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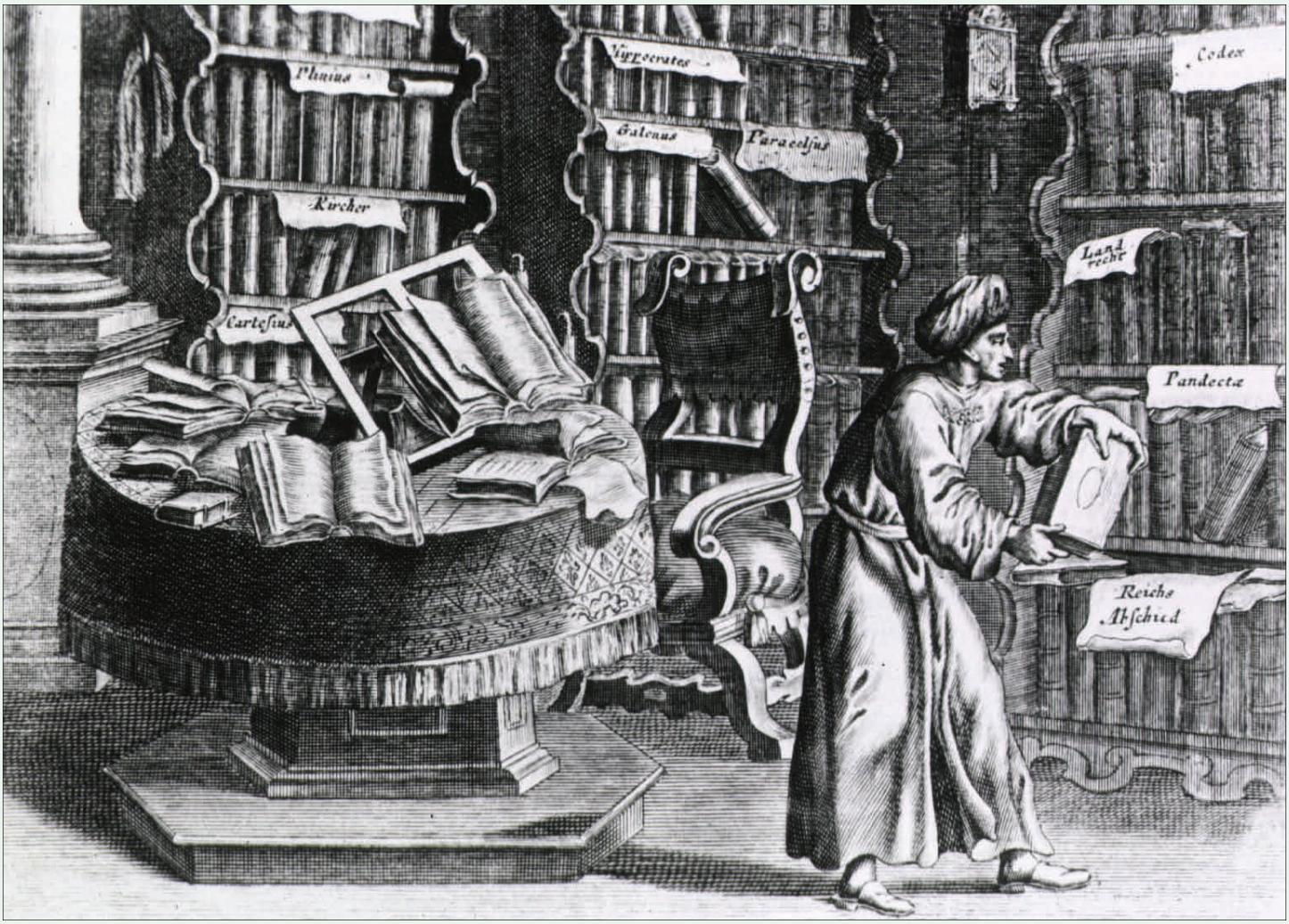
Hypothesis

The Journal of the Research Section of MLA



Hypothesis

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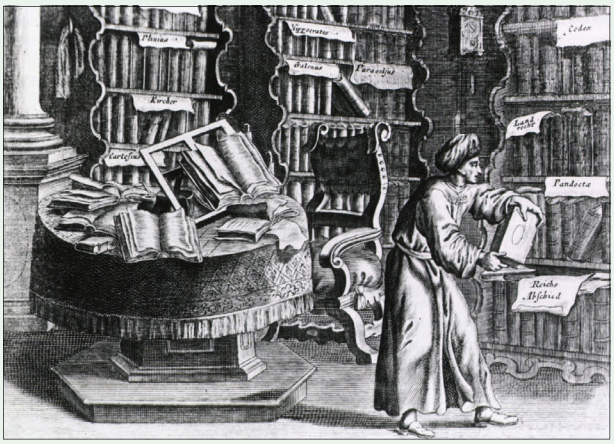

Cover art (from the *Images from the History of Medicine* database by the National Library of Medicine):

Interior view of early 18th century medical library showing the arrangement of text by author, also indicated are those authors considered important. A large table with several open books on it fills the foreground; a man is returning a book to a shelf. Created by Florinus, Franciscus Philippus in Oeconomus prudens et legalis p. 125.

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.

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ACKNOWLEDGMENTS

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The co-editors of the *Hypothesis* would like to acknowledge Verma Walker, Biomedical Librarian, at the NIH Library, National Institutes of Health for her contribution to the editing process of this issue of the *Hypothesis*. Between battling illnesses, enjoying the holidays, and managing primary job responsibilities, the co-editors struggled with compiling this issue. Therefore, Verma volunteered her time and offered her much needed assistance to publish the Winter 2012 issue. Thank you, Verma, for your time, efforts, and outstanding job!

EDITORAL

HYPOTHESIS: OUR PAST AND OUR FUTURE

I. Diane Cooper, MSLS, AHIP—NIH Library, Office of Research Services, National Institutes of Health
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Deidra Woodson, MLS, MA, MT (ASCP)—Medical Library, Louisiana State University Health Sciences Center-Shreveport

Hypothesis is the official journal of the MLA Research Section. It is indexed in the Cumulative Index to Nursing and Allied Health (CINAHL, the only MLA Section publication indexed in a well-known database). It has evolved through the years from a newsletter to a journal format. As the Research Section celebrates its 30th anniversary in 2012, now may be a good time to think about where *Hypothesis* is going, and ways to assure it meets the needs of its readers.

Our Heritage

In 1987, the Research section began a newsletter, *MLA Research Section Update*. Its content included a call for papers for the next upcoming MLA Annual meeting; section news; the names of the current officers for the Research Section; and a selected bibliography on library research.

In 1990, the name changed to *Hypothesis: Newsletter of the Library Research Section of MLA*. The title "Hypothesis" had a curving line under the letters. Designed by Mark Funk, the curving line was to represent a "normal curve," a statistical icon. The publication continued to grow to include a few articles on various library topics written by the Research Section's committee members.

In 2003, the name changed again, to *Hypothesis: Journal of the Research Section of MLA*, which continues today. The "normal curve" under Hypothesis went away in 2008, after one year of no publications in 2007. Now, a new cover appears featuring a different historical art image on each issue.

Through the years the content moved toward feature columns on library research topics to help those interested in research; library dissertation and summaries; and an annotated bibliography on a specific library topic. Mostly the articles have come from the Research Section Executive Committee members or the Section's members.

EDITORIAL, continued

Our Future

This past year a small group on the editorial board conferred on possible future directions for the Hypothesis. This ad hoc group suggested that we should turn further away from the direction from that of the Research Section's principal news venue in this age of instantaneous news dissemination.

The group recommended that *Hypothesis* instead should re-focus itself as a peer-reviewed journal with new sections dedicated to brief research reports and research methods manuscript submissions. This section featuring peer reviewed articles will lead the journal, with the Research Section news items toward the end.

The research reports will be greatly expanded structured abstracts running a length of about 700 to 1,000 words as can be found in journals such as *Teaching and Learning in Medicine* http://www.siumed.edu/tlm. Paper and poster presenters from conferences not wanting to subject themselves to the multiple stages of frustration of submitting their research reports to a major journal finally could feature their work in the peer reviewed venue *Hypothesis*. At present many of the presented papers and posters at MLA annual meetings and other association conferences of interest to health sciences librarians never get published in a journal. This bold new direction will attract new colleagues connected with the editorial peer review process, authors who have never published before, and new members to the Research Section.

The research methods articles would be aimed at introducing readers to research methods relevant to health sciences librarianship. This genre of article could greatly facilitate the peer mentorship of colleagues wanting to improve their research skills and expand their repertoires of approaches to conducting their own research projects. The end-result of this genre of article would be an improvement of reported research for our profession, regardless of venue.

Many articles in *Hypothesis* already meet the standards of a peer reviewed journal. *Hypothesis* also might become a place where librarians and library students either inside or outside of the Research Section can submit their library research papers and have them reviewed by two or more *Hypothesis* Editorial Board members, or possibly outside experts donating their time. For less experienced librarian-researchers, the peer reviewer could serve as a mentor. Submitters could gain knowledge on hypothesis development, research design, statistics, structured abstract writing, manuscript writing and editing issues in the process.

Hypothesis has a long tradition as an open access journal dating back for more than a decade. We have begun preliminary discussions about transitioning Hypothesis to the Open Journal System (OJS). Our peer reviewed sibling journal at the University of Alberta, *Evidence Based Library and Information Practice (EBLIP)*, has successfully published using OJS since its founding in 2006. *Hypothesis* readers might want to visit EBLIP at http://ejournals.library.ualberta.ca/index.php/EBLIP to gain a sense of how the future *Hypothesis* likely will look and feel. OJS will greatly facilitate the peer review and manuscript preparation processes. We look forward to developing this new format idea, and as always we welcome your feedback.

Please contact any of us from the Ad Hoc Group for further information or to give suggestions and opinions.

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12th Interlending & Document Supply International Conference: Resource Sharing in the Digital Age

Hope Leman, MLIS
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I was privileged to attend 12th Interlending & Document Supply International Conference: Resource Sharing in the Digital Age, held in Chicago, Illinois September 19-21, 2011.

I went to accept the Rethinking Resource Sharing Initiative 2011 Innovation Award on behalf of the Samaritan Health Services Center for Health Research and Quality, where I work as a research information technologist.

Samaritan Health Services is a nonprofit network of Oregon hospitals, physicians and senior care facilities that serves the needs of people in the mid-Willamette Valley and the Central Oregon Coast.

I'd like to open this article with a brief description of the Rethinking Resource Sharing Initiative 2011 Innovation Award itself. Then I will share my observations and thoughts about the conference.

