Think Outside
The Book

MHSLA 2016

October 12-14, 2016
Novi, Michigan

Michigan Health Sciences Libraries Association

Annual Education Conference

October 12-14, 2016

The Baronette Renaissance Hotel
Novi, Michigan

MHSLA Members,

Welcome to the 2016 Michigan Health Sciences Libraries Association Educational Conference! I want to take this opportunity to thank the Metropolitan Detroit Medical Library Group for hosting the conference in Novi this year. The local arrangements committee has worked hard making sure all the accommodations, conference rooms, and receptions will meet or surpass our expectations. I know the education committee (as I am a member) has been working diligently to provide our members with multiple opportunities to gain knowledge and networking throughout the conference. The theme for this is year "Thinking Outside the Book," which is an appropriate theme for libraries in general.

This year's CE opportunities show the ways our profession is growing and changing. We have "Translational Bioinformatics," the "Lean Process Demystified," "Best Practices & Classroom Management," and "Planning, Conducting, and Publishing Research." There is potential in each of these classes to make positive and lasting changes in our own libraries by "Thinking Outside the Book."
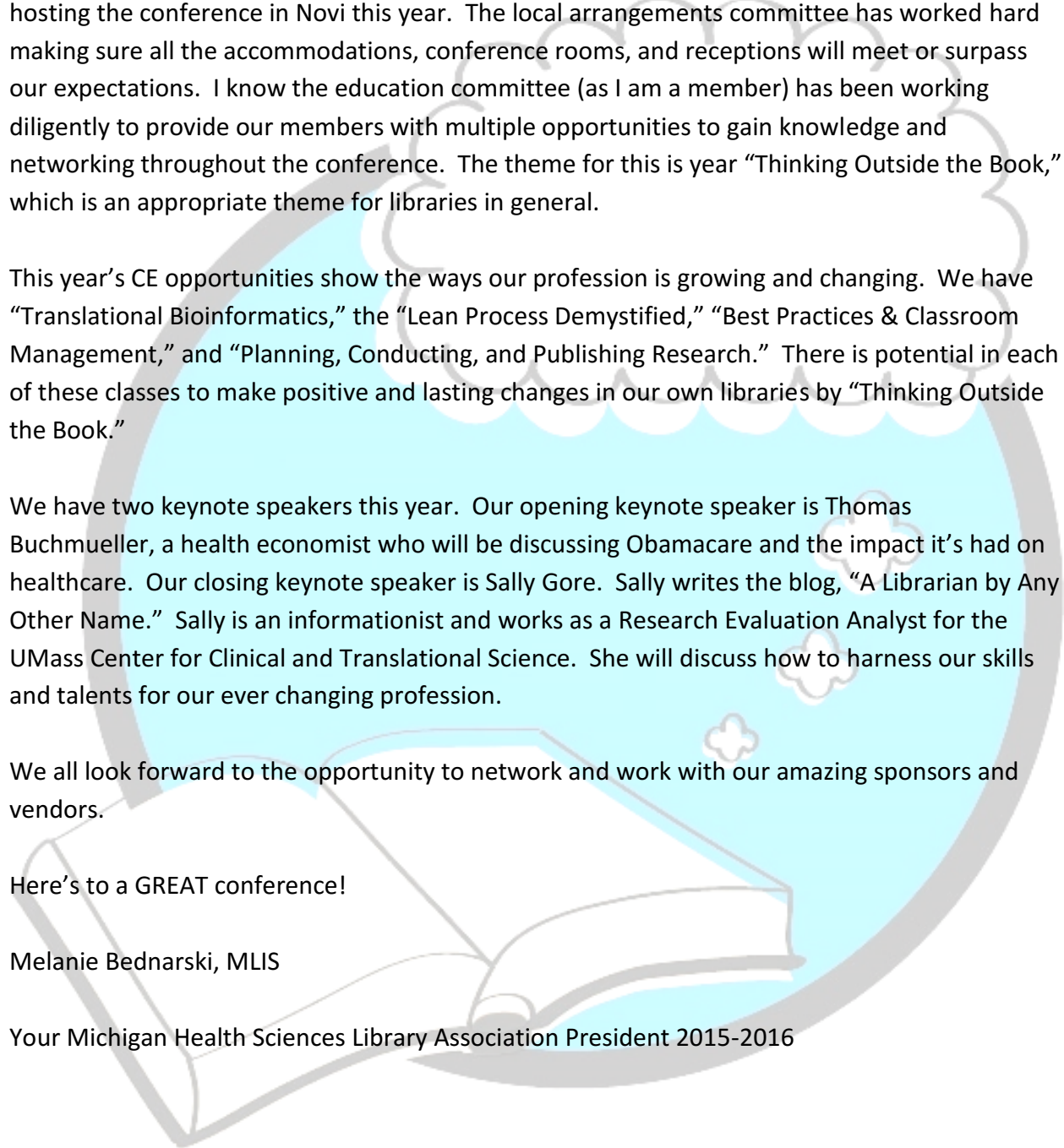
We have two keynote speakers this year. Our opening keynote speaker is Thomas Buchmueller, a health economist who will be discussing Obamacare and the impact it's had on healthcare. Our closing keynote speaker is Sally Gore. Sally writes the blog, "A Librarian by Any Other Name." Sally is an informationist and works as a Research Evaluation Analyst for the UMass Center for Clinical and Translational Science. She will discuss how to harness our skills and talents for our ever changing profession.

We all look forward to the opportunity to network and work with our amazing sponsors and vendors.

Here's to a GREAT conference!

Melanie Bednarski, MLIS

Your Michigan Health Sciences Library Association President 2015-2016

2016 MHSLA Conference Planning Committee

Conference Planning Chair: Jennifer Bowen
Local Arrangements Chair: Toni Janik

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Jill Turner, Chair
Melanie Bednarski
Jennifer Bowen
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Vendor Sponsorship

Dine & Learn

Wednesday	Thursday	Friday
	McGraw-Hill: Breakfast & Learn	ProQuest: Breakfast & Learn
JoVe: Lunch & Learn	Wolters Kluwer: Lunch & Learn	EBSCO Health: Lunch & Learn

Breaks

Thursday	Friday
Sage Publications	MHSLA

Exhibitors

Vendors will be exhibiting on Thursday from 9-5 in the Grand Oak 2 Ballroom.

