

Greetings, MCMLA!

Hot enough for you? We have a jam-packed issue full of information bound to keep the eggs frying on the sidewalks this summer.

MCMLA2011 is right around the corner, and the Planning Committee has been busy ensuring a great conference. Early bird registration ends August 5th, so make sure to register asap.

Guy Mason and Karen Wells continue their excellent series on social networking, covering the basics of product adoption, and the Research Committee has put together a very informative and useful article on getting your research accepted for publication. Assako Hoyoke, this year's winner of the MCMLA drawing for the Chapter Council Round Table Luncheon at MLA'11, recounts what she learned about literature searching to perform systematic reviews. Betsy Mueth discusses the work done at BHC Healthcare to integrate evidence-based medicine into everyday practice, and she as a librarian fits into this initiative. Valerie Meyer in her column on library advocacy focuses this month on nursing, and Angela Arner continues her series on Health Literacy Awareness.

This month sees the inaugural publication of a new column by Darell Schmick, Information Services Librarian at Mizzou. "Darell's Doozies" will test your medical librarian's knowledge of the history and principles of our field. See how you fare!

Also note that the Honors and Awards Committee reminds us that MCMLA2011 awards are looming, the deadline is August 1st so please honor a colleague by nominating a colleague. There are also STARS nominations and a travel scholarship opportunity on offer, so check it out!

We say hello this month to Amy Honisett, the new Education Librarian at the Spencer S. Eccles Library at the University of Utah, and the new Hope Fox Eccles Health Library. We also bid adieu, but not really, to Roz Dudden, who is retiring from National Jewish Roz, like most librarians, uses the word "retire" loosely and will continue to work on special projects at National Jewish.

Keep those articles coming! It's our contributors that make our newsletter great.

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MCMLA2011 – Explore.Dream.Discover.

Jackie Hittner, MCMLA2011 Planning Committee
Chair; edited by Kristin Sen

51 days and counting!

The Planning Committee is putting the finishing touches on the planning for MCMLA2011. For the latest information about the MCMLA2011 meeting go to: <http://www.mcmla.org/> and click on Annual Meeting on the left side of the page. From the Annual Meeting menu (left side of page) you can register for the meeting; reserve a hotel room; obtain the meeting schedule, speaker information and CE information; and find dining options close to the hotel.

Early bird registration ends August 5, 2011. You can pay your registration fee by check or by credit card.

The MCMLA Education Committee has put together some fine choices for Continuing Education classes. On Tuesday, September 20 there will be an all-day PUBMED class. **This is a free class!**

On Wednesday, September 21 there will be 4 half-day CE classes:

- Emerging Technologies for Librarians (4 MLA CE Credits)
- Disaster Literacy 101 (4 MLA CE Credits) – **This is a free class!**
- Librarians and Patient Safety: We Need Leaders (4 MLA CE Credits)
- Symposium of Sages: Library Management (4 CE MLA Credits)

More information about the Continuing Education classes can be found on the [MCMLA website](http://www.mcmla.org/ce) [<http://www.mcmla.org/ce>].

Hotel registration information can be found at <http://www.mcmla.org/site>. The meeting will be held at the Hilton St. Louis Frontenac. **You must make your hotel reservations by Tuesday, August 30, 2011 to receive the MCMLA2011 discount rate.** Be sure to use the Group/Convention Code: MCMLA.

The planning committee has lined up fabulous and entertaining speakers, sunrise seminars (for you early risers) and poster/paper presentations. Be sure to attend the Welcome Reception on Wednesday night with entertainment provided by the Bearded Pigs. A fun time will be had by all!

The Planning Committee is pleased to announce the main speakers for our meeting. On Thursday, September 22,



the keynote speaker will be **Dr. Clifford Stoll** (or **Cliff Stoll**) who is a U.S. astronomer and author. He received his Ph.D. from University of Arizona in 1980. He is best known for his pursuit of hacker Markus Hess in 1986 and the subsequent 1989 book detailing his investigation. Stoll has authored a total of three books as well as technology articles in the non-specialist press. View Clifford Stoll giving a [talk at Ted](http://www.ted.com/index.php/talks/clifford_stoll_on_everything.html) [http://www.ted.com/index.php/talks/clifford_stoll_on_everything.html]. He is really excited about coming to St. Louis and talking to librarians!

On Friday, September 23, the main speaker will be **Dr. Julie Todaro**, dean of library services at Austin Community Colleges in Texas. She will speak about advocacy, proving your worth to your administration and branding. She will also personalize her talk for us as medical librarians. View [Julie Todaro](http://youtube.com/GKQtUzZYmlM) talking about libraries and social media [<http://youtube.com/GKQtUzZYmlM>].

The exhibit hall will be open on Thursday. Attendees are encouraged to visit with the vendors and to thank them for supporting our meeting. Another Thursday highlight will be a session called Copyright: Answers and Appetizers. This session will be a great way to get your copyright questions answered while munching on appetizers – copyright and food what a pairing! On Friday we welcome Jerry Perry, who will give the MLA Update, and the always entertaining (and informative) folks from the RML. The meeting concludes with the annual MCMLA business meeting.

