Table of Contents

From the Director: Interprofessional Education -- Much More than a Concept
Jean Pugh Shipman

John Mauger -- Library Champion

Introducing . . . Christy Jarvis

Celebrating the 40th Anniversary of the Spencer S. Eccles Health Sciences Library Part III
Joan M. Stoddart

Reorganizing the Eccles Library Website
R. Todd Vandenbark

Cool Tools: Dropbox
Peter Jones

EReader/Tablet Checkout Available at the Library
Amy Honisett

Jean P. Shipman Appointed Co-Convener of Chicago Collaborative

Upcoming Events

Exploring Health Care Disparities

Priscilla M. Mayden Lecture Focuses on eScience-eResearch

Join Us for the NCBI Discovery Workshops

Workshops @ the Library

2012 Eccles Library Construction Notice
From the Director — Interprofessional Education

Much More than a Concept

IPE, IDE, IP-E or IP: regardless of which acronym is used, the essence of interdisciplinary or interprofessional education is the idea that health sciences students learn as teams in various contexts so that they are ready and geared to perform as effective, respectful and trusting partners when they start to practice. Wikipedia defines interprofessional education as *occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice* [1] *for providing client- or patient-centered health care.*

The [University of Utah Health Sciences](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/205/314) has been actively creating an interprofessional education (IPE) program for over ten years - see [timeline](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/205/314) created by [Sue Chase-Cantarini](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/205/314), R.N. M.S. (Assistant Professor, [College of Nursing](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/205/314)). The first initiative was a Cultural Competency/Mutual Respect course which was taken by all health sciences students starting in 2003. This was soon followed with the completion of the interprofessional Spencer F. and Cleone P. Eccles Health Sciences Education Building (HSEB) in 2006 and the formation of an IPE Committee by Dr. Lorris Betz.

The [HSEB](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/205/314) was specifically designed as an interdisciplinary facility, and the IPE Committee charge resulted from Dr. Betz’s desire to realize the potential of such a building. The Library’s central role in the creation and administration of the HSEB was due to its neutral service commitment to everyone in the Health Sciences. Wayne Peay, the Eccles Library director at the time, chaired this IPE Committee, which included faculty from each of the four health sciences programs. It created a Clinical Team Experience (CTE) that continues today and employs the clinical suites within the HSEB as an out-patient context for students to learn from one another.

CTE students individually meet with a patient actor — a standardized patient — while being video recorded and observed by a team of students and a faculty advisor. After all students within the team have finished their individual interviews, they reflect on each particular health profession’s approach to patient care, share ideas about how to improve interactions with patients and provide feedback for each other. Their clinical skills are
not assessed; the focus is on their approach to patient interaction and communication.

Expanding this experience to an in-patient setting was the goal behind a recent pilot that employed the new College of Nursing Simulation Center. A team of students was briefed about a clinical scenario in which a patient (played by a first-year health sciences student) was to be discharged. The students then participated in a two to three hour in-person training that consisted of a number of components.

First, they discussed how to approach the case, in what order they each would visit the patient and what they expected to briefly cover with the patient for discharge to home. Again, rather than assessing students' clinical skills, the focus was on their ability to communicate with the patient, a family member (another first year student), and their co-health care providers.

Second, during a video recorded session, students had the opportunity to directly interact with the simulated patient and family member. All team members who were not actively interviewing the patient observed from a debriefing room. Each student conducted his/her brief session with the patient and then they debriefed as a team with a faculty advisor. They gave feedback to each other and provided ideas on how to improve future communications.

Students have been very positive about these IPE experiences and desire more of them. The IPE Committee in place today is assessing how to incorporate the simulation scenario experience into the various health sciences curricula. This is no small feat and is often reported as a key barrier for any university who tries to provide IPE. However, students really want to learn in this manner. In part to achieve this goal, an IPE student group was self-formed about three years ago here at the University of Utah. This group, the Health Sciences Student Council (HSSC), includes student leaders from most of the programs in health sciences. They have held social events, such as a study break for all health sciences students, and are planning Lunch-N-Learn sessions for this year. They also have developed a student survey that will be issued in early 2012 to gather student perceptions and desires for additional IPE activities. If you are a student and are interested in becoming a part of the HSSC, please contact Jeffrey Norris or send an email to the HSSC calendar. I serve as the HSSC's faculty advisor, and the HSSC will have its headquarters located within the Eccles Library once our lower level construction is completed.

