OF MEDICAL LIBRARIES TO PROMOTE THE

MHSLA · 2015

Sep. 24–25, 2015

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Flint, Michigan

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EXPANDING OUR ROOTS

Michigan Health Sciences Library Association

Annual Education Conference

September 24-25, 2015

The University of Michigan-Flint

Flint, Michigan

Dear MHSLA Members,

It is my privilege to welcome you to the 2015 Michigan Health Sciences Libraries Association Annual Conference in Flint, MI. The theme of this year's conference, hosted by the Eastern Regional Health Sciences Libraries Association, is "Expanding Our Roots," an apt theme, I believe, reflecting the way in which we face challenges in an ever changing professional landscape. We adapt, but not by uprooting our core skills, experience, and values. Rather, we build upon that foundation, expand our roles, put down new roots within our institutions, and discover ways to use technology to implement our unique expertise. This conference is an excellent opportunity for us to share with each other the fruits of what we have learned, so that as a profession we may grow and flourish.

This year, MHSLA has begun forging new partnerships with local and regional medical library organizations, reaching out to tomorrow's medical librarians and making it easier to participate more broadly across organizations. MHSLA continues to provide continuing education opportunities to medical librarians in the state throughout the year, allowing us to expand our knowledge base to meet the changing needs of our institutions and our field. The organization has started using a new membership management platform that holds some promise for finding new and creative ways to allow members to interact online and will be investigating these features in the upcoming years.

This year's conference provides us with many opportunities to expand our roots: we can hear about expanding our consciousness for our personal growth and healing; learn how librarians are embedding themselves in their institutions and communities; participate in the preparation of food to share with each other; and, through the CE programs, learn what matters to our stakeholders, how to work with emerging technologies, how to build community partnerships, and how to improve our instruction through proven practices and principles. But foremost, this is our opportunity to come together as a group, share directly with each other, and draw inspiration and enthusiasm from our colleagues.

I hope you enjoy your visit to Flint and make the most of the conference. Please be sure to fill out your post-conference survey so that we may benefit from your input in planning next year's conference.

Thank you for attending.

Keith Engwall, MS LIS, AHIP

President, Michigan Health Sciences Libraries Association, 2013-2014

2015 Conference Planning Committee

Conference Planning Chair: Melanie Bednarski

Local Arrangements Co-Chairs: Jennifer Bluhm

Audiovisual
Sharon Williams

Hospitality
ERSHLA
Flint & Genesee Chamber of Commerce

Education
Andrea Kepsel, Co-Chair
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Julia Rodriguez
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Publicity
Mary Fitzpatrick
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Exhibits & Vendors
Alison Konieczny
Toni Janik
Sandy McCarthy

Registration
Melanie Bednarski

Vendor Sponsorship

Sponsors

Dove Medical Press Ltd: Friday Morning Break

Wiley: Thursday Morning Break

Dine & Learn

McGraw-Hill: Thursday Breakfast & Learn

Ebsco: Thursday Lunch & Learn

Ovid/Wolters Kluwer Health: Friday Breakfast & Learn

Exhibitors

Vendors will be exhibiting on Thursday in Michigan Rooms C and D from 9:00AM-5:00PM

Basch Subscriptions

Dove Medical Press Ltd

Ebsco

Gale/Cengage Learning

Matthews Medical and Scientific Books

McGraw-Hill

Midwest Collaborative for Library Services

National Network of Libraries of Medicine

Ovid/Wolters Kluwer Health

Rittenhouse

STAT!Ref

Thursday, September 24, 2015

8:00 - 9:00AM
Michigan Rooms C & D
Breakfast
Sponsored
by McGraw-Hill

9:00 - 10:00AM
Michigan Rooms A & B
Keynote Address:
"Varieties of Consciousness"
Thomas Ferrari, PhD

10:00-10:30AM
Michigan Rooms C & D
Morning Break sponsored by Wiley

10:30-12:00PM
Michigan Rooms A & B
MHSLA Business Meeting

12:00-1:00PM
Michigan Rooms C & D
Lunch sponsored by EBSCO

1:00-1:30PM
Michigan Rooms A & B
GMR Update

1:30-3:00PM
Michigan Rooms A & B
Speed Dating: Embedded Librarianship

3:00-3:30PM
Afternoon Break

3:45-4:30PM
Michigan Rooms C & D
Poster Presentations
Time with Vendors

4:30-5:00PM
Michigan Rooms C & D
Exhibits Raffle
Must be present to win!

