Can you believe that it has been four full months since our wonderful annual meeting in Cody, Wyoming? Looking to the future, there are less than eight months until our next annual meeting in Breckenridge, Colorado where high altitudes will lead to new attitudes. I hope this edition of the MCMLA Express finds you all doing well in the New Year.

The MCMLA Executive Board, Appointed Officers and Committee Chairs have been meeting regularly via Skype/SkypeOut to ensure that the work of the chapter gets done. The use of Skype is not supported in many hospital libraries and some academic institutions due to security concerns. Fortunately, the SkypeOut feature allows a computer to call a phone line. While computer-to-computer calls are free, the computer-to-phone (land-line or cellular) feature imposes a minimal fee, yet none of the security risks. The Skype conference feature allows up to 23 persons on the “call” at the same time. Our MCMLA monthly meetings have been hosting up to 12 people. It takes a little getting used to, but you can’t beat the ease of use or the cost. If you haven’t used this communication tool, I encourage you to give it a try.

The Chapter elections have taken place; Joan Miller and the nominating committee have assembled a list of candidates and worked with our Web Editor Amy Ritterskamp to create the online ballot. We wait with anticipation for the results!

Lenora Kinzie worked with Peggy Mullaly-Quijas, the chapter’s executive secretary, this past December to perform an audit of our finances (as required by our By-Laws). Lenora reported that the financial books are in good order. In response to Lenora’s recommendations, the Executive Committee asked Claire Hamasu to chair an Ad Hoc committee to develop a business plan, review income and expenses, and evaluate membership. Peggy has been working on membership renewals, updating the online directory and taking care of our finances. If you haven’t done so already, be sure to renew your MCMLA membership- at $15 per year, it’s a bargain.

Another item the Executive Committee is investigating is the use of the MCMLA listserv and other communication tools as a means of providing income for the chapter. Holly Henderson, Chapter Council Representative, will survey other Chapters about this practice and summarize the results. Hopefully we can learn from the experiences of the other chapters. And of course, we will ask for MCMLA member input about this as well. More about this later.

Please let me know if you have any questions, concerns, or suggestions related to chapter business. Again, thank you for your support, ideas, experience, enthusiasm, expertise and willingness to serve the chapter. Together we make it happen. ♦
Marketing and Promotion Contest

Submitted by Barbara Jones, MCMLA Library Advisory Task Force Chair; edited by Andrew Youngkin.

MCMLA 2008 was an inspiring start to what will hopefully become an established component of the annual conference. The MCMLA Marketing and Promotion Contest was established to highlight the multiple ways members analyze the needs and preferences of their users for information services and how they creatively promote their services. Not only were the inaugural winners announced at MCMLA 2008, but members also shared promotional materials from libraries throughout the region.

All of the entries submitted to the contest were of exceptional quality. Judges reported that reviewing the submissions was both exciting and difficult because of the quality of the entries.

**Best Marketing Program:** Jackie Hittner, American Association of Orthodontists for “American Association of Orthodontists Marketing Project”

**Best Hospital Library Promotion:** Jerry Carlson, Poudre Valley Hospital for the poster “What the Medical Library Does”

**Best Academic Library Promotion:** McGoogan Library, University of Nebraska Medical Center for “Don’t Just Google It – McGoogan It!”

In her “American Association of Orthodontists Marketing Project”, Hittner addressed her goal of gathering information directly from AAO members. In 2007, Jackie surveyed 9 regular AAO library users; in 2008, she surveyed 54 randomly selected AAO library users and received 26 responses. Both surveys consisted of two questions: “How do you use the AAO Library?” and “How does that usage benefit you and your practice?” Results of the surveys showed that 91% of patrons use the library to obtain articles, 35% use the library to obtain literature searches, and 20% use the library to obtain books. Regarding the benefit of the library, 26% of respondents use the library to save time, 20% use library information as a resource in preparing lectures, 17% use the library to obtain evidence-based information and 14% to better serve and instruct patients. Plans for the future include developing promotional materials for the AAO library based on these results and developing another survey to further explore the ways orthodontists used the AAO library. Hittner has published a report on this project in the article “Benefits of Using the AAO Library” in Plains to Peaks Post, November, 2008, p. 5 (http://nnlm.gov/mcr/services/comm/newsletter/PTPP_November_2008.pdf).

Carlson presented the mission and activities of his hospital library in a poster. The poster used the image of a pyramid to illustrate how the library and its functions rest on the foundation of the hospital administration. The poster went on to illustrate that the foundation of hospital administration supports library resources and access to library materials, which in turn, supports the purpose of the library--to answer “the question”. Jerry was able to clearly define the elements of “The Question”--Resources, Access and Administration--and show how they all contribute to answering information needs for the Poudre Valley Health System community members. Finally, he used the poster to advocate for continued support of the library so that information needs can continue to be met in order to provide excellent patient care.

The McGoogan Library Promotion Committee, headed by Teresa Hartman, developed a new marketing program to “spread the news about the value of the library to all corners of the campus”. The Committee chose a new slogan-“Don’t just Google It – McGoogan It!--to promote the library to “health professions students, experienced web searchers and jaded library users”. Staff used a variety of promotional items to spread the word across campus about the value and services provided by the McGoogan Library. Some of these items included a McGoogan baseball card, free tea and cocoa, posters, a video, and live presentations. Responses to the evaluation question “Did the baseball card and the free drinks attract/welcome you to the library?” showed 192 “yes” responses, 4 “no” responses, and 5 “no opinion” responses. A visual explanation of the project can be seen at http://www.slideshare.net/bibliotek/mcgoogan-frontiers-entry-presentation.

These three projects greatly deserved the awards they received at MCMLA 2008. However, they are only a sample of the great work going on across the region proving and promoting the value of libraries to their respective institutions. The MCMLA Marketing and Promotion Contest will be sponsored again for MCMLA 2009.

*Judges for the contest were Erica Lake, Liz Burns, and Carolyn Warmann and Barb Jones.*
Jean Shipman Appointed Director of Eccles Library and RML

Submitted by Jeanne Le Ber, Spencer S. Eccles Health Sciences Library University of Utah, Salt Lake City, UT; edited by Heather L. Brown

Over these past few months, Jean P. Shipman has had time to settle in to her position as Director of the Spencer S. Eccles Health Sciences Library and Director of the National Network of Libraries of Medicine MidContinental Region (NN/LM MCR). If you haven’t met Jean in-person, this short bio of her career path will serve as an introduction.