I will start with the award because I want to encourage medical librarians to familiarize themselves with it and to think about creating the kinds of services that the award is designed to recognize or, if they have already developed such services, to consider applying for the award.

Even though the award is designed to recognize services for all types of library users and not just researcher patrons, it is of interest to those of us in the Research Section of the Medical Library Association given that so many of the services developed by previous winners of the award have benefitted researchers and the libraries that serve them and because we as researchers ourselves likewise benefit from such services.

Here is how the Rethinking Resource Sharing Initiative describes itself, "The Rethinking Resource Sharing Initiative is an ad hoc group that advocates for a complete rethink of the way libraries conduct resource sharing in the context of the global internet revolution and all of the developments that have arisen from that. The group is advocating for a revolution in the way libraries conduct resource sharing." And the award, "…comes with a $1000 stipend, and honors individuals or institutions for changes they have made to improve users' access to information through resource sharing in their library, consortium, state or country."

The award that I went to Chicago to accept recognized, "Samaritan Health Services for their Access for All: Gateway to Information about Health Research Funding and Resources.

Access for All consists of two web-based services - Scangrants.com and Researchraven.com - that dramatically improve access to health research information. It is available not only to the 5,000 employees, medical residents and medical students affiliated with the community health system in Oregon's Willamette Valley, but is also free-of-charge to all who are engaged in research and other activities aimed at improving individual and community health."

I was very pleased and proud to accept the award on behalf of Samaritan Health Services because not only do I think ScanGrants and ResearchRaven are valuable services that benefit audiences that lack access to the comparable commercial products that only offices of research administration or large research libraries can afford, but it was truly an honor to be a winner of a prize that numbers among its previous winners admirable services such as DataCite, RapidILL, and the Information Delivery Services (IDS) Project. Representatives of the latter two projects gave presentations at the 12th Interlending & Document Supply International Conference and it was edifying and inspiring to hear what their creators had to say and to see slides about their projects.

The application that the IDS Project submitted for the award is available for viewing on this page http://rethinkingresourcesharing.org/innovation_awards.html of the Web site of the Rethinking Resource Sharing Initiative. I encourage those interested in applying for the award to read that application for not only does it discuss the admirable work of the IDS Project team, it provides an example of a winning application for the award for

ILDS International Conference, continued

those of you who may apply for the award someday.

Now, on to my impressions of the 12th Interlending & Document Supply International Conference. There were several primary things that I learned at the conference.

First of all, I did not really realize (although I should have!) that interlibrary loan is a quite specialized field. Many of the presentations were about the software systems that several of the presenters had developed for their own institutions or for a wider consortium or other network.

The IDS Project, for instance, is a system and a community in which academic libraries – public and private – collaborate with other organizations to rapidly and effectively deliver information to users. RapidILL is a unique resource sharing system that was designed by the Interlibrary Loan staff at Colorado State University Libraries and is composed of groups of libraries referred to as 'pods,' which are created to support peer or consortium resource sharing.

(The abstracts of the papers given at the conference can be accessed here http://ilds2011.org/index.php?show=papers.)

The second major thing I learned at the conference is that the increasing awareness by library patrons of WorldCat is both a boon and a burden for libraries. WorldCat increases the discoverability of items that can be requested of libraries that then have to be requested via interlibrary loan methods. It is a boon in that requests for items have gone up and increased use is something librarians like, but a burden in that such requests generate expenses for libraries, which have to cover the costs of procuring items from other libraries or institutions. Indeed, some libraries have instituted procedures that entail informing patrons of the cost to the library of procuring each requested item and asking them if they really, really need the items for their research and many are trying to determine at what point it becomes more cost effective to simply add the item to their collection and this is resulting in the blurring of duties among interlibrary loan specialists and collection development staff and technologists who are developing patron-driven acquisition systems to meet these new needs.

The third major thing I learned at the conference is that we as medical librarians in the US and librarians in general in the US are very lucky to be able to operate under a copyright regime that allows, in most case, the transmission of scholarly articles via email in PDF. Publishers in other countries (and keep an eye on the very scary case against Georgia State by publishers) such as those in Germany have been quite successful in lobbying for legislation that hampers librarians in the transmission of PDFs via electronic means and are forcing libraries in many instances to resort to printing out articles and requiring patrons to come physically to libraries or for librarians to send hard copies via regular post. This was the gist of the presentation, "The Effects of Copyright and Licensing Developments Upon German Document Delivery Services" given by Markus Brammer, Head of Legal and Licence Affairs at the German National Library of Science and Technology (TIB).

The fourth major thing I learned at the conference was that I had not realized what an extensive traffic there is of interlibrary loan items across national borders and that there have been preliminary moves by publishers in the US and elsewhere to try to limit this exchange of items via legislation at the national level in many countries. Several of the speakers urged librarians to be aware of such attempts to restrict the free flow of information and to lobby as a profession and (given that nonprofits can't give money to individual political candidates) to form political action committees that would distribute money to politicians who support a liberal interpretation of fair use and of copyright and intellectual property laws that don't unduly hamper scholars and libraries.

The fifth major thing I learned at the conference at the conference was that interlibrary librarians are eager for data to be volunteered to researchers about the extent of interlibrary loan. I and several other people in the audience asked if researchers realized that there is quite a bit of article supplying via discussion lists by librarians in certain fields and by researchers themselves through their own social networking sites that is a sort of alternative network that completely bypasses the official channels of the interlibrary loan establishment. The various presenters said that as far as they knew this activity has not been studied.

ILDS International Conference, continued

The sixth major thing I learned is how complex interlibrary loan and indeed librarianship in general is going to be in the age of the eBook. If, for instance, a publisher insists that it rather than the library "owns" an eBook, is the library forbidden from lending the eBook via the interlibrary loan system as we know it today?

James G. Neal, Vice-President for Information Services and University Librarian Columbia University, gave a fascinating talk about the 2CUL partnership between Columbia and Cornell University Libraries, which involves a broad integration of resources, collections, services, infrastructure and expertise. His main point was that collaboration and resource sharing are going to become imperative in an era of financial austerity for academia in general and for libraries in particular.

Finally, Beth Posner Head of Interlibrary Loan Services at the CUNY Graduate Center and a leading figure in the resource sharing movement, gave a thoughtful and thought-provoking talk entitled, "The Ethics of Library Resource Sharing in the Digital Age," which as a medical librarian I found quite moving given the often stressful situations we as medical librarians find ourselves in when it comes to the conflict between a strict adherence to copyright law and the reality of human suffering from illness or injury on the part of patients.

To sum up, the takeaway for you is as follows:

Think about creating services such as those recognized by the Rethinking Resource Sharing Initiative 2011 Innovation Award. Even if you don't win the award, simply applying for it enables you to think about your service and how it might be marketed to those outside your existing circle. Given how many librarians are under pressure to justify their existences to bean counters, it never hurts to create innovative services and to thereby generate good PR for one's institution. And, as Mr. Neal pointed out, the more resources we can share, the better for everyone.

And accepting the award in person is an opportunity to meet library and information professionals outside of one's own field. I learned a lot, for instance, by chatting at the conference with librarians from public, academic, and law libraries. And I was not shy about giving them my card on which are prominently displayed the URLs for ResearchRaven and ScanGrants and they in turn chatted with me about them. Awards are wonderful avenues for networking and showcasing what we as medical librarians are able to accomplish. Samaritan Health Services was the first health network to win the award. I hope others in the field of health sciences will be future winners.

CHAIR'S COLUMN

Carole M. Gilbert, MSLA, AHIP, FMLA

As I write this message, we are nearly half way through our association year. There is still much to be accomplished but your officers have been hard at work on the goals established for this year.

First, the Strategic Planning Committee has completed its work on the section's new vision statement and strategic plan. The plan was developed after extensive consultation with the MLA membership that involved an online survey, discussion of a draft document and feedback from our membership. The plan has now been approved by the Executive Committee. It is the Section's 5 year planning framework from which the Executive Board will develop specific action plans to accomplish Section goals. Some of these goals include:

- Building and promoting a strong mentorship program
- Providing convenient and affordable education programs in research methods
- Recruiting and retaining talented individuals to become members of the Research Section by providing leadership opportunities
- Helping information practitioners to make evidence-based decisions by ensuring and promoting accessibility of library research, and
- Facilitating the development of a follow-up study that looks at research behaviors of health sciences librarians and ways in which they are applying research to professional practice.

The Strategic Plan will be available on the Section web site. The Committee hopes that you will use it use it as a recruiting tool as well as for information. Finally, the results of the survey will are being analyzed and will be disseminated in a published article.

Thanks to Susan Lessick, Chair, and the SP Committee members: Kris Alpi, Brooke Billman, Gary Byrd, Diane Cooper, Sandy DeGroote, Cheryl Dee, Rosalind Dudden, Carole Gilbert, Carol Perryman and Kay Wellik for a job well done!

The second big project has been in the capable hands of Kris Alpi with help from a great group of members who volunteered to review contributed papers for the 2012 Research Section programs at MLA in Seattle: Linda Butson, Michael Fitts, Hope Leman, Debbie Berlanstein, Brenda Linares, Barbara Rapp, Deidra Woodson, Ellen Detlefsen, Elizabeth LaRue, Susan Barnes, Nancy Tannery, Michael Sholinbeck, Carolyn Brown, Jean Soon, Suzanne Semler, and Margaret Sampson. The Research Section will be the lead sponsor of 2 programs and a contributor to a third. The Section will also be co-sponsoring the New Voices session as we have done for the past several years.

The first session *Effective Dissemination of Findings: Pitching Your Research with Speed and Accuracy* will consist of contributed papers presenting strategies and methods for disseminating and evaluating the impact of findings from library or health research.
Spring Training: Statistical Literacy and Techniques in Library Research and Practice will be contributed and invited papers addressing the development and application of statistical knowledge by librarians including statistics in critical appraisal, bioinformatics searching, results interpretation, library research and decision-making.

The third session with the Health Association Libraries Section, *Moneyball: Demystifying Library Funding* will comprise 6 contributed presentations from librarians who have succeeded in getting funding to support research and other projects from a variety of funding services.

Work has already begun on the 2013 MLA/ICML meeting programming. At the present time, the Research Section is lead sponsor for 2 sessions and co-sponsor for 2 sessions.

The third portion on this message is a plea for you to get involved in the Research Section. There are many tasks to be performed throughout the year, and many do not require a huge time commitment. Please consider volunteering for a chairmanship, a committee, (all are listed on the web site), to judge papers and posters, or to be a mentor. Your membership in MLA and especially in the Section, will become more enjoyable and worthwhile if you get involved.

