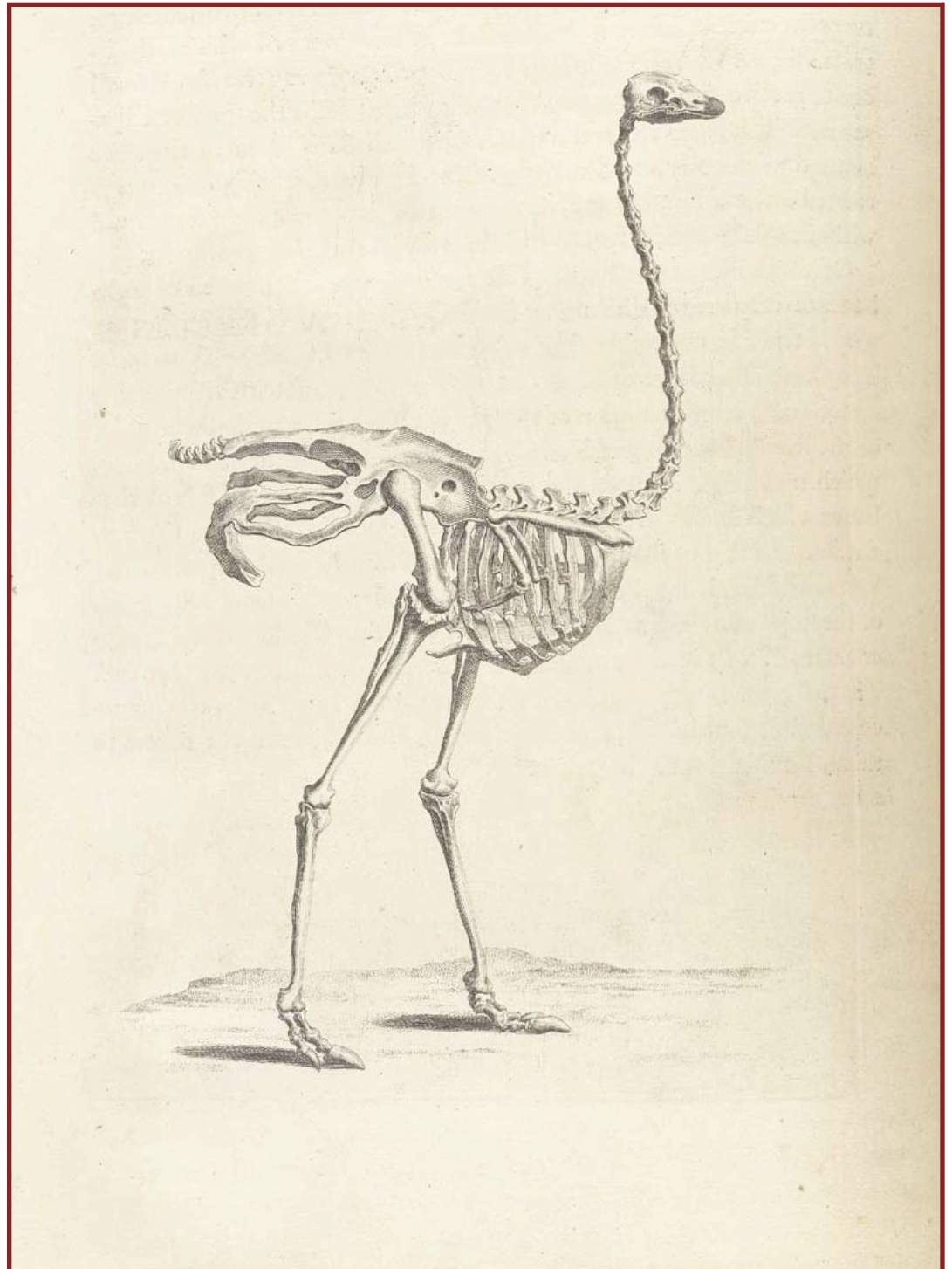


# HYPOTHESIS

*The Journal of the Research Section of MLA*



**Volume 21**  
**Number 1**  
**Spring 2009**

# HYPOTHESIS

*The Journal of the Research Section of MLA*

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The image of an ostrich skeleton above is from William Cheselden's *Osteographia, or the anatomy of the bones*, published in 1733. For more information and images visit the NLM's [Historical Anatomies on the Web](#). This digital project includes numerous high quality images from the library's important anatomical atlases.

Have an image you'd like see on the cover? Please let Co-editor [Lisa](#) know!

HYPOTHESIS (ISSN 1093-5665) is the official journal of the Research Section of MLA. It is published three times a year by the Section: Spring (March), Summer (July/August) and Fall (November). Items to be included should be sent to the Co-Editors by the 15th of the preceding month (i.e., February 15th for Spring, June 15th for Summer, and October 15th for Fall). Copy is preferred by e-mail but will be accepted in other formats. HYPOTHESIS is indexed in the Cumulative Index to Nursing and Allied Health Literature™ and the CINAHL® database. HYPOTHESIS is available online at <http://www.research.mlanet.org/hypothesis>.

# CHAIR'S COLUMN

## Susan Lessick, MA MLS AHIP

Grunigen Medical Library, UCI Medical Center

It's spring so what happens? Birds start chirping, flowers start blooming, and I start daydreaming about our national conference. I really enjoy going to the conference, absorbing new original research, and listening to commentaries on top technologies, environmental challenges, MLA initiatives, and more. I also like getting to visit other parts of the country – and this year is really special because how often do you get to go to Hawaii? So, I invite you to join your colleagues and me on our annual spring quest for knowledge at the MLA Annual Meeting.

This year's upcoming 2009 Research Section program is a reflection of the Program Committee's hard work. Please give a round of applause to Roz Dudden and her committee for an outstanding job. In addition to our two wonderful invited and contributed paper sessions (Research 101 and Research Fusion sessions), we are co-sponsoring two other exciting sessions on Vanderbilt's experience of building an integrated research culture, and on tools you can use to increase your library's value in uncertain economic times. You can get a peek at our strong slate of programs this year in the related article in this newsletter on the annual meeting programming.

In partnership with MLA Headquarters staff, our section will also be introducing for the first time, a new research symbol to designate research papers and posters in the MLA Annual Program and Abstract booklet. This past year our section strongly advocated introducing a research symbol into the MLA program materials so attendees could quickly and easily identify research related presentations and posters at the conference. We have just heard and are thrilled that MLA has graciously agreed to add this research symbol to the program literature and they will be introducing the new symbol for research in the MLA '09 Annual Program materials in an effort to highlight and promote the value of research throughout the profession. Watch for this new research designation in the program handouts in Hawaii and please thank Ray Naegele (MLA Director of

Financial and Administrative Services), Brenda Dreier (MLA Conference Director), and Roz Dudden for their help in making this fine research effort happen!