Bepress

EBSCO Health

Elsevier

JAMA Network

JoVe

McGraw-Hill

Michigan eLibrary (MeL)

Midwest Collaborative for Library Services (MCLS)

National Network of Libraries of Medicine Greater Midwest Region (NN/LM GMR)

ProQuest

Rittenhouse Book Distributors

Sage Publications

STATRef!

TDNet (Open Athens Channel Partner)

Thieme Medical Publishers

Third Iron

Wolters Kluwer

Wednesday, October 12
7:00-8:00AM
Breakfast
Grand Oak 3 & 4 Ballroom

Concurrent Continuing Education
8:00AM – 12:00PM

Translational Bioinformatics
Grand Oak 1 Ballroom
Instructor: Diane Rein
4 MLA CE Credits

Class Description:
The major goals of this course are: 1) to familiarize participates with clinical bioinformatics databases; 2) acquisition of expert level search strategies within these databases; and 3) acquisition of human genetics principles and vocabulary. The session will cover Clinical Bioinformatics, and its relationship to translational medicine, biomedical informatics, clinical informatics, and electronic medical and health records. This will be supplemented with a module covering the biology and vocabulary in genetics, genomic variation and mutations, implementing that vocabulary through searching the Human Gene Mutation Database, and searching major clinical bioinformatics databases.

Instructor Biography:
Diane holds a PhD degree in Developmental Biology from the Institute of Developmental Research, Children's Hospital, Cincinnati, Ohio. She ran an externally-funded research laboratory as a faculty member of the University of Cincinnati for 15+ years, studying the role of DNA repair proteins and genes in both cancer and the acquisition of chemotherapeutic drug resistance in humans. She earned her MLS from the University of Illinois at Urbana-Champaign. Since 2008, she holds the position of Associate Librarian, tenured, at the Health Sciences Library of the University at Buffalo as the Bioinformatics and Molecular Biology Information Resource Liaison. As a librarian, she has been appointed as a visiting scholar to the National Center for Biotechnology Information (NCBI), has served on NAWBIS, the NCBI curriculum and development committee, and was the NCBI Midwest Regional Coordinator and Instructor for the NCBI three-day molecular biology and bioinformatics short course. She develops and provides regional continuing education bioinformatics training workshops for librarians and information specialists, including creating and instructing "Fundamentals in Bioinformatics and Searching", and the Librarian's Guide to NCBI. In 2013, she was awarded, along with four others, the NLM Special Achievement Award for the Librarian's Guide to NCBI.

Wednesday, October 12

Concurrent Continuing Education
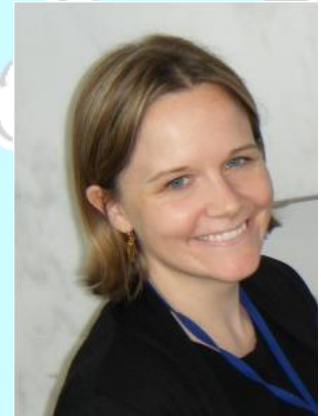8:00AM – 12:00PM

Lean Process Improvement Demystified
Northern Red Conference Room
Instructor: Jessi Van Der Volgen
4 MLA CE Credits

Class Description:
This course will prepare librarians to lead and foster innovation and Lean process improvement within their institutions. This course will familiarize participants with innovation concepts and Lean philosophy and methodologies for sustaining efficiencies and new revenue sources. This course will also examine the leadership roles librarians can forge with these key health care transformation strategies. Participants will learn through discussion, hands-on activities, case studies, and other methods. Content will include the five stages of innovation – ideation, stakeholder & market analysis, solution development, verification and validation. In addition, Lean processes including the various components of an A3 Lean template and tools that can be used while applying Lean principles will be explained. These tools include swim lanes, 5 Whys, 5S, Gemba, Kaizen, Poka-Yoke, Root Cause Analysis and Value Stream Mapping. The course will focus on lean process improvement, and not include innovation. Participants will learn through group discussions, personal plan development, case studies, and other methods.

Instructor Biography:
Jessi Van Der Volgen is currently the Assistant Director of the National Network of Libraries of Medicine Training Office at the Spencer S. Eccles Health Sciences Library at the University of Utah. In 2012, she started working for what was then the NTC, as a backup trainer in the second year of her National Library of Medicine Associate Fellowship. As a trainer and Assistant Director for the NTO, she helps develop and teach online and in-person classes on PubMed, TOXNET, and other NLM Resources.   While in library school (University of Wisconsin – Madison), she worked at a very busy undergraduate library answering all kinds of interesting questions, and at the Ebling Library for the Health Sciences. She also had a project assistantship at the Limnology Library. With just two library school students running the library, she had a chance to do a great variety of work – organize and weed government documents, copy catalogue new books, develop a class on copyright for faculty and graduate students, and even service a field station on Trout Lake in Northern Wisconsin.

Wednesday, October 12
12:00-1:00PM
Lunch Sponsored by JoVe
Grand Oak 3 & 4 Ballroom

Concurrent Continuing Education
1:00PM – 5:00PM

Engaging the 21st Century Learner: Best Practices & Classroom Management Techniques
Northern Red Conference Room
Instructor: Erin Wimmer
4 MLA CE Credits

Class Description:
In this interactive workshop, instruction librarians acquire useful knowledge and skills for engaging 21st century learners. Attendees have the opportunity to discuss, demonstrate and practice best classroom management techniques through a variety of activities. The ability of library instructors to actively engage students is essential for improving learning outcomes and creating a more stimulating classroom environment.   Understanding various learning styles and creating session activities that address these styles is essential for engaging students. Attendees create a toolkit with shared teaching resources.

