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A High School/Library Family Health History Collaboration

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Objective: The goal of this project was to narrow the knowledge gap that contributes to health disparities by increasing utilization of MedlinePlus and NLM resources by students, teachers, and librarians in our community while incorporating the use of e-books and mobile devices for locating health information. The 9th-12th grade health education course (Life/PE) of the public schools encompasses eight comprehensive health standards and focuses on the application and mastery of developing health-enhancing skills. Health instruction is addressed in a way that allows students to obtain, interpret, and apply basic health information to their daily lives.

Methodology: Our target audiences were health classes in selected city and county high schools. We offered a week long training session where we introduced the student to: Creating a Family Health History, Using e-Books to research health topics, using MedlinePlus, HealthFinder, Teen Health and ClinicalTrials.Gov.to research hereditary health conditions. We divide students into teams of 4 to work on Hereditary Health Condition Related Projects. Their assignment was to prepare a 2-4 minute commercial about their health condition focused on an audience of their peers that would provide advice for them on preventive steps to keep them from getting these condition.

Results: We accomplished this by coming in with a team of librarians each to present specific aspects of the project, using PowerPoint, web based search tools, E-book readers and handouts to train and help the students prepare their presentations.

Conclusion: Evaluations were compiled based on results that were recorded from answers to surveys, class-by-class feedback, actual presentations and instructor feedback. This program provided confirmation that a program of this nature would be beneficial to all of the students in both school systems if it were embedded into the Health curriculum.

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Health Literacy Training for Healthy Start Participants

Author(s): Kim Mears, MLIS, AHIP, kmears@gru.edu, (706) 721-8789, Georgia Regents University.

Objective: This project describes the partnership between a librarian at Georgia Regents University and the Healthy Start Program Director to provide nurses, case managers, and community members with training on how to access and evaluate health information on the web. The Healthy Start program aims to improve the adequacy of prenatal care and patient education to a high-risk population experiencing a high percentage of infant deaths within the first year of life.

Method: The director of the community program identified the need for training on accessing reliable, evidence-based health information and partnered with a librarian to provide the training. The librarian applied for and received funds to provide print materials and computer equipment necessary to complete the training. The librarian adapted curriculum from the National Network of Libraries of Medicine and offered two training sessions at consortium meetings for the Healthy Start program. Assessment of the training sessions was completed through pre and posttests and instructor evaluations. The librarian and director also completed necessary paperwork to qualify the training sessions for Georgia Nurses Association Continuing Education credit for all nurses in attendance.

Results: Attendance at both of the instruction sessions totaled 28 participants. 54% (n = 16) of participants completed the pre and posttests. Pretest scores averaged 6.28 for Group A and 6.47 for Group B out of a maximum of 11 points. Posttest scores averaged 10.47 for both groups. This indicates an increase in knowledge regarding reliable sources of evidence-based nursing resources and the ability to identify and evaluate health information found online.

Conclusions: Partnerships between librarians and community programs support the efforts of healthcare professional to increase their information literacy skills, potentially resulting in improved health care for their clients and community.

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Piloting an Online Evidence-Based Practice Course for Nurses

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Objective: Two librarians from Georgia Regents University (GRU), the Nursing Shared Governance Evidence-Based Council of GRHealth, and the GRU College of Nursing collaborated to create an online Evidence-Based Practice (EBP) continuing education course to foster interest in research and encourage the execution of EBP projects in hospital nursing units.

Method: The Evidence-Based Council administered a validated assessment survey to measure interest and knowledge of EBP among nurses in the hospital. A majority of respondents indicated interest in participating in online training in EBP principles and the practical applications in treating patients. Librarians adapted previously established curriculum and hosted the course in the university's online learning management system. The course includes seven modules and allows participants four weeks to complete the activities. Pre and posttests are included within the course to determine if nurses' knowledge of EBP increased. The librarians and nurses also completed paperwork to qualify the course for Georgia Nurses Association (GNA) Continuing Education (CE) credit.