We have been hard at work completing other big projects this year, as well as, some smaller but essential projects. We've done a good job on all of them. Let me give you an update on several of these projects our section has in the works.

We have almost completed a huge project to redesign the Research Section Web Site. We updated, reorganized, and added new content to the Research Section site so that members can easily access and find useful information and tools that they can use in their own research, and can use to connect to others in the research community. Our new web site may be launched before you read this issue but just in case, we are including a graphic of the new web site inside this issue. We really hope you love what you see. Keying off the graphics on our new web site, we have also created a new Research Section logo and are using it for a new Research Section brochure that will be distributed at MLA in Honolulu. Please let Allan Barclay (our talented and dedicated Web Editor) or me know what you think about the new web site, logo, and brochure at MLA.

The Research Awards Committee has been very active this year. The Co-chairs, Kris Alpi and Ruth Fenske, have invited previous award winners to serve as judges for this year's judging process. They updated content on the new Awards Program page on the new Research Section web site and also formally requested that the MLA Credentialing Committee provide activity points for our judges who evaluate the research papers and posters at the MLA Annual Meeting. The Membership Committee Co-chairs, Dee Jones and Beatriz Varman, have expanded outreach efforts by contacting past research award winners and chapter research committee members, as well as, sending membership letters to numerous MLA members who have shown interest in research. Peggy Mullaly-Quijas, Bylaws Committee

## CHAIR'S COLUMN, continued

Chair, has also revised and kept current our section bylaws to reflect changes in the structure of Section Council. Lastly, I have just completed appointing new members to serve on two new section task forces. The Research Mentoring Planning TF will focus on planning a "facilitated" research mentor program that will provide personal growth opportunities for members, increase research savvy and productivity, and proactively support MLA's Research Imperative. The Strategic Planning Task Force will conduct a membership survey to identify needs, issues, and trends and create a mission/vision statement and strategic plan that will inspire and guide Research Section efforts for the next five years.

As I started to write this column, it occurred to me that this is my last column as Chair. I find it hard to believe that my tenure as Chair is soon coming to an end. It has been a pleasure and an honor to serve as the Chair of the Research Section. Thank you to the Executive Board and the members of their committees

for their support and hard work during this past year. All of them made my job a lot easier. I am leaving you in the superb hands of Roz Dudden. I look forward to working with her during her year as Chair and as your Section Council Representative for the Research Section in 2009-10 per the new Section Council governing structure.

Please plan to attend our annual Research Section business meeting that is scheduled for Monday, May 18, 2:00 p.m. and our special Research Connection event (with breakfast!) that is scheduled for Sunday, May 17, 7:00 a.m. We'll have updates from our committees and will do some planning for the upcoming year. If there is anything you'd like to see added to the agenda, please just let me know (slessick@uci.edu or call 714-456-6488).

Happy Spring! We hope to see you in Honolulu soon!

Submitted by Susan Lessick

## New Research Section Website

The Research Section has a new redesigned web site. Not only does it have an updated, more modern look, the content that has been reorganized to make it easier to find. The particular graphic that was chosen -- a top banner of various colored triangles -- to echo Sackett's EBM pyramid (<http://www.hsls.pitt.edu/guides/ebm/>) and is meant to be a modern, interesting take on this pyramid and research literature in general, which is very apropos to our section's research mission. The colors were selected by our graphic designer because she thought it would make a stunning impression which we think it does.

Visit the **About** section to learn about the governance and history of our section and to find important section documents. The **Join** section outlines the benefits of research section membership and contains convenient membership and volunteer application forms. The **Awards** section contains updated and helpful information regarding the research awards program. The brand new **Research Resources** section offers a complete listing of research activities at both the section and chapter levels of MLA, including information

about research-related conferences, publications, and web sites. Another new section, **Grant Opportunities**, provides MLA, Section, and Chapter research grant opportunities, as well as, funding opportunities offered by other external organizations and funding sources. The new Research Section web site offers a wealth of information, links, and tools, and serves as a hub for connecting members of our research community to each other and the outside researcher community.

Please let Allan Barclay ([abarclay@library.wisc.edu](mailto:abarclay@library.wisc.edu)) or Susan Lessick ([slessick@uci.edu](mailto:slessick@uci.edu)) know if you have suggestions or comments about our new web site. Your feedback will guide future developments and ensure our web site continues to meet your needs.

Submitted by Allan Barclay and Susan Lessick

**Take a look on page five  
to see the new logo and  
website!**

## New Research Section Website & Logo

**MLA**  
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# RESEARCH SECTION

research begins in the library

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CONFERENCES & MEETINGS  
RESEARCH AWARDS  
GRANT OPPORTUNITIES  
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### What's New

#### New Website!

Welcome to our newly redesigned and reimagined Research Section website! The launch of our new site is a big deal to us and we hope you find the changes useful. We've put a "Feedback" link at the bottom of each page. If you have comments about the new site, please let us know. Your suggestions and comments will guide our future development projects and ensure our website continues to meet your needs. Enjoy!

#### 2009 Research Section Business Meeting and Programs

Join us in Honolulu for interesting discussions, networking with peers, and hear in-depth educational programs at the MLA Annual Meeting.

#### RS Online Communities

- **Research Section Wiki:** Visit our Research Section wiki. Check out our section's planning documents, policies and procedures.
- **Research Section on Facebook:** A research based librarians group has just been launched on Facebook. Start a discussion about research, receive updates, and learn about Research Section activities. Register on Facebook first, then join the group by simply searching for "researchlib." Everyone is welcome!
- **research-mla Listserv:** Join our members only listserv. To subscribe, unsubscribe, change your subscription options, or view the Archives, visit [research-mla@research.mlanet.org](mailto:research-mla@research.mlanet.org).

### HYPOTHESIS

The Journal of the Research Section of MLA

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### RESEARCH SECTION

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Feedback? Technical issues?



# LITERATURE REVIEW

## Ruth Fenske, PhD AHIP

Grasselli Library, John Carroll University, rfenske@jcu.edu

This version of the Literature Review looks at several articles of interest to health sciences librarians. To learn more about the purpose of the column, please see *Hypothesis for Summer 2008*.

Eschenfelder, KR. Every librarian's nightmare? digital rights management, use restrictions, and licensed scholarly digital resources. *Coll Res Libr.* 2008 May;69(3):205-23.

Eschenfelder talks about the specter of the application of technological protection measures similar to those already in place in the movie, music, and popular e-book industries to licensed scholarly resources. She points out that a number of use discouraging restrictions already are in place for history/art history, engineering, and health sciences sources at one Carnegie I research university.

Data for this study were collected in 2006. Twenty-six, twenty-four, and twenty-seven resources were chosen for study in each of the above-named subject areas. A "use rights assessment" was done on each resource by doing an actual search and noting results on standardized forms. Difficulties encountered were then compared to vendors' acceptable use statements. Fourteen librarians were interviewed about use restrictions they and their users had run into in using these resources.