Instructor Biography:
Erin Wimmer joined the faculty at the Eccles Health Sciences Library in September 2013 as the Teaching and Learning Librarian, coordinating and administering the library's formal educational efforts. Working with other faculty and staff in the Schools of Dentistry and Medicine, and the Colleges of Health, Nursing, and Pharmacy, Erin develops and teaches both curriculum-based and single session classes across the health sciences. Erin graduated from the University of Utah with a BA in English in 2007, and completed a dual master's program in Library and Information Science and Political Science at the University of Southern Mississippi in 2012. She is currently pursuing a certificate in E-Learning Instructional Design and Development through Oregon State University.

Wednesday, October 12
Concurrent Continuing Education
1:00PM – 5:00PM

Planning, Conducting & Publishing Research
Grand Oak 1 Ballroom
Instructor: Nancy Allee
4 MLA CE Credits

Class Description:
This 4-hour course will provide an introduction to the research process with an emphasis on health sciences library settings. Participants will build their research skills by gaining an understanding of the processes involved in taking a project from initial idea creation to final publication. We will discuss identifying research design types and methodologies, generating ideas and formulating research questions, conducting literature reviews, evaluating research articles, gathering and analyzing data, and reporting of results. The course will also provide practical advice on how to get published in library science journals. Participants will leave with a proposal for planning, conducting, and publishing a research project at their own institution.

Instructor Biography:
Nancy Allee is Deputy Director, Taubman Health Sciences Library, University Library and Library Faculty, Department of Learning Health Sciences, Medical School at the University of Michigan. She provides leadership for the day-to-day operations of the Taubman Health Sciences Library and works in close collaboration with the director and management team to plan, implement, and evaluate programs and services in the areas of academic and clinical engagement; research and informatics; collections and information services; and global health and outreach. Allee serves on the Editorial Boards of the *Journal of the Medical Library Association* and *Medical Reference Services Quarterly*, is an Editorial Advisor to *Evidence Based Library and Information Practice*, and is one of the Managing Assistant Editors for a new open access journal, *Learning Health Systems*. She is a member of the Academy of Health Information Professionals at the distinguished level. She teaches continuing education courses certified by the MLA, most recently co-developer and instructor for "Planning, Conducting, and Publishing Library Research." She previously held a joint appointment as Director, Public Health Informatics Services & Access in the School of Public Health and University Library, and prior to this position, was co-head of reference and resource coordinator in the areas of education, optometry, and nursing at Northeastern State University, located in the capital of the Cherokee Nation.

Thursday, October 13

8:00-9:00AM
Grand Oak Ballroom 3 & 4
Breakfast Sponsored by McGraw-Hill

Keynote Address:
"Insured by Obamacare: Early Evidence of the Coverage Effects of the Affordable Care Act"
Grand Oak Ballroom 1
9:00-10:00AM
Thomas Buchmueller

The Affordable Care Act was passed in March 2010 and the main coverage provisions went into effect in 2014. Data on how the law has increased insurance coverage and how that coverage has affected access to care and the use of health care services are now becoming available. These data indicate that between 2010 and 2015, the number of Americans with health insurance increased by roughly 20 million Americans. This increase in insurance coverage has coincided with a reduction in the number of Americans reporting that they went without necessary care for financial reasons and an increase in the use of care, particularly primary care. This lecture will explore the insurance coverage provisions of the Affordable Care Act, starting with a description of the health insurance landscape leading up to the passage of the law, a summary of the key coverage provisions and a review of the emerging research literature on the early impact of the coverage expansions.

Keynote Biography
Tom Buchmueller is a health economist from the University of Michigan whose research focuses on the economics of health insurance and related public policy issues. His recent work has examined the relationship between employer-sponsored insurance and labor market outcomes, interactions between the public sector and private insurance markets and consumer demand for health insurance.
Professor Buchmueller also holds an appointment in the Department of Health Management and Policy in the School of Public Health and is a core faculty member in the Child Health Evaluation and Research Unit. He is a Research Associate of the National Bureau of Economic Research. He is a former editor of the Medical Care, Journal of Economics and Management Strategy and the Berkeley Electronic Journal of Economic Analysis and Policy. He is on the editorial board of Inquiry and the Geneva Papers on Risk and Insurance-Issues and Practice. In 2011-2012, Professor Buchmueller was the Senior Health Economist at the Council of Economic Advisers in the Executive Office of the President. Before joining the Ross School faculty, Buchmueller was Professor of Economics and Public Policy at the Paul Merage School of Business at the University of California, Irvine. He was a Packer Policy Fellow at the University of Technology, Sydney (2006-2007) and was a visiting researcher at the Federal Reserve Bank of San Francisco (2005-06), INSEAD (2001-2002), the Centre de Recherche 'Etude et de Documentation en Economie de la Santé (2001-2002) and the University of York (1997).

Thursday, October 13

8:00-9:00AM
Grand Oak Ballroom 3 & 4
Breakfast Sponsored by McGraw-Hill

9:00AM-5:00PM
Grand Oak Ballroom 2
Vendor Exhibits ALL DAY

10:00-10:30AM
Pre-Function Area outside Grand Oak Ballrooms
Break Sponsored by: Sage Publications

10:30-11:30PM
Grand Oak Ballroom 1
MHSLA Business Meeting

11:30-12:00PM
Grand Oak Ballroom 1
GMR Update

12:00-1:00PM
Grand Oak Ballroom 3 & 4
Lunch Sponsored by Wolters Kluwer

1:00-3:00PM
Grand Oak Ballroom 1
Panel Discussion: Ch-ch-ch-ch-Changes: Turn and Face the Strain

A panel of two library directors and an assistant director discuss the radical changes that have occurred in their libraries. Elizabeth Lorbeer, Library Director of the Western Michigan University Homer Stryker School of Medicine will talk about her experience in getting WMU's new medical school up and running. Toni Janik, Library Coordinator Windsor Regional Hospital, has dealt with two hospital library mergers. She will discuss her experiences with consolidating the Hotel Dieu Grace Hospital and Windsor Regional Hospital as well as her initial merger of the Hotel Dieu of St. Joseph's and Salvation Army Grace Hospital libraries. Jean Song, Assistant Director for Research and Informatics at the Taubman Health Sciences Library will discuss the University of Michigan's experiences with going book-less a year out from the project.