The Planning Committee is looking forward to another memorable MCMLA meeting in St. Louis.

Introducing the Hope Fox Eccles Health Library A New Consumer Health Library for University of Utah Health Care

By Erica Lake; edited by Amanda Sprochi

As we know, the need for reliable and clear consumer health information has never been greater. University of Utah Health Care in Salt Lake City provides 850,000 inpatient and outpatient visits annually, with 10,000 people passing through the front doors of the University Hospital daily. With the opening of the new Hope Fox Eccles Health Library in March 2011, every one of these visitors now has convenient access to free health information, as well as the services of a professional librarian and trained staff.

The Library was funded through a generous donation from the George and Dolores Dore Eccles Foundation, and through the support and commitment of the Spencer S. Eccles Health Sciences Library and University of Utah Health Care. Located off the University Hospital's main lobby, it offers an inviting, comfortable, and contemplative environment for information seekers. All patients, their families, and the general community are welcome.

Erica Lake, formally with Intermountain Healthcare for 11 years, joined the faculty at the Spencer S. Eccles Health Sciences Library as Associate Director of the new library, and is delighted to be a part of the Eccles team.



Erica Lake and Sam (Sung-Eun) Yu at the Hope Fox Eccles Health Library

Scholarship and Awards Opportunities @ MCMLA

By Joan Stoddard, Chair, Honors and Awards Committee; edited by Amanda Sprochi

2011 STARS Program – Everyone’s a STAR!

The Honors and Awards Committee wants to recognize you for all you've done in the past year to advance yourself and the profession. How do you get that distinction? It is easy...go to the MCMLA website and complete the 2011 STARS Nomination form [<http://mcmla.org/stars>] .

The deadline to submit your self-nomination is August 15, 2011. There will be a prize drawing at the meeting for all those who submit their STARS nomination. There were 40 STARS in 2010. Let’s all participate and have more STARS than ever!

MCMLA Professional Travel Scholarship

Do you live in a small town? Are you looking for a travel scholarship to attend the 2011 MCMLA Annual Meeting in St. Louis? Then apply today for the MCMLA Professional Travel Scholarship [<http://mcmla.org/travel>].

Criteria for the award are:

1. **The applicant must come from a rural, non-urban area as defined by the US Census Bureau as less than 50,000 persons. Although suburbs of large cities may seem to qualify, please limit this Travel Award to those in true “small towns”.**
2. The applicant must submit a brief statement (100 words) explaining how receiving this scholarship will enhance their professional development as a librarian.
3. Scholarship winners can only receive the scholarship once since funds are limited.
4. Scholarship money is reimbursed once the Executive Secretary has obtained receipts from the winner. Acceptable receipts are:
 - Airline receipts
 - Gas mileage notations – winner will be reimbursed at the going government mileage reimbursement amount
 - Meeting registration costs
 - CE registration costs
 - Hotel costs
5. The scholarship winner will be announced on the MCMLA listserv, at the MCMLA Annual meeting and the winner’s name will be listed on the MCMLA website.
6. One scholarship a year will be awarded for a total of up to \$500.

The deadline to apply for the scholarship is **August 5, 2011**. All applicants will be notified of the selection by August 10, 2011.

Health Literacy Awareness

Angela Arner, BA, John Moritz Library, Nebraska Methodist College; edited by Darrell Schmick

Health Literacy – State-wide Initiatives

I was recently reminded about what first interested me in the issues of health literacy, when recalling a conference I attended in Iowa over ten years ago. It was at a time when few states addressed this complex issue. Now there are state-wide initiatives in Iowa, Arizona, Missouri, Ohio, Wisconsin, Florida, Georgia – to name a few. One of the newest groups to form is Health Literacy Nebraska.

This small group of health educators, public health department personnel, librarians, a physician, a medical student, and university professors are gathering to explore creating a structure for sharing information, expertise, and resources relevant to improving health literacy in Nebraska. Their initial goal is to create an alliance of providers, patients, educators, community workers, students and advocates all working for effective communication about health.

They recently held their first meeting and organizers included our own Siobhan Champ-Blackwell and Marty

Magee. We look forward to learning more in the coming months and years about their efforts to improve the health information literacy of the citizens of Nebraska.