The outcome was a table of six "soft restrictions" and two "hard restrictions." Nine screen shots are presented to illustrate their findings. Front-line reference librarians will easily identify with the frustrating situations presented.

Eschenfelder suggests further testing to determine which restrictions actually block desirable use and she also suggests doing more work to convince publishers to remove the most serious restrictions identified in this study. This is a good example of the kind of practical research practicing librarians can do to get a handle on situations they assume to be true.

Workman, M. Wisecrackers: a theory-grounded investigation of phishing and pretext social engineering threats to information security. *J Am Soc Inf Sci Tech.* 2008 February 15;59(4):662-74.

Workman uses consumer theory behavior from the field of marketing to study phishing, which he calls "threats from social engineering." Social engineering "consists of techniques used to manipulate people into performing actions or divulging confidential information." His literature review presents many interesting ideas about why people respond to social engineering, including phishing.

In doing this study, he used the elaboration likelihood model which distinguishes central from peripheral routes of persuasion and tells us he focused on peripheral routes of persuasion. Peripheral persuasion is "a form of persuasion that does not encourage elaboration (i.e. extensive cognitive analysis) of the message content." He explains each of his independent variables, which are three types of commitment: normative, continuance, and affective; trust; obedience to authority; and reactivity to potential constraints on action. These independent variables were assessed using a questionnaire, and dependent variables were assessed by observing behaviors when responding to phishing and pretext attacks.

Data were gathered at a large financial and insurance company. The researcher insisted that participation be on an anonymous basis. Sixty-nine percent (n=588) of 850 randomly selected employees provided usable responses. Each participant received two phishing e-mails and pretext attacks per week. Apparently participants were asked to self-report whether they succumbed or not and the machine also kept track. Interestingly self-reports and machine measures were highly correlated; this may be because anonymity was assured. Almost all the hypotheses were supported. Participants high in certain types of commitment and trust were more susceptible to social engineering. The author states that commitment is a fairly stable person-

## LITERATURE REVIEW, continued

al characteristic and recommends that managers identify employees high in the traits under study and offer special training to help them resist social engineering attacks. This study is of interest on both a personal and a professional level as we deal with the increasing amounts of spam reaching us every day.

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Oud J. Adjusting to the workplace: transitions faced by new academic librarians. *Coll Res Libr.* 2008 May;69(3):252-66.

Joanne Oud looked at the adjustment to the workplace of new librarians at Canadian academic libraries. She used a conceptual model, developed by Meryl Louis, which takes encounters with differences in the new job setting as its starting point. After interviewing six new academic librarians, she developed a questionnaire on initial job experiences. Questions focused on pre-existing expectations and pre-existing knowledge of various aspects of the job as compared to what they found on the job. Although the questionnaire is not appended, the questions are described in detail in the article. Surveys were mailed to 111 new academic librarians in spring 2004.

The response rate was 87% (97 usable responses). Results show what she describes as a moderate degree of difference between what the new librarians expected and what they found. There was a wide degree of variation, but it isn't clear if this is variation within individuals or variation between individuals. Demographics did not affect the results. As the Louis model predicts, there was a negative relationship between degree of difference between what was expected and what was found and an eight-item job satisfaction score. This was only a moderately strong relationship.

Table 2 summarizes responses to the 15-item list of suggested differences. New librarians were least surprised by the degree of respect shown by colleagues and most surprised by the amount of feedback they received. This table includes columns for means and standard deviations which are not explained in the text. It appears they represent average scores on the four level Likert scales for the 15 items. Two open-ended ques-

tions invited respondents to talk about differences not included in the suggested list of differences. Oud lists nine more major themes uncovered by the open-ended questions in Table 3.

Turning to pre-existing knowledge which was measured by 19 items, it was not related to job satisfaction and not related to all but the previous professional experience demographic measure. Interestingly, those with prior professional experience had lower levels of pre-existing knowledge. Table 5 shows the 19 aspects of the job about which they asked. For those in their first professional position, pre-existing knowledge of how to interact with students was the highest and how to deal with library politics was the lowest. Those not in their first professional position knew the most about working with little supervision and the least about how to say no to assignments and projects. Eight themes emerged from an open-ended question on what was the hardest thing to learn about: workplace politics/culture; how to get things done; collection development; local procedures, resources, structures; time management/workload management; conflict management; and relationships with faculty.

Considering the large number of health sciences librarians scheduled to retire in the next few years, these results should be of interest to those advertising for, hiring, and orienting new librarians to the workplace environment. I would expect the results would be about the same if the study were replicated in academic health sciences libraries but would expect new hospital librarians to provide a very different set of answers, because hospitals are more analogous to corporations than to academe.

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Graves SJ, Xiong JA, Park JH. Parenthood, professorship, and librarianship: are they mutually exclusive? *J Acad Libr.* 2008 May;34(3):202-10.

Graves, Xiong, and Park look at the relationship between tenure and parenthood among librarians at 34 of 35 ARL libraries at which librarians have faculty status with the possibility of tenure. Library directors were asked to distribute the web address for the survey

## LITERATURE REVIEW, continued

to all tenured and tenure-track librarians. There were separate surveys for those with children and without children. Data were collected in late 2005.

Two hundred sixty-four of 280 responses were usable with an almost even split between tenured and tenure-track faculty. Since the authors don't know how many possible respondents were given the web address, they were unable to calculate a response rate. Even with a conservative estimate of 20 librarians in each of the 34 ARL libraries, the response rate is below 50%. Three-quarters of the respondents were female. Two-thirds were married and 37% were over fifty years of age. Only 43% had children, with the majority having only one or two children. Three-quarters of those with children did not have young children when they were on the tenure track. Of those who did, a higher percentage of men than women had young children when they were on the tenure track. Women feel more strongly than men that having children will have an impact on their ability to gain tenure. Pre-tenure track librarians with young children have a greater perception of hindrance than do tenured faculty who had young children while they were on tenure track. Tenured librarians and those with no children were less in favor of special supports for tenure-track faculty with young children.

The authors point out that their design did not call for collecting data from librarians who did not attain tenure or who left their tenure-track jobs before attaining tenure. In all probability, those librarians would have answered these questions in a different way. By concentrating on those with children six and younger while on tenure-track these authors did not capture issues with being on tenure-track while parenting school-age children.

They point out that, considering only 27% of all respondents had young children while on tenure-track, either currently or in the past, there are very few role models available for pre-tenure faculty in ARL libraries. This is exacerbated by the finding that tenured librarians who had young children while on tenure track don't see children as a hindrance to achieving tenure. The authors suggest various ways libraries could improve the work environment of parents on tenure track

in libraries.

Health sciences librarians work in a variety of environments. Logically these results might apply to health sciences librarians in academic libraries with tenure expectations. Would the results be the same for health sciences librarians in academic medical centers without tenure demands? What kind of demands are made on librarian parents working in hospitals and other health sciences work environments?