Jean graduated cum laude from Gettysburg College in Pennsylvania in 1979 with a Bachelor of Arts degree in biology. She attended library school at Case Western Reserve University, graduating in August 1980. While attending library school, Jean took advantage of the health sciences specialization track. After earning her Master’s of Science in Library Science, Jean accepted an entry-level reference librarian position at the Welch Medical Library at Johns Hopkins University where she worked for eight years. During that time, Jean served in a number of positions with increasing responsibilities. Jean had the honor of working with Nina Matheson, one of the originators of the IAIMS (Integrated Advanced Information Management Systems) model.

In 1988, Jean served as a hospital librarian at the Greater Baltimore Medical Center and was responsible for library and audiovisual services. Then in 1990, Jean worked as the resource management coordinator at the NN/LM Southeastern/Atlantic Region 2 at the University of Maryland at Baltimore, Health Sciences Library.

Faith Meakin, executive director of Region 2, describes Jean as "...an extraordinary individual. She has an unbelievable capacity for work and is both practical and creative. Jean demonstrates the highest level of dependability and drive. She knows what needs to be done and does it well. She also demonstrates great flexibility in being able to shift gears easily between assignment and activities."

In 1993 Jean, and her husband Mark, moved to Seattle where she worked at the University of Washington's Health Sciences Library, in outreach information and access services, and eventually as Associate Director for Information Resources Management. Jean became the Director of the Tompkins-McCaw Library for Health Sciences and Associate University Librarian at Virginia Commonwealth University, Richmond, Virginia in 2000. And finally, in October 2008 Jean began her tenure as the Director of the Eccles Library and the NN/LM MCR. MCMLA members extend Jean a heart felt welcome to the chapter and look forward to working with her on chapter activities. Members are sure to benefit from Jean’s extensive experiences in a variety of library settings.

Biography summarized from JMLA 94(3) 2006: 249-252

Note from the Editor

At the Annual Meeting in Cody, WY last October, I announced that the Express would be getting a new look and feel and gave everyone a sneak preview of the new banner. Stuart Dayton, who has done many of the graphics for MCMLA in the past, outdid himself yet again. With no more direction other than me asking for something “clean, classic, and modern,” he gave me the banner that you see in this issue. I am now in my fourth year as Express editor. I could not have produced the quarterly issues without the help of the Publications Committee, the Membership Committee, and everyone who submitted articles and bits of news. After year two of my editorship, I started to feel more comfortable in the role and wanted to make some changes. I not only wanted to update the look, but also add some bite to the content. At the Cody meeting, through email, and on the listserv, I solicited Cody poster and paper presenters to turn their presentations into articles. We have several in this issue for you to enjoy. I hope that other presenters submit articles for the next issue. We also received an unsolicited research article about the MCMLA journal club. That was quite exciting! In my fourth year, I have also learned to delegate. Amanda Sprochi and Andrew Youngkin are our copy-editors, Cynthia Melenson works on MCMLA beats, Beth Tweed combs blogs and newsletters for interesting items, and Angela Arner has returned to the Committee with her health literacy column. Thank you all for your hard work!

Heather L. Brown, Express Editor
News from MLA Chapter Council

Submitted by Holly Henderson, MLA Chapter Council Representative; edited by Cynthia M. Melenson, Ph.D.

- MLA President-Elect’s Draft Priorities for Next Year are available to view and comment on in the MLA Connection Blog (http://connections.mlanet.org/). President-Elect Connie Schardt would appreciate your input.
- MLA ’09 Registration is Now Open, so get that registration in, if you’re lucky enough to attend! “iFusions” is May 15-20, 2009, in Honolulu, Hawaii.
- MLA 2009/10 Election Results are in. President-Elect is Ruth Holst. Additional election results are on MLAnet (http://www.mlanet.org/)
- Social Networking Software Task Force Short Courses now available free to MLA members. Courses started January 19th, but several will be offered through April. You can take any course a la carte. More information is available on the course website (http://sns.mlanet.org/snsce_advanced/)
- Pittsburgh Chapter has proposed a merger with the MidAtlantic Chapter due to declining membership. Help keep MCMLA’s membership numbers up; renew your membership today!

Research Committee News

Submitted by Liz Burns, Co-Chair & Susan Sanders, Co-Chair; edited by Cynthia Melenson, Ph.D.

Committee Purpose

The Research Committee encourages MCMLA chapter members to engage in research activities by providing mentorship and presenting an award for the best research paper and best research poster that is presented at the annual chapter meeting. In order to cultivate the research process, the Committee’s website provides links to resources, classes, services and committee business as a way to improve the knowledge and skills needed to perform and present research.

Committee Goals for 2009

This year, we will assume again the goals of last year, to continue to increase our own knowledge and to mentor our colleagues about the research process. One of the ways will be through the MCMLA Research Committee Wiki. Our plan is to improve and expand on the Wiki as a tool for collaboration in research. Susan Sanders and Roz Dudden will be working on a new “Collaboration” page, where members who are considering doing research can find others interested in the same research questions. We base our decision to do this on the MLGSCA (Medical Library Group of Southern California and Arizona) Research Committee Survey that Claire Hamasu shared with us. One of the questions was:

Collaboration would encourage my participation in research projects.

- 58.1% maybe
- 39.5% yes
- 2.3% no

An announcement will be sent out when the Collaboration page is up.

Again, we will be presenting awards for the best research paper and best poster at the MCMLA annual meeting in Breckenridge, Colorado. Announcements will be forthcoming as to the deadline for submitting abstracts.

Remember that the MCMLA website is a great way to keep up with the Research Committee’s progress. Of course, one of the best ways is to volunteer to be on the Committee next year!
All of our students have returned from vacation, classes are packed, and it is time for the first issue of the MCMLA Express for 2009! It is great to be writing this column again. Since I last contributed a column in 2007, the journal literature, blogs, wikis, podcasts, webinars and more have been very prolific on the topic of Health Literacy. There have also been several significant national developments during the past two years, so it’s time to “catch up.”

The National Assessment of Adult Literacy (NAAL) was released in 2008. The Report is a nationally representative assessment of English literacy among American adults, aged 16 and older. The work was sponsored by the National Center for Education Statistics (NCES). NAAL is the nation's most comprehensive measure of adult literacy (http://www.nces.ed.gov/naal/).

Information posted on the Diversity listserv by Jaleh Behroozi Soroui concerns the release, in January of this year, of the NAAL County and State Literacy Levels. The NCES released the “National Assessment of Adult Literacy: Indirect County and State Estimates of the Percentage of Adults at the Lowest Literacy Level for 1992 and 2003,” which provides estimates on the percentage of adults, throughout all the states and counties in the United States, who lack basic prose literacy skills. The study provides data for 2003 and 1992. This new data is currently the only available snapshot of adult literacy rates for individual states and counties.

