RESEARCH TRAINING INSTITUTE
2022 Virtual Poster Presentations 2
MLA '22 vConnections, May 11, 2022
(Education and Information Behavior Focus)

Host: Susan Lessick, AHIP, FMLA, University of California, Irvine (RTI Project Director)

Moderator: Jodi Philbrick, PhD, AHIP, University of North Texas-Denton (RTI Faculty)

Presenters

Lauren Adkins, AHIP, University of Florida
Gary Atwood, University of Vermont-Burlington
Seema Bhakta, AHIP, Providence St. Vincent Med Ctr
Cindy Gruwell, University of West Florida
Elizabeth Kavanaugh, AHIP, Geisinger Health, Danville, PA
Stefanie Lapka, AHIP, University of Houston

Jim McCloskey, Wilmington University
Shawn Steidinger, AHIP, University of Utah
Julia Stumpff, Indiana University
Elaina Vitale, Dartmouth College
Kristin Whitman, Idaho State University-Pocatello
Xou Le Va Vang, AHIP, Chicago School Prof Psych

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

- RTI Welcome, Sponsors, Program Staff & Fellows
- (11:10 am -12:10 pm Central) Fellow Poster Presentations
  - Cindy Gruwell
  - Julia Stumpff
  - Kristin Whitman
  - Gary Atwood
  - Jim McCloskey
  - Elizabeth Kavanaugh
  - Elaina Vitale
  - Shawn Steidinger
  - Lauren Adkins
  - Stefanie Lapka
  - Seema Bhakta
  - Xou Le Va Vang
- (12:10-12:30 pm Central) Questions from audience
- Adjourn (12:30 pm Central)
Support from Partners & Donors

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)

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

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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

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• Barry Grant, MLA Director of Education
• Debra Cavanaugh, MLA Director of Professional Development

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- Alicia Lillich, Dykes Library, University of Kansas Medical Center–Kansas City
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- Rebecca Roth, Medical Library, Herbert Wertheim College of Medicine, Florida International University–Miami
- Elizabeth Suelzer, MCW Libraries, Medical College of Wisconsin–Milwaukee
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- Whitney A. Townsend, Taubman Health Sciences Library, University of Michigan–Ann Arbor
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- Natasha Williams, AHIP, Harriet F. Ginsburg Health Sciences Library, University of Central Florida–Orlando
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- Mary-Kate Finnegan, AHIP, California State University, Sacramento, CA
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- Andy Hickner, Weill Cornell Medicine, New York, NY
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- Elizabeth Kavanaugh, AHIP, Geisinger Health, Dallas, PA
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- 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!
Research on Education & Information Behavior
Faculty Perception of Research Support & Services

Cindy Gruwell, Asst. Librarian, Coordinator of Scholarly Communication
John C. Pace Library, University of West Florida

INTRODUCTION

Librarians have long been known for the support they provide to students, faculty, and staff. Over time their support of faculty has grown with changes in technology and approaches to research. (Milson & Hudson-Vitale, 2010). Depending on the relationship with their librarian liaison, faculty may collaborate at the beginning of their research, that is the inception of an idea to presentations in conferences and publications.

The question of what type of library service and support are available during the research process varies. Libraries Carnegie scores range from Research 1 to comprehensive universities with M status which serves as an indicator of their overarching depth of research. Whether static or in the process of growth, librarians work at supporting all disciplines in varying degrees and results (Sabbay, & Shoah, 2019).

An important element of library liaison work is to understand research needs and proactively plan for changes in processes and technology. In a sense to build relationships by being ahead of the game (Phillips & Campbell, 2013). This work is important for librarians at the University of West Florida (UWF) and across the country.

AIM

The aim of this research is to interview a variety of faculty in order to develop a clearer picture of faculty's perception of research support and their awareness of the role of library liaisons. By focusing on the Ushka Kundo, MD College of Health and the department of Biological Sciences, this research provided an insight on the perceptions and interactions with the library and its liaisons. I wanted to learn how they used the library and if they had ever worked with a library liaison.