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Choo CW, Bergeron P, Detlor B, Heaton L. Information culture and information use: an exploratory study of three organizations. *J Am Soc Inf Sci Tech.* 2008 Mar;59(5):792-804.

Choo et al look at the relationship between information culture and information use in three organizations. They define information culture as "the socially shared patterns of behaviors, norms, and values that define the significance and use of information." Information use has to do with the "outcomes of applying and working with information . . ." All professional, managerial, technical and support staff at three disparate, Canadian, knowledge-intensive organizations were invited to participate in a web-based survey. Background information on each organization is given, including the number of employees in each organization (approximately 2400 total). Total response was 698 individuals with individual organization response rates being 23%, 34%, and 69%.

They use six independent variables which represent how people in each organization behave in regard to information and value information: information sharing, proactiveness, transparency, integrity, informality, and control. All are defined. The dependent variable, information use outcome, is "the construction of new knowledge and new meanings, the transformative act of shaping decisions and influencing others; and the movement and exchange of information with colleagues."

One of the goals of the research was to determine if information behaviors and values could be profiled in a



## LITERATURE REVIEW, continued

systematic way. To do this, they performed separate factor analyses on the seven independent variables for each of the three organizations. For the public organization working in the health sciences, extracted factors representing transparency, proactiveness, and sharing accounted for 45% of the variance. For the legal firm, five extracted factors accounted for 69% of the variance and for the engineering firm, six extracted factors accounted for 60% of the variance. Sharing and proactiveness appeared in all three profiles. Descriptive statistics show that the health sciences organization scored especially high on “exchanging information with people with whom I work regularly.”

For the dependent variable, information use outcomes, they also conclude they have developed a good measure. Here the health sciences organization scored the highest overall and highest on “sharing information is critical to my being able to do my job.”

Using multiple regression, they show “the set of information behaviors and values of each organization has a significant influence on information use outcomes.” Percent variance explained was especially high for the engineering firm. The authors include a discussion of rival explanations for their findings in their concluding section. They also point out that their survey asked for perceptions rather than actual behaviors. They say they have additional information from interviews, site visits, and answers to open-ended questions that tend to confirm the data presented here. These additional data will be presented in a future article.

In my mind, the major problem with this study is the distinction between the independent variables (information behavior and values) and the dependent variable (information use outcome). For instance, one question used to measure the dependent variable was “Sharing information is critical to my being able to do my job.” Two of the questions measuring the information sharing factor of the independent variable have to do with declaring that they do share information with co-workers and those outside the organization. Nevertheless, it could be useful to test their measure of information behavior and values in additional settings, including academic medical centers, teaching hospitals,

community hospitals, and group practices of various types.

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Bekke,-Harrigan H, Hess R, Weinland JA. A survey of registered nurses’ readiness for evidence-based practice: a multidisciplinary project. *J Hosp Libr.* 2008;8(4):440-448.

The authors perform what they call a modified replication of a 2005 study done by Pravikoff et al concerning nurses’ readiness for evidence-based practice.

One thousand forty-two nurses working in a mid-sized tertiary care facility received a 58-item questionnaire in interoffice mail; 443 responded for a response rate of 30.7%. Respondents in this study were much more likely to have only a diploma level of education, as compared to nurses nationwide. Twenty-five percent had received their nursing degrees prior to 1984. Sixteen percent were currently enrolled in bachelor’s or master’s programs. The latter group were more likely than other respondents to have been involved in a research project in the past year.

Table 2 says 90% have “personal access to electronic resources for locating nursing research” but the accompanying text says “74% of the respondents stated they had access to research data at work.” There seems to be a discrepancy here. Nearly 90% said they use the Internet; 43% said they start by using Google and 64% felt they were successful when using a general search engine. This compares to 49% who used databases like CINAHL and MEDLINE, with only a 20% and 24% perception of success, respectively. Forty-two percent of the 90% who have access to electronic resources for research reported that they “seldom needed research evidence to support their nursing role regardless of their work setting.” This would seem to be consonant with Pravikoff et al’s finding that the number one barrier to the use of research was the “lack of value for research in practice.” However, these authors say that their respondents ranked “lack of research value in nursing practice” as only the fifth highest barrier to evidence-based practice. Lack of understanding of electronic databases, access issues, and difficulty un-

## LITERATURE REVIEW, continued

derstanding research articles were the highest ranked barriers in this replication. Lack of understanding of electronic resources was also a highly ranked barrier in the national study. The authors conclude by describing the steps they are taking to address these problems.

Although these results concern only one local health system, it is admirable that the authors based their questions on a previous national study in order to be able to compare their results with the nationwide study. As was pointed out, there are some ambiguities in the presentation of their results. Also, one has to believe that the 30% who responded were those most likely to have an interest in evidence based practice.

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Fidel R. Are we there yet?: mixed methods research in library and information science. *Libr Inf Sci Res*. 2008 Dec;30(4):265-272.

Raya Fidel, a faculty member at The Information School at the University of Washington, has done a research study on the prevalence of mixed methods research (MMR) in four LIS journals. The first half of the article is a literature review and tutorial on mixed methods research. She points out that, although MMR has been used in the social and behavioral sciences for over thirty years, it is “still evolving and generating much discussion.”

In the second half of the article, she presents the results of her analysis of 465 articles that appeared in

Information Processing and Management, Journal of Documentation, Journal of the American Society for Information Science and Technology, and Library and Information Science Research in 2005 and 2006. In order to be classified as an MMR study, qualitative and quantitative methods had to be mixed in such a way that the methods support one another. There were 80 multiple methods articles. Of these, only 39 used both qualitative and quantitative methods. Of these 39, only 22 articles were truly MMR in that they integrated the qualitative and quantitative approaches. She then provides a more detailed analysis of the stage of the study at which mixing was used, the types of mixing, and the topics of the articles that used mixing.

In her introduction, Fidel makes the point that “the quality of a study can be improved when the biases, limitations, and weaknesses of a method following one approach are balanced, or compensated for, with a method belonging to the other approach.” Intuitively, her findings are somewhat surprising. Possibly the low numbers reflect the application of a set of very strict definitions or the results were skewed by the choice of LIS journals chosen for the study. If this study were replicated using JMLA, the results would probably be similar if similar strict definitions were applied. This article serves to remind those planning research studies that using mixed methods is a good thing and that strict adherence to the conventions of both quantitative and qualitative research methodology is important.

# THE RESEARCH MENTOR

**Jonathan Eldredge, MLS PhD AHIP**

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## **Interview with Library Researcher Gary Byrd**

Gary Byrd has been engaged in library research for over 30 years with 21 peer-reviewed articles and other publications, 13 peer-reviewed papers presented at conferences, and 4 funded research grants. Gary is tenured at the rank of Associate Librarian at the University at Buffalo (State University of New York), Director of the Health Sciences Library, and Director of the Advanced Graduate Certificate Training Program in Medical/Health Informatics in the UB School of Medicine and Biomedical Sciences.

