

Volume 25, Issue 1

Summer 2013

Hypothesis

The Journal of the Research Section of MLA



Change

6th Annual
Nursing Department
Program Meeting

October 9, 1979
7:00 pm to 8:00 pm

Masur Auditorium
Clinical Center

Madeleine Leininger, R.N., Ph.D.
Arthur Levine, M.D.

Hypothesis

The Journal of the Research Section of MLA

ARTICLES

Proving the Hypothesis: Completing the Transition to Professional Journal

Deidra Woodson and I. Diane Cooper 4

Updating Our Journal: Hypothesis Announces a Journal Change and a New Editorial Board

I. Diane Cooper and Deidra Woodson 7

COLUMNS

Chair's Column:

What Do Research at Academic and Health Librarianships Conferences Have in Common

Kristine Alpi and Heather Coates 10

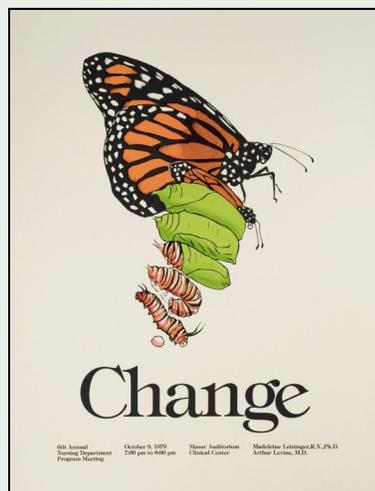
RESEARCH SECTION NEWS

Research Section Programming for 2013: International One Health Meeting

Terrie Wheeler 12

MLA 2013 Annual Meeting Research Award Winners

Sandy De Groote, Amy Donahue and Aileen McCrillis .. 14



Cover art (from the *Images from the History of Medicine* database by the National Library of Medicine):

Poster announcing the 6th annual Nursing Department Program meeting in Bethesda, MD on Oct. 9, 1979.

HYPOTHESIS (ISSN 1093-5665) is the official journal of the Research Section of MLA. It is published three times a year by the Section: Spring (March), Summer (July/August) and Fall (November). Items to be included should be sent to the Co-Editors by the 15th of the preceding month (i.e., February 15th for Spring, June 15th for Summer, and October 15th for Fall). Copy is preferred by e-mail but will be accepted in other formats. HYPOTHESIS is indexed in the Cumulative Index to Nursing and Allied Health Literature™ and the CINAHL® database. HYPOTHESIS is available online at <http://www.research.mlanet.org/hypothesis>.

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PROVING THE *HYPOTHESIS*: COMPLETING THE TRANSITION TO PROFESSIONAL JOURNAL

Hypothesis Editors

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Health Sciences Library, LSU Health Shreveport

I. Diane Cooper, MSLS, AHIP
NIH Library, Office of Research Services, National Institutes of Health

If you do not change direction, you may end up where you are heading.

Lao Tzu

Background

The *Hypothesis* was first published in 1987 as the Library Research Section Update. Over the past 26 years, this four-page newsletter has transformed into a journal that is appropriately titled *Hypothesis*, is indexed in the Cumulative Index to Nursing and Allied Health Literature (CINAHL), and is registered with the International Standard Serial Number Network (ISSN). In 2000, an editorial board was established; however, the board has been underutilized due to lack of consistency. Although the *Hypothesis* has grown into a professional journal within the Research Section, it remains undiscovered beyond the realm of the Medical Library Association.

In order to be considered a respectable journal beyond the MLA community, the *Hypothesis* needs a clearly defined focus, a well-developed peer review process, a professional format, and continued support from the Research Section. Therefore, this article describes the journal's renewed scope, explains the new submission requirements, and establishes an official peer review process.

Aims & Scope

Hypothesis (ISSN 1093-5665) is the official journal of the Research Section of the Medical Library Association. This peer-reviewed journal focuses on research methodology, as well as the latest research issues within the library and information sciences profession. The *Hypothesis* is a valuable resource for anyone interested in social and behavioral research design used within the library science profession and anyone interested in current librarianship literature.

The journal includes educational papers about research methodology, design, and analysis; original research articles, with special emphasis on the method; a literature review column that highlights cutting-edge studies within the medical library profession; a mentor column that provides a unique insight to conducting research; and a column that features the latest dissertations and theses of interest to health sciences librarians.

Requested Content

To be considered for publication, the content of a submitted manuscript should be within the journal's scope. Every submission should focus on some aspect of research methodology, whether the author's intent is to educate or to analyze his or her original research.

The editors request educational articles. Researchers are invited to share their knowledge of research methods, statistical designs, and data analyses. Authors are encouraged to not only discuss theory, but also practical application. In addition to traditional instruction, the editors are seeking other types of beneficial articles, such as reviews of statistical software packages, advice about grant writing, and the ethics of social and behavioral research on humans. The following list includes several examples of educational articles.

Educational

- Comparison/Contrast of research methods.
- Explanation of a particular statistical design.
- Review of statistical analysis software.