Results: The course was piloted in August 2015. Twenty-nine nurses from GRHealth completed the four week course to earn GNA credit. Feedback from the pilot was incorporated into the course to improve content and participant experience. The free online course is now offered to the nursing staff at GRHealth and the GRU College of Nursing on a recurring basis.

Conclusions: It is expected that administering the course in an online format will allow more nurses to complete the course and learn EBP principles. The course instructors intend to investigate if an increase in EBP research projects occurs within nursing units as a result of the course.

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Assessment of the Teen Health Leadership Program Through Student Alumni Questionnaire

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Purpose: An online questionnaire was emailed to 33 THLP participants who graduated from high school between 2009 and 2013 to identify program impact related to the three aims.

Program Aims include:

1. To increase health information literacy among rural high school students.
2. To develop leadership skills and facilitate community engagement.
3. To promote health careers among minority students.

Setting/ Participants/ Resources   Funded by the National Library of Medicine and the Center for Public Service Communications, the Teen Health Leadership Program is collaboration between the College of Nursing and Library at the Medical University of South Carolina, Communities In Schools of the Charleston Area and St. John's High School on Johns Island, SC. The high school is 95% African American and 87% of students are on free or reduced lunch. The aims of the program are to increase health information among students, develop leadership skills in students, facilitate their engagement in their community, and to promote health careers among minority students. The program is currently in it's eight year. Over the past four years we have contacted and administered an online questionnaire to the alumni students to find out what they learned from the program and if we met our aims.

Methods: An online questionnaire was emailed to 33 THLP participants who graduated from high school between 2009 and 2013 to identify program impact related to the three aims.

Results/ Outcomes: Ninety four percent of students attended college after high school graduation, and 47% were the first in their families to attend college. Thirty percent of the students chose a major in a health related field. The THLP builds capacity in rural communities by establishing a cohort of teens as a health information resource for peers and families. The students use Internet search skills to seek solutions for health issues in their community inspiring their choice of a health career.

Discussion/ Conclusion: The students are still utilizing the Internet searching skills, leadership skills, and websites that we used in the program. We are currently completing a four your review to look at college success, plans for graduate school, and entry into a health career.

Contributed Posters - Poster Session I

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Community Engagement: Mapping the Impact of Changes to a Health Information Service

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Background:
The University of Tennessee Medical Center, as part of a long range plan to address community health needs, established a Health Information Center in the heart of the hospital and moved the Preston Medical Library and personnel into that space. The goal of this initiative was to improve health literacy and health professional/patient communication. The move had a profound impact on the use of the free health information service.

Objective:
To measure the impact of relocating the Preston Medical Library on the number of request and the geographic distribution of calls to the health information service.

Methods:
A database of calls to the health information service contains the addresses of community members who have used the service. Data analysis of patterns of use will include numerical and geographic analysis for the study period of one year prior to and one year after the move. Numerical analysis will include numbers of requests received during the study period. Geographic Information Systems software (ESRI ArcGIS) will be used to evaluate the geographic foot print of the calls during the study time period. The addresses will be geocoded to establish the longitude and latitude of each call. These points will be mapped to show the change in density of calls from counties before and after the move.

Results:
Since opening the new library, community engagement in seeking health information has increased significantly. Information transactions, which represent requests on specific health topics, have increased from an average of 29 per month to 80. While some of the transactions occur on-site, others are received by phone, email, web forms and chat from the community. These sources will be reported. The change in the geographic footprint of these calls will be reported through maps.

Conclusion:
Relocating the medical library has increased the use of the health information service by the community and has increased the geographic footprint on the community.