Alice Weber, the Eccles Library IPE Librarian, and I recently attended an IPE conference in Tucson, AZ, that included over 800 people involved with IPE from 10 countries. Canada definitely had the lead on this concept, but the United States is rapidly speeding ahead with program implementations. Visit the Collaborating Across Borders III website for more information about this conference.

What did Alice and I learn by attending the conference? We learned that the University of Utah is ahead of many institutions with our 10-year history of
IPE activities and our recent retreats (2010, and 2011), workshops (see Roundtable Discussion documents on the IPE page), 2011 IPE-themed InfoFair and scenario pilots, but that there are several other universities who have many more IPE programs in place, such as University of Washington, University of Minnesota, and Medical College of South Carolina to name a few. The archived InfoFair 2011 highlights the many IPE programs at the University of Washington, as outlined by Nanci Murphy, PharmD, the keynote speaker.

So the challenge is on - be thinking of how you want to participate in IPE and please share your thoughts with me or any IPE Committee member. For more information, visit the InterProfessional Education website—after all, it's not only an acronym, it's a vital and viral concept!

Reference
The Spencer S. Eccles Health Sciences Library salutes our Library Champions. This month we feature John W. Mauger, Ph.D.

John W. Mauger is Professor, College of Pharmacy, and the Associate Vice President of Health Sciences for Special Projects. Dr. Mauger will continue his academic role in the College of Pharmacy and also undertake special projects for the Senior Vice President of Health Sciences.

Dr. Mauger received his B.S. in Pharmacy from Albany College of Pharmacy and Health Sciences in 1965 and a Ph.D. degree in pharmaceutics from the University of Rhode Island College of Pharmacy. After receiving his Ph.D., Dr. Mauger joined the faculty of the School of Pharmacy at West Virginia University, where he was ultimately named the inaugural chair holder for the Douglas Glover endowed chair. He then moved to the University of Nebraska Medical Center as Professor and Chair of the Department of Pharmaceutical Sciences. Dr. Mauger and his wife, Karen Mauger, moved to Utah in October 1994 when John began his career at the University of Utah, College of Pharmacy.

Working with his wife Karen, Dr. Mauger built a scholarship base for pharmacy students that now exceeds $177,000 annually. Karen and John also developed the Pharmacy Advocates Advisory Council which advises the College of Pharmacy on philanthropy. As a result of these efforts, the level of private donations to the College has increased substantially. Most notable are the lead gifts from The ALSAM Foundation and Mr. L. S. Skaggs for the building of the new pharmacy research building to be connected to L. S. Skaggs Hall by an atrium. A major goal of Dr. Mauger's new role as Associate Vice President will be to lead development activities to obtain the funds necessary to complete the new building.

We asked John to tell us, in his own words, why he is an Eccles Library Champion.

Tell us why the Eccles Library is your best friend.
The spirit in which the librarians offer their assistance and expertise is
always helpful, timely and valuable. They provide a unique perspective and are always willing to solve difficult problems under severe budget constraints.

**Why do you support the library?**
My strong support for the Eccles Health Sciences Library is related to the essential role it plays in connection with the academic and patient care missions. The library understands and contributes to the value system that is unique to academic health sciences centers.

**How has the library helped you do your job?**
As dean, I found that the Eccles Health Sciences Library was critical in several areas connected with the college's academic mission. For example, this library provides valuable support for our curriculum and teaching mission, assists our students and faculty in connection with our research and service missions, supports our needs related to meeting accreditation standards and supports important databases.

**What are the top three library services you use?**
The following areas are of high value to me:

1. supporting the Health Sciences Education facility
2. acting as a neutral convener to lead and support projects such as multidisciplinary professional education
3. providing leadership and direction in evolving areas of importance to information technology and knowledge dissemination.

