom renovation in 2015 and having the assistance of the Systems Education. The program, Orlando Health UpSkill has undergone three phases since 2016.

Results: In Phase 1 (2016) there were 539 attendees, 171 instructor hours and 70 classes. In Phase 2 (2017) there were 815 attendees, 118 instructor hours and 118 classes offered. In Phase 3 (2018) there were 527 attendees, 92 instructor hours, and 92 classes offered for live face-to-face instruction. Phase 3 also introduced the use of Adobe Connect webinars with 65 total attendees, 10.5 instructor hours, and 14 webinars offered.

Conclusion: By offering Microsoft Office instruction to hospital team members, library staff and systems educators have been able to help meet the need for skilled knowledge workers who have professed to feeling more confident and empowered when using Microsoft Office. By utilizing existing resources and the skills of library staff and systems educators, Orlando Health UpSkill has impacted over 1900 attendees since its inception in 2016.

S-02 Flying without a Text: Using Open Educational Resources, E-Books, and LibGuides for Nursing Education Gregg A. Stevens, MSLS, MST, AHIP, Stony Brook University, Stony Brook, NY

Introduction: To help reduce the financial burden of public university students, the state of New York introduced an initiative to encourage the use of open educational resources (OERs) in lieu of required textbook purchases. Graduate nursing faculty at Stony Brook University expressed an early interest in how they might be able to use OERs with their programs, and asked to



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consult with the library.

Methods: The nursing liaison collaborated with faculty in the School of Nursing to select materials which could be used in some programs. Initial meetings led to the creation of "Book Lists", dedicated pages within the existing nursing research guide for two graduate programs. These pages provided authenticated links to e-books available through the library, as well as links to any OERs selected by the faculty member. The URL for each guide could be cited in a syllabus in lieu of the required textbook information. Based on the success of these pages, the librarian continued creating other program pages during the summer as faculty members expressed their interest and specific needs.

Results: Graduate program faculty were mainly interested in selecting e-books that were available through the health science library as substitutes for existing textbooks. Undergraduate faculty were more interested in retaining the core textbooks but supplementing them through the use of open educational resources and some library materials. Initial reactions from faculty and students were favorable as determined by the librarian during instruction sessions and from nursing faculty. Quantitatively, libguide statistics indicated a usage increase of more than 30% over the previous year.

Conclusion: Librarian expertise on OERs and library resources fosters collaboration that can help embed the librarian deeper within the curriculum. Additionally, using the research guides to provide links to library materials helps facilitate usage of these materials, making it more likely students will use them.

S-04 You Talk, We Listen: How NNLM SEA is Responding to Your Feedback - Aimee Gogan, MLIS, AHIP, National Network of Libraries of Medicine (NNLM), Southeastern Atlantic Region (SEA)

Background/Objective: The National Network of Library of Medicine (NNLM) Southeastern Atlantic (SEA) provides health information resources, continuing education, and funding opportunities to over 1000 libraries and institutions throughout the region. NNLM SEA members were surveyed to determine which services are most used, which are most beneficial, and which services may be lacking. The survey included 39 questions, 12 of which focused on education. The first step of analysis concentrates on evaluating educational services. Results from the questionnaire will be used to improve educational offerings to network members.

Methods: The SurveyGizmo platform was used to survey online class participants and funding applicants from May 1, 2016 to February 13, 2018. The survey link was sent to 1,292 unique emails and 151 of those who received it completed the survey. Another 16 respondents were reached via a link on our website for a total of 167 survey responses. SurveyGizmo's standard, crosstab, and comparison reporting features were used to analyze quantitative data. To analyze qualitative data, the open-ended responses were examined, comments were grouped into themes, and the frequency of each theme was measured.

Results: Research ongoing.

Conclusion: Pending results.

S-06 Title: Collaboration and Innovation: NNLM's Nationwide Online Wikipedia Edit-a-Thon

Aimee Gogan, MLIS, AHIP, National Network of Libraries of Medicine (NNLM), Southeastern Atlantic Region (SEA); Erin Latta, National DOCLINE Coordination Office, National Network of Libraries of Medicine (NNLM SEA)

Background/Objective: There is a growing trend in libraries of engaging their communities with information and open data by holding Wikipedia edit-a-thons. During these events, participants learn about the culture and norms of this widely used online resource through hands-on editing of articles, including improving citations and adding new facts. The purpose of this poster is to report on the National Network of Libraries of Medicine (NNLM) health-focused online edit-a-thon, which took place on April 17, 2018. The event utilized librarians' research skills to make Wikipedia a better and more evidence-based resource by using National Library of Medicine (NLM) databases to edit content and citations.