To produce this study, NCES gathered data from the 2003 NAAL, a nationally representative sample of more than 19,000 Americans, aged 16 and older, and the 2000 Census, which provided "predictor variables" such as education and income.

The report is accompanied by an Interactive Web Tool, which shows the percentage of adults lacking “Basic Prose Literacy Skills” for all states and counties. In addition to allowing users to view adult literacy percentages for any given state, the web tool also allows for comparisons to be made between two states, two counties in the same state, two counties in different states, across years for a state, and across years for a county.


In mid-2008, I was asked by our Cultural Competence Taskforce for our Health System to create new web pages on “Health Literacy, Diversity, and Culturally Competent Care for Specific Populations.” Those new pages are located under “Professional Resources” on the John Moritz Library web site, at http://www.methodistcollege.edu/currentstudents/library/library_detail.asp?PID=15&PCID=46. I believe this is an outcome of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards, created in recent years, on Patient Safety. JCAHO published a White Paper in 2007, “What Did the Doctor Say?: Improving Health Literacy to Protect Patient Safety.”

I took the Learning 2.0@MCR/PSR online class, last fall, which gave me a wonderful opportunity to create a blog on Health Literacy Awareness. It began as part of the class assignment and now is another way to comment on trends, legislation, and best practices. Please visit at http://healthliteracy-forhealthandwellbeing.blogspot.com/.

Since the landscape of health literacy changes rapidly these days, watch for future topics on readability, training resources, Health Literacy Month, and more. Please feel free to contribute your suggestions for information important to your work in hospital and academic health science libraries. ♦
Welcome to MCMLA: New Member Profiles

Cynthia Mariaschin-Melenson

Cynthia Mariaschin-Melenson is currently a librarian at Rocky Mountain University of Health Professions in Provo, Utah. She grew up in New Jersey and New Hampshire, and has since then lived up and down the East Coast, from Maine to Georgia, and now resides in Salt Lake City.

Cynthia holds an A.B. in geography from Mount Holyoke College, an M.A.T. in botany from Miami University (Ohio), a Masters degree in Library and Information Science from the University of North Texas, Denton, and a Ph.D. in science education from SUNY at Buffalo. She spent many years as a junior high school science teacher and has published in Middle Ground (National Middle School Association’s practitioners’ magazine). Cynthia’s library experience includes public library and medical library work in Georgia, and law library experience in New York.

Cynthia has held many library positions, assisting all ages at the public library, poring over legal texts for correctly quoted and capitalized information, and searching for backgrounds of movie stars and football heroes for a newspaper library. What she enjoys most is as a medical librarian because she is naturally interested in health issues and pharmaceuticals. She feels that some of the research that is requested will actually help someone or entire groups of people achieve a better, healthier life.

Travel is high on Cynthia’s list—she has been to the Middle East, Central America, much of the United States, Canada, and Mexico, and Europe. But eventually, Cynthia and husband, Richard come home to her cockatiel, red-eared slider, and assorted tropical fresh and saltwater fish, as well as her collection of nearly 100 indoor plants.

Cynthia is currently serving on the Publication Committee and looks forward to getting to know many of the librarians in the Midcontinental region. (Submitted by Michlene Mankin, Membership Committee; edited by Andrew Youngkin)

Stacy Naus

Stacy Naus is one of MCMLA’s new student members. She is currently attending the University of Denver and will be graduating in May with her MLIS!

When not busy studying or working her full time job in a managed care organization, Stacy is at work on her practicum. She is helping a new college of osteopathic medicine in their health sciences library. Stacy had only been on the job two days when we talked, so she was still learning the needs of the position. However, the people she is working with are very open to her helping in all avenues of the library. Stacy is thrilled with all the new experiences. Although the library has mostly electronic holdings, she is going to be able to assist with collection development. She also looks forward to creating some computer based training.

Librarianship is a second career for Stacy. She had a previous life as an IT person. This was a position that she sort of fell into. Upon graduating with her bachelor’s degree in special education, she was selected as a computer operator. According to Stacy, this was mainly because she was a good typist-- good typing skills never go to waste! Stacy continued to grow with the field until recently when she was ready for a change.

Stacy’s ideal job would have to involve RESEARCH! She enjoys doing literature research and wants to be able to do it efficiently with high quality so that it will be maximally meaningful to users. She likes technology and wants to be able to contribute to a library’s technology plan and web pages.

Stacy and her husband are originally from the Chicago area but have lived in the Denver area since 1996. Stacy suspects she is the “only” individual in the area who doesn’t ski, snowboard, or mountain climb. She is a Midwestern Girl at heart!

continued on page 7
New Member Profiles (continued)

continued from page 6

She does enjoy writing, photography, scrapbooking and spending time with family and friends. Stacy and her husband have been married for over 30 years with three wonderful children … two sons, Ryan and Scott, and a daughter, Laura, whom they call their “rose amongst the thorns” since she is the only girl in the family. Stacy recently became a grandmother for the first time. Her grandson, Quinn Lawrence Naus, is the most handsome baby Stacy says she has ever seen, although she insists she is totally objective in this observation!

With her membership in MCMLA, Stacy is looking for practical advice for new librarians and opportunities to improve her skills and knowledge of “libraryland” form the “community of practice.” She looks forward to attending some CE courses … once her degree is completed. And she looks forward to getting to know you. Stacy hopes to be in Breckenridge in September, so please be sure to introduce yourself! (Submitted by Cindy Logan, Membership Committee; edited by Cynthia Melenson, PhD)

Jennifer Rowan

Jennifer Rowan is currently enrolled in the MLIS program at the University of Denver, although she is almost done! Her area of concentration is Reference User Services and she will graduate this March. Originally from northern New Jersey, Jennifer has lived in Colorado since 1994.

Currently juggling two roles, Jennifer is working part-time in the Research Center of the Penrose Library at DU (University of Denver) and is also serving a practicum at the Health Sciences Library at the University of Denver Anschutz Medical Campus. Jennifer enjoys her work at DU: Not only does she find the work challenging, but also she is gaining a lot of confidence as she sees herself able to help users.

Jennifer has a BA in Modern Languages from Seton Hall University (New Jersey). While at Seton Hall, she spent six months in Quebec, Canada, as part of a French immersion program. She said it was an amazing experience, and that she had the best cup of chocolat chaud (hot chocolate) ever while she was there.

The language skills that Jennifer acquired stood her in good stead, when she subsequently worked at United Airlines in International Reservations Sales and Service. She worked at United for 19 years and enjoyed her job immensely. It helped her to perfect her communication skills and learn about cultural sensitivity. Jennifer was able to travel the globe and has been on five of the seven continents.

A little known fact about Jennifer – in her free time she enjoys playing trivia (at the College Inn on Tuesday nights) and singing karaoke!

