



**Almost Heaven ... Exploring New Vistas: MAC 2008, Morgantown, WV
Contributed Papers
Session I**

Improved Vistas: Using Link Resolvers to Simplify Finding Full Text

David A. Nolfi, Carmel Yurochko

Purpose: This presentation examines integrating link resolvers and the ILLiad interlibrary loan system with PubMed in order to provide simplified access to full text journal articles in varied systems.

Setting/Participants/Resources: Duquesne University's Gumberg Library used existing tools and services to provide enhanced PubMed access for its students and faculty.

Brief Description: This project used the PubMed Outside tool in conjunction with Ex Libris' SFX and OCLC's ILLiad to create an interface that enables PubMed searchers to easily connect to subscription-based electronic full text and a facilitated ILL request process. The initial set-up was completed at no additional cost and with minimal additional effort by library staff. This project supported the library's move from a subscription-based Medline environment to PubMed. The presentation compares PubMed Outside Tool to LinkOut and explains why libraries might choose to use one over the other (or choose to use both). The presentation will also discuss project planning and implementation including marketing and education efforts used to introduce this new service. Discussion also covers other factors including using different link resolvers and providing similar access and services in other free databases such as Google Scholar.

Results/Outcome: This project enables PubMed searchers to easily locate full text and utilize ILL services while keeping library staff workload to a minimum.

Evaluation Method: The authors used SFX, ScholarlyStats, and vendor sources to track changes in usage statistics. Preliminary analysis shows an increase in total PubMed/Medline searching with total PubMed sessions ranking higher than all subscription-based databases. The authors are also conducting online surveys for students and discussion groups with faculty to assess satisfaction with the PubMed Outside Tool.

Navigating the Peaks and Valleys of the Virtual Classroom

Kristine M. Hughes, Alan T. Williams, Virginia L. Stone, Irene M. Lubker, Catharine S. Canevari

Objective: This poster will describe the Tompkins-McCaw Library for the Health Sciences experience offering live instruction to remote users and plans for future development.

Methods: Over the last two years, the Tompkins-McCaw Library has offered a class entitled Health Sciences Resources using the Blackboard course management system to distance education and on-campus students at Virginia Commonwealth University. This class includes topic-based modules and has expanded to include workshops taught using the Live Classroom part of the Wimba Collaboration Bundle. In the Live Classroom, one librarian delivers the lecture and pushes Web content such as live screenshots of database search techniques. Another librarian serves as a virtual floater, monitoring the chat log and troubleshooting technical issues. Live training is supplemented with tutorials, handouts, and quizzes that have been developed for other modules of the class. Online workshops are promoted through announcements posted in the virtual classroom. Announcements are also posted in the university events and training calendars, and through flyers posted on campus bulletin boards.

Results: Blackboard's Wimba Live Classroom tool allows the library to offer interactive instruction including audio lectures, push content, synchronous chat, and individual communication tools. The class archives provide an asynchronous training option and make the class available to a wider audience. A survey was created to gather feedback from the participants. When asked about the overall quality of the session, 83.4% of the participants rated the experience as either good or excellent while 94.1% said that they would take additional Wimba Live Classroom sessions.

Conclusions: The Wimba Live Classroom has been a successful tool for distance learning. The Blackboard Announcements feature has been a great promotion tool for the online classes. Plans are underway to expand the services offered using this tool to include research consults and theme-based training sessions.

Engaging Faculty and Students: Expanding Horizons with New Multimedia Technologies

Barbara Rothen Renner, Robert Ladd

Objective: To explore innovative uses of new multimedia technologies to support learning, research, and communication.

Setting: Large academic health sciences library serving 5 schools and a 700-bed teaching hospital.

Method: We sought opportunities to demonstrate to Allied Health faculty the feasibility and desirability of having students use multimedia tools to communicate about their learning experiences. We started with one class and a familiar delivery method--poster presentations--with the intent of attracting additional faculty and encouraging experimentation with a range of technologies.