5:00-9:00PM
Flint Farmers Market
Special Event

Thomas Ferrari, PhD
Department of Biomedical Sciences, Oakland University William Beaumont School of Medicine

This presentation will include a brief tour of current philosophical and scientific theories of consciousness, the physiology of meditation and mindfulness, and the growing use of psychedelic medicine, lucid dreaming, and other altered states of consciousness for personal growth and healing.

Keynote Biography:
Thomas M. Ferrari is an Assistant Professor of Biomedical Sciences at Oakland University William Beaumont School of Medicine. He received his Ph.D. in Neurobiology from the University of Texas at Austin, then conducted postdoctoral research at the University of California San Diego and The Scripps Research Institute in La Jolla. Prior to joining OUWB, he was on the faculty at the University of Arkansas, the University of Missouri Kansas City, and the University of Michigan Medical School. His teaching and research interests include physiology, neuroscience, muscle biology, and developmental biology. During his bench career, he garnered research funding from the Muscular Dystrophy Association, the National Institutes of Health, and the National Science Foundation. His personal interests include the confluence of science and spirituality, the practices of meditation and mindfulness, the natures of Self and Source, and the physiology of forgiveness.

Speed Dating: Embedded Librarianship
Thursday, September 24; 1:30 – 3:30pm
Michigan Rooms A & B

Join us for a fun and interactive session as you "speed date" with four colleagues who will share their experiences, projects, challenges, and strategies for success in embedded librarianship!

Embedded Outreach
Keith Engwall MS LIS, AHIP; Oakland University William Beaumont School of Medicine Library

Through collaboration in outreach efforts, librarians can employ our skills and experience to the benefit of the community while building partnerships within our institution. I will share my experience as an embedded librarian in a summer STEM program through the Oakland University William Beaumont School of Medicine and discuss the benefits of working alongside colleagues within the school.

Embedded Informationists in Nursing 804: Systematic Research Synthesis
Emily Ginier MLIS; University of Michigan Taubman Health Sciences Library

Nursing informationists at the University of Michigan Taubman Health Sciences Library have been embedded in the Systematic Research Synthesis course since it was launched by the School of Nursing's Doctor of Philosophy program in 2014. The series of instruction videos I created about the process of systematic research allow more discussion and hands-on time in the informationist-led sessions. At the course director's invitation, we also provide formative feedback at the students' mid-semester and final presentations about their research projects.

Embedded Librarianship for Health Sciences Librarians
Misa Mi PhD, MLIS, AHIP; Oakland University William Beaumont School of Medicine Library

In this session, a proposed five-level model of embedded librarianship will be presented. Examples of embedded librarianship at different levels will be shared. This session will also discuss strategies and steps for reaching a high level of embedded librarianship.

Reaching Out & Going Deep
Carol Shannon MA, MPH; University of Michigan Taubman Health Sciences Library

Being an embedded librarian (or an informationist, as we're called at the University of Michigan) allows me to actively seek out faculty in clinical or academic departments who might be interested in collaboration, whether for their own research or for instruction for their students or residents/fellows. I've discovered many faculty members who see me as a colleague. Because of this, I've not only worked on an increasing number of literature searches with faculty and residents, but also have been able to implement multi-session courses that incorporate active learning techniques, in place of single-shot sessions.

Poster Abstracts
Michigan Rooms C & D

Developing an Instruction Series for Summer Research Students in Veterinary Medicine

Andrea C. Kepsel MLIS, AHIP;
Michigan State University Libraries

In the summer of 2015, a three-part instructional series was created for students participating in the Summer Research Program at the College of Veterinary Medicine at Michigan State University. This group of 30 undergraduate and DVM students was a mix of current MSU students and those visiting from other institutions, with approximately a third of the group being minority scholars. Previously contact with this group was limited to a 30-minute introduction to the MSU Libraries held at the beginning of the summer during the program's orientation week. The coordinator of the program approached the veterinary medicine librarian about expanding involvement with the program and, in addition to the orientation session, offering a hands-on searching workshop and an EndNote Online session. The resulting expanded instructional offerings will be discussed, including a new LibGuide, a spreadsheet for building and comparing search strategies, and a presentation on how to keep track of searches and results. Based on assessments performed at the end of each session, as well as anecdotal discussion with the program coordinator, it appears that the new educational offerings were a success.