Methods: The network-wide online Wikipedia Edit-a-thon took place on April 17, 2018 from 9am-9pm ET. Prior to the event, participants were able to view a customized training from Dr. James Hellman of WikiProject Medicine. Participants were also instructed to create a Wikipedia account and register their username on the NNLM dashboard in order to track the success of the project. The dashboard content included Edit-a-thon statistics, event information, WebEx details and schedule, citation editing basics, links to NLM resources, and a timeline. On the day of the event, participants were invited to join NNLM's WebEx session to receive online support from NNLM staff and engage with other editors. Librarians from the Regional Medical Libraries of the Southeastern Atlantic Region (SEA), Mid-Atlantic Region (MAR), South Central Region (SCR), New England Region (NER), and Mid-Continental Region (MCR) took turns acting as virtual instructors. Each 2-hour session began with a pre-recorded video from the National Network Coordinating Office (NNCO). The instructors demonstrated how to edit Wikipedia articles, described NLM resources, and interacted with participants in the WebEx chatroom. The final timeslot featured OCLC Wikipedian-in-Residence Monika Sengul-Jones. The CiteNLM2018 hashtag assisted with collecting information about edits and social media activity.

Results: According to statistics from the NNLM dashboard, 32 editors edited articles, 7 articles were created, 111 articles were edited, 736 total edits were made, and 43.5K words were added. However, only participants who registered on the NNLM

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dashboard were captured in the dashboard statistics. Fewer people than expected joined the WebEx sessions (1-2 non NNLM staff member per session) and participants were mainly from the library community. The twitter feed showed some user engagement, but the majority was from NNLM staff.

Conclusions: The first NNLM Wikipedia Edit-a-thon was an overall success, but there are several opportunities for improvement as we plan our Fall Edit-a-thon. Since only participants who registered on the NNLM dashboard were captured in the dashboard statistics, there may have been more participation than was counted. There may be a better way to track participation, possibly by emphasizing the importance of editors including #citenlm2018 in their Wikipedia edit summary. While most sessions included one host, it was determined that having two hosts in each WebEx session was helpful and increased participant engagement. The Edit-a-thon was not widely marketed and news of the event mostly reached the health sciences librarian community. In addition, fewer people than expected joined the WebEx sessions and there was limited social media engagement. The next Edit-a-thon will take place on November 7, 2018. Each session in the Fall Edit-a-thon will include two hosts, one NNLM staff member and one volunteer network member. The Edit-a-thon has been featured on the NLM in Focus blog and been the subject of presentations at the National Information Standards Organization (NISO) conference as well as the National Federation of Advanced Information Services (NFAIS) conference. The Edit-a-thon will be promoted during MLA chapter meetings, on Twitter and Facebook, and through Network communication. Instead of one training session, there will be three live training sessions focusing on different aspects of the project throughout the month of October. This enhanced marketing and promotion should lead to increased visibility of the project and more participation.

S-08 We're Engaged: How The Health Information Center Adapted to New Marketing Trends - Kelsey Grabeel, MSIS, AHIP, Assistant Director of the Health Information Center / Assistant Professor; Martha Earl, MSLS, AHIP, Director / Associate Professor; Jennifer Luhrs, Library Supervisor; Rachel Roberts, Administrative Coordinator, Preston Medical Library / Health Information Center, University of Tennessee Graduate School of Medicine/ University of Tennessee Medical Center, Knoxville, TN.

Objective: To demonstrate the changes implemented in the Health Information Center's (HIC) marketing plan to further engage patients, family members, and the community at the University of Tennessee Medical Center (UTMC).

Methods: After being open for four years, the HIC expanded their marketing strategy by directing their focus on engagement. With a dual goal of inviting the community into the library as well as increasing the library's exposure within UTMC, the Assistant Director, Library Supervisor, and Administrative Coordinator formed the HIC Engagement Task Force. The Task Force met with the hospital marketing department to change the HIC's website design. Another focus included improving the atmosphere by adding a display table at the entrance, a new display chalkboard outside the door, and seasonal decorations. The team also received permission from hospital marketing to use a video monitor to advertise library services and to engage patrons with healthy tips related to monthly health observances. In addition, the team developed the Traveling Health Information Center to bring the HIC to the waiting rooms throughout the hospital during the work week.

Results: By collaborating with hospital marketing, the new HIC website is up and running. The website had an average of 283 users per month before the change. After the website changes, the average number is 849 users. The new table at the entrance of the HIC is inviting and the chalkboard continues to engage people and bring them into the HIC to ask for health information. The video board has been consistently updated for the past 7 months. The Traveling Health Information Center has visited the Cancer Institute's waiting rooms three times and has had 15 interactions with patients and family members. New areas in the hospital were added, including the Inpatient Surgical Waiting Lounge, Day Surgery Waiting Lounge, and the NICU. The success of this has led to the Cancer Institute inviting the Health Information Center to display their information and book collection details on their wall. Due to the marketing updates, the circulation of HIC books increased 58%.