Jennifer joined MCMLA to build professional relationships with experienced librarians. She is looking forward to participating in the mentoring and educational opportunities that MCMLA has to offer. (Submitted by Melissa DeSantis, Membership Committee; edited by Cynthia Melenson, Ph.D.)

Euemduan C. Osmera

Euemduan Osmera or Euem, as she likes to be called, is one of the newest members of MCMLA. She is at the McGoogan Library of Medicine at the University of Nebraska Medical Center (UNMC) as their main cataloger. In her job she does original and complex cataloging as well as database cleanup and authority control. In addition she is already serving on several committees.

Euem graduated from the University of Nebraska Omaha with her BS in library science with a double minor in history and computer science. During her time there she served as a library assistant at McGoogogan. She then completed her MLS at the University of South Florida, Tampa. Euem relates that she came “back” to UNMC to fulfill her wish to be an academic librarian.

continued on page 8
New Member Profiles (continued)

continued from page 7

Her first job after graduating from library school was in a small public library as the head of technical services; however, she got extensive experience in all aspects of the library, as she served as acting director when the director was absent from the library. This included stints in circulation, reference and even the children’s section. She was recruited for this position prior to graduation, which she said was a relief as she didn’t have to send out a lot of resumes. She then transferred to a larger public library. However, she knew her heart was in being an academic librarian and she is excited about her new position at McGoogan.

She and her husband have two small children, a four year old girl and a boy who is two. When she was home with her infant daughter she began watching cooking shows, which piqued her interest in cooking. She loves to cook and bake and even flirted with the idea of doing some catering as a sideline, at one time. She has three sisters, one of whom lives in Italy, and Euem is hoping she and her family can visit that country at some time, but like many others is waiting to see what the economy does before she buys her tickets.

Euem likes working in the library field because she feels it is a positive place to work – people seem to view libraries as a place where they get a lot of value for their time and money. The library contributes to increased literacy and education for those using it and she upholds those values as well. As she is new to the medical field, her membership and involvement with MCMLA will help her to network with other librarians who can share with her their tips and knowledge. (Submitted by Michlene Mankin, Membership Committee; edited by Heather L. Brown)

Go Local Kansas is Now Live

Submitted by Amy Ritterskamp, A.R. Dykes Library, University of Kansas Medical Center, Kansas City, KS; edited by Andrew Youngkin.

Go Local Kansas (www.golocalkansas.org) launched on January 29th, 2009. Go Local Kansas allows consumers to find contact information for health care providers such as hospitals, county health departments, support groups, nursing homes, and community clinics. Users can search by location, type of facility, or a specific disease or condition. Information from all counties in Kansas will be available.

The project is the result of the hard work of librarians and library staff from across the state. Librarians from Dykes Library at The University of Kansas Medical Center, the State Library of Kansas, Kansas public libraries and the Kansas Regents Institution Libraries contributed to the web site.

Data was gathered from a few state agencies, and then imported into the database. Selectors were recruited from local services that don’t register with a state agency. Librarians from each of the Kansas Regents Institution Libraries then provided a final review of all records. This distributed model was used in an effort to provide a truly comprehensive database for residents of Kansas, as well as create a sense of ownership across the state.

Governor Kathleen Sebelius signed a proclamation declaring January 29th, 2009, Go Local Kansas Day and encourages residents to visit the site “today and every day in 2009 to locate health resources in their community”.

Go Local Kansas is part of a statewide health information initiative encouraging Kansans to take charge of their health. Kansas Health Online (www.kansashelthonline.org) is a health information web site, which launched last year and is sponsored by the Kansas Health Policy Authority and developed by biomedical librarians at Dykes Library. It includes information on diseases and conditions, tools and tips to make healthy lifestyle decisions, and a guide to health policy in Kansas.

Many thanks go to those who contributed their time and hard work to this project. ♦
From the Archives: Annual Meeting Highlights, Part 2

Submitted by A. Sue Fleming, Archives Committee Chair; edited by Cynthia M. Melenson, Ph.D.

September 19, 1981 – The meeting was held in Denver, CO. Karen Butter, MCMLA’s first Chapter Council Representative, reports on first Chapter Council Meeting held in June at the MLA Meeting in Montreal. The Express will be published quarterly in February, May, August, and November with supplements as needed. Patrick Brennan, Chair.

October 29, 1982 – The meeting was held in Kansas City, MO. Membership Committee published a recruitment brochure. Legislature Committee members will prepare state fact sheets to assist in state lobbying efforts. South Dakota changes RML affiliation to the Midwest Chapter but MCMLA members remain loyal to the Midcontinental Chapter. Gary Byrd, Chair.

September 23, 1983 – The meeting was held in Park City, UT. “Medical Libraries – Yesterday, Today and Tomorrow”. The first MCMLA Outstanding Achievement Award was received by Priscilla Mayden with three special editions presented to Dr. Frank Rogers, Bernice Hetzner, and Dr. Estelle Brodman. Cynthia Fedders, Chair.

October 19, 1984 – The meeting was held in Omaha, NE. The formation of an Ad Hoc Committee to study development of a consultant service within the region was announced. An award was established in memory of Barbara McDowell. Wayne Peay, Chair.

October 3, 1985 – The meeting was held in St. Louis, MO. “Gateways ‘85”….The name of the Legislative Committee was changed to the Government Relations Committee. MCMLA calendar year was changed to coincide with the MLA year. The RML/Liaison Committee was disbanded. Part of the past president’s role will be to revise and update the chapter procedure manual. Carolyn Anne Reid, Chair.

September 5, 1986 – The joint meeting with the Pacific Northwest Chapter was held in Jackson Hole, WY. “On the Leading Edge”…. Revisions to the Bylaws were accepted by the membership. MCMLA was reported to have 241 members. MCMLA initiates a strategic planning process. Bonnie Mack, Chair.

October 2, 1987 – The meeting was held in Wichita, KS. “The Librarian as Entrepreneur”…. Claire Gladzikowski appointed the first Executive Secretary of the Chapter. Membership Committee worked on a way to recognize Continuous Chapter Membership and develop New Member Information Packets. Joan M. Stoddart, Chair.

September 21, 1990 – The joint meeting with the Pacific Northwest Chapter was held in Seattle, WA. “Coming of Age in the 21st Century”…. Meeting discussion focused on the financial status of the Chapter. Membership in attendance unanimously supported a dues increase to $15. A dues mail ballot would follow the Annual Meeting for a vote on the increase. The new Chapter banner, produced by the Membership Committee, was officially dedicated. Kathleen McCloskey, Chair.
Communication Methods in a Journal Club for Medical Librarians

Submitted by Susan Sanders, AHIP, Research Committee Co-Chair; edited by Andrew Youngkin.

