

# SCCMLA 2020 Paper and Poster Abstracts

Monday, October 27<sup>th</sup>

## Contributed Papers - Session 1

10:45 - COVID-19 Coverage on South Central Academic Medical Libraries' (SCAMeL)

Websites **\*\*research**

E. Bailey Sterling, Ana Cleveland, and Jodi Philbrick; University of North Texas

**OBJECTIVE:** 1) Examine SCAMeL institution websites and their coverage of COVID-19. 2) Analyze SCAMeL COVID-19 LibGuides to determine the quantity and origin of included links.

**METHOD:** SCAMeL institution website data was captured on a spreadsheet, including return-to-campus plans, embedded content, and unique COVID-19 resources.

COVID-19 LibGuide data was also captured on a spreadsheet. Each link within available LibGuides was visited to determine its original source; resources were sorted into categories. Funding announcements, links within RSS and social media feeds, and embedded dashboards/microsites were not individually counted.

**RESULTS:** Some institutions prominently display COVID-19 resources on their websites, while others blend them into their existing web aesthetic. Library websites rarely display prominent COVID-19 content. Some institutions have developed unique resources, including videos, a COVID-19 chat service, and a drive-through campus tour.

Fifteen LibGuides and 1,411 links were visited. Sources from the US government (437, 31%) are referenced most often, while news outlets (50, 3.5%), social media (23, 1.6%), and international government (12, 0.9%) are referenced least. Total links leading to CDC and WHO (129) is only slightly less than total links leading to all other government resources (136). Tulane has the largest LibGuide (333 links), while OSU has the smallest (1 link). Three institutions do not offer a COVID-19 LibGuide.

**CONCLUSION:** All SCAMeL institutions approach their coverage of COVID-19 differently. Likewise, LibGuides vary widely in their coverage; most institutions (83%) have LibGuides, and most links originating from individual organizations lead to CDC and WHO.

11:05 - Hope for the Best, Plan for the Worst: A Library Entrance Model Using Seat Reservations  
Robin Sewell and Stephanie Fulton, Texas A&M Medical Sciences Library

Our medical library is in a unique position because it is part of the University Libraries and provides support for some non-medical colleges. Our campus offered hybrid learning for fall 2020 with an expectation that campus services are available for students and faculty, including in-person use of library spaces. Not knowing what the demand would be for library study space and having limited staffing to monitor study areas, we decided to start small and expand if needed. We opened with our first floor open-seating area available for service and set up for physical distancing (35 seats). Existing policies that provided preferred levels of service (study room reservations 7 days in advance) to the patron groups supported by our collections and liaison librarians, led us to propose a similar model for library access. We elected to use SpringShare Seats to do mediated reservations for access to our library by our primary patron groups, knowing that we may need to pivot to a more inclusive model based on occupancy totals if study space demand was high. Our reservation model and building entry monitoring allows us to ensure masks are in place on entry and provides the ability to support contact tracing if needed. We will highlight administrative setup of Seats and present data from our reservations including patron groups using our space, day of week and time of day, as well "frequent flyer" use levels. Data from denied reservations in Seats

(non-primary requests) and data tracked at our entry point do not show a significant number of non-primary turn-aways.

## 11:25 - Having My Cake and Eating it Too: Using 3D Printing to Enhance Medical Curricula in the Time of Covid

Kate Serralde and Jennifer Mitchell, Texas Tech Health Sciences Center

When social distancing went from a suggestion to an imperative; replacing face-to-face interaction with screen to screen interfacing – all of us were presented with a new set of challenges. There was the challenge in moving my 3D-printing library service into my living room and teaching curricula to a total virtual setting. But Jennifer Mitchell, MD, Professor of Family Medicine, had a more complicated problem: How to teach students to set an arm in a short arm cast in a virtual setting. Her solution? Mail each student a 3D-printed arm model and organize a virtual workshop to teach the techniques of applying a short arm cast. While still sequestered in our homes, my staff and I had three weeks to design, print, assemble and paint twenty-one adult size arm models to ship the homes of anxiously waiting third-year medical students. A piece of cake, right? Actually, it was. This project serves as an excellent example of how 3D printing can play a key role within everyday medical practices and medical curriculum, especially in the time of Covid-19. The following paper explores how 3D-printing can support and enhance learning in the virtual or in-person classroom and the benefit of having an established 3D-printing program. While the future is uncertain, we must be positive in the value of experimentation and research into practical applications with new technology.

## Contributed Papers - Session 2

### 1:00 – Do Scopus and Web of Science Accurately Describe Author Institutional Affiliation and Scholarly Activity? **\*\*research**

Jon Goodell, Scott Murray, and Joann Olsen; Oklahoma State University Center for Health Sciences

**RESEARCH QUESTIONS:** How accurate is Scopus and Web of Science derived author institutional affiliation and scholarly activity information compared to a library curated research information management system? How similar are the numbers of affiliated authors, citations, and published topic areas on each platform?

**SETTING:** OSU Center for Health Sciences debuted a campus-wide research information management system in the fall of 2018. The web application provides a comprehensive public interface for disseminating information about research activity at the individual, department, college, and campus levels, including research profiles for faculty, medical students, and graduate students. This system also provides an administrative level reporting tool for analyzing research productivity.

**DATA SOURCES:** This project utilizes data from Scopus, Web of Science, Oklahoma State Medical Proceedings, and campus Research Day posters.

**METHOD:** This research project compares a curated database of scholarly activity with Scopus and Web of Science search results with special attention given to institutional and organizational affiliations on each platform.

**CONCLUSION:** A library curated campus-wide database of scholarly activity provides significantly more citations, with greater accuracy, than institutional affiliation information provided by major research databases.

### 1:20 – Managing Expectations: ORCID registration and Scopus findings of UT Southwestern Learners **\*\*research**

Jane Scott, UT Southwestern Medical Center

Using and Collecting ORCID IDs can provide numerous benefits for academic and research institutions. Providing ORCID IDs to participating organizations can provide value for combating disambiguation in databases. ORCID in theory is wonderful, but what about it in practice? Do learners use their ORCID accounts? How do databases like Scopus use ORCID? Jane Scott has spent the last year determining these expectations for the 4000+ UT Southwestern learner community and achieving an average of 80% registration compliance rate. This session will provide insight into trends and expectations of various learner groups (students, postdocs, and clinical trainees). We will evaluate our various ORCID enrollment and marketing strategies including campus policy, onboarding training, and individual email content. It will also address who to cultivate an ORCID culture to encourage sustainable reporting strategies. These insights will help manage expectations and ensure successful participation with time saving, effective strategies that can save your staff time and get results.

### 1:40 – Showing Value While Proving Your Own: Identifying An Institution’s Intellectual Capital Through a Systematic Approach **\*\*research**

Julia M. Esparza, Kathleen A. Bloomingdale, Montie L. Dobbins, David Charles Duggar, Sarah Jackson, Theresa L B Nail William Olmstadt; Louisiana State University Health Shreveport

**OBJECTIVES:** Identifying the intellectual capital of your institution is crucial to administrators. The Vice Chancellor of Research at LSU Health Shreveport discovered in 2019 that there was no specific Organization-Enhanced Name(s) for the institution in Web of Science. This paper describes the systematic method used to identify specific citations in Web of Science to be compiled under one Organization-Enhanced Name(s).