Conclusion: The changes in the marketing strategy have made the HIC more visible within the UTMC community by showcasing the services offered. As a result, engagement has increased significantly.

S-10 Building a Virtual Journal Club Program to change Nursing Practice at your Institution: Tips and Tricks learned from 4 years of development at Moffitt Cancer Center - Lauren Adkins¹, MLIS, AHIP, Medical Librarian; Amy Patterson², MSN, RN, AOCNS, BMTCN, Clinical Nurse Specialist; Nicole Kahle², MS, RN, OCN, BMTCN, Nursing Education Specialist; Susan Sharpe¹, MLIS, Library Manager H. Lee Moffitt Cancer Center & Research Institute, Inc., Tampa, FL; ¹ Moffitt Biomedical Research Library; ² Department of Blood and Marrow Transplant and Cellular Immunotherapy

Objective: The Moffitt Biomedical Library collaborated with Moffitt Nurses to utilize the Springshare LibGuides platform to create asynchronous online nursing virtual journals clubs (NVJC). This poster highlights the evolution of our online virtual journal clubs from 2014 to 2018, outlines the VJC services provided by the Biomedical Library, measures growth of the VJC's, and their impact on nursing research conducted at Moffitt Cancer Center.

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Methods: In 2014 the Biomedical Library collaborated with nurses from the Moffitt Nursing Research Council and Nursing Professional Development Department, to create online nursing virtual journal clubs (NVJC) to facilitate continuing education and asynchronous professional development opportunities. From the outset, the Biomedical Library took a central role in the development of the NVJCs; over the years this role evolved to encompass the following areas: Technical Support, Instructional Services, and Research Development.

Technical Support: The Biomedical Library acts as the IT liaison for the nurses. In this role the Biomedical Library hosts, develops, and administers the NVJCs on the LibGuides platform. As part of their duties the Biomedical Library has created customized templates, AD synchronized log-ins, questionnaires, and other resources for each VJC. Furthermore, the Biomedical Library is responsible for all technical support, account set-up, and training, & management; and is partnering with Web Development to create a new stand-alone NVJC platform in 2019.

Instructional Services: Working with the Nursing Research Council, the Biomedical Library developed a set of key guidelines and training sessions for NVJC Facilitators, who are the nurses responsible for directing and “facilitating” the discussions on each NVJC. The Biomedical Library is responsible for all user training, in addition, to training nurses & participants in the art of locating and finding appropriate articles for the respective EBM or Research NVJC.

Research Development: As the platform took shape, the Biomedical Library worked with the Nursing Research Council to develop a set of Nursing Research Questions and EBP discussion questions. Through the development of the EBP variant NVJC platforms several nurses have gone on to create EBP/PI projects to spur changes in Moffitt’s clinical practice based upon what they learned in their NVJC.

Results: NVJC Participation & Growth: In 2014 the first NVJC launched, hosting six nurses from two departments in a lively discussion held over a four month period. By 2017, NVJC’s at Moffitt are spread over seventeen departments with a total of one-hundred-and-forty-two individual participants. Since the launch of the EBP version of NVJC’s in mid-2017, the platform has hosted five departments in discussion about different EBP topics, and has spawned one EBP/PI project which has gone on to change nursing practice and improve patient care at Moffitt. The NVJCs continued to be a success and with the launch of a new platform in early-2019, the Biomedical Library hopes to expand the project to other departments and divisions at Moffitt.

S-12 Resource Use Trends by Medical Students at an Academic Medical Center in the 3rd and 4th Clerkship Years

Lindsay Blake¹; Elena Wood²; Shilpa Brown²; Erin Latif²; Thad Carson²; David Kriegel²; Pamela Fall²; Matthew Diamond²; Ashley Saucier²; Sarah Egan²; 1 University of Arkansas for Medical Sciences; 2 Augusta University

Objective: The objective of this project is to review how 3rd and 4th year medical students use clinical medical literature to practice evidence-based care as they move through their clerkship years. The investigators were also interested in medical students’ use of clinical literature across clerkships and electives.

Methods: The clinical librarian and medical educator polled clerkship directors in both required and elective third and fourth year medical rotations on student use of resources. Four of the six required clerkship rotations and one elective rotation had assignments which required the use of literature resources as well as the listing of consulted sources. Two other required clerkships, Emergency Medicine and Psychiatry, had resource requirements, but did not require sources be listed. The Directors in the required clerkships of Family Medicine (FM), Internal Medicine (IM), Obstetrics and Gynecology (OB/GYN) and Ambulatory Medicine (AM), along with a Nephrology elective collected student submissions throughout the 2016-2017 school year. The librarian, medical educator, and research assistant pulled the citation number and resource information from each assignment using a modified scoring sheet from Vanderbilt University. The data was then sent to a statistician for analysis.