Also, the editors request original research. Although complete research articles are welcome, the editors also encourage authors to submit detailed descriptions of particular sections of their original research, such as methods, data analyses, and limitations. Many other journal editors must place restrictions on article length, forcing authors to remove interesting

details of their research, such as the problems associated with data collection, the process of planning the study design, or the difficulties with interpreting the results. Even if the authors have published the overall study in another journal, they are welcome to publish a focused portion of their original research in the *Hypothesis*, without compromising copyright ownership of the first journal. This type of article will become part of the “Behind the Scenes” series featured in the *Hypothesis*. The following examples represent the type of content the editors are seeking for this new series. However, this list is not comprehensive.

Behind the Scenes

- Detailed description of the data collection of one’s original research.
- Analysis of the interpretation of the collected data of one’s original research.
- Discussion of the limitations and problems of one’s original research.

Submission Information

All manuscripts should be submitted to the editors of the *Hypothesis*. Even though the journal is published by the Research Section of the Medical Library Association, authors are not required to be a member of the Research Section or the Medical Library Association in order to submit an article.

In order to ensure the author’s privacy during the peer review process, a separate title page with each author’s name, credentials, and institution should be included. Furthermore, any mention of the author’s institution within the manuscript should simply state “author’s institution” or “author’s library.” If selected for publication, the author will have the opportunity to replace these generic phrases with the actual name of the institution.

To facilitate the editorial process, all authors should single-space their manuscripts and use font style and size Arial 11. All in-text references should be numbered and listed at the end of the article. Please format all citations according to the NLM style guide, Citing Medicine. Any in-text images and tables should be labeled as “Fig. #” and “Table #” respectively.

Peer Review Process

After all manuscripts have been submitted to the journal editors for publication, the editors will distribute each draft to at least two members of the peer review board. Each reviewer will evaluate the quality and professionalism of the research, writing, and execution of the manuscript. They will provide constructive criticism and offer advice for improvement.

Each peer reviewer will recommend to approve, to approve with corrections, or to reject the submission. They will send their comments and recommendations to the journal editors. Based on the reviewers’ recommendations, the editors will make the final decision regarding acceptance. Last, the editors will inform the author of the decision and may provide further instruction.

In order to maintain confidentiality, only the editors will correspond with the authors. By ensuring the privacy of both the reviewers and authors, the peer review process will be double-blinded and therefore unbiased.

Publishing Schedule

The following schedule is tentative, but the editors will make every effort to adhere to these deadlines. As soon as each issue is published, a call for articles for the next issue will be announced. Since the editors and peer reviewers are volunteering while working full time, some delays may be inevitable.

Spring Issue:

Submissions due	February 15
Submissions distributed to peer reviewers within 5 days.....	February 20
Responses from peer reviewers due within 2 weeks	March 6
Revised manuscripts due within 2 weeks	March 20
<i>Hypothesis</i> published within 3 weeks	April 9

Summer Issue:

Submissions due..... June 15
 Submissions distributed to
 peer reviewers within 5 days June 20
 Responses from peer reviewers
 due within 2 weeks..... July 5
 Revised manuscripts due within
 2 weeks July 19
Hypothesis published within
 3 weeksAugust 9

Fall/Winter Issue:

Submissions due..... October 15
 Submissions distributed to peer
 reviewers within 5 days October 20
 Responses from peer reviewers
 due within 2 weeks..... November 3
 Revised manuscripts due within
 2 weeks November 17
Hypothesis published within
 3 weeks December 8

Moving Forward

The editors believe that reviewing manuscripts for publication is a privilege, and they are grateful to authors who choose to submit their work to the *Hypothesis*. In order for the *Hypothesis* to continue to grow professionally, the editors need support from the Research Section. Please submit manuscripts to the journal and encourage colleagues to submit their work, as well.

Like the cover art displaying the caterpillar transforming into a butterfly, so does the *Hypothesis* grow into a professional library science journal. Similar to the chrysalis providing a structure for the caterpillar, the Research Section has provided a secure home for the *Hypothesis*, but the journal is ready to soar to new heights.



UPDATING OUR JOURNAL: *HYPOTHESIS* ANNOUNCES A JOURNAL CHANGE AND A NEW EDITORIAL BOARD

Hypothesis Editors

I. Diane Cooper, MSLS, AHIP

NIH Library, Office of Research Services, National Institutes of Health

Deidra Woodson, MLS, MA, MT (ASCP)

Health Sciences Library, LSU Health Shreveport

History

One of the features of a good journal is the presence of a diverse and active editorial board. The editorial board is not a new concept for the *Hypothesis*. Let's journey back in time to review the evolution of the *Hypothesis* and how the editorial board came to be.

The MLA Research Section began publishing a newsletter for the section in 1987. It was called the *MLA Research Section Update*. The next year, the title changed to *Library Research Section Newsletter* and then changed again in 1990 to *Hypothesis: the Newsletter of the Library Research Section of MLA*. This last newsletter title continued on until 1996 when the word "Library" was dropped. It wasn't until 2003 that "Newsletter" was changed to "Journal" and we became *Hypothesis: the Journal of the Research Section of MLA*.

What started as an MLA section newsletter with section news and section activities eventually evolved into a journal with information that librarians could use to conduct research in their own library environments. This includes articles from librarians conducting their own library research, annotated bibliographies, and theses and dissertations on research in librarianship.

In 2000, the first call went out for volunteers to serve on an editorial board and to be reviewers for research manuscripts submitted to the *Hypothesis*. The three members of this small editorial board were Ruth Fenske, Jonathan Eldredge and Alexandria Dimitroff.