**METHODS:** A systematic process using a team approach to search Web of Science was done to collect over 144,654 citations. A procedure was established to search Web of Science to find the citations to examine. Training was conducted to ensure uniformity of the searches. To ensure complete collection of all institutional affiliated citations, the faculty and staff searched by [state]. The group then used data cleaning software to cull out citations that were not affiliated with the institution. Due to the many variations on affiliation name searching by institution was not possible. After several attempts, the best approach was identified to reduce the time spent on the project. Searching by zip code, location, and partial institution name in different record fields in batches was done. Manual review of questionable citations was needed at the end to eliminate the final non-affiliated citations.

**RESULTS:** Currently, few Organization-Enhanced Name(s) are listed for Louisiana State University system schools in Web of Science Core Collection. Most citations are listed under broad organizational names like Louisiana State University or Louisiana State University System. The Library faculty and staff completed 226 searches to collect 144,654 citations from 1993-2018 in the Web of Science Core Collection. Using OpenRefine an open source data mining tool, Library faculty identified 10,194 unique citations. These citations are being marked with a new Organization-Enhanced Name(s) to easily identify the wealth of the work being produced by the institution.

**CONCLUSIONS:** Intellectual capital of your institution can be located despite variance of institutional name used by authors. The Vice Chancellor was pleased with the focused result. The new Organization-Enhanced Name(s) is now being promoted as the correct affiliation name to be used on all publications and conference abstracts. The highly skilled library faculty demonstrated a new value to the Vice Chancellor of Research. This had led to the Office of Research requesting other projects utilizing the skills of the Library faculty.

### 2:15-3:15 Poster/Lightning Talks – Session 1

2:15 (Poster 1) Access to Print in the Virtual World of the 2020 Pandemic: an ILL Story  
Jennifer Lloyd and Rebecca Bealer; LSUHSC Libraries - New Orleans

During the 2020 Pandemic as libraries closed or went virtual, it became clear that access to print collections was limited in much of the United States but that there was still a need for material from print journals. Since our

Library reduced hours but never closed, we had access to our full print collection. This access increased the number of lends from our print collection, the number of libraries served, and gave us ideas regarding the future of our print collections. This presentation will be a data analysis of our collection use, broken down by usage, title, subject, years and countries served.

## 2:20 (Poster 2) It's in the Policy!...Or is it? Updating Library Policies & Procedures

Adela Justice, UT MD Anderson Cancer Center

**OBJECTIVE:** A hospital library hadn't updated its policies and procedures in several years. Many of the policies and procedures were found to be nine or ten years old. While it had been on the staff's radar for some time to update them, it was finally decided that this task was overdue.

**METHOD:** Policies were tackled first. Each staff member signed up for 3-4 to update. A timeline was created with deadlines for each proposed revised policy to be sent to all staff for review. Special meetings to discuss and finalize the updates were scheduled. After all policies were completed, the team began work on the procedures and followed the same methods.

**RESULTS:** From January to May 2020, 13 existing policies were updated, and three new policies created. From June to September 2020, 11 existing procedures were updated, and nine new procedures created. One procedure update had to be put on hold due to the library's COVID19 shutdown.

**CONCLUSIONS:** This is a necessary task that many libraries don't prioritize, and often put off for a future date. There are potential liability risks to not having updated policies which serve to protect and guide the library. Additionally, staff workflows and efficiency can suffer when procedures are outdated, incomplete, or missing. This library's months-long efforts resulted in both updated and newly-created policies and procedures that will benefit current and future staff.

## 2:25 (Poster 3) Missteps and Mayhem Bringing a New Elective to Life

David C. Duggar and Erin Ware, LSU Health Shreveport

**PURPOSE:** This poster describes the attempt at introducing a new Immersion Elective for freshman medical students as part of the spring 2020 semester.

**SETTING/PARTICIPANTS/RESOURCES:** Two faculty members from the health sciences library at a public medical school combined talents to present an eight hour elective for up to eight freshman medical students to choose as part of the spring semester Immersion 2020. The project topic, graphic medicine, was new to the school and was based on Comics for Health and Medicine, one of the educational resources from the National Library of Medicine's 2018 Graphic Medicine exhibit.

**BRIEF DESCRIPTION:** Following a call to sponsor and propose projects for Immersion 2020 in late October a proposal topic was submitted in mid-November, which was immediately requested in final proposal form by end of the month. The project's title, goal, description, sign-up limit, and coordinator were presented as one of the electives freshman medical students could select as part of their Immersion 2020 courses. Coordinators were notified in early January of class size and attendees names to contact to schedule the preparatory assignments and in-person sessions between January and May. Students were required to complete an evaluation in mid-May about each course taken as part of their Immersion 2020 experience.

**RESULTS/OUTCOME:** Three in-person sessions were planned but due to the pandemic only one was held. All three preparatory assignments were distributed. Student feedback was favorable for revising to offer as part of Immersion 2021.

## 2:30 (Poster 4) Power User: the Prodigious Promotion of a Hospital Library

Sonya Palmer and Lisa Zarrella; INTEGRIS Health

The hospital medical library staff created a program to recognize “prodigious” users of the medical library and, at the same time, promote library services/resources. There was no monetary cost related to this marketing plan and it took a minimal amount of time and effort from the staff to accomplish this. We were able to achieve two goals with a single act.

### 2:35 (Poster 5) Zooming to Success: Evaluating Student Grades to Make the Case for Online Instruction **\*\*research**

Laura N. Haygood, John L. Bayhi, A.M. Serrano; University of Texas at Arlington

**OBJECTIVE:** The objective of this project was to learn the impact library instruction had on Nursing Research course student grades.

**METHODS:** The setting of this research was an academic library serving a large, online nursing program. The health sciences librarians provided instruction to a population of graduate and undergraduate nursing research students. Intervention was a synchronous 45-minute advanced-searching demonstration in CINAHL offered to all students enrolled in all sections of Nursing Research. The librarians pulled a list of attendees from the video conferencing software and used this information to request deidentified grades of two student groups, those who attended and those who did not.

**RESULTS:** Data reflected an overall increase in student grades for those who participated in instruction. For the graduate sections, grades averaged 0.31 points higher on a four-point scale (3.37 for those who did not attend, 3.68 for those who did). For the undergraduate sections, grades averaged 0.32 points higher on the same scale (3.04 for those who did not attend, 3.36 for those who did).

**CONCLUSIONS:** Instruction was effective, but the dataset was too small to draw firm conclusions, which presents an opportunity for further research. This data will be used to advocate for additional instruction opportunities.

### 2:40 (Poster 6) How Many Librarians Does it Take to Offer a Book Pickup Service?

Katherine A. Prentice and Toni Hoberecht, Schusterman Library, University of Oklahoma-Tulsa

**OBJECTIVE:** This talk will describe one library’s approach to no-contact request and pickup service during the Covid-19 pandemic, including the process improvements along the way, and the evolution of the service once the library building re-opened in August.

**SETTING/POPULATION:** At a small academic health sciences library, shortly after the mid-March 2020 closure of the building due to the pandemic, library staff started receiving inquiries from users about returning overdue books and checking out books and other materials for their classes and research. Realizing that other libraries were offering variations on curbside services, the library team decided to offer a similar service to meet academic community needs.

**RESULTS:** Two librarians are needed to offer and manage the service. The library’s leadership team chose to manage and provide the service, rather than direct student workers or other staff to potentially risk their health. The material quarantine period occasionally led to automatic overdue messages, causing confusion and concern among the users. During the building closure, all overdues were reversed and fines waived. While the building was closed, most campus users never saw our social media/website postings about extended due dates, so inquiries on how to return/get books continued throughout spring and summer.

