



<http://midwestmla.org/conference2018>

PAPER ABSTRACTS

Paper Session #1 – Sunday, October 7, 11:00 a.m. to 11:17 a.m. – Cattleya Room

Controlled Vocabularies in Health Care: The How and the Why of Something Librarians Really Need to Get Involved with because it is Something We Already Do Anyway!

David Bender, MA, MLS

Radiological Society of North America

OBJECTIVE. RadLex© was created to standardize radiologic terminology, and serves as the basis of structured reports and billing codes. The standardization of reporting and coding has increased interoperability among radiology information systems. Interoperability increases information sharing, which in turn results in higher patient safety and satisfaction. The use of RadLex also allows for an increase in data mining for research projects.

METHODS. RadLex was created by a committee formed of members of the Radiological Society of North America (RSNA). The committee adopted terminology from other existing taxonomies such as Unified Medical Language System (UMLS) and Foundational Model of Anatomy (FMA) to supplement its own work, helping to maintain a high level of standardization of terminology. The terminology in turn was used as the language for the RSNA Structured Reporting (SR), Playbook, and Common Data Elements (CDE) initiatives. The RadLex committee has also been working with the Regenstrief Institute to harmonize RadLex and Logical Observation Identifiers Names and Codes (LOINC).

RESULTS. Radiologists are embracing the use of structured reports and the standardized codes in Playbook. At last count, there have been more than 2 million structured report templates downloaded, and over 1,000 downloads of Playbook. The wide use of the report templates and Playbook codes has caused medical enterprise software giant Epic to include them in their product straight out of the box. Additionally, the use of standardized reporting and codes has allowed the American College of Radiology (ACR) Dose Index Registry to expand its database exponentially. The registry receives information straight from radiologic machines and tracks the doses of ionizing radiation used for different procedures. Participating radiologists then receive quarterly reports concerning their average doses and how they compare against similarly situated radiologists in their region and type of institution.

CONCLUSION. Adoption of RadLex-based products has led to greater interoperability of medical systems and information, as well as increased patient safety through the increased monitoring of ionizing radiation dosage made possible by the use of this information in the ACR Dose Index Registry.

Midwest Chapter/MLA 2018 Conference PAPER ABSTRACTS

Paper Session #1 – Sunday, October 7, 11:00 a.m. to 11:17 a.m. – Vanda North Room

Team Teaching Impact on Medical Student Learning Outcomes

Laura Menard

Indiana University School of Medicine

PURPOSE. This paper examines the potential impact of team teaching strategies on undergraduate medical students' scores on pre-and post-test assessment of critical appraisal concepts and skills.

SETTING/PARTICIPANTS/ RESOURCES. Eight faculty librarians at the Ruth Lilly Medical Library provide instruction on evidence-based medicine concepts to more than 350 medical students per graduating year in ten different campus locations throughout Indiana.

BRIEF DESCRIPTION. As medical librarians, especially those in faculty roles, are taking on increasing instruction responsibility, our instruction strategies and pedagogical skill sets have had to evolve rapidly. In a larger library setting, each member of the instruction team will bring different strengths to the classroom. We began a team-teaching initiative at a dedicated medical library at a large Midwest medical school at the beginning of 2018, designed to help support our curriculum-integrated instruction efforts. Students in three EBM classes were given a pre- and post-test to evaluate their understanding and application of critical appraisal concepts. These classes were or will be delivered between January 2018 through September 2018. Results of these tests were gathered, and comprehensive grades on the tests was examined in the context of whether or not the students had been the recipients of a session that was team-taught or administered by a solo faculty member.

RESULTS/OUTCOME. As of the date of presentation, two out of the three pilot team teaching classes have been completed and test results analyzed. Class 1 showed a 3.56% increase in post-test scores for students who had received team teaching vs. those who had not, whereas Class 2 showed a 5.45% decrease in post-test scores for the same metric. However, there was an issue with test results in the LMS for Class 2, which may account for some of the variation.