METHOD

This research took a constructivist grounded theory/qualitative approach to explore faculty perception of research. IRB approval was sought, received, and required signed agreements allowing for recording of interviews, although only the audio component was needed for coding purposes. All College of Health and department of Biology faculty were considered for participation with 10 individuals identified by a random drawing using wheelofnames.com. F2F or Zoom interviews were offered to the selected faculty and conducted by the library liaison at their convenience.

After receiving IRB approval, faculty were contacted in order to determine availability for a 20-30 minutes interview. All interviews were conducted in a two-month period with no complications. Shortly afterward the audio was extracted from the video, with a text transcript created by Paraphr. This text was used for coding along with notes taken during the session.

The audio transcripts had an initial reading with possible themes noted. Tagette, a free open source coding tool, was utilized to do a more in-depth study of the individual questions. It was hoped that the initial overarching themes from the first reading would be confirmed. Once the coding was completed, each question was analyzed for the number of mentions (individual comments during the interview), common answers, and relevant themes. The data was then placed in Google Sheets to assist in analyzing data and assessing the breadth and depth of interview answers.

RESULTS

While a few interview questions received yes/no answers, the majority solicited diverse faculty responses. Most faculty had recently completed or had ongoing research, some of which are collaborations with peers from other academic or research institutions. Two faculty noted that their primary academic work takes place in clinical settings. There were eight questions in total with four being the most informative. The most important focused on how faculty stay current in their discipline, data management experience, library liaison activities, and thoughts about information in the future. (Figure 3).

Staying current along with exploring journals for publication received the highest library interaction responses. (Figure 2) Databases, journals, and the library itself accounted for 90% of general library use. In addition, access to journals is critical to determining the best journals for publishing (Figure 2).

Another area of importance focused on the collection of data and its management. While faculty preserved their data, there is no formal system and some data is at risk of being lost (Figure 2)

CONCLUSIONS

This qualitative research project provided a snapshot of faculty perception of research support in the library. The responses to the interview questions contributed excellent insights into their viewpoints which in turn can exist in developing library support and services. While face-to-face interviews were preferred, all chose to use Zoom which served the purpose well.

The findings clearly indicated that faculty use regularly use library resources with most having engaged with the library liaison for both research and teaching support. The responses to questions were varied and provided substantial feedback. The most surprising finding was the lack of a consistent data capture process. With one exception, all data is held locally on desktops or in Google Drive and are only shared in articles and presentations.

Participants from the College of Health and Department of Biology were the focus of this study and as such are not representative of the entire university. However, based on the results further interviews of faculty from all disciplines is encouraged in order to capture diverse perspectives of library support and to develop future services and programming.

Finally, faculty were asked about the future prospects for information. There were concerns that ranged from Info overload to Insecure data. (Figure 3). Most notably there seems to be an infodata fatigue that will persist well into the future.

Figure 1 Staying Current

Figure 2 Data Management

Figure 3 The future of information
The scholarly activity of GME trainees: Early stages of a research project analyzing publication patterns

Julia Stumpff, MSLIS, Ruth Lilly Medical Library
Indiana University School of Medicine, Indianapolis Indiana

**Background**
- Early stages because:
  - Wanted research to be useful
  - Hoped to complete a value study examining library workshops
  - Determined project not feasible

**New Project**
- Pivoted to new project
  - Identified potential research projects
  - Asked supervisor for input
  - Discussed ideas with mentor
  - Ascertained a partner for project
  - New project: GME Trainees' publication patterns

**Information Gathering**
- Fall - Winter 2021-2022
  - Literature Reviews:
    - Unfamiliar with this literature and not sure what kind of study to conduct
    - Performed three additional literature reviews using different keywords
  - Stakeholder Input: Interviewed three potential stakeholders

**Research Plan & IRB**
- Spring 2022
  - Ruled out qualitative component.
  - Determined data to collect
  - Will soon apply for IRB – anticipating exempt status

**Data Collection & Analysis**
- Summer – Fall 2022

**Disseminate**
- 2023

[Data Collection]
- Number of publications
- Year of publication
- Publication type
- Publication journal title
- Year trainee started
- Year trainee graduated
- Authorship position
- Articles cited within publication

Created with Datavizr

QR code for poster
INTRODUCTION

Although self-efficacy is often measured as a subjective indicator of the success of information literacy instruction (Mahmood, 2017), there is limited information about whether awarding badges for completed IL self-guided tutorials would increase learners’ IL self-efficacy, although a theoretical rationale for badges and self-efficacy has been proposed (Hodges & Harris, 2017).