Explore the MHSLA Archives!

Alison Konieczny MS LIS, MS;
Ferris State University

The MHSLA Archives are live and include both a documents and pictures archive. Learn how to access and navigate the MHSLA Archives. Prepare to jump in and explore!

Understanding Student USMLE Study Habits: Strategies, Successes, and Lessons from a Focus Group

Iris Kovar-Gough MA, MLIS, AHIP;
Michigan State University Libraries

In May 2015 we conducted a focus group with eight 3rd year medical students with a faculty co-facilitator. We wanted to know how students studied for their USMLE Step 1 and 2 exams and how the exam preparation products the MSU Libraries could subscribe to compared to the student's gold standard tool – USMLE World Q Bank. We discovered the students' study strategies, what they liked about each product, and made recommendations about future purchasing. We learned how to facilitate a successful focus group, recruitment strategies, and the importance of partnering with faculty to improve buy-in by all stakeholders. Our take away was that, although the students liked the products MSU Libraries could purchase, they were not going to veer away from the study tool that had helped them pass the boards for the last two years – but there was one unique product that they thought was worthwhile.

How Were Nursing Students' Efficacy Beliefs in Information Skills Related to Their Attitude Toward Lifelong Learning?

Misa Mi PhD, MLIS, AHIP; Oakland University William Beaumont School of Medicine Library

Cheryl Riley-Doucet PhD, RN, FGSA;
Oakland University School of Nursing

Purpose: The research project investigated how nursing students' self-assessed information skills were associated with their attitude toward lifelong learning.

Method: This was a descriptive study. Participants were nursing students enrolled at the School of Nursing, Oakland University. A survey was used to gather information from participants.

Results: Nursing students' perceived information self-efficacy was significantly correlated with their lifelong learning scores, r (265) = .441, p < .001. Average lifelong learning total scores for undergraduate nursing students (M = 41.84) were significantly lower than average lifelong learning total scores for graduate nursing students (M = 46.20), t (283) = -6.89, p < .001. Average information self-efficacy total scores were significantly lower for undergraduate nursing students (M = 63.34) than average informational self-efficacy total scores for graduate nursing students (M = 65.97), t (270) = -2.40, p = .031. Students' information seeking frequency and satisfaction with their search results were strongly correlated with their lifelong learning scores, rs (266) = .206, p = .001, or information self-efficacy, rs (256) = .157, p = .012.

Conclusions: The results of the study indicate that nursing students' perceived information efficacy beliefs had an impact on their attitude toward lifelong learning. Students who sought information more frequently and were more satisfied with their search results tended to have a stronger sense of self-efficacy in information skills and a higher level of lifelong learning orientation. The findings suggest strong implications for health sciences librarians in providing information literacy for nursing students.

Medical Students' Lifelong Learning Orientation and Their Information Self-Efficacy

Misa Mi PhD, MLIS, AHIP; Oakland University William Beaumont School of Medicine Library

Cheryl Riley-Doucet PhD, RN, FGSA; Oakland University School of Nursing

Purpose: The study examined medical students' lifelong learning orientation in relation to their efficacy beliefs in information skills.
Method: This was a descriptive study. Participants were 325 medical students enrolled at the Oakland University William Beaumont School of Medicine. A survey was used to gather information from participants. It contained three parts: demographic information, a lifelong learning scale, and information self-efficacy scale.

Results: Out of 325 medical students, 132 participants responded to the survey. There was a significant correlation between lifelong learning total scores and information self-efficacy total scores, r (123) = .345, p < .001. There were no significant differences among first, second, and third/fourth year medical students for lifelong learning total scores, F (2, 121) = 2.13, p = .123. However, for the information self-efficacy scale, first year medical students (M = 55.62) and second year medical students (M = 58.00) had significantly lower scores than third/fourth year students (M = 64.42), F (2, 119) = 5.16, p = .007. The information seeking frequency was not correlated with lifelong learning scores, rs (123) = .161, p = .072, nor information self-efficacy scores, rs (121) = .130, p = .152. However, students' satisfaction with their search results was strongly correlated with their attitude toward lifelong learning, rs (126) = .208, p = .019, or their perceived information self-efficacy, rs (122) = .565, p < .001
.
Conclusions: This study was conducted to glean any information that would help medical educators and health sciences librarians develop and integrate strategies and activities into the medical curriculum to foster students' lifelong learning attitude and information competence.

