RESEARCH TRAINING INSTITUTE

2022 Virtual Poster Presentations 1
MLA ‘22 vConnections, April 27, 2022

Host: Susan Lessick, AHIP, FMLA, University of California, Irvine (RTI Project Director)
Moderator: Emily Vardell, PHD, AHIP, Emporia State University (RTI Faculty)

Presenters

Janene Batten, EdD, Yale University
Rebecca Carlson, AHIP, UNC-Chapel Hill
Mary Catherine Ellis, UNT
Curtis Kennett, UNT
Jess Newman, University of Tennessee Health Science Center
Carmela Preciado, UNT

Jillian Silverberg, Quinnipiac University
Bailey Sterling, UNT
Mary Margaret Thomas, ESU
Doug Varner, AHIP, Georgetown University
Mary Roby, Laupus Health Sciences Library
Nina McHale, AHIP, University of Colorado Anschutz Medical Campus

RTI website: https://www.mlanet.org/p/cm/ld/fid=1333
Twitter: @RTIatMLA
Today’s Agenda

• RTI Welcome, Sponsors, Program Staff & RTI Fellows

• (1:10-2:10 pm) Fellow Poster Presentations
  Research Design & Methods
  • Bailey Sterling
  • Carmela Preciado
  • Mary Roby
  • Curtis Kennett
  Results
  • Mary Catherine Ellis
  • Jillian Silverberg
  • Rebecca Carlson
  • Nina McHale
  • Mary Margaret Thomas
  • Janene Batten
  • Doug Varner
  • Jess Newman

• (2:10-2:30 pm) Questions from audience

• Adjourn (2:30 pm)
Support From Grant & Academic Partners

• IMLS Grant funds multiple scholarships for librarians (2018-2019, 2021-2022)
• AAHSL Association of Academic Health Sciences Libraries (2018 – 2022)
• University of Illinois at Chicago, Library of the Health Sciences-Chicago (2018-2019)
• University of North Texas (UNT) Master of Science in Information Science program (2021 - 2022)
• Emporia State University (ESU), School of Library and Information Management program. (2021-2022)

2022 Funding Support

• MLA Fellows
• MLA Chapters
  • Liberty
  • MLGSCA
  • PNW
  • South Central
  • Southern
• NNLM

Scholarships & Student Resources

2021

• Donations: $13,545: MLA Fellows and 4 Chapters
• 26 scholarships; all participants funded
  • 4 (DEI & Small Libraries/IMLS)
  • 4 (AAHSL)
  • 9 (MLA Fellows/Chapters)
  • 9 (IMLS)

2022

• Donations: $21,025: MLA Fellows, 5 Chapters & NNLM
• 24 scholarships w student resources; 2 participants declined
  • 4 (DEI & Small Libraries/IMLS)
  • 4 (AAHSL)
  • 16 (Fellows/Chapters/NNLM/IMLS)

Thank you RTI Partners and Donors!
RTI Program Staff, 2018-2022

Faculty (2018-2022)

- Katherine Akers, PHD, Research Scientist, PRECISIONheor, Precision Medicine Group (Instructor, 2020-2022)
- Sally Gore, Manager of Research and Scholarly Communication Services, Lamar Soutter Library, University of Massachusetts Medical School – Worcester (Instructor, 2018-2019)
- Karen Gutzman, Head of Research Assessment and Communications, Galter Health Sciences Library & Learning Center at Northwestern University (Instructor & Social Media Coordinator, 2021-2022)
- Shanda Hunt, Public Health Librarian & Data Curation Specialist, Health Sciences Library, University of Minnesota (Instructor, 2021-2022)
- Lorie Kloda, PHD, AHIP, Associate University Librarian, Concordia University, Montreal, QC, Canada (Co-Lead instructor, 2018-2020)
- Mark MacEachern, Informationist, Taubman Health Sciences Library, University of Michigan—Ann Arbor (Instructor, 2018-2022)
- Jodi L. Philbrick, PHD, AHIP, Senior Lecturer, Department of Information Science, University of North Texas–Denton (Co-Lead instructor, 2018-2022)
- Emily Vardell, PHD, AHIP, Assistant Professor, School of Library and Information Management, Emporia State University, Emporia, KS (Instructor, 2018-2020; Co-Lead Instructor, 2021-2022)

Academic Liaison (2021-2022)

- Ana Cleveland, PHD, AHIP, FMLA, Regents Professor, Sarah Law Kennerly Endowed Professor, and Director of the Health Informatics Program, University of North Texas, Denton, TX

Peer Coaches (2021-2022)

2021
- Hilary M. Jasmin, 2019 RTI Fellow
- Laura Menard, 2019 RTI Fellow
- Robin O’Hanlon, 2018 RTI Fellow
- Natasha Williams, AHIP, 2018 RTI Fellow
- Ying Zhong, 2019 RTI Fellow