Results: Comparison across the third year clerkships showed the highest mean use of citations in FM at 5.21 and a low in OB/GYN at 3.63 per presentation. Overall, in FM students used more guideline, textbook and UpToDate resources, IM had more systematic review and journal article citations, and OB/GYN had the highest use of websites. In the fourth year, the Nephrology elective had the highest mean number of citations per presentation at 3.01 with AM at 0.66. Nephrology and AM both most frequently cited journal articles, but Nephrology also showed frequent systematic review citation. Comparing the third and fourth years, the third year had significantly more citations and cited significantly higher numbers of systematic reviews, guidelines, and journal articles.

Conclusions: This study shows little consistency among the clerkships through the third and fourth years of medical school or even between the clerkships within a single year. Many requirements vary between programs, but obtaining and using information should stay consistent. The high use of websites and textbooks shows a need for more training on accessing and using clinically oriented databases. In the future, the librarian working with clerkships to provide education in literature searching and application early in the third and fourth years and creating standard literature requirements across the curriculum could greatly improve student ability to use resources.

POSTER ABSTRACTS



S-14 An Exploration of the Facilitation of 3D Virtual Anatomy Tables in Academic and Health Sciences Libraries

Melanie A. Allen, MSIS, AHIP, Assist Professor & Health Sciences Librarian; Niki Kirkpatrick, MSIS, Public Services Librarian; John C. Hodges Library, University of Tennessee, Knoxville

Objective: To evaluate emerging trends in the use of 3D virtual anatomy tables among health sciences and academic libraries to support student engagement and retention.

Methods: Authors conducted manual searches of literature published between 2010 to 2018 that refer to the use of 3D virtual anatomy tables or comparable virtual applications among health sciences and academic libraries. These searches were performed in health, library, education, biological, and behavioral databases.

Results: This narrative review examines how the use of 3D virtual anatomy tables has supported engagement and retention in health sciences and academic libraries.

Conclusion: Health sciences and academic libraries are partners in supporting student engagement and retention initiatives. This initial review has spurred interest in pursuing informational interviews with selected health sciences and academic libraries in order to expand upon the information currently available.

S-16 Transformation, Opportunity, Identity: Reflections on a Decade in a Hospital Medical Library

Asia Frey, MLIS, Medical Librarian, Infirmary Health System, Mobile, AL

Objective: Describe how the job responsibilities and service model for a solo librarian have changed over the past decade at a Hospital Medical Library serving the professional clinical community for four network locations.

Methods: Staff physicians have always been the core patron population of this hospital library, and the challenges of getting established physicians to adopt new technologies has created opportunities for the library. When the library itself was renovated to accommodate a training room for the hospital's electronic medical records program, the connection became even stronger. This renovation meant a loss of shelving for stored journals to build out a new separate training room, with eight computers and five staff members, from the IT department. The Medical Librarian had to maintain and increase value and relevance by adding new services.

Results: The Medical Library's physical transformation ultimately increased visitors to the library, while the recognizable presence of the library was reassuring to long-time patrons. New staff, including physicians, hospitalists, and support staff, now come to the medical library as part of their orientation, and visibility has increased. To keep the Medical Library relevant in the face of loss of space and digital substitution for its services, the librarian found opportunities within the goals of the nursing departments including educational goals, staff recruitment from nursing schools and staff retention. Presentations at nursing conferences, assistance at educational classes and outreach for patient education have widened the scope of the Medical Library's service model beyond physician research. A librarian-lead Evidence Based Nursing Research Poster Project is the latest project undertaken with a new cohort of Nurse Residents. Providing support to medical students from the Alabama College of Osteopathic Medicine has cemented our value with an entirely new group of patrons.

Conclusions: The threat to the space of the Medical Library ultimately cemented its value for longtime and newly identified patrons. Retaining key service components is as important as changing and adopting new directions, and a carefully tailored approach that remains focused as specifically as possible on our patrons has kept this Hospital Library successful.

S-18 Marketing the Evolving RefWorks in an EndNote environment: providing users with choices

Christine Andresen, MLS, MSIT; Irene Lubker, MLS, MPH, RDN, AHIP; Medical University of South Carolina Libraries

Objectives: To demonstrate the need to support multiple citation management platforms at an institution where EndNote is the preferred citation manager for many users, librarians sought to promote ProQuest RefWorks as a viable option.