Finally, thanks for the opportunity to serve as Chair of the Research Section. Please let me know if you have questions, comments, concerns, or suggestions about your Section. I'm only an email message away.

LITERATURE REVIEW

Ruth Fenske, PhD, AHIP
Grasselli Library, John Carroll University

Stanton JM, Kim Y, Oakleaf M, Lankes RD, Gandel P, Cogburn D, Liddy ED. Education for e-science professionals; job analysis, curriculum guidance, and program considerations. *J Educ Libr Inf Sci*. 2011 Apr;52(2):79-94.

Carlson J, Fosmire M, Miller CC, Nelson MS. Determining data information literacy needs: a study of students and research faculty. *portal: Libr Acad.* 2011 Apr;11(2):629-57.

The increasing use of large datasets in science has spawned terms such as e-science and e-research. Several articles which discuss various aspects of this trend have appeared recently.

Seven faculty members at the School of Information at Syracuse assessed the knowledge, skills, and abilities needed by what they call "eScience professionals." They point out that scientists who develop large datasets lack knowledge of and patience with the information management problems presented by large data sets.

They conducted a job analysis which looked at both the duties and necessary qualification of e-science professionals.

Two focus groups (n=10 total) and five individual interviews were conducted with eight laboratory directors and seven researchers at research centers. Five students, placed as e-science interns in various research centers, kept detailed logs of their activities and completed an exit questionnaire on the frequency and importance of their various tasks.

Textual analysis software was used to analyze transcripts of the focus groups and interviews. Building on Fine and Cronshaw's job analysis coding scheme, they used deduction and induction to develop a coding scheme. Seven hundred fifty-five "relevant utterances" from the focus groups and interviews were classified with an 87% level of intercoder agreement. They then coded 1473 data points from the internship logs and questionnaires, using the same coding scheme. The Fine and Cronshaw system divides work into data, people, and things. Things in this case were primarily computers and software. They also coded the knowledge areas, skills, abilities, education, experience, and tools required for effective performance.

One of the most important roles identified was performing a bridging function among the many players involved in creating, managing, and using large data sets. Some of the communication is between researchers and IT professionals and some among researchers working across a network of cooperating sites. Another aspect, mentioned in other articles not reviewed here, is the whole idea of collaboration among researchers using large datasets that are conceived and stored in different ways at different sites.

The authors conclude that their curriculum at Syracuse is already meeting many of the needs of future e-science professionals. They need to add a project management course. Relevant internships are also highly important. They see e-science work as a form of embedded librarianship. Their general conclusion is that "there is much more to the eScience role than just hardware and software" and that "a degree in computer science may not provide the right mix of knowledge, skills, abilities, and outlook to best fulfill the role."

They also say it is not clear if a science background needs to be a requirement for entry into the e-science professional curriculum or if remedial science courses could be taken as part of the program. They foresee the expansion of the field into the arts, humanities, and social sciences as practiced in a variety of work environments. Public policy research is an appealing area of application.

The authors point out that their results may be "idiosyncratic to the small group of students and professionals involved in our study." They also acknowledge that e-science is a fast-changing field; hence, the study should be frequently updated.

This study presents an evidence-based approach to curriculum planning in LIS.

Carlson et al looked at the necessary ability and skill sets of science students and faculty to function in an e-research environment. They couch their

paper in terms of "data information literacy" and see librarians as being key providers of training in this area. It is interesting that this journal does not include titles and affiliations for the authors of the articles. Although it is probably available as part of the online version of the article, it would certainly be useful to know more about who these authors are when reading the article.

Scientists both produce and consume data. Information literacy has traditionally dealt with the consumption function; however, e-researchers also need to be able to manage the large amounts of data they produce and to prepare it for the long-term reuse by future scientists.

This study had two parts. One part was interviews with faculty and the other part a survey of students and an analysis of their coursework in a geoinformatics course.

Nineteen faculty members from Purdue and the University of Illinois at Urbana-Champaign were interviewed in 2008. Themes were extracted from the transcripts of the interviews using the grounded theory approach. One of the emerging themes had to do with research data management and curation. Follow up interviews, concentrating specifically on the need for and possible content of a data management and curation program for graduate students, were conducted in 2009.

The majority of the faculty interviewed felt that some form of data information literacy education was needed. Furthermore, they did not feel prepared to teach data management skills themselves. They were not able clearly to articulate what should be taught. However, the authors of the article were able to extract several themes from the faculty descriptions of graduate students' deficiencies in data management, and they provide a discussion of each one.

Next the authors turn to their assessment of 27 students in the 2008 and 2010 sections of a geoinformatics course at Purdue. It is not clear if the students were undergraduates or graduate students. Both classes did a pre-course assessment of their technology and information skills. Five of twelve students in the 2008 section completed a post-course survey and all twelve completed the standard end of course evaluation required of all students. Course content was changed after the 2008 offering to allow more time for work on a semester project. There is no discussion of any post-course survey or standard course evaluations from the fifteen students in the 2010 section. The authors also examined the semester projects done by the 27 students. Students were able to use data sets from their own research groups to do the project and they were able to find external data sources to incorporate into their analysis. However, they did not cite the external data sets properly and they also had problems with preservation, archiving, metadata, and future data sharing. There was a substantial amount of overlap between the faculty and the students in terms of digital information literacy needs. Ethics was a topic identified by the faculty but not by the students.

The authors advocate for librarians being involved in identifying research data management competencies, because librarians have a broader view of the information world than an individual faculty member or student.

They then look at the five ACRL information literacy standards and create a list of core data information literacy competencies, based on the information gleaned from the faculty and students and the ACRL standards. In the end, they "recommend a collaborative venture between disciplinary faculty and librarians as the best practice for teaching data information literacy skills." They also think information literacy should vary from one scientific discipline to another. They recommend future research on librarian skill sets needed to achieve the digital information literacy objectives.

Although Stanton et al did not work from the digital information competencies developed by Carlson et al, they did look at curricular needs based on information gathered from those working in the field. Here again, Carlson et al have presented an evidence-based approach to curriculum planning. As is true of the Stanton et al study, these results are based on a relatively small amount of data. Stanton et al acknowledge this as a limitation; Carlson et all do not. Despite these limitations, it is obvious that there is a role for librarians in the e-science world. For health sciences libraries not already actively participating in this area, this should be a wake-up call.

LITERATURE REVIEW, continued

Lokker C, Haynes RB, McKibbon KA, Wilczynski NL. Determining the impact factors of secondary journals: a retrospective cohort study. *J Am Soc Inf Sci Tech*. 2011 Apr;62(4):637-42.

Researchers at McMaster University performed an external validation on the process they use to select articles for three secondary journals published by the McMaster Health Knowledge Refinery. The *ACP Journal Club*, *Evidence-Based Medicine*, and *Evidence-Based Nursing* make evidence-based clinical information easily available to practitioners by selecting and summarizing the most relevant and methodologically sound source articles for inclusion in these secondary publications. Research staff regularly scan 150 journals looking for articles that exhibit sound research methodology. After checking by clinical experts, each article is rated by an interdisciplinary panel of practicing clinicians on relevance and newsworthiness. After further review, the highest ranked articles are summarized, criticized, and placed in context as articles in the secondary journals.

Impact factors for 2007 for the three secondary journals were calculated. The ISI Web of Science was searched for 2007 citations to the original articles abstracted in the 2005 and 2006 secondary journals. These articles were from 82 journals that had ISI impact factors. Mean citation counts for each of the 82 journals were calculated using only articles selected for the secondary journals from each of the 82 journals. The mean impact factor for the articles abstracted in the secondary journals was 11.54; the average ISI impact factor for these 82 journals was 6.2. The rankings of the 82 means for the journals of the abstracted articles were compared to the overall impact factor rankings using a Spearman rank order correlation. The overall correlation was high, with some variation in the ranks of individual journals.

These results show that high quality (as defined by impact factor) articles are being selected for these secondary journals. The authors note that being chosen for the secondary journal may in and of itself generate additional citations to the original articles.

It is not clear if the secondary journals for 05 and 06 included only articles from 82 journals, all of which have ISI impact factors, or if there are additional articles from journals not having ISI impact factors. If so, additional research would need to be done to see what the impact of the latter group of original articles is.

O'Connor L, Lundstrom K. The impact of social marketing strategies on the information seeking behaviors of college students. *Ref User Serv Q*. 2011 Sum;50(4):351-65.

O'Connor and Lundstrom performed a quasi-experimental study which compares two ways to improve the information seeking behavior of college students. Three sections of a freshman composition class, all taught by the same instructor, were randomly assigned to traditional library skills instruction, instruction using social marketing techniques, or control.

Social marketing is the "application of commercial marketing techniques to the resolution of social and health problems." It has met with success in changing behaviors in the public health and safety contexts. The first step in social marketing is to understand the behavior that competes with more desirable behavior. All participants were given a nine-item preliminary survey to assess their current research behaviors. The survey is included as an appendix. They state that there were no significant differences among the three groups on the preliminary survey. However, they do tell us the control group was predominately male and the two experimental groups each predominately female. Sixty-five percent said they would start with the Internet. They then detail several entry behavior differences among the three groups. It is hard to understand how they were able to say they found no significant differences among the three groups on the preliminary survey.

The next step in social marketing is market segmentation. This allows targeting interventions to specific populations. In this case, the target was freshmen. Their description of who their participants are is confusing. The number of students enrolled in each class is not revealed. One of their conclusions is they need to replicate the study with a "much larger participant pool." This implies that there weren't very many participants. They do tell us that the response rate varied widely from group to group and indicate in Table 2 that 86% of the control and marketing classes volunteered to participate in the study and only 68% of the library instruction class. All

were offered extra credit for participation.

The third step of social marketing is to target behaviors. It was decided to target procrastination, willingness to seek help from a librarian, and reflexive use of the Internet.

The fourth step is intervention design and treatment. The content of each treatment is carefully explained in the appendix and in the text. The library instruction treatment is as would be expected. The social marketing treatment used the marketing elements of product (library sources and services), price (cost of changing behavior), place (when and where the target has the right mindset to try out the desired behavior), and promotion. Each is explained in detail. In this case, the social marketing instructional session was a series of persuasive messages and one participatory activity with debriefing. One message was that library resources are as easy and convenient to use as Google if you invest a small amount of time in learning. Furthermore, such learning is both doable and worthwhile. The emphasis was on adopting new behaviors that are as convenient, easy, and reliable as their current information-seeking behaviors.