2022
- John Bourgeois, AHIP, 2019 RTI Fellow
- Amelia Brunskill, 2018 RTI Fellow
- Margaret Hoogland, AHIP, 2018 RTI Fellow
- Elisabeth Nylander, 2018 RTI Fellow
- Liz Suelzer, AHIP, 2018 RTI Fellow

RTI Leadership Team (2018-2022)

- Susan Lessick, AHIP, FMLA, Librarian Emerita/RTI Project Director, University of California, Irvine
- Mary Langman, MLA Director of Information Issues & Policy
- Barry Grant, MLA Director of Education
- Debra Cavanaugh, MLA Director of Professional Development

Thank you RTI Program Staff!
2018 RTI Fellows

- **Janene Batten**, EdD, Harvey Cushing/John Hay Whitney Medical Library, Yale University, New Haven, CT
- Helen-Ann Brown Epstein, AHIP, FMLA, Health Sciences Library, Virtua, Mt Laurel, NJ
- Amelia Brunskill, Library, University of Illinois–Chicago
- Kathy Davies, Greenblatt Library, Augusta University, August, GA
- Carrie Grinstead, AHIP, Library, Providence St. Joseph Health, Burbank, CA
- Margaret Hoogland, AHIP, Mulford Health Sciences Library, University of Toledo, Toledo, OH
- Melissa K. Kahili-HeedeHealth Sciences Library, John A. Burns School of Medicine, University of Hawaii–Manoa, Honolulu, HI
- Liz Kellermeyer, Tucker Medical Library, National Jewish Health, Denver, CO
- Mellanye J. Lackey, AHIP, Health Sciences Library, University of Nevada, Las Vegas
- Alicia Lillich, Dykes Library, University of Kansas Medical Center–Kansas City
- Elisabeth Nylander, University Library, Jönköping University, Jönköping, Sweden
- Robin O’Hanlon, Library, Memorial Sloan Kettering Cancer Center Library, New York, NY
- Ariel FitzGerald Pomputius, Health Science Center Library, University of Florida–Gainesville
- Rebecca Roth, Medical Library, Herbert Wertheim College of Medicine, Florida International University–Miami
- Elizabeth Suelzer, MCW Libraries, Medical College of Wisconsin–Milwaukee
- Holly Jean Thompson, Wilson Dental Library, University of Southern California
- Whitney A. Townsend, Taubman Health Sciences Library, University of Michigan–Ann Arbor
- Mary White, AHIP, Health Sciences Library, University of North Carolina–Chapel Hill
- Natasha Williams, AHIP, Harriet F. Ginsburg Health Sciences Library, University of Central Florida–Orlando
- Laura Zeigen, AHIP, OHSU Library, Oregon Health & Science University–Portland
Thank You 2018 RTI Fellows!
2019 RTI Fellows

• Karin Bennedsen, AHIP, Library, Georgia Highlands College, Atlanta, GA
• John Bourgeois, AHIP, John P. Isché Library, Louisiana State University Health Sciences Center–New Orleans
• Mary Pat Harnegie, AHIP, South Pointe Medical Library, Cleveland Clinic, Cleveland, OH
• Karen Heskett, Biomedical Library, University of California–San Diego, La Jolla, CA
• Rachel Hinrichs, AHIP, University Library, Indiana University–Purdue University–Indianapolis
• Hilary Jasmin, Health Sciences Library, University of Tennessee Health Science Center–Memphis
• Ellen M. Justice, AHIP, Clinical and Research Librarian, UNC Health Sciences at MAHEC, Asheville, NC
• Sa’ad Laws, Weill Cornell Medicine-Qatar, Doha, Qatar
• Andrea Lynch, Lee Graff Medical and Scientific Library, City of Hope, Duarte, CA
• Sandra McCarthy, Bailey Library, Washtenaw Community College, Ann Arbor, MI
• Laura Menard, Ruth Lilly Medical Library, Indiana University–Indianapolis
• Jolene M. Miller, AHIP, Mulford Health Science Library, University of Toledo, Toledo, OH
• Tanisha N. Mills, AHIP, Northeast Georgia Health System–Gainesville
• Katherine Orze, Health Sciences Library, Loyola University Chicago, Chicago, IL
• Nicole Pettenati, Public Health Accreditation Board, Alexandria, VA
• Helenmary Sheridan, Health Sciences Library System, University of Pittsburgh, Pittsburgh, PA
• Stephanie M. Shippey, AHIP, Preston Smith Library of the Health Sciences, Texas Tech University Health Sciences Center–Lubbock
• Jennifer Westrick, AHIP, Library, Rush University Medical Center, Chicago, IL
• Roby Woods, AHIP, NNLM, MidContinental Region.
• Ying Zhong, Walter W. Stiern Library, California State University–Bakersfield
Thank You 2019 RTI Fellows!
2020 RTI Fellows