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2   *Moderated Social Media Support Groups*

Author(s):   Alexandria Quesenberry, MSIS candidate, aquesenberry@utmck.edu, University of Tennessee School of Information Sciences, and Graduate Research Assistant, Health Information Center/ Preston Medical Library, University of Tennessee Graduate School of Medicine, University of Tennessee Medical Center, Knoxville, TN 37920; Kelsey Leonard, MSIS, AHIP, kleonard@utmck.edu, Health Information Librarian, Health Information Center/ Preston Medical Library, University of Tennessee Graduate School of Medicine, University of Tennessee Medical Center, Knoxville, TN 37920; J. Michael Lindsay, MSIS, AHIP, jmlindsay@utmck.edu, Serials/E Resources Librarian, Health Information Center/ Preston Medical Library, University of Tennessee Graduate School of Medicine, University of Tennessee Medical Center, Knoxville, TN 37920.

Objective: An increasing number of Internet users look to social media websites for support and encouragement when faced with a health situation. With numerous social media websites available, finding reliable social media driven support groups to recommend can pose difficulty to librarians and patrons. The objective of this review was to locate, evaluate, and recommend moderated social media support groups for patients.

Methods: Using predetermined selection criteria, online social media support groups were evaluated for authority, currency, popularity, and scope. Since this study was designed with the patients of the University of Tennessee Medical Center in mind, selection criteria included support groups for diseases listed in the top ten causes of death in the state of Tennessee. Due to the large number of social media support groups that address multiple conditions, the groups selected for our study include those that cover multiple diseases and conditions, as well as groups that are devoted to support for one specific disease or condition.

Results: Eleven online social media support groups were reviewed and summarized in-depth to be used by patients and recommended by librarians. Providing both general and specific social media support groups allows for multiple diseases and conditions to be covered.

Conclusions: With many different online communities claiming to have the best support groups, finding moderated and authoritative social media support groups pose a challenge. Because of this, librarians working with the public should have a prepared list of those groups they feel comfortable recommending. This list connects patients to online support groups that they can trust and that librarians can recommend.

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Data-digging the Listserv: A Unique View on Improving Virtual Reference

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Purpose: This poster describes the analysis of an online reference service offered by a health sciences library at a research university. The questions that were received through the service were analyzed and multiple statistics gathered about them, including trends in topic areas or themes. These will be used to establish a typology of questions as part of an initiative to help informationists anticipate and respond to future questions.

Setting/ Participants/ Resources: Emory University's Woodruff Health Sciences Center (WHSC) Library provides an online reference service to the Health Sciences Center's faculty, staff, students and clinicians. The service is staffed by a team of ten informationists and fields 30-50 research and patient care questions each month. The library subscribes to 136 health science-related databases and approximately 7,000 health and life sciences journals.

Brief Description: The WHSC Library provides its users with online access to its team of librarians and informationists via its "Ask a Librarian" virtual reference service. The service is managed via an archival listserv which enables all involved informationists to monitor incoming questions as well as outgoing replies and allows the informationist team to collaborate, delivering evidence-supported answers. This study uses this listserv as a robust data source of the library's user population's reference and information needs, with the goal of providing better reference services.

Results/ Outcome: The "Ask a Librarian" service is one of the most visible and valuable services offered by the WHSC Library and can be improved through close examination of correspondence.

Evaluation Method: Using the qualitative data analysis software MAXQDA, submitted reference questions and their written responses will be coded and analyzed to identify recurring themes not captured by routinely gathered statistics and to expose high-inquiry resources.

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A Medical Library Collaborating with their University's Interdisciplinary Health Fair to Deliver Consumer Health Information to Spanish-Speaking Farm Workers

Author(s): Peter Shipman, MLIS, pshipman@gru.edu, 706-721-9903, Georgia Regents University.

Objective: The medical library is collaborating with their college of nursing's student-led annual health fair to provide Spanish-language consumer health information to farm workers.

Methods: Nursing students plan an annual health fair for over 400 farm workers at a horticultural nursery. The fair has evolved over a decade to include faculty and students from the university's medicine, dentistry, and allied health colleges to screen for a variety of health conditions. The medical library provides consumer health information to workers. A medical librarian explains consumer health to student fair leaders during planning meetings and prepares a handout distributed in each worker's health fair giveaway bag. The handout promotes the MedlinePlus Español site and is adapted from NNLM handout Get Connected Latino Health http://nnlm.gov/training/resources/latino_american_resourcesNNLM.pdf.