**CONCLUSION:** Two librarians, with colleagues’ support, got the job done and helped our students, faculty, and staff get books, games, laptops, and more while the building was closed.

### 2:45 (Poster 7) Lessons from an Early Career Librarian Temporarily Serving as Interim Director Connie Manning, Arkansas Colleges of Health Education

This lightning talk identifies the methods and resources an early career librarian utilized for successfully serving as interim director. For six months, the librarian managed the library (including one other librarian) of a growing graduate level health sciences institution. Major events during the interim period included preparing a new fiscal year budget and responding to the beginning stages of a global pandemic. Multiple methods for successfully serving were utilized, the most important being intensive planning before assuming the role. The duties of the position were identified, as well as personal weaknesses in knowledge or experience of those duties. Reading during the preparatory period was extensive but lessened significantly as time was limited. Alternatively, knowledge was sought from personal connections made prior to the interim period and highlights the importance of being active in the workplace and in library professional organizations. During the interim period, planning continued to be essential, especially planning one's time, but also the acknowledgement of needing to frequently adjust plans to ensure tasks were completed. Finally, acceptance of limitations was fundamental to the librarian's ability to complete the period with confidence of a successful experience. Recognizing mistakes, weaknesses, and learning from them provided an invaluable opportunity for growth, as did accepting imperfect but good work, and sometimes saying "no" to others. Successful service as defined by the librarian included only one sick day, no mental breakdowns, budget submitted and approved, and of most value, connections made and strengthened with persons at the institution and in the profession.

### 2:50 (Poster 8) Librarians Who Lunch: A Networking Community at a Large Medical Center

Adela Justice, UT MD Anderson Cancer Center and Stefanie Lapka, University of Houston

**OBJECTIVE:** A networking group of health information professionals at a large medical center was founded over 35 years ago. Members are any librarian or library worker from any of the medical center's numerous libraries or information resource centers. This poster will describe the group's success as a networking community over the years.

**METHODS:** Member libraries take turns hosting lunchtime meetings, either brown bag or catered. Meeting agendas include presentations on a specific topic, round robin updates/announcements from each library, and usually conclude with a tour of the hosting library. The goal is to hold 2-3 meetings per year. The group always has an elected President and Secretary who facilitate scheduling the meetings and taking minutes. One of the member libraries hosts a LibGuide for the group where upcoming meeting information, agendas, photos, and meeting minutes are stored.

**RESULTS:** Most of the medical center's libraries are able to send representatives at least on an occasional basis to the meetings. Meeting attendees have benefited by being educated about professional resources during presentations. They have also gained insight into other libraries' operations, plus learned valuable updates and news about the other libraries, as well as the medical center.

**CONCLUSIONS:** The group has been successful as an established networking community for the medical center's libraries and information centers. The regularly scheduled meetings have been a source of valuable educational opportunities and productive networking. The LibGuide and a Google listserv also provide an avenue for regular updates and announcements in between scheduled meetings.

### 2:55 (Poster 9) Open Educational Resources: A TCU Faculty Survey **\*\*research**

Alysha Sapp, Jeff Bond, and Boglarka S. Huddleson; Texas Christian University

Alongside Open Access and Open Data, the concept of Open Educational Resources (OER) has become of interest to academic librarians in recent years. UNESCO defines OER as "teaching, learning and research materials in any medium –digital or otherwise –that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."

In 2019, librarians at Texas Christian University (TCU) performed a survey (N=100) of their faculty concerning OER. The primary objectives of the research were 1) to learn about faculty members' existing perceptions, interests, and behaviors regarding OER, and 2) to determine which OER initiatives faculty would like the library to support.

The key findings from the survey were 1) 45% of faculty surveyed had used OER in at least one class, either in the past or currently, and 2) the most recommended initiatives were an OER grant program and workshop opportunities.

### 3:00 (Poster 10) Marketing Apps and Digital Resources

Amanda Okandan, Presbyterian Healthcare Services

Marketing digital resources - I have created two one-page documents to market my library's apps and digital resources. Other libraries might find these documents helpful.

**BACKGROUND:** The library website formerly included a page detailing available apps and mobile resources. I received several requests from patrons for easy to distribute information on apps and digital resources.

**METHODS:** I sent a question to the MEDLIB-L listserv asking for examples of existing marketing materials for apps and digital resources, and received a variety of replies. I worked with clinicians and nurses at my institution to identify resources that would be helpful to publicize. Based on feedback from these meetings and MEDLIB responses, I made the decision to create two documents; one for clinicians, and one for nurses. I compiled the information to be included in the documents, and worked with our hospital's marketing team to put together two flyers in pdf form. Once the documents were created, I distributed them in various ways including email, hard copies, via the medical staff newsletter, and through the medical library's website. The documents were also included in the orientation packets for new providers.

**RESULTS:** I did not see a demonstrable increase in searches run in my online resources after creating and publishing these flyers. The number of online resource troubleshooting/training requests I receive has been steadily increasing, but other factors (construction projects and COVID-19) likely play a part in that trend. Anecdotal responses to this information from providers during orientation have been overwhelmingly positive.

**CONCLUSIONS:** These flyers describing our apps and digital resources are a useful way to get the word out about some of our offerings. Due to resource changes and the addition of new resources, I have recently created an updated version of both flyers. I'm planning to review and update content as necessary every six months.

### 3:05 (Poster 11) Beyond the Numbers: Visualizing Archival Metrics

Jose Javier Garza, University of Texas MD Anderson Cancer Center

Special Collections and Archives record various types of data for reporting purposes. This data includes information about the status of the archives (e.g. donations, accessions, extant, collections processed) and reference/usage data (search counts, boxes pulled, items distributed). This information provides a snapshot of an archives' activities over a set period, usually as a monthly, quarterly, or annual report. While this data contains a wealth of quantitative information, it is extremely difficult to provide a meaningful analysis of emerging trends in acquisitions, reference, or community outreach. The Historical Resources Center of the University of Texas MD Anderson Cancer (HRC) is experimenting with data visualizations to display a richer set of information about the archives' activities that go beyond what can be seen in a table or a spreadsheet. By aggregating and visualizing the numbers, the archivist hopes to show stakeholders a new way of interpreting and analyzing the HRC's activities over the past several years. Visualizing this data in the form of interactive dashboards can help identify which types of collections are getting the most use, potential donors to target for popular (or conversely underrepresented) collection, and popular research topics. Having immediate access to this information may have important implications for future activities and can help measure the archives' impact beyond mere numbers.

3:10 (Poster 12) Building a Research Data Management Workshop Series from the Ground Up  
Sheila Green, Paria Tajallipour, and Carolyn Jackson; Texas A&M University

**Background:** The Research Data Management Services (RDMS) unit was created at Texas A&M University Libraries in 2019. We present training classes and steps taken in collaboration with RDMS to create a successful Research Data Management workshop series for the entire campus.

**Description:** Prior to the creation of the RDMS unit, the presenters studied Research Data Management (RDM) topics through NNLM RDM courses and the ACRL Roadshow:RDM. We engaged with our respective departments to provide research data management classes or consultations individually and in collaboration with the campus data librarian. We incorporated independent sessions about data management plans and best practices into the Medical Sciences Library's series of workshops promoted to the entire campus but had limited attendance. By early 2020, the presenters and the newly formed RDMS team consolidated workshops into an RDM series targeted to graduate students, but open to all. We have achieved high attendance and positive feedback and continue to assess opportunities. We offer strategies for libraries and librarians interested in engaging with their users to promote research data management best practices and services.