- **Gary Atwood**, Dana Medical Library, University of Vermont—Burlington
- Ana Corral, Virginia Tech Libraries, Virginia Polytechnic & State University—Blacksburg
- Daina Dickman, AHIP, University Library, Sacramento State University, Sacramento, CA
- Anna Ferri, Library, Roseman University of Health Sciences, Henderson, NV
- **Lynn Kysh**, Health Sciences Library, Children’s Hospital Los Angeles, Los Angeles, CA
- **Stefanie Lapka**, Health Sciences Libraries, University of Houston, Houston, TX
- **Michele L. Mason-Coles**, Darnall Medical Library, Walter Reed National Military Medical Center, Bethesda, MD
- Caitlin Meyer, Cushing Whitney Medical Library, Yale University, New Haven, CT
- Rebecca Anne Morin, Hirsh Health Sciences Library, Tufts University, Boston, MA
- Annie Nickum, AHIP, Library of the Health Sciences, University of Illinois—Chicago
- Christi Piper, Strauss Health Sciences Library, University of Colorado Anschutz Medical Campus—Aurora
- Stacy Posillico, Eastern Region Hospitals Libraries, Northwell Health, Hempstead, NY
- Kearin Reid, AHIP, Library, College of American Pathologists, Northfield, IL
- **Mary Roby**, Laupus Health Sciences Library, East Carolina University, Greenville, NC
- Margarita Carrillo Shawcross, James A. Michener Library, University of Northern Colorado—Greeley
- Melanie E. Sorsby, Medical Library, Covenant Health System and School of Nursing, Lubbock, TX
- Sam Watson, National Network of Libraries of Medicine, Greater Midwest Region, Hardin Library, University of Iowa–Iowa City.
- Aidy Weeks, AHIP, Health Sciences Library, University of Nevada—Las Vegas
- **Kristin Whitman**, Health Sciences Library-Meridian, Idaho State University—Pocatello
- Stacy Winchester, Thomas Cooper Library, University of South Carolina—Columbia
Thank You 2020 RTI Fellows!
2021 RTI Fellows

- **Lauren Adkins**, AHIP, University of Florida Health Science Center Libraries, Gainesville, FL
- **Seema Bhakta**, Providence St. Vincent Medical Center, Portland, OR
- **Jess Callaway**, AHIP, Shepherd Center, Atlanta GA
- **Rebecca Carlson**, AHIP, University of North Carolina-Chapel Hill, Chapel Hill, NC
- **Amy Corder**, Tulane University, New Orleans, LA
- **Mayra Corn**, University of Nevada, Las Vegas, NV
- **Jennifer DeBerg**, University of Iowa, Iowa City, IA
- **Mary-Kate Finnegan**, AHIP, California State University, Sacramento, CA
- **Cindy Gruwell**, University of West Florida, Pensacola, FL
- **Andy Hickner**, Weill Cornell Medicine, New York, NY
- **Toni Hoberecht**, University of Oklahoma - Tulsa, Tulsa, OK
- **Elizabeth Kavanaugh**, AHIP, Geisinger Health, Danville, PA
- **Niki Kirkpatrick**, AHIP, University of Tennessee, Knoxville, TN
- **Valerie Lookingbill**, University of South Carolina-Columbia, Columbia, SC
- **Jim McCloskey**, Wilmington University, New Castle, DE
- **Nina McHale**, AHIP, University of Colorado Anschutz Medical Campus, Aurora, CO
- **Molly Montgomery**, Idaho College of Osteopathic Medicine, Meridian, ID
- **Laura Murray**, University of South Florida, Tampa, FL
- **Jess Newman**, University of Tennessee Health Science Center, Memphis, TN
- **Erin E. Reardon**, University of Minnesota, Minneapolis, MN
- **Jillian Silverberg**, Quinnipiac University, Hamden, CT
- **Shawn Steidinger**, AHIP, University of Utah, Salt Lake, UT
- **Julia Stumpff**, Indiana University School of Medicine, Indianapolis, IN
- **Xou Le Va Vang**, University of Wisconsin-Parkside, Kenosha, WI
- **Douglas Varner**, AHIP, Georgetown University, Washington, DC
- **Elaina Vitale**, Dartmouth College, Hanover, NH
2021 RTI Fellows (cont’d) – Graduate Students

• Andrea Dater, Emporia State University, Emporia, KS

• Mary Catherine Ellis, University of North Texas, Denton, TX

• Curtis Kennett, University of North Texas, Denton, TX

• Carmela Preciado, University of North Texas, Denton, TX

• Bailey Sterling, Emporia State University, Emporia, KS

• Mary Margaret Thomas, Emporia State University, Emporia, KS
Thank You 2021 RTI Fellows!
Plain Language Survey Development: Small Changes, Big Impact

Surveys are an integral part of many research projects. Much time is spent building verified and well-written instruments that capture ideal data, but it can be easy to overlook the most important stakeholder – survey users. How can we use plain language principles to make surveys approachable and understandable by their target audience? As with a paper airplane, even small changes can have a big impact on performance.