Participants also filled in a weekly research process journal. The directions for the weekly journal are in the appendix. It appears that many more research journals were collected from the social marketing group than from the traditional library instruction and control groups. They call the process of keeping the journal a "metacognition about research" and suggest that the social marketing intervention in and of itself could have induced the greater willingness to keep a research journal. They also speculate that the resulting more reflective attitude might lead to better information-seeking behavior. My take on this is that the social marketing intervention induced the participants to do something other than look at the Internet at the last minute. The latter does not create much material for a weekly research journal.

After analyzing the research process logs and the works cited pages and comparing them to the preliminary survey answers, they conclude that the social marketing group was somewhat less likely to procrastinate and somewhat more likely to consult a librarian. Both intervention groups did cite some books and journals, but the most frequent source of information for all three groups was websites. Students were only required to have six sources. Possibly the nature of the assignment which was to "immerse themselves in a community to which he or she had not previously belonged" using fieldwork, interviews, and research on the chosen community using secondary sources, led to the low use of library sources and services.

They label this study as being "exploratory" and conclude that the research is valuable in raising questions for future research.

Social marketing is an exciting technique that has been used to induce behavioral change in public health and safety. Although this study suffered from differences among the groups in participation, it does indicate that social marketing holds some promise when marketing library sources and services to freshmen. The obvious question for health science librarians is what the targeted behaviors for our users should be. In my mind, health care students and practitioners may be somewhat more motivated to seek and use credible information than others. However, they also may be as heavily dependent on the open Internet, as opposed to library sources and services, as is the general run of information seeker.

Julien H, Pecaskie JL, Reed K. Trends in information behavior research, 1999-2008: a content analysis. *Libr Inf Sci Res*. 2011 Jan;33(1):19-24.

Connaway LS, Dickey TJ, Radford ML. "If it's too inconvenient I'm not going after it:" convenience as a critical factor in information-seeking behaviors. *Libr Inf Sci Res*. 2011 Jul:33(3):179-90.

Agarwal NK, Xu Y, Poo, DCC. A context-based investigation into source use by information seekers. *J Am Soc Inf Sci Tech*. 2011 Jun;62(6):1087-1104.

Yuan YC, Rickard LN, Xia L, Scherer C. The interplay between interpersonal and electronic resources in knowledge seeking among co-located and distributed employees. *J Am Soc Inf Sci Tech.* 2011 Mar;62(3):535-49.

Cole C. A theory of information need for information retrieval that connects information to knowledge. *J Am Soc Inf Sci Tech*. 2011 Jul;62(7):1216-31.

Lucassen T, Schraagen JM. Factual accuracy and trust in information: the role of expertise. *J Am Soc*

LITERATURE REVIEW, continued

Inf Sci Tech. 2011 Mar;62(3):1232-42.

Su C, Contractor N. A multidimensional network approach to studying team members' information seeking from human and digital knowledge sources in consulting firms. *J Am Soc Inf Sci Tech*. 2011 Mar'62(3):1257-75.

Julien et al did a content analysis of articles on information behavior published between 1999-2008 and compares the result to two earlier studies. They looked at changes in authorship, relative scholarliness, and attention to variables of interest. The most prominent changes have to do with the type of journals in which articles are published, who the authors are, and the source of citations. The percentage of articles published in professional journals, as opposed to scholarly journals, has dropped from 81% to 36.2%. The increase in publication in scholarly journals is accompanied by a change in the proportion of researchers vs. practitioners publishing information behavior research. They fear this indicates a "broadening gap" between academe and practice. They also note an increase in citations to literature outside LIS, which they say also shows increased scholarliness in the area.

This is a good article, but it would benefit from having more tables that clearly show the changes, rather than just discussing selected changes with incomplete presentation of the results in the text.

A number of research articles on information behavior have appeared recently in the journals I scan for this column. Space does not allow extended discussion of those articles, but I have presented several citations above.

Fleming-May RA. What is library *use*? Facts of concept and a typology of its application in the literature of library and information science. *Libr Q.* 2011 Jul;81(3):297-320.

Definition of variables is an important part of research. This article is a very interesting analysis of the uses of the term "library use" in the LIS literature. She concludes that it is not a monolithic concept and that it "has multiple facets of meaning that are deployed in diverse contexts . . ." This article could be important reading for health sciences librarians who are struggling to redefine the definition of what the library is in this electronic age.

THE RESEARCH MENTOR

Creativity in Research, Part 3: Age and Creative Potential

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A lot happens between young adulthood and decrepitude. During the interlude, does creative potential peak early in adulthood, followed by a steady decline? Or, do creative adults develop and amplify this skill as they age? Or, does creativity follow its own trajectory, thus transcending a person's biological age? This third installment in a series on creativity examines the relationship between age and creative potential.

The first column in this series on creativity in research published in the Fall 2010 issue described this author's encounter with the creative output of Spanish Catalonian visual artist Joan Miró, who produced original works well past the artist's 80th year. [1]

The biography of British novelist Somerset Maugham (1874-1965) presents a similar record of long-term creativity spanning from his acclaimed *Of Human Bondage* in 1915 at age 37 to his classic *The Razor's Edge* published in 1944 when Maugham was seventy years old. One reviewer depicts Maugham's latter work as pitting "the tensions between conventionality and the risky search for self -fulfillment" against the backdrop of one's search for an appropriate spiritual path. Another reviewer, Cyril Connolly wrote about the latter novel: "Here at last is a great writer, on the threshold of old age, determined to tell the truth in a form which releases all the possibilities of his art."[2] Miró and Maugham might not be statistical outliers when it comes to aging and creativity. Antonini et al. have compiled vignettes of a number of creative people who maintained their creativity until and beyond their 100th year. [3]

The second installment in this series in the Spring 2011 issue revealed that researchers in psychology have formed a general consensus around a definition of creativity that pertains to a substantive, unique and perceived beneficial improvement in some outcome within a subject domain in areas such as the arts and sciences. [4] This kind of improvement can only follow one's devoting oneself to mastering that specific subject domain, which requires a minimum of a decade. More often, however, subject expertise requires many more years. [5] Asian cultures generally differ from Western cultures by associating advanced age with advanced expertise, thereby augmenting one's creative potential concomitant with longevity.[6]

The *FASEB Journal* published an article a couple of years ago with the provocative title "At what age do biomedical scientists do their best work?" The authors concluded that scientists between the ages of 31 to 35 years-old were the most productive. In almost 20% of the instances of the best work, however, this study found that the scientists were over 50 years of age [7]. A close reading of this article and its methodology reveal some deficiencies pertaining to creativity. The authors never delve into the concept of creativity directly. Instead, they look at productivity indices. The authors also attach meaning to first author status, which ignores practices that might motivate the designer of a study, or at least the force behind publishing the article, to take an authorship position other than first. For example, mentors who might be the creative force behind a research project might list themselves as the final author rather than the first due to order of authorship for mentor conventions.[8] One reader of the *FASEB Journal* took the authors to task on this same issue. [9]

The major flaw of this *FASEB Journal* study circumnavigates the issue of creativity in research, however. The authors use number of citations as the key indicator of productivity. As many *Hypothesis* readers already know, citation counts cannot be reliable indicators of scientific productivity or merit. Over the years a large literature has emerged that challenges the validity of citation analysis. Even the creator of several commercial citation tools, Eugene Garfield, has stated that, "It should be stressed that citation data must be carefully interpreted—and their limitations clearly understood—when they are used for evaluating anything."[10] Citations represent only a fraction of the intellectual content found in a journal article. [11-14] The editors of *Nature Neuroscience* have further noted that "…Impact factors will tend to reward followers rather than leaders, and that papers representing pioneering work in new areas will receive fewer citations than those from fields that are already crowded."[15] The author's medical school examined this issue in the past and consequently determined that it would not use citation counts or journal impact factor scores in tenure and promotion decisions. We might surmise that biases in citation analysis might then run counter to identifying creativity in research.

G. Stanley Hall was a contemporary and colleague to other great psychologists such as Sigmund Freud, William James, and Carl Jung. Hall's list of achievements included founding and serving as the first president of the American Psychological Association. Hall also created the field of gerontology in his later years. [16] To test his doubt that people became less productive as they aged, Hall sent questionnaires to eminent senior citizens. His conclusion was that society failed to harness the tremendous resources of experience and wisdom offered by its older citizens. [17] A far more recent psychologist, Vivian Clayton, has distinguished between intelligence and wisdom. Echoing Hall in her own way, Clayton found that intelligence pertains to answering questions as to how to accomplish some goal whereas wisdom pertains to answering questions of whether or not society will benefit from pursuing that

goal.[18] Many studies of mid-life or older-aged adults seem to hint at the role of creative potential, but ultimately revert instead to the definitional-related concepts of productivity, intelligence, or wisdom.

Examining the older population for hints to the connections between biological age and creative potential yields mixed results. Psychology researchers also have attempted to understand the origins of intelligence at the other end of the age spectrum by studying precociousness ("giftedness") in children. While some studies provide links between precociousness to later life achievement,[19] other studies have found no relationship between one's designation as "gifted" and later life success.[20-21] These studies focus on intelligence primarily, and creativity as a peripheral concern. As Feist and Barron have noted, "instead of being twin or even sibling constructs, intelligence and creativity may more like cousins."[22] While these studies are inherently interesting, they also do not address creativity as the central concept. One retrospective cohort study has found a tentative link between certain types of play found in childhood and the creative process later in life as an adult form of play. Imaginary "worldplay" or "paracosms" were reported more frequently among prominent physical and social scientists recognized for their creativity than those in a control group. [23] This study was limited by the possibility of recall bias, like any retrospective cohort study involving self-reporting, but it does lend an intriguing window of one possible predictor of career creativity regardless of the specific subject domain that a person eventually pursues.

What are we to make of these research results, thus far? We have learned that creative potential can find expression later in life, albeit documented most clearly in exceptional people such as Miró or Maugham. We have observed how distantly-related yet distinct concepts such as productivity, intelligence, wisdom, or early life precociousness can be intermingled in the popular mind as well as some research studies. A review of this large body of literature does not enable one to clearly grasp the possible connections between characteristics in one's early ages and later creative potential. This series of columns employs an operationalized definition of creativity that assumes at the very least average intelligence, some productive outcome, and some wisdom to recognize the broader utility of that outcome. If the reader feels frustrated with the inconclusiveness of this installment in this series, then the author has succeeded at accurately depicting the divergent and contradictory findings related to creativity in research when associated with age.

The second segment of this series in the Spring 2011 issue offered support for the counterintuitive view that a person needs to be well-trained in a subject domain in order to make a creative contribution of any consequence to that domain. [24] A high school student taking an introductory physics course, for example, simply will not change the field of physics until undertaking at least one decade of hard work to master the subject of physics. Even then, this student most likely will never (or at least rarely) express creativity as understood in this series. Concurrently one cannot accurately portray creativity in terms of basic personality types. This suggests that for most professions a person cannot hope to find creative expression until their late 20s or early 30s. Creative potential also extends past 50 to as late in life, admittedly rare, until one reaches her or his 80s. This later life creativity must assume relatively robust physical health to support this creative potential.