To correspond with the ISU library’s planned introduction of an information literacy badge program in the Moodle learning management system, a literature review was undertaken on the topic of badging and information literacy (IL) self-efficacy.

METHOD: SURVEY DESIGN

- Performed a literature search for a validated information literacy self-efficacy measure
- Identified 22 possible survey instruments, most of which were previously identified by Mahmood (2017)
- Reviewed instruments for alignment with ISU module learning objectives
- Determined existing validated instruments were not adequate
- Designed new survey, attempted to determine validity and reliability

<table>
<thead>
<tr>
<th>Content validity</th>
<th>Expert review</th>
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<tr>
<td>Face validity</td>
<td>Cognitive interviews</td>
</tr>
<tr>
<td>Reliability</td>
<td>Cronbach’s alpha</td>
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</tbody>
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METHOD: EXPERIMENTAL DESIGN

The experiment was conducted within three sections of ISU’s LLIB-1115 introduction to Information Literacy. All students within each course were required to complete five ResearchPath Information Literacy modules as part of normal educational practices. Each module consists of a self-paced interactive HTML5 tutorial, and a 10-question quiz.

Consenting students were randomized into two groups within each section of the course. The control group took ResearchPath modules without being awarded badges. The treatment group, upon passing ResearchPath quizzes, were awarded badges automatically in Moodle.

DATA ANALYSIS AND RESULTS

Out of the three combined course sections consisting of around 60 students total, 21 students in the Control group and 21 students in the Treatment group earned passing grades on all five ResearchPath quizzes and completed the Information Literacy Self Efficacy survey.

Microsoft Excel’s statistical package was used to run a two sample T-test assuming unequal variances comparing the results of each question between the control group and treatment group. After a Bonferroni correction was applied, the alpha for statistical significance was 0.0036.

A statistically significant difference was found for only 1 of the 14 questions, where the control group was found to have a higher self-efficacy rating than the treatment group.

The question was “Q1. I feel confident that I can select appropriate sources for college-level research.” The p value was 0.0019 in favor of the control group.

DISCUSSION AND CONCLUSION

The investigators struggled to locate clear and easy to follow information about how to validate a survey instrument. They also struggled to secure a sample size large enough to produce statistically meaningful results and they did not do any calculations related to statistical power. While the result favoring higher self-efficacy in the control group is intriguing, this research question needs further study.

REFERENCES


Acknowledgements

The researchers would like to thank Kevin Whitman for providing statistical expertise, and members of the RTI’21 Yellow cohort: Emily Vardell (advisor), Christi Piper, and Maggie Shawcross for their support.
Scaffolding Information Literacy Skills Across the Undergraduate Nursing Curriculum: A Survey of First Year Students’ Information Literacy Skills

Gary S. Atwood, M.A., M.S.L.I.S.

OVERVIEW

Background
- Undergraduate (UG) students are trained in evidence-based practice (EBP) as a part of their Bachelor of Science in Nursing (BSN) program (AACN, 2021, p. 18).
- Information literacy (IL) skills are an essential component of EBP (Ghoor, 2001, p. 16).
- Research suggests new nurses do not retain many core IL skills (White, 2016, p. 16).
- Instruction-based instruction may be one cause: ignores existing experience, sets negative tone, promotes one-size-fits-all mentality.
- Project Goal: provide nursing faculty with a recommended sequence of IL skills that will increase comprehension and retention.

Theoretical Framework
- Strengths-Based Learning (SB/PS) (Pohlova-Baklanova, Lankar, Cox, & Kovacevic-Waidinger, 2019) recommends:
  1. Assessing each student to identify existing skills/knowledge
  2. Reinforcing existing skills/knowledge to gain expertise
  3. Introducing new skills/knowledge by building on established skills/knowledge
  4. Adjusting instruction to match each student’s level of mastery – students will learn and progress at different paces.
  5. Conducting ongoing formative assessment to gauge understanding and application.