**What will the library look like in the near and distant future?**
As the library continues to evolve with a technology driven format, the services and expertise of professional librarians will become increasingly important in providing the vision and leadership necessary to fulfill the academic and patient care missions. Librarians are valued colleagues whose expertise is critically important to the teaching, research, and patient care roles in an academic health sciences center.

**How do you describe the Eccles Library to others?**
As a national leader among academic health sciences-based libraries.

**What information seeking/using advice would you offer to today's health sciences students?**
Make the Eccles Health Sciences Library central to fulfilling your academic and patient care roles.

**What's the best information advice you ever got?**
"Let's go to the library", which I learned as a pre-school child. It has become a constant over a lifetime and one I have passed on to my children, one of whom holds a degree in library science and information technology.

**What do you do for fun?**
Transparent watercolor painting, reading, and travel.
Introducing . . . Christy Jarvis

The "Introducing . . ." column is a regular feature that profiles an employee of the Spencer S. Eccles Health Sciences Library. It is a way of introducing our staff to you. This month features librarian Christy Jarvis.

Christy Jarvis joined the faculty at the Spencer S. Eccles Health Sciences Library on July 18, 2011 as the Information Resources Librarian. In this role, Christy focuses primarily on electronic and digital information tools. She works collaboratively with other librarians, faculty, and staff to identify, select, license, and provide access to the books, journals, databases, and other electronic and digital resources needed by the health sciences center community.

Prior to joining the faculty at Eccles Library, Christy lived in Los Angeles where she worked for a prominent multi-office law firm as the Technical Services Manager. She was responsible for all aspects of analyzing, selecting, purchasing, cataloging and licensing resources used by the firm's legal professionals. Christy's other work experience includes managing a nonprofit resource center library and working as a liaison for the library vendor community.

Christy grew up in western New York and attended SUNY Buffalo, where she received a B. A. in History. While still an undergraduate, Christy worked in the Architecture and Planning Library on campus and quickly realized that she wanted to pursue a career as an information professional. She obtained her Master's Degree in Library and Information Science from San Jose State University.

When she's not at work, you will either find Christy with her nose in a good book or hanging upside down in a Pilates studio. She is also a bit of a "foodie" and enjoys cooking (and eating!) creative dishes. Her other interests include hiking, traveling, and spending time with her husband. Christy is excited about having moved to Salt Lake City and is looking forward to exploring the city and participating in the community.
Celebrating the 40th Anniversary of the Eccles Library
Part III — 1991-2011

The Spencer S. Eccles Health Sciences Library is celebrating 40 years of growth and maturity. While the early years were a time of establishing a presence in programming and services on the campus and beyond, the past 20 years have added challenges such as the rising cost of journals, meager budget increases, changing service models and the continuous push to go farther and faster with automation. Fortunately, with talented faculty and staff and strong leadership, it was 20 years of building one of the premier health sciences libraries in the country.

The following table illustrates the dramatic changes in numbers over this time period.

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>2011</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>24 faculty and staff</td>
<td>45 faculty and staff</td>
<td>+</td>
</tr>
<tr>
<td>Door count</td>
<td>265,828</td>
<td>108,000</td>
<td>−</td>
</tr>
<tr>
<td>Circulation of material</td>
<td>35,448</td>
<td>12,538</td>
<td>−</td>
</tr>
<tr>
<td>Educational sessions</td>
<td>12</td>
<td>386</td>
<td>+</td>
</tr>
<tr>
<td>ILL's loaned and borrowed</td>
<td>13,912</td>
<td>8,162</td>
<td>−</td>
</tr>
<tr>
<td>Journal subscriptions</td>
<td>1,841 titles, 0 electronic</td>
<td>3,488 titles, all electronic</td>
<td>+</td>
</tr>
<tr>
<td>Mediated searches</td>
<td>1,200</td>
<td>35</td>
<td>−</td>
</tr>
<tr>
<td>Photocopies</td>
<td>1,552,356 copies, 7 copy machines</td>
<td>38,407 copies, 1 copy machine</td>
<td>−</td>
</tr>
<tr>
<td>Public computers</td>
<td>48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The physical library is changing and there is more open study space for our users and new furniture that encourages collaborative study. Some of our traditional services are waning and other services have soared. The door count peaked in 1999 with over 265,000 patrons per year and circulation of materials fell off precipitously in 2011. Interlibrary Loans held steady and even increased dramatically with free ILLs through a national program called RAPID ILL, but since 2007 is experiencing a drop off. With the growth of end-user searching in the 1990's, mediated search numbers began to decrease; at the same time training and educational sessions increased proportionally, guided by the Education Librarian and Education Team. Most dramatically, photocopies have dropped in number since the late 1990's to almost nothing. Where once six machines in the library made well over a million copies per year, the library now has only one machine that is used infrequently.