In this column, Gary takes us “behind the scenes” with his impressive experiences as a researcher, pausing along the way to reflect on both the theoretical dimensions and the methodological challenges of some of his research.

**Question 1:** Your study “Medical faculty use of the journal literature, publishing productivity, and the size of the health sciences library journal collections” published in 1999 [1] stands out as a modern cohort study classic. Could you explain how this research question came to you?

**Answer:** This paper reports some of the key results of the study I conducted for my Ph.D. dissertation, which I completed and defended at the University of North Carolina at Chapel Hill in 1995. The study, while controlling for other variables, focused on the relationship between the size of academic health sciences library journal collections and the number of different journals cited by biochemistry and medicine faculty with access to those collections in 1990 and 1991.

The idea for the study and the particular methodology I used grew out of my readings and investigations concerning the “value” of scholarly information resources like library journal collections, particularly their potential value as what economists call common property resources. I had previously summarized these investiga-

tions in a 1990 article published in *College & Research Libraries* [2] where I theorized that, like an ocean fishery or a “commons” pasture shared by competing fishermen or farmers, a library’s journal collection is a sort of man-made common property resource which may be over-exploited by competing faculty (or publishers competing for the library’s journal budget) in ways that can lead to what Garrett Hardin called “The Tragedy of the Commons”. [3] I wondered in particular if the scholarly “productivity” of faculty competing for grant support and other forms of academic recognition would be constrained by the size and scope of the library journal collection available to them as a common property resource. If so, this might provide evidence for a type of “tragedy of the commons” phenomenon in the scholarly communication system supporting health sciences researchers in academic health sciences centers.

**Question 2:** What obstacles did you encounter when trying to execute this study? Are there broader “lessons learned” that you could share for the benefit of Hypothesis readers?

**Answer:** I decided to use an econometric, regression analysis methodology with quantitative and categorical data to model and control for the varying characteristics of a large sample of health sciences research faculty and their publications as well as the library and other institution resources available to them. This presented many challenges including how to identify a “random” and nationally representative sample of faculty that would be large enough to detect statistically significant correlations among the variables in my regression model, but still manageable for one person to work with without grant support for research assistant help. I also needed to identify variables that would accurately represent research faculty “productivity,” the size and scope of the library and its journal collections serving these faculty, the characteristics of the faculty themselves and their host academic institution and, most importantly, the faculty’s actual “use” of those journal resources in support of their research. I was not satisfied with previously published library use

## THE RESEARCH MENTOR, *continued*

studies that reported surveyed faculty opinions or their recall about the value of library resources or particular journals. I wanted something closer to measurable evidence that these resources had actually been used.

One previous study, presented by Elizabeth Wood at the 1988 Medical Library Association annual meeting, looked at the relationship between the journals cited by faculty at the University of Southern California Health Science Campus and the journal holdings of the Norris Medical Library at USC. [4] I decided to attempt to expand this methodology to a random and representative national sample of faculty in as many different medical schools as possible. I ended up with what seemed like a very large sample of 622 faculty from 126 U.S. medical schools, but this also presented me with my biggest challenge/ obstacle; because I had to devise a way to use the SciSearch (Science Citation Index) database to count the number of different journals that each individual cited across all the articles they published in 1991. This took some trial and error experimentation with the SciSearch RANK command as well as countless hours of drudgery, manually inspecting the cited journals part of the SciSearch records for nearly 3,000 articles published that year by the faculty in my sample.

I think one of the most important lessons I learned in the process of planning and completing this study was that truly accurate and reliable “measurement” in the social sciences is almost impossible. Unlike the physical sciences where we have developed tools and methods that can accurately and reliably measure the physical characteristics of many entities and processes in nature, in the social sciences like economics, library science, and informatics we will always be challenged to find accurate and consistent ways to measure the behaviors and interactions among people and the resources and tools people use. My research methods for this study were about as quantitative as it is possible to get in the social sciences, but the conclusions I reached were necessarily very tentative and I had to note a large number of significant limitations caused by the imperfect fit between these quantitative methods and the very-difficult-to-measure characteristics of information use by people.

**Question 3:** As I recall, although your study was well-designed and meticulously implemented, your results were not popular with all health sciences librarians. Could you describe some of these colleagues’ reactions and how you eventually responded?

**Answer:** Although there were no letters to the editor, a number of colleagues told me they were either disappointed with, or distrustful of, the regression analysis results I presented in this paper: namely, that neither my measure of faculty productive use of the journal literature (the number of different journals they cited) nor my measure of faculty research productivity (the number of articles they published) was significantly correlated with the number of different current journal subscriptions available in the health sciences libraries supporting these faculty. Librarian colleagues cited circumstantial evidence and feedback from their faculty as well as use studies that continued to point towards a significant correlation between the size and scope of a library’s collections and the research productivity of the faculty supported by that library. I responded and continue to respond to these reactions in two ways: 1) I note, as I did in the response to your previous question, that social sciences research is inherently difficult and my specific research methods had many significant limitations—thus, I cannot state with absolute confidence that there is no correlation between the size and scope of a library’s journal collection and the research productivity of the faculty who “use” these collections; and 2) I also note potential flaws in the anecdotal and use study evidence they cite, which is usually based on surveyed opinions about the value of these resources—not actual measures of use.

Interestingly, since this research study was completed some thirteen years ago, the nature of academic health sciences library journal “collections” has changed so dramatically that many if not most of my study’s results are no longer really relevant. Health sciences library print journal collections, with varying sizes and scopes, have largely disappeared, replaced almost entirely with much larger and more uniformly comprehensive “collections” of electronic journals almost instantly accessible via university-wide, consortium-wide or state-

## THE RESEARCH MENTOR, continued

wide licensing arrangements by our faculty working anywhere in the world. Through these new technologies and licensing arrangements we have vastly expanded the size and scope of these common property journal resources for our faculty and largely achieved Nina Matheson's vision for replacing local journal collections with an international "digital knowledge management" system.[5]

**Question 4:** The Summer 2008 issue of Hypothesis included a list of 12 research questions identified by MLA leaders as the "most important and answerable . . . facing our profession." Which of these seem to you to be most pressing and answerable?

**Answer:** I was a bit surprised to see that at least six and perhaps seven of these twelve questions were essentially variations of my research question discussed above. These six or seven questions all ask about the relationship between the availability and use of library resources/services and outcome measures such as: the "quality of care provided by physicians;" student "test results, papers, presentations;" patient care outcomes such as "length of stay, nosocomial infections, drug interactions," etc.; "research dollars;" "USMLE scores;" and "infection rates, morbidity and mortality." Perhaps, the most interesting and challenging of these is the one asking about how to measure the library's "impact in [its] environment, . . . clinical or academic – in such a way that it influences the decision makers." I agree with all those who suggested these questions that it is critical for our profession to be able to demonstrate, in more measurable ways, the impact of the resources and services we provide on measures of productivity and quality that our users value. Realistically, however, I think the problems with reliable measurement in the social sciences I discussed previously, will make this kind of research very challenging to conduct with results that will impress and convince the decision makers who control our budgets.