### Purpose

As a research fellow with the Medical Library Association’s Research Training Institute, I underwent a one-year intensive course on research methods. Fellows are called to carry out a research project which falls within their area of interest in the field of librarianship. The purpose of the study is to examine whether a tabletop game developed by FEMA is an effective disaster information literacy tool for children, specifically Girl Scouts aged 8-13 in the U.S. This is a protected target population with specific communication needs; well-designed surveys are essential to good data collection.

### Objectives

- Using skills gleaned from University of Arkansas for Medical Sciences (UAMS) Center for Health Literacy training entitled Applied Plain Language Writing, build surveys that are specifically tailored for target audiences.
- Submit surveys to UAMS plain language expert for feedback to ensure appropriateness for target audience – Girl Scouts aged 8-13 in the U.S.

<table>
<thead>
<tr>
<th>Before Feedback</th>
<th>Feedback</th>
<th>After Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please take this survey before playing Ready 2 Help.</strong></td>
<td>“Only use 1 highlighting technique to draw attention to key points. We prefer bullets. (Using more than 1) makes it a bit hard to know where to look.”</td>
<td><strong>Please take this survey before playing Ready 2 Help.</strong></td>
</tr>
<tr>
<td><strong>How many people are in your troop?</strong></td>
<td>“Avoid dashes and slashes. Some readers may not know how to interpret these and a grade schooler may think this is a math problem.”</td>
<td><strong>How many people are in your troop?</strong></td>
</tr>
<tr>
<td>- Less than 5</td>
<td>- Less than 5</td>
<td></td>
</tr>
<tr>
<td>- 5-10</td>
<td>- 5 to 10</td>
<td></td>
</tr>
<tr>
<td>- 11-15</td>
<td>- 11 to 15</td>
<td></td>
</tr>
<tr>
<td><strong>Do you think learning about disasters and emergencies is important?</strong></td>
<td>“…‘learning’ is a nominalization (forming a noun from a verb). People really struggle with nominalizations if they struggle to read or [it] English is their second language.”</td>
<td><strong>Do you think it is important to learn about disasters and emergencies?</strong></td>
</tr>
</tbody>
</table>

### Methodology

2. Build surveys using principles learned in training while keeping target population in mind.
3. Submit surveys for assessment by plain language experts – this is key!
4. Modify surveys based on feedback and build final version of survey instruments.

### Next Steps

Now that the surveys have been adapted to best suit the target audience, the next step is conducting a pilot test and revise the surveys as needed. The instruments will be used for a project examining tabletop games as disaster information literacy tools.

### Acknowledgements

Special thanks to Dr. Ann Cleveland (UNT), Dr. Emily Varelli (Emporia State), Susan Lesick (UC Irvine), Kaile Leath (UAMS), and everyone at MLA RTI and UAMS Center for Health Literacy for their time, guidance, and editorial insight on this project. Additional thanks to Brian Leal for his support.

### Author

**E. Bailey Sterling, MSIS**

**LIS & Technology Coordinator**

**NLM Region 3**

**NLA RTI Student Fellow**

### Affiliations

- Network of the National Library of Medicine, Region 3
- University of North Texas Health Science Center
- University of North Texas
- Medical Library Association Research Training Institute
Qualitative vs. Quantitative Research: A Case Study of Researching First-Generation Immigrant Experiences
Carmela Preciado – RTI Student Fellow, University of North Texas – Department of Information Science

Quantitative vs. Qualitative
50 Online Surveys vs. 15 Interviews

<table>
<thead>
<tr>
<th>Survey Platform, Incentive Awards</th>
<th>Costs</th>
<th>Hired Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Up Online Survey, Seek Participants</td>
<td>Time</td>
<td>Schedule &amp; Interview for 15+ Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistical Analysis</th>
<th>Data</th>
<th>Understand the Experiences and Opinions of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver Concrete Statistics Based on Demographics</td>
<td>Data</td>
<td>Understand the Experiences and Opinions of Users</td>
</tr>
</tbody>
</table>
Early Career Medical Librarians’ Perceptions of Research Skills Needed in Order to Be Successful in Their Profession

Research questions and methods:

1) What research methods will be used?
   - Surveys (librarians) and Interviews (supervisors)

2) What is meant by “early career?”
   - Employed in a health sciences library for five years or fewer.

3) What types of librarians will be surveyed: hospital librarians, community college HS librarians, academic HS librarians, etc.?
   - Only academic health sciences librarians will be surveyed.

4) Who will be interviewed?
   - Five librarians who have supervised early career medical librarians in academic HS library settings.

Anticipated Outcomes:
1) Discover early career medical librarians’ perceptions of their research skills vs. what is needed, and how they bridge that skills gap.
2) Provide list of resources for librarians and supervisors that meet those needs.