EVALUATION METHOD. A pre-and post-session test were used to evaluate student learning.

Midwest Chapter/MLA 2018 Conference PAPER ABSTRACTS

Paper Session #1 – Sunday, October 7, 11:00 a.m. to 11:17 a.m. – Vanda South Room

Health Information for Transgender Patrons of Public Libraries: Controversies and Strategies

Jarrold J. Irwin

Information School, University of Wisconsin-Madison

OBJECTIVE. This research examines health information needs of transgender patrons of public libraries, objections from other patrons to providing this information, and ways that libraries can meet these needs while managing community objections.

METHODS. This research reviewed the literature on public library usage by transgender patrons and best practices for library services to LGBTQ individuals, complimented by readings on health needs of transgender people from the medical literature. Additionally, news reports about a 2018 challenge to materials addressing gender identity and sexual orientation at Orange City Public Library in Iowa were examined.

FINDINGS. Transgender patrons have information needs regarding mental health and medical interventions involved in transitioning. Transitioning can reduce the risks of depression and anxiety, which disproportionately affect transgender people. Because transgender people sometimes avoid traditional medical settings, public libraries can perform important work by providing this health information. Objections to doing so include the beliefs that library collections should reflect their communities' consensus about transgender identities, that the materials are inappropriate for libraries used by children, and that libraries should not encourage permanent medical interventions. Libraries can help meet transgender patrons' information needs while managing community concerns by promoting librarians' expertise in selecting age-appropriate materials; educating patrons about different forms of transitioning, not all of which involve medical interventions; and working with transgender advocacy organizations to identify new forms of outreach.

CONCLUSIONS. Libraries are uniquely positioned to address health information needs of transgender patrons and educate their communities about these needs. Additional research on which library resources best serve transgender patrons would further promote these goals.

Midwest Chapter/MLA 2018 Conference PAPER ABSTRACTS

Paper Session #1 – Sunday, October 7, 11:18 a.m. to 11:35 a.m. – Cattleya Room

The Answer is not Blowin' in the Wind: Using LibGuides to Increase Resource Usage and Library Awareness

Cynthia Avallone, MLS, AHIP; Theresa M. Kline, MLIS; Loren Hackett, MLIS, AHIP

Floyd D. Loop Alumni Library, Cleveland Clinic

The purpose of this presentation is to discuss how librarians created and maintain a Resource Portal of over 70 specialized LibGuides that link to clinical, educational, and consumer health resources. We will describe the goal of the project, as well as the methods developed for standardizing and choosing content for each guide. Floyd D. Loop Alumni Library serves over 40,000 users across the Cleveland Clinic system. This large population requires a diverse library collection. To simplify navigation of the library website and provide direct access to our most popular electronic resources, librarians developed LibGuide pages for a wide range of medical and healthcare specialties. The LibGuides – known to our patrons as the Resource Portal – are designed to highlight library resources directly related to patient care, such as clinical resources, drug information, and patient education materials. Most content comes from our library resources; however, librarians worked to find relevant web resources to round out the pages, such as society guidelines and government publications. We will discuss our process of creating a Resource Portal from the ground up, including: identifying the need for this type of project, standardizing the content and design of each LibGuide, performing quality control, marketing the Resource Portal to clinicians, and incorporating user feedback. Feedback from our users has been positive. Page views are trending upward, but long-term tracking will ultimately provide us with information about whether resource usage has been impacted.

Midwest Chapter/MLA 2018 Conference PAPER ABSTRACTS

Paper Session #1 – Sunday, October 7, 11:18 a.m. to 11:35 a.m. – Vanda North Room

Striking a Chord: Impact of a Librarian- and Physician-Led EBM Project on Medical Student Confidence around Critical Appraisal and Effective Patient Communication

Sarah Jane Brown, MSc¹; Caitlin Bakker, MLIS, AHIP¹; David Power, MBBS, MPH²; David Frenz, MD²; Jim Beattie, MLI³; Jonathan Koffel, MSI¹

¹ University of Minnesota Health Sciences Libraries

² University of Minnesota Medical School

³ 5 Minutes of Thought

PURPOSE. To assess the impact of a 4-week evidence-based medicine (EBM) and health literacy assignment on medical students' confidence to find, critically appraise and summarize literature and then appropriately communicate it to patients using plain language principles. The results will be used to evaluate and redesign the assignment, a 10+ year long collaboration between librarians and medical school faculty.