## Tuesday, October 27<sup>th</sup>

### Contributed Papers - Session 3

10:45 – What Are the Differences between Student Assessment Approaches for Determining Library Usage and Barriers among Incoming Public Health Students? **\*\*research**

John P. Bourgeois, LSUHSC-NO

**BACKGROUND:** In librarianship, as in most other social sciences, surveys have become the default method of acquiring information about a target population. For libraries though, little research has been done as to how to administer questionnaires efficiently. By building on previous research, this poster looks at how response rate and how response similarity differ across two modes of survey administration to populations with the same demographics, i.e. students just beginning a graduate program at a school of public health.

**METHODS:** In the 2017 Fall Semester, new School of Public Health affiliates registered with the library. Afterward, those new registrants were recruited to participate in a semester long research project that sought to understand their experiences and expectations with library resources. Electronic questionnaires were sent out monthly, and respondents were given a \$5 gift card per questionnaire completed. Of the 39 affiliates approached to participate, 15 completed the entire battery of questionnaires – 4 questionnaires in total. This project sought to find a more efficient way of collecting the same information. For the 2019 Fall Semester, the current research protocol was far simpler than the previous one. There were two data collection events: at new student orientation and at the end of a mandatory first semester class. Also data collection occurred in-person with paper administered questionnaires. The questionnaires were pared down to a single piece of paper in order to facilitate easier physical management of the materials.

**RESULTS:** In the 2017 analysis, at the beginning of the semester 27 SPH students responded to the electronically administered questionnaire. In 2019, 23 responded to the in-person administration of the survey during orientation. This represents a response rate of 92% in 2019 and 68% in 2017. Analysis from this first administration shows differences between the 2017 and 2019 groups. Mostly the 2017 group expected to use quiet spaces more, according to the initial administration. In the later administrations, reported usage of library resources showed an increase in the library's database subscriptions in 2019; there was no corresponding increase for e-books. Other differences, such as difficulties experienced, were minor.

**DISCUSSION:** When possible, in-person administration is preferable. Paper yielded similar results as electronic administration with a higher response rate. The differences noted could possibly be explained by changes in library operations and in SPH curriculum. More research is needed into the effects of in-person electronic administration to maintain response rate but to lessen the post-processing burden.

### 11:05 - Surveys That Work: Tips and Tricks for Librarian Researchers

Julie H. Schiavo, Louisiana State University Health Sciences Center, New Orleans

**CONTEXT:** Survey research is a highly effective method of measurement in library and information science research. Well-designed surveys can be extremely efficient for gathering information and very effective for generalizability. A wide variety of instruments and data collection make survey research exceptionally adaptable to many different subjects and settings.

**BACKGROUND:** Survey research has become an indispensable tool in academic, governmental, and even consumer research; they have become a staple for information gathering throughout the world. The prevalence of surveys require researchers to become both efficient and creative in order for their survey to stand out and motivate members of the sample to complete the survey.

**AIMS:** What makes a good survey? What will motivate the people whose opinions matter to answer your survey? This presentation will provide practical advice for librarians who are interested in conducting surveys for research, quality improvement, or evaluation. It will discuss the importance of cover letters, question construction, pilot testing, improving response rates, and technologies to develop and implement surveys.

### 11:25 - EBM Instruction: A Peek Inside the Clinical Clerkship Puzzle Box **\*\*research**

Catherine Pepper, Texas A&M University, Medical Sciences Library; Paul Gorman, Oregon Health & Science University; Andrew Hamilton, Oregon Health & Science University; Laura Zeigen, Oregon Health & Science University; Kelly Thormodson, Harrell Library Penn State University, Esther Carrigan, Texas A&M University, Medical Sciences Library; Kristine M. Alpi, PhD, Oregon Health & Science University

**INTRODUCTION:** The accrediting body for U.S. medical schools has proposed 13 sets of clinical competencies—Entrustable Professional Activities (EPAs)—that medical school graduates should possess upon entering residency. EPA7 defines competencies for Evidence-Based Medicine, which are typically taught in pre-clerkship curricula. However, little is known about how—or whether—EBM instruction is carried through to students' practice-focused learning in the clinical years. This qualitative study investigated the extent to which EBM teaching is incorporated into clinical clerkships.

**METHOD:** The investigator shadowed clerkship faculty and students on patient rounds and in didactic trainings at a large teaching hospital in Fall 2019 to capture instances of EBM teaching and assessment. These were recorded on a field guide comprised of behaviors described in EPA7. Frequencies of EPA7 teaching were compared with those of the other 12 EPAs.

**RESULTS.** While many instances of referral to relevant literature occurred, few mentions of clinical questions (PICO), of finding evidence, and/or of assessing the validity and application of research evidence to patients were noted. One instance of assessment of an EBM/EPA7 competency by an attending was recorded.

**CONCLUSION.** While elements of EBM were observed in clerkship activities, modeling of EPA7 behaviors by clinical faculty and assessment of students' skill levels was inconsistent and largely absent. Therefore, didactic EBM learning in pre-clerkship may not be reinforced as part of clerkship training, suggesting that mastery of EPA7 competencies prior to residency should not be assumed. Further research is needed to evaluate EPA7 curriculum development and assessment in clerkships.

## Contributed Papers - Session 4

### 1:00 – Are Job Qualifications for Health Sciences Librarians aligning with MLA's Competencies for Lifelong Learning and Professional Success? **\*\*research**

Jodi Philbrick, Ana D. Cleveland, and LeAnn Boyce, University of North Texas

**OBJECTIVES:** 1. What are the required and preferred qualifications listed in job announcements posted on MEDLIBS-L from July 2, 2018 to July 2, 2019? and 2. How do the required and preferred qualifications compare to the MLA's Competencies for Lifelong Learning and Professional Success?

**METHODS:** 201 job announcements were collected from July 2, 2018 to July 2, 2019 from MEDLIBS-L and entered in to a Microsoft Excel spreadsheet. Twelve job announcements were excluded from analysis due to incomplete information, leaving 189 complete job announcements. The posting date, position title, type of institution, required qualifications, preferred qualifications, geographical location, and salary (if available) were entered into the spreadsheet from each job announcement. Content analysis of the required and preferred job qualifications was performed using a codebook developed by the authors. Descriptive statistics, including frequencies and bivariate analysis, were completed. The most frequent required and preferred job qualifications were compared with the competency areas in MLA's Competencies for Lifelong Learning and Professional Success to determine to see if what employers want are in alignment with the association's skills and abilities recommendations.

**RESULTS:** Over two-thirds of the job announcements were for positions in academic libraries, and the rest were for positions in hospital, government, or corporate/organization libraries. The top ten required qualifications were (1) education; (2) having a degree from an accredited program, (3) communication skills; (4) collaboration and teamwork skills; (5) having prior experience; (6) interpersonal skills; (7) technology competency; (8) instructional skills; (9) knowledge of information resources; and (10) management skills. The top ten preferred qualifications were (1) education; (2) technology competency; (3) having prior experience; (4) instructional skills; (5) knowledge of the health environment; (6) professional development; (7) collaboration and teamwork skills; (8) data management; (9) communication skills; and (10 – tied) computer applications and scholarly communication.