Research articles were beginning to be accepted. The *Hypothesis* created a section called "Original Research" in 2001 to showcase research conducted by librarians in their field. An example was Elizabeth Wood's article, "Transaction Log Analysis:

What Are They Typing." In this study, a transaction log was used to show how searches were conducted by library users in order to create better instructional classes on searching. Over the next few years, the Editorial Board grew to six members and their expertise was often used for submitted manuscripts.

***Hypothesis* is Changing**

In Winter 2013/14, the *Hypothesis* will change once again, not in name, but in format. We will be more research oriented. The main, front section of the journal will be devoted to manuscripts. Some examples of library science research manuscripts are comparison/contrast of research methods; explanation of a particular statistical design; review of statistical analysis software; description of the methodology and data collection of one's library science research; and discussion of the limitations and problems, trials and tribulations of original library science research. See a detailed article on this new section and new format in "Proving the *Hypothesis*" on page 4.

With this new focus, once again, the need for an active editorial board is emphasized. Here is the new editorial board for the new *Hypothesis* with a brief biography on each member. This outstanding group of colleagues will enhance and enrich the scope and contents of the *Hypothesis* as it moves into another phase of growth to meet the mission of meaningful contributions to research in health sciences librarianship.

The Editorial Board

Kristine M. Alpi

Kris is Director of the William Rand Kenan, Jr. Library of Veterinary Medicine and Adjunct Assistant Professor of Population Health & Pathobiology at

North Carolina State University (NCSU). Formerly Associate Library Director and Associate Librarian and Lecturer in Public Health in the Department of Public Health at the Weill Medical College of Cornell University in New York City, she holds a Masters of Public Health from Hunter College, City University of New York (CUNY), and a Masters of Library Science from Indiana University. She pursued doctoral coursework in Educational Psychology at the CUNY Graduate Center and is currently a doctoral student in the Department of Leadership, Policy and Adult and Higher Education in the College of Education at NCSU.

In the area of informatics and library science, she taught or guest lectured at the Palmer School of Library & Information Science at Long Island University, the Pratt Institute, the Medical Informatics Program at SUNY Downstate, and Rutgers.

A 1997-98 Associate Fellow of the National Library of Medicine (NLM), she served as an Educational Collaborator with the National Center for Biotechnology Information, as a member on the steering committee of the Partners in Information Access for the Public Health Workforce, as part of the NLM Planning Panel on Clinical & Public Health Information Systems for the 21st Century, and as a reviewer on the Biomedical Library and Informatics Review Committee. A Distinguished member of the Academy of Health Information Professionals, Kris teaches in the Medical Library Association (MLA) Continuing Education program, is past chair of the Research Section of MLA, and serves on the MLA Board of Directors.

Kathleen Amos, MLIS

Kathleen is a Project Manager for the Public Health Foundation (PHF), a national, non-profit organization in Washington, DC. In this role, she focuses on public health workforce development and coordinates the Council on Linkages Between Academia and Public Health Practice. She has also worked with the PHF as a librarian fellow through the Grace and Harold Sewell Memorial Fund Learning Partnership Program. Prior to joining PHF, she completed the National Library of Medicine Associate Fellowship Program, engaging in research related to biomedical publishing and spending a year with the University of Utah Spencer S. Eccles Health Sciences Library. Kathleen holds a Master of Library and Information Studies degree and a Bachelor of

Arts degree in Sociology and Social Anthropology, both from Dalhousie University in Nova Scotia, Canada.

Leslie M. Behm, MSLS, MPH

Leslie received her B.S. in biology from Heidelberg College, Tiffin, Ohio. She received an M.S.L.S. at Case Western Reserve University, Cleveland. The program was unique as there was a specific track for medical librarianship that had its own curriculum. She has an MPH in public health with an emphasis on epidemiology from the University of Michigan, Ann Arbor, Mich. and a Master's from Capella University in instructional design in online learning.

Most of Leslie's career has been at Michigan State University (MSU), East Lansing, where she has managed two branch libraries, the Clinical Center Library and the Veterinary Medical Center Library. Currently she is a Special Projects Librarian in the Special Collections Unit. Her duties there include managing a website of culinary ephemera, overseeing the organization of the various manuscript collections as acquired, and managing the unit's blog.

She has served as a part-time faculty for Wayne State University teaching Collections Management and Research Methods. At MSU, she has taught in the College of Osteopathic Medicine covering the topics of searching Medline, epidemiology and biostatistics, and how to critically read the medical literature. She has served as a reviewer for the *American Reference Books Annual* (ARBA).

As a member of the Research Section, she maintains the listserv for the section as well as the listserv for the Executive Board and serves as the Continuing Education Chair. She is interested in statistics, epidemiology, and mentoring new librarians interested in research.

Brooke L. Billman, MA, AHIP

Brooke is the Arizona Health Information Network (AZHIN) and Special Projects Librarian at the University of Arizona Health Sciences Library (AHSL). Brooke's work with the AZHIN consortium includes managing electronic resources through their lifecycle from exploration to vendor negotiations as well as providing support and instruction to member librarians and patrons. In addition, she works on various outreach projects and grants with AHSL librarians. Brooke previously served as an informa-

tion literacy instructor and academic health sciences liaison. Her professional interests include knowledge transfer and consortia-vendor relations.