Introduction

This qualitative study examined medical librarians’ experiences with four communication methods used to conduct a journal club discussion. The group of practicing medical librarians came from a widespread geographic area and participated in a discussion regarding the future of medical librarianship. Participants also had a choice to achieve continuing education credit in the Medical Library Association, Academy of Health Information Professionals.

Networking and participation in discussions with fellow colleagues is an interactive, social method of learning often preferred by librarians. Professional continuing education opportunities are available in various delivery formats to accommodate the needs of individuals whom otherwise would be limited or unable to participate due to time and funding constraints. Typically, journal clubs allow participants to discuss and share their insights and observations on a particular shared topic of interest. During the Fall of 2005 through Spring 2006, 26 medical librarians from the Midcontinental Chapter of the Medical Library Association (MCMLA) joined a journal club that would span eight meetings and focus on the future of health sciences libraries. The conveners encouraged discussion between participants by asking open-ended and opinion-based questions on the assigned readings, which focused on the future of medical librarianship. The goal was to engender ideas for librarians to use in their current practice or to predict what the future will hold for medical librarians.

The study was designed to elicit comments from participants about their experiences regarding the technological means with which they chose to participate in the journal club. The aim of this study was to identify and evaluate the effectiveness of 4 different types of communication methods and make suggestions about which might work best for journal clubs planned by other association in the future.

Methods

The two medical librarians who convened the journal club asked participants to choose one of four modes of communication. Nine individuals chose to use email, seven agreed to participate in an instant message/chat group, six communicated by telephone conference, and four people met in person. Table 1 shows the librarians’ geographic location, and the mode of communication they used.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Email</th>
<th>IM/Chat</th>
<th>In Person</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>1</td>
<td></td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>5</td>
<td>-</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Colorado</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>South Dakota</td>
<td>-</td>
<td>0</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Wyoming</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Utah</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

After the final session, participants were asked to complete an eleven question online evaluation designed by the conveners. Comments to open-ended and Likert scale questions were collected and the remarks were analyzed.

Results

Comments indicated that in spite of stumbling blocks encountered from the modes of communication, the participants were able to work around the impediments to achieve their learning goals. Attendees were able to participate in the discussion regardless of the drawbacks from the mode of communication and the technological challenges they faced. All

continued on page 11
participants who enrolled in the phone and in-person groups attended at least six of the eight sessions. Six participants out of nine in the email group completed the required sessions, and in the chat group six out of seven individuals complete the number of required sessions. During the time frame of the journal club, some participants changed their perceptions about the method of communication they selected at the start.

Discussion

Evaluation results suggest that the participants thought the opportunity to network, the commitment to earning continuing education credits, and time purposefully allocated to reading professional literature were motivating factors for a successful journal club experience. Table 2 shows the number of enrollees in the journal club by the communication mode and illustrates the number of individuals who attended the minimum of six meetings, satisfied credit requirements, or contributed to the study by submitting the conveners’ evaluation survey. At the outset of the journal club, individuals may have had a personal preference for a communication mode that they chose to use. However, participant perceptions of a modality were often changed as a result of first-hand experience and working to overcome technological challenges.

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Enrolled</th>
<th>Applied for MLA credit</th>
<th>Conveners Evaluations Submitted</th>
<th>Attended at least six meetings</th>
<th>Earned MLA credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Chat/IM</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>In Person</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Phone</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

The analysis and comments on which this paper is focused concentrate on participants' responses to questions two, six, eight, nine, and eleven because they are about the effect of the communication method on the discussion group experience. Participants' comments related to questions eight and nine are analyzed together because they are closely related. Responses to survey question eleven offer suggestions for conducting a successful journal club in the future.

Discussion

Survey question 2 asked participants to rank the level of challenge of incorporating the journal club into their schedule on a scale of "easy" to "difficult". Four of seven respondents in the “email” group ranked the level of challenge as "easy" while two respondents remained "neutral." One email participant (who dropped from the group after two sessions) said it was “very difficult.” When telephone participants were asked the same question, 50% maintained that the task was "easy" while the remaining 50% of participants ranked the task as "very easy". Similarly, the “in-person” group had three out of four participants report that it was "very easy" to fit the discussion sessions into their schedule, while one reported that it ranked as "easy." Lastly, when asked to rate the level of difficulty to incorporate the discussion into their schedules, the six- participant “instant message/chat group” had two participants rate it as "easy" two rate it as "difficult," while two responded with a "neutral" rating.

In response to survey question 1, groups generally reported problems with the communication method, yet the “in-person” and telephone groups reported fewer obstacles. The in-person group, affected by their need to meet outside of work schedules had agreed to gather on Friday evenings at 6:00 pm. They cited their main difficulty was logistics as well as the challenge of finding a meeting place that offered ambiance, a low noise level conducive to conversation, and a varied menu.. The telephone group experienced dropped calls and delay in continuing the discussion until the call(s) could be reconnected. The telephone group members also reported that there were often sound issues, specifically, inaudible voices and difficulty discerning the words of fellow participants.

continued on page 12
Participants gave examples of problems that they encountered with the communication technology in response to survey question six. The instant message/chat group had one participant that reported difficulty/hardship understanding and installing the software. Another participant had a problem when her institution removed instant messaging capability without notice forcing her to access the group from her home connection. Slow input and response time were issues cited by two IM/chat participants. They explained that the tedious task of typing out comments made it difficult to contribute fully to the thread before it concluded and replies were often "not fully articulated as they might have been in real life." Although the email application was a very familiar technology to the group members, the participants felt encumbered by the communication method because it required a considerable amount of time to review and respond to the messages. Then, too, the posts were often "individual thoughts…and not responses to other posts."

Participants were able to choose the communication method they would use to participate in the discussion group. Survey question eight asked how the communication method affected satisfaction with the journal club and question nine asked how the communication method contributed to/detracted from the participants' ability to share thoughts on the readings and to learn from fellow participants.

In both the email and instant message/chat groups, the communication method presented challenges that detracted from satisfaction with the discussion and/or with participants' ability to share thoughts on the readings and learn from fellow participants. The main impediments were difficulty organizing messages by thread, disjointed conversations, and an absence of nuanced communication. For example, one email participant commented that, "The posts are often individual thoughts from the readings and not responses to the other posts." Another email participant said, "…I was sometimes wondering if all the postings were being copied to all group members, of if some posting were being sent inadvertently between select members…and not copied to the entire group." In addition, one person reported that email was "choppy" because she did not "always receive messages in the order they were sent." The individual said, "Sometimes I would receive someone's reaction to another post before I got the post itself." To avert the challenge of identifying the order and topics of messages, the conveners could have addressed the issue of organizing messages in advance of the sessions. They might have created a message header template and a set of guidelines for posting messages before the group got started. From the email participants' comments, some standardization in the format of the messages would have been a useful aid to organizing the discussion.