METHODS. Third and fourth-year medical students completing a Family Medicine Clerkship completed a survey both before and after participating in the 4-week course. This survey captured their confidence in various aspects of EBM and health literacy. Demographic information, including medical specialization, was also gathered. Descriptive and inferential statistics were used to assess the magnitude and significance of any change in confidence and potential moderators, and analysis of subgroups was performed.

RESULTS. 93 participants responded to both the pre- and post-tests. The survey results showed that the course increased student confidence in both applying EBM concepts and in health literacy and patient communication. The largest gains in confidence in applying EBM concepts were seen in assigning a strength of recommendation (18.7% increase) and formulating an answerable question (17.5%). The largest gains in confidence in health literacy and patient communication were seen in defining health literacy (28.3%) and in finding appropriate consumer resources for further information (18.3%).

EVALUATION. Surveys of student confidence in EBM and Health Literacy concepts, conducted both pre and post-intervention.

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Paper Session #1 – Sunday, October 7, 11:18 a.m. to 11:35 a.m. – Vanda South Room

Hospital Acquisitions and Library Resource Management

Michelle Kraft, MLS, AHIP

Floyd D. Loop Alumni Library, Cleveland Clinic

OBJECTIVES. Provide a core set of library resources among hospitals within the healthcare system so that employees have equal access to health information while also creating a library resource acquisition framework for any newly acquired hospitals.

METHODS. A library resource audit was conducted among the hospitals in the system including, collection content, pricing, and license information. A basic needs list was created for resources as well library infrastructure software. Items were ranked according to commonality, system requirements, and cost. The list as well as a background needs assessment was presented to administration. The library also enlisted the support of heavy library users among the Staff and administration within health system.

RESULTS. The process took several years for the library budget to be centralized to enable better system wide acquisition of library resources. The librarians used the resource list as a guide when acquiring resources and planning budgets. The core set of resources as well as their estimated costs are now used as a guide for administration when new hospitals are bought or opened.

CONCLUSIONS. While the library was successful in providing a core set of resources across the healthcare system, total resource parity across the system will be difficult due to state consortia regulations and the costs of specialty resources. Support from key staff and administration is essential to in assuring long term overall success. The resource list evolves continually, resources are added or deleted as necessary. The library has used the resource list as an information aid for administration as new hospitals are brought into the system.

Paper Session #1 – Sunday, October 7, 11:36 a.m. to 11:53 a.m. – Cattleya Room

Improving the Resident Sleep Environment in a Long Term Care Facility: An Interprofessional Quality Improvement Project

Laura Bonsell¹; Siri Dusek¹; Alissa Hynes¹; Alyssa Siljendahl¹; Brenda Frie, OTR/L, CHT¹; Cynthia Graham, MA, MLIS¹; Katherine Campbell, PhD¹; Lecia Heinen, PsyD, LP²; Mary Kelvie, RN² Mary Mehelich, RN, MPH²

¹ St. Catherine University

² Minnesota Department of Veterans Affairs-Minneapolis

PURPOSE. In long-term care facilities and nursing homes, disturbed or inadequate sleep for aging residents can exacerbate existing medical conditions, increase the risk of resident falls, speed cognitive decline and contribute to excessive daytime sleepiness, irritability, and poor concentration. Using an inter-professional team approach, the quality improvement project sought to improve the sleep of residents of a long-term care facility by optimizing the environment for sleep.

SETTING/PARTICIPANTS. 26 long-term care center staff (nurses, nursing aides, behavioral health, and dietary staff) and 20 residents of the facility participated in the study.

