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One Evaluation Plan for the Whole NNLM Program?

Yes! The Regional Medical Libraries have a history of collaborating on sponsoring events, on developing and teaching classes, and on improving staff technology skills. We've now taken this collaboration from the activity level to the organizational level. In December after months of discussion the National Network Steering Committee (NNSC), the strategic direction and priority setting body of the NNLM, agreed on three national goals. It also agreed on the data that should be collected to evaluate and describe the success of the program. Traditionally each region has developed its own evaluation plan. This is the first time that NNLM has developed one evaluation plan for the whole program.

NNLM Goals:

Goal 1: Connect NLM and NNLM resources to local and regional communities to increase awareness of, access to, and use of biomedical and health information

Goal 2: Build capacity in emerging trends, such as data management practices, services and tools, to support FAIR data guiding principles

Goal 3: Enhance health information access by further developing health sciences librarians' professional skills and knowledge.

Goal Descriptions

Enhance health sciences librarians' professional skills and knowledge

This goal carries out the recommendation of the [Advisory Committee to the Director of the National Institutes of Health](#) for the National Library of Medicine to "...strengthen its role in fostering the future generations of professionals...."¹ Success will be measured by identifying the NNLM activities conducted for health sciences librarians and the number of health sciences librarians who receive training through the program. We'll also determine the impact of our training by finding out if and how trainees are using what was taught. The NNLM MCR has already started collecting this information. If you've attended a "Discover the NLM and More" webinar we hope you've allowed us to follow up with you to determine the value of the training. We love hearing that you used what you learned to help patrons locate health information or that you taught or presented to others about how to use the resources. We like knowing that we help you do your job better. This feedback shows our funder (NLM) and their funder (Congress) that our program has impact.

Build capacity in emerging trends

This goal addresses the future without knowing what the future is using data management practices as the example. The National Network Steering Committee wanted to build in nimbleness should the world of information or health care change. This foresight has already paid off. Since the NNLM was funded the focus on precision medicine (also known as personalized medicine) and the [All of Us Research Program](#) is refocusing our attention. The juncture of recruiting one million and more volunteers to contribute their health information and the resulting data is one that the NNLM is considering. We are coming up with ideas on how to increase awareness among Network members and suggestions on how libraries (all types of libraries) can learn about precision medicine. To measure our progress toward this goal we'll be tracking the collaborations we support addressing emerging trends, as well as metrics related to events and training.

Connect NLM and NNLM resources to local and regional communities

This goal encompasses the outreach efforts of the NNLM where we increase awareness and skills about the availability of reliable health information. The NNLM MCR coordinators are focusing on community health clinics, public libraries, K-12, and the public health work force as our way of reaching communities. We'll track funding, training, events, demographics to demonstrate the reach of the program.

-Claire Hamasu, Associate Director

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1. National Institutes of Health, Advisory Committee to the Director, NLM Working Group. Final Report [Internet]. 2015 June [cited 2017 Mar 22]. 17p. Available from: <https://acd.od.nih.gov/reports/Report-NLM-06112015-ACD.pdf>



MCR Voices Launched!

We at the NNLM MCR have been busy thinking of new ways to share the knowledge and expertise of our profession within the Region. Our latest venture is "MCR Voices," a podcast series that will focus on individuals and issues within our geographic area. Our goal is to provide you with interesting information and opinions that will give you insight into the thoughts and programs of other librarians and their libraries.

Our first offering is a set of interviews with the six Partner Library Directors in our Region. You may recognize Claire Hamasu as the



interviewer in these productions. So far, five of the interviews have been posted on the NNLM YouTube channel. The links for each interview follow. You can also refer them to the podcast page for more info: <https://nnlm.gov/mcr/professional-development/advocacy/mcr-voices>

Jim Bothmer: https://youtu.be/zHdVZ_1td8I

Melissa DeSantis: <https://youtu.be/BioRNZHRZDU>

Emily McElroy: <https://youtu.be/ZSUarJqcvr0>

Deborah Ward: <https://youtu.be/ReJxG6qxjWg>

Jameson Watkins: <https://youtu.be/f-sPc58wilk>

The final interviews with Lori Phillips and Jean Shipman will be posted by the end of April 2017.