Because initial assessment of each individual student can be cost prohibitive and time consuming, only a subset of first year nursing students will be included in this study.

Research Question
What sequence of IL skills across the four-year BSN program will be most effective in terms of boosting comprehension and retention among US nursing students?

RESEARCH METHODOLOGY

Content Analysis:
A method of analyzing the contents of documents that uses quantitative measures of the frequency of appearance of particular elements in the text. The number of times a particular item is used, and the number of contexts in which it appears, are used as measures of the significance of particular ideas or elements in the document” (Scott, 2006, p. 2)

RESEARCH PROTOCOL

IL Skills Inventory
- Based on ACRN’s Information Literacy Competency Standards for Nursing (2013)
- Original set of standards edited to remove skills that pertain only to practicing nurses, were redundant, or incompatible with interview format.
- Original set: 5 standards | 2 performance indicators | 138 IL skills.
- Final set: 5 standards | 18 performance indicators | 49 IL skills.
- Operational definitions written for each skill for consistency.

Interview Design
- PI will interview each student individually.
- Students read protocol and sign release to participate.
- Location: Dana Medical Library conference room.
- Duration: 45-60 minutes with 5-minute break.
- Students can withdraw at any time.
- All interviews recorded with iPhone, recording Ctral voice recording app + digital voice recorder for backup.
- Interview divided into 3 sections:
  - Section 1: “defines research”
  - Section 2: encourages students to reflect on past research projects for context when answering questions.
  - Section 3: “Probe for knowledge of specific IL skills.
- Handouts illustrating certain IL skills (e.g. Boolean) are provided.
- Goal is for students to self-identify that they are aware of, and practice, specific IL skill - not to measure proficiency.

Recruitment
- First year, undergraduate, nursing students.
- Target number of interviewees: 10-20.
- Methods: 2 direct emails spaced 3 weeks apart, recruitment notice published in college newsletter.
- Compensation: all participants entered into drawing for $75 gift certificate – winner chosen at random.

Data Analysis
- Audio files auto-transcribed by Otter app - transcripts then manually checked against original audio to ensure accuracy.
- Audio files and transcripts stored in password protected folder on UVa’s secure network – student names are not associated to ensure confidentiality.
- Transcripts scored using rubric containing all 49 IL skills:
  - Yes/Not prompted – student self-identified the skill when asked this general question.
  - Yes/Prompted – student identified the skill after being asked follow up question(s).
  - No – student did not indicate familiarity with specific skill.
- PI will score all interviews.
- First set of 3-5 interviews will be scored by another librarian, results compared, and any identified problems with the rubric will be corrected to increase inter-rater reliability.
- PI will review scores, identify themes, and create suggested sequence of IL skills.

DISCUSSION

Results
- None to date - unable to recruit any students in first attempt.

Personal Reflections
- Better understanding of difference between research topics and research questions.
- Higher awareness of the connection between study goals and methods.
- Greater appreciation of how difficult it is to recruit subjects.

Next Steps
- Second attempt in Fall 2022 semester.
- Expand recruitment strategy - direct appeal in relevant classes.
- Explore feasibility of adjusting protocol to focus on sophomore students - easier group to access.
- Update relevant sections of research protocol with IRB.

REFERENCES


Perceptions of an evidence-based practice (EBP) course on DNP & MSN students’ attitudes, professional network support, self-efficacy, and implementation of EBP in the workplace

Jim McCloskey, Ed.D.

INTRODUCTION
This study was designed to measure the perceptions of DNP & MSN students about their intention to use evidence-based practice in the workplace.

RESEARCH QUESTION
What are the perceptions of DNP & MSN students enrolled in research courses and those working on their DNP dissertation project about their attitudes toward EBP, perceived support from their professional network, self-efficacy, and implementation of EBP?

LITERATURE
Moore, E. R., Watters, R., & Wallston, K. A. (2019). Effect of Evidence-Based Practice (EBP) Courses on MSN and DNP Students’ Use of EBP. Worldviews on Evidence-Based Nursing, 16(4), 319-326.

