CONTRIBUTED ABSTRACTS
UNYOC 2014 Annual Conference: “Racing Toward the Future: 50+ Golden Years of UNYOC”
Saratoga Springs, NY October 22-24, 2014

PROJECT BRIEFINGS
Thursday 10/23 11 AM-12 Noon

Using a Writing Retreat to Enhance the Research and Publication Efforts of Medical Librarians: A Case Study. Brower, Stewart; Bullion, Jack. University of Oklahoma-Tulsa; Texas Health Resources. stewart-brower@ouhsc.edu

OBJECTIVE. This paper examines the effect of an academic writing retreat on the scholarship and publication efforts of medical librarians.

SETTING/PARTICIPANTS/RESOURCES. The 2012 and 2013 annual meetings of the South Central Chapter of the Medical Library Association.

BRIEF DESCRIPTION. This paper describes an initiative undertaken by librarians to develop a two-day writing retreat to coincide with their chapter’s 2012 and 2013 annual meetings for those members who wanted to advance research projects toward publication. The goals of the writing retreat for attendees were as follows:

- Demonstrate significant progress on manuscripts
- Apply all applicable writing and revision suggestions from peers and event facilitators
- Determine the optimal journal(s) to submit projects for publication
- Develop a plan and timeline for project beyond the retreat

The retreat provided attendees with several hours of uninterrupted writing time in a relaxed setting with ample formal and informal workshopping opportunities to receive support and encouragement on their manuscripts-in-progress from colleagues.

RESULTS/OUTCOME. The writing retreat has increased interest in scholarly publishing in the chapter, and has led to the formation of a cohort that, since its inception at the 2012 meeting, has published (to date) a minimum of fifteen non-peer reviewed articles, two book chapters, and five peer-reviewed articles.

EVALUATION METHOD. A post-retreat survey questionnaire was distributed to each attendee to determine their perceptions of the writing retreat and their willingness to continue advancing their research projects toward publication.

Capacity Building in a Bangladesh Allied Health Library. Durando, Paola V. Queen's University Library. paola.durando@queensu.ca

Bangladesh has a population of 161 million, extreme poverty, and a high prevalence of disability. The library of the Bangladesh Health Professions Institute/Centre for the Rehabilitation of the Paralysed serves allied health clinicians and an academic arm whose programs help meet the demand for occupational and physical therapists, nurses, speech therapists, and orthotics and prosthetics technicians. The library was at a juncture where an electronic presence would provide users with the latest evidence and resources available.

As a member of a Queen’s University project team funded by the Canadian government to promote maternal and child health in Bangladesh, the rehabilitation therapy liaison librarian began a collaboration with BHPI-CRP librarian Mohesana Mossamat, MSS, MA ISLM. Using a donated LibGuides site license, they developed an e-library which provides access to: a new online catalogue; a new institutional repository; and a wealth of e-resources provided by
HINARI, a partnership of the World Health Organization and commercial publishers. Faculty and students participated in hands-on instruction including HINARI terms of use, journal citation database search features, and point of care tools.

The result is greatly increased access. Administrators were persuaded to abolish in-library internet fees. Due to fear of access being revoked, access to HINARI e-resources was by individual permission. All users now have unmediated and unrestricted access to HINARI via the new e-library. The shift to e-resources, as well as a greater information literacy role, have elevated the profile of the BHPI-CRP professional librarian in her setting.

The International Cooperation Section of the Medical Library Association has designated the BHP-/CRP Library and the Bracken Health Sciences Library as Sister Libraries. Both strive to positively impact the delivery of health care, guided by the MLA’s key elements for improved health for all peoples: strengthening and building health sciences information capacity through qualified health librarians; implementation of supporting technological infrastructure; and access to quality information.