Medical Library Association Research Section: Engage and Promote Research in Health Sciences

Merle Rosenzweig AMLS; University of Michigan Taubman Health Sciences Library

The Research Section of the Medical Library Association is composed of health information professionals and other interested individuals who promote the importance of research and assessment to improve library practice and patient care. The Research Section is committed to the idea that librarians should base their professional decisions and actions on the best available evidence. The Section provides and promotes education and training to support health sciences information research. The Section disseminates and promotes health sciences information research through

publications and the section web site. The Section also partners with MLA to enhance the research knowledge and skills of MLA members, advance the MLA Research Policy Statement https://www.mlanet.org/research/policy, and develop and achieve the MLA Research Agenda.

The Section provides a full range of professional services and programs for its diverse membership of hospital, academic and special librarians. The Research Section meets annually, provides quality programming on research topics of interest, recognizes research excellence through its Awards Program http://research.mlanet.org/wp/research-awards, and shares information through the Hypothesis http://research.mlanet.org/wp/hypothesis journal, section web site, and informal networking.

Michigan Libraries for Life: A State-Wide Library Initiative to Increase Organ Donation Registration

Kate Saylor MSI; University of Michigan Taubman Health Sciences Library

Carol Shannon MA, MPH; University of Michigan Taubman Health Sciences Library

Jennifer Tislerics BA; Gift of Life Michigan

Maria McCarville MBA, MILS; Wayne County Library

Martha Knuth MLIS; Western Michigan

University Homer Stryker School of Medicine

Stefanie Overhuel; Kellogg Community College

Pamela R. Christensen MLS; Peter White Public Library

Lori McGeary BS; Orion Township Public Library

Since 2010, libraries across Michigan have participated in a simple and effective campaign to educate patrons about donation and transplantation, and to give them an opportunity to join the Michigan Organ Donor Registry. The campaign is called Michigan Libraries for Life. This effort, which began with the University of Michigan's Taubman Health Sciences Library, has expanded to include public, academic, special, and hospital libraries across the state. This award-winning collaborative effort has inspired more than 2,450 people to sign up as donors!

This poster will discuss program details and information about this successful collaboration between the state's designated organ and tissue recovery program and participating academic libraries, and future plans to expand the effort across the state and beyond!

Implementing an Online Literature Search Request Form to Support Nursing Faculty

Heidi Schroeder MLIS, AHIP; Michigan State University Libraries

Due to the advanced nature of health sciences literature searching, health sciences librarians frequently partner with faculty researchers by completing in-depth database searches for their grant proposals, publications, and presentations. In order to streamline and organize these requests, the nursing librarian at the Michigan State University Libraries implemented an online submission form. This poster describes the online form and how it has improved the literature searching service for both the librarian and faculty researchers. A brief analysis of search requests received and an explanation of how the form has and will continue to evolve will also be provided.

Expanding the Boundaries of Instructional Tradition

Carol Shannon MA, MPH; University of Michigan Taubman Health Sciences Library

There is a long history of collaboration between the Taubman Health Sciences Library and the College of Pharmacy. As the new lead

informationist to the College of Pharmacy, faculty and I reviewed the students' searching skills and found that they were not as good as we wanted them to be, primarily because there was not enough time for the students to learn and apply their knowledge.

In response, we have created a more active and engaged learning experience, changing both the content and method of instruction by:

- Increasing the number of classes, so that students have more time to learn;
- Scaffolding the sessions, so that the classes are organized in a clear and logical way; and
- Using a flipped-classroom model, which provides online instruction prior to class and team-based problem solving to reinforce student learning in class.

This new format has been piloted in the last year (although not in its full form), and we are already seeing important changes in the students' understanding of database searching, such as confidence in the use of Boolean operators, PubMed, and other databases; and the need for different search terms for different databases. With the full implementation of the program, we expect to see even greater increases in students' skills, in team-based learning, and in communication through peer-to-peer teaching in small groups. This will give students a better foundation for research both during their program and in their future careers.