Can we recognize creative potential when a person has begun to master a subject domain during their mid- to late-twenties? Feist and Barron report on a prospective cohort study involving 80 graduate students identified by faculty members for their creativity at the University of California at Berkeley during1950. All of these graduate students were 27 years-old. The surviving 43 students who could be located and who agreed to participate in a follow-up study were then tested and interviewed during 1994. While no personality profile emerged from this study the authors still were able to identify certain personal characteristics that correlated mildly with expressed creative potential later in these onetime students' later careers. The authors found that "traits of self-confidence, openness, tolerance, and psychological mindedness…may serve as a direct link to creative behavior."[25] There also were correlations with having a sense of humor and low deceitfulness. Studies such as these, as the authors correctly stress, are susceptible to threats to internal and external validity. Nevertheless, this study does offer further tantalizing clues to our deeper understanding of creativity in research.

The popular notion of creativity declining prior to the

advent of middle age originated during the 1950s with the publication of Harvey C. Lehman's *Age and Achievement*. Social and behavioral scientists since the 1950s have conducted research that either calls into question or even refutes persistently common beliefs about creativity and age.[26-28] Stephen Cole's 1979 article on productivity and creativity in mathematicians leveled a devastating critique of Lehman and his adherents. Cole also alerted the research community to confounders to age and creativity studies such as academic reward systems. [29] Traversing subject domains, professional artists do not report any perceived decline as they age. [30] Still, these beliefs about declining creativity with age continue to linger.

As difficult as it now might be to grasp, many professionals were once subject to mandatory retirement. Clark and Ghent trace the legislative history of how mandatory retirement eventually changed over the years:

> The Age Discrimination in Employment Act (ADEA) was passed in 1967 making discrimination against workers aged forty to sixty-five illegal. At that time, employers could continue to impose mandatory retirement at age sixty-five. In 1978 the ADEA was amended, making the use of mandatory retirement prior to age seventy illegal; however, institutions of higher education were allowed to continue to impose mandatory retirement at age sixty-five until 1982. In 1986, the ADEA was amended to prohibit mandatory retirement at any age for most occupations. Once again, colleges and universities were granted an exemption until 1994.[31]

Some researchers have noted that such mandatory retirement laws, plus other incentive structures have confounded a clear understanding of the relationships between age and potential creativity. The aforementioned mentoring co-author conventions might contribute further confounding factors. In a more positive vein than the mandatory retirement traditions, Binnewies, et al., report on a study that actually found that older adult workers maintained far higher creative output than their younger colleagues when all were under workplace duress. Older workers surprisingly were found to be more resilient in terms of creativity, although the authors strenuously argue for employers to enhance creativity in all of their employees, whether young and old. [32]

Two review articles bring some clarity to the sometimes conflicting research and popular beliefs about creativity and aging. Simonton defines creativity in ways consistent with the working definition in these columns. He notes the inconsistent findings across many studies to discover that age does not seem to correlate well with creative potential. He makes the additional observation that, "So skewed is the cross-sectional distribution of total contributions that a small percentage of the workers in any given domain is responsible for the bulk of the work. Generally the top 10% of the most prolific elite can be credited with around 50% of all contributions…" [33] Simonton's analysis about the 'vital few and the trivial many' echoes Joseph Juran and other quality assurance researchers' analyses.[34] Simonton also discovers that concurrent to many great creative achievements one finds a huge number of creative failures. Simonton was a early researcher to disentangle the concepts of intelligence and creativity. He noted that beyond the prerequisite of average intelligence, the concepts of IQ and creativity do not correlate. Simonton concludes by posing the hypothesis that some researchers experience multiple rather than single peaks of creativity throughout their lifetimes.

Last year Wolfgang Stroebe reviewed the cumulative research literature on age related to creativity and productivity. He identified four factors that hypothetically could affect creative output. First, he reviewed the literature on cognitive aspects of aging, noting that many people over 80 suffer from no cognitive deficits. Motivation, the second factor, did not seem to diminish for aging researchers. Older researchers, for example, often enjoyed mentoring younger colleagues. Stroebe speculated that an engaged researcher, regardless of age, could attract needed resources as the third factor. Finally, Stroebe noted that mandatory retirement practices in the past have nullified the potential of many studies to properly assess the questions about aging and output. The second half of Stroebe's review eviscerates the legacy of Harvey C. Lehman's *Age and Achievement* and his latter day researcher adherents. [35]

The author searched both the PubMed and PsychINFO databases while generating a bibliography

for researching this column. The PubMed strategies "Creativeness"[Majr]) AND "Age Factors"[Mesh] AND "Creativeness"[Mesh]) AND "Research"[Majr] plus the PsychINFO strategies (DE "Creativity") AND (DE "Aging") yielded the highest percentage of relevant references among the several employed search approaches. Some of the false positive references pertained to assessing creativity or using creativity-enhancing exercises in the elderly as a means of fostering a higher quality of life. [36] These articles focus on what Sierpina and Cole define as "Personal Creativity"[37-39] or what McFadden and Basting refer to as "small 'c' creativity" such as "storytelling, painting, songwriting, dance and drama" [40] rather than the types of creativity described in these columns. We might be able to infer from these studies that, even if only a few of us accomplish any great achievements worthy of the "Capital 'C' Creativity" designation, our simple act of engaging in creative activities might enhance the quality of our lives while we are still much younger adults.

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The 2010-2011 Dissertation & Thesis round-up

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What follows is the annual list of doctoral dissertations and master's theses on topics of interest to health sciences librarians and medical information professionals; this set of 54 papers represents work completed between September 2010 and October 2011. They were identified through a search of the *PQDT* (*ProQuest Dissertation & Theses*) database, and a search of the in-house database of master's theses done at the University of North Carolina at Chapel Hill. The searches were made using truncated forms of the key words "librar" and "informa" and "medic" and "healt" and "behav" in various combinations. The papers were done by both doctoral scholars (primarily from individuals earning the PhD and EdD degrees) and master's degree recipients (primarily those earning MLIS, MSIS, and MPH degrees). Of note is the fact that the papers done for the new Doctor of Nursing Practice degrees now appear in the list.

To obtain copies of any of these papers, or to read the abstract for any item, search the PDQT database with the AAT number or the name of the researcher. For the UNC-CH master's theses--marked with a double asterisk (**)--go to http://dc.lib.unc.edu/s_papers/?CISOROOT=/s_papers and search the

author's name in order to access the abstract and a PDF of the thesis.

The largest number of theses and dissertations concern issues related to consumer and patient information practice and health literacy. Another somewhat smaller set of papers reports research on the information practices of health professionals and health professions students. Other groups of papers focus on informatics and information systems, and on information resources. As in the past, most of the papers (aside from the MSLS and MSIS theses from North Carolina) have been done in universities, schools and departments that do not have Library and Information Science programs.
The sorting and organizing of the list is entirely and arbitrarily mine, as are the choices of broad topic areas into which these papers have been placed. The order within any topic cluster is alphabetical by author surname.
And, finally, my personal favorites for this past year? I was particularly interested in the two papers on news media and advertising: Deborah Charbonneau's doctoral dissertation on *Manufacturing menopause* and Jessica Lehmann's master's thesis on *How the media framed weight-loss drugs*…

Studies on the information practices of adult patients and health consumers

Knee arthroplasty: Shared experience in a virtual community. Brookshire, Michael D., Ph.D., University of Florida, 2011, 249 pages; AAT 3467605

Information availability and needs of people living with fibromyalgia. Daraz, Lubna, Ph.D., McMaster University (Canada), 2011, 176 pages; AAT NR74587

Sight for visually impaired users: Summarizing information graphics textually. Demir, Seniz, Ph.D., University of Delaware, 2010, 197 pages; AAT 3423405

Adult education as a vehicle for health communication. Freedman, Ariela M., Ph.D., Emory University, 2011, 130 pages; AAT 3465292

Increasing awareness of colorectal cancer screening through targeted exam room based video messages. Gossey, John Travis, M.P.H., The University of Texas School of Public Health, 2011, 54 pages; AAT 1497574

Health status and health behavior as factors predicting online health seeking. Hale, Timothy M., Ph.D., The University of Alabama at Birmingham, 2011, 164 pages; AAT 3469081

Nutrition labeling for restaurant menu items: College students' preferences for nutrition information and its influence on purchase intention. Mayfield, Kelly Nicole, M.S., Iowa State University, 2011, 63 pages; AAT 1494780

Answerers' motivations and strategies for providing information and social support in social Q&A: an investigation of health question answering. Oh, Sanghee, Ph.D., The University of North Carolina at Chapel Hill, 2010, 366 pages; AAT 3428391

Knowledge levels, health beliefs, health-promoting behaviors and sources of information for cardiovascular disease among women working in an academic setting. Patel, Reena, M.P.H., Southern Connecticut State University, 2011, 122 pages; AAT 1496300

Impact of nutrition information on consumers' food purchases. Shiratori, Sakiko, Ph.D., University of Minnesota, 2011, 163 pages; AAT 3474803

The effect of prenatal education regarding delivery choices on the incidence of cesarean sections. Rodriguez-Barrera, Alicia, M.S.H.S., Weill Medical College of Cornell University, 2011, 61 pages; AAT 1499106

Narrowing the gap: Chronic illness information as experienced in everyday life and healthcare contexts. Souden, Maria L., Ph.D., University of Michigan, 2011, 236 pages; AAT 3458827

Social capital and HIV/AIDS information/help exchange networks in rural Canada. Veinot, Tiffany C. E., Ph.D., The University of Western Ontario (Canada), 2009, 347 pages; AAT NR50465

Studies on the information practices of children and youth and their caregivers

** Health information seeking behaviors of young adult African Americans. Harris, Stacy L, M.S. in I.S., The University of North Carolina at Chapel Hill, 2011. 41 pages.

DISSERTATION & THESIS, continued

The balance we seek: A sequential narrative analysis of childhood cancer blogs. Heilferty, Catherine McGeehin, Ph.D., Villanova University, 2011, 468 pages; AAT 3460912

Evaluation of information acquisition and information retention using a low-literacy booklet for illiterate caregivers of children with leukemia. Mos, Terezie Tolar, Ed.D., The University of MeM.P.H.is, 2011, 132 pages; AAT 3476369

Adolescents learning about sex---broadband internet access, sexual education, moral panics and youth citizenship. Smith, Marshall David, Ph.D., University of Colorado at Boulder, 2011, 282 pages; AAT 3453789

The use of social media to communicate child health information to low-income parents: A formative study. Stroever, Stephanie Jean, M.P.H., The University of Texas School of Public Health, 2011, 80 pages; AAT 1494830

** A study of the availability of health information for teens on North Carolina public library websites. Torp, Kaitlin N, M.S. in L.S., The University of North Carolina at Chapel Hill, 2011. 25 pages.