In the IM/chat group, two members thought disjointed conversations were a function of, "the time lag between posting comments and when the discussion may have already jumped to a new topic" and the perception that "…by the time one is ready to send a comment it may seem irrelevant."

One email participant also had trouble with the delay that resulted from writing and reading messages as opposed to ‘real time’ dialogue. This resulted in a feeling that it was often difficult to keep the discussion going. Still, two participants said that email allowed them to have time to think before giving input, and was conducive to everyone having a chance to contribute without interruption. Some email members also liked being able to read and reflect on comments as the sessions progressed.

The phone and in-person group members reported very few problems with the communication method affecting their satisfaction with the journal clubs or detracting from their ability to share thoughts and learn from fellow participants. In the phone group, one participant thought that the group was able to stay focused during the discussions, which helped direct the flow of conversation. Another participant thought the phone method was "…similar to in-person as [they] could highlight early or make notes as folks talked [yet] could [still] add [their] two cents." One person in the phone group said that she liked the phone sessions because it was more direct and conversational than messaging or email. The advantage to the phone method was hearing people speak, and getting to know their personalities by the sound of their voices and speech inflection. An in-person group member confirmed the advantage of hearing vocal inflections, and thought that email was "too impersonal and easily misunderstood." Another in-person member stated that the quality of
interaction in an in-person discussion is much more revealing because you can see someone's facial expression, hear their tone of voice, or hear a casual aside that a person would not type into a chat or email message.

When asked whether they would participate again in the same format journal club, the following responses were offered by each respective group: Instant Message/Chat: yes (3) no (1) unsure (2); Email: yes (6) no (2) unsure (0); In-person: yes (3) no (0) unsure (1), and Phone: yes (3) no (1) unsure (1).

Participants ended the survey by responding with some advice to those who want to have a successful journal club. The in-person group commented that it was important to "stay on track," "commit to staying on the subject until that topic is finished," and "try to avoid social chit-chat during the discussion time." Along those lines, the telephone group members said to "keep the learning on track, and get feedback regularly," and to "be more directed in the conversations." Regarding logistics, an individual in the in-person group suggested, "to meet in the same place all of the time." The purpose of this intention would be to hold all meetings where there was the right combination of ambiance, food, and quiet. Members in the phone group said, "work to schedule times that meet most participants' needs," and "set consistent dates in advance, so people can clear their schedules."

Email respondents said that to be successful in the future, email journal club participants should realize that email discussion takes "more time than in an ‘in-person’ journal club." Two participants inferred that email groups would be the least successful type of journal club. One said, "expect dropouts," and another, "use a bulletin board." An IM/chat member suggested having a "dry run" of using the technology prior to the discussion sessions, and to "send email reminders on the morning of the discussion, to increase participation."

In all four groups, participants agreed that discussion leaders should be responsible for specific tasks to ensure a successful discussion. First, they should confirm participant knowledge of applicable technology prior to the discussion. Next, discussion leaders should have a clear outline prepared for the discussion including specific, leading questions designed to ensure the group stays focused the discussion. Participants also suggested the discussion should be recorded to allow for review and follow-up at a later time. Since the time of this study, new and hybrid communication methods have emerged to satisfy many of the issues raised by this study.

The main purpose of this study was to evaluate communication modalities in a journal clubs experience. However, additional reasons for joining the group are interesting and also deserve mention. Several participants in the email and IM/chat groups were interested in online and distance learning and desired to gain practical experience in online learning with an unfamiliar technology method. The other personal learning goals most commonly mentioned were: to learn about a highly relevant topic; to gain support and information to help with immediate challenges in one's library; to gain a more articulate voice in representing the library to others; and to network with colleagues. Due to modality preference, 21 of 23 completers reported that they were either “very successful” or “successful” in achieving their goals.

Conclusion

Members from each of the four communication methods conveyed that regardless of the difficulties encountered with the technology used to conduct the discussion, the result was a transfer of knowledge. This occurred from learning and sharing the expertise, educated opinions, and experiences between colleagues. Members were motivated and engaged in the topic, and used various types/levels of interactivity to participate in a discussion topic related to the future of health sciences libraries. The chart below provides a summary of the pros and cons most often cited by participant comments.

In writing about this study, the narrative comments were difficult to quantify. The survey questions might have collected more data had they been designed to focus specifically on the communication methods as well as a wider set of variables that could have also been examined in greater detail. Nevertheless, the study offers a glimpse of how communication methods might affect the conduct and outcome of a discussion and what would constitute an environment conducive to facilitating a follow-up journal club discussion group.
Present a paper or poster in Cody?

Write an article based on your presentation and get it published in the Express!

**Benefits**

- Your hard work will be preserved in print format for all to see
- MCMLA members who did not attend the conference or were in a different session can learn more about your work
- Get an AHIP point!

Email your article at anytime to Heather Brown (hlbrown@unmc.edu)
The following article is an elaboration on my paper, “ScanGrants: Reaching out with RSS to Researchers in Rural Areas,” presented at the October 2008 meeting of the Midcontinental Chapter of the Medical Library Association (MCMLA) in Cody, Wyoming. It will discuss the free, online grants and scholarships listed in ScanGrants and suggest ways that working on Web projects like it and presenting at professional conferences will enable medical librarians to advance their careers, enlarge their intellectual horizons and professional networks, and improve their presentation skills.

What is “ScanGrants” [see http://www.scangrants.com/]

ScanGrants is a public service website which lists grant, scholarship and other funding types in the health sciences. It is an example of how librarians can employ free Web 2.0 tools such as those of FeedBurner and Google Analytics to create free services for library patrons and anyone in the world with an Internet connection.

What was the genesis of ScanGrants and what is its raison d'etre?

Given the budgetary pressures facing health care institutions in general and medical libraries in particular, many medical librarians are perforce acquiring know-how in the world of grantsmanship. Not only is it a way of obtaining funding for their libraries but also it may serve as an additional skill and service offered to other arms of their institutions.

The ability to research and locate grants for clinical personnel is an added value that medical librarians should consider exploring. First, it is a way of cementing their value in the minds of administrators. Second, it cements their value in the eyes of the grant recipients whom the librarians helped, both by alerting them to the opportunity in the first place and by assisting in the composition of the grant application--for instance, by conducting searches of the medical literature on the topic related to the grant.

I, myself, am a case in point: I was offered my current half-time position as grants coordinator for Samaritan Health Services’ Center for Health Research and Quality.