Developing a Semi-Automated Process to Track Institutional Scholarly Publications
Evan Sprague BS; Oakland University William Beaumont School of Medicine Library

Many medical schools take on the task of tracking institutional publications in order to meet Liaison Committee on Medical Education (LCME) requirements for accreditation. This, however, is a very laborious endeavor, involving many hours of searching through citations in an attempt to locate authors associated with one's institution. The OUWB Medical Library has

been working on a computer script designed to automate and assist in completing this task. Once the citations have been imported into EndNote and an XML file has been created, the script is designed to take a list of faculty members and their departments and compare it to the XML file. As it successfully locates the institutional faculty members as authors of the publications, it marks the author and then denotes the department associated with the author in the XML data as well. Once the script has completed searching all the citations, it saves to a new XML file, which can be imported back into EndNote. Although this script does not automate the entire process of tracking institutional publications, it does lighten a very time-consuming portion of the task. The searching algorithms in the script still need to be refined to more accurately locate institutional authors, and our next goal is to attempt to remove duplicate articles. Initial experiments suggest the script will be a great time saving tool.

Achieving Consistency of Patient-Education Across the Continuum of Care: Linking Materials to the EMR, internal Resources and the Public Website
Ruti Volk MSI, AHIP; University of MichiganComprehensive Cancer Center, Patient Family Education Resource Center

The University of Michigan Health System (UMHS) maintains a database of patient education materials used in our health system. This central repository was implemented to prevent problems with version control, duplication of effort and low quality that exited when materials were kept in drawers or on local shared servers, not accessible across the institution. The Patient Education Clearinghouse is a Drupal site integrated with the Electronic Medical Record System (EPIC EMR) and internal websites. It is also available free on the Internet for patients, families and the general public.

The Clearinghouse includes materials that have been created by UMHS experts on many

difficult-to-find topics, rare conditions and state-of-the-art therapies. It also includes materials from other organizations that have been reviewed and approved by UMHS experts. Print materials, videos, websites and apps are included. A submission and approval process ensures that materials follow plain language guidelines and are branded properly. The system also enables integrating a subset of materials with the EMR so clinicians are able to send them to print with the after visit paperwork in both ambulatory and inpatient care settings. The institution's public website links to the database and allows patients at home to access the materials on computers, laptops, tablets and smartphones. This is a cost-effective model as governance and quality-control of materials is done centrally for all users and client-systems. The system ensures quality and consistency of education provided to patients across the continuum-of-care and promotes use of standardized, approved, high-quality materials.

Integrating Evidence-Based Content Longitudinally into the Medical School Curriculum

Abraham Wheeler MLS, AHIP;
Michigan State University Libraries

I created and integrated a longitudinal evidence based medicine thread into the four-year medical school curriculum at MSU. The multi part thread is used to teach the students practical bio-statistics, research methods, foundations of science based medicine, and patient information interviewing skills. The ultimate goal is repeatedly practicing and deepening understanding in these knowledge domains in order to directly answer patient questions and improve patient care.

We train students to present their evidence-based answers to patient questions in both a journal club format, as well as in face to face patient encounters. These sessions are embedded as required classes in the curriculum, with the themes and topics covered integrated into the larger content the students are learning.
The poster will cover the timeline and deepening content instruction the students receive throughout their four years. I will also present syllabi and course materials to demonstrate the content students are learning. I will also present some lessons learned, pitfalls, and best practices.

Friday September 25, 2015

7:00-8:00AM
Michigan Rooms C & D
Breakfast Sponsored by OVID/Wolters Kluwer

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

Measuring What Matters to Stakeholders
Michigan Room A
Instructors: Beth Layton MLS, MBA, AHIP & Cynthia Olney, PhD
4 MLA CE Credits

Librarians and stakeholders generally agree that libraries add value. However, decision makers often decide to cut funding or even eliminate libraries. This workshop will provide a framework for assessing the local environment, developing a planned response, evaluating outcomes and using this evaluation to demonstrate value, advocate for the library, and improve library services and programs.