Studies on health literacy

Oral health literacy educational experiences of North Carolina dental hygiene students: Implications for dental hygiene research. Barron, Lisa Marie, M.S., The University of North Carolina at Chapel Hill, 2011, 74 pages; AAT 1497602

** Health literacy centered interventions in glaucoma medication adherence. Berry, Anna, M.P.H. The University of North Carolina at Chapel Hill, 2011

The impact of oral health literacy on periodontal health status. Corwin, Caleb Lloyd, M.S., The University of North Carolina at Chapel Hill, 2011, 34 pages; AAT 1497610

Electronic health information literacy: An investigation of the electronic health information knowledge and skills of health education majors. Hanik, Bruce Walter, Ph.D., Texas A&M University, 2011, 98 pages; AAT 3471216

** The informed patient: A curriculum to improve adolescent health literacy. Hurwitz, Jennie, M.P.H. The University of North Carolina at Chapel Hill, 2011

An evaluation of the health literacy knowledge and experience of registered nurses in Georgia. Knight, Glenda Denson, Ph.D., Auburn University, 2011, 147 pages; AAT 3464456

Implications of literacy related to comprehension of environmental health materials. Lindsey, Martha Ann, Ph.D., The University of Arizona, 2010, 169 pages; AAT 3434369

The relationship between functional health literacy of African American veterans and nonveterans and their ability to read and comprehend medical information for a chronic illness. Points, David S., Ph.D., Wayne State University, 2011, 116 pages; AAT 3466841

Health literacy and media preferences with stroke survivors. Schriner, Mylene, Ph.D., University of Kansas, 2011, 102 pages; AAT 3449957

An assessment of patient health literacy levels and preferred learning styles. Seung, Chantee, D.N.P., North Dakota State University, 2011, 72 pages; AAT 3471678

Studies on the information practices of health professionals and health professions students

The impact of an osteopathic medical program on information technology skills of physicians entering the workforce. Bronsburg, Steve E., Ph.D., Nova

Southeastern University, 2011, 117 pages; AAT 3465615

** Shared decision making: Where evidence based medicine meets patient-centered care. Feldman, Rachel, M.P.H., The University of North Carolina at Chapel Hill, 2011

Computer self-efficacy among health information students. Hendrix, Dorothy Marie, Ph.D., Walden University, 2011, 134 pages; AAT 3450599

The unintended consequences of biomedical advances. Hernandez, Elaine Marie, Ph.D., University of Minnesota, 2011, 140 pages; AAT 3474757

DISSERTATION & THESIS, continued

Drug information-seeking behavior among healthcare professionals within the University of Utah Community Clinics. Iyer, Asha Krishnaraj, M.S., The University of Utah, 2011, 72 pages; AAT 1491026

Physician learning and new drug diffusion. Kim, Minki, Ph.D., The University of Chicago, 2011, 96 pages; AAT 3445030

Bridging the gap between evidence generation and clinical decision making. Li, Tianjing, Ph.D., The Johns Hopkins University, 2010, 231 pages; AAT 3440635

Antecedents to post-acquisition affective organizational commitment: The lived experience of medical group practice executives. Lineberger, James M., Ph.D., University of Idaho, 2011, 159 pages; AAT 3472352

Characterizing information needs for public health continuity of operations: A scenario-based design approach. Reeder, Blaine, Ph.D., University of Washington, 2010, 172 pages; AAT 3431659

A prescription for change: Physicians' perceptions of moving to an electronic health record. Robinson, Rachel Beth, Ed.D., University of Pennsylvania, 2011, 123 pages; AAT 3475822

Factors influencing students to enroll in health information management programs. Safian, Shelley C., Ph.D., Capella University, 2011, 115 pages; AAT 3460499

Studies on information resources

Methods in literature-based drug discovery. Baker, Nancy C., Ph.D., The University of North Carolina at Chapel Hill, 2010, 223 pages; AAT 3409903

Manufacturing menopause: An analysis of the portrayal of menopause and information content on pharmaceutical web sites. Charbonneau, Deborah Hile, Ph.D., Wayne State University, 2010, 283 pages; AAT 3427269

HPV vaccine messages in news videos on YouTube: A content analysis based on Extended Parallel Process Model. Lee, Sang Eun, M.A., Georgetown University, 2011, 70 pages; AAT 1491473

How the media framed weight-loss drugs: A content analysis of newspaper coverage of prescription and over-the-counter weight-loss drugs. Lehmann, Jessica, M.S., Arizona State University, 2011, 157 pages; AAT 1497472

Where is the revolution? Health news on the Internet: Online user preferences and their contrasts with prevalence of private-sector originating sources. Schriner, Maureen, Ph.D., University of Minnesota, 2011, 124 pages; AAT 3443281

Dimensions of drug information. Sharp, Mark E., Ph.D., Rutgers The State University of New Jersey - New Brunswick, 2011, 239 pages; AAT 3444973

Studies on informatics

** Carolina Data Warehouse for delivering better healthcare. Agarwal, Mayank, M.S. in I.S., 2010. The University of North Carolina at Chapel Hill. 33 pages.

Automated classification of the narrative of medical reports using natural language processing. Goldstein, Ira, Ph.D., State University of New York at Albany, 2011, 206 pages; AAT 3454734

Making the case for sports medicine informatics. Janas, Mark R., Ed.D., United States Sports Academy, 2011, 112 pages; AAT 3468035

Using text mining techniques to gather gene-specific information from the biomedical literature. Tudor, Catalina O., Ph.D., University of Delaware, 2011, 163 pages; AAT 3473710

Methods for biomedical image content extraction toward improved multimodal retrieval of biomedical articles. You, Daekeun, Ph.D., State University of New York at Buffalo, 2011, 177 pages; AAT 3460818

A new biomedical image search and visual literature navigation system. Xu, Songhua, Ph.D., Yale University, 2010, 259 pages; AAT 3414973

Studies on health sciences/ medical librarianship

** Academic library support for the medical humanities: An analysis of illness narrative holdings in Association of Research Libraries member collections. Adamo, Julie M, M.S. in L.S., The University of North Carolina at Chapel Hill. 2010. 56 pages.

** Field experience in library science education and

the health sciences: A survey. Main, Lindsey R, M.S. in L.S., The University of North Carolina at Chapel Hill, 2011. 42 pages.

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RESEARCH SECTION NEWS

RESEARCH AWARD WINNERS—MLA 2011 ANNUAL MEETING

Donghua Tao, PhD, Co-Chair, Awards Committee
Medical Center Library, Saint Louis University

Congratulations to the 2011 MLA Annual Meeting Research Award winners selected by the Research Section Awards Committee and Judges! Thanks to the 55 preconference and onsite judges for their excellent efforts to identify these wonderful papers and posters using the evaluation criteria on the Research Section website. The Research Section presented a $100 cash award for 1st Place for both papers and posters. A $50 cash award was presented for 2nd Place for both paper and poster, and a $25 cash award was presented for Honorable Mention papers and posters. The highest quality research poster co-authored by a hospital librarian at the annual meeting also receives a $100 cash award as the Hospital Librarian Research Award. Winners who were not Research Section members received a free one year membership to the section as part of the award. Enjoy the abstracts of the winning papers and posters. We hope that you are inspired to submit your research for future annual meetings.

Contributed Papers

1st Place

Authors: **I. Diane Cooper**, AHIP, Informationist; **Karen G. Smith**, Informationist; NIH Library; National Institutes of Health, Bethesda, MD.

Title: Rethinking Book Acquisitions: An Analysis of Book Usage over Time.

Section Program: Rethinking Technical Services (Technical Services Section)

Abstract:
Objective: With a decline in overall usage of our book collection, we sought to understand the characteristics of the decline. Our objectives were (1) to describe the decline fully; (2) to classify books into usage categories; and (3) to understand the characteristics of the differences, such as the subject areas of the books, book selector, secular trends, and other externalities.
Methods: We collected data over a ten-year period, from 1999-2009. A usage score was calculated using circulation and in-house data. The usage score became the dependent variable for a regression analysis that included a number of variables such as year, cost, and subject area (categorical groups). As currency is felt to be an attractive book quality, analysis was repeated on books published 2006-2010. Each librarian as selector was considered an independent variable, and data such as experience in the book subject areas and training were examined. Usage was also considered over two-year intervals to

consider the impact of secular trends, library physical changes, and variables such as number of library patrons who have access to the books, library hours, and library physical changes. Analyses were both quantitative and qualitative.

Results: Our study showed that there has been a significant decline in use of our monograph collection. There was a 62% decrease in check-outs over the 10-year time frame, 1999-2009. Years 2006-2008 showed 62% of the books purchased were checked out only once, and 27% of these titles were checked out 2 or more times. In comparison, books purchased upon specific recommendation from library users had more substantial use, with 6 check-outs per book.

Conclusions: This leads to a question: Are librarian selectors choosing what is most relevant to our users? Our survey of librarian subject selectors showed that the majority gave low priority to selecting books. This may be one factor explaining why our monographs show a decline in circulation. A need to reconsider our current model of librarians choosing books for the collection led us to conduct a pilot study on patron-driven acquisitions

2nd Place

Authors: **Kristine M. Alpi**, AHIP, Director; **Carol E. Vreeland**, AHIP, Associate Director, William Rand Kenan, Jr. Library of Veterinary Medicine, North Carolina State University, Raleigh, NC; **Rhea M. Hebert**, Adjunct Librarian; Library, Brevard Community College, Cocoa, FL

(Note: Although Kristine Alpi is the co-chair of the Awards Committee, she mainly coordinated poster judging and was not involved in the paper judging except the one she helped with due to the conflict later found by the judge originally assigned.)

Title: Partnering with Student Health Services to Provide Quality Zoonotic Disease Prevention Information.

Section Program: One Medicine/One Health: Interdisciplinary Collaborations (Veterinary Medical Libraries Section)

Abstract:

Objective: Libraries provide high-quality occupational health information. University student health focuses on undergraduates with scarce attention to adult professional students' needs. Assessing prevention and treatment information about diseases transmissible from animals to humans available to veterinary students from student health services could justify partnerships between libraries and student health to improve the health of these students.