Ellen Detlefsen, DLS

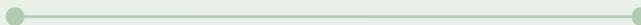
Ellen is a tenured faculty member in the School of Information Sciences at the University of Pittsburgh, with a joint appointment in the Department of Biomedical Informatics in the School of Medicine. She was educated at Smith College and Columbia University and holds her doctorate from the Columbia University School of Library Service. Her areas of expertise and teaching competence include biomedical and health sciences information, medical informatics, and resources and services for special populations such as patients, health care consumers, the aging and their caregivers. She is an Associate Editor for the *Journal of the Medical Library Association* and serves on the editorial boards of several other journals in health and medical librarianship. Her recent publications include articles on health informatics, the education of an informationist, World Wide Web materials on women's health and on depression in the elderly, the information behaviors and practices of health professionals, and changes in library education in response to the changing healthcare and medical school environments.

Jonathan D. Eldredge, PhD

Jonathan is Associate Professor at the Health Sciences Library and Informatics Center, Family and Community Medicine, University of New Mexico School of Medicine. He has enjoyed the challenges of tackling increasingly complex projects. Whether they are research or curricular change efforts, he seeks to have an overall vision of what needs to be accomplished coupled with finding creative solutions to various component tasks. Recent research projects have included a three-year study of library/informatics training in medical education, defining the Medical Library Association's research agenda with Delphi studies during 2008 and 2011, gauging the accuracy of the VIVO Harvester software, and testing the effectiveness of peer assessment in medical students using an experimental design. His interest in applied research stems from the urgent need to make Evidence Based Library and Information Practice the standard process for decision making in our profession.

The Reader

As a reader, you have two tasks: Thank these board members for their efforts, and be inspired and submit your own research to the editors of *Hypothesis*.



CHAIR'S COLUMN

WHAT DO RESEARCH AT ACADEMIC AND HEALTH LIBRARIANSHIPS CONFERENCES HAVE IN COMMON

Kristine Alpi, Past Chair

William Rand Kenan Jr. Library of Veterinary Medicine, North Carolina State University

Heather Coates, Secretary/Treasurer

University Library, Indiana University—Purdue University Indianapolis

After 17 years as a member of ALA's Association of College & Research Libraries (ACRL), I attended my first ACRL conference in Indianapolis in April 2013. I was not alone—there were many MLA members there—including Research Section incoming Secretary-Treasurer Heather Coates, who was also a first-time attendee. She and I are sharing our experiences as a reminder that it can be very good to branch out to more general areas of library research and evaluation—and also to be a new learner in a novel environment.

We both presented topics that we put forward more broadly than we might have for MLA, but that had a lot of content also relevant to health librarians. With my engineering librarian colleague Bertha Chang, we presented a poster entitled “Librarians Co-Authoring with Faculty and Students: How Common Is It and How Do I Get Started?” Articles on health topics comprised 38% of our sample. Heather presented on “Data Services: Making It Happen” as part of a panel, and continuing on the theme of data, created the pictured poster “Practical Data Management Instruction: Enabling Graduate Students and Staff to Function as Ethical Actors in the Research Process.”



Heather Coates, Secretary/Treasurer, and her poster “Practical Data Management Instruction: Enabling Graduate Students and Staff to Function as Ethical Actors in the Research Process.”

MLA and ACRL represent vibrant and committed communities of libraries and librarians. Both conferences provide great information on both practical and intellectual issues in librarianship. Common topics include aligning library services to institutional missions, demonstrating our value, instruction and assessment of those efforts, and how new technologies are shaping our practices as well as those of our patrons. While we are unsure how many MLA members attend ACRL, and the specific issues discussed vary, there is a foundation of shared knowledge and practice. Here's Heather's experience in her own words:

My first year attending ACRL was fantastic! The amount and quality of the content was a bit overwhelming, reminiscent of my first MLA as a student. As a (nervous first time) speaker and local attendee, I didn't get to attend as many sessions as I wished. Thankfully, all sessions were recorded. I'm thrilled to soon be able to watch the sessions I missed. Friends and colleagues on



Kris Alpi, Past Chair, (left) and Bertha Chang (right) staff their poster, “Librarians Co-Authoring with Faculty and Students: How Common Is It and How Do I Get Started?”

Twitter suggested several sessions that I might not have otherwise attended, so the list is quite long. As always, the most valuable moments of a conference come from informal discussions with colleagues. ACRL provided plenty of knowledgeable people and the time and space in which to connect.

Going forward, we both hope to attend ACRL as often as possible because it has demonstrated applicability to our work. ACRL is a biennial conference held in the spring prior to MLA every other year, so you have to plan ahead to submit presentation proposals. We hope to see some of you at the 2015 conference in Portland, Oregon, March 25-28.