METHODOLOGY. The quality improvement project used two interventions: a sleep hygiene educational intervention for facility staff and a multi-component environmental intervention (environmental toolkit), aimed at reducing sleep disruption from noise, light, facility routines, and dietary routines. Data was collected regarding facility staff awareness and knowledge of optimal sleep environments both pre- and post-educational intervention. Data was gathered through observation of lighting, facility and dietary routines, and noise was measured with sound meters, both pre- and post-intervention. Residents' sleep quality was measured, using the Pittsburgh Sleep Quality Index (PSQI), both pre- and post-intervention.

RESULTS/OUTCOMES. Disruption of sleep has been substantially minimized by attending to light and noise levels, as well as facility routines, such as night-time incontinence processes, medication administration timing, and bedtime dietary offerings.

CONCLUSION. A two intervention study that increases staff knowledge of healthy sleep and decreases facility-wide sleep disruptions from multiple sources improves the overall health of residents and enhances their quality of life.

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Paper Session #1 – Sunday, October 7, 11:36 a.m. to 11:53 a.m. – Vanda North Room

Shake It Up: Creating an Interactive, Course Correcting Assignment in Qualtrics

Nicole Theis-Mahon, MLIS, AHIP; Sarah Jane Brown, MSc

University of Minnesota, Health Sciences Libraries

PURPOSE. Librarians have been integrated into the University of Minnesota's School of Dentistry's Evidence-Based Dentistry (EBD) course for several years. The librarian is a lecturer in the course and responsible for a library learning lab session and administering an EBD assignment. Feedback indicated that students found value in the session and the assignment.

DESCRIPTION. In 2017, additional contact hours were added to the EBD course due to a new curriculum introduced in the school. The course director was interested in using the increased hours for an additional, interactive assignment centered on searching for dental evidence. The course director contacted the librarian to discuss ideas for how to approach this new content. Both wanted to provide a way for students to receive feedback and course correction as they worked through the exercises, and were interested in teaching principles around reading and assessing the relevance of the scientific literature. The librarian engaged her colleagues for their input and ideas, and created an online learning object in Qualtrics for the course.

OUTCOMES. This presentation will discuss the conversations and decision-making process between the course director and librarian that led to the creation of an online learning object. The features in Qualtrics allowed the librarian to develop an interactive online learning object that provided feedback and course correction for the students as they moved through it, while also producing a report for grading purposes.

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Paper Session #1 – Sunday, October 7, 11:36 a.m. to 11:53 a.m. – Vanda South Room

Creating a Design Process for Accessible Education Materials Using Universal Design for Learning (UDL)

Charlotte Beyer, MSIS, AHIP

Rosalind Franklin University of Medicine and Science

PURPOSE. The purpose of this presentation is to describe one librarian's process for adapting/designing library educational materials using Universal Design for Learning (UDL) Principles. UDL provides a flexible approach to learning that can be customized for individual users' needs.

METHODS. In 2017, the library sought to make instructional materials accessible for users with a wide range of abilities. To accomplish this, the librarian assessed the handouts/videos describing on how to accessing full text with the UDL Guidelines 2.0 from the National Center for Universal Design for Learning. In addition to the guidelines, the librarian also utilized various accessibility checkers to identify further areas for improvement. After adapting these materials, the librarian created a checklist for adapting/designing materials with UDL and accessibility in mind. Once the policy was created, the librarian then adapted the majority of educational materials with this process.

RESULTS. A few months after the assessing the videos/handouts, the librarian noticed that view time for videos went from an average for 25-40% per video to over 85%. This was a result of UDL forcing the librarian to focus on how to best communicate the learning objectives in a clear and concise manner. One faculty member also commented on how having the material in different formats would be helpful for her students with varying abilities in her courses.

CONCLUSIONS. Crafting a design process using UDL was a win-win for everyone. The librarian created an easy to follow process for ensuring that users had the opportunity to learn regardless of ability, and all users benefitted from clear and concise educational materials which will improve their use of information.