Additional handouts are available at the library's table at the fair. The library table is staffed by a medical librarian and Spanish interpreter who interact with workers between screenings, encouraging use of mobile devices or a visit to a public library workstation to access websites listed on the handout.

Results: The librarian and interpreter typically interact with 50-100 of the workers at the fair to build awareness and availability of Spanish-language consumer health information resources. All workers receive the consumer health handout in a giveaway bag.

Conclusions: Interdisciplinary collaboration allows the medical library to lead in providing consumer health information. The health fair is an opportunity for the university and the medical library to provide service to a medically underserved population in the community. Using an interpreter and the prominent placement of the library table are crucial to the success of the outreach effort.

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Meeting Your Patrons: Engaging and Marketing Your Services as a First-Year Liaison Librarian

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Purpose/ Objective: To describe the outreach efforts of two health science liaison librarians within the first year of their new positions, and assess the effectiveness of these activities.

Background: As health science education continues to expand beyond the classroom and into the community, challenges develop as libraries provide services in support of faculty and student needs. Some of those needs involve serving your patrons at affiliated hospitals and clinics off-campus. Serving patrons is even more of a challenge as a librarian new to an institution or to a newly created position designed to serve patrons at various sites.

Methods: During the first months in their positions, two new liaisons in different library settings engaged in multiple outreach activities in order to connect with health sciences faculty and students. These activities included arranging and attending faculty meetings, setting up outreach tables, and creating email distribution lists. Early contacts led to further activities to increase the librarians' visibility, such as library orientation sessions and research symposiums.

Results: Both librarians, through early and frequent engagement, met a significant portion of their faculty, residents, and students within the first year. Patron contacts for both librarians were dominated by students and residents, comprising 63.5% of contacts for the pharmacy and health professions librarian and 73.4% for the medical librarian. Both librarians saw an increasing rate of growth in the number of contacts during the first six months of 2015 of approximately 28% each. This increased engagement led to requests for instruction, library access, literature searches, and other forms of research help and collaboration. Their collaboration with faculty, residents, and students should lead to improved access to medical information.

Conclusion: While it was impossible for either librarian to engage with all of his clientele within the first year, early engagement did lead to important early connections and valuable collaborative opportunities. During their second year, both librarians plan on building on their initial successes and offering more services to their patrons, as well as increasing assessment of their work through surveys and other tools.

Contributed Posters - Poster Session I

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Speed Rounds: An Innovative Method for Introducing First Year Medical Students to Library Resources

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Objective: To use an engaging and innovative approach to introduce first-year medical students to the library resources available through the Greenville Health System's Health Sciences Library.

Methods: We adapted the familiar "Speed Dating" concept and format to introduce first-year medical students not to potential dating partners but to the extensive collection of library resources available to them. We hoped that an interactive small-group approach to learning would hold their interest better than the traditional classroom setting. The Speed Rounds were held during the first month of the M1 year in 2014 and 2015. Over 85% attended in 2014 and 91% in 2015. After a brief introductory session presented by one of the librarians to the entire M1 class, the class of was divided into equal groups. Each group traveled from one station to the next, learning about a different resource at each stop. Each session lasted seven minutes with a whistle alerting the students that it was time to move to the next station. Students were given a punch card. At the end of the Speed Rounds, a card with all sections punched indicated the student had attended all sessions. Prizes were available for those with completed cards. Lunch was provided with the assistance of the Student Affairs Department.

Results: The entire Speed Rounds lasted approximately one hour, at the end of which all of the students had have been introduced to the key library resources. Students were enthusiastic, asked questions and seemed very receptive to this new way of learning.