References:
A Holistic Understanding of Depression in LIS Professionals is Lacking

Beyond the Books: Depression Awareness in LIS Students

Introduction
• 24% Yearly Prevalence of Mental Illness (Kessler et al., 2005b)
• 50% Lifetime Prevalence (Kessler et al., 2005a)
• COVID-19 Exacerbated Mental Illness Rates (Cullen et al., 2020)
• Public Libraries forefront of social services in community (Philbin et al., 2019)

Purpose of Study:
ASSESS what LIS students know about depression
THROUGH developing a cultural model of causes, symptoms, and information sources
FOR Understanding what LIS Professionals know about depression in public libraries

METHODS:
• Survey; Semi-Structured Interview
• Online; Video Conferencing
• Two Phases
• N = >30 individuals per phase evenly distributed across 3 LIS Masters Programs in Texas

Data Collection:
Phase 1: qualitative data, salience analysis
• Develop Relevant Terms

Phase 2: quantitative data, multidimensional scaling and cultural consensus analysis
• Develop Cultural Domains; Assess Cultural Model

References:

Kennett, Curtis.
University of North Texas Public Library Master’s Student
MLA RTI Program, 2021 Cohort
How Do Consumer Health Websites Talk about Autism?

Mary Catherine Ellis
Department of Information Science, University of North Texas, Denton, Texas

Background

Consumers often look to health information online, however, that information can often be of dubious quality [1]. Frequently, the information presented on consumer health websites is inaccurate and not based on evidence. This is especially problematic when these sites discuss conditions with unclear etiologies and no or few effective treatment options. Autism is a prime example of this phenomenon, as it is a condition that has both of these factors. Misinformation and disinformation are common in online spaces regarding Autism etiology and treatment [2]. It is further complicated by disagreements between parents, researchers, and self-advocates. Because of this confluence of factors, it is difficult for consumers to assess the quality of online health information about Autism.

Research Questions

1. What type of content (e.g., etiology, symptomatology) is included on these sites?
2. What is the quality of online information about Autism? Who creates these resources, and who is the target audience for these sites?
3. Do these sites discuss the etiology of Autism? If so, do they debunk the concept over vaccines?

Methodology

Sixty websites were found through searching for “autism” on three major search engines. Websites were included if they contained consumer health information about Autism, were not in a language other than English, were freely available, and were not a private or personal site. After applying inclusion criteria, the list was reduced to 29 sites. The top ten of those were selected for this project. These sites were then analyzed using the above criteria. These included information on:

- Type of content
- Audience
- Organization type
- Etiology
- Autism treatments
- Efficacy of treatments

Additional information about particular types of treatment and content were also recorded. Webpages were archived using the Internet Archive and screen captures.

Autism information is primarily targeted at parents, medical professionals, and educators wanting to learn about symptoms, treatment options, the causes of Autism, and related medical conditions.

Preliminary Results

The preliminary results of this study suggest several trends exist. For example, the majority of consumer health information online about Autism is targeted towards parents of autistic children. This is unsurprising given previous research on the topic, much of which focuses on parents’ information needs [3]. Other groups that will serve are clinicians, scholars, and education professionals. Similarly, the majority of consumer health information is about signs and symptoms of Autism, potential treatments, and etiology. The latter is expected due to the proportionality of misinformation regarding Autism and vaccines [2].

Future Directions

The next steps for this project will be conducting analyses from the remaining ten websites. I expect to find similar results from the remaining sources. This research has the potential to assist librarians and health care providers in referring parents and patients to accurate and science-based resources. Another consideration is collection development of libraries. Selecting books that provide evidence-based information is important for health care consumers. By choosing to acquire these books and other resources, libraries can ensure that they are providing adequate and accurate information.

References


For an accessible version of this paper, use the QR code to go to my website.
**Methods**

1. Searched Nexis Uni for global news coverage on predatory publishing, predatory conferences, and suitable synonyms.
2. Results were downloaded into 49 separate spreadsheets.
3. Content from the 49 Excel spreadsheets was gathered and consolidated into one master Excel sheet.
4. A first attempt review of the data commenced with duplicates being identified through hand sorting. Concerns about lingering duplicates led to creating a new master spreadsheet.
5. Used conditional formatting, duplicates were identified and removed.
6. Due to slight variations, duplicates persisted. A full review of the remaining results was conducted. More duplicates and mirrored stories (similar stories but published by different sources) were identified and removed.
7. A secondary review of the results was conducted.

**Data characteristics**

Content descriptors were utilized to organize the data. Five main topic categories were also identified. Data validation was then utilized to finalize and conform both descriptors and categories.

**Publication Types**

<table>
<thead>
<tr>
<th>Type</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td>246</td>
</tr>
<tr>
<td>Newsletters</td>
<td>116</td>
</tr>
<tr>
<td>Web Publications</td>
<td>39</td>
</tr>
</tbody>
</table>

**Total # of results retrieved from Nexis Uni search:** 692
**Total # of results collected from the Nexis Uni Excel files:** 2403
**Total # of duplicated results removed via conditional formatting:** 1766
**Total # of duplicated and/or mirrored stories removed:** 186
**Total # of remaining unique results for analysis:** 488

*30 journals & 47 magazines were included in the data after the deduplication process, although they were both removed.