Methods: Content analysis of websites of 42 veterinary schools coordinated by the Association of American Veterinary Medical Colleges (28 in US, 14 international) for zoonotic disease prevention and/or treatment services and information resources provided by student health or occupational health services. Comparative content analysis of websites of student health services (SHS) at universities with schools of veterinary medicine to see whether zoonotic diseases prevention or treatment information or any services specifically for veterinary students are mentioned. Email survey of corresponding academic veterinary librarians asked about available zoonotic disease resources and any outreach with student health services. Each university-based student health service was asked to complete an online survey about services offered to veterinary students and use of library-provided or free online zoonotic disease resources.

Results: Websites of 21 (75%) of the 28 US veterinary colleges mention student health and rabies vaccination. Fewer than half of the sites address strategies for preventing zoonotic diseases, obtaining protective equipment, or dealing with the stress of euthanasia on veterinary personnel. Student health websites provide scant veterinary student health information. While 15 (54%) of the SHS sites address rabies, only 8 (29%) mention other animal-related health issues. Nineteen (68%) of SHS websites linked to the Centers for Disease Control and Prevention (CDC). All SHS staff surveyed (33% response rate) reported using CDC. Merck Veterinary Manual was linked from 14 veterinary websites, mostly from reading lists and library guides. Although 4 (29%) of the 14 librarian respondents had reached out to SHS, none of the contacts related to zoonotic disease.

Conclusions: SHS serving students who work with animals could address zoonotic disease prevention with support from librarians who introduce them to relevant resources.

RESEARCH AWARD WINNERS, continued

Honorable Mention

Authors: **Penny Coppernoll-Blach**, AHIP, Reference Coordinator; **Dominique Turnbow**, Undergraduate Services Librarian; Biomedical Library; University of California-San Diego, La Jolla, CA

Title: Assessing Reference Services Using the Reference Effort Assessment Data (READ) Scale.

Section Program: Rethinking Assessment (Public Services Section)

Abstract:

Objective: To assess the reference services at the Biomedical Library, University of California-San Diego, by using the Reference Effort Assessment Data (READ) Scale. Gathering statistics with this new six-point scale will give us more complete data and will help us to shape the use of our staff and resources in more effective ways.

Methods: The READ Scale was implemented to record the statistics kept at our three service points and off-desk. The six READ categories allow recording the effort of each reference encounter, by taking into consideration the time spent and the expertise needed, rather than just the type of question (i.e., directional, informational, or search). A task force was created to become familiar with the scale and to train staff in order to normalize its use across our three service points. Revised forms were created to track the statistics, the standard READ cheat sheets were modified with more descriptions and examples specific to our library, and a process was developed to document the actual questions being assigned at level 4 or higher. These statistics will be analyzed, with the goal of gaining more insight into how best to restructure and utilize our shrinking staff and resources.

Results: The presentation will report on the data collected at our service desks during winter and spring quarters. Preliminary results show a low occurrence of level 4-6 questions.

Contributed Posters

1st Place AND Hospital Librarian Research Award (Poster #172)

Authors: **MaryEllen C. Sievert**, Research Consultant and Professor Emerita; **Deborah H. Ward**, AHIP, Director; **Dirk Burhans**, Research Specialist; **Barbara Jones**, Outreach and Advocacy, National Network of Libraries of Medicine, MidContinental Region, J. Otto Lottes Health Sciences Library, University of Missouri, Columbia, MO; **Margaret Bandy**, AHIP, FMLA, Manager, Library and Media Services, Medical Library, Exempla St. Joseph Hospital, Denver, CO; **Jerry Carlson**, AHIP, Medical Librarian, Medical Library, Poudre Valley Hospital, Fort Collins, CO; **Rosalind Dudden**, AHIP, FMLA, Director, Library and Knowledge Services, Gerald Tucker Memorial Medical Library, National Jewish Health, Denver, CO; **Wilma Bunch**, Director, Hospital Library, Cox Memorial Hospital, Springfield, MO; **Emily Eresuma**, Librarian, Medical Library, Primary Children's Medical Center; **Erica Lake**, Senior Medical Librarian, Health Information Center, LDS Hospital; Intermountain Healthcare, Salt Lake City, UT

Title: Patient Care and the Hospital Library: A Regional Study.

Abstract:

Objective: Our objectives were to obtain data from hospitals in the MidContinental region of National Network of Libraries of Medicine to determine the perceived value of health sciences libraries, the use of the library, its resources, and its services and to provide insights about barriers for the use of these library resources at their institution.

Methods: We surveyed hospital library users from hospitals in Missouri, Colorado, and Utah with a set of common questions. We used model-based methods, which included an effect for possible differences among hospitals, to evaluate differences among the respondent groups--physicians, nurses, and other staff. We investigated the data both from the perspective of the individual hospital library and all the hospital libraries.

Results: Over 800 health care professionals responded to the survey. The majority of them, across all institutions, responded that they used the library's resources for patient care. In some cases, responses from nurses differed significantly from that of physicians. Physicians reported that they used information from library resources for choice of therapy and tests, management of patients, and confirmation of patient management decisions. Nurses were less likely to respond that they used such information for the choice of tests, for example.

Conclusions: Respondents at all institutions

checked that they used library resources and services for patient care; in many cases, patient care was the most frequent reason to use such resources. Our data indicate that the hospital is important to the patient care at these hospitals.

2nd Place(Poster #2)

Authors: **Jovy-Anne Rosario**, Instructional Design Librarian; **Marie T. Ascher**, AHIP, Associate Director, User Support, Education, and Research Services; **Afsar Mohiuddin**, Library Network Systems Administrator; **Diana Cunningham**, AHIP, Associate Dean and Director; Health Sciences Library; New York Medical College, Valhalla, NY

Title: Redesigning a Mobile-friendly Library Website: Lessons Learned.

Abstract:

Objective: In early 2010, the health sciences library launched a mobile site for use by its constituents. Preliminary, informal feedback from users found the site to be inaccessible to some types of mobile devices. The current project began as an effort to reevaluate and apply best practices to the redesign of our mobile site. The goal is to determine the mobile information needs of our community and to create a user-friendly mobile site that meets those needs.

Methods: Online surveys and usability testing: Two surveys, a preliminary needs assessment survey and a follow-up evaluation survey, will be administered to affiliated student, resident, and faculty mobile device users, defined as the 137 users who requested a DynaMed Mobile serial number during fiscal year 2010. Aside from the content of the site, additional considerations such as browser support, screen sizes, and aesthetics will be addressed. The preliminary survey will identify the most commonly used mobile devices and target support for those devices. Based on the preliminary survey, a low-fi prototype of the site will be created and undergo usability testing. The redesign will be accomplished using Dreamweaver.

Results: Seventy-seven responses to the survey were received, mainly from students and faculty. A total of 67.5% of respondents reported having a web-enabled mobile device. Of those, Apple devices (iPhone, iPod Touch, and iPad) represent the majority operating system, while Android and Blackberry evenly split the remaining 40%. Tasks users identified as desirable on a mobile library website were in rank order: searching for journal articles, accessing full-text articles, searching databases, accessing e-books, and searching the online catalog. These priority tasks heavily influenced the design of the site and formed the base of our usability testing.

Conclusions: Usability testing of a low-fi paper prototype of the site is currently underway. Initial results indicate a few areas that require revision before the actual site is developed.

Honorable Mention(Poster #160)

Author: **Ryan Rafferty**, Assistant Health Sciences Librarian, Library of the Health Sciences, University of Illinois-Chicago, Urbana, IL

Title: The Impact of Library Instruction: Do First-year Medical Students Use Library Resources Specifically Highlighted During Instructional Sessions?

Abstract:

Objective: The purpose of this study is to determine if first-year medical students enrolled in the "Introduction to Human Disease" course for the University of Illinois College of Medicine-Urbana used resources specifically highlighted during library instructional sessions for their assigned coursework. Citation analysis will be used to assess the impact of the library's instructional sessions and web pages designed for the students' course.

Methods: Library instructional sessions were conducted during which the author demonstrated and discussed resources specific to the students' assignment. Copies of the completed assignments (with cited resources) were given to the author for analysis. The cited resources were coded as follows: a resource discussed at the library instructional session, a resource found on the library web page for the course, a library resource, a course material (such as lecture notes), a resource from any other place, and a quality resource, and if the resource could be found as cited. All but the "quality" and "found as cited" categories were further broken down into electronic and print resources.

Results: Analysis of the data from 2008-2009 shows 43.92% of all resources cited were discussed during library instructional sessions, which

from library resources and 90.06% came from electronic resources. Analysis of the data from 2009-2010 shows 54.51% of all resources cited were discussed during library instructional sessions, which includes 20.77% that could be found on the library web pages for the course. Overall, 75.08% of the citations were from library resources and 92.5% came from electronic resources.

Conclusions: Analysis shows students cited resources specifically highlighted during library instructional sessions for their assigned course work. Further investigation is necessary to determine if students found the cited resources because of the library instructional sessions and/or web pages.

2013 COMBINED MEETING OFFERS LOTS OF OPPORTUNITIES TO DISCUSS RESEARCH

Kristine Alpi, MLS, MPH, AHIP / Chair-Elect, Research Section
William Rand Kenan Jr. Library of Veterinary Medicine—North Carolina State University

International meetings require extra lead time and so program planning for MLA 2013 is well underway. Research Section members contributed ideas for the program which were shared with the National Program Committee and two of these were developed into section programs. We hope that you will consider submitting an abstract to one of these programs. Submissions were opened by December 2011 and will close on May 1, 2012.

Here are the two sessions for which Research is the lead sponsor:

Librarians as Researchers: Practicing What We Preach in Scholarly Publications
Co-sponsors: Medical Library Education and Public Health/Health Administration Sections. (Contributed, but could also include an invited speaker if desired)

Description: Do librarians follow their own advice about scholarly publication practices? Do we publish our findings in indexed journals or proceedings, provide access to their publications, and perform citation analysis of their own works? Topics for contributed papers in this session may include the behavior of librarians as authors in their own literature and as co-authors in systematic reviews, clinical or research studies. Practices for consideration include, but are not limited to: presence of librarian-authored or co-authored works in institutional repositories, evidence of negotiation of author agreements, review of licenses and contracts for key library journal and book publishers, librarian publishing in open access journals, posting of preprints from librarian author on their own sites or the staff publications section of their library websites, critical appraisal and summary of the literature that perpetuates the discussion of library research, and tracking the impact of publications through citation alerts and assessment of citations or links to published work.

Cultural Differences in Scholarly Practice: Diversity in Creation, Dissemination, Use, and Abuse of Intellectual Output (Contributed and Invited)

Co-sponsor: Informationist SIG. Note **t**he Informationist SIG asked Research to serve as the lead since SIGs may not be lead sponsor.