RESEARCH SECTION NEWS

RESEARCH SECTION PROGRAMMING FOR 2013: INTERNATIONAL ONE HEALTH MEETING

Terrie Wheeler, Chair

NIH Library, National Institutes of Health

In 2013, the Research Section collaborated with several other sections to offer diverse and reflective programming with an emphasis on research for our profession. The sessions that the Research Section co-sponsored include: “*International Clinical Librarian Conference 2: Emerging Roles for Health Librarians and Finding New information in Novel Places*”, which considered where the health librarian or informationist of the future will work, “*New Voices in an Interdependent World*”, a session for current or recently graduated master’s or doctoral students, “*How Data Collection and Ethics Intersect in Eliminating Health Disparities*”, which addressed the U.S. Department of Health and Human Services standards for collection and reporting of data to include LGBT populations, and how such data can inform research to eliminate health disparities over time, and “*Leading by Design, Not Default: Focused Direction in Support of the User*”, a session which explored effective leadership approaches and subsequent evaluation, as well as various innovations and their enhancements on workflow and customer reach.

In addition, the Research Section was the lead on two programs at the 2013 International Meeting in Boston. The Sunday, May 5 afternoon program was entitled “*Cultural Differences in Scholarly Practice: Diversity in Creation, Dissemination, Use and Abuse of Intellectual Output*”. This program addressed cultural issues in scholarship, which included copyright, plagiarism, and access to content through a national university’s institutional repository. The speakers and papers presented from this session included Rienne Johnson - *It Takes a Village - Collaborating to Avoid Plagiarism*; Kathleen A. Amos, AHIP - *The Ethics of Scholarly Publishing: Exploring Differences in Plagiarism and Duplicate Publication across Nations*; Peggy Tahir - *Informing Faculty on Copyright: Questions, Issues, and Best Practices*; and Agnes Chikonzo - *Enhancing Access to Local Content in*

the Developing World: A Case-Study of a National University’s Institutional Repository.

The Research Section’s second lead program, entitled “*Librarians as Researchers: Practicing What We Preach in Scholarly Publications*” was held on Tuesday afternoon, May 7. This program pondered the question of how well librarian researchers follow their own advice with regard to scholarly publication practices. Longtime section member and well known information sciences researcher Ann McKibbon, PhD, FMLA led off this program by looking back over her career to consider times when she might have been tempted to make her publication either easier or more influential. She also considered analysis of data, presentation of findings, and some tools to motivate young scholars to maintain high ethical standards in their scholarship. In a world of metrics, Dean Hendrix will cover varieties of altmetrics and their relative effectiveness. Emily Mazuare, AHIP, discussed how prepared librarians are to partner on funded research projects and Misa Mi, AHIP closed the session with an evaluation of how a medical school leveraged mandatory information literacy by creating a research study to identify outcomes.

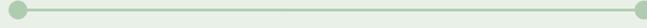
The Research Section programming for the MLA annual meeting in Boston this year proved to be intriguing and informative.

I would like to sincerely thank the following Research Section members for assisting me with the 2013 programming. We had three paper withdrawals for circumstances beyond the presenter’s control, and had to regroup more than once to complete program planning for the sessions. Those who reviewed The Cultural Differences papers were: Donna Belcinski, Aileen McCrillis, Taneya Koonce, Hope Leman, and Susan Barnes. Those who reviewed the Librarians as Researchers papers were:

Susan Lessick, Gale Hannigan, Laura Kuo, and Jodi Philbrick. Ann McKibbon very graciously accepted an invitation to lead off the Librarians as Researchers section when we had a late withdrawal. As the international meeting had earlier deadlines, Kris Alpi led the initial planning until I joined, and I took over

from her several well thought out and interesting programs that the Research Section co-sponsored.

It has been a pleasure to work with such willing and thoughtful colleagues.



MLA 2013 ANNUAL MEETING RESEARCH AWARD WINNERS

Sandy De Groote, MLIS, AHIP, Co-Chair, Awards Committee
University Library, University of Illinois at Chicago

Amy Donahue, MLIS, AHIP, Co-Chair, Awards Committee
Todd Wehr Library, Medical College of Wisconsin

Aileen McCrillis, MLS, Co-Chair, Awards Committee
Health Sciences Library, New York University

Congratulations to the 2013 MLA Annual Meeting Research Award winners selected by the Research Section Awards Committee and Judges! Thanks to the 64 preconference and onsite judges for their excellent efforts to identify these wonderful papers and posters using the evaluation criteria on the Research Section website. The Research Section presented a \$100 cash award for 1st Place for both papers and posters, and also for the best paper/poster that included a hospital librarian as an author. A \$50 cash award is presented for 2nd Place for both paper and poster, and a \$25 cash award is presented for each Honorable Mention paper and poster. Enjoy the abstracts of the winning papers and posters. We hope that you are inspired to submit your research for future annual meetings.

CONTRIBUTED PAPERS

1st Place

Authors: **Melissa Rethlefsen**, AHIP, Education Technology Librarian, Learning Resource Center

Ann Farrell, Librarian, Mayo Clinic Libraries
Mayo Clinic, Rochester, MN

Leah C. Osterhaus Trzasko, Health Science Librarian, Health Science Library, Mayo Clinic Health System, La Crosse, WI

Title: Systematic Review Reporting Quality in General Medical Journals: The Influence of Librarian Authorship

Section Program: The Role of Librarians/Informationists in the Systematic Review (Public Health/Health Administration Section)

Abstract

Objectives: To determine whether librarians positively contribute to the quality of systematic reviews published in general medical journals.