The top ten required and preferred qualifications aligned with all but one MLA's Competencies for Lifelong Learning and Professional Success – Competency 5: Evidence-based Practice & Research.

**CONCLUSIONS:** The analysis of 189 job announcements identified that employers want individuals with education (ranging from bachelors to doctoral degrees); prior experience; communication skills, collaboration and teamwork skills; technology competency; and instructional skills. Education was the number one required and preferred qualification. Competency 5: Evidence-based Practice & Research of MLA's Competencies for Lifelong Learning and Professional Success did not align with any of the top ten required and preferred job qualifications.

### 1:20 – Looking Back on Two Years: Assessment Results of MLA's Research Training Institute

Jodi Philbrick, University of North Texas – Department of Information Science; Lorie Kloda, Concordia University; and Susan Lessick, University of California, Irvine

**BACKGROUND:** The MLA Research Training Institute (RTI) is a three-year program funded by the Institute of Museum and Library Services (IMLS) to equip practicing health sciences librarians with key research competencies related to scholarly research, inquiry, and publishing. It includes online and face-to-face content and activities, with a five-day immersive research workshop. After completing the workshop, the librarians conduct a rigorous research study during the ensuing year. Two cohorts of 20 health sciences librarians have participated in the RTI, and this paper focuses on program outcomes related to participating librarians' research knowledge and engagement.

**DESCRIPTION:** The RTI participants' confidence with respect to research and evidence-based practice skills is assessed before and after the workshop, comparing assessment results for two subsequent years. The instrument

used for the pre- and post-assessment survey is based on methods of Brancolini and Kennedy (2017) and adapted for use with the RTI. The results of the pre- and post-assessment survey of research skills and confidence for both cohorts will be shared. The research progress and outputs of both cohorts will be discussed. Additionally, informal feedback and other evidence of participants' research activities will be shared.

**CONCLUSION:** The MLA RTI has already had a positive impact on 40 practicing health sciences librarians' ability to conduct research. Unexpected benefits and drawbacks of the RTI experience will be discussed. Pre- and post-test results demonstrate improvement in the participants' research skills and confidence. Research progress and outputs of the participants show that they are contributing to the evidence base in health sciences librarianship and building the research capacity of the profession.

### 1:40 – Maintaining Long-Distance Relationships: Inter-Institutional Collaborations Between Librarians and Clinicians

Dede Rios, University of the Incarnate Word and Lindsay Blake; University of Arkansas for Medical Sciences

**OBJECTIVE:** Discuss the experiences of creating and maintaining successful inter-institutional collaborations through the lived experiences of two health sciences librarians.

**METHODS:** Two academic librarians review how established relationships with students and clinicians can translate into collaborations with inter-institutional networks. Discussion will focus on how relationships began and grew into collaborations, projects worked on, considerations taken with each project, online tools used, and types of output created.

**RESULTS:** Strong institutional relationships strengthened into national inter-institutional collaborations. Partnerships led to an increase in research with further reaching implications, better prepared grants, cross-conference attendance, and higher publication rates with wider audiences. In addition, librarians were able to introduce clinical colleagues to librarians at their current home institutions, helping forge new relationships and potential future collaborations.

**DISCUSSION:** Librarians can establish strong bonds with faculty, researchers, residents, and students by providing a fresh perspective on research and contributing comprehensive information research and organizational skills. It is the everyday skills that medical librarians employ that strengthen interdisciplinary teams and allow collaborations to blossom.

These interactions can continue after graduation, moves, and/or employment at different institutions. Connecting these colleagues with resources at their new institutions is important, but does not preclude further collaborations. Attention to campus climate, existing power structures, collaboration etiquette, shared resources, and a defined output goal are some of the topics that need to be discussed early to avoid issues.

### Contributed Papers - Session 5

#### 3:45 – With a Little Help from My Friends: Engaging Diverse Stakeholders to Create an Archival Nursing Exhibit

RaeAnna Jeffers, Laura Haygood, and Michael Barera; University of Texas at Arlington

**OBJECTIVE:** Librarians and archivists at a large public research university created a nursing history exhibit documenting their nursing program through all its iterations dating back to its founding in 1890. Exhibit stakeholders collaborated to create this exhibit, which was delayed but not abandoned due to the pandemic.

**METHODS:** An initial meeting was held among library staff that discussed the involvement of future external

stakeholders, including nursing faculty and staff, a public library, and a county archive. After this, the involved collaborators identified archival materials for reproduction and inclusion in the exhibit, sorted them by priority, and then digitized them for display in the exhibit. In addition to archival materials, historical medical and nursing-related artifacts were loaned for inclusion in the exhibit. After all materials for display were selected and secured, the stakeholders planned the physical layout of the exhibit, which included sizing images and creating captions and context panels.

**RESULTS:** A key result has been enhanced knowledge of the collective history of nursing practice within the community. The creation of the exhibit was a significant time investment, including over 65 hours in meetings alone. Public reaction to the completed exhibit is pending.

**CONCLUSIONS:** Among the conclusions discovered during the creation of this exhibit are the value of considering what resources are available, building in extra time while planning, involving all stakeholders early in the process, and emphasizing the importance of a backup plan.

#### 4:05 – Organizing and Maintaining Digital Collections

Andrew Olinik, LSU Health Sciences Center- New Orleans

Pivotal to the success of an institution's digital collection is expanding access and ensuring accessibility to the collection's information. To effectively achieve this goal, an institution needs to have a background procedure that clearly delineates how collections should be organized. I have been working on solidifying a structured procedure to make the collections more uniformed in our internal storage methods and editing metadata online in order to make the collections more accessible to a broader audience. This will prepare my institution for any future issues we may encounter with our digital collections. Issues we have faced include: access and accessibility, metadata of transferred items, display of items, and collections as a whole. This presentation will discuss the process I have taken to evaluate, assess, and organize the digital collections in the institution's internal management system, edit the online collection to make it more accessible, and the lessons I learned during this work in progress.

#### 4:25 – What If...? A Snapshot of Online Availability of a Print Journal Collection

Rebecca Bealer, LSU Health Sciences Center- New Orleans

Although many people like to think everything is available online, how true is that for journals in a health sciences library? If the print editions were no longer available for each title in an existing collection, what is the availability of online versions to which the library would have perpetual access rights? A title-by-title analysis of a print journal collection and the corresponding online availability was conducted to determine how many titles were covered by current subscriptions, how many could be acquired through additional purchases, and what journals were simply unavailable. This analysis illustrated the impacts of the shift from print to electronic, unintended consequences of subscription cancellations during lean budget years, and the shockingly small number of older journals in the health sciences available online.

## Wednesday, October 28<sup>th</sup>

### Contributed Papers - Session 6

10:30 – Engaging Users in the Enhancement of Library Spaces and Services: A Mixed-Methods Study **\*\*research**

Alyssa Migdalski and Tarah Hayes, University of Oklahoma – Tulsa

**OBJECTIVE:** This paper will describe how interviews and observations were used to inform improvements to a knowledge commons at a small academic library.

**METHODOLOGY:** In order to determine which aspects of the knowledge commons space were effective and which aspects could be improved, in-depth interviews were conducted to build customer profiles for a variety of library users, including students, faculty, and staff. A month-long observation study of space utilization in the knowledge commons was also conducted. Results of the space utilization study were compared to pain points recorded in the interviews and used to identify matching trends that could be observed in the large user population.