Results: Student poster presentations in a public forum persuaded key decision-makers--the Associate Dean and division heads--that this was an effective learning activity to extend across divisions and into new audio and video technologies for online delivery using such methods as YouTube and iTunes. Although many students are excited and ready to embrace new technologies, some faculty are uncertain about their utility in academic settings. Helping faculty envision new possibilities and providing expertise in a collaborative manner, we have been able to facilitate adoption of additional, newer technologies for active learning and scholarly communication. While students and the social environment push toward newer technologies and delivery methods, traditional scholarly venues such as conferences and many teaching contexts, tend to retain the familiar, making it necessary to support them. Additionally, some users are concerned about the learning curve and long-term viability.

Conclusion: New multimedia tools offer great potential for learning, research, and communication and are becoming more powerful, easier to use, less expensive, and more available. Although some in the academic community are eager to embrace them, many don't know where to start or have difficulty envisioning how they could be put to practical use. Our job is to help them imagine the possibilities and to provide the tools and expertise to make this a reality.

Do You Know Who is Really Using Your System?

Stephan Spitzer

Purpose: When dealing with electronic resources, it is important to have good control over who is accessing this material. This paper will discuss how, using Open Source software and custom scripting, we are better able to keep track of who, when, and where our users access data through our Electronic Resource Portal. Setting/Participants/Resources: The James A. Zimble Learning Resource Center of the Uniformed Services University of the Health Sciences (USUHS) Applied Medical Informatics staff.

Brief Description: We maintain a portal for our electronic resources in support of a large, geographically dispersed population. In order to comply with our vendor and affiliate contracts, we wanted to get a better handle on our user access. We began by adding Google Analytics to our portal main page, which allowed us to get a broad idea of geographical usage. Questions raised from this led us to add user IP addresses to our resource usage logging information. What we were missing was the ability to match geographic location with a specific user. By means of incorporating GeoLite City, an Open Source API and database from MaxMind, into scripts that read our application audit logs, we were able to identify suspicious patterns of usage and take corrective action.

Results/Outcome: We have been able to identify and correct numerous instances of account sharing and unauthorized system usage.

Evaluation Method: We will continue to monitor logs of user activity.



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Session II**

Community Health Education Center (CHEC) at Five

Dana Ladd, Monica Leisey

Question: This paper reviews CHEC's development and challenges faced throughout its first five years as a hospital-based consumer health information center. **Setting/Participants/Resources:** The Community Health Education Center is located in an urban academic medical center.

Method: Current major stakeholders were interviewed to understand the creation of CHEC and the challenges faced throughout the first five years of its existence and how they are being addressed. Narrative analysis was used to blend the recollections shared into a cogent story.

Main Result: The development of a consumer health information center in a hospital is an exciting endeavor; but requires a lot of commitment and hard work. While CHEC's three partners were enthusiastic about the idea, a top priority has been to continue to help others see that providing consumer health information is a valuable service- a guiding principle as design decisions were made. All three partners have worked collaboratively in order to ensure CHEC's success. For instance, remaining true to the mission of providing consumer health information and not patient education, has been a difficult and fine distinction to maintain. Additionally, the challenges of operating a small center have required close attention by the librarian. Being sure that patients, family members, and community members recognize and use CHEC as a resource has sometimes been complicated by the perceptions and expectations of some hospital staff and users.

Conclusion: Exploring the development of CHEC through the eyes of those who were instrumental in its development provides the unique opportunity to explore not only how CHEC was created but also the opportunity to probe the expectations and intentions of the Center's many stakeholders. Valuable lessons can be learned from the founding creators' oral histories and shared challenges to assist others interested in beginning such a center.

Keeping Patrons Happy: Data-driven Collection Management

Karen Stanley Grigg, Marcos A. Rodriguez, Richard A. Peterson, Patricia L. Thibodeau

Purpose: Describe the methods employed by an academic health sciences library to gather and utilize data from a variety of sources to drive monograph purchasing decisions. Due to spartan book budgets and increasing prices, the library must approach spending with a more systematic, data-driven approach.