Rapid on-boarding: Practical, effective and accelerated techniques for engaging and integrating new academic librarians. Liljequist, Karen L.; Trout, Daniel R. University of Rochester Medical Center, Edward G. Miner Library. karen_liljequist@urmc.rochester.edu

OBJECTIVE. Recruiting, hiring, training and developing new academic librarians can be costly and time-consuming. While traditional on-boarding and orientation programs have proven to be effective and beneficial for both employees and the organization, there are times when rapid or accelerated training and orientation programs are necessary to help new hires adjust to the social, professional, cultural and performance aspects of their jobs so they can quickly become productive and integrated members of an organization. During the summer of 2013, Miner Library hired two new employees with unique and varied professional experiences. While research and conventional wisdom both suggest that employees get about 90 days to prove themselves in a new job, it was critical to bring both employees up to speed much faster in order to fulfill organizational imperatives, existing instructional commitments and to fill gaps left by two retiring librarians. This paper will highlight best practices, lessons learned, effective strategies and overall recommendations for helping new hires assimilate, integrate and feel better prepared to contribute to an organization’s mission.

METHODS. Self-evaluation, group discussion, literature and best practice reviews.

RESULTS. By combining traditional on-boarding techniques like checklists, formal orientation programs and mentoring programs with rapid deployment techniques, effective communication strategies and individualized/targeted skills training, both librarians were effectively on-boarded within 30 days. In fact, both librarians reported that in addition to acquiring the skills and knowledge needed to effectively succeed in their positions, they also felt increased job satisfaction, acceptance by their peers and respect for their previous job experience and competencies.

CONCLUSIONS. Rapid on-boarding and training is an effective strategy for new hires when careful program design incorporates existing new hire competencies, skills and knowledge as well as targeted goals, projects and outcomes. On-going, iterative and constructive communication between new hires, peers and supervisors is critical as well.

Reference: do we need a desk? Zafron, Michelle L.; Lyons, Amy Gische; Dow, Susan; Jandowski, J; Hufford, E.. Health Sciences Library, University at Buffalo. mlzafron@buffalo.edu

OBJECTIVE. To identify a service model that would provide a user-centered environment making it seamless for patrons to obtain needed services, while also optimizing the staff resources of a large academic health sciences library.
METHODS. After noticing a decrease in traffic and the complexity of questions asked at the reference desk, a project team was formed comprising reference and circulation staff. The project team gathered information about the cost of maintaining a reference desk and analyzed six months of questions from all service points. In addition to capturing data on the quantity, day and hour, service point, and time spent with each transaction, the project team coded and categorized each question and answer. They also queried reference staff with a pre-test attitudinal survey concerning continuation of the traditional reference service point.

RESULTS. After analyzing the data and investigating other service alternatives, the project team implemented a pilot program utilizing an on-call referral model. The reference desk was disassembled and two consulting rooms established.

CONCLUSIONS. In order to measure the success of this model, similar statistics will be collected, analyzed, and compared with the same six month time frame of the pre-test period. A post-test attitudinal survey of the reference staff will also be deployed.

POSTERS

Thursday 10/23 2:30-3:30 PM

Using LibGuides to Bring and Institution's History to Life: The Virtual Heritage Collection. Ascher, Marie T.; Stein, Phoebe Z.; Crooke, Deborah A.; Manning, Shawn F.; Cunningham, Diana J. Health Sciences Library, New York Medical College. marie_ascher@nymc.edu

In 2012 New York Medical College appointed a new Chancellor with a keen interest in history. This led to an enormous effort to identify and research the subjects of historical portraits, to tell the stories of our notable alumni and other notable figures, and to research the history of campus buildings and artifacts. This historical research effort utilized staff from every department of the library resulting in restoration efforts and the creation of historical galleries from archival photo prints and documents. This poster focuses on the effort to create a suite of LibGuides which supplement the physical galleries and bring the story of New York Medical College to the web.

As part of an NN/LM Middle Atlantic region grant the Health Sciences Library had procured LibGuides software and used it immediately to create departmental web pages. When the "portrait project" emerged it was decided to use LibGuides to produce a virtual portrait gallery. This endeavor was then expanded to include other related projects: the notable alumni project and documentation of historical buildings related to the history of NYMC. The research was carried out by four core reference librarians who used a template to develop the LibGuides. Quality assurance and verification of information proved to be a particular challenge.