Conclusions: Informal feedback indicated Speed Rounds were considered very successful by both students and faculty. The small-group and interactive style lent itself well to focused learning. In the future, we plan to include a more formal assessment of the students' learning.

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Outreach to Rural Adjunct Clinicians through Library and Continuing Medical Education (CME) Department Collaboration

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Objective: This project examines collaboration between an academic health sciences library and an institutionally related office of continuing medical education with the goal of promoting library resources to and increasing evidence based decisions by rural adjunct clinicians through the medium of a free internet-based CME course.

Methods: This project was initiated in spring 2014 by the Director of the Office of CME, the Professor and Chair of the Department of Preventive and Community Medicine, and relevant medical and health science librarians. Prior to course development, librarians performed literature searches and created relevant tutorials. All parties developed surveys and assessment questions, which were integrated into the course with IRB approval. AMA PRA Category 1 CreditsTM and AOA Category 2-B CME credits were approved through a separate credentialing body. The CME activity, entitled "Internet Point of Care (PoC)," was advertised to relevant adjunct clinicians in late winter 2014/2015.

Results: Out of 217 responses collected, only two have come from clinical adjuncts rather than students. As such, current data is too limited to assess whether this focused library resource training with CME incentive can increase evidence-based decisions or library resource usage by adjunct clinicians. Additional collaboration between the office of CME and the Lincoln Memorial University Director of Marketing and PR is occurring in order to better advertise CME courses, including those that involve the library.

Conclusions: Significant effort is needed to promote CME activities that utilize library resources to adjunct clinicians, particularly in dispersed communities with limited access to academic teaching centers or hospitals. Increased collaboration between libraries and medical school CME departments can identify instructional needs and practice gaps, promote better patient care outcomes, and increase access to library resources for adjunct clinicians. Further incentives or in-person instruction may be helpful in enhancing participation from distance adjunct clinicians and developing a relationship between their practice and library services.

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Noble Learning Resource Center – A Community Learning Space

Author(s): Christine Willis, MLIS, Shepherd Center, Noble Learning Resource Center, christine_willis@shepherd.org, 404-350-7473.

Objective: Determine how to rearrange the current Noble Learning Resource Center (NLRC) to maximize the space and encourage interest and information seeking behavior to use the medical reference resources available to the Shepherd Center community of patients, families, and staff.

Methods: The 722 square foot room serves as an office for the librarian, provides computer access, and is a research resource center. In order to have the most benefit to the Shepherd Center community the print resource collection was evaluated as to how it supports the NLRC's mission.

Results: After careful consideration 54% of the print journals were weeded from the collection based on electronic availability and usage statistics. The medical reference books were condensed into a fewer number of shelving units. The fiction collection, including books on CD, popular books, and children's books, were weeded entirely and since they be accessed through other resources in the hospital and community. Removing the associated shelving resulted in the elimination of 147 linear feet of shelving, or 37% of the available shelf space. One patient access computer and the fax machine were also removed allowing for the room to be rearranged providing a more open learning space.

Conclusion: The dedicated area for patient and family resources increased from 23 linear feet to 43 linear feet of shelving related to spinal cord injury, brain injury, and multiple sclerosis all of which are treated at Shepherd Center. There are now two staff work areas, one with some privacy, and a table in the room to use when facilitating instruction sessions and meetings. This newly rearranged space allows for more emphasis on, and opportunity to, showcase the available medical information for our community.

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Collaborating with Faculty to "Flip" the Classroom. The Efficacy of a Flipped Version of PubMed Training for 1st year Medical Students

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Objective:
Interactive learning, or "flipping" the classroom is an area of education that medical schools are exploring as part of a larger medical curriculum reform effort.

We set out to determine if PubMed could be taught in a "flipped environment;" and evaluate which teaching/learning method was more effective in better student outcomes.