Health Literacy In the Literature

Health literacy and outcomes among patients with heart failure. Peterson PN, Shetterly SM, Clarke CL, Bekelman DB, Chan PS, Allen LA, Matlock DD, Magid DJ, Masoudi FA.; JAMA. 2011 Apr 27;305 (16):1695-701. PMID: 21521851 [PubMed - indexed for MEDLINE] [Related citations](#)

Are you assessing the communication "vital sign"?: improving communication with our low-health-literacy patients. Dennison Himmelfarb CR, Hughes S. J Cardiovasc Nurs. 2011 May-Jun;26(3):177-9. No abstract available. PMID: 21483247 [PubMed - in process]

Health literacy awareness training for healthcare workers: Improving knowledge and intentions to use clear communication techniques. Mackert M, Ball J, Lopez N. Patient Educ Couns. 2011 Apr 5. [Epub ahead of print] PMID: 21474264 [PubMed - as supplied by publisher] [Related citations](#)

Teaching health literacy in the undergraduate curriculum: beyond traditional methods. Smith JA, Zsohar H. Nurs Educ Perspect. 2011 Jan-Feb;32(1):48-50. No abstract available. PMID: 21473484 [PubMed - in process] [Related citations](#)

Health Literacy Among Older Adults. Zamora H, Clingerman EM. J Gerontol Nurs. 2011 May 18:1-10. doi: 10.3928/00989134-20110503-02. [Epub ahead of print] PMID: 21634314 [PubMed - as supplied by publisher] [Related citations](#)

Developing low-literacy health education materials for women. Wilson LD. MCN Am J Matern Child Nurs. 2011 Jul-Aug;36(4):246-51. PMID: 21709522 [PubMed - in process] [Related citations](#)



Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

~ Healthy People 2010 & 2020

Social Networking: Part 3: Product Adoption

Guy Mason, Knowledge Management and Competitive Intelligence Consultant, Denver, Colorado, and Karen Wells, Manager, Medical Library Services, Exempla Lutheran Medical Center; edited by Darell Schmick

To understand better about how people actually buy-in to the acceptance of our site and our brand, let's also discuss the concept of "product adoption." As described in the business literature, here is a definition: [<http://www.businessdictionary.com/definition/product-adoption-process.html>]

Product adoption is a "five-stage mental process all prospective customers go through from learning of a new product to becoming loyal customers or rejecting it. These stages are

- 1) Awareness: prospects come to know about a product but lack sufficient information about it;
- 2) Interest: they try to get more information;
- 3) Evaluation: they consider whether the product is beneficial;
- 4) Trial: they make the first purchase to determine its worth or usefulness;
- 5) Adoption/Rejection: they decide to adopt it, or look for something else.

Another explanation is that the customer moves from a cognitive state (being aware and informed) to the emotional state (liking and preference) and finally to the behavioral or conative state (deciding and purchasing)."

We can make people aware about our social network via word of mouth, posted links, wall posts and so on. We have already queried our clients as to the value of the goal for this project; so presumably, it is of interest and valuable to them. However, keep in mind we still need to further develop their interest. In the evaluation mode, we can use time to sway our clients in different ways. By increasing the response decision to an offer, such as assigning a due date or expiration date with the offer, we can provide a sense of urgency to the client to accelerate whether or not they accept the idea we propose. This means clients are likely to make a decision without giving the matter much rumination. Or we can draw out the response decision by requesting clients to supply feed stories, remarks or observations, and sharing before the decision is finalized, without a concrete expiration date. This allows an idea to become more fully developed.

Both of these techniques have advantages and disadvantages. Short-lived methods are useful when there is substantive material either inherent in the message or shortly following the message. Otherwise, it's all bling with no enduring substance. On the other hand, constant and tire

less discussion of the same topic, over and over again, without any new information, turns people away through sheer agony. So again, there must be something new—and something with stickiness—to continue to make it interesting. We can probably think of this period as also the trial period.

We want folks to adopt our site and move into the liking and preference state, of course, with the thought that they like it "soooo very much" they will modify their behavior by acting to send this most wonderful social networking site on to others. In other words, they buy-in to our idea and tell others about it. This is their implementation stage: they perpetuate the innovation we have designed. Our design should therefore connect social networking communities to connect novice adopters with others who might be more experienced with the product and can offer help and guidance, further evaluation and hopefully, provide more adoption and perpetuation. Continual marketing happens when friends and colleagues are asked what they thought of the product and how their reactions compare to other friends.

And providing ideas that promote continual processes of product adoption is a good thing, of course.

Bonding

Harvard Business Review (Branding in the Digital Age, 88(12): 65, Dec 2010) adds one more noteworthy concept: **bonding**. If consumers are really happy with our product, and bond strong enough to our branding, they will not cycle through so many earlier product adoption stages. This is also known as an "enjoy-advocate-buy" loop. Oh to get them there.

Says HBR, "instead of focusing on how to allocate spending across media—TV, radio, online, and so-forth—marketers should target stages in the decision journey." HBR says we should not use 70-90% of our resources on spending to advertise at "consider and buy" stages, as done typically in the past. Rather, since consumers are most often influenced by the enjoy-advocate-bond stages, it is more beneficial to devote our time and money **toward driving advocacy**. In other words, spend time thinking more about how to compel the energy of someone else's ambition to advocate and campaign for our social site. Bing, flash and hot videos get consideration but only strong reviews help it to survive this process.