HYPOTHESIS
Student perception about their attitudes toward EBP, professional network support, and self-efficacy impacts their intention to implement EBP in their clinical setting.

DEMOGRAPHIC DATA
N=28 AVERAGE AGE – 43 AVERAGE YEARS NURSING WORK EXPERIENCE – 17 54% WORK IN HOSPITALS

THEORETICAL FOUNDATION

ATTITUDE toward behavior

Subjective Norm

Perceived behavioral control

METHODS
A convenience sample of 67 MSN and 40 DNP students enrolled in Wilmington U. EBP courses was invited to participate in December 2021. Survey Instrument (Watters, Moore, & Wallston, 2016)
Four subscales —
• Attitudes toward EBP (six items)
• Support from the student’s professional network (five items)
• Self-efficacy regarding utilizing EBP in the clinical setting (nine items)
• Behavioral performance (eight items)
• The instrument also contained questions about demographic information.

DATA ANALYSIS

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>CRONBACH’S ALPHA</th>
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<td>SELF EFFICACY</td>
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<td>BEHAVIORAL IMPLEMENTATION</td>
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<td>ATTITUDE</td>
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<tr>
<td>NETWORK SUPPORT</td>
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<td>2.73</td>
<td>6</td>
</tr>
</tbody>
</table>

RESULTS - ATTITUDE
I believe that I can search the literature to find the best evidence to answer a clinical problem...
I believe that critically appraising research studies is an important step in the evidence-based decision making process...
I believe that evidence-based clinical practice guidelines/protocols improve patient care...
I believe that clinical study design is important in selecting articles to review in keeping up to date...

RESULTS - SELF EFFICACY
I feel confident about my ability to critically appraise a research article...
I feel competent and confident using integrative expert systems...
I feel the need to decrease time wasted in trying to find reliable online resources...
I have the skills needed to conduct a comprehensive literature search online to support clinical management problems...

RESULTS - NETWORK SUPPORT
I feel the need to develop collaborative professional relationships in the evidence-based practice environment...
I can benefit from a professional network...
I use professional networks to support my practice...

RESULTS – BEHAVIORAL IMPLEMENTATION
Survey data show —
• strong positive attitudes about the importance of EBP
• high levels of confidence in their ability to search and critically appraise the literature.
• nearly half of respondents have difficulty understanding statistical analyses
• uncertainty about organizational support for performing research or developing a PICO question
• Low level of actual EBP activity

DISCUSSION
Data suggest that students may need additional content in their curriculum regarding organizational barriers and translation strategies to help them utilize the skills and knowledge gained in EBP courses to become EBP leaders and mentors in their clinical practice settings.

WILMINGTON UNIVERSITY
Information Literacy, Occupational Adaptation, and Evidence-Based Practice Research: Opportunities to Partner in Librarianship and Occupational Therapy

Elizabeth B. Kavanaugh, MSLIS, MSCHI, AHIP; Dr. Jennifer Rugletic Washko, OTD, OTR/L

ABSTRACT

The goal of this survey study was to answer the research question: If a Health Sciences Librarian and an Occupational Therapist (OT) deliver instruction on evidence-based practice (EBP) and information literacy (IL), which topics would have the most meaningful impact on OTs’ professional practice and reasoning? While participants from the target population of OTs (n=12) scored positively on the Relative Mastery Scale (RMS) as already feeling effective/efficient/satisfied with EBP in their daily tasks and duties, the results of the Evidence-Based Practice Confidence (EPIC) Scale and Information Literacy Self-Efficacy Scale (ILSES) indicate areas where additional instruction would be most beneficial to study participants.

INTRODUCTION

• This research lays the groundwork for partnered instruction by an OT/Librarian dyad to improve occupational adaptation (OA) to EBP research, where the theory of OA provides a framework for overcoming occupational challenges.
• Occupations are the meaningful and purposeful tasks that we do in our daily life, i.e., the occupation of becoming more proficient EBP practitioners.
• Integrating EBP into daily professional practice and reasoning may be an occupational challenge for some OTs.
• In order to determine this, OA uses an assessment called Relative Mastery.