The number of faculty and staff has increased largely due to the Regional Medical Library program. Journal subscriptions have actually increased but have been totally converted to online access. New monographs and government documents are almost exclusively online versions as well. As would be expected, Web visits dominate the means of accessing library services, and the Eccles Library and Spencer F. and Cleone P. Eccles Health Sciences Education Building (HSEB) have considerably more public computers. Wireless access points throughout the two buildings provide the Internet for personal laptop computers and other devices.

Numerous outstanding programs have been added to the standard library fare over 20 years. Outreach programs began in 1992 with Kathleen McCloskey, who started out with the promise of grants, gas in her tank and a very adventurous spirit. In 1999 Kay was presented the Michael DeBakey Award for her outreach efforts. Suzanne Stensaas began to develop the Slice of Life project which flourished throughout the 90's as an innovative use of technology in the instructional media arena. Knowledge Weavers and HEAL (Health Education Assets Library), spearheaded by Sharon Dennis, were programs begun to enhance the digital multi-media provided in medical education. NOVEL, Neuro-
Ophthalmology Virtual Education Library, developed by Nancy Lombardo, demonstrated the concept of combining a variety of digital materials into an integrated subject oriented resource. Finally, and probably most notable, there is the addition of the Regional Medical Library Program contract from the National Library of Medicine to the University of Utah. This contract brings both financial rewards with the addition of faculty, staff and a view to a six state region for programs and services enriching user and staff experiences. Claire Hamasu has been the Associate Director since the outset.

A major program that impacted the library staff was the Spencer F. and Cleone P. Eccles Health Sciences Education Building (HSEB). The University received legislative money to build an integrated teaching facility for the School of Medicine, the Colleges of Nursing and Pharmacy, and Clinical Staff Education for the University Hospital. Also brought into this $55 million five story building was the Department of Biomedical Informatics (BMI), the Health Sciences branch of the University Campus Store, a café, computer lab, clinical teaching suite and parking facility. Wayne Peay, Library Director, negotiated the delicate task of space and program allocation. For five years Wayne worked with all parties, balancing needs with availability, bringing in new partners and envisioning new programs. The library administers the building, including all event scheduling and systems support. A Clinical Team Experience, an interdisciplinary class experience for the colleges, is organized by library faculty and staff in conjunction with faculty from the colleges. The result is a showcase for inter-disciplinary education buildings across the country.

Over the years, the Eccles Library experienced only a few cosmetic changes until 2009, when state funds were provided for asbestos abatement, fire and safety upgrades, new ceiling, lighting, offices, some furniture and compact shelving. Jean Shipman, the newly appointed Library Director, oversaw the most dramatic change in library appearance since 1971 with the removal of all print material from the upper and main floors of the library. All journals, books, reference and reserve collections, media and government documents are now on the lower level in compact shelving. The ceiling project, as it was known, was a rally cry for two years, necessitating the vacating of the building, spreading staff to nine locations on campus and in the nearby health sciences space. Mary McFarland, Reference Associate, did a masterful job organizing and executing the shifting of material from floor to floor and stack to
Sherman S. Brinton, M.D. alcove on upper level

The Hope Fox Eccles Clinical Library, now available virtually, has also evolved to fit the new needs of our institution and patrons. While it was being used increasingly to serve patient families, the location and facility was not well suited for this purpose. As the new hospital entrance and facility was being built, a new type of library facility was being envisioned. It was moved from the fourth floor to the front entrance lobby area and designed to be a welcoming spot for inquiry into real problems for real patients. Once again the George S. and Dolores Doré Eccles Foundation partnered with the University Hospital and the Eccles Library to provide funding to launch the Hope Fox Eccles Health Library.