We'll discuss iterative design in our next column.

MCMLA2011 Call for Awards Nominations

Joan Stoddard, Chair, Honors and Awards Committee; edited by Amanda Sprochi



I'd like to introduce the MCMLA Honors and Awards Committee "**Honor a Colleague-Nominate a Colleague**" campaign.

The web site is now open to complete the nominations for our 3 major awards: [<http://mcmla.org/nominate>]. It is a single form for any of the 3 awards you wish to use. A description of the awards is also on the MCMLA website:

1. Barbara McDowell Award for Excellence in Hospital Librarianship [<http://mcmla.org/mcdowell>]
2. Bernice M. Hetzner Award for Excellence in Academic Health Sciences Librarianship [<http://mcmla.org/hetzner>]
3. MCMLA Outstanding Achievement Award [<http://mcmla.org/outstanding>]

Please give some thought to colleagues who are deserving of these prestigious awards. Have they served in MCMLA? Are they active and showing leadership locally, regionally or nationally? Does this person exhibit a high level of professional accomplishment?

If the answer is "yes", please consider "Honoring your Colleague by Nominating your Colleague" [<http://mcmla.org/nominate>]

Please contact me if you have questions. Or if you prefer, please contact committee members Michlene Mankin (michlene.mankin@ccmh), Jan Rice (Jan.rice@bryanlgh.edu) or Kerry Skidmore (Kerry.skidmore@med.va.gov).

Deadline is August 1, 2011. I'm looking forward to lots of nominations and a chance to give all 3 awards in St. Louis.

Rosalind Dudden Retires

Sarah Kirby, Chapter Chair, MCMLA; edited by Amanda Sprochi

Congratulations are extended to Rosalind Dudden, Library and Knowledge Services Director at National Jewish Health in Denver, Colorado, on her retirement. On behalf of the Midcontinental Chapter of Medical Library Association, we would like to say "Happy Retirement" to one of our greatest pioneers in librarianship. However, Roz will continue contributing to our medical library profession by remaining on at National Jewish as a special projects librarian.

Roz has been an inspiration to all of us for her ability to get things done and her forward thinking as we head into the future. Roz has been a medical librarian for forty years, twenty-five of which have been spent at National Jewish. Roz is a co-editor with Margaret Bandy of *The Medical Library Association Guide to Managing Health Care Libraries*, 2nd Edition (2011), and is the author of *Using Benchmarking, Needs Assessment, Quality Improvement, Outcome Measurement, and Library Standards: A How-To-Do-It Manual* (2007).

Lynne Fox Elected Candidate to MLA Nominating Committee

Holly Henderson, MCMLA Chapter Council Representative; edited by Amanda Sprochi.

Lynne Fox, Health Sciences Librarian at the University of Colorado Anschutz Medical Campus, was recently elected by our chapter to be a candidate to the MLA nominating committee. Lynne's name then appeared on a ballot voted on by members of MLA Chapter Council and I'm so pleased to report that Lynne was one of 6 candidates selected. Lynne along with Jane Bridges, Sherrilyne Fuller, Melissa Just, Ana Cleveland, and Diana Cunningham will appear on the MLA ballot later this year. Please watch for your ballot later this year and cast your vote.

Congratulations Lynne and many thanks for representing our Chapter!

Research Roundup: What do reviewers look for in a research article?

Brenda R. Pfannenstiel, *MALS, MA, AHIP*, member of *MCMLA Research Committee and JMLA Editorial Board*; edited by *Amanda Sprochi*.

When you submit a research article for peer review, the editor will first determine whether the article appears to be appropriate for the journal and will then assign it to reviewers. In most cases, three reviewers will be assigned according to their availability and their expertise or interest in the article's subject area.

Your peer reviewers are busy, but most are conscientious in their role as reviewers and will give your article a close reading, perhaps even several readings. One or more will check your references, so be sure they are accurately cited and on point.

Reviewers for the *Journal of the Medical Library Association (JMLA)* are asked to address the following questions:

- **Scope, Objectives, Content:** Is the paper in scope for the *JMLA*, i.e., does it relate to an aspect of health sciences libraries or biomedical communication that is of interest to readers of the *JMLA*? Is the topic an important one, or is it trivial or of low priority?

Apparently, some would-be authors send manuscripts to all sorts of journals in an attempt to get published. This "shot-gun" approach is discouraged. The intended audience of your article should match the intended audience of the journal. The question of triviality may arise even in a very well-researched and well-written article. If the research has been done many times before, or if the research is so specific to a particular library or institution that the results cannot be generalized to other libraries, the article may be passed over in favor of articles with greater value to the journal's readers.

- **Organization:** Does the paper proceed logically? A statement of the problem, the objectives, the methodology, findings and conclusion are usually required for a research paper.