As my boss in the Center, Jana Kay Slater, and I tried to locate grants for a variety of projects and prospective principal investigators for such grants, we realized that we were at a disadvantage compared to our peers in academia; unlike those peers, who are affiliated with universities and research institutes, we did not have access to proprietary databases such as Community of Science. There was no comparable but free resource for those outside such electronic resource-rich environments, community hospitals being examples of those without such access. And yet more and more research (particularly along quality improvement lines) is being conducted by community hospitals or by rural health networks. We decided that there was a need that needed filling not only for Samaritan Health Services and its community partners in the nonprofit public health realm but also for those throughout the United States in need of access to such a database of funding opportunities in the health sciences.

We determined, therefore, to create a free, web-based listing of grants and other funding types that would enable both novice and experienced potential researchers, public health workers, and community public health advocates to garner funding for their projects. We also made an effort to list as many scholarships in the health sciences as possible in order to attract bright people to the healthcare professions and thus alleviate the perennial shortage of nurses and allied health professionals, particularly in rural areas.

We wanted to make ScanGrants as easy to use as possible. Therefore, we listed a broad range of categories (e.g., Academia, Academic Medicine, Acute Care, Aging, Alcoholism, Allergy Medicine, Alzheimer’s Disease, Amyotrophic Lateral Sclerosis). Users can subscribe to either the main listings or by category via email or RSS.

We are happy to report that ScanGrants is being adopted by a broad range of medical, academic and public libraries and institutions such as the Michigan State University...
ScanGrants (continued)

Libraries, the Alameda County Library, the Medical College of Wisconsin, Washington University in St. Louis, and the Office of Research Information Services at the University of Washington.

That is a very quick synopsis of ScanGrants. I am very proud of it, work hard on it, and appreciate the support of medical librarians who have been so helpful in advising me on copyright matters and ways to publicize it.

Some guidelines and benefits for the medical librarian who may engage in Web services projects like ScanGrants:

Guideline #1: It is important to learn what is technologically possible and how to do certain things. I already knew from a previous project (Medgrab www.medgrab.com) how to utilize FeedBurner to set up email alerts and RSS feeds. But I did not know how to ensure that the grants for which deadlines had passed would drop off from ScanGrants; there is nothing more frustrating than outdated information. I engaged the Web designer Noel Ruiz of Niche Tank: http://www.nichetank.com/ to handle such matters and the overall design of ScanGrants. Sometimes you have to know when to call in the pros!

Guideline #2: Learn a lot about marketing and make valuable professional contacts. For instance, I wrote to the noted search engine blogger, Charles Knight of AltSearchEngines, to ask him to blog about ScanGrants, which he very graciously did. Not only did that raise the visibility of ScanGrants considerably, but I eventually became a staff writer for AltSearchEngines and have since been able to attend for free as a reporter at conferences such as Health 2.0, which I would not have been able to afford to attend otherwise. I also have gotten some consulting work in the search engine world from such acquaintanceships; these contacts have, in turn, suggested venues in which to blog about or otherwise publicize ScanGrants. These contacts have also enabled me to keep abreast of the very latest in search and Science 2.0 developments, which is an asset for any medical librarian, given how crucial search skills and savvy are in our profession.

Guideline #3: Acquire skills such as the writing of abstracts and the presentation of papers for professional conferences. For example, I read about the MCMLA’s call for papers and noted that the call for papers included the questions, “Are you using innovative means to serve the underserved in rural or urban settings? Is your library using Web 2.0/open source software/social networking to deliver information?” I immediately saw an opening to market ScanGrants and an opportunity to meet librarians who were interested in leveraging Web 2.0 to improve services. I also learned how to write an abstract and prepare a PowerPoint. And I learned, to my mortification, that I should have practiced delivering my paper, so as not to run way overtime and in so doing receive a gentle rebuke from a very tactful moderator in Cody. I was able, too, with the permission of my professors in the FastTrack MLIS program of the University of Pittsburgh, to submit the abstract and PowerPoint as the equivalent of class assignments. More bang for the buck!

Benefits: Gain opportunities to network in the medical library realm. In Cody, I met a huge number of skillful, knowledgeable librarians from a wide variety of institutions and attended fascinating, edifying, enjoyable sessions and workshops. I was so impressed with the caliber of the MCMLA membership that I joined the organization, even though I live and work in the region covered by the Pacific Northwest chapter of the MLA.

I was able to meet and have lunch one-on-one with the president of the MLA, Connie Schardt, who has been incredibly helpful to me on the ScanGrants front and in alerting me to significant developments in Web 2.0 matters in the medical library world. It is not every day that a library science student gets an opportunity to discuss her dreams and ambitions with the very top echelon of the major professional organization in her field. Talk about luck! I also met and got to know Lynne M. Fox of the Health Sciences Library, Anschutz Medical Campus, University of Colorado Denver, who has been similarly courteous and helpful. She has helped me place articles for her institution’s newsletter and for the MCMLA newsletter and at some point, I hope, for the MLA newsletter.

I would not have had such opportunities to do so much for my beloved ScanGrants without the help of the members of the MCMLA; I can’t urge MLA members enough to attend the meetings of chapters not their own. We all have so much to learn from one another. And we get opportunities to communicate with each other—for example, here you are, reading this article!

♦

Page 16
Tracking Our Success: A Wiki is the Way to Go!

Submitted by A. Sue Fleming, Camillia A. Gentry, and Kristin M. Sen, Via Christi Libraries, Via Christi Regional Medical Center, Wichita, KS; edited by Andrew Youngkin.

Note: This article is based on a poster presented at the MCMLA Meeting 2008 in Cody, Wyoming

Introduction
We needed an efficient, dynamic, user-friendly, and web-accessible tool that could track and better communicate the progress of the Via Christi Libraries “Five Year Strategic Plan” to hospital administration.

Objective
• To design an electronic, web-accessible tool that could be used from anywhere.
• To choose a program that would allow multiple users.
• To investigate software that would best facilitate communication regarding progress updates and requests for collaboration.

Materials and Methods
The Old Way—Folder System on a Shared Drive:
Negative features of this system:
• Functionality is time-consuming and confusing.
• Use was limited to select computers with access to the shared network drive.
• Reporting activities were cumbersome due to the static nature of system
• Folder updates required manual e-mail notification

The New Way—Wiki Tool
• Positive features of the Wiki Tool:
• Dynamic, time-saving, and specifically created for online collaboration.
• Capable of keyword searching.
• Enhanced navigation with Wiki internal linking.
• Automatically generated notification of Wiki updates
• Centralized storage of all electronic documents.
• Internet-based; available 24/7, remote access

Conclusion
A Wiki is a unique web tool appropriate for collaborative and creative group projects and can effectively capture and communicate the implementation and completion of a library strategic plan. Training on Wiki development and other Web 2.0 technologies may be required to ensure optimal results.