METHODOLOGY

• Inclusion Criteria: Adults who self-identify as practicing or retired occupational therapists, or those considering a post-professional degree in Occupational Therapy, aged 18-89.
• Recruitment: SurveyMonkey distribution on occupational therapy-related listservs, social media, and word-of-mouth.
• Incentive: A landing page containing curated, open access content on EBP.
• Enrollment: Fourteen participants; two incomplete data sets were removed.

CONCLUSION

• Positive responses to OA through the RMS indicate that participants have been working to more fully integrate EBP into their daily tasks and duties, but still do not feel completely effective/efficient/satisfied in their abilities.
• In response feeling competent and confident in their EBP or IL abilities, the EPIC/ILSES assessment results indicate:
  • 62% of responses demonstrate participants’ agreement on strong agreement (37/45 questions)
  • 17% of responses demonstrated participants’ neutral, disagreement, or strong disagreement (8/45 questions)
• The eight topics of neutral/disagreement/strong disagreement will form the framework for future partnered instruction and research.

DISCUSSION

• Statistical significance cannot be drawn due to the small participation size of this study and the results should not imply generalizable knowledge.
  • 66% of participants were aged 40-59
  • 25% obtained Doctorate degree
  • 25% Hospital setting, 25% School setting

SUPPLEMENTAL MATERIALS

• Appendix
• OT/EBP Research Study Landing Page
• References
EVALUATING AN EVIDENCE-BASED MEDICINE EXPOSURE FOR MEDICAL STUDENTS
Elaina Vitale / elaina.j.vitale@dartmouth.edu

FRAMEWORK
Every second-year medical student meets with librarians in small groups for a
standardized introduction to PubMed, searching, and PICO. Our objectives are for
students to:

1. Conceive of a clear question
2. Identify an original research article
3. Read the article and use it to complete the review template

WHAT IS CAPTURED NOW?

Initial Question about a Potential Intervention (what you set out to research)

Search strategy (topic & pasted search string, or a description of what you did)

PubMed records your search history and retains it for 6 hours. Go to the
Advanced page and copy the search you used to find your article from the History and Search Details section. If you took any
additional steps (e.g. looking at citing articles or similar articles), then
describe those as well.

Citation (suggest asking for citation format at your
librarian meeting)

In the Abstract view, PubMed has a Cite button which produces
citations in a variety of formats. AMA is appropriate for this
assignment.

Research question (for the paper you’ve selected)

Including Patient / population, Intervention / experiment, Control/companion, Outcome of interest (PICO).

WHAT WE’VE MISSED?
Baseline pre-session assignment gauging student knowledge of:
• PICO
• PubMed (search basics, Medical Subject Headings)
• Introductory critical appraisal

Post-session assignment gauging student knowledge of:
• PICO
• PubMed
• Critical appraisal

Pre/post will allow us to gauge our success as instructors and gauge student comprehension of EBM fundamentals.

NEXT STEPS
Answer our research question: what is the impact of a librarian-led
session on acquiring evidence-based knowledge among second year
medical students?

1. Conduct pre-session assignment
2. Small group librarian led-sessions
3. Conduct post-session assignment
4. Grading norms session
5. Gauge inter-rater reliability
ACADEMIC LIBRARIAN INVOLVEMENT IN HEALTH LITERACY EDUCATION EFFORTS IN NORTH AMERICAN POSTSECONDARY INSTITUTIONS

As a participant in the 2021-2022 MLA Research Training Institute, the purpose of my study is to determine what roles academic librarians play in the health literacy education of the adolescent and young adult (AYA) students at their institutions. I will develop and distribute an electronic survey to academic librarians whose institutions participate in the ACRL Academic Library Trends and Statistics Survey, and I will analyze the data using both descriptive and inferential statistics. The findings from this study can inform best practices for delivering health information outreach/health literacy education (HIO/HLE) in the academic library setting.

SHAWN STEINDLER, MLS, AHP
SPENCER S. ECCLES HEALTH LIBRARY, UNIVERSITY OF UTAH

STUDY POPULATION:
My study population consists of academic librarians from two-year institutions of higher education which participate in the ACRL Library Trends and Statistics Survey.