Description: Research, and the resulting creation and use of knowledge, occurs worldwide and the culture and legality of ownership of information is very diverse. This session invites presentations from many countries and perspectives on understanding the diversity of attitudes towards reuse of information, exploring plagiarism

and its sequelae, and advising or training students, researchers and practitioners to prevent accidental misuse. Reviews of systems designed to identify abuses, emerging roles for those who detect and respond to abuses of intellectual property in academia and research, editorial work, and technology transfer, and related topics are welcome.

Research is also co-sponsoring several sessions with a wide variety of research tie-ins.

New Voices in an Interdependent World Contributed papers (Students)
Lead: Medical Library Education Section; Co-Sponsors: Research Section; New Members SIG

Description: Current master's degree and doctoral students and recent graduates (within one year) will contribute papers on their emerging research. Presentations will illustrate how new and future librarians are linking what they learned in the classroom with current practice in the field of medical librarianship.

Leading By Design, Not Default: Focused Direction in Support of the User (Contributed papers)
Lead: Technical Services Section; Co-sponsors: Leadership & Management Section; Molecular Biology & Genomics SIG; Research Section

Description: Leading and managing by design is vital in molding the overall user experience. Measured and customized approaches to leadership and management can result in healthier workplaces, improved library operations and, ultimately, enhanced services and resources to support library users. This session will focus on initiatives and research that have resulted in improved or enhanced user services as a result of conscientious direction and leadership, new and innovative workflows, focused staff development, and careful evaluation of processes, services, and products. Contributed papers may include, but are not limited to, discussions of initiatives such as patron-driven acquisitions, discovery layer experimentation for exposing library resources, workforce development and support of a non-traditional workforce, RDA, and usability testing. Papers may address management theories and practices that were used to guide initiatives, research and evaluation methods, implementation processes and outcomes (both for the organization and the user), and recommendations for others embarking on similar projects.

Just the Facts Ma'am, Just the Facts: How Data Collection and Ethics Intersect in Eliminating Health Disparities (Invited speaker and Contributed papers)

Lead: Relevant Issues Section; Co-sponsors: Research Section; Lesbian, Bisexual & Transgendered Health Sciences Librarians SIG

Description: The 2011 U.S. Department of Health and Human Services standards for collection and reporting of data, which included LGBT populations for the first time, are intended to help federal agencies refine their population health surveys in ways that will help researchers better understand health disparities and zero in on effective strategies for eliminating them. An invited speaker will address this issue. Librarians' emerging roles in data collection, management and sharing make them valuable partners in this effort. Additionally, librarians' own research about health information seeking behavior can benefit from this added data. Data are a key feature in ethical concerns for librarians which come into play in the face of misleading public discussion or ideas, or when they are asked to research something medically dubious, such as reparative therapy. Ideas based on prejudice or superstition can very easily become accepted as fact or basic assumption. What happens when the data or research that a librarian can provide counters that, or provokes hostility? Proposals for presentations are invited about things that could range from the effects of bigoted public ideas about gay people on health provision, to pressures some of us have felt about providing accurate consumer health information for politically loaded topics, to difficulties in serving a marginalized people in the face of public prejudice such as the Roma in Europe or undocumented persons in the U.S.

ICLC-2: Emerging Roles for Health Librarians and Finding New Information in Novel Places (Contributed papers)
Lead: International Clinical Librarians Conference; Co-Sponsors: Pharmacy & Drug Information Section, Research Section, Corporate Information Services Section, Institutional Animal Care and Use SIG, Library Marketing SIG

Description: You do not have to be a member of MLA or a Clinical Librarian (the ICLC is not a mem-

bership organization, it is a conference on a theme) to submit a paper to this session. This session could include: working with different groups of practitioners - corporate staff, allied health professionals OR using and evaluating non-traditional resources including open-access, open-content, apps. Papers by international attendees or on international themes will be welcomed. (NB: The Data Mining session that we were co-sponsoring was blended into this session).

RESEARCH SECTION'S NEW VISION STATEMENT AND STRATEGIC PLAN

Susan Lessick, MA, MLS, AHIP
Grunigen Medical Library, UCI Medical Center

The Research Section Strategic Planning Committee, chaired by Susan Lessick, has completed its work on creating our section's new vision statement and strategic plan. This important document will guide the Research Section over the next five years and be a valuable source of inspiration and a key to our continued growth and success. The Research Section Strategic Plan 2011-2015 is available on the Research Section Website at http://research.mlanet.org/.

Developing the plan was a year-long effort. It involved an extensive consultation process that included a Spring 2011 online survey of Research Section and MLA members and obtaining feedback from the membership and Executive Committee at the 2011 business meeting in Minneapolis. The committee also obtained input via email, our Facebook page, and posting the draft for comment on the Website. The committee received many comments about the draft and carefully considered all of them in order to refine and improve the Strategic Plan.

The Strategic Plan contains a new vision statement for the section and identifies 5 broad recommendations. Each recommendation is accompanied by suggestions for implementation strategies.

- The first recommendation supports enhancing the new Research Mentor Program by creating new partnerships with library school faculty and MLES to encourage researchers to serve as research mentors. The plan also supports establishing a new annual research mentor award to recognize the contributions and special expertise of mentors who participate in the program. Additionally, the plan promotes the idea of our section offering an active list of mentors with a list of people who want to be mentored that will serve as a "two-way" resource list. This transparent list will encourage all librarians, both mentors and mentees, to participate in research projects.

- The 2011 survey results indicate that members would like to access research-oriented education programs on the Web. The second recommendation, therefore, strongly suggests that our section begin offering education programs on research over the Web. The plan also advises that our section partner with other MLA units to provide an expanded number of education opportunities based on training topics that were identified in the survey.

- The third recommendation addresses the need for our section to more aggressively promote and communicate section activities and services to our members and throughout MLA. Increased effort is needed to improve member and MLA awareness of Research Section services, web resources and publications. It is also necessary to expand opportunities for service and leadership roles for all our members and to bolster member recruitment efforts.

- The fourth recommendation addresses the need to increase and promote the accessibility

of research. The plan puts forward two forward thinking ideas. The first idea involves appointing a new section task force to enhance the current process of highlighting research presentations and posters in annual meeting program materials with a pyramid symbol. Since not all research is highlighted at annual meetings, the plan proposes that we now cover ALL research presentations and posters at the annual meeting to reduce ambiguity and confusion among members. This need surfaced from the survey as many MLA members find this section service to be extremely useful. The second long-term idea involves our section helping to create an EBP knowledge-base database to facilitate access to primary research in library and information practice. Currently there is a gap in finding EBP literature easily and this new database would enable librarians to more easily discover research for day-to-day decision making.

- The last recommendation concerns developing a follow-up study to the 2011 Survey of Research Activities of Librarians. This study would focus on how often and how librarians are applying research to professional practice.

Together the new vision statement, recommendations, and implementation strategies will position the section as a thriving, dynamic, and successful research community within MLA and beyond. I would like to thank the Strategic Planning Committee for their hard work on this groundbreaking document and their commitment to improving our section and the MLA research environment. Committee members are: Susan Lessick (Chair), Kris Alpi, Brooke Billman, Gary Byrd, Diane Cooper, Carole Gilbert, Sandy De Groote, Cheryl Dee, Roz Dudden, Carol Perryman, and Kay Wellik. Thank you all so much."

MLA CHAPTER NEWS

GREETINGS FROM THE MIDCONTINENTAL RESEARCH COMMITTEE!

Kate Anderson, MA, MLA, MC/MLA Research Committee Chair
Zalk Veterinary Medical Library, University of Missouri

At the MCMLA Annual Meeting in St. Louis, the Research Committee awarded the following:

- **Best Research Poster:** Hospital libraries: a commonality among America's best hospitals. Jenny Garcia (University of Wyoming)

- **Best Research Paper:** Return on investment studies in health sciences libraries. Crystal Cameron-Vedros (University of Kansas Medical Center), Deborah Carman (KUMC), Robert A. Pisciotta (KUMC), James Bothmer (Creighton University), Nancy Woelfl (University of Nebraska Medical Center)

- **Most Original Idea:** Re-evaluate your library website using card sorts. Abby Adamczyk, Amy Honisett, R. Todd Vandenbark (University of Utah)

Criteria for the awards include research design, clarity of expression, and importance of findings. Congratulations to our winners!

SOUTH CENTRAL CHAPTER OF THE MLA RESEARCH AWARD WINNERS

Holly Phillips, SCC/MLA Research Committee Chair
University Libraries, University of New Mexico

The SCC/MLA Research Committee presented the following awards at the 2011 Annual Meeting in Baton Rouge, LA:

Contributed Papers

1st Place ($300)

"Making the CASE for EBM: The Development and Evaluation of the Critical Appraisal for Summaries of Evidence (CASE) Worksheet" by Margaret J. Foster and Suzanne Shurtz, TAMU Medical Sciences Library

2nd Place ($200)

"Providing Info on the Geaux: Mobile Resources and Academic Health Sciences Libraries" by Jodi L. Philbrick and Ana D. Cleveland, UNT Department of Library and Information Sciences

3rd Place ($100)

"Accessing and Assessing the FACTTS: An EBM and Critical Appraisal Course for Medical Students" by Kim Pullen, Head, Liaison Program; David C. Duggar, John Cyrus, Deidra Woodson, Donna Timm, LSU Shreveport Department of Medical Library; Jerry W. McLarty, LSU Health Shreveport; Mark P. Baggett, University of Tennessee Libraries; Daniel E. Banks, Brooke Army Medical Center

Posters

1st Place ($200)

"Incoming Dental Student Expectations of an Electronic Textbook Program" by Elizabeth A. Strother, Darlene P. Brunet, M. Larry Bates, and John R. Gallo, LSUHSC New Orleans, School of Dentistry

2nd Place ($100)

"iPad Usage in Medical Libraries: A Survey" by Suzanne Shurtz, Derek Halling, and Becky McKay, TAMU Medical Sciences Library

3rd Place ($50)

"More Than Numbers: Adding Dimension to Library Metrics" by Laurissa Gann, UTMD Anderson Cancer Center Research Medical Library

Honorable Mention

"Oh, the Places You'll Geaux! A Case Study in Managing Collaborative Opportunities" by Heather K. Moberly, OSU; Esther Carrigan and T. Derek Halling, TAMU Medical Sciences Library

"Geauxing to the Dogs, Sometimes the Portal Bites Back: The Agony and Ecstasy of Building the Agnic Animal Health Portal" by Heather K. Moberly, OSU