We are very interested in your reaction to this series. If you learn something new, or hear something that gives you additional insight, please give us a “Thumbs Up” on the YouTube page. If you have questions or comments about the series, please contact Barb Jones at jonesbarb@health.missouri.edu.



New NNLM Members Directory

As part of the redesign of the NNLM web site, a new [NNLM Members Directory](#) has been implemented. The Members Directory provides basic information about each member institution. The directory can be searched using the “Filter Directory” box in the side-bar. Search options include: organization name, organization type, state, city, county. You can also filter by region. A regional subset of the Members Directory is also available: [MidContinental Members Directory](#). The search options are the same for the National and regional directories, however the regional directory only includes members from the six states in the MCR.

One of the features of the new Members Directory is that each member organization can edit and update their organization information. To have access to edit the organization record, designated individuals need to create an NNLM User Account (See Box). Many members updated their organization records during the MCR member renewal drive in March. If your organization hasn’t updated your records yet, we encourage you do so. If you have questions or need assistance with the Members Directory or User Accounts, please contact [Jim Honour](#) or your [state coordinator](#).

Look for monthly tips about the Members Directory and User Accounts in the RML News. We encourage you to contact use with any questions or concerns.

Important Points to Remember with the NNLM Members Directory

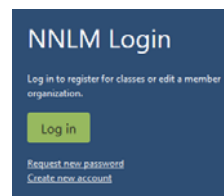
- To have editing privileges to your institutional record, you will need to create an NNLM User Account (See Box). While creating your user account you need to:
 - Select your organization in the Organization field
 - Choose NNLM Liaison in the Role/Position List

Note: If you are unable to find your institution using the auto-fill feature, please contact [Jim Honour](#) or [Suzanne Sawyer](#) for assistance.

- Please review your institution’s record and update it as needed.** The data in many institution

NNLM User Accounts

Go to <https://nnlm.gov/user/join> or click on “Create new account” in the NNLM Login section at the bottom of every NNLM web page. To learn more about creating an account please click [here](#).



Why create an NNLM User Account?

- You’ll need one to register for NNLM Classes and webinars.
- To edit your organization record.

If you have an NNLM Moodle account, you do not have to create a new account. Click on “Request new password” to update your account.

records is not yet accurate. This is because many institutions have not yet edited their records or did not provide complete data about their organization when creating an account. For example, if you search for hospital libraries in the MCR directory only one library will be returned, while we know there are many more hospital libraries in the region.

3. **DOCLINE Users:** Please note that the Members Directory is not linked to DOCLINE. Any data updates made to the institutional record in DOCLINE will not update the Members Directory.
4. The NNLM Web Services team is continuing to make updates and improvements to the Members Directory. If you see something that would make the directory easier to use, send [us](#) your suggestions and we will pass them on to the web services team.

– Jim Honour, Wyoming/Member Services Coordinator



The Value of the Consumer Health Information Specialization

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The Consumer Health Information Specialization (CHIS) designation from the Medical Library Association is a valuable tool. Not only is the certificate itself often examined by visitors to our hospital library, but the requirements for designation provide an avenue to further develop professional skills.

Specifically, during my recent CHIS renewal period, I participated in a Clinical Trials Moodle course. The content of this month-long class taught the nuances of clinical trials as well as how to effectively navigate the ClinicalTrials.gov web site. This valuable resource is now regularly shared with our library customers. Additionally, the Moodle format was innovative and instructive.

The opportunities for professional development within the CHIS designation are varied. Through “Discover National Library of Medicine Resources and More – Topic Specific Queries” my PubMed search strategies have improved. Our ILS has undergone updating both in content and design through MLA approved workshops with our ILS vendor, CyberTools for Libraries. Insights on assessing patient education materials have been gleaned from the “Spotlight on National Library of Medicine Resources—PEMAT – Patient Education Materials Assessment Tool.” CHIS designation truly encourages continuous improvement.