Methods: A RefWorks library guide was developed to provide online help for users and serve as a teaching tool during workshops. Two librarians teamed up to offer an in-person workshop series beginning in the Spring 2018 semester. Librarians collaborated with Learning Commons staff to publicize the workshops and worked with Instructional Technology and Faculty Resources department to advertise the series using moderated faculty email lists and Yammer. In addition to the faculty workshops, new undergraduate students in nursing and new graduate students in health administration and dental medicine programs also received RefWorks training.

Results: Librarians conducted six open workshops, four classes, two orientations, and 19 consultations during the Spring and Summer 2018 semesters, and instruction is ongoing. Final results to be determined.

Conclusions: There is growing interest in using RefWorks as the preferred citation management platform for many users. Advertisement and targeted marketing of the resource is key. Upon learning that an alternative to EndNote was supported by the institution, we've had a marked increase in requests for consultations and all of the users who are newly converted to RefWorks are very pleased with the functionality and ease of use.



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S-20 Cruising toward mapping USA and Canadian Dental Education Competencies to the ACRL Framework

Irene Lubker, Medical University of South Carolina; Christy Tyson, UTHSCSA - San Antonio; Nena Schvaneveldt Roseman, University of Health Science; Martin Morris, McGill Library, Montreal Quebec; Erica Brody, Virginia Commonwealth University; Natalie Clairoux, Université de Montréal; Sean Stone, Indiana University School of Dentistry; Nicole Theis-Mahon, University of Minnesota; Maria Zych, University of Toronto

Objective: Librarians working in dental education sought to align and improve their information literacy instruction to dental students by mapping the concepts of the ACRL Framework to dental education outcomes. Librarians across the United States and Canada are collaborating to align library instruction with discipline-specific outcomes that are part of the learning process.

Methods: Based on previous curricular mapping work at institutional and national levels, we identified and unpacked the competencies for new dentists from American and Canadian accrediting bodies. Unpacking the competencies to isolate skills allowed us to determine what students should bring with them, learn and then master by end of degree level. We needed to determine common skills between US & Canada. We then mapped these isolated skills and therefore the competencies to ACRL frames in collaboration with each other.

Discussion: All librarians can use curriculum mapping to help isolate skills, lesson plan and embed service within curricula. Best Practice is Evidence Based Care. The Framework has been shown to support Evidence Based Practice. There is natural alignment between health science curricula, in this case dental curricula and information literacy.

Results & Conclusions: Mapping to the ACRL framework is ongoing. The final document will be presented to dental educators for feedback and then presented to dental education and library organizations in hopes of widespread implementation in dental libraries across North America.

S-22 Not Closing, Not Downsizing, but Flourishing: Hospital Library Here to Stay, and Newly Renovated - Allison P.

Matthews, MLS, AHIP. Reference & Education Librarian; SEAHEC Medical Library, New Hanover Regional Medical Center

Objective: This poster illustrates how New Hanover Regional Medical Center's (NHRMC) SEAHEC Medical Library used innovative solutions to preserve and renovate its space.

Methods: The SEAHEC Medical Library applied for and received a grant for the renovation. The Friends of the Library Board of Directors were asked to give their approval for Friends money to be used to supplement the grant funding. The additional funds would allow for more of the renovation to be completed initially and would limit the number of phases needed for a complete renovation of library space. The librarians toured tekMountain, a local business incubator, and the University of North Carolina at Wilmington's Randall Library looking for design ideas that would appeal to a younger generation, researched space planning and design ideas, and met with NHRMC's architect and interior designer. Library staff also asked some of the frequent users what they would like to see accomplished with the renovation.

Results: Phase 1 of the renovation project is complete. Library staff daily observe that the renovated space is being used more than ever and that people are spending longer amounts of time in the library. Staff have also received compliments on the newly designed space. Planning for Phase 2 of the renovation, which will include more study space, has begun.

Conclusions: Prior to the renovation, several hospital departments were looking to take over library space. However, the library partnered with several residency programs to give them a dedicated space to conduct rounds each morning, therefore creating a strong alliance and need for the library. By also having input in the renovation plan, there is an "emotional buy-in" from our users.

S-24 Poster title: Wading at warp speed into textbooks and open access fees – exploring new directions for library

collection budgets - Paul Gahn, Assistant Professor / Assistant Director for Electronic & Collection Services; Alexandria Quesenberry, Assistant Professor / Research Learning Services Librarian / Liaison to Nursing; G. Randall Watts, Associate Professor and Associate Director; University of Tennessee Health Science Center (UTHSC) Health Sciences Library

Objectives: The University of Tennessee Health Science Center (UTHSC) Health Sciences Library will measure faculty interest in library resources and future collection focus, specifically online textbooks and open access publishing fees. Although all faculty will ultimately be surveyed, this study will focus on nursing faculty. The study will provide the opportunity to refine methodology for future college by college surveys.

