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**Education Committee
Report January 21, 2014**

2013-14 Education Committee

Melanie Bednarski
Diane Hummel
Andrea Kepsel, Chair
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During December and January the Education Committee discussed over email ideas for continuing education and concurrent sessions at the 2014 Annual Meeting. Members have been in touch with various speakers to get an estimate of costs, including travel, honorariums, and lodging. The committee is presenting the following tentative program and budget for board approval (see attached documents).

The Education Committee chair has also submitted a proposed budget to the Treasurer that covers costs of 2014 MLA webcasts. These costs are separate from conference costs, and will cover the funding of two webcasts with hosting at two sites for each.

Respectfully submitted,
Andrea Kepsel

Continuing Education Courses for Approval

Third-Party PubMed Tools

Contact: Holly Burt, haburt@uic.edu

<http://nmlm.gov/training/thirdpartypubmed> or <http://cech.mlanet.org/node/538>

The freely available PubMed API (application programming interface) makes it possible for programmers from outside of the National Library of Medicine to develop alternatives to PubMed.gov for searching NLM's vast database of biomedical journal literature citations. This three-hour workshop will introduce several popular and free third-party PubMed tools, comparing and contrasting them with the PubMed.gov interface. Through case studies, group exercises and hands-on practice, participants will explore the strengths and limitations of about a dozen alternative search tools.

CE Contact Hours: 4

Professional Competencies: Health Sciences Information Services, Information Systems and Technology

Subject: Electronic Resources, Expert Searching, Reference Resources & Services, Technology/Systems

Educational Objective: Participants will be able to • Describe the history of end-user access to MEDLINE • Name and develop appropriate search strategies for at least three third-party PubMed tools • Identify situations in which searching with a third-party tool might be beneficial

The instructional methods used include Lecture, Demonstration, Slides, Dialog, Brainstorming, Hands-on Exercises, and Case Study.

Participant Materials: Handouts, paper and markers for group exercises

Facility Requirements: Instructor's computer should have internet access and be connected to a projector. Students should ideally be in a computer lab or bring their own laptops with internet access.

Grey Lit – Google for It and More

Contact: Sarah Bonato, sarah.bonato@camh.ca

<http://cech.mlanet.org/node/886>

Finding and incorporating grey literature search results along side with published literature is becoming an increasingly essential step of the searching process. More granting agencies are requiring such grey literature publications as government documents to be searched in the grant proposal literature review. However, grey literature can also be quickly searched and disseminated for all types of reference requests. The inclusion of grey literature search results can benefit information requests from a wide range of health professionals, including allied health professionals—a grey literature search need not be just for a systematic or scoping review. This course will provide an overview of the types of grey literature, introduction and demonstration of selected searching tools for locating grey literature, evaluating the best searching grey literature searching process for particular types of reference requests and different types of search methods to locate diverse grey literature documents from both national and international sources. As well, participants will learn how to quickly apply quality filters to search results and critical appraisal of grey literature publications. A special focus will be on the importance of actively searching for grey literature sources from diverse geographical locations. Participants will have opportunities for hands on practice and will be provided sample exercises.

CE Contact Hours: 4

Professional Competencies: Research + Analysis and Interpretation

Subject: Electronic Resources, Expert Searching, Research, Subject Specific Resources

Educational Objective: Educational Objectives: • Identify and explain the definition of grey literature and the types and sources of grey literature, including: Traditional sources of grey literature Newer, more untraditional sources of grey literature. • Identify the benefits of adding a grey literature search to complement the traditional database literature review, including: The benefits of adding a grey literature search to a traditional database literature review on prescription drugs The benefits of adding a grey literature search to a traditional database literature review on health policy The benefits of adding a grey literature search to a traditional database review on special populations (ie, homeless street youth, minorities and immigrants The benefits of adding a grey literature search to all types of reference requests, including non systematic review requests • How to search for grey literature sources and appraise sources for searching grey literature including: Using standardized checklists for searching grey literature Databases for locating grey literature • Using Google searching for grey literature, including: Identify the benefits of using Google for grey literature searching compared to using databases or checklists Identify methods for obtaining more diverse search results from a Google search, including using country specific Google search engines, limiting by country specific domain (ie uk, au) and limiting by region in Google Advance Search Identify the drawbacks of Google's personalized searching and how it is a barrier to finding quality grey literature results Identify key country specific Google search engines for finding global grey literature • Learn about alternative Search engines to Google, including DuckDuckGo and Startpage • Identify key search terms for locating grey literature search results using internet search engines • Identify how to crucially appraise grey literature results