By July 2014, 53 LibGuides were created toward this effort. This is a model that could be used by other libraries planning to showcase the history of their institutions. LibGuide's ease of use in developing web pages was certainly a factor in our success. This is an ongoing effort as artifacts and new projects emerge.

Us +ability + testing = Improved website. Hartzell, Tami A. Werner Medical Library Rochester Regional Health System tami.hartzell@rochestergeneral.org

A totally new library website was rolled out in January, 2014. Powered by LibGuides and TDNet, the website is quite different than previous websites, and library staff suspected not all customers were using the website to full potential.
The poster will highlight the initial planning and results for Phase I. Active collaboration is essential to the success of the project, and ideas to enhance collaboration during Phase II will be presented as well as the current approach for moving forward during Phase II.

Team-Based Learning (TBL) for Teaching Library Resources: Lessons from a PGY-1 Medicine Experience. Irish, Elizabeth; Geyer, Enid; Dobieccki, Stephanie. Schaffer Library of Health Sciences, Albany Medical College. irishe@mail.amc.edu

OBJECTIVES. To introduce PGY-1 Internal Medicine Residents to library services and to educate them in clinical resources by incorporating team-based learning (TBL).

METHOD. The Library collaborated with the Internal Medicine Residency to deliver two TBL sessions to twenty PGY-1 Internal Medicine Residents. Content was developed based on a needs assessment. Residents completed a tutorial and an individual readiness assurance test (iRAT) prior to the one hour session where residents completed the group readiness assurance test (gRAT). Additional time was added at the beginning of the second session to complete the iRAT. Questions were designed to foster discussion. The results of each sessions’ iRAT and gRAT were compared to determine the effectiveness of TBL for teaching library resources. A post-class evaluation was sent two months after the session.

RESULTS. Little difference was found between iRAT/gRAT responses for concrete questions; answers varied if there was more discussion. True/False questions on resources served to elicit more varied responses as did questions concerning resource choice. Providing time to complete the iRAT at the start of the second session increased the number of iRATs completed from six to twenty fostering discussion.

CONCLUSION. TBL provides an interesting twist to a traditional hands-on demo format. Participants could be swayed to an incorrect response, but the instructor(s) facilitating the discussion can redirect participants. Discussions can pave the way to more openness in using other resources. Teaching library resources using TBL methodology is plausible and worthy of further investigation.

LIGHTNING TALKS
Friday 10/24 10:15-11:00 AM

The Welcome Back Project. Aronoff, Nell E. University at Buffalo. naronoff@buffalo.edu

Objective: To welcome students to the University at Buffalo Health Sciences Library (UB HSL) at the beginning of each semester and create visibility for both the library staff and library resources. Methods: In the Fall of 2013 and the Spring of 2014, the UB HSL Reference & Education Services team planned “welcome back” activities for new and returning students. A welcome back table with informational materials and free pens was positioned near the main entrance. The first semester (Fall 2013) featured one week of raffle prize giveaways. In the second iteration, students had to pick a question from a paper bag and answer it using a library resource. If they answered the question correctly, or demonstrated that they made a solid attempt, they would win a prize. Prizes included flash drives, notebooks, and car chargers; these prizes were donated by vendors. Results: In the Fall of 2013, over 40 students won raffle prizes. In the Spring of 2014, 43 prizes were given away. Based on informal feedback from students and observations made by librarians, the welcome back activities were a success. Students liked getting free stuff and the students that tried their hand at trivia seemed to enjoy it. Conclusions: UB HSL will continue to plan and host welcome back activities. Not only was it a goodwill generator, but it also introduced students to some of the library’s great resources.
Self-reported change: Evaluation of an Instructional Session with Third Year Medical Students. Ascher, Marie T. Health Sciences Library, New York Medical College. marie_ascher@nymc.edu

Librarians were invited to conduct a session with students transitioning to the clerkship years of their medical education. In recent years the Health Sciences Library has adopted a set of Information Management Competencies. For the evaluation of this session, a retrospective pre-test/post-test methodology was used. This lightning talk will demonstrate the methodology of this evaluation and show the results of this session using this assessment method.