Methods: Using an adapted version of a previously created survey, nursing faculty will be asked questions about currently licensed platforms, the selection of course textbooks, the importance of textbook availability and open access publishing fees.

Results: Survey yet to be completed.

Conclusions: This poster will discuss the results of a collection survey designed for nursing faculty members at UTHSC. Attendees can expect to learn about surveying interest at their own institutions, librarian involvement in curricular decisions, and implications for the future.

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S-26 A New Way to Look at Old Bones: Launching Virtual Reality at a Health Sciences Library

Tariq Rahaman, Nova Southeastern University, Fort Lauderdale, FL

Objective: To establish a sustainable and scalable virtual reality (VR) library service at Nova Southeastern University's Martin & Gail Press Health Professions Division Library (Press HPD Library) with a focus on virtual anatomy and medical simulation.

Setting: A health sciences library serving eight colleges, including a college of osteopathic medicine, allopathic medicine, nursing, dental, health sciences, pharmacy, medical sciences, and optometry.

Description: This initiative stemmed from an exploration of unique, digital anatomy resources in anticipation of a new campus in Clearwater, FL. VR was favored for its three-dimensional, engaging, and gamified approach to an ever-expanding library of educational content. This poster describes our process of launching and integrating VR as a new resource, including our decisions on hardware and software, staffing/workflow, policy and safety guidelines, outreach and programming, as well as use cases for VR technology in a health sciences library beyond anatomy resources.

Results: The Virtual Reality Lab (VR Lab) was soft launched in May 2018 with two Oculus Rift headsets and touch controllers, as well as a 360 camera. Preliminary applications on fully immersive 3D anatomy were selected based on availability and price. A LibGuide and scheduling form was created, and over a dozen students, faculty and staff used the lab within the first month.

Alongside regular use, library staff, faculty, and NSU students will continue to evaluate VR applications for use in gross anatomy, simulation, computed tomography (CT) visualization, distance education, and more.

Conclusion: The VR Lab at the Press HPD Library has been successful in offering unique, virtual experiences that are academically relevant to our students. Future projects will include controlled surveys to validate apps, a continued effort to evaluate and demo products, increased outreach and programming, and an exploration into launching an inter-professional VR development program.

S-28 Proving Librarian Value on a Transdisciplinary Team: Transforming Library Skeptics into Champions

Sarah L. Meyer, Assistant University Librarian, Health Sciences Librarian; Nancy Schaefer, University Librarian, Reference and Instruction; University of Florida Health Science Center Libraries

Objective: Assigned to a multi-disciplinary group of faculty on a new-to-institution initiative, two librarians transformed the group leader and members from ignoring their suggestions to seeking and implementing their opinions and ideas. This poster describes strategies that proved successful in converting the library skeptics to library champions.

Methods: A group of approximately one dozen epidemiology, geography, communication sciences/journalism, medical faculty and two health science librarians first convened in 2017 to build the institution's infrastructure for Precision Public Health. A subgroup, the Resource group and a Pilot group, drew up a list of resources that could be tapped immediately for use in precision public health research. The librarians advocated for a wider range of resources, created a LibGuide as a portal for all resources and assumed mentorship of a graduate intern, all of which captured the attention of the group leader and increased acceptance by other members of the team.

Results: By the end of the second year, the two team librarians had assumed total control of the resource list and responsibility for drafting all presentations, posters, abstracts and publications documenting the group's activities. One of the librarians became the intern's primary mentor, advising on his project, editing his presentations on it and consulting with the recruiting faculty member about requirements for future interns. She also assumed responsibility for allocating the remaining \$33K of the pilot project's \$50K budget.

Conclusion: Active participation in a workgroup provides a stage for demonstrating librarian knowledge of resources and publication venues, as well as librarian skills at recognizing multiple points of view, working between disciplines, organizing and writing. Our single library advocate, joined by another faculty library champion, transformed the group leader into our strongest advocate and kept the librarians in the group when a higher authority would have removed us.

S-30 Title: Anticipating Disaster: Do our Vendors Meet Web Content Accessibility Guidelines? - Jean Gudenas MLIS, AHIP; Kelly Burgess; Christine Andresen MLS, MSIT; Emily Jones MLIS; Medical University of South Carolina

Objective: To develop a LibGuide that informs University constituents of publisher accessibility policies and to evaluate the accuracy of accessibility statements available on publisher websites.