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Paper Session #2 – Sunday, October 7, 1:45 p.m. to 2:02 p.m. – Cattleya Room

Shake it Up: Ways to Enhance Catalog Records to Improve Usage of E-Books

Marlene S. Englander, MSLS, AHIP

Floyd D. Loop Alumni Library, Cleveland Clinic

PURPOSE. This presentation discusses enhancements to catalog records that can increase awareness and usage of e-books.

SETTING, PARTICIPANTS, AND/OR RESOURCES. Bibliographic records in the Cleveland Clinic Floyd D. Loop Alumni Library's online catalog are enhanced to improve access to, and information about, e-books available to its caregivers.

BRIEF DESCRIPTION. As libraries continue to purchase e-books, there is the ongoing challenge of how to improve patron, and library staff, awareness of these titles. While some libraries are small enough that patrons can go directly to the physical materials they want to use, this doesn't work for e-books. The Cleveland Clinic Floyd D. Loop Alumni Library has developed a systematic approach to its cataloging process of e-books. This presentation addresses different ways to enhance e-book catalog records, whether they are freely accessible, individually purchased, or part of a package or consortia. Although the Clinic is a member of OhioLINK and uses Innovative Interface's Sierra system, the presentation includes suggestions, examples, and templates that can be applied to any system. While the presentation focuses on catalog records, additional strategies are also addressed.

RESULTS/OUTCOME/EVALUATION. The library provides access to e-books in a variety of ways – Publication Finder, the library catalog, directly from each vendor, and links through LibGuides. Although the Library collects e-book usage statistics, the specific access route is not always known. Other institutions will need to determine which enhancements might be beneficial to implement.

Midwest Chapter/MLA 2018 Conference PAPER ABSTRACTS

Paper Session #2 – Sunday, October 7, 1:45 p.m. to 2:02 p.m. – Vanda North Room

Connecting with Rural Providers in North Dakota – Phase Two

Marcia Francis, MA, MEd, AHIP; Dawn Hackman, MS, AHIP; Erika Johnson, MLIS; Michael Skinner, BSN, MLS; Kelly Thormodson, MLIS

Library Resources, School of Medicine & Health Sciences, University of North Dakota

NEED FOR PROJECT. The Library Resources department of the UND School of Medicine & Health Sciences is conducting a phased study of the information needs of health professionals in the state. The results of phase one indicated that health professionals in the state are not aware of the resources to which they have access. Phase two of the study involved conducting 16 personal interviews to ask follow-up questions about information needs and to gather information about preferred means of communicating the availability of health information to these professionals.

METHODS. Four outreach librarians conducted personal interviews. These conversations were guided by a set of common questions that focused on the types of questions or information needs experienced by these individuals. The interviews were recorded so that content could be revisited and analyzed at a later date.

RESULTS. Librarians have begun analyzing the survey and conversations. They have grouped comments into broad categories and mapped them to a number of online tools. Analysis of the data will continue with coding of the conversations using the MAXQDA data analysis software and a more granular analysis of the commonalities expressed by the health professionals.

CONCLUSIONS. Many unmet information needs could likely be answered through free online tools provided by the National Library of Medicine. The librarians plan to complete data analysis and begin working with the health care community in North Dakota to increase awareness of the tools already available and to explore the roles UND librarians will take to provide instruction and advice to this population.

Paper Session #2 – Sunday, October 7, 1:45 p.m. to 2:02 p.m. – Vanda South Room

When Retractions Go Unseen: An Investigation into the Representation of Retracted Publications Across Bibliographic Platforms

Caitlin Bakker, MLIS, AHIP¹; Amy Riegelman, MLIS²

¹ University of Minnesota Health Sciences Libraries

² University of Minnesota Libraries

INTRODUCTION. Retractions are a mechanism by which science corrects itself, withdrawing statements or claims that have proven to be erroneous. However, this requires that such corrections be clearly and consistently displayed. In the medical literature, inconsistency and obscurity have implications for research and patient care. This research considers how retracted publications in the mental health literature are represented across different databases.