Methodology: The Library mines data from a variety of sources. The Library's ILS has been utilized to track circulation activity of new purchases by discipline. Data collected from recent surveys and focus groups has helped to identify user preferences for formats and subject areas. The WorldCat Collection Analysis Tool provided data to compare its collection in respect to overlap and gaps with consortia and peer institutions. Data from book vendors provided information on titles purchased and the amount spent by discipline. Data were analyzed for cost per use by subject area. Lastly, usage statistics for e-books has been analyzed for renewal decisions. The Library wants to ensure that the materials it selects are the ones that are needed and used; therefore providing the best return on investment for its book dollars while keeping the patrons satisfied with the quality of the collection.

Results/Conclusion: Due to greater analysis of available data, DUMCL is able to spend more effectively and more responsively. DUMCL is increasingly able to be more accountable to stakeholders and can better ration a limited monographs budget so that titles purchased are ultimately those likely to be used. DUMCL librarians will compare usage of materials after data-driven approach has been applied to previous usage. A task force will be assembled to assess success of approach via statistical analysis and to gather patron feedback. A balanced scorecard may ultimately be employed to set goals of increasing circulation of purchased monographs.

When Constellations Align: The Library Leads a Biomedical Communications Technology Service

Dorothy A. Spencer, Susan Nash Simpson

Question: What are the benefits to an academic health center when its academic health sciences library assumes leadership for division-wide biomedical communications technology services?

Setting: East Carolina University's (ECU) Laupus Library in Greenville, N.C. supports an expanding Health Sciences Division as well as its hospital partner PCMH/UHS. Together these dynamic organizations comprise eastern North Carolina's newest academic health center. In September 2007, ECU's Brody School of Medicine's (BSOM) Center for Health Sciences Communications (CHSC) was integrated into the Laupus Library's IT Systems Department and the expanded department was re-named Multimedia & Technology Services (MTS). MTS now provides support for the entire Health Sciences Division enabling efficiencies and economies of scale in delivery of services. The new MTS serves ECU's distance learners, off site service learning centers as well as growing classes in the basic and clinical sciences throughout the Division.

Method: Adding MTS to the library operation has had positive outcomes. The library's existing IT Systems Department had a skilled staff of 10 FTE's and a strong service orientation but provided limited services beyond the immediate library. With the addition of 14 technical staff from CHSC, MTS can now provide access to technology and services throughout the Division. MTS budgeting and planning functions were reviewed and reconstructed by the library's administration. The library's administrator championed upgrading and updating of technology in MTS to enable them to provide quality service now, and in the future.

Results: The integration of the Multimedia & Technology Services with the Laupus Library has raised the library's visibility and increased the library's participation in Division wide planning. The additional technically expert staff and the management of technology and infrastructure also improved the perception of the library by faculty and university administrators. The library now has greater involvement in the planning of clinical service learning centers for the new dental school and recently announced expansion of the BSOM. This broader service role also involves the library in more interdisciplinary curriculum planning.

Conclusion: The inclusion of multimedia and technology services provided by a biomedical communications department under the organization of Laupus Library has resulted in improved services throughout the Health Sciences Division at ECU while improving the strategic position of the Library within both the Division and the University.

The Ripple Effect: The Benefits of Focused Resource Initiatives

Susan Swogger, Barbara Rothen Renner

Objective: To build relationships with and provide improved service to a small Division by creating a special, highly focused resource page.

Setting: Large academic health sciences library serving 5 schools and a teaching hospital. Initiative: A prior collection development project for the Rehabilitation Counseling & Psychology Division convinced us of the need for a specialized, highly focused research tool to replace training in the use of a broad range of standard, more generic resource pages. We hoped that collaboration with this new Division of just four faculty would make them feel more valued as a user group, as well.