The instructional methods used include Lecture, Demonstration, Slides, Discussion, and Hands-on Exercises.

Participant Materials: The class materials will be made available before the class via email. Materials will include PowerPoint slide show, suggested reading list and list of selected web sites.

Facility Requirements: Lecture space should be equipped with a visual projection system, access to the Internet and access to individual workstations for in class searching exercises.

Introduction to Bibliometrics

Contact: Judy Burnham, jburnham@southalabama.edu

<http://cech.mlanet.org/node/757>

The course will introduce participants to the bibliometric research method, identify uses of the method for collection management and allow class members to participate in practical exercises involving bibliometric research. Methods: Instruction will involve lecture, demonstration and practical application of the principles included in the objectives.

CE Contact Hours: 4

Professional Competencies: Research + Analysis and Interpretation

Subject: Research

Educational Objective: By the end of the session, participants will be able to: • Outline history of bibliometric research • Define bibliometrics • Identify use of bibliometric research and research topics explored using this method • Describe uses of bibliometric research for librarians • Describe advantages and disadvantages of using bibliometric research • Identify steps in bibliometric research method • Define laws used in interpreting bibliometric data including Bradford's Law of Scatter • Use knowledge of bibliometric method to complete practical exercise

The instructional methods used include Lecture, Demonstration, Slides, Simulation, Hands-on Exercises, and Case Method.

Participant Materials: Participants will receive bibliography of articles utilizing the bibliometric method and a summary of laws that interpret bibliometric results.

Facility Requirements: Instruction will take place in a computer lab with internet access and Excel. Access to Library Literature and Scopus databases is required. (Instructor will secure.)

CE is archived in MLA Education Clearinghouse – fee to renew?

American Indian Health Information Resources

Contact: Samantha Hewakapuge, samanthi@uic.edu

<http://nmlm.gov/training/amindianhealth> or <http://cech.mlanet.org/node/775>

According to the 2010 US Census, approximately 5.2 million people stated that they were American Indian or Alaskan Native. A recent study shows that American Indian use of the Internet to find health information is lower in comparison with the adult U.S. population. This three-hour program will introduce a variety of governmental and non-governmental Internet resources that have health information for American Indian populations. Students attending will be able to practice their skills in finding health information using web resources in this hands-on program.

CE Contact Hours: **3**

Professional Competencies: Health Sciences Information Services

Subject: Consumer Health, Electronic Resources, NLM Databases, Reference Resources & Services, Subject Specific Resources

Educational Objective: Students who complete this program will be able to: *identify and describe the National Library of Medicine's American Indian health databases; *compare strengths and weaknesses of American Indian health websites; *utilize websites to obtain health information resources for American Indian populations.

The instructional methods used include Lecture, Demonstration, Slides, Discussion, Dialog, Sharing/Self-disclosure, and Hands-on Exercises.

Participant Materials: Resource list Hands-on Exercises Articles

Facility Requirements: Computer classroom with Internet access

Workshop for Approval

Lisa Hadden
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Lisa's workshop focuses on leveraging community assets. She teaches attendees to look at the health of a community (strengths/assets) and how to do a capacity inventory and create asset maps. This is a big topic in community development, and the workshop can be tailored towards medicine/health sciences. Session will be a mix of PowerPoint and small group activities.

This workshop, if approved, would take place Thursday, October 16th, following the annual business meeting and lunch (in the slot normally for concurrent sessions).