Methods: In 2011, the Institute of Medicine formally recommended including librarians in the literature review portion of conducting systematic reviews. It is not clear, however, whether librarians are included in the systematic review process for articles published in general medical journals or whether their participation improves the literature review process and reporting. All published systematic reviews in the top five highest impact general medical journals from 2008–2012 were identified. Each article was categorized in one of three categories: a librarian author, acknowledgment of a librarian's contribution, or no or indeterminate librarian contribution. The literature search strategies were analyzed independently by each researcher for standard characteristics of literature search quality and reproducibility. Each article was scored according to a checklist of these characteristics. Article quality metrics were compared across the three groups to assess whether librarian authorship or librarian participation contributed positively to quality.

Results: In August 2012, 1,379 potential systematic reviews were identified from the top 5 medical journals publishing systematic reviews (BMJ, Annals of Internal Medicine, JAMA, PLoS Medicine, and Lancet); 596 of those were confirmed as systematic reviews and evaluated by 2 independent reviewers per article. In February 2012, all remaining systematic reviews published in 2012 will be similarly identified and analyzed.

2nd Place

Authors: **Emily Mazure**, AHIP, Biomedical Research Liaison Librarian, Medical Center Library & Archives, Duke University, Durham, NC

Kristine M. Alpi, AHIP, Director, William Rand Kenan, Jr. Library of Veterinary Medicine, North Carolina State University–Raleigh

Title: Librarian Readiness for Research Partnerships

Section Librarians as Researchers: Practicing
Program: What We Preach in Scholarly Publications (Research Section)

Abstract

Objectives: To investigate where health sciences librarians are in terms of preparedness to partner on funded research involving data from human participants. We hypothesize librarians involved in research will be more prepared and that the majority of respondents are contemplating further engagement in research. A follow up survey at six months will assess whether any change in research-readiness has occurred.

Methods: We developed a web-based survey asking about previous research experience and indicators of research readiness: responsible conduct of research training, institutional review board (IRB) application experience, an online curriculum vitae and/or Public Health Service grant application (PH398) biographical sketch, being discoverable in research community profiling sites, exposure to data analysis tools or consultants, use of software to prepare bibliographies for publication, submission of manuscripts online, and knowledge of library policies on participation in research. Survey responses were formulated to reflect the Stages of Change (Transtheoretical) Model, of precontemplation, contemplation, preparation, action, and maintenance. After pilottesting and IRB approval, we surveyed the Research Section and a chapter of MLA. Aggregate data from the survey were shared with those groups. A second survey, distributed after six months, asked participants if they reviewed our results and reassessed their research preparedness.

Results: Our initial survey had 133 respondents, 16% of 809 unique emails on the Research Section and Mid-Atlantic Chapter lists. Overall, 50% of responses across all indicators reflected completion at any time; most common were responsible conduct of research training (70%), IRB application (63%), data analysis (61%), and manuscript submission (59%). Not commonly completed were PH398 biosketch (30%) and profiling site use (42%). Across all indicators, 60% of Research Section members compared with 40% of non-section respondents ($P < 0.0001$) were in a completion stage. Collec-

tively, 51% of responses involved action or maintenance, leaving 16% in contemplation or preparation, and 33% in precontemplation.

Conclusions: The findings represent librarians interested in research; 97% of respondents indicated they felt being engaged in research was important. In the first survey, a higher proportion of Research Section members indicated being in action and maintenance phases of indicator completion, supporting the hypothesis that they are fairly well-prepared research partners. However, the low percentage (16%) of responses in either contemplation or preparation phases refutes the hypothesis that the majority of respondents are contemplating further engagement in these indicator activities. Results from the second survey may show changes in these patterns when analyzed for presentation.

Honorable Mention

Authors: Yukiko Sakai, AHIP, Associate Professor, School of Library and Information Science, Keio University, Kawaguchi, Saitama, Japan

Title: Structured Health Information Text for Improving Health Communication: Content Analysis of Short Disease Explanation Texts in Lay Medical Books

Section Health Literacy: Linguistic and Cultural
Program: Diversity (Consumer and Patient Health Information Section and Public Health/Health Administration Section)

Abstract

Objectives: In addition to syntax and vocabulary, the text structure of written health information is considered a key factor in optimizing readability and comprehension and resolving health literacy issues. The purpose of this study was to identify the common text structure among lay medical books that could be shared by health professionals and health consumers as a standard text structure in health information text to improve health communication.

Methods: Sixty-three short texts in Japanese and English containing basic information on three specific diseases (i.e., gastric cancer, breast cancer, chronic otitis media) were collected from 21 lay medical books and analyzed manually, picking up the headings and the keywords repre-

senting the content. Possible content elements were identified on the basis of grouping of the headings and keywords. The frequency rate of each element among 63 texts and the average percentiles of each element in 740 items, subdivided by elements as the locations in the text were examined with the comparison of diseases and languages as possible disease-specific or cultural differences and similarities.

Results: The author derived 10 possible elements (i.e., definition, etiology, anatomy and physiology, pathology, etiology, symptoms, tests and diagnosis, therapy, prognosis, prevention) from the content analysis of 63 texts. "Therapy" (98.4%), "symptoms" (87.3%), and "etiology" (77.8%) were the most frequently involved elements, and no significant differences were shown among diseases and languages for these 3 elements with the chisquare test. Significant differences were shown among diseases for the other 5 elements and between languages only for "prevention" in breast cancer texts ($P=0.03$). The analysis of variance among average percentiles of 10 elements in 740 subdivided items showed significant difference ($P=0.00$) that indicated the different location in the text. However, a multi-analysis did not show differences between all elements for the exact sequence. Differences in the percentiles were also shown among books, diseases, and languages for 4 elements in total. In addition, the location of "therapy" varied widely at 79.0% in average, but with 11 outliers from 8.3% to 23.1%.