Data from the survey is submitted into the Benchmark tool. One component of the tool is called IPEDS, or Integrated Postsecondary Education Data System, and a query submitted to this database has resulted in a list of institutions that I will contact via email.

METHODOLOGY:
In this qualitative research study, I am using a survey based on one used by Lucy Duhon & Jodi Jameson for a similar study which focused on academic librarians in four-year colleges and universities.

The Duhon/Jameson study looked at health information seeking behavior patterns and whether or not different types of libraries participated in HIO, looking at the "WHY". My study is intended to look at the "HOW" of HIO/HLE delivery.

RESULTS/FINDINGS
The results of my study are intended to illuminate the methods used to deliver education, how these activities are assessed for success, and what activities can be shared with other librarians to draw upon and scale up or down for their student & community populations.

THE JOURNEY SO FAR...
My research topic has evolved since my initial submission to MLA-RTI:

<table>
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<tr>
<th>Where I started:</th>
<th>Where I am now:</th>
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<tr>
<td>&quot;The research question that I would like to answer: Introduction, Part 1. In a pilot population of young college students, which of three options is the most effective intervention to improve their level of HL? A. Live synchronous instruction: partnering with instructors/school nurses/medical practitioners and co-teach college classes/workshops or B. Live synchronous instruction: partnering with students in a &quot;teach-the-teachers&quot; fashion. Who then go on to teach their peers? Or C. Asynchronous instruction at the student’s own pace with check-ins and follow-up sessions with a medical librarian.&quot;</td>
<td>then reality set in...</td>
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I will survey academic librarians in 2-year institutions to see if and how they deliver health literacy education (HLE) and health information outreach (HIO) to their student populations. From those who do participate in such activities, I will ask which methods and activities have been successful or not in order to determine best practices that can be shared with other librarians.

CONCLUSION
In the Duhon/Jameson article, the authors mentioned that two-year institutions were not part of their study population, but should be included in future research - this is the information gap I intend to fill.


RELATED CITATIONS


The Impact of Critical Library Instruction in Health Science Center Libraries' Workshops
Lauren E. Adkins, MLIS, AHIP

Critical Library Instruction
Critical library instruction is the opportunity to encourage critical consciousness among students regarding various diversity, inclusion, equity, and social justice topics.

... "resists "banking" education (teachers depositing knowledge into passive students); develops "critical consciousness" in students and teachers" (Freire 2000; Emborg 2012)

Research Question
What is the impact of health care disparities on maternal and infant health for African American women?

Objective
Investigate the impact of incorporating critical library instruction theory, practices, and pedagogy in academic health science center libraries' instructional workshops.

Methods
- Literature search was conducted on the use of critical library instruction in library instruction for the health sciences
- Research question was developed that highlighted a health disparity. Used supplemental statistics to highlight the importance of the research question
- Post-instructional survey was created and approved through IRB
- In the process of collecting data

Post-Instruction Survey
- A voluntary post-instruction survey using Likert scale and free-text responses within Qualtrics, sought to reveal if the research question affected the students’ learning experience
- Survey Administered in Five Instructional Sessions
  - How to Search PubMed (2 Classes)
  - Introduction to Web of Science
  - How to Use Mendeley and How to Use Zotero (2 Classes)

Survey Questions
1. The database search example influenced my ability to focus and connect with the concepts being taught.
2. The database search example helped me contextualize and understand the skills taught in this workshop.
3. Please select your level of awareness about the database search example topic prior to this session.
4. The workshop increased my awareness and knowledge of the topics that were used in the database search example
5. I would like to see similar database search examples used in future workshops.
6. The database search example discussed today were relevant to my job duties, learning, and/or research.
7. How satisfied are you with today's training?
8. Please share any additional thoughts about the class (free-text response)

Future Plans
- Continue research project through the end of 2022 to gather more data for analysis.
- Write up findings and submit manuscript for publication.
Exploring Social Justice Concepts in Health Professions Curricular Competencies

INTRODUCTION

In response to growing recognition that health professions education must address both the needs of an increasingly diverse society and disparities in health care, over the past decade accrediting bodies in the United States and Canada have mandated that schools must include social justice, cultural competency, diversity, and inclusion in their curricula.