Reaching out to Community College Librarians: a Library Council, five Community Colleges, two Medical Librarians and NNLM/MAR. Carroll-Mathes, Patricia H.; Van Benschoten, Mary Ann. Southeastern NY Library Resources Council (SENYLRC). pcarroll@senylrc.org

The Southeastern NY Library Resources Council (SENYLRC) is engaged in a year-long project to expand the access to, and use of National Library of Medicine health information resources by healthcare students and practitioners in the mid-Hudson Valley region. Through a partnership with five community colleges and with award funding from NN/LM MAR, the project employs education and training for community college reference and instruction librarians who will extend this awareness to health professions faculty and students, using a Train-the-Trainer approach. The outreach during the 2014-2015 academic year through college specific plans, targets health professions students in general, but especially graduating students, so they will be better prepared to transition to the workplace and support ongoing education and professional information needs.

Library Launches Writing Center Collaboration. Cunningham, Diana J; Crooke, Deborah. Health Sciences Library, New York Medical College, Valhalla, NY. dcunningham757@gmail.com

The Health Sciences Library of New York Medical College developed a writing center proposal and plan with a goal to support the writing and editorial needs of our students, residents, fellows, faculty and employees. A six month pilot project was developed from outcomes of a Survey Monkey assessment of potential writing center needs. Deans of both graduate schools asked the library to launch this volunteer-based center from February 2014-August 2014. An online calendar was set up for users to schedule writing consultations with volunteers, largely library teaching faculty who already teach information management skills. The effort has sparked a collaboration with our parent organization, Touro’s Writing Center. A few consultations have been completed, but collaboration continues with a sharing of expertise and teaching materials, and plans for potential lectures and our first workshop scheduled for October 29, 2014. This project is an example of leveraging library faculty skills in an organizational paradigm shift to launch a multi-site university collaboration among faculty and students.

Audience Response System Jeopardy. Hagzan, Amanda H.; Lahey, Susan. The Schaffer Library of Health Sciences. hagzana@mail.amc.edu

This lighting talk provides a behind the scenes look at how to create and run audience response system Jeopardy. The Schaffer Library of Health Sciences has been teaching third year medical students an evidence based health care Jeopardy review session for many years. The librarian teaching the class had students buzz in with noise makers and manually kept score. A few years ago with the help of the Instructional Technologist, this session was converted to an electronic format and using the Turning Technologies audience response system. Scores are calculated automatically.
and the competition now similar to playing actual jeopardy. Interested audience members can receive a copy of the Jeopardy template and assistance getting started from the presenter after the conference.

**With a Little Help From Our Friends.** Hartzell, Tami A; Burda, Michelle L. Werner Medical Library, Rochester General Hospital; National Network of Libraries of Medicine, Middle Atlantic Region, Health Sciences Library System, University of Pittsburgh. tami.hartzell@rochestergeneral.org

In spring of 2014, the Hospital Library Special Advisory Group of NN/LM Middle Atlantic Region began planning for a mentoring project. The primary objective of the project is to connect hospital librarians with mentors willing to share their expertise. This Lightening Talk will electrify the audience as we share our future plans.

**"Show Me the Numbers": Convincing metrics on a shoestring.** McClellan, Cynthia S. PA College of Health Sciences, Lancaster General Healthcm057@pacollege.edu

Over the past several budge cycles, the Health Sciences Library had sought to add much-needed staff. Yet year after year, the request was denied. It became clear that a different approach would be necessary to gain approval for additional personnel.

This brief presentation documents, in a nutshell, how the HSL successfully proved our case by devising basic ways to quantify key services and define constituencies, using readily available tools and data sources. After collecting and manipulating a year’s worth of information, the library was well prepared for FY15 budget negotiations. Armed with compelling, irrefutable—and simple!—reports and charts, we were able to “show the numbers” and provide clear evidence to our stakeholders. As a result of these efforts, the HSL won approval for additional staff for the current fiscal year, as well as into the future.