Methods:
Teaching future physicians to search the medical literature is an integral part of a medical school curriculum. The Library is tasked with PubMed training of 1st year medical students. This course is pass/fail, and consists of 4 section tests. 135 students were enrolled in PubMed in the spring 2015. To successfully complete the course, students were required to complete a 10 question baseline pretest. Next, students had two months to learn the material and sequentially pass each section test with 100% proficiency. Students had the choice of using online tutorials, or attendance at an in-person classes. A student who could not pass the test in 2 attempts, was required to contact the instructor before proceeding to the next session. Following the completion of the section tests, students took a post-test.

Results:
n=135 ALL pretest average =6.42 & post-test average =7.61 (18.53%↑)

n=81 Self-Guided pretest average =6.44 & pretest average =7.45 (15.68%↑)

n=46 Instructor Lead pretest average =6.43 and post-test average=7.87(22.4%↑)

n=8* Students who had an office consult with the instructor either with or without a PubMed Basic, Advanced, or Both classes. Pretest average = 6.19 and post-test average =7.63 (23.26%↑)

Conclusion:
Due to confounding factors, we are unable to statistically conclude that the Instructor-led class was a more effective method than a "flipped" classroom. However, test scores showed consistently higher percentage in pre-post test improvement when the student took a class, and/or had an office visit with the instructor.

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Librarians as Connectors: Applying Information Skills to Facilitate Research Partnerships

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Objective:

The East Tennessee State University Quillen College of Medicine (ETSU QCoM) Library is working to build a more focused service and branding strategy. One goal is to serve as the focal point and coordinator of campus research collaboration. Part of this plan includes conducting a detailed analysis of research done by ETSU QCOM personnel in order to characterize research interests and expertise, as well as building a searchable database to allow researchers to quickly find research collaborators.

Methods:

An affiliation search of PubMed for ETSU QCoM will be conducted to determine researchers and research interests. The librarians will limit their focus to last 3 years to best identify current on-campus researchers and their interests. MeSH Major Topic headings will be used as controlled vocabulary for the research interests. Librarians will begin by looking at ETSU QCoM researchers as a pilot group, but have plans to broaden the project out to encompass all health sciences colleges on campus.

Results:

Results are ongoing. An analysis of research foci and ETSU CoM departments is being conducted.

Conclusions:

Conclusions are ongoing. The data will serve as a foundation to build a searchable database for researchers encompassing all departments of ETSU.

Contributed Posters - Poster Session I

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1

Critical Pedagogy in Non-Traditional Settings: Library Instruction Strategies in Support of the Patient Educator

Author(s): Andrea Wright, University of South Alabama Biomedical Library, awright@southalabama.edu, 251-461-1424.

Objective: Many of the aims of critical pedagogy and patient-centered education are complimentary. These aims include recognizing learners' values and learner-created knowledge, uprooting historical power structures by addressing them as part of the educational process, and empowering the learner. However, the limited time and scope of most patient education interactions pose serious challenges to implementing many practices common to critical pedagogy, which often happen in a group setting over an extended period of time. The objective of this poster is to demonstrate how strategies used by librarians in one-shot instruction sessions might aid patient educators in incorporating critical pedagogical practices into patient-centered education.

Methods: A review of reported approaches to integrating critical pedagogy into information literacy and library instruction is conducted, and the appropriateness of the identified methods for patient-centered education session is assessed.

Results: Librarians confronted with limited time with and access to learners have utilized techniques such as problem-based learning, inquiry-guided learning, and open-ended questioning, as well as keeping critical pedagogical conventions in mind while planning information literacy sessions. While some common features of critical pedagogy, such as those driven by group discussion, are often not applicable in patient education, which frequently happens one on one, the above listed practices could support patient-centered educators' goal of promoting health literacy and patient autonomy.

Conclusions: Librarian educators face similar challenges to those of patient educators; they have short, often one-shot, interactions to convey complex ideas that promote broad-based literacy and autonomy in a given population. Librarians have developed useful strategies to incorporate critical pedagogical ideals into brief instruction sections to promote information literacy that could be of use to patient educators interested in promoting patient empowerment through education.