METHODS. Using Retraction Watch, we identified 144 retracted articles in the mental health field. Between June and July 2016, we examined records across seven resources: PubMed, MEDLINE via Ovid, PsycINFO via Ovid, Web of Science, EBSCOhost, Scopus, and publisher websites. We determined the consistency and clarity of the retracted status of these publications in accordance with guidelines from the Committee on Publication Ethics (COPE) and the International Committee of Medical Journal Editors (ICMJE).

RESULTS. Of the 811 records for retracted publications, 39.7% (n=322) did not indicate that the paper had been retracted. 26% of available PDFs (52/200) did not indicate that the paper had been retracted. Of the 144 articles studied, only 10 were represented as being retracted across all resources through which they were available.

CONCLUSION. Retracted publications are inconsistently represented across library resources. Journal publishers were relatively consistent with regards to how frequently retractions were indicated while the platforms showed greater variability. This has potential consequences for research and practice and raising awareness of this issue should be incorporated into the work of medical librarians.

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Paper Session #2 – Sunday, October 7, 2:03 p.m. to 2:20 p.m. – Cattleya Room

Librarian Involvement in Implementing Self-Directed Learning (SDL) in the Medical School Curriculum

Elizabeth Suelzer, MLIS¹; Johnathon Neist, MLIS²; Patricia Hurlbut MEd, MT²; Sally Twinning, PhD³

¹ Medical College of Wisconsin Libraries, Medical College of Wisconsin

² Office of Educational Improvement, Medical College of Wisconsin

³ Department of Biochemistry, Medical College of Wisconsin

OBJECTIVE. The purpose of this presentation is to demonstrate librarian involvement in implementing SDL activities into the curriculum.

BACKGROUND. The Liaison Committee on Medical Education (LCME) is requiring medical schools to implement self-directed learning (SDL) experiences into the curriculum. The SDL process requires learners to conduct an independent identification, analysis and synthesis of relevant information; and appraise the credibility of their information sources.

PROJECT. As a response to the new LCME requirements, MCW instituted an SDL Work Group to plan the implementation of SDL activities into the curriculum. The work group consists of faculty, course coordinators, instructional designers and librarians. MCW Libraries' User Education and Reference Librarian was appointed to the SDL Work Group because the committee felt that the librarian's unique skillset would be an asset to the group. Some of the ways that the librarian contributed to the work group include: conducting a literature search to find information about SDL projects, creating a chart to establish the progression of SDL skills over time, giving input on the design of the SDL projects, evaluating and providing feedback to students on their information seeking skills, and developing an online tutorial to assist students with further enhancing their SDL skills.

OUTCOME. MCW School of Medicine's 2017-18 academic year featured eight formal SDL activities for students in their first two years medical school. Librarians evaluated and provided feedback to students on their information seeking and assessment skills in three of the activities. Having a librarian on the work group helped to ensure that SDL projects met the true definition of SDL and that there was a strong focus on enhancing information seeking behavior of medical students.

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Paper Session #2 – Sunday, October 7, 2:03 p.m. to 2:20 p.m. – Vanda North Room

Teaching and Learning EBM for Librarians: A Collaborative Program

Laura Menard

Indiana University School of Medicine

PURPOSE. This paper explores the impact of a new program at a dedicated medical library serving a large medical school in the Midwest. This program, marketed towards on-campus faculty librarians in the health sciences, aims to leverage institutional expertise and provide an informal, non-judgmental venue for librarians to gain skills in some of the more difficult EBM and statistical concepts.

SETTING/PARTICIPANTS/RESOURCES. Twelve faculty librarians at the Ruth Lilly Medical Library have participated in this program, with one library faculty member (Assistant Director) responsible for session facilitation.