**RESULTS/OUTCOMES:** The interview responses indicate that library users desire improvements to the knowledge commons in five broad categories: opportunities for healthier studying (treadmill desks, ergonomic chairs, etc.), clearer delineation of library spaces dedicated to different types of activity (quiet study, group collaboration, etc.), increased programming from librarians and campus partners, additional access to power, and improved marketing to make users more aware of library services. Space utilization study results shed light on underutilized areas of the knowledge commons where these improvements could be implemented.

**CONCLUSION:** Enhancements implemented in the knowledge commons showed an immediate positive response. Furthermore, this project demonstrates the power of gathering data in the forms of what users say and what users do. Together these data points can help libraries make well informed decisions about updates to library spaces."

### 10:50 – Ask Me about ReDiReCT and Our New Directions

Sheila Green and Martin Mufich, Texas A&M University

**BACKGROUND:** ReDiReCT: Integrating NLM Resources into Disaster Preparedness and Response Cross-Disciplinary Training, funded by the National Network of Libraries of Medicine / South Central Region, disseminates information regarding NLM disaster-related resources and applications to Texas A&M University Health Science Center students, first-responders, and the community at large in the Central Texas region. Using a train-the-trainer approach and student ambassador model, the project focused on enhancing student and responder knowledge and utility of NLM Disaster related resources.

**DESCRIPTION:** A Disaster Response Toolkit was developed in concert with the Medical Sciences Library linking to resources from the NLM Disaster Information Management Research Center (DIMRC) by responder role, such as health care provider, planner or member of the community. ReDiReCT integrated into TAMU Health Disaster Week 2020, an inter-disciplinary concentration of 600+ current and future disaster responders coming together with the community to explore disaster simulation and response. Disaster Week was a unique opportunity to reach a broad group of disaster responders with student ambassadors trained to share toolkit resources. Future plans for ReDiReCT pivoted when COVID-19 eliminated live events and restricted the in-person activities of student ambassadors.

**CONCLUSIONS:** Students appreciated the responsibility of sharing their disaster toolkit knowledge during the Disaster Week events. Responders learned about resources to help them respond to a disaster. The ReDiReCT team will leverage opportunities with community health nursing students to present at virtual events going forward.

### 11:10 – Pediatric Preoperative Fasting Compliance: A Literature Review **\*\*research**

Linda J Delwood and Ana Cleveland; University of North Texas

**OBJECTIVE:** Parents/caregivers frequently do not comply with preoperative fasting guidelines for healthy pediatric elective surgery patients which increases their risk for a number of complications. The purpose of the literature review is to identify the reasons for the lack of compliance and identify informatics solutions.

**METHODS:** PubMed was searched from 2015- September 15, 2020. Search terms used were “preoperative fasting”, “fasting guidelines”, “child”, “child 0-3 years”, “child 3-6 years”, “surgery”, “anesthesia” and “smartphone apps”.

**RESULTS:** Searching PubMed “pediatric fasting guidelines” and “anesthesia” in the last 5 years yielded 86 results with high relevance. There was universal agreement from the literature regarding noncompliance with fasting guidelines by parents or caregivers. It appears to result from not understanding instructions, what “fasting” means, or the reason for fasting; there are occasional lapses of supervision during which the child accesses food and situations in which the parents intentionally mislead anesthesia providers. A number of studies reported positive results on mobile health systems using smartphone apps to treat a variety of conditions. Other informatics solution were presented.

**CONCLUSIONS:** Key stakeholders in health care organizations repeatedly fail to effectively communicate fasting guidelines to parents/caregivers of healthy pediatric elective surgery patients in an effective way. Reasons for this failure are not fully identified which provides opportunities to investigate and suggest ways in which to improve communication. More information regarding parents/caregivers medical literacy is needed. From the literature review there is potential for informatics to improve compliance with fasting guidelines.

## Contributed Papers - Session 7

### 1:15 – Launching a Library Assessment Dashboard

Katherine A. Prentice, University of Oklahoma-Tulsa

**OBJECTIVE:** This paper describes one library’s effort to bring transparency to their ongoing assessment program through the launch of a data dashboard using Google Data Studio.

**SETTING/POPULATION:** At a small academic health science library, ongoing assessment has been a major leadership objective. With the spring 2020 launch of a new library intranet site, the assessment librarian identified an opportunity to make collected assessment data available and transparent to all library staff. With data available from an Access database, Springshare products, Google Analytics, and the integrated library services platform data standardization would be required since none of the products had exports that could be easily imported.

**RESULTS:** After considering several products, Google Data Studio was selected for the ability to create reports from the disparate data sources and present them visually for all library staff to view. The new dashboard is linked from the Library’s Intranet and is always available to the Library faculty and staff.

**CONCLUSIONS:** While the disparate data source imports cannot as of yet be fully automated with Google Data Studio, the product presents a no-cost option to display library use, productivity, and output.

### 1:35 – Analyzing the Effectiveness of LibGuide Layout Changes in Increasing User Engagement

**\*\*research**

Valerie Prilop, The University of Texas MD Anderson Cancer Center

**OBJECTIVE:** This paper will outline a project to redesign a consumer health library’s LibGuides in order to increase user engagement. It will describe the research conducted and changes made, and update preliminary data presented in a 2019 poster with a comprehensive look at the changes in user engagement.

**METHODS:** After implementing LibGuides to provide Recommended Resources to patrons, the library noticed that while the start pages were getting regular use, visitors were not engaging with the additional pages and links on the guides. The author conducted research in the library literature to learn about best practices for increasing engagement and usability of LibGuides. While most literature focused on academic libraries, much of the research could be applied to this library’s guides. Using this information the author proposed new templates and formatting

guidelines for the LibGuides. The resulting project implemented systematic changes to the layout and format of all published guides in hopes of increasing user engagement.

**RESULTS:** More than 40 guides were updated using new templates based on the research conducted. Preliminary results showed a slight increase in clicks on links and navigation to secondary pages of the LibGuides that were transitioned to the new format. This paper will present more robust statistics for all updated guides and describe the lessons learned from the project.

**CONCLUSIONS:** The author expects the updated data to support the initial finding of an overall increase in user engagement, both in pages accessed and links clicked.

### 1:55 – Updating LibGuides to Increase Functionality and Empowerment

Kelleen Maluski, Robyn Gleasner, Kristin Proctor, and Anna Cibils; University of New Mexico Health Sciences Library & Informatics Center

**PURPOSE:** This paper discusses the processes employed to update long existing LibGuides, which had traditionally been used as pathfinders, to focus on more instructional content with increased discoverability and accessibility.

**SETTINGS/PARTICIPANTS/RESOURCES:** Various departments at the University of New Mexico (UNM) Health Sciences Library and Informatics Center (HSLIC) collaborated to revitalize our LibGuides, hosted by Springshare.

**BRIEF DESCRIPTION:** UNM HSLIC has been utilizing LibGuides for many years. However, the previous approach to the creation of guides was akin to creating pathfinders, and focus was given to producing guides for every academic department without conducting needs assessment or evaluation of statistics. This led to faculty and staff inheriting ownership of guides and content that they did not feel equipped to maintain. As a result, many of HSLIC's guides lingered as lists of links with a lack of updated content. To rejuvenate these guides, an extensive and collaborative project plan was created. It was imperative that the "owners" of guides feel empowered to use their expertise to craft the content on their guides to meet user needs. From an initial interview stage to planning a style guide with accompanying training to extensive back end clean up to make long-term maintenance easier, this work required colleagues to work closely together and communicate openly.