Main Results: Meeting with faculty on several occasions to discuss design and to ensure all desired resources were included, we built strong relationships. The increased, collaborative interaction helped us develop a more nuanced understanding of the faculty's specific interests. Faculty felt encouraged to approach us about a broader range of needs and to refer students to us. In addition to expressing their appreciation to us, they have shared their experience with faculty beyond their Division. As they and others have become aware of the Library willingness to invest such effort when needed--even in smaller units--they have begun to ask us for materials and services they had been reluctant to request in the past. We have begun to work on similar resources with other small Divisions with similar needs.

Conclusion: An investment of time and effort, when needed, into a tiny group of library users can have a disproportionately large return for the Library, beyond the original small user audience and initial project.



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Session III**

Bridging the Gap and Building Relationships: Successful Outreach to Family Medicine

Katherine Rickett

Question: When reaching out to our users, how do you get your foot in the door?

Setting: Part of the three-fold mission of the Brody School of Medicine (BSOM) is to increase the supply of primary care physicians for North Carolina. Reflecting that mission is Family Medicine, one of the founding departments of the School. A staffing shortage at Laupus Library had resulted in a reduction in the outreach services. In June of 2006, the library moved from the BSOM building into new quarters. While the new facility doubled the library's size, the physical relocation increased the sense of "distance". I joined the staff of Laupus shortly after that move. As one of two liaisons to BSOM, I work with clinical faculty, residents, and fellows. Considering the School's mission and the importance of the Family Medicine program, I decided to make it one of my priorities.

Method: I took advantage of existing connections, such as the library's participation in Clinical Jazz, a weekly session where residents present. I asked for a list of presenters and sent an email to them a few weeks ahead offering to help. Academic Afternoon, another weekly program, features faculty presentations. I asked for time there to present classes and volunteered to be an "on call" substitute speaker. Holding office hours before the session provides an opportunity for me to meet with residents who are doing off-campus clinical rotations.

Main Result: Increase in the number of classes taught and in user contacts.

Conclusion: With the increase of electronic resources, the ways in which we deliver services are changing. We need to meet our users where they are, but it's not always easy to get your foot in the door. I found some ways to do that and I'd like to share them with you.

Striving for New Peaks in Reference Services: Becoming Strategic Partners in Research Initiatives

Barbara Allen Wright, Catharine S. Canevari, Irene M. Lubker, Margaret E. Henderson, Mary Jane Green, Kristine M. Hughes, Alan T. Williams, Shannon D. Jones, Jean P. Shipman

Objectives: The desire to strengthen support for researchers and increase sponsored funding has become a central focus at Virginia Commonwealth University (VCU). In response, a plan was formulated to reassign library faculty positioning them to become full partners and strategic assets for the expanding research enterprise.

Methods: Previously, librarians had minimal involvement with the research enterprise. We discussed support needs with key faculty and administrators, reviewed questions asked at service points, and gathered usage data on research support materials. Other academic health sciences libraries were surveyed regarding their research staffing, resources, and support trends. We then realigned faculty and services, and implemented an on-call reference model. Librarians now participate in research support activities including grant-related committees, information resource training, literature reviews, and special event planning. These activities are being tracked and evaluated through feedback from faculty and administrators, and review of associated costs and benefits.

Results: An increase in researchers' use of librarian consultations was experienced including requests for literature reviews for curriculum development, grant and manuscript preparation, for instruction on funding sources, and advanced citation management. Satisfied clients are promoting the benefits of library support to their peers, and librarians are being asked to co-author resulting publications. Other service outcomes include closer working relationships with VCU faculty, increased referrals to other library services, and an inaugural 2008 Research Day, jointly sponsored with the VCU Office of Research. Fees charged for these enhanced research services have been used to support supplemental library faculty. Both librarians and paraprofessional staff have realized opportunities for growth in their new roles.

Conclusions: Reallocating faculty to support research services has had positive outcomes for the library, especially increased university recognition of the value of library support to VCU's research initiatives.

Extending our Reach: Libraries Teaching Presentation Skills

Barbara Rothen Renner, Robert Ladd

Objective: To extend the role of libraries to teaching effective presentation using posters and PowerPoint slides via self serve materials and group instruction.