The requirements for writing a good article are similar to the requirements for creating a good research project. One must begin with a clearly thought out plan for what one wishes to accomplish. When writing an article about a research project, your plan is already clear: you state the question your research is designed to answer, why the question is worth answering (its significance), what others have done to answer it (the literature review) and how you sought to answer it (your methodology). You then

describe your results (data), and what you think those results mean (conclusions). Your reviewers will want to see this kind of clarity in the organization and writing of your article.

- **Methodology, Approach, Conclusions:** The methodology for data gathering and analysis should be appropriate for the problem addressed. Inferences from data should be sound -- the author should not reach undue conclusions. Is it clear that the author knows, or has investigated, previous work in the subject of the paper?

What isn't said by an author may be just as important as what is said. If, for example, an author acknowledges that something did or did not happen in the course of the research, a reviewer is sure to ask why, if you haven't explained it in the article. If the author claims that there is no relevant literature on a topic, the reviewer may do a literature search to verify or challenge that assertion. Be forthcoming about any weaknesses or confounding factors in your research. Your reviewers will bring it up, even if you don't.

Research articles often report results with graphs or tables; take care to make these clear. In fact, a graph or table can be an effective way to highlight your most significant results. One or more of your reviewers will notice if the data described in tables or graphs are not consistent with the results reported in the text of the article. Any discordance among data, results, and conclusions will raise red flags with the reviewers and must be explained.

You may be asked to submit your survey or data collection instruments and your raw data (stripped of personal identifiers or other private information) along with your research article. Some journals now archive the research instruments and data, and may make them available online to journal subscribers as a "web extra" even if they are not published as part of the article itself. This is not required by many journals yet, but be prepared for this possibility.

- **Writing Style, References:** Are there problems with expression, with grammar, and with general style? Does the writing need to be tightened; are there many superfluous words; is the paper unduly "padded", etc.?

Research Roundup

(cont'd from p. 8)

To improve the clarity and grammar of your article, it is very good practice to ask a colleague or friend to critically read an article before submitting it to a journal. Do not rely on spell-checkers to catch errors. Software will not notice when the author has inadvertently dropped a "no," as in "there was no evidence of duplication in the results of columns A and B." Such small differences can completely change the meaning of a sentence, and the implications of your research. Proofread!

- **Highlights and Implications** (typically included for full papers only): Do the highlights capture the critical, unique messages of the paper? Highlights should not merely restate the abstract but allow readers to understand the key messages of the paper. Implications should address the paper's information practice-related implications.

The *JMLA* asks authors to identify the highlights and implications of a research paper. This is an opportunity for you to succinctly state the most important results of your research project, and to say why they are important to your readers. A strong, well-executed research project should have implications for other librarians, and its highlights will be obvious, but stating them at the beginning of the paper will let the reader know why he or she should take the time to read your article. The reviewers will want to see your claims in this section supported by the evidence in the body of the article and in its tables and graphs.

- **Other Comments:** Any other comments not covered by the above categories.

Peer reviewers may be given an opportunity to address the author with comments that go beyond the categories addressed in the standard review form, and they may be given an opportunity to address the editor with comments that will not be forwarded to the author as well. Ideally, the reviewer will find something to offer that will help the author improve the article, or at least appreciate where the article, or the research, did not succeed. Even an article rejection can be useful to the author if the reviewers have done their work well.

Each reviewer will approach an article in his or her own way. One reviewer may pick apart the methodology,

wanting to know the precise wording of a survey question or how the author justified an exemption from the IRB, why a particular method of statistical analysis was used rather than another, etc. Another reviewer will focus on language and expression, to be sure that the research question and the conclusions drawn from the research results are clearly and unambiguously stated, with no room for confusion. Yet another reviewer may have sufficient background in the subject matter to take issue with the literature review and which prior research was omitted or cited, and why. One reviewer may be enthused about the topic and the research, while another will see problems and unacknowledged limitations in the study. As a researcher/author, you and the reviewers will share in the community of scholarship, so look at the reviewers' comments as an opportunity to learn and to improve your contributions to that community.

Welcome to Amy Honisett

By Amanda Sprochi

Amy Honisett joined the faculty at the Spencer S. Eccles Library mid-February as the Education Librarian. She looks forward to helping students and faculty learn about information resources and supporting the library's mission to "advance education, research, and health care through information access, service and innovation."

Amy obtained a Master's degree in English Literature from Portland State University in 2003 and graduated from Drexel University with a Master's degree in library science in March 2010. She decided to enter into the field of librarianship because she believes that access to information is vital to a healthy society. In this position, she hopes to promote access to information through information literacy, as well as helping to call attention to the importance of good communication.

Please welcome Amy to the MCMLA region!

Darell's Doozies

Darell Schmick; edited by Amanda Sprochi

I never cease to be amazed by the things I come across when perusing the stacks. Recently, I stumbled upon *Medical Librarian Examination Review Book* by Jane Fulcher. I did a double-take! An examination review book for our profession? Curious, I pulled out the book and looked inside.