Conclusions: Three elements (i.e. "symptoms," "etiology," "therapy") have been identified as high-priority elements among ten possible content elements from disease explanation texts. The priority of other elements should be further examined as disease and/or language specific elements with a larger sample. The decision of the standard sequence of the elements was difficult due to multiple confounding factors.

Honorable Mention

Authors: **Nalini Mahajan**, Director and Webmaster, Marianjoy Medical Library
Mary Keen, Director, Pediatric Program
Kathleen Ruroede, Vice President, Quality and Research
 Marianjoy Rehabilitation Hospital, Wheaton, IL

Title: Information Connections: Providing Access, Linking Communities

Section Program: Librarians as Researchers: Practicing What We Preach in Scholarly Publications (Research Section)

Abstract

Objectives: (a) Develop a better understanding of the health information needs of the parents of children with developmental disabilities and chronic conditions. (b) Build a dedicated website to provide up-to-date and reliable information with a special focus on autism, cerebral palsy, attention deficit hyperactivity disorder (ADHD), Down syndrome, and traumatic brain injury.

Methods: The project "Information Connections" is based on parental needs identified by the director of the pediatric program at Marianjoy who works with parents of children with developmental and physical disabilities. The National Library of Medicine provided the funding for the project. Five local organizations serving children with developmental disabilities agreed to join Marianjoy in the effort. A preliminary model web page was developed on the basis of an initial needs assessment with feedback from parents and caregivers, physicians, and therapists. A 30–60 minute interview was conducted individually with 9 parents, and 3 focus group sessions, each lasting 60–90 minutes, were held with the parents and clinicians. A 30-question online survey was used as an additional tool for the needs assessment; 182 survey responses were received, and data were analyzed. Evaluation criteria was developed and used to select the web resources.

Results: Internet is the preferred choice to find health information: 86.5% used Google and 18% were highly satisfied with their results. Only 12.5% were satisfied with the information about local and state resources. Needs assessment helped us develop a better understanding of the health information needs of parents and reinforced the need for up-to-date, high-quality consumer health information, as well as community resources grouped together at one information portal. Data analysis was used to design the navigational architecture and develop the website. The website went live on April 29, 2010.

Conclusions: Information Connections seeks to simplify access to the most relevant health re-

sources while alleviating the problems of “information overload,” duplication, and currency. It is available to parents, clinicians, and anyone looking for up-to-date and reliable information on the Internet. It is free and is updated continuously. The website for parents of children with developmental disabilities and chronic diseases recently celebrated its first anniversary. Use of social media platforms such as Facebook, Twitter, and YouTube for consumer health information will be discussed.

CONTRIBUTED POSTERS

1st Place and Best Hospital Librarian Authored Research

Authors: **Christine E. Shaw-Daigle**, AHIP, Hospital Librarian

Andrea Szwajcer, AHIP, Clinical Librarian

Carolyn Sifton Helene Fuld Library, St. Boniface Hospital, University of Manitoba–Winnipeg, Canada

Title: Publication Rate of Poster and Paper Abstracts Presented at the Canadian Health Libraries Association/Association des bibliothèques de la santé du Canada Annual Meetings from 2004–2009

Poster: #31

Abstract

Objectives: To determine the publication rate of Canadian librarians from posters and papers presented at Canadian Health Libraries Association/Association des bibliothèques de la santé du Canada (CHLA/ABSC) annual conferences (2004 to 2009) and the factors influencing presenters’ decisions whether or not to publish.

Methods: The cohort was selected using the conference proceedings from the years 2004 to 2009. A total of 200 paper and poster abstracts were identified. A literature search for publications was conducted in PubMed, CINAHL, and LISTA and independently checked for accuracy by random sample. The publication Journal of the Canadian Health Libraries Association (JCHLA) was hand-searched from 2004 to present. A survey was sent to first authors and response based on the first paper or poster presented by

chronological order in the year range. In addition to publication decision questions, respondents were asked to provide a citation if they had published as a check against the search. A bibliometric analysis of the resulting citations was performed including the overall rate of publication from abstracts, the time to publication, journal impact factor, and type of journal such as peer review, non-peer review, open access, or other form of publication such as blogs.

Results: There was a 51.85% survey response rate.

The literature search publication rate was 31.5%; the rate determined by the survey was 32%. While this rate is equivalent to Harvey and Wandersee study, it is below the average rate for other professional medical associations. In the authors’ survey, lack of time was the main reason for not publishing. The second most common reason was a belief that the abstract was unworthy of further publication. The most common choice for publication was the JCHLA. Survey respondents reported publishing in a peer-review journal 56% of the time. The majority of medical librarians publishing are from the academic area with 59% of the respondents from universities or university hospitals. There was no difference in publication rate by years in the profession.