Instructor Biographies:
Beth Layton is the Associate Director of the Greater Midwest Region of the National Network of Libraries of Medicine, a ten-state library network with more than 1100 member libraries, including many non-medical academic libraries. Before coming to UIC, Ms. Layton has held professional positions at large and small academic health sciences libraries and a hospital library in Winchester Virginia.

Ms. Layton has presented widely at Medical Library Association annual and chapter conferences, as well as at a number of disciplinary health professions meetings. She has a wide variety of professional interests, most notably information seeking behaviors and library leadership including assessment and evaluation. She is an active member of MLA.

Cynthia Olney is the Acting Assistant Director of the National Network of Libraries of Medicine Outreach Evaluation Resource Center (NN/LM OERC), which provides evaluation consultation and training to libraries and organizations that are members of the NN/LM. She joined the NN/LM OERC staff in 2006 as the evaluation specialist. In the past, Dr. Olney has served as an evaluation consultant for a variety of organizations, including health sciences and public libraries, academic health sciences programs, health professions high school, and a community-based health coalition.

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

Emerging Technologies for the Busy Librarian
Michigan Room B
Instructors: Gabriel Rios, MLIS & Melissa De Santis, MLIS, AHIP
4 MLA CE Credits

The dynamic content of this 4-hour class is designed to increase your knowledge of emerged and emerging technologies impacting our profession. Topics discussed will be updated until the last month prior to the class but could include: wearable technology, the Internet of Things, 3D printing, quantified self, mobile devices, personal cloud services, privacy, and collaboration tools. Popular social media services applicable to libraries will also be discussed. Students and healthcare professionals use emerging technologies to interact with health information on a daily basis. It is essential for librarians to investigate and experiment with these technologies and services to improve access to timely and relevant health information at the point of need. This class is designed to give the busy librarian an overview of what is coming down the technology pipe in the short and long term. It also encourages participants to experiment with these technologies and services. Participants will have the opportunity to discuss case studies from institutions taking innovative approaches as well as discuss methods for keeping up-to-date with new technologies.

Instructor Biographies:
Gabe Rios is the director of the Ruth Lilly Medical Library, Indiana University School of Medicine. Gabe has worked with emerging technologies since the late 90s. He has taught technology-related classes at regional and national meetings over the past 14 years. Gabe has also served as a member of national and local technology groups such as the Medical Library Association - Technology Advisory Committee, Birmingham Ignite!, and the Alabama Social Media Association. Gabe is a devoted user of technology and has a keen interest in technology trends and their impact on health and medicine. In his role as library director, Gabe continues his support of emerging technologies by facilitating the use of technology to meet users where they are.

Melissa De Santis is the Deputy Director of the Health Sciences Library at the University of Colorado Anschutz Medical Campus. Prior to joining the Health Sciences Library in 2007, Melissa was at the Briscoe Library at the University of Texas Health Sciences Center San Antonio for 12 years. Melissa's areas of interest are public services and technology. She has worked in reference, instruction, access services and has managed a computer lab within a health sciences library. She is active in professional associations at the local (Colorado Council of Medical Librarians), regional (Midcontinental Chapter of MLA) and national level (MLA).

Friday, September 25, 2015

12:00-1:00PM
Lunch-Hoffman's Deco Deli
Michigan Rooms C &D

Concurrent Continuing Education
1:00-5:00PM

Community Engagement 101: The Art of Building Community Partnerships
Michigan Room A
Instructor: Deborah Charbonneau, PhD, MLS
4 MLA CE Credits

Community engagement and building community-based partnerships are essential to effective health information outreach and various library programs and services. The overall goal of this course is to offer concrete skills and several perspectives useful for engaging stakeholders and establishing relationships with a range of community-based organizations and potential partners. Participants will take part in group discussions to explore new models and tools for engaging and retaining community partnerships. A number of examples and a case study will be used to promote a problem-solving approach for in-class interactions. Participants will have opportunities to learn practical and strategic approaches for achieving optimal community cooperation and collaboration adaptable to their own environments.