Jean received a [CHIS Certification Funding](#) award to cover the fee for the certificate application.



Tech Tips: A Chat with an Embedded IT Specialist

As technology becomes an increasingly important part of library systems, librarians are tasked with learning new skillsets. Often working with new technology can be more than we are capable of and requires specialized assistance from IT. Unfortunately, many librarians report having some difficulties in communicating with their IT departments. In a [previous article](#), Angela Spencer gave great tips for talking with IT from a librarian viewpoint. For a different perspective, I recently sat down with Liz McQueeny, Library Applications and Systems Specialist at the A. R. Dykes Library in The University of Kansas Medical Center. Liz has been successfully embedded in her library since 2011 and offered to give some insight on communications between librarians and IT.

When she started at KUMC, Liz had a degree in computer science, but knew very little about how libraries function. She credits a lot of her success to working closely with a systems librarian, who had an MLS, but no formal technical education. Together, they worked one-on-one to leverage each other's knowledge and

experience. In a way, they had to translate for each other between information technology and library terminology.

When I asked Liz about challenges that she faced, she described her experience implementing the VuFind, an open source library search portal. While she was able to understand the technical requirements of this portal, she said it required a lot of library-specific knowledge to fully grasp how the system would work. She was able to join a workgroup that included not just the systems librarian, but also electronic resources librarians and front-desk staff. Together, they collaboratively decided which modules to use and how to best go about implementing this portal. She plans to continue utilizing the contacts made during this workgroup when planning for upgrades, as she still needs librarian input to determine what is actually relevant and will benefit the library.

Of course, most of our network libraries aren't able to support an embedded IT specialist, but instead have to work with an external team. Liz offers some suggestions for improving communications, no matter what your circumstances. When discussing a problem with IT, you will often need to give the full backstory to help them understand the issue. It helps if you can give a concise explanation, so they will stick with you long enough to grasp where the problem lies. She cautions that it often takes patience to work with more technical individuals, who tend to be abrupt. It is important to make sure they hear what you are saying. It's also good to have a basic understanding of how your electronic resources and computer systems work –that way you can give a technical description. Participating in a work group is something that she really benefited from, so it may be a good idea to invite a friendly IT person to work group with you when discussing new products or updates.

Collaborating with IT doesn't have to be painful. Cultivating a good relationship with your technical support team can make working with library systems a much more smooth process. Hopefully, you'll be able to find an IT superstar like Liz McQueeney in your organization. If you need additional help or suggestions related to technology, feel free to reach out to me at alillich@kumc.edu or 913-588-7355.

— Alicia Lillich, Kansas/Technology Coordinator



Systematic Reviews – the Pittsburgh Class from two perspectives

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I work two part time jobs, one as a hospital librarian, and one as a medical librarian for a school of nursing not affiliated with the hospital. Recently I was able to take the Systematic Review class offered at the University of Pittsburgh. This is a synopsis of what I learned and how I hope to apply it to each job.

As a hospital librarian, a couple of residents approached me asking for help on systematic reviews, but I realized I didn't have the time or resources to assist them properly. The class confirmed this but also let me know what is involved in conducting a systematic review. While I am unlikely to be asked to do a systematic review at the hospital, I can now educate residents and others about what an systematic review is and why it is important. Learning the search process for a systematic review will help me find the best evidence for any user. The class will also allow me to differentiate between different types of reviews. My residency director is also hoping we can use systematic reviews as a starting point for quality improvement projects.

I recently started at the school of nursing and was approached to work on an integrative review. At the time, I didn't know what an integrative review was. I did some preliminary searching, and asked a couple colleagues for their input. After taking the class, I now know what I could have done better (project management), and what I did right (getting screen shots of my search strategies).

When starting on a review, it is important to meet with the researcher if possible. During this meeting, you should ask about the protocol, the main research/PICO question, what your involvement as a librarian will

be, and if you can be named a co-author. Other questions would be what the criteria will be for inclusion and some sample articles if possible.