3:00-5:00PM
Grand Oak Ballroom 2
Break sponsored by: MHSLA
Mingle with Vendors
4:30-5:00PM Raffle Drawing—MUST BE PRESENT TO WIN

6:00-11:00PM Special Event
6:00-8:00PM Toasted Oak
8:30-11:00PM Presidential Suite

Friday, October 14

8:00-9:00AM
Breakfast Sponsored by ProQuest
Grand Oak 3 & 4 Ballroom

Keynote Address: A Conflict of Interests
Grand Oak 1 Ballroom
9:00-10:15AM
Sally Gore

Eleanor Roosevelt wrote, "Life is interesting only as long as it is a process of growth; or, to put it another way, we can grow only as long as we are interested." Health sciences libraries have been in a place of change for a number of years now, ever since the Information Age came to full fruition and touched practically every aspect of the work librarians in the field do. Not surprising, these changes have created what seems like a never-ending quest to identify and nurture many "emerging roles" in and for our profession. Our reaction to all of these changes and uncertainty can be one of any number of feelings along the line of anxiety, stress, and burnout. But it can also be that we find ourselves curious, seeing the world of uncertainty as one that allows us to test all kinds of interests and develop a variety of new skills. This talk will focus on how to recognize and appreciate all of the interests and skills that health sciences librarians have, and then how to take those very interests and skills and harness them towards roles and work that keep our profession ever-growing and ever-relevant.

Keynote Biography
Sally Gore, MS, MS LIS, is a research evaluation analyst for the University of Massachusetts Center for Clinical and Translational Science with responsibilities in development, implementation and analysis of evaluation related to the programs and projects of the CCTS. Most immediately prior to this, she was an embedded research librarian and informationist at the Lamar Soutter Library, UMass Medical School, serving on grant-funded clinical and community outreach research teams, providing information, data, and knowledge management services for the projects. Sally earned her graduate degree in Library and Information Science from Syracuse University and an MS in Exercise Physiology from Ithaca College. Sally writes the weekly blog, "A Librarian by Any Other Name" (http://librarianhats.net/) and can be found on Twitter at @mandosally.

Friday, October 14
Concurrent Continuing Education
10:30AM – 12:30PM

Introduction to Visualization for Librarians
Grand Oak 1 Ballroom
Instructors: Jean Song and Marci Brandenburg
2 MLA CE Credits

Class Description:
Visualization can be a powerful tool for discovery, data analysis, and presentation. Due to the great amounts of data being generated in the health sciences, data visualization is becoming more popular, and libraries are finding their niche in the visualization landscape. This course will provide an introduction to visualization, including design principles, different types of visualization, and the role of the library. After taking this course, participants will have a better understanding of data visualization, will be better prepared for engaging in conversations with researchers interested in visualization, and could begin thinking of possible visualization services that they could offer at their institution.

Instructor Biographies:
Jean Song is the Assistant Director for Academic and Clinical Engagement (ACE) for the University of Michigan's (UM) Taubman Health Sciences Library (THL). She began her career as the Reference Coordinator at the Public Health Library & Informatics at the University of Michigan and then moved to Pfizer Global Research and Development where she worked as a systems administrator and project manager for their document management and adverse event reporting systems. Her ACE unit at THL has responsibility for curricular integration and teaching and learning in departments across the schools of health sciences, expert searching and systematic reviews, and clinical information management services. Jean has her B.S. in biological sciences from Stanford University and her MSI from the University of Michigan's School of Information.

Marci Brandenburg, MS, MSI, is the Bionformationist at the University of Michigan's Taubman Health Sciences Library. She works closely with the Department of Computational Medicine & Bioinformatics and the Bioinformatics Core, in addition to supporting other bioinformatics research on campus. In addition to offering instruction on a variety of visualization tools, she helps with tool documentation and coordinates a weekly Tools and Technology seminar. Before coming to the University of Michigan in November 2010, she was the Biosciences Informationist at the National Cancer Institute-Frederick. In addition to getting an MS in biology from Ohio University and an MSI from the University of Michigan, Marci has worked for the National Wildlife Federation, the USDA Wildlife Services, and as a lab technician at the University of Michigan's Medical School.

Friday, October 14

Concurrent Continuing Education
10:30AM – 12:30PM

Health Policy Information Seeking: Sources and Strategies for Effective Searching
Northern Red Conference Room
Instructors: Judith Smith and Abe Wheeler
2 MLA CE Credits

Class Description:
The goal of this workshop is to provide students with a grounding in health policy information seeking. Participants will learn about the breadth of resources and leave with an understanding of the multi-pronged strategies needed to conduct health policy related searches. Resources covered will include national health policy resources, including data, as well as grey literature. Hands-on sessions will reinforce learning from brief presentations and resource demonstrations. The final portion of the workshop will focus on working through case-studies to help participants identify policies on health-related topics and strategies for information for health policy analyses.

Instructor Biographies:
Judy Smith serves as an Informationist at the Taubman Health Sciences Library at the University of Michigan, Ann Arbor. Judy's core liaison area is to serve as the library and information services liaison to the Department of Health Policy and Management in the School of Public Health. Another key liaison area involves integrating information services and resources into the North Campus Research Complex (NCRC). Her main liaison areas at the NCRC include the Institute for Healthcare Policy and Innovation (IHPI), Technology Transfer, and NCRC administration.

Abe Wheeler, AHIP, Health Sciences Librarian at Michigan State University, East Lansing MI. Abe is a health sciences librarian at the Michigan State University Libraries, where he works with the College of Osteopathic Medicine, the Program in Public Health, and the Department of Biostatistics and Epidemiology. He earned his MLIS at the University of Pittsburgh, and previously worked as a librarian in the Kaiser Permanente System and at SLAC National Accelerator Laboratory.