BRIEF DESCRIPTION. Over the past decade, the role of the faculty librarian has evolved greatly. Among other new roles, faculty librarians in academic health sciences libraries have taken on many new instruction initiatives, mostly focused on evidence-based medicine topics and applications. However, pedagogical theory and EBM math have not been a traditional part of a librarian's training. This gap has led to some feelings of uncertainty and hindered librarians in teaching these concepts with confidence. To address this issue, our faculty, led by an Assistant Director, formed a group to learn, apply, and teach tricky EMB concepts in a low-pressure, fun environment. Thus, Apps and Zerts (critical appraisals and desserts) was formed as a lunchtime work group. The group employs the "see one, do one, teach one" method of training to tackle hard concepts in manageable chunks and has been met with enthusiasm from participating faculty.

RESULTS/OUTCOME. The program is still in its early stages. However, participants have reported that the first sessions have made them more comfortable understanding and teaching concepts with which they had struggled during the previous semester.

EVALUATION METHOD. A brief post-session survey was sent to participants to gauge the impact of the session.

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Paper Session #2 – Sunday, October 7, 2:03 p.m. to 2:20 p.m. – Vanda South Room

Something to Talk About: Bibliometric Analysis for an Up-and-Coming Research Team

Alison M. Aldrich, MSI, MPH, AHIP¹ ; Stephanie J. Schulte, MLS² ; Sarah R. MacEwan, PhD¹

¹ Center for the Advancement of Team Science, Analytics and Systems Thinking in Health Services Research (CATALYST), The Ohio State University

² Health Sciences Library, The Ohio State University

PURPOSE. To develop a longitudinal strategy for bibliometric analysis of journal articles authored by members of an established research team.

SETTING/PARTICIPANTS/RESOURCES. The Center for the Advancement of Team Science, Analytics and Systems Thinking (CATALYST) was established at The Ohio State University in 2018 and is currently in a period of rapid growth. Founding members of the CATALYST team, which includes faculty from several disciplines as well as an embedded librarian (AA), have been conducting health services research together since 2013. In that time, they have individually or collaboratively authored more than 140 published journal articles.

BRIEF DESCRIPTION. Members of the research team were surveyed as to which types of bibliometric analysis (e.g., citation, co-citation, author networks, journal impact) were of greatest interest in terms of demonstrating CATALYST's contribution to science and helping to shape future research directions. Using an EndNote library of the team's journal article publications, the authors performed various bibliometric analyses using VOSviewer and Excel. Visualizations were generated to convey the bibliometric characteristics and scientific significance of CATALYST's published work and a proposed strategy and schedule was outlined for continuing the analyses longitudinally.

OUTCOME. Bibliometric analysis performed by an information professional is a value-added service for research teams looking to communicate the nature and quality of their work. Results from this project will be used to supplement grant proposals; support faculty, staff, trainee, and collaborator recruitment; and raise awareness of CATALYST through a social media strategy.

EVALUATION METHOD. In the future, this analytic strategy could be used to compare publication patterns across similar research teams.

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Paper Session #2 – Sunday, October 7, 2:21 p.m. to 2:38 p.m. – Cattleya Room

Shake, Rattle and Roll Traditional 'Brown Bag' Workshops

Stevo Roksandic, MBA, MLIS, AHIP; Kenneth Wright, MLIS

Mount Carmel Health Sciences Library, Columbus, Ohio

Creating workshops and offering brown bag 'Lunch & Learn' sessions are still one of most common educational learning strategies in academic and healthcare organizations. Our research and discussion with institutional academic and medical educators led us to consider self-directed learning (SDL) as a library education method. Serving and educating health sciences lifelong learners, and considering that the majority of today's workforce consists of millennials, our Library Team decided to create SDL modules serving two unique user populations: nurses and college of nursing faculty. The nursing SDL module focuses on how to use Library resources and teaches research literature skills, which enhances nurses' clinical practices. After completing this module, nurses are awarded one continuing education credit approved by the Ohio Nurses Association. The college of nursing faculty module is a SDL online library orientation. The modules are designed with a "split-screen" format and brief quizzes known as "knowledge checks" are incorporated to allow users to interact with the content. Both modules have the ability for users to revisit the modules at their convenience. During the module development stages, challenges were encountered with choosing the most appropriate software platform, as well as some technical issues. These technical problems were addressed and solutions, with certain limitations, were applied. Both modules are easily accessible through the library website. After creating additional SDL modules and collecting data and user evaluations, the library will transform its existing workshops and learning modules into SDL modules.