On the other hand, I think the two user education research questions included in these "Top 12" are also

very important and central to understanding the value of our role as information management educators:

- Does library/informatics training result in trainees then becoming more likely to engage in information-seeking behavior?

- How does library education or instruction impact student or resident performance as measured by:

Performance on exams

Quality & variety of sources cited in exams, presentations, and papers

Number of presentations given by residents

Quality of patient care

The methods needed to answer these kind of questions are not particularly complex, but health sciences librarianship would benefit from a set of standardized research protocols for conducting this kind of research on user education outcomes so we can more easily and consistently replicate these studies in many different settings and build a convincing body of research evidence supporting the value of our role as educators.

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# INFORMATIONIST PILOT PROGRAM AT SUMMA HEALTH SYSTEM

**Heather N. Holmes, MLIS AHIP**

Summa Health System

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Clinical Librarianship has faced a battle to become a core component of hospital based libraries. Budgeting, staffing and institutional culture are all components that contribute to the success of a service such as this. Summa Health System is a hybrid academic/community based hospital system in Northeast Ohio. The setting for this pilot program is the 577 bed Akron City Hospital campus, part of a six-hospital health system. Additionally, there are 3 full-time librarians on staff that service three of the six hospitals with the other locations having their own librarians. At this time I am the only librarian within our system working on the service; however as the walls of the traditional library hypothetically come down a service such as this may become more mainstream.

Through partnership with the Office of Medical Education and Research and the Department of Medicine, an Evidence-Based Medicine Consultant Program has been initiated on Summa's Akron City Hospital campus. An IRB-approved research component has been in place since the program's inception in August and data is being collected to measure the value of the program. To date the service has been in place for 7 months and has been widely received.

Components used in developing the service are from clinical librarianship and also from the concept of an Informationist. Essentially I am a fully-embedded member of a medical team for a month at a time. While I am limited to a 40-hour work week and occasionally have other conflicts, I am with the team on morning rounds every day that I am at work, and at noon conference and weekly grand rounds as well. Akron City Hospital has 4 medical teams each month; each composed of two attending physicians who split the month overseeing the team, two or three senior residents, two or three interns, and oftentimes medical students. Also, a pharmacist is occasionally with teams.

Evidence shows the benefit of multidisciplinary teams and the addition of a librarian as a peer with yet another unique skill set seems to make perfect sense, especially in the age of practicing EBM. My role on rounds is to find answers to clinical questions as they arise at the bedside. Sometimes questions can be answered quickly and easily and other times a comprehensive literature search must be performed. Quick and easy answers are often things like looking up side effects of medications, defining eponyms, looking up criteria and so forth. More complicated patient presentations often require a more extensive work up of the literature which must be done after rounds. In cases where comprehensive searches are needed, results are generally sent to the team by the end of the workday. Of course not every day has exciting cases that need special searching to be done, so in those cases I'll sometimes provide general educational/teaching information based on a particular case. This is often of more learning benefit to the students and interns than the seniors and attending physicians, but the whole service is "teaching" so the information can be used throughout the service as general teaching points.

Initially the program had a slow start where I would attend rounds with a medical team a couple days a month. Now as the program continues to progress I'm with the team longer and more consistently to provide better coverage and the ability to be more effective across more of the average patient's length of stay. At this time considerations are being given to doing cross coverage between two medical teams depending on their respective "admitting days" to reach even more broadly. Another exciting development that has come from the program is initiating Point of Care Learning for physicians to earn CME credits. That is something that wasn't a consideration at the start of the project but became an obvious benefit as time went on due to the increase in searching being done at the bedside. Under my guidance the physicians are looking things

## INFORMATIONIST PILOT PROGRAM AT SUMMA HEALTH SYSTEM, *continued*

up more and more so why not offer them the chance to get CME while they're at it.

The intentions of the program are multifaceted. Most obvious is the implementation of practicing real-time evidence-based medicine at the bedside. Education of the physicians has been a big part of it too, both in terms of the latest methods in patient care and about library resources and how to use them. Seeing the librarian in the hospital on the units has been really effective as well. Each team that I've worked with already has a bit more familiarity with me and what the library has to offer and I've noticed an increase in being contacted for assistance by past team members. But others who I haven't worked with yet or maybe haven't heard of the service often stop to ask what I'm doing out of the library. When I give the quick "I'm working with the team as an evidence consult at the bedside" eyebrows raise and generally comments like "wow, that's cool" follow which again raise the awareness of the library and its services. I've also started carrying a pager so I can be reached no matter where I am during the day.

Each unit has computers that are used for order entry both stationary at the nursing stations and computers-on-wheels (COWs) that can be moved around if several patients are being seen on that floor. I'll often use them to look up the quick answers but I am in the process

of getting an ultraportable laptop to carry that I can use all the time and not be restricted to an individual floor's COWs. I anticipate the addition of a laptop will facilitate answering more complex questions even if it means continuing to work on it once the team has moved on to another floor or patient.

The program is still in its early stages and every day I learn something new or think of something that I should maybe try differently. I suspect that even as the program becomes more concrete, as times and technology change I will still think of new or different things every day. The whole process has been educational for everyone involved from the administrators who have supported the idea of initiating the program to the nurses on the floors wondering who I am and what I'm doing.

Initial results of data being collected will be presented orally at both MLA and ICML this year. I am anxious to share my experiences and to learn from others who have initiated similar programs. Again I feel like the success of this sort of program depends on many things including budgeting and institutional culture, but I hope to be able to make a strong enough case with my experience that others may find success in implementing something similar at their respective institutions.

# AWARD WINNING WORK -- READ ALL ABOUT IT!

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## Ruth Fenske, PhD AHIP

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In order to evaluate what happens to the papers and posters which have received Research Section awards, we reviewed whether the authors had published those findings in the literature. We hypothesized that a high percentage of previous award winning papers and poster have been published in the peer reviewed literature and that the authors are frequently members of the Research Section (RS).

Research Section award winning papers and posters from 2000-2008 (n=62) were searched in LISTA, CINAHL, ERIC, and MEDLINE/PubMed using authors and title keywords. They were searched by two different librarians using different strategies. Sometimes the relationship between a published work and the award work were not clear and so some published papers may not have been properly identified. We look forward to hearing from the authors if this is the case.

Twenty-three (37%) of the award winning works were published and are cited at the end of this article. Thirteen papers and ten posters became journal articles and an additional poster was expanded into a presentation the following year. The most frequent journal was *Journal of the Medical Library Association* (n=13). The only other library journal with more than one article was *Journal of Hospital Librarianship* (n=2). Four were published in medical journals and one was a dissertation. The abstracts of the award winning work in Hypothesis were identified in the CINAHL searches. Many of the authors published other papers in addition to the one identified as being the awarded one. Several authors were not librarians. Of the 154 librarians receiving awards, 27 (18%) are RS members according to the 7/11/2008 roster. Of those 48 who have published papers, 14 (29%) are RS members.