Methods: In reaction to a mandate from the Medical University of South Carolina (MUSC) that ensures all electronic content is accessible and complies with the WCAG 2.0 guidelines, the Director of Information Resources and Collection Services created a LibGuide to inform MUSC users about the statements of accessibility for library-subscribed resources. Collaborating with the Research and Education Services department, a project was undertaken to compare accessibility scores of articles published by MUSC authors between January-June 2018. A random sampling of 20 PDF articles from each publisher that had at least 20 MUSC-authored articles was used to test the accuracy of publisher accessibility statements. Articles were then analyzed using resources that are



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readily available to MUSC users: Moodle's accessibility tool Ally and Adobe Acrobat Pro's accessibility checker.

Results: Content gathered to create the Accessibility with MUSC Resources LibGuide shows that a majority of providers list basic website accessibility information, and that a third of providers have detailed accessibility practices, such as posting a Voluntary Product Accessibility Template (VPAT) or Accessibility Conformance Report (ACR). However, after utilizing the accessibility checkers, no PDF was 100% accessible using Ally and all articles had pages that failed either some type of page content or alternate text using Adobe.

Conclusions: The Accessibility with MUSC Resources LibGuide makes it easy for MUSC users to find publisher-supplied information about accessibility and compliance with WCAG 2.0 guidelines. Despite this information being available on publishers' websites, accessibility checkers Ally and Adobe demonstrated that the PDF articles are not 100% accessible. The next phase of this project will involve testing articles with licensed software for specific disabilities, like JAWS, and determine accessibility.

S-32 Gamified Library Instruction and Predatory Publishing: Connecting Undergraduate Nursing Students with Trends in Scholarly Communication

Jenessa McElfresh, Health Sciences Librarian; Megan Sheffield, eScience Librarian; Clemson University

Objective: This poster documents the process of creating a set of game design-based active learning exercises on the identification and evaluation of predatory resources, as piloted in undergraduate nursing library instruction sessions. The poster describes the necessity of this instruction and proposes ways to evaluate its efficacy.

Methods: Learning outcomes for the library instruction sessions were identified targeting the need for students to identify and evaluate predatory resources. Four unique library instruction exercises were created based on active learning and gamified instruction design. Pre- and post-instruction assessments were designed.

Results: Each of the four exercises on predatory publishing were piloted in undergraduate nursing classes, along with varied evaluation approaches. The library instructor made note of timing, supplies, and other classroom observations related to using these exercises.

Conclusions: Predatory publishing is a rising concern that represents a significant gap in student knowledge of finding and evaluating published research. The creation and piloting of these exercises demonstrates that these discussions can be successfully integrated into one-shot library instruction sessions, while shifting potentially tedious lectures on scholarly publishing to hands-on, game-based active learning opportunities. In the future, this endeavor may be expanded into more research on the efficacy and evaluation of these exercises, as the issue of predatory publishing is likely to persist whether students can identify these sources or not.

S-34 Leading the Way: Establishing a versatile EBSCO e-audiobooks leadership collection to support talent development initiatives and employee growth in a large healthcare system - Aidy Weeks, MSLIS, Systems Librarian, Orlando Health, Orlando, FL

Purpose: This poster describes the implementation and use of the EBSCO e-audiobook leadership collection which supports the Talent Development Department's efforts to increase employee growth and leadership knowledge at a large multisite healthcare system.