Publication Statement
MCMLA Express is a publication of the Midcontinental Chapter of the Medical Library Association. It is published four times per year in February, May, August, and November.

Committee Members:
Heather Brown: Editor
Amy Ritterskamp: Web Editor
Angela Arner
Cynthia M. Melenson
Amanda Sprochi
Beth Tweed
Andrew Youngkin
HIR: Curriculum-Integrated, Library-Offered Course for Medical Students

Submitted by Assako Holyoke, Medical Center Library, Saint Louis University, St. Louis, MO; edited by Cynthia M. Melenson, Ph.D.

Note: This paper is based on a transcript of the oral presentation at the MCMLA Annual Meeting, at Cody, Wyoming, in 2008.

Introduction: The Medical Center Library (MCL) at the Saint Louis University (SLU), St. Louis, Missouri, was invited to participate in a curriculum integrated course offered to first year medical students at the School of Medicine, Saint Louis University, for the first time in 1997. The course, “Health Information Resources,” fondly known as the HIR Course among reference librarians at the MCL, was launched that same year. One major reason for the invitation for developing the HIR course was that “Changes in LCME (Liaison Committee on Medical Education) accreditation for medical colleges fostered the development of Health Information Resources…” (Kaufman, 1999).

The course was planned with care and attention to detail within the short period of time that the instructors were given to prepare the course. Nonetheless, the course was not initially well received by students. Feedback from students indicated that they felt, on taking the course, that they were being perceived as illiterate on the subject of information-seeking. Students felt that the course was unnecessary and time-consuming.

Since then, many improvements have been made to the course. The hands-on live classes were placed online, making the course more convenient. The course became completely Web-based in 2002. The Web-based tutorials, initially borrowed from other institutions, were extended and improved by the reference librarians assigned as course directors, and each year modifications were made based on students’ feedback of previous years. This curriculum-integrated required course is now considered a model of instruction by the Curriculum Affairs of the School of Medicine at Saint Louis University.

The HIR Course in 2007: The HIR Course was offered online through the educational software WebCT in 2007 by the SLU MCL from October 20, 2007, through January 15, 2008, to 184 first year medical students. The Web-based course, offered on a pass/fail basis, consisted of three modules of online tutorials followed by quizzes, final exam, and literature search assignments.

One of the three interactive tutorials covered the use of PubMed, the second the use of Ovid/MEDLINE, and the third covered the principles of EBM (Evidence Based Medicine). At the end of each tutorial, students took a 10-question open-book quiz. They were allowed to take each quiz twice. Students took a final examination consisting of 10 questions covering all three modules. The final exam was also open-book, but could not be re-taken. After the final examination, the course concluded with the submission of two literature search assignments (clinical scenarios were given), one using PubMed and the other using Ovid/MEDLINE. Students were required to submit a print copy of the citation of the article they selected (in Citation format to include the MeSH terms and Publication Type), including the search history and the first page of the article’s full text. The SLU School of Medicine Office of Curricular Affairs provided a course assessment based on written evaluations by students.

Result: Based on the written evaluations of the 184 students, it is clear that they appreciated the flexibility they had, to go through the modules whenever they could and wherever they were. Students enjoyed the interactive format of the tutorials, the immediate score they received on the quizzes on WebCT, the prompt response of the instructors whenever they had questions in-person or by e-mails, and the opportunity they had for group or one-on-one hands-on classes. As much as possible, the quiz

continued on page 19
HIR (continued)

questions and the final exam were based on real clinical and reference questions brought by students, residents, or faculty, to the reference librarian, on topics that students were learning about in class or were likely to encounter as practicing physicians. Students indicated on their evaluations that they felt they would, in fact, encounter similar clinical questions during their clinical clerkships or as practicing physicians. Students appreciated the fact that the course did not interfere with other basic first year required courses, such as Anatomy and Pathology. Other favorable comments were received in the evaluations regarding the fact that they were able to take the course over the Thanksgiving break or during the year-end holidays at home or wherever they were. They also indicated that they found they often had the opportunity to apply the newly acquired skills in the required Genetics course, which usually starts immediately after the completion of the HIR Course.

The Office of Curricular Affairs, Evaluation Team’s Priorities for Improvement, AY 2007-2008, had the following comments about the 2007 HIR course:

“The feedback reflected the students’ appreciation of the fact that the course is offered online as an independent study and is very much self-directed.” “Students also appreciated that they were given ample time to complete the course as well as the fact that this time coordinated with school breaks (Thanksgiving, winter).” “Another strength of this year’s HIR course is the interactivity of the OVID [sic] and PubMed searches. Students really enjoyed having to actually type in the terms and to see the results that come up after searching different terms and using different search techniques.” “Finally, the strength that was most emphatically commented upon was the availability and helpfulness of the course directors.” “Overall this course received an incredibly high approval rating, and it does not seem to need a whole lot of heavy changes for improvement.”

Conclusion: The HIR course has received similar positive feedback from students over the last few years. It appears that the aspects of the course which made it unpopular initially have been largely corrected.

MCMLA ‘09 Call for Papers/Posters

Submitted by Deb Weaver, MCMLA 2009 Planning Committee; edited by Heather L. Brown

High Altitudes / New Attitudes … At 12,000 feet in the Colorado Rockies, brain cells work harder! Share what your brain has been working on by sharing your story with us at the MCMLA 2009 High Altitudes / New Attitudes poster and paper presentation sessions.

Some ideas include:
- Research – surveys, assessment, statistics, theories, overviews
- Teaching and learning – methods, strategies, models, one-on-one, classes, distance delivery
- Electronic information and delivery – collection development, e-books, databases, Web 2.0
- Administration and support services – working with budget cuts, program development, ILL
- Collaboration – public libraries, consortia, tribal communities
- Marketing and Publicity – methods, achievements

Paper presentations will be 15 minutes long and in a lecture format scheduled for September 23. Formats other than lecture – panel discussion, workshop, discussion group, invited speaker, etc. - will be considered and those formats should be indicated in the abstract. Posters will be displayed and staffed during the 45 minute poster session on September 23.

Submission Requirements

All abstracts must contain the following criteria:
- In .doc or .rtf format
- 12 point font
- Title
- Authors and affiliations
- Length – 500 words max
- Format (paper, poster, panel discussion, workshop, invited speaker, etc.)

All abstracts must be submitted electronically to: Deb Weaver (Weaver.Debbie@tchden.org)

Deadline for submission of proposals is June 24, 2009