The next step of the process is to select terms. This is a process I wasn't familiar with. The class showed us how to select terms using both MeSH and keywords and how to test them and recommendations for looking for terms in various databases. I was fortunate that I had reached out to a colleague who helped me gather the terms for this process, but in the future I will have to allow for time for this process because it can be elaborate depending on the question.

The next step is searching itself. I was comfortable using PubMed, but not other databases. I looked at the database thesaurus and help sections to make sure I was searching correctly. For the future, I plan to see if there are webinars or tutorials I can view to improve my searching skills in other databases/platforms.

Finally, there is the documentation/project management process. While working on the integrative review, I knew this was an area I needed to learn more about. The class gave us directions on setting up a process, what to record, ways to record searches, what to send to the researcher, and other aspects of tracking and documenting the search. This was helpful and if I work on another review, I will definitely use these tips and try to set up a process to document what I searched, when and how the results were delivered, and other notes.

Overall the class was definitely worth taking. The instructors were all knowledgeable and gave us real life examples of projects they worked on, plus we worked on a sample systematic review to make the process more valuable. My classmates also had insights and questions from their own experience that were helpful. The class gave me a better picture of what is involved in doing a systematic review, processes and tips for working on a review, and how to talk more knowledgeably about what is involved in doing a systematic review.

Angela received a [Professional Development Award](#) to attend this class.



What are you doing with Research/Data Services?

With the arrival of [Patricia Brennan, R.N., Ph.D.](#) as the new Director of the National Library of Medicine, the NNLM MCR is thrilled to see her excitement, enthusiasm, and emphasis on the importance data plays and will play in biomedical discovery and delivery of healthcare. This means that if your library is supporting research/data anywhere along the research lifecycle, the RML would like to know about it.

The NNLM is broadly defining research/data services librarians as those who provide a wide range of data centric training, consultation, or information access support for researchers at any point along the research lifecycle. Training might include teaching data visualization, metadata standards, or data related requirements from funders, such as NIH or NSF. Consultation services might include developing/maintaining a service framework for working with researchers to manage their data throughout the research lifecycle. It could include collaborating with researchers to find or create data, develop effective data management strategies, analyze or visualize data, or preserve/store data. Research/data services librarians might support biomedical big data or assist with access/training on specialty software packages for statistical, geospatial, qualitative data analysis, MyNCBI tools, etc.

Each of the NNLM regions is planning to reach out to Network members over the next few weeks with a series of questions designed to help increase our understanding of how Network members are supporting the research/data related efforts at their institutions. This understanding will inform the NNLM on the types of research/data services provided by NNLM Network member institutions to their research communities. Understanding who is responsible for providing research/data services will assist in improving communication with those experts and the NNLM in order to better understand what support is needed.

This environmental scan seeks to document staffing numbers, job titles/descriptions, terms used to promote services, content use (original content vs. links to content), etc.

If you would like to make sure your research/data services librarian gets contacted to share what it is that

they do, please contact me john.bramble@utah.edu.

-John Bramble, Utah/Research Enterprise Coordinator



Whooo Says



Dear Whooo,

I've been a librarian in a hospital system for several years now. At this point in my career I am anxious to move up in an organization and take on some new responsibilities. I know that the demographics of the librarian population are largely centered in the over 50 group, so it makes sense that with retirements there will be room to move up. How can I best prepare to move up in the organization and make the most of my career?

Sincerely,

Visioning the Future

Dear Visioning,

Thanks for writing. You bring up an issue that I think must be on the minds of many of your colleagues. I'm glad that you are looking toward your future and have made the decision about which direction you would like to take.