Conclusions: While knowledge translation includes both presenting at professional meetings and publishing, it is publishing that documents findings and provides an evidence base for the profession. While equivalent to other library disciplines compared to other medical disciplines, the publication rate for CHLA/ABSC conference presenters appears to be inhibited. The decision to publish is influenced by many factors including time and author’s confidence. Further research is required to measure continuing education initiatives and other supports encouraging librarians to research and publish to determine if there is a positive impact on publication rate.

1st Place

Authors: **Deidra Woodson**, Metadata and Digitization Librarian

Dee Jones, AHIP, Head, Cataloging

Donna F. Timm, AHIP, Head, User Education

Medical Library, Louisiana State University Health Sciences Center–Shreveport

Title: Playing Online Interactive Games for Health Education: Evaluating Their Effectiveness

Poster: #19

Abstract

Objectives: Health sciences library faculty created a consumer health web portal, *healthelinks* (www.healthelinks.org) that includes a children's health section, *healthelinks for kids*. The children's portal provides access to authoritative health information and health-related online interactive games. In an effort to update the games section, librarians wanted an objective method for selecting age-appropriate online games with a health education focus.

Methods: Medical librarians searched the Internet for online games designed for preschool and early elementary-aged children that provided lessons on exercise, nutrition, and sanitation with a specific focus on germs. These topics were chosen because they were emphasized in story hours conducted by medical library faculty as part of a children's health program and partnership with the local public library. For this study, the authors tested and evaluated the selected games and assigned points based upon difficulty level, educational value, trustworthiness of the site, and presence of advertisements. The point system was established after an initial assessment of health-related games available online. Games with the highest scores were then analyzed for reading level using the Flesch-Kincaid grade level and Flesch reading ease tests. The text and instructions of each game were entered into Microsoft Word to determine these scores.

Results: Of the 47 games that were evaluated, 23 scored at least 10 out of a possible 12 points. The low-scoring games were eliminated due to a high level of difficulty, minimal educational value, a lack of authoritativeness, or distracting advertisements. After reading level tests were applied, only one game was excluded because it scored at the seventh grade level with only a moderate reading ease score.

Conclusions: Twenty-two games met the criteria and were added to the website. Improvements could be suggested to game developers based on the positive characteristics of the selected games. A future study might include a focus group of

young children to test the games and provide feedback.

2nd Place

Authors: Demetria Patrick, Technology Librarian
Beth Layton, AHIP, Director
Oliver Ocasek Regional Medical Information Center, Northeast Ohio Medical University-Rootstown

Title: Redesigning an Online Public Access Catalog through Usability Testing

Poster: #275

Abstract

Objectives: In 2011, the Northeast Ohio Medical University library conducted a usability study on the new online public access catalog (OPAC). Users were observed as they navigated and searched the OPAC, followed by an interview. Data gathered helped determine how the library could improve the usability of the OPAC interface. This paper shares the process and findings of that study.

Methods: The library used a survey to recruit faculty, students, and staff participants. The survey was also used to gather data on how often participants used the OPAC. The selected participants were asked two questions during the interview that preceded the study. The study consisted of five usability tasks that required the participants to navigate and search the OPAC. They were encouraged to vocalize their actions and feedback during each task. After completing the tasks, participants were asked four questions regarding the tasks they worked through. Camtasia software was used to audio record the pre/post-usability testing interviews, verbal feedback, and computer screen activity during the testing.

Results: The new design received positive feedback from the users who participated in the usability study. Still, the users also expressed confusion and frustration as they worked through some of the steps. Findings from the usability study were divided into five distinguishable groups. The groups are: clear clutter on the initial results page; remove inconsistencies in the modify, limit, and sort search forms; add clearer clues, alerts, labels, guidelines, and instructions; de-

velop and/or invest in list of databases and resources; and fix glitches in the integrated library system (ILS).

Conclusion: Library staff is making changes based on our findings. For instance, we have updated labeling, cleared excess content and removed inconsistencies. We are also planning to implement an A to Z journal list in the near future. Future studies will be used to continue to improve the usability of the new OPAC design

Honorable Mention

- Authors:** **Karen S. Grigg**, AHIP, Associate Director, Collection Services
Elizabeth Berney, Service Desk Manager
Emma Cryer, Electronic Resources and Serials Manager
Barbara Dietsch, Acquisitions and Cataloging Manager
Adrienne Leonardelli, Research and Education Librarian
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 Library Services and Archives; Medical Center Library & Archives, Duke University, Durham, NC

Title: The Effect of E-Book Availability on the Usage of Print Monograph Titles

Poster: #143

Abstract

Objectives: This poster describes the methods utilized by an academic health sciences library to ascertain the impact of the availability of e-books on the usage of our print collection. The project involved tracking how use of our monographs has changed over time, using a cost-per-use analysis of both print and electronic core monograph titles.

Methods: Based on user feedback and usage statistics, it is evident that our users prefer e-books over print. In response, the library shifted much of its monographs budget to e-books. In order to document and quantify this shift, a study was developed to track the usage of core, heavily used print medical titles over a ten-year period. The number of loans for each edition of these titles was identified. Titles that became available electronically were tracked for use. When a core title was not available electronically, the number of sessions for any similar electronic counterpart was recorded. Cost per use was extrapolated for both print and electronic titles. These data were used to view overall patterns of monograph usage and to determine whether or not e-book titles, despite their initial higher cost, are more cost effective.