Instructor Biography:
Deborah H. Charbonneau is an Assistant Professor in the School of Library and Information Science at Wayne State University in Detroit, Michigan. She currently teaches in the areas of Library Management, Health Informatics, and Research Methods. Her articles have appeared in the journals *Library & Information Science Research*, *Journal of the Medical Library Association*, *Health Information and Libraries Journal, Reference & User Services Quarterly,* and *Journal of Women & Aging*. Her research interests include outreach, health literacy, health communication, consumer health, data management, health informatics, research methods, and scholarly communication. She is the recipient of the 2014 Donald A. B. Lindberg Research Fellowship from the Medical Library Association and has been selected as a 2015-17 New Leader for the Association for Information Science and Technology (ASIS&T).

Dr. Charbonneau is part of a team recently awarded a $1.8 million grant from the Agency for Healthcare Research and Quality (AHRQ) to improve access to cancer survivor resources. The research team, led by Dr. Hayley Thompson at the Karmanos Cancer Institute and Wayne State University School of Medicine, will study eHealth activities among cancer survivors with the goal of improving survivorship planning and care. Dr. Charbonneau serves as a Co-Investigator for the research grant.

Concurrent Continuing Education
1:00-5:00PM

Instructional Design: Proven Principles and Practices for Librarians Who Teach
Michigan Room B
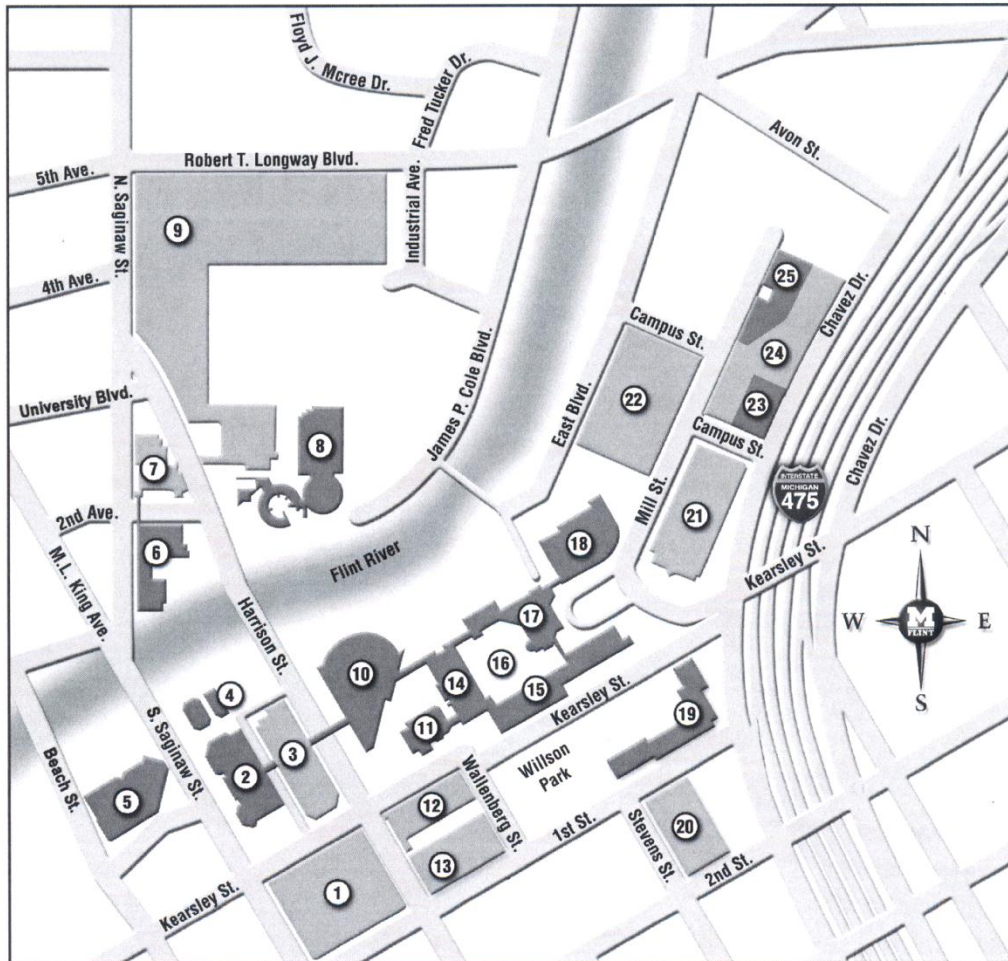Instructor: Joey Nicholson, MLIS, MPH, CPH
4 MLA CE Credits

An interactive course for both librarians new to teaching or with experience, who are seeking best practices or would like to strengthen and refresh their instruction. Through small group work, individual exercises, group discussion, and lecture, you will learn how to apply proven principles, theories, and practices when designing effective instruction to actively engage learners.