Data about the number of MLA presentations and

posters that become published in the peer reviewed literature is not available. The data presented here for the Research Section awardees provides a basis of comparison for future efforts to mentor and encourage publication of our awardees to increase the available knowledgebase.

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# WHAT DID OUR DOCTORS DO? Puzzle

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We heard from many of you curious about the dissertation topics of all MLA members, not just those in the Research Section (1), so we decided to share another round of matching. To make it easier, we've divided the 30 doctors into thematic groups. Within each group, match the title with its author. And then one more twist—guess where people have ended up—identify as many of the dissertations across all groups by whether authors were ever 1) library science or informatics faculty or 2) directors of health sciences libraries. Many appear on both lists!

**The Answer Key appears on page 22.**



Courtesy of the National Medicine from  
Shou Hua's *Jushikei hakki*, 1776.

## Library Science Education

1. Objectives and patterns in undergraduate library education.
2. An investigation of attitudes about continuing professional education programs in library schools held by faculty members and deans of library schools with accredited master's programs.
3. A comparative analysis of programs in medical library education in the United States, 1957-1971.
4. An evaluation of computer-assisted instruction for online searching library education.

- A. Jo Ann Hardison Bell Wootten
- B. Mary Ellen Sievert
- C. Martha Jane K. Zachert
- D. Fred W. Roper

**Puzzle, continued on next page.**

# WHAT DID OUR DOCTORS DO? Puzzle, continued

## Medicine, Medical Education and Medical Informatics

5. ETSU medical residents' clinical information behaviors, skills, training, and resource use (an easy one to ID!).
6. A bibliometric investigation of medical informatics: A communicative action perspective.
7. The use of library resources in problem-based medical education.
8. Stages of organizational growth and leadership adaptability in university emergency medicine departments.
9. Library participation in the problem-based learning curricula of medical schools: Perceptions of library directors and medical school administrator-educators.
10. The adoption and implementation of online information technology by health professionals.
11. Scholarly recognition of computer-based educational materials developed by faculty in American medical colleges.
12. Environmental and personal factors in secondary career choice of graduates of medical informatics training programs.
13. Clinical extracts of biomedical literature for patient-centered problem-solving.

- A. Shelley A. Bader
- B. Nancy M. Lorenzi
- C. Joanne G. Marshall
- D. David S. Ginn
- E. Jocelyn A. Rankin
- F. Robert M. Braude
- G. Valerie Florence
- H. Richard Lane Wallace
- I. James Andrews

## Academic Libraries

14. Collective bargaining in academic librarianship.
15. Bureaucratic and individual knowledge in the public services units of an academic library.
16. The medical school library directorship: its changing functions as represented by the past two decades and its current job description.
17. Unobtrusive evaluation of the accuracy of telephone reference services in health sciences libraries.
18. Current monograph collections: Patterns of ownership and use in four academic health sciences libraries.
19. A study of the management of academic computing in northeastern colleges and universities in the United States.

- A. Jana Bradley
- B. Beth M. Paskoff
- C. Ralph Arcari
- D. Virginia M. Bowden
- E. Gwendolyn S. Cruzat
- F. Thomas G. Basler

**Puzzle, continued on next page.**

# WHAT DID OUR DOCTORS DO? Puzzle, continued

## Health Information Needs

20. Clinical search effectiveness: An assessment of the contribution of the computer-assisted information services of hospital libraries to clinical decision-making by physicians.
21. The information needs and information seeking of nurse practitioners.
22. Information needs of the rural physician: A descriptive study.
23. Health information-seeking behavior of urban, older, African American women.

- A. Keith Cogdill
- B. Claudia Gollop
- C. David King
- D. Cheryl Dee



Courtesy of the National Medicine from Shou Hua's *Jushikei hakki*, 1776.

## Scientific Communication, Bibliography and that which cannot be categorized

24. Informal communication among scientists in sleep and dream research.
25. Patterns in health education doctoral research: An analysis of dissertation abstracts and publication record.
26. The coincidence of quality and quantity in the literature of mathematics.
27. The development of medical bibliography.
28. The origins and development of the scientific and technological periodical press, 1665-1790.
29. Printing in the confederacy, 1861-1865: A Southern industry in wartime.
30. From philanthropy to reform: The American Red Cross in China, 1906-1930.

- A. Karen Brewer
- B. Susan Crawford
- C. Barbara F. Schloman
- D. David Kronick
- E. Gertrude Lamb
- F. Estelle Brodman
- G. Ellen Detlefsen

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# RESEARCH SECTION NEWS

## Bridging the Gap, June 29 - July 3, 2009

The Fifth International Evidence Based Library and Information Practice (EBLIP) Conference takes place this year in beautiful Stockholm, Sweden. The EBLIP Conference promises to be a thought-provoking, multi-cultural event.

The EBLIP 5 theme “Bridging the Gap” has multiple aspects revolving the who, the what, and the how of evidence-based practice. There will be four provocative keynote addresses during the conference and a full scientific program of posters and papers. Several pre-conference workshops will delve into various aspects of EBLIP.

The author served as a peer reviewer a number of abstracts from the paper sessions and the posters. These communications promise to bring an international, multi-type library, and applied research perspective to this international conference.

The MLA research Section has been a co-sponsor since the second EBLIP conference during 2003.

For details on the conference, please consult the blog at: <http://blogs.kib.ki.se/eblip5/>

I hope to see you in Stockholm!

Submitted by Jon Eldredge

## Section Committee Reports

### Bylaws:

Bylaws has been quite busy! With the change in how MAL wishes sections to be represented at the Section Council, the Research Section will be having another vote on its bylaws soon. No longer will there be a Section Council Representative and Alternative. Instead, the Section’s Chair and the Past Chair will serve in that role. More to come!

Submitted by Peggy Mullaly-Quijas, PhD, AHIP  
Bylaws Chair

### Section Council:

Section Council documents have been revised to conform with changes in the MLA bylaws. The Research Section representatives to Section Council are now the chair and past chair. Carole Gilbert remains the Section Council Representative to the MLA Continuing Education Committee.

Submitted by Carole Gilbert  
Section Council Representative

### Awards Committee:

The Awards Committee is moving to share more information about previous award winners, engage them in the awards process as judges, and make it easier to acknowledge the best research presented at the MLA Annual Meeting. We reviewed the awards from 2000-2008 to get information about the awardees and whether these research studies have been published (see article in this issue of Hypothesis). All of the MLA member recipients will receive a letter inviting them to join us as judges. Those who are not Research Section members will also hear from the RS Membership Committee. Recipients of the 2008 Research Section awards will be honored at the MLA Annual Meeting 2009 Awards Luncheon. The judging forms for posters and papers are in revision, along with the content of the Awards page on the RS website. To reward judges for their hard work, we have requested that the MLA Credentialing Committee consider adding judging to their point index. This request will be discussed at their committee meeting in May. We look forward to reviewing the accepted papers and posters to begin the 2009 judging process soon.