**Initial Results**

Of the 381 stories pulled from newspapers, newsmagazines, and web publications (Fig. 2), 31.72% featured predatory publishing as the main topic. Interestingly, 38.58% of stories fell into the 'not the focus' category, meaning neither predatory publishing nor predatory conferences were a major focus of the story. The most common type of coverage (Fig. 3) was news stories, although other types were present in the data, including news releases, op-eds, and opinion pieces.

Since 2012, publishing trends (Fig. 3) show a steady increase in news coverage on the predatory scholarly industry. Of the represented years, 2018 had the most published news coverage. Geographically (Fig. 4), the country with the highest output of news coverage was India, followed by Canada and the US.

Although the predatory scholarly industry is a global phenomenon, many predatory publications tend to be based in India along with other developing countries. Notably, in 2018 both Canada and India experienced newsworthy events that involved the predatory scholarly industry. In Canada, a professor made headlines for being suspended by his university for publishing an article that implicated unnamed faculty from his institution for using predatory publications to advance their careers. In India, an investigation by The Indian Express revealed the prevalence of predatory publishing within the country. This led to multiple stories calling for change and a shift away from encouraging compulsory research for degree and career advancement.

**Notable Lessons Learned**

So much data
The Excel files from Nexis Uni were difficult to work with. It took longer than originally expected to consolidate the 49 sheets into one master.

Know your data
Due to the nature of the media, there were no abstracts. Individual summaries were created for each entry. This was extremely time-consuming and unexpected.

Know your tools
There were several Excel functions that I was unaware of when I began reviewing the data. Using conditional formatting to identify duplicates and data validation to assist with maintaining data conformity greatly assisted with the data review and analysis.

**Where’s your content analysis?**

It’s in progress! The intention is to have this component completed by the end of the summer. Preliminary thematic codes were assigned during the initial data review. Preliminary themes identified are:

- Institutional pressure for scholarly quantity rather than quality
- Misinformation dissemination
- Open access model's reputation has been misrepresented and disbelieved
Developing Validated Search Strategies to Find Interprofessional Education Studies in PubMed

Two PubMed search hedges were created to locate interprofessional education (IPE) studies: a narrow search with higher precision and a broader search with higher relative recall (sensitivity).

Rebecca Carlson, MLS, Sophie Nachman, BS, Lisa Zerden, MSW, PhD, Nandita Mani, PhD, MLIS

Results

IPE search hedges were created using combinations of keywords and MeSH terms, with each term tested for search performance. Search hedges were peer reviewed by a librarian and by a subject expert and then validated followed relative recall methodology. There were two best performing hedges: one with good recall/sensitivity and higher precision, best for efficient literature searching, and one with high recall and lower precision, for comprehensive searching.

Narrow IPE Search Hedge
- Recall: 82.7%
- Results: 6,466

Broad IPE Search Hedge
- Recall: 94.4%
- Results: 52,626

Implications

The narrow search hedge is better suited for quick information retrieval while the broad search hedge is better for a comprehensive literature search. Although the search hedges developed in this project focus on IPE broadly, researchers focusing on specific disciplines can tailor them to their context. Additional testing on these hedges will be completed before formal publication in a journal article.
**Background**

- Only 23 of the 64 accredited library science degree programs in North America have a health sciences/medical curriculum focus;
- There is a gap in skills and knowledge for those entering health sciences/medical library positions, especially in high-demand areas of evidence-based medicine and advanced searching

**Continuing Education (CE) Opportunities for Evidence-Based Medicine and Advanced Searching**

A number of very highly-regarded CE opportunities sponsored by academic institutions help address this gap, including:

- Evidence-Based Practice Workshop, Duke University
- Critical Appraisal Institute For Librarians (CAIFL), New York Medical College
- Evidence-Based Practice Institute at the University of Colorado Anschutz Medical Campus (2014-2019)
- Systematic Reviews Workshop, University of Michigan
- Designing Search Strategies for Systematic Reviews, Washington University
- Systematic Review Workshop: Nuts and Bolts for Librarians at the University of Pittsburgh (2009-2019)

**Is this model equitable for prospective attendees?**

- Events are offered only once or twice a year
- Limited enrollment makes registration extremely competitive
  - Pre-registration lists and/or lotteries help manage demand as fairly as possible
  - Events often sell out on the day registration opens
- Costs range from $100-$1500, with an average of around $500 per event
  - These costs do not include transportation/lodging for in-person events
- These barriers are even higher for individuals who do not have full financial and administrative support from their employer (or who are not yet/not currently employed)
- Some training moved online due to COVID, which reduced cost but came with the challenge of Zoom burnout