It was 1972 when this book was published. At the time, the Medical Library Association had a three level credentialing process in place. Applicants who were eligible for certification were required to have obtained a bachelor's degree and have graduated from an ALA-accredited fifth year library program. Grade one certification involved the completion of an MLA-approved course, internship, or obtaining a passing grade on the examination for Medical Librarians, administered by the Medical Library Association.

Curious about how you would fare? Below are a couple questions I came across in the examination review guide. In the next issue, I'll provide you with the answers.

Curious about how you would fare? Below are a couple questions I came across in the examination review guide. In the next issue, I'll provide you with the answers.

The AR in MEDLARS stands for:

- A. Analysis and Retrieval
- B. Answer and Recall
- C. Article Recovery
- D. Argument and Response

In the spring of 1966 a library of short audiotapes on clinical subjects was made available by telephone ("Dial-Access") to physicians in:

- A. California
- B. Indiana
- C. New York
- D. Wisconsin

Put the pieces together and join the Academy of Health Information Professionals (AHIP)



Becoming a member of the Academy is a designation recognizing the time and effort a health information professional commits to professional development activities. Why join? Here are some of the reasons others have shared:

- Listing my continuing education activities enhanced my tenure and promotion portfolio;
- Prompted me to become more active in both MCMLA and MLA activities keeping me up-to-date with new technology and information;
- Mentoring others allowed me to share my experiences and suggestions as well as learn from them;
- Motivated me to broaden my knowledge and skills which helped me plan my professional development;
- Demonstrated academic preparation, professional experience and professional accomplishments.

For more information about the application process visit <http://www.mlanet.org/academy/acadfaq.html> You can also contact your MCMLA Credentialing Liaison Marie Reidelbach mreidelb@unmc.edu or call 402.559.7087. She will be available to answer questions at the upcoming 2011 MCMLA Chapter meeting in St. Louis.

Make 2012 the year you become a member

MLA'11 – Rethink : Chapter Council Roundtable Luncheon

Assako Holyoke; edited by Amanda Sprochi

Table topic: Literature Searching to Support Systematic Reviews

Back in January 2011, I received an email notice that I had won the drawing for the Chapter Council Round Table Luncheon at MLA'11. Thank you, MCMLA!

One course I was interested in taking at MLA'11 was *Searching in Support of Systematic Reviews*, as I was interested in exploring methods for collaborative work. Unfortunately, the course was filled; as a replacement I chose this topic for the Chapter Council Round Table. I was very curious to see how and what those who are searching to support systematic reviews are doing. It was very interesting, and I would like to share this experience with my MCMLA colleagues.

Two tables had been set aside to discuss this topic, which indicated its popularity. My table was moderated by Michele Malloy, Dahgren Library, Georgetown University Medical Center. Other participants were: a research specialist from UT Health Science Center School of Nursing, University of Texas; a research librarian from Kaiser Permanente Center for Health Research, Portland, Oregon; an associate director from Penn Biomedical Library; and a director of library services from Northwestern Health Sciences University. Most of them are AHIP members and I was very impressed with the qualifications of the colleagues sharing the table with me.

Michele, the moderator for our table, planned our luncheon roundtable based on three or four different scenarios intended to provoke discussion. One scenario concerned a working environment in which an “influential faculty member at an institution mentions an idea to strengthen systematic reviews within the organization” by requiring authors to submit forms to IRB and have library involvement in the project for approval. The general consensus for this scenario was that funding for such a project needed to be well-defined. The research librarian who experienced a similar situation at her institution mentioned that the work was a real burden and suggested using search verification or a peer review process instead. Time and staff are extremely important as many librarians

have multiple tasks and are often working on multiple projects at the same time. Librarians have to be sensitive to researchers' search skills in order to support collaborative work opportunity. On the other hand, librarians may be recognized and appreciated by their collaborators for their research skill.

Another question Michele asked was how librarians would use their involvement in research projects to market library services. Discussants agreed that becoming involved in institutional or departmental committees and participating in collaborative work would increase librarians visibility. In addition, providing excellent service to patrons with even simple requests would create a positive response. This in turn could generate good word-of-mouth, which is a powerful marketing and communication tool. Starting with one specific project in one specific department using a pilot approach may be a good way to go.

Regarding the challenges that librarians face in support systematic reviews, based on the experiences of those who have engaged in this type of research, allocation of library services and librarians' time among several projects could be difficult, as some may require more time than others. Starting a new program may be challenging at times; networking skills are important, and it makes sense to begin with current contacts to increase one's chance of success. Of course, a lack of knowledge in a specific subject area or time-sensitive deadlines are also a challenge, in which case a thorough understanding of the research question is necessary for a search to be effective and successful. Obviously, building librarians' research skills is a must. Mutual understanding between librarian and collaborator, and working closely with an expert in the area, can be very helpful.

I was very lucky to share a table with such experienced colleagues. I have attended other round tables in the past, but having expert librarians sharing the table was sure great!