How and to what degree social justice is incorporated into curricular offerings, however, varies. It is even more unclear what roles if any health sciences librarians are playing in social justice education design and implementation.

OBJECTIVE

This study seeks to identify and assess the inclusion of social justice content within curricular competencies for five different professional health programs at the University of Houston.

METHODOLOGY

During spring 2022, program-level curricular documents were collected for the five HSC-supported professional schools:

- College of Medicine (COM)
- College of Nursing (CON)
- College of Optometry (OPT)
- College of Pharmacy (Pharm)
- Graduate College of Social Work (GCSW)

Curricular documents are currently in the process of being analyzed using qualitative data coding and the Discoverer tool. This inductive approach allows for identification of ways that the programs are representing the concept of social justice in their curricula, including defining and discussing core attributes of social justice.

DISCUSSION

While this project is still in process, the work done thus far shows that the representation of social justice concepts in the five professional programs’ curricular competency documents aligns with the drive to transform health sciences education as part of accreditation processes.

LIMITATIONS

- Competencies being updated
- Different labeling of curricular documents by program
- Differences in level of detail between documents

NEXT STEPS

- Align data with program stakeholders’ intentions on course-level

REFERENCES


Of all forms of inequality, injustice in health care is the most shocking and inhumane.

-Martin Luther King Jr. [1]
Addressing Maternal Health Disparities with Hospital Library Services: Information-Seeking Behavior of Maternal Health Care Providers in Resolving Clinical Questions Related to Diverse Populations

Seema Bhakta, MPH, MA
Providence System Library Services

"Critical librarianship in a hospital library setting directly impacts patient care to a growing diverse population and how the care is delivered. When hospital librarians provide users with information pertaining to the clinical questions, they also incorporate elements addressing diversity, equity, cultural and socio-economic factors that can affect patient outcomes and treatment plans. This impacts healthcare beyond the clinical setting and brings a personalized medical approach to each patient."

BACKGROUND

- Material health care providers need access to evidence-based resources to guide patient care and clinical decision-making during pregnancy, childbirth, and the postpartum period.
- There is a gap in the literature on information-seeking behaviors and specialty care and the care of diverse populations.
- Existing literature has not assessed the frequencies of questions raised and pursued related to specific patient populations.

METHODS

- Survey questions were developed to address familiarity with information resources, identifying and responding to clinical information gaps, and frequency of consultation to specific queries.
- The survey was disseminated through email distribution to Regional Women & Children Services in Oregon to recruit participants who provide patient care before, during, and after pregnancy.
- Data was collected through REDCap (Research Electronic Data Capture), a web-based HIPAA-compliant data collector platform. Data analysis was performed in Microsoft Excel.

CONCLUSION

- In comparison to nurses, physicians are more likely to seek information on maternal health disparities.
- 46% of providers have sought information specific to racial/ethnic minorities, and 42% for information on sexual/gender minorities.
- Literature databases, internet search engines, peer-reviewed journals, and colleagues are most often used and regularly used.

System Library Services can engage in critical librarianship by increasing outreach, awareness, and support of resources related to diversity and equity in maternal care. Through these efforts, the use of library services may increase for maternal health care providers in fulfilling their information needs.

References:
Hmong American's Information Seeking-Behaviors and Information Use During COVID-19 Pandemic

Xou Le Va Yang MLIS, AHIP
The Chicago School of Professional Psychology

LITERATURE REVIEW

HMONG AMERICANS ARE LIKELY TO USE TRADITIONAL REMEDIES

"Two cases of Hmong Americans drinking a urine concoction to treat their COVID-19 symptoms in lieu of going to the doctors"

Language barriers

Low health literacy

Lack of consumer websites in AAPI

Interpreters & translators

References:
- Centers for Disease Control and Prevention. (2021, April 16). Health literacy challenges and racial and ethnic minority groups.
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<td>Information Literacy Self-Efficacy After Earning Library Badges</td>
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