Instructor Biography:
Joey Nicholson is the Education and Curriculum Librarian at New York University School of Medicine. Prior to coming to NYU, he was the Lead Trainer for the National Training Center of the National Library of Medicine, where he traveled around the country and taught continuing education classes to librarians on PubMed, TOXNET, and ClinicalTrials.gov. Joey has 10 years of experience teaching library and information skills classes to a variety of audiences and using a variety of teaching methodologies.

University of Michigan-Flint
Campus Map

1. City/Public Parking Lot
2. University Pavilion
3. University Pavilion Parking Deck
   Student Parking
4. University Pavilion Annex
5. Riverfront Center
   (includes the Riverfront Residence Hall)
6. Northbank Center
7. Northbank Center Parking Deck
   Tenants/Visitor Parking
8. William S. White Building
9. William S. White Building Parking Lot
   Student/Faculty/Staff/Visitor Parking
10. Frances Willson Thompson Library
11. Theatre
12. Harrison Street Parking Deck
    Faculty/Staff Parking

13. Parking Lot T
    Student Parking
14. David M. French Hall
15. Murchie Science Building
16. McKinnon Plaza
17. Harding Mott University Center
18. Recreation Center
19. First Street Residence Hall
20. International Institute Parking Lot
    Student Parking
21. Mill Street Parking Deck
    Student/Visitor Parking
22. Parking Lot A
    Student Parking
23. Central Energy Plant
24. Faculty/Staff Parking Lot
25. Hubbard Building

Campus Address: _____   Campus Phone: _____

2015 MHSLA Conference at a Glance @ University of Michigan – Flint

All events are in the Harding Mott University Center Building, 1st Level

Thursday, September 24, 2015		Friday, September 25, 2015	
		7:00 - 8:00AM	
		Breakfast – Sponsored by OVID/Wolters Kluwer Health *Michigan Rooms C & D*	
8:00 - 9:00AM		**8:00AM - 12:00PM**	**8:00AM - 12:00PM**
Breakfast – Sponsored by McGraw-Hill *Michigan Rooms C & D*		**Measuring What Matters to Stakeholders** Instructor: Beth Layton & Cynthia Olney **4 MLA CE Credits** *Michigan Room A*	**Emerging Technologies for the Busy Librarian** Instructors: Gabriel Rios & Melissa DeSantis **4 MLA CE Credits** *Michigan Room B*
9:00 - 10:00AM	**9:00AM - 5:00PM**		
Keynote: Varieties of Consciousness Thomas Ferrari *Michigan Rooms A & B*			
BREAK & Networking: 10:00-10:30AM Sponsored by Wiley *Michigan Rooms C & D*			
10:30 - 12:00PM			
MHSLA Business Meeting *Michigan Rooms A & B*			
12:00 - 1:00pm		**12:00 - 1:00pm**	
Lunch – Sponsored by EBSCO *Michigan Rooms C & D*		**Lunch** *Michigan Rooms C & D*	
1:00 - 1:30PM		**1:00PM - 5:00PM**	**1:00PM - 5:00PM**
GMR Update *Michigan Rooms A & B*		**Community Engagement 101: The Art of Building Community Partnerships** Instructor: Deborah Charbonneau **4 MLA CE Credits** *Michigan Room A*	**Instructional Design: Proven Practices and Principles for Librarians Who Teach** Instructor: Joey Nicholson **4 MLA CE Credits** *Michigan Room B*
1:30 - 3:00PM			
Embedded Librarianship Speed Dating *Michigan Rooms A & B*			
BREAK & Networking: 3:00-3:30PM			
3:45 - 4:30PM			
Posters & Time with Vendors *Michigan Rooms C & D*			
4:30 - 5:00PM	**Vendor Exhibits** *Michigan Rooms C & D*		
Exhibits Raffle *Michigan Rooms C & D*			
6:00 - 8:00PM			
Special Event - Flint Farmer's Market			

KEY

Education Event	Vendor Event	MHSLA Event
Food	FREE TIME	