**Is this model sustainable for host institutions?**

- Events are offered only once or twice a year because they are very time- and resource-intensive for the host institutions
- Multiple individuals either providing instruction or logistical support for the events can put pressure on normal day-to-day operations at the host institution
  - This includes the often invisible work of planning and preparation
- Additional instruction staff (contracted from other institutions) are sometimes needed to provide a full teaching faculty
- Compensation for the event-related work can be complex
  - Monetary: regular salaries; stipends (if allowed)
  - Non-monetary: service credit toward annual plans, promotion/tenure, or AHIP
Mental Health First Aid (MHFA) in Libraries
Mary Margaret Thomas
Emporia State University, SLIM

Background
- Mental Health First Aid (MHFA) training is a standardized educational workplace training that teaches and educates lay people about mental health conditions and is taught by certified instructors.
- Medical and public librarians give out health information to their communities.
- COVID highlighted and exacerbated behavioral health conditions.

Research Questions
- Would MHFA training be sufficient for librarians to create their own mental health resources?
- How are librarians using their MHFA training?
- Are librarians (public or medical) creating mental health resources for their communities?
- What are the benefits and remaining gaps of MHFA training?

Demographics
Type of Library

<table>
<thead>
<tr>
<th>Type of Librarian</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>48%</td>
</tr>
<tr>
<td>Public</td>
<td>52%</td>
</tr>
</tbody>
</table>

Themes
- Participants learn ALGEE action plan (Assess, Listen, Give, Encourage, and Encourage).
- MHFA training manual terrific resource.
- De-escalation techniques for crisis situations.

Skills Training
- Improved listening skills.
- Advanced understanding of patrons’ needs.
- Elevated non-judgmental behavior.

Build Better Relationships
- Brought mental health as a topic to the forefront and created relevant discussions.
- Created increased empathy/compassion for people experiencing mental health conditions.

Greater Awareness for Mental Health
- Facilitates conversations between supervisors, employees, and colleagues.
- Used for professional and personal mental health conversations.
- Increased professional confidence regarding mental health information.

Conclusions
- No matter the type of library, MHFA training is beneficial.
- Increases Mental Health Literacy.
- Gives participants an educated language to talk about mental health issues.

Acknowledgements
RTI Blue Group, RTI Student Group, Shanda Hunt, Emily Vardell, Susan Lessick, Ying Zhong, Kevin Thomas, Boulder Labs Library, and Daniel Draper.

Participant Quotes
- "MHFA is like First Aid or CPR but for mental health."
- "Everybody (all librarians) should take this training!"
- "Mental health is no longer a mysterious thing."
- "Made me feel more comfortable addressing mental health issues."

Increased Mental Health Literacy

Type of Librarian

<table>
<thead>
<tr>
<th>Type of Librarian</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Public-Facing</td>
<td>15%</td>
</tr>
<tr>
<td>1/2 Public-Facing</td>
<td>20%</td>
</tr>
<tr>
<td>Fully Public-Facing</td>
<td>65%</td>
</tr>
</tbody>
</table>

6 out of 7 librarians saw increased professional confidence after MHFA.
Achieving the Educational Mission: Are Connecticut school nurses valued?
Janene Batten, EdD, MLS

Purpose
This doctoral research study sought to understand how working in the educational environment impacts the school nurse’s ability to convey the value of their contribution to the K-12 educational mission.

Background
The mission of K-12 education is to graduate students to lead healthy and successful lives.

Research shows strong connections between students’ health and their academic achievement (Best et al., 2018; CDC, 2022; Michael et al., 2015).

As the bridge between healthcare and education, the school nurse has a shared stake in the educational mission and student’s academic achievement by ensuring students are healthy and ready to learn.

Nevertheless, individuals in the educational environment often do not value that school nurses are integral to the educational mission (Kruger et al., 2009).

Methods
Interviews with 14 Connecticut school nurses identified the knowledge, motivation, and organizational (KMO) influences affecting their ability to convey how their role in the educational environment contributes to furthering the educational mission.

Key Finding
School nurses’ willingness, passion, and compassion is the motivation that drives them to be an effective nurse which implicitly conveys their value.

However, they need to deliberately take a leadership advocacy role to explicitly help administrators connect the value of their position to the educational mission.

School administrators do not always recognize the significance of the school nurse’s role in coordinating students’ well-being as a critical factor in their learning ability.

School Nurses said

“I understand [the principal] has to think about his budget numbers ... but in the other hand if you’ve got to pay for me for half an hour, it’s not a ton of money. Right? So, quality of care would be there ...”
- Nurse Carter

“Prior to COVID-19 we were not a huge part of the decision-making process in the community ... we were kind of an afterthought ... it’s not like I am part of a group ... I was like the last to know.”
- Nurse Hansen

“Developing a good working relationship with administrators in your building [ensures] they appreciate what you come to the table with because they, like many people, have no idea what school nurses do.”
- Nurse Swain

Recommendations
1. School administrators must ensure that nurses and nurse supervisors have an advocacy platform to convey their value as indispensable to the educational mission.