Submitted by Kristine Alpi and Ruth Fenske, Co-Chairs of Award Committee

## NEWS, continued

### Research Section Program: MLA09 Hawaii

**Sunday, May 17: 7:00 a.m. – 8:00 a.m.**

*Research Connection*

Sponsored by the Research Section

Informal Meeting

Come to discuss your research with mentors and experts. Come and meet other researchers and have a breakfast snack.

Moderator: Rosalind F. Dudden

**Sunday, May 17: 7:00 a.m. – 8:00 a.m.**

*Research Section Committee Meetings*

Sponsored by the Research Section

Informal Meeting

Does your committee what to meet? Come to the Research Connection, meet in that room and have a snack. The Award Judges will also meet at this time.

Moderator: Susan Lessick, Chairperson

**Sunday, May 17: 11:00 a.m. – 12:30 p.m.**

*Librarian's Toolkit*

Sponsored by the Hospital Libraries Section, Corporate Information Services; Research Section, Library Marketing SIG

Contributed papers & Invited speakers

Description: The Librarian's Toolkit often includes an arsenal of expertise, knowledge and pathways to establish relationships and market services to create an important niche in these uncertain economic times. The program sponsors are looking for papers presented by individuals who have participated in evaluations or research in some of the areas embodied by the Toolkit concept including: EBM, Consumer Health, Research, Marketing Library Services, Collaborative partnerships, etc.

Speakers: To be announced

Moderator: Linne Girouard

**Monday, May 18: 10:30 a.m. – 12:00 p.m.**

*Research 101: How to Start and Finish a Research Project*

Sponsored by the Research Section and Hospital Libraries Section

Invited speakers

Description: What are the basic steps to conduct a research project? Define the question or problem. Design the research protocol to answer the question. Develop a research plan to get the support to carry out the design. Do the research. Analyze the results. Apply the results to make changes to fix the problem. Evaluate the change. Report the results and the success of the change. This session will consist of papers by invited speakers that will describe these research processes. Using one scenario or case study, the speakers will encourage librarians to not only come up with ideas of what to research but also give them a broad overview of what it takes to complete the process.

Speakers: Rosalind F. Dudden, Alexandra Dimitroff, Melissa L. Just and Jeanne S. Larsen, Sandra De Groote and Heather N. Holmes

Moderator: Rosalind F. Dudden

## NEWS, continued

### Research Section Program: MLA09 Hawaii

**Monday, May 18: 2:00 p.m. - 3:00 p.m. and on until 4:00 p.m.**

*Research Section Business Meeting*

Sponsored by the Research Section

Informal Meeting/Business Meeting

Attend your business meeting scheduled from 2-3pm but plan on staying over to get the work done. We will adjourn by 4pm or earlier so you can get a few late afternoon rays.

Moderator: Susan Lessick, Chairperson

**Tuesday, May 19:1:00 p.m. – 2:30 p.m.**

*Seamlessly Working the “I” into an Academic Medical Center Workflow: the Eskind Biomedical Library Experience*

Sponsored by the Public Services Section and the Research Section

Invited Speakers

Description: Librarian’s public service know-how and understanding of high-level research principles are being showcased in this presentation as a demonstration of how an academic medical library has managed to truly integrate as equal partners in the accomplishment of its medical center’s strategic goals. With the implementation of a philosophy of life-long learning, the Vanderbilt University Medical Center’s Annette and Irwin Eskind Biomedical Library (EBL) has built a culture of supporting mentorship and skills development in expert searching, critical appraisal and filtering of the biomedical literature. This culture, combined with a highly proactive philosophical framework, drives the EBL’s efforts to integrate information seamlessly within the medical center and cements the library’s position as a central component of the institution’s information infrastructure. After a quick introduction of the library’s philosophy and implementation of life-long learning, the team will illustrate through concrete examples of projects and services how their integration into patient care, education and research has made the EBL a key academic medical center partner.

Speakers: Nunzia B. Giuse, Rebecca Jerome, Taneya Koonce, Rachel Walden, Annette Williams

Moderator: Nunzia B. Giuse

**Wednesday, May 20:9:30 a.m. – 11:00 a.m.**

*Research Fusion: Integrating Evidence-Based Library and Information Practice Into the Librarian’s Work Life*

Sponsored by the Research Section, the Hospital Libraries Section and the Outreach SIG

Contributed Papers

Description: All library systems and programs can be evaluated to find evidence of economy, efficiency or effectiveness. The program sponsors are looking for papers presented by individuals who have conducted evaluations or research projects and have results to report. These results would have been used as evidence to make a change in a program efficiency or economy or used to prove the effectiveness of a program. All types of programs from all types of libraries are welcome including outreach. The accepted presenters will be expected to publish their papers in the future to add to the evidence base for health libraries science.

Speakers: To be announced

Moderator: Keith W. Cogdill

Submitted by Rosalind F. Dudden

## NEWS, continued

### Research Section Seeking New Members

The MLA Research Section, with more than 200 members, is always interested in adding new members. Each year at MLA, attendees are given the opportunity to sign up for a six-month trial membership in the Section of their choice. At the 2008 meeting, 23 individuals chose the Research Section. During the past few months, the Membership Committee has been contacting MLA members who have shown an interest in research, but are not currently members of the Section. We'd also like to call on the current Section membership to assist us in recruiting new members. Please talk with your colleagues and tell them about your positive experiences in the Research Section. Even if an indi-

vidual has already renewed their MLA and Section membership, it is not too late to add another Section.

Click on <http://research.mlanet.org/> for information on the purpose of the Section, details about the Research Awards program, how to submit a research paper or poster abstract, resources about evidence-based librarianship, and links to research tools.

Submitted by Dee Jones and Beatriz Varman,  
Membership Committee Co-Chairs

## ANSWER KEY: WHAT DID OUR DOCTORS DO? Puzzle

### Categories:

#### 1) Professors:

1, 3, 4, 6, 8, 10, 12, 14, 15, 17, 19, 21, 22, 23, 24, 29

#### 2) Directors:

2, 7, 8, 9, 11, 12, 13, 15, 16, 18, 19, 20, 30

### Matching:

- |       |       |
|-------|-------|
| 1. C  | 15. A |
| 2. A  | 16. F |
| 3. D  | 17. B |
| 4. B  | 18. D |
| 5. H  | 19. C |
| 6. I  | 20. C |
| 7. E  | 21. A |
| 8. B  | 22. D |
| 9. D  | 23. B |
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| 13. G | 27. F |
| 14. E | 28. D |
|       | 29. G |
|       | 30. A |



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