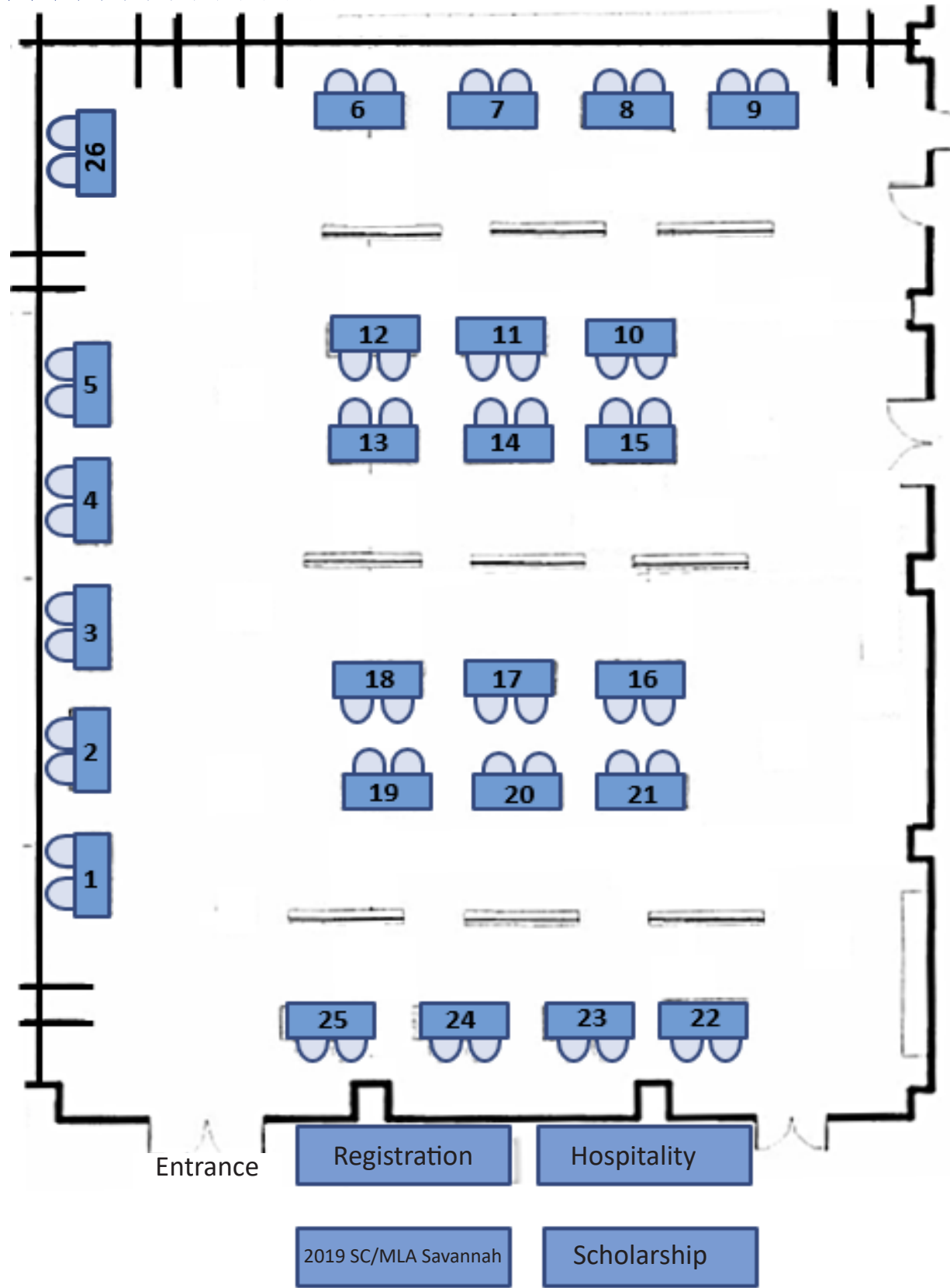
Setting/Participants/Resources: The Health Sciences Library is a small hospital library with 3.5 FTEs. The library provides access to print and electronic resources for approximately 18,000 hospital team members across 8 hospital sites throughout Central Florida. Selection of the collection was made by the Systems Librarian using EBSCO Collection Manager. The current collection has 16 e-audiobooks that can be accessed on-campus and off-campus through the EBSCO Audiobooks app.

Brief Description: The Health Sciences Library purchased leadership titles as an accessible e-format to hospital team members working at any of 8 hospital sites. Titles were selected a la carte, based on team member feedback and book club selections using EBSCO Collection Manager. The e-audiobook collection was also incorporated into the CINAHL Complete database interface and made searchable via EBSCO Full Text Finder. Check out of the e-audiobooks was possible through the MyEBSCO account and off-campus use through the EBSCO Audiobooks app.

Results: The collection debuted in November 2017. As of mid-July 2018 all 16 titles have been accessed or checked out. From November 2017 through mid-July 2018 the three most requested titles were: The Power of Moments (78 Total Requests), Option B (47 Total Requests), and Just Breathe (40 Total Requests). The collection received 364 total requests since its debut.

Conclusion: Lending e-audiobooks to library users is often viewed to be within the domain of public libraries. For non-traditional libraries it can be difficult to find an affordable and quick-to-deploy lending model that offers mobile app capabilities. The use of e-audiobooks proved to be an innovative collection development decision and a well utilized resource by hospital team members.

EXHIBITOR MAP HORIZONS 8-11



EXHIBITOR MAP KEY

Booth Number	Exhibitor Name
5	bepress
18	BMJ
26	ComaxSys
15	Covidence
9	EBSCO
4	Elsevier
13	Elsevier Clinical Solutions
3	Faculty of 1000
22	HARRASSOWITZ
11	Isabel Healthcare, Inc.
20	JAMA Network
14	Karger Publishers
17	LM Information Delivery
21	Mary Ann Liebert, Inc.
25	McGraw-Hill Education
23	Medical Library Association
2	NEJM Group
8	National Network Libraries of Medicine, Southeastern/Atlantic Region
12	Radiological Society of North America
16	Rittenhouse Rook Distributors
24	SAGE Publishing
10	Springer Nature
6	STAT!Ref
7	Thieme Publishers
19	Unbound Medicine
1	Wolters Kluwer/Ovid



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