Friday, October 14
12:00-1:00PM
Lunch Sponsored by EBSCO Health
Grand Oak 3 & 4 Ballroom

Poster Presentations, 1:30-3:00PM, Grand Oak Ballroom 1

Poster Title: A Grand Space for Learning: The Renovation of the University of Michigan's Taubman Health Sciences Library
Author: Merle Rosenzweig
Abstract: In 1850, the University Library was located in a single room of a private home in Ann Arbor. The first record of expenditures for a medical collection in the University of Michigan Library was a special appropriation of $66 in 1854. The medical library became a distinct department within the University Library in 1919. By the turn of the century, the library was not only an essential component of medical education at the University of Michigan, but one of the most significant medical collections in the country. Construction of the A. Alfred Taubman Medical Library, now The Taubman Health Sciences Library, was completed in 1980. The collection of the Medical Library supported the discipline-based model of the medical curriculum that focused on developing a competent clinical practitioner. However, the complexities of the modern healthcare system now go beyond individual clinical practice. With this in mind, the University of Michigan Medical School (UMMS) is undertaking a major transformation effort for its medical curriculum. The transformation effort seeks to design and implement a curriculum that will graduate physicians who will transform healthcare. To support this new curriculum, the Taubman Health Sciences Library undertook a massive $55 million renovation. The renovation transformed the traditional book repository into a natural light-filled medical education hub that supports in-person, collaborative, active learning. This poster will walk you through the renovation from the movement of 457,000 volumes to the grand opening in July 2015.

Poster Title: Open Wide, Tooth School Inside! Librarian Story time with Titans for Teeth Mobile Clinic Patients.
Author: Jennifer Bowen
Abstract: The Library at the University of Detroit Mercy, School of Dentistry partnered with the Titans for Teeth mobile clinic program. A librarian visited participating schools and read at story time the book Open Wide: Tooth School Inside, by Laurie Keller. Each student received a copy of the book to keep, and a copy of the book was donated to the school library. By providing access to an age appropriate book on oral health care, we promoted both reading and oral health care behaviors.

Poster Title: Health & Wellness to Go - A Community Collaborative
Author: Barbara Platts
Abstract: In 2015, with funding from the National Network of Libraries of Medicine Greater Midwest Region, the Munson Healthcare Community Health Library launched a collaborative outreach initiative with the Grand Traverse County Senior Center Network to develop a health and wellness program for its members. The Health & Wellness to Go program was developed to meet the needs of this underserved population. The intent of the program was to strengthen partnerships with community-based organizations and has expanded to include local public library partnerships.

Poster Title: Beyond Searching: Non-Traditional Roles of a New Health Sciences Librarian
Author: Iris Kovar-Gough

Abstract: How can librarians become integrated into medical school curricula? This poster will explore the ways one health sciences librarian advocated for increased curriculum integration and the non-traditional skills, competencies, and roles employed.

METHODS: By advocating for integration in a proposal to college deans, making connections with faculty, identifying gaps in student competencies, and promoting her expertise, the librarian now participates in college curriculum projects. These include consulting on a curriculum-mapping taxonomy and database, developing standards for a medical illustration image bank, and becoming the information literacy expert in curriculum work groups. The liaison's efforts were evaluated using faculty feedback and anticipated outcomes are integration of information literacy skills into the curriculum, improved information architecture for the development and assessment of the new curriculum, and students with increased competence in EBM.

RESULTS: The librarian has become integrated into the medical school curriculum beyond the traditional role of "expert searcher." This competency still plays a role in her professional responsibilities but she has been able to extend her College's view of her expertise to include information architecture, curriculum design, and health information literacy. Feedback from faculty has been generally positive and the College has welcomed her participation in curriculum projects.

CONCLUSIONS: By cultivating positive relationships with faculty and being open to learning new skills and exploring new collaborative avenues for curriculum integration outside of one-shot searching instruction the health sciences librarian has started to be integrated into the medical school curriculum.

Poster Title: Mind the Gap: Using Information Literacy Principles to Inform Nursing Instruction
Author: Jessica Sender

Abstract: Information literacy is a well-know, long - explored concept in libraries. In an ideal world, library instruction happens at every level, from first year students to doctoral candidates. While the students are vastly different, the core principles that guide how and what we teach remain the same. As an information literacy librarian turned health sciences librarian, I wondered how the concepts we use in more general information literacy classes – those introductory first year writing courses- can be leveraged and used in nursing instruction. My approach and the subjects changed, but the principles behind the teaching remain the same. Incorporating library instruction into a subject librarian's duties can be quite the undertaking, and needs to take into account discipline and profession specific ideas, concepts, and themes. Using the newly introduced ACRL Framework as well as using my own experience as an instructor, I explored how information literacy concepts are transferrable from information literacy to nursing. This poster will look at applying information literacy principles to health sciences disciplines, and proposes ideas about how health science librarians can use information literacy principles to inform their own instruction.

Poster Title: Standardized Health Informatics Instruction for Undergraduate Medical Education: Development of a Content Outline of Informatics Instruction

Author: Misa Mi

Abstract: The increasing emphasis on the development of medical students' self-directed, lifelong learning, critical thinking, and problem-solving skills underlines the importance and value of informatics instruction in medical education. Informatics instruction provides the foundation for these skills. Although informatics instruction has been integrated into the medical curriculum across medical education programs, there exists a wide variation in what informatics content is covered, how content topics are taught, and how instruction is assessed across health sciences libraries. Accreditation mandates, competency requirements, and the rapid changing healthcare system exert influences on medical education. It is paramount for health science librarians to set up goals aligned with those of medical education and develop informatics instruction to meet the learning needs of medical students. To reach the library goals, it is necessary to create an outline of informatics instruction content in medical education. A content outline would provide a framework and a common language for health sciences librarians in the design, development, and evaluation of informatics instruction to address the learning needs of medical students over the course of their four-year medical education. Such an outline would help the efforts in meeting accreditation requirements and justify the adoption of the practice of embedded librarianship in the entire medical curriculum. The poster will demonstrate the process of developing the content outline and present the content outline and a proposed informatics curriculum.