Setting: Large academic health sciences library serving 5 schools and a 700-bed teaching hospital.

Method: Following the reopening of media design studios in the library and the closure of a medical school design service, the library saw an increase in demand for consultation in poster design. We collaborated with faculty to integrate the teaching of both technical design and effective communication skills into graduate level research courses for a variety of allied health professions students. Outcomes: Over the course of one academic year, we trialed several different teaching models to students in four different allied health professions. Prior to class sessions, students were asked to complete an online tutorial covering basic design principles. In class, presentations were put into a broader context of professional communication (e.g., chart notes, communications with other clinical professionals, communication with advocacy groups, presentations at scholarly conferences). Students were given the opportunity to critique posters and/or PowerPoint presentations and to see results of our suggested improvements. Some groups also had the opportunity for hands-on work in a computer lab using material (text, numeric data, and graphical material) from their own research projects. New, self-serve video tutorials were developed and our web-based tutorial was augmented with new material. We have been successful in shifting much basic teaching to self-serve video and web-based tutorials along with group teaching in the classroom setting. In addition, we have expanded our teaching from basic design skills to a broader range of communication skills

Conclusion: In working to develop a more efficient model for teaching health affairs students to design effective posters, we began to see this as just one skill among a number necessary for communication in a variety of professional contexts. Faculty looked to the library for expertise in this combination of skills. New models allowed us to expand the content and to deliver it more efficiently to larger groups of students.

Places to Go & People to See: Growing and Maintaining a Strong Liaison Program

Roger Russell, Susan Nash Simpson

Question: How can an academic health sciences library build a strong liaison librarian program?

Setting: Laupus Health Sciences Library at East Carolina University in Greenville, N.C. has been developing a liaison librarian program for over eight (8) years. The library serves the Brody School of Medicine, the Colleges of Allied Health and Nursing and will soon support a new school of dentistry. Since June 2006 the library and the Colleges of Nursing and Allied Health Sciences have shared a new 300,000 square foot Health Sciences Building at the center of an expanding west campus, with the Brody School of Medicine and future school of dentistry buildings close by. Currently four full time liaison librarians are assigned to these units, two to medicine, one to nursing and one for allied health. They have all experienced success in their programs. Liaisons have successfully used different techniques to gain positive recognition in their schools.

Method: The liaison program is built upon personal relationships between librarians and faculty and/or students and the delivery of high levels of customized service. Our liaison program emphasizes flexibility, collegiality, and building relationships. Liaisons have the latitude to try different methods of working with faculty, staff and students where they are; librarians make their own schedules. Recognizing that each school is different means liaison programs or services that are embraced in one school may not work in another. Programs are put in place and evaluated. If not successful a program may be discontinued and a different tactic tried. Librarians often work with clients in their environment and don't expect the client to necessarily come to the library for service. Librarians also collaborate and work together to provide basic in-house library services or on projects.

Main Results: Building relationships has been key to the program's growth and success. Liaison librarians spend time with faculty at every opportunity. The goal is for those in the department to recognize the liaison as "their personal librarian." This has resulted in more interaction, more appointments to outside committees, invitations to present or attend clinical and educational rounds. Librarians have been invited to co-author articles with faculty, be involved in extensive research projects, invited to co-teach classes, serve on committees, and similar activities as a direct result of developing collegial "faculty-faculty" relationships as opposed to more traditional "client-librarian" relationships. The increased activity and greater variety of liaison activities has also been a measure of success for our liaison librarian program.

Conclusion: Delivering quality service and developing personal relationships has been central to the success of our program. When hiring liaisons the library seeks individuals who possess the personal attributes that will facilitate building those professional relationships. The library can help new liaisons improve or develop skills (advanced searching skills, medical terminology, etc...). However, the personal attributes, flexibility, positive attitude, willingness to try things and the skill to work collaboratively are critical to the success of the liaisons in our program.