Evidence Based Practice in the Hospital Setting

By Betsy Mueth, MLS, AHIP, Resource Center & Archive Coordinator, Missouri Baptist Medical Center; edited by Kristin Sen

We have been told that Evidence Based Practice (EBP) or Evidence Based Medicine (EBM) is taught in nursing and medical schools. Students learn research in a theoretical mode. Many feel that once they leave the academic setting, research will be a thing of the past and that it is merely an academic exercise necessary to meet requirements for graduation. As a medical librarian, much of what I have done in the hospital setting has been to support these academic requirements for my staff.

At BJC Healthcare, EBP is becoming a part of everyday practice. A number of years ago, practice councils (policy and procedure committees) began to require evidence to accompany newly revised policies. Often the "evidence" was a chapter from a skills or procedure manual rather than higher level research.

In 2008, the community hospitals of BJC Healthcare created a corporate division entitled, "Clinical Workflow Improvement," (CWI) to work on standardized, transparent, patient-centered, evidence-based practice. This group has instituted several important changes in practice within the system.

The CWI innovation that has the biggest impact on BJC Medical Libraries is the new unified policy and procedure manual called, "Compliance 360°." In Compliance 360°, core policies are created based on best evidence. Each entity must accept the core policy, but may enhance it with information that is specific to the entity, such as specific equipment, which departments are involved, etc.

Core policies were divided among the practice councils for the various hospitals. The members of the councils researched best practice and made recommendations for the content of the core policies. The 11 community hospitals in the system are served by only 3 libraries. As the only all nursing library, my library was frequently tapped for information. I met with many of the councils and council members to discuss research methods and available tools.

Independent of the CWI initiative, several of the hospitals have embarked on a journey toward EBP. Practice questions from staff are researched to determine best practice in terms of outcomes, efficiency and cost savings.

In response to these initiatives, several educational programs have been developed. Missouri Baptist Medical Center and St. Louis Children's Hospital have developed EBP Mentor programs. These programs are in their 2nd year. Eight to ten nurses are selected via application and nomination by their managers. Together with their managers and other nurses from their departments, they select a project. They spend 1 day per week learning the EBP process under the guidance of a nurse researcher, the nursing librarian and other EBP mentors. They research their clinical questions and, based on the results of their research, they create a pilot project for their department to put into practice. Results are reported by presentations to the Shared Governance Council, including management as well as by posters presented at a state-wide EBP conference.

A group of nurse researchers, educators, clinical specialists and librarians have also created a 2-day course entitled, "Evidence = Excellence." This course goes "on the road" and is presented at hospitals throughout the system as requested. The course follows the Melnyk book, "Evidence-Based Practice in Nursing and Healthcare." The 2 1/2 hour session on searching is always presented by a librarian.

I have been a part of these 2 programs for the past several years. Clinical questions from the participants are submitted in advance so they may be used as examples during class. Databases taught are those that are available to the participants at the host institution. They include, but are not limited to: CINAHL, Medline, Health Business, Cochrane Reviews, National Guidelines Clearinghouse and Nursing Reference Center.

Administrative support for these programs has been overwhelmingly positive. It is a rewarding experience to watch the enthusiasm bloom among participants as they discover that their work can make a difference. At Missouri Baptist, when asked what we do, a former administrator said that our answer should always be, "I take care of patients." By participating in these programs, I feel that is exactly what I do.

Library Advocacy: Focus on Nursing

Valerie Meyer, MLIS, Drusch Professional Library, Chamberlain College of Nursing; edited by Amanda Sprochi

Being Pushy

In a previous article, I outlined how nurses recognize the need for information but often do not know how to access or acquire it. Therefore, according to American Library Association (ALA, 2000) and the Association of College and Research Libraries, nurses have not completely developed information literacy skills. Along with identifying the need for information, nurses need to know how to access, evaluate, use and critique information to be information literate. This is also known as using information ethically (ALA, 2000).

Reaching nurses is often difficult. Fortunately there are ways to push information to nurses that may help them become more information literate. There are three different sources that push information to me, which then I forward on to my faculty. I have gotten rave reviews and much appreciated thanks, whether pushing information to the entire faculty or only to those faculty members that may teach a particular topic or specialty.

The easiest to access is ANA SmartBrief [<http://www.smartbrief.com/ana/>]. This is a free subscription news feed service from the American Nurses Association. A daily email is sent with brief clips of health items reported in the news from news services, TV, daily newspapers, etc. There are links to the story online, and usually a link to the report/study or publisher/journal website is included.

Nurslinx.com is a table of contents review service, which is part of *MDLinx*. Information about *MDLinx* states that it reviews 1,200 journals and that the reviewers are physicians. Because of this the daily email sometimes includes more medical journals than nursing. Sign up for the service at <http://www.mdlinx.com/nursing/>. Users are able to choose a specialty and use RSS, email, Twitter or Facebook to receive the information. I follow all of the nursing specialties and get daily emails, but the user can set the subscription response to their own preferences. This would be especially good for managers of specialty floors in hospitals to get articles related to their particular specialty.