Poster Title: Mind the Gap: Using Information Literacy Principles to Inform Nursing Instruction

Author: Jessica Sender

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Poster: Incorporating Research Support into Liaison Activities

Author: Alexandra Sarkozy

Abstract: Liaison librarians expanding their professional skills and offerings into research metrics and support are able to offer expanded library services outside of the traditional areas of collections, instruction, and reference. Faculty and graduate students have utilized these new services, and shaped the growth and direction of research support services through requests for assistance on increasingly complex projects and questions. Research support is an area ripe for adoption by liaison librarians looking to expand their roles and more deeply integrate library services into institutional research activities. Our poster will detail new research support activities by librarians over the last two years at WSU.

Poster: Information Literacy and STEM High School Students: The C2 Pipeline Experience
Author: Alexandra Sarkozy
Abstract: C2 Pipeline is an NIH-funded initiative at Wayne State University designed to foster interest in STEM careers in high school students. Participants spend two weeks at Wayne State learning about STEM, and present a final project about diabetes care. WSU Librarians have been teaching an information literacy session to C2 Pipeline students, focusing on searching licensed databases as well as MedlinePlus.gov, and tips for product design and market research. Our poster will focus on cross-library and inter-University collaboration as the key to successful instruction and support for these students.

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Poster: College Student Consumer Health
Author: Mari Monosoff-Richards
Abstract: At Michigan State University (MSU), the health of our students is important. College brings up many issues for students such as depression, anxiety and more. According to a subset of results for MSU from the 2014 National College Health Assessment, 84% of students reported feeling overwhelmed at least once in the last year and 28% reported it affected their academic performance. These statistics are on par with national averages. Although many campuses have accessible health services, they are not used to their full potential. One study shows that of students who are diagnosed with depression, only 24% are actively receiving treatment. Presumably, many students are trying to cope with these health issues on their own. We decided to start a pilot program establishing a small consumer health book collection aimed at issues students are facing. We have found reports of child- or adult-focused consumer health collections but few devoted to college students. We hope to reach students with health information that may go into more depth than they are able to find online. We are placing the books in our browsing collection which is a high profile location and includes popular works of fiction and non-fiction. To help with choosing materials in subjects of high need, we collaborated with several organizations across the campus, including the health center, the Student Health Advisory Council, and local health education experts. Through this we can position the library as a partner in the wellbeing of our students.

Friday, October 14
Lightning Rounds
1:30-3:00PM
Grand Oak Ballroom 1

Lightning Round: Promoting the publication of medical case reports
Author: Katherine G Akers

Abstract: Writing and publishing a case report, which is a description of the symptoms, diagnosis, and/or treatment of individual patients, is a quick and easy way for clinical faculty, residents, and medical students to engage in scholarship. However, clinicians may face barriers to publishing case reports, such as the low acceptance rates of mainstream medical journals and the payment of submission fees or article processing charges. To promote the publication of case reports by clinicians, I took a three-pronged approach. (1) I identified over 160 new, mostly open access journals that focus, sometimes exclusively, on publishing case reports; unfortunately, however, many of these journals engage in questionable publishing practices and may be considered "predatory". (2) To share this information with authors, I developed a "Publishing Case Reports" educational session for clinical faculty, residents, and medical students covering how to write a high-quality case report and how to choose a reputable journal. (3) Furthermore, to help authors pay for case report publication, we commenced an institutional fellowship to the journal BMJ Case Reports to waive submission fees for affiliated authors. The educational sessions have been well attended and highly rated by attendees. Moreover, across the first four months of our BMJ Case Reports fellowship, approximately 20 submission fees were waived. This approach could be utilized by health science librarians to support the scholarly publishing activity of clinicians at other institutions.

Lightning Round: Effectiveness of New, Informationist-Led Curriculum Changes at the College of Pharmacy
Author: Carol Shannon

Abstract: When my Pharmacy faculty partners and I reviewed student performance searching databases for evidence-based literature in January 2014, it was clear that the students did not have enough time to learn skills or apply their new knowledge. To remedy the situation, we decided to pilot a new class: in February, we added an active learning session as an option in a new class. Based on that success, in May I proposed a new curriculum, with active and engaged learning experiences. Both the content and method of instruction were changed: 1) increasing the number of classes and deliberately scaffolding the sessions; 2) including clinical scenarios that paralleled their work in their therapeutics classes; and 3) using a flipped-classroom model, providing online instruction before class and using team-based problem solving and peer-to-peer teaching to reinforce learning in class. The pretest confirmed that students had at most a basic understanding of PubMed, and few had any knowledge of Embase or of indexing terms. After completing the pre-work for the first class, 70% of students demonstrated knowledge of the basics of searching, and they retained this knowledge into the winter term. In the second class, which did not use any pre-work assignments, only about half of the students had a firm understanding of the class material. These results demonstrate that adding active learning components to classes increased students' skills in literature searching. The difference in results in the 2 classes also confirmed that pre-work is an essential component of the curriculum.

Lightning Round: Assessing Undergraduate Nursing Students' Information Needs and Perceptions of the Library: A Longitudinal Evaluation
Author: Kate Saylor

Abstract: This project will follow incoming undergraduate students in the traditional Bachelor of Science in Nursing (BSN) program over 4.5 years. Using both surveys and focus group interviews, we hope to better understand their level of information need and information seeking behaviors, perceptions of library resources and the role of informationists, and identify gaps in their needs and the library's integration in the curriculum. Gathering yearly data will help us improve and expand upon our current level of involvement in the U-M School of Nursing (UMSN) undergraduate curriculum by making incremental updates to our content and improve the timing for interventions and communication.