**RESULTS/OUTCOME:** This project led to increased comfort of guide "owners" with adding and editing content and increased usage by our patrons. The pursuit also allowed us to formulate a management timeline that will allow us to maintain the guides as a high quality resource for our patrons.

### Poster/Lightning Talks – Session 2

#### 2:30 (Poster 1) From Idea to Published Book: The Editor's Role

Margaret Vugrin, Thomas F. McGovern, and Richard Nollan; Texas Tech University Health Sciences Center Library

**OBJECTIVE:** Having effectively edited *Life, Purpose, and Vision: A Fiftieth Anniversary History of the Texas Tech University Health Sciences Center*, this poster will present those activities and actions that are necessary to create a coffee-table book for a special institutional occasion.

**DESCRIPTION:** Librarians organize materials, books, citations, and provide in-depth research. This skill set is used to organize all parts needed to cover the institution's growth and development. The librarian/editor should treat the institution as a database. A table of contents is the backbone of any book. It gives direction for locating information which is then requested, gathered, coordinated and updated for retrieval purposes. An art-log is created for images.

These steps, skills and tools will be presented as will discussions with the publisher and printer. Politics, crisis management and meeting deadlines will also be addressed.

**CONCLUSION:** A celebratory institutional book is truly an interprofessional collaborative project. It certainly "takes a village" to produce such an important work for one's institution. Our two-year project ended with delivery of the book just in time for the institutional gala celebration. The steps presented will assist others in the successful production of a celebratory book for their institution.

Librarians clearly have the necessary skill set to guide such a project from idea to published book.

### 2:35 (Poster 2) Conceptualizing Library Services Via a Research Cycle Model – A Follow-up Richard Wayne, UT Southwestern Medical Center

**Description:** The research cycle offers a practical and understandable way to map library services in language that library clients can understand and appreciate. We created a LibGuide that mapped major steps in the research cycle to existing library services. In some cases, we mapped steps in the research cycle to other campus departments or resources from other institutions. We hope to refine our model with additional feedback from campus clients and further embed the model into library content.

[Follow-up to lightning talk given in 2019.]

### 2:40 (Poster 3) An interdisciplinary and blended learning approach to teaching evidence synthesis \*\*research

Kathleen V. Carter, Stephanie Atkins Sharpe, Juan Carlos López-Alvarenga, Michael Machiorlatti, Candace A. Robledo; The University of Texas Rio Grande Valley

**OBJECTIVE:** The COVID-19 pandemic shifted scholarly activities to online environments limiting research activities. Faculty were faced with identifying strategies to continue scholarly activities without face-to-face interactions. Therefore, the UTRGV offered a 4-week online course (July 10 to August 7) for learning evidence synthesis (LES). Our aim was to develop an effective instructional approach for LES.

**METHODS:** An interdisciplinary team designed the course using a modular, blended learning approach for LES. The instructors included two librarians (trained in systematic review) and three faculty (trained in statistics).

Four, synchronous sessions were delivered via Zoom. A LibGuide was used to deliver resources and pre-work for each module. A pre-course survey measured participants' motivation for LES. A pre/post-test, adapted from Conte et al., 2015, was used to assess mastery of LES principles.

**RESULTS:** Twenty-six registered participants registered, and 16 participants completed the course. The pre-course survey showed that 71% were interested in learning general concepts and 25% wanted to learn specific evidence synthesis techniques. Individuals interested in learning specific techniques were 3 times more likely to complete course. The mean score for participants on the pre-test and post-test was 68% (n=21) and 78% (n=13).

**CONCLUSIONS:** The interdisciplinary approach had unplanned benefits. Participants benefited from the combined expertise of the team, and the instructors learned from each other. There was a correlation between participants' motivation to participate and their likelihood to complete the course. The pre to post-test was lower than expected, and this information will guide improvement of the LES course.

### 2:45 (Poster 4) "In thirty years, this group has never slowed down": Insights into Chapter History and Health Sciences Librarianship

Lauren Wojcik, Montie' Dobbins, Marilyn Goff, Kathy Kerdolff, and Laura Wright; SCC History Committee

Oral histories have been passed down for generations, but modern technologies create opportunities to add these histories to the scholarly record in a distinctive way. For more than four decades, the Medical Library Association has conducted interviews that “help illuminate the history of health sciences librarianship and of MLA”. Currently, eight members with ties to the South Central Chapter have oral histories posted on MLA’s site. MLA provides guidance to chapters interested in developing oral history programs, and SCC/MLA has collected histories from its members since at least the mid-2000s.

13 SCC members have written transcripts from interviews or written questionnaires posted in SCC’s online archive, with additional histories in the SCC physical archives. We will present a short history of our profession & chapter, as told through the memories shared by members in these transcripts. These stories allow us to gain insight into the successes, challenges, and issues of importance to those who came before us and therefore develop a more comprehensive record of the history of medical librarianship.

2:50 (Poster 5) Renovations in a Time of Upheaval: Getting Things Done During a Pandemic  
Libby Ingram, Heather Smith, and Susan C. Steelman; University of Arkansas for Medical Sciences Library

**OBJECTIVE:** This poster will describe renovation projects affecting the Library’s 3rd floor, Student Success Center (SSC), the 1st floor Active Learning Center, and a building-wide lighting project which were initiated and completed during the coronavirus pandemic.

**METHODS:** The Library continually seeks to be a partner with students in their education by redesigning space to meet their ever-evolving need. In spring 2019, prior to the pandemic, it was obvious that students needed additional educational support with increased testing capacity and more study space. Plans were created to increase capacity for testing and group and individual study. Construction was set to begin March 2020 when the pandemic hit and the entire university was called into action to lead the state response. The renovation was allowed to continue, but was drastically impacted as all work was to be done by internal construction crews whose expertise was also needed to create new service spaces to support the hospitals response to the pandemic. Simultaneously, an electronic renovation of the Active Learning Center to upgrade electronic equipment and add IVN capability occurred along with a building-wide lighting retrofit project for energy conservation. The projects were completed September 2020 despite all of the obstacles and the response has been very positive.

**RESULTS:** Challenges will be discussed and the layout and progress of the renovations will be shown with diagrams and pictures

**CONCLUSION:** During unprecedented pandemic times, the Library was able to make beneficial changes to the facility.

2:55 (Poster 6) The Hybrid Student Workers in a VUCA World  
Richard R. Kaye and Dede Rios, University of the Incarnate Word

Training and Assigning Tasks to Student Workers during a Pandemic

**OBJECTIVE:** Identifying and implementing innovative ways to train and assign responsibilities to student workers during the pandemic.

**METHODS:** The library identified its physical and virtual needs to determine what training and assignments needed to be carried out. The library then determined the best way to create and share training tutorials by analyzing the software and resources available. Due to the uncertainties brought on by the pandemic, measures were taken to maintain library services virtually or a combination thereof. Planning, creating and implementation of a new combination of live video conference and campus safety training workshops took place individually or in small groups.

**RESULTS:** Student workers completed the new training and were scheduled to work. To determine if training was successful, a formative assessment was conducted and analyzed.