The most evidence based of the pushed-to-me resources is *Best Evidence Nursing+* (BEN+) from the University of McMaster in Toronto. Articles reviewed are put through a rigorous process to determine their relevance and newsworthiness. Again, the user can set the subscription response time and the specialty of interest. However, with BEN+ the user can also set the level of evidence of the article to be delivered. The evidence is graded for relevance and newsworthiness on a scale of 1-7. I set my subscription to be delivered weekly, for all nursing specialties, and evidence level of 6-6. Therefore, I usually only receive information about one published article a week. Users must register, but it is free. BEN+ also provides links to PDFs from *PubGet* so that users can get direct access to the journal articles, if your institution/university is a subscriber. Subscribe for BEN+ at: <http://plus.mcmaster.ca/NP/Default.aspx>

I have tried to get the faculty to subscribe to these services for themselves, and a few of them actually have! Those that do sign up love it. Usually, however, I have to be the information filter – and that's OK!! I often tell the faculty and students "You are not required to know this. You are in the nursing business; I am in the information business so let me do my business for you!"

Try being an information pusher. Seek out the nursing managers and see if they would be interested in receiving an email subscription or RSS feed from one of these sources. If not, then sign yourself up and push the articles out to the nurses in your hospitals via bulletin boards, newsletters or website postings. You too can receive rave reviews!

American Library Association. (2000). *Information literacy competency standards for higher education*. Retrieved from <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>

MCMLA Congratulates

Amanda Sprochi

(MCMLA Congratulates highlights papers, posters, awards, presentations, and other activities by our members. To submit, please send an email to sprochia@health.missouri.edu)

Assako Holyoke, Medical Center Library, St. Louis University, who attended the 2011 MLA Chapter Council Sharing Lunch. Assako won the opportunity through a MCMLA random drawing. Her [report of the luncheon](#) appears in this issue of the Express. **Assako** also presented a paper at MLA '11 entitled "Preparing Students to Practice EBM in Residency: Rethinking Pre-Post Evaluation Method After a Pilot Course."

Kate Anderson, Health Sciences & Veterinary Medical Libraries, University of Missouri, and colleagues Kristine M. Alpi, Heidi A. Burnett, Sheila J. Bryant at North Carolina State and Michigan State, for [their paper](#) "Connecting knowledge resources to the veterinary electronic health record: opportunities for learning at point of care" published in the Journal of Veterinary Medical Education. [sorry, no PubMed link yet—ed.]

Jean Sidwell, A.T. Still Memorial Library, for receiving

the A.T. Still University "Excellence in Advising Award" for Service and Performance. This recognition by the Department of Student Affairs is given "to the advisors of medical student organizations that provided exceptional volunteer service to the community and the University and engaged their members in activities, education, and leadership opportunities and performed their responsibilities in an exemplary manner." Jean has served 3 consecutive years as the advisor to the Pediatric Journal Club at ATSU.

R. Todd Vandebark, Eccles Health Sciences Library, University of Utah for his solo poster "Rethink your library website: first know your end users," and for his group poster with J.M LeBer, J.M. Gregory, and N.L. Lombardo "Evolving Technologies to Support Mobile and Collaborative Curriculum," presented at MLA '11.

Roz Dudden on her [retirement](#) from National Jewish Health in Denver, Colorado.

Lynne Fox, University of Colorado Anschutz Medical Campus, on her [election to candidacy](#) for the MLA Nominating Committee.

EDUCATIONAL OPPORTUNITIES

- Free Online Webinars -



NN/LM National Network of Libraries of Medicine
Mid-Continental Region
Colorado • Kansas • Missouri • Nebraska • Utah • Wyoming

Breezing Along with the RML

Monthly web conference update from the NN/LM Mid-Continental Region staff
3rd Wednesday of each month
10:00 MT, 11:00 CT
Online at <https://webmeeting.nih.gov/mcr>
Additional information at <http://nmlm.gov/mcr/services/updates/updates.html>

July 20, 2011
August 17, 2011
September 14, 2011
October 19, 2011
November 16, 2011

Spotlight! on National Library of Medicine Resources

Hands-on training for a more in-depth look!
4th Wednesday of each month
1:00 MT, 2:00 CT
Online at <https://webmeeting.nih.gov/mcr>
Medical Library Association Continuing Education credit available upon request.
Registration encouraged at <http://www.tinyurl.com/mcrclasses>
Additional information at: <http://nmlm.gov/mcr/services/updates/spotlightresources.html>

Neurological Disorder Resources	July 27, 2011
Anatomy Resources	August 24, 2011
Diabetes Resources	September 28, 2011
Genetics Resources	October 26, 2011
Environmental Health Resources	November 9, 2011

Open to NN/LM Members & non-members. Captioning provided. Questions? 800-338-7657

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