Lightening Round: Informal Learning: Why Recognition Matters
Author: Misa Mi

Abstract: A great deal of valuable learning-- informal learning-- takes place within medicine's informal and hidden curriculum. It is this kind of informal learning that brings about more diverse and personal learning gains. Informal learning contributes to individuals' continuing professional development, personal mastery, and capacity building. Recognition of informal learning can be the key to the development of a strong lifelong learning orientation for learners as they go through the process of developing and forming their professional identity. Expanded insights into the informal learning process will contribute to the design and development of library instruction, teaching methods, and informal learning spaces that promote a broader spectrum of human learning within formal education settings. It is hoped that discussion on informal learning will also stimulate interest in investigating the impact of informal learning on learners across the spectrum of medical education

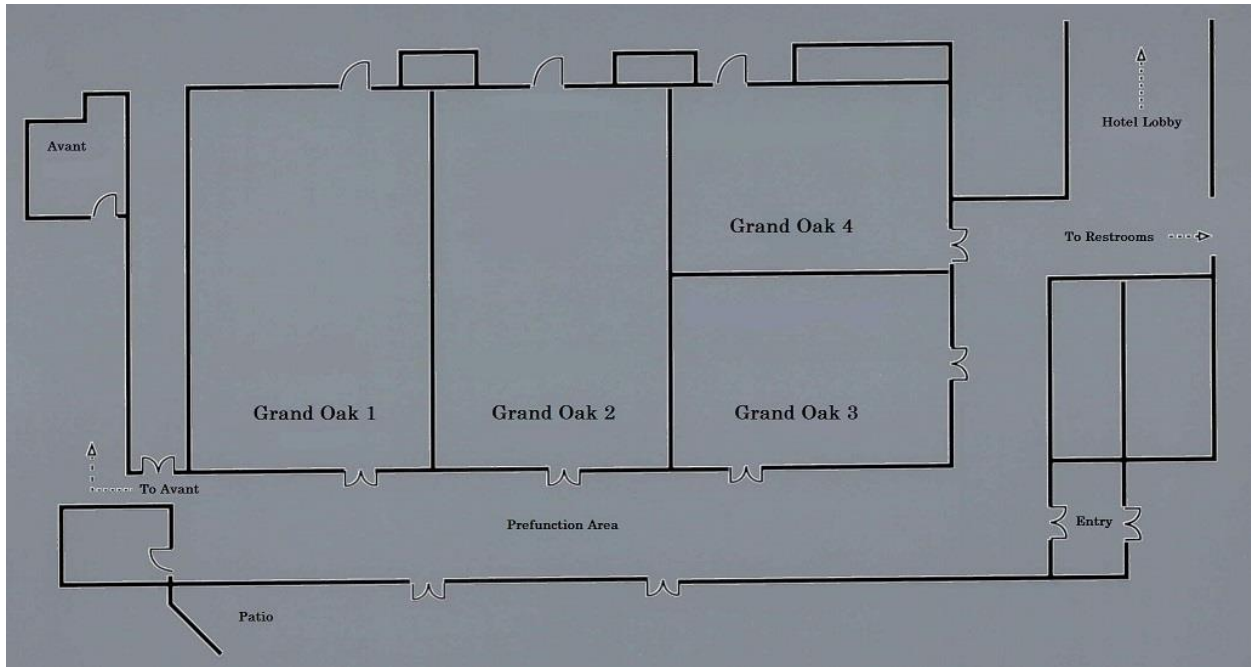*Lightening Round:* Sources of Health Science Data Available for Research
Author: Lynne Frederickson

Abstract: I plan to discuss the various sources of clinical and administrative data available for health science research, and outline advantages, disadvantages, and access issues that pertain to each source of data:
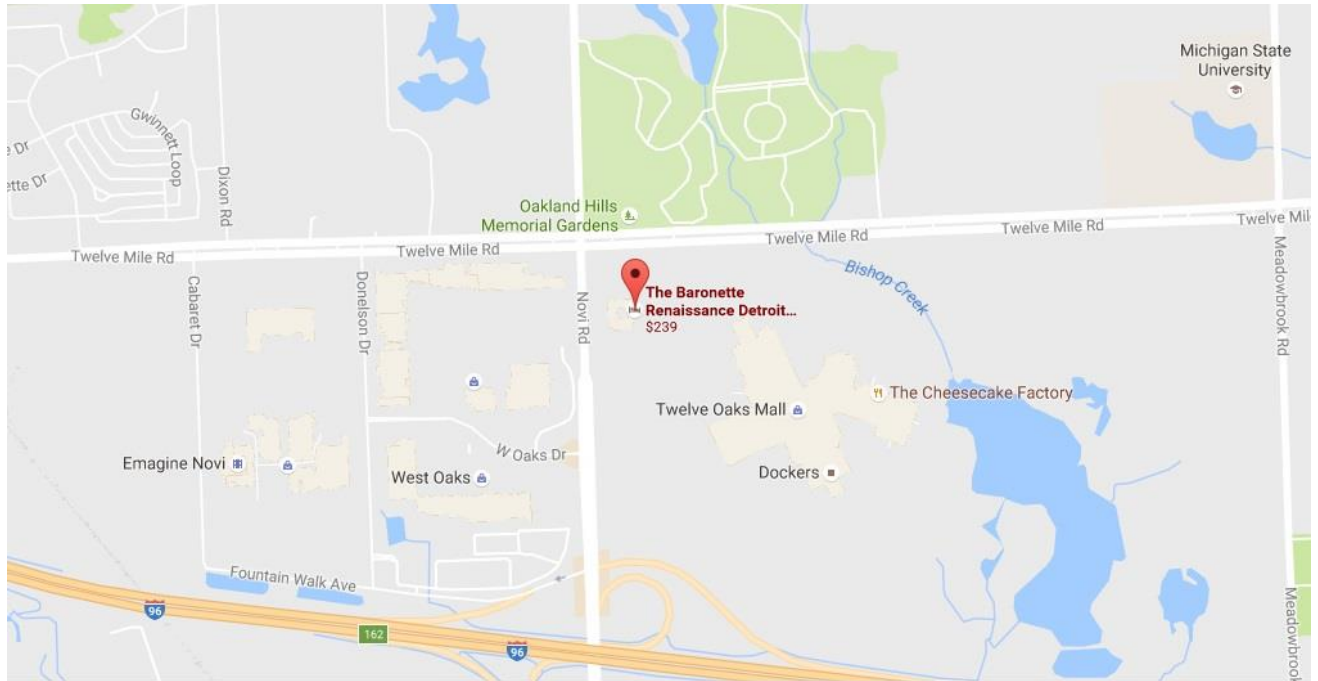
- Hospital Administrative Data: Financial, ADT, Demographic, Clinical
  - Advantages: Structured and consistent; mature data source; simplifies complex care to a single code
  - Drawbacks: Simplifies clinical complexity; coding bias to get a higher DRG; no temporal granularity (Except POI)
- Internal Sources – Clinical includes:
  - Unstructured: Concepts and content mixed together; requires parsing or manual review; NLP tools can help
  - Structured: Distinct clinical concepts in separate areas; codified – list of possible answers with definitions – pick list; easier to map to different lexicons; quality depends on data accuracy
  - Automated data collection: Lab results, device data; no human interaction, easy to collect; lacks clinical context
- Internal Sources – Registries:
  - For quality improvement, benchmarking, research
  - Manually collected
  - Have a point of view
- Example: NSQIP – National Surgical Quality Improvement Program
  - 200 participating hospitals \
  - 137 data elements for every case
  - Consistent, accurate data
  - Excellent source of 30 day outcomes
- External Data Resources:
  - National Registries: Society of Thoracic Surgeon, National Registry of Cardiopulmonary Resuscitation, Nationwide Inpatient Sample – 10% sample of all acute care facilities in the US
    - Medicare National Data – all patients, de-identified
    - Payer Data – BCBS and other, de-identified
    - Social Security Death Master File (DMF)