You are correct about the age demographic among librarians. According to the Department for Professional Employees, AFL-CIO, in 2014, 42% of librarians were over the age of 55,¹ and according to Liaison International (and approved by the Medical Library Association) over 50% of medical librarians are expected to retire in the next 10 years.²

There are many ways you can explore to prepare for your future, Visioning. Some of the things you might consider are talking with your supervisor and asking for mentoring to prepare you for the future; taking continuing education classes focused on increasing your management skills; serving on committees within your organization to provide more immediate library services while learning more about other departments and personnel within your hospital; or conduct an assessment of an operation or opportunity within the library and develop or revise a needed program or service. Any of these suggestions will give you additional knowledge and experience.

However, I'd like to take a look at another option which may be overlooked. Libraries and information sciences are currently in a huge transformation. The move to a predominance of electronic resources, resources that bypass the library and sell directly to the user, the open access movement, decreasing space, the emergence of precision medicine and large data sets, the electronic health record and many other things have made for a turbulent environment. It is easy to wring your hands, and decide that the future of librarians is changing permanently.

At this point, I'd like you to stop and consider what the function of a librarian is. Historically we have been charged with organizing collections of information and helping our users locate the specific pieces information they need. If we take a deep breath and look at the emerging trends in our world, I think you will agree that our function is, and will continue to be, necessary. The format of the information and the environment in which we operate may change, but our function remains constant.

So, what is this other option I mention? I suggest we should look carefully at the skills and expertise of the current leaders in today's library environment. All of these people have survived and risen to leadership in their own turbulent environments. Depending on their circumstances, they have all dealt with difficult employees, shrinking budgets, messy political environments, poor leadership, and most other problems you can imagine. Try to observe and learn from these leaders. Each one has something to teach all of us. It may be how to negotiate successfully for space, employees, or position; how to build a sense of team; how to evaluate employees and assign them to projects that match well with the employee's skill and development;

or how to develop the skills and capacity of those they supervise to improve the operations of the library. All of these things, and many others, are necessary for a good leader. None of us are born with the knowledge and skill to handle these things. We must learn them, and how better than to seek the wisdom of those who have gone before us. As Marcia Fudge, Congresswoman from Ohio states, "There is wisdom that comes from experience, and I am not going to stop learning from wise counsel."³

The other opportunity to learn from the senior leadership of our profession is to pick a current issue, join the community engaged with that issue and learn from the senior leaders there. There are many examples to follow. The following is a short list. I'm sure you can find many others by just looking at the health sciences library landscape.

- Deborah Ward at the University of Missouri, in collaboration with family physicians and Susan Meadows (pioneer in expert searching), opened opportunities for librarians and increased the visibility of the profession by working to develop the FPIN Project. She has also worked with Susan Centner (below) to create the Missouri Digital Library.
- Jean Shipman at the University of Utah has worked to narrow the gap between the publishing community and the open-access movement. She has also contributed to the inclusion of health sciences librarians in the health literacy movement.
- Jim Bothmer organized a coalition bringing Omaha hospital librarians into Creighton University's organizational structure during a merger when their positions were threatened with elimination.
- Susan Centner, Director of the Missouri Digital Library has worked for several years with Deborah Ward (above) to establish and lead the Missouri Digital Library which provides services to health care providers at small and rural hospitals throughout Missouri.
- Brenda Pfannenstiel at Children's Mercy Hospital in Kansas City, Missouri has enlarged her library services and staff in a time of shrinking budgets and closing libraries.

As you can see, all of these leaders have made very different and significant contributions to the health sciences library profession. Each of them has something to teach us about recognizing and seizing opportunities in our landscape.

I hope this has been helpful to you, Visioning. There is much to learn as we all move through our professional lives, and I think it would be short-sighted to overlook the contributions and skills of our current leaders. Best wishes in your search for professional development and increased responsibilities.

Sincerely,

Whoaa

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1. US. Census Bureau, DataFerrett, American Community Survey, Public Use Microdata Sample 2014.
 2. <https://explorehealthcareers.org/career/arts-and-humanities-in-health/medical-librarian/> Accessed March 16, 2017.
 3. https://www.brainyquote.com/quotes/authors/m/marcia_fudge.html Accessed March 31, 2017.