2. School nurses and nurse supervisors must believe they can advocate for workload conditions that promote greater job satisfaction and decrease burnout, ensuring adequate and safe student health care.

3. School nurses and nurse supervisors must develop self-advocacy skills to ensure administrators hear why inclusion of their expertise is indispensable for meeting the educational mission.

Conclusion
By empowering school nurses with advocacy skills coupled with an advocacy platform, they can explicitly connect the value of their role as essential to the educational mission.

When school administrations empower school nurses with an advocacy platform, they recognize the value their professional role plays as essential partners ensuring student health and wellness as a precursor to effective learning.

References


Authors
Janene Batten, EdD, MLS
2018 MLA Research Training Institute Fellow
Research and Education Librarian for Nursing
Harvey Cupach
John Hay Whitney Medical Library
Yale University
janene.batten@yale.edu

Acknowledgements: Dana Haugh, MLS, Poster design
Abstract
This paper presents the development of a model that correlates institutional investment in libraries to the return on investment (ROI) of the investment. The model takes into account the budgeting, spending, and ROI parameters to identify the best investment strategy for libraries.

Introduction
Health sciences libraries have been facing significant budget cuts in recent years. The model developed in this paper aims to assist libraries in determining the optimal budget allocation to maximize the ROI of their investments.

Methods
The model was developed using data from a sample of 50 libraries. The data was analyzed using statistical methods to identify the key factors that influence the ROI of library investments.

Results
The model showed that libraries that made significant investments in electronic resources and staff training had a higher ROI compared to those that did not.

Discussion
The model can be used by libraries to make informed decisions about their investment strategies. The findings can also be used to advocate for increased budget allocations to libraries.

Future Work
Further research is needed to validate the model using a larger sample of libraries.

Acknowledgments
The authors would like to thank the library directors and staff for their contributions to this project.
The median Altmetric Attention Score for all OA models is **50% higher** than for closed articles.

* AAS = 3 (OA) vs. 2 (Closed)

Figure 1. This density map shows the distribution of distinct (i.e., 1 instance of each numeric score) Altmetric Attention Scores by publishing model. Brighter yellow indicates a cluster of closely spaced scores. While Closed has several high outlier scores, the majority are clustered between 0-50. The median and mean for articles in each group have been included for further comparison between publishing models. An extreme outlier with a score of 3,198 has been excluded from the Green group.

Table 1. This table displays the percentage of articles receiving an AAS of 0 (zero, aka no attention) for each publishing model.

<table>
<thead>
<tr>
<th>Publication Model</th>
<th>% Records with AAS of 0 (zero)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid</td>
<td>5.9%</td>
</tr>
<tr>
<td>Bronze</td>
<td>6.5%</td>
</tr>
<tr>
<td>Green</td>
<td>8.8%</td>
</tr>
<tr>
<td>Gold</td>
<td>6.3%</td>
</tr>
<tr>
<td>Closed</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Figure 2. The bar chart shows average number of citations per article for each publishing model from two sources: Dimensions (green) and Scopus (orange).
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey Sterling</td>
<td>Plain Language Survey Development: Small Changes, Big Impact</td>
</tr>
<tr>
<td>Carmela Preciado</td>
<td>Qualitative vs. Quantitative Research: A Case Study of First-Generation Immigrant Interviews</td>
</tr>
<tr>
<td>Mary Roby</td>
<td>Early career medical librarians’ perceptions of research skills needed in order to be successful in their profession</td>
</tr>
<tr>
<td>Curtis Kennett</td>
<td>Beyond the Books: Depression Awareness in LIS Students</td>
</tr>
<tr>
<td>Mary Catherine Ellis</td>
<td>How Do Consumer Health Websites Talk about Autism?</td>
</tr>
<tr>
<td>Jillian Silverberg</td>
<td>Predatory Publishing &amp; Conferences in popular news media: Preliminary results from a content analysis of global newspapers &amp; newswires from Nexis Uni.</td>
</tr>
<tr>
<td>Rebecca Carlson</td>
<td>Developing validated search strategies to find interprofessional education studies in PubMed</td>
</tr>
<tr>
<td>Nina McHale</td>
<td>Sustainable and Equitable Professional Development Opportunities for Health Sciences and Medical Librarians</td>
</tr>
<tr>
<td>Mary Margaret Thomas</td>
<td>Mental Health First Aid (MHFA) in Libraries</td>
</tr>
<tr>
<td>Janene Batten</td>
<td>Achieving the educational mission: Are Connecticut school nurses valued? (A doctoral study)</td>
</tr>
<tr>
<td>Doug Varner</td>
<td>Library Return-on-Investment: Model Correlating Institutional Investment in Libraries with Grant Income.</td>
</tr>
<tr>
<td>Jess Newman</td>
<td>The Impact of OA on Altmetric Indicators</td>
</tr>
</tbody>
</table>