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Paper Session #2 – Sunday, October 7, 2:21 p.m. to 2:38 p.m. – Vanda North Room

Supporting a Culture of Teaching and Learning with a Teaching and Learning Community of Practice

Elizabeth Weinfurter, MLIS¹; Mariya Gyendina, MA²; Lindsay Matts-Benson, MA, MLIS²

¹ Health Sciences Libraries, University of Minnesota-Twin Cities

² University Libraries, University of Minnesota-Twin Cities

PURPOSE. This presentation examines the structure and outcomes of a year-long pilot of a Teaching and Learning Community of Practice within a large academic library system.

SETTING/PARTICIPANTS/ RESOURCES. The University Libraries at the University of Minnesota - Twin Cities developed a Teaching and Learning Community of Practice pilot program for a cohort of seventeen interested library staff members with responsibility for various types of instruction.

BRIEF DESCRIPTION. This project was funded by an internal grant offered to support innovative projects. The year-long pilot program tested a community of practice model for staff development around pedagogy and teaching practice. Staff members applied for membership in the cohort, and committed to attending monthly meetings and working on a personal teaching-related project. Members of the cohort had access to funds to support the purchase of technology and materials for innovative uses in teaching. The cohort met monthly from September to May, and meetings were a mix of discussion and presentations on relevant topics. The community of practice was facilitated by three library staff members.

RESULTS/OUTCOME. The pilot of the Teaching & Learning Community of Practice demonstrated that the model was successful in its goals of providing a peer support and development structure for teaching staff within the library system. The pilot also resulted in new mutually beneficial connections between individual across departments, which is valuable in a large library system.

EVALUATION METHOD. Two evaluatory discussions with the cohort and a post-participation survey were used to evaluate the results of the pilot program.

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Paper Session #2 – Sunday, October 7, 2:21 p.m. to 2:38 p.m. – Vanda South Room

Demonstrating Policy & Media Impact: Assessment of a Pilot Project

Caitlin Bakker, MLIS, AHIP; Katherine Chew, MLS; Jenny McBurney, MA; Del Reed, PhD

Health Sciences Libraries, University of Minnesota

PURPOSE. Researchers, institutions, and funding agencies have shown a growing interest in demonstrating both academic and public impact of research. In 2016, the University of Minnesota Libraries launched a pilot project to offer faculty reports detailing their impact in these non-traditional areas.

SETTING/PARTICIPANTS/ RESOURCES. The Policy & News Media Impact Service piloted this service with five departments in the University of Minnesota's Academic Health Center.

BRIEF DESCRIPTION. The team established policies and procedures, refined workflows, and identified core resources which were freely available or already in the Libraries' collections. In 2017, 17 reports were completed for the five target departments. The reports were most frequently requested by faculty in Family Medicine and Epidemiology & Community Health in support of promotion and tenure dossiers and grant applications. The team responsible also engaged in active marketing and ongoing evaluation of the service and its utility.

RESULTS/OUTCOMES. Feedback was overwhelmingly positive, with 91% of respondents indicating that they would recommend the service. One faculty noted that the service "is pure gold for helping to understand, and share, the impact of my work." In response to this success, the pilot has been expanded to an established service.

EVALUATION METHOD. Participants were invited to complete a satisfaction survey including both qualitative and quantitative measures. 11 faculty completed surveys and reflected upon the usefulness of the report for its intended purpose, the ease of accessing and working with the service, and the likelihood they would recommend the service to a colleague.