**CONCLUSION:** The need to social distance has required some creative thinking to provide efficient quality training to new student workers and to reinforce skills and update returning student workers. Utilizing recorded tutorials with online quizzes and video conferencing tools, it is possible to provide quality training to student workers in a socially distant manner. Student workers also have the capacity to complete tasks virtually to support the library initiatives and programming. Building a strong tutorial database is essential to creating a well-informed student worker staff.

### 3:00 (Poster 7) C-4: Exploding Systemic Barriers and Cultivating Culturally Competent Clinicians Dede Rios and Richard R. Kaye, University of the Incarnate Word

How Libraries Support Diversity Initiatives

**OBJECTIVE:** Identify library contributions and participation in diversity initiatives.

**METHODS:** The library identified and planned programming to promote diversity, equity, and inclusion. The library has hosted and collaborated in cultural events such as Dia de Los Muertos and educated students on Mexican and Latinx culture. Provided opportunities for students and staff to partake in events that benefitted marginalized populations in our immediate community, impoverished communities in our state, as well as other countries. Provided access to resources, which authentically reflect cultural perspectives and celebrate diverse communities, through topic LibGuides, critical information literacy education and visual displays. Sought grant monies through multiple avenues such as NNLM book clubs, partially funded by the NIH All of Us Research Program, to provide book discussion groups on diversity topics.

**RESULTS:** Annual library celebrations of cultural events has become the standard, as intrigue and anticipation of the next celebration is shown through community interest. Students enjoy learning about diversity, equity and inclusion and have the opportunity to explore their own personal biases, expand their understanding of multiculturalism, and begin their foundation of cultural competence.

**CONCLUSION:** Building a foundation of cultural competence can grow into cultural humility, and this mindset will help these developing clinicians continue with life-long learning, compassionate patient care, and encourage social justice.

### 3:05 (Poster 8) Revitalizing a Practical Bioinformatics Elective Julie Esparza, Nancy Leidenheimer, and Will Olmstadt; LSU Health Shreveport

**PURPOSE:** This poster describes the library's role in a revitalized practical bioinformatics course for PhD students.

**SETTING/PARTICIPANTS/RESOURCES:** Health sciences library at a public university in the southern United States.

**BRIEF DESCRIPTION:** The course had not been offered in 5 years. Library administration and the course director began working in 2019 on how the library could support the revamped elective. The library committed to provide space twice a week in its computer labs, and added free bioinformatics resources to the standard computer lab desktop. The library agreed to use enhancement funds to license the course e-book for this inaugural offering of the elective. The library also developed a robust LibGuide for the elective.

**RESULTS/OUTCOME:** The course brought together 10 PhD students, the course director, and 19 guest speaker scientists, some of whom were from other universities. 6 library staff attended selected online sessions for their professional development. The library spent \$365 on the e-book for everyone interested. Covid-19 disrupted what was envisioned as a hands-on, in-person elective, and the library's larger computer lab had to be scheduled to

allow for social distancing. The library used its Zoom subscriptions to record and broadcast some lectures. Library systems personnel provided invaluable assistance for the course twice a week.

**EVALUATION METHOD:** The course is still in process, running from September 10-November 19, 2020. Students are evaluated with 2 practical projects suggested by instructors, which form 90% of their grade.

### 3:10 (Poster 9) Slack Supplies Structured Synchronicity, Supports Social Synergy

Sheila Thomas and Crystal Browne, University of Arkansas for Medical Sciences Library

**Objective:** Two issues of remote work are lack of structure/definition of “work time” vs “non-work time” and lack of social interaction with colleagues. This lightning talk will discuss the Slack communication tool.

**Methods:** Slack provides real-time immediate communication among members of a group as well as person-to-person. Documents, images, and other types of files can be shared immediately as well. Notifications (audible and visual) of new messages can be turned on or off. Dots next to colleague names indicate whether they are currently connected. With Slack, the work day can have a defined time structure, as members of the group connect and greet each other around the same time in the morning, and say goodbye and disconnect in the evening.

**Results:** Examples of how Slack facilitated communication among the team members will be shared.

**Conclusion:** The feeling of isolation sometimes experienced by remote workers can be greatly reduced by using Slack. Colleagues are available in real time to answer questions, offer opinions, or just share information (including humorous items in the “Random” channel). Additionally, commiseration or congratulation are readily available for everything from leaky plumbing to a flourishing garden, maintaining a group feeling of inclusion and involvement.

A technological benefit of Slack is the elimination of a large number of emails on the University servers, particularly useful when the workers are using Outlook Webmail.

### 3:15 (Poster 10) Baptism by Zoom: a New Librarian's Journey to Finding Her Footing From 6 Feet Away

Alison Devries, University of Texas Medical Branch

**OBJECTIVE:** To inform about the struggles and successes of starting a new job as a Reference Librarian in a medical library during a pandemic.

**METHODS:** In March of 2020 I began my first job after graduating with my master’s in library science. Coincidentally, the very next week Texas got hit with a stay at home order, which meant that my new job was transferring to working remotely. The new team I just became a part of in the reference department had to adapt their service methods to this new arrangement, and while they were getting used to their new normal, they were helping me to get acquainted in my new position as well. The training and orientation to help prepare me had to be adapted to fit in with this transition towards working remotely.

**RESULTS:** Taking into account the number of days that were worked inside the library vs. the number of days that were worked from home, I evaluated which parts of my integration into my new position were successful and which were more of a struggle to obtain. Figuring out how to communicate effectively with my team, learning how to do my job so I could successfully serve our patrons, and trying to understand more about UTMB’s library and organization that I just became a part of were all aspects that were important to my success as a reference librarian and part of the reference team for the library. Finding the right training methods, webinars, and tutorials was a vital part of preparing myself for my new job requirements, but that did not give me all the tools required to understand how UTMB’s library worked specifically.

**CONCLUSION:** There were many parts of the preparation process for my new position that were easy to transfer for remote working, but some of the more vital parts of working in a library were more difficult to reproduce in the

new normal. Finding a way to take the knowledge I previously had and integrating it into my new position, without being able to get a feel for what the environment at Moody Medical Library was normally like was a challenge. However, it can be successful with an effective communication strategy and by actively looking for opportunities to learn and grow within your new normal.

### 3:20 (Poster 11) Mission to MARS: Meta-Analysis & Systematic Review Support

Amy Corder, Keith Pickett, and Laura Wright; Tulane University

**OBJECTIVE:** To describe the MARS Program, a new collaborative initiative at Tulane University between the Office of Academic Affairs/Provost and the Tulane Libraries.

**METHODS:** In June 2020, the MARS program (Meta-Analysis Systematic Review Support) was announced by the Provost's Office with the goals of increasing grant funding, increasing meta-analysis/systematic review production at Tulane, increasing overall citations and impact scores within the next three years, and providing support for publishing in peer-reviewed journals within one year of application (yep, one year max).

**RESULTS:** This new program is open to faculty & graduate students who are working with a Tulane faculty member. This is only open to reviews where Tulane University is the institution of record, not collaborative efforts with other institutions. Participants are provided with an application, a checklist, a flowchart, and a Box folder with official documents. Librarians are contacted for help with search strategy formation and database selection. The Scientific Research Analyst for Academic Affairs/Provost is responsible for working with data extraction and synthesis.

**CONCLUSION:** This new collaborative program has allowed Tulane Libraries to be more integrated into the university's overall research impact mission. It has led to further investment by the provost office, including supporting the hiring of a new librarian (currently in progress) to support MA/SR production.