Map of First Floor

Events, classes, and meals will be held either in the Grand Oak or Northern Red rooms.

Note: The Northern Red room is located on the second floor. Follow the signs when you exit the elevator. (Left out of elevator, then left at end of hall – directly ahead.)

Driving Directions

The Baronette Renaissance Detroit - Novi Hotel

27790 Novi Road • Novi, MI 48377

Located at Twelve Mile and Novi Road.

From the **East**, take I-696 West to I-96 West to Exit 162 (Novi-Walled Lake), turn right or North on Novi Road.

From the **West**, take I-96 East to Exit 162 (Novi-Northville), turn left or North on Novi Road.

From the **North**, take Telegraph Road South to I-696 West, to I-96 West to Exit 162 (Novi-Walled Lake), turn right or North on Novi Road.

From the **South**, take I-275 North to I-96 West to Exit 162 (Novi-Walled Lake), turn right or North on Novi Road.

2016 MHSLA Conference at a Glance

Wednesday, October 12		Thursday, October 13	Friday, October 14	
7:00-8:00		**8:00-9:00**	**8:00-9:00**	
Breakfast Grand Oak 3&4 Ballroom		Breakfast Grand Oak 3&4 Ballroom	Breakfast Grand Oak 3&4 Ballroom	
8:00-10:00		**9:00-10:00**	**9:00-10:15**	
CE-(4) Translational Bioinformatics- Diane Rein Grand Oak 1	CE- (4) Lean Process Improvement Demystified-Jessi Van Der Volgen Northern Red	Keynote – Tom Buchmueller Health Economist- Research Focus – Economics of Health Insurance and Public Policy Issues Grand Oak 1 Ballroom	Guest Speaker – Sally Gore A Librarian by Any Other Name & Research Evaluation Analyst Grand Oak 1 Ballroom	
10:00-10:30		**10:00-10:30**	**10:15-10:30**	
Break Pre-Function Area		Break Pre-Function Area	Break Pre-Function Area	
		9:00-5:00		
		Vendor exhibits all day Grand Oak 2 Ballroom		
10:30-12:00		**10:30-11:30**	**10:30-12:30**	
CE Continued with Diane Rein	CE continued With Jessi Van Der Volgen	MHSLA Business Meeting Grand Oak 1 Ballroom	CE-(2) Data Visualization- Song & Brandenburg Grand Oak 1	CE-(2) Finding Health Policy Information- Smith & Wheeler Northern Red
		11:30-12:00		
		GMR Update		
12:00-1:00		**12:00-1:00**	**12:30-1:30**	
Lunch Grand Oak 3&4 Ballroom		Lunch Grand Oak 3&4 Ballroom	Lunch Grand Oak 3&4 Ballroom	
1:00-3:00		**1:00-3:00**	**1:30-3:00**	
CE-(4) Engaging the 21st Century Learner – Erin Wimmer Northern Red	CE-(4) Planning, Conducting & Publishing Research Grand Oak 1	Panel Discussion – Ch-ch-ch-ch-Changes: Turn and Face the Strain Grand Oak 1 Ballroom	Lightning Rounds & Posters Grand Oak 1 Ballroom	
3:00-3:15		**3:00-5:00**	**Reminder: guest checkout is noon**	
Break Pre-Function Area		**Mingle & Snack Break with the Vendors Grand Oak 2 Ballroom**	**MHSLA Conference 2016** **Novi, MI**	
3:15-5:00			Education Event	
CE Continued With Erin Wimmer	CE continued with Nancy Allee		MHSLA Event	
			Vendor Event	
			Food Event	
			CE Event	
5:00-6:00		**4:30-5:00**		
Free time for networking		Raffle Drawing – must be present to win **Grand Oak 2 Ballroom**	CE Class Rooms: Northern Red – 1st Floor (Left out of elevator, then left at end of hall – directly ahead) Grand Oak 1 – Main Floor	
6:00-? Welcome Event		**6:00-11:00 Special Event**		
Opening Reception Grand Oak 3&4 Ballroom Buffet Dinner & Odd Enough Band		**Special Event Dinner 6:00 – 8:00 Toasted Oak (attached to Hotel) Networking event in hotel's Presidential Suite 8:30-11:00**		