There are many more highlights, perhaps too numerous to mention, but here is a brief list:

1. Under Joan Gregory the technical services group has managed numerous online catalog systems, including OCLC, Ameritech and most recently Aleph.

2. The library participated in union catalogs with the Utah Health Sciences Library Consortium (UHSLC), the Utah Academic Library Consortia (UALC) as well as other health sciences center departments.

3. Library faculty initiated innovative projects such as the 24 Languages Project, Tribal connections/Four Corners, NSF Connections Grant and Libraries 2000 and many technology related projects including 24/7 Virtual Reference, laptop check-out, an institutional repository, PDA's in the curriculum, digital video recordings of classes and events, and wireless accessibility.

4. Since 1991, Joan Gregory and Jeanne Le Ber have together produced 20 InfoFairs, many years of the IAIMS Newsletter (now eSynapse), numerous Medical Center Small Computers Users Group (MCSCUG) meetings and Library and Information Technology Forum (LIFT) forums, Priscilla M. Mayden Awards and Lectures and Snyder Lectures at InfoFair.
5. Library faculty and staff have also sponsored the 1996 and 2005 **Midcontinental Chapter of the Medical Library Association** (MCMLA) Annual Meetings and assisted with the Slice of Life meetings.

In conclusion, the very talented faculty and staff and in particular the two library directors of this time period are to be congratulated for so competently leading Eccles Library into the 21st Century. There were many who contributed, including all full and part time staff. We are indebted to those who funded our efforts and anticipate more partnerships in the future. In the end, it is the people who fuel our progress. We look forward to the challenges of the coming decade.

jms - 1/11/2012
Reorganizing the Eccles Library Website

At the end of December 2011, after two years of planning, a significant update of the Spencer S. Eccles Health Sciences Library website was launched. The content of the new site has been reorganized based on user input and feedback.

In the fall of 2011, librarians asked patrons how content, tools and resources from the Eccles Library website should be organized and presented. Three library faculty conducted card sorts with representatives from various user groups including researchers, clinicians, faculty, students, and staff. Each card sort participant was given a stack of 80 index cards; each card had one item from the library's website listed on it. The user's task was to organize the cards into groups that made sense and then apply a label that best described the cards in each group. Based on user feedback, a modified hierarchy was developed and the website was redesigned to improve the presentation of the wealth of library resources.

The redesigned website offers the following enhancements:

- **Gallery pages:** when website visitors click on the navigation bar's main links at the top of the window (e.g. Information Tools or Help) a visually-appealing landing page provides links to the content of each section of the website.

- **Tabbed search box:** a basic search box located near the top and center of the home page allows visitors to search the Catalog, review an alphabetical list of Article Databases, or access a list of digital Collections. There are plans for improving the organization of the article databases and digital collections lists.

- **Off-campus access:** in the right column of every page a blue graphic links University faculty, staff and students to a U Login page that allows access to library subscription resources for off-site users. As the most popular website link it is now available site-wide. The Remote Access link under Quick Links on the left side of the home page provides detailed information about accessing resources from off-site computers.

- **Quick Links menu:** after reviewing usage statistics, the Quick Links on the left side of the home page have been reordered by popularity, and the font is bolder and easier to read.

- **Resources for:** pages have been added for librarians and researchers.

- **Appearance:** the Eccles Library website now uses green links instead of brown; the appearance of the navigation bar matches the style adopted by the University of Utah.
Let us know what you think. The Web Services Librarian welcomes and encourages your feedback. Please feel free to contact Todd Vandenbark, 801-581-5263, with your input.

Eccles Library redesigned and organized home page

tv - 1/7/2012
Cool Tools: Dropbox for File Storage and Collaboration

A variety of new web-based tools have been developed over the last few years to facilitate file storage, access, distribution and collaboration. Of these tools, Dropbox has emerged as a leader for its simplicity, free basic account and friendly interface.

How is this service useful?
The following scenarios illustrate how you might use Dropbox.

1. You work at a job where you move from your computer to a mobile device to another computer throughout the day. In the past you carried a USB drive with you to work on or view files from one computer station to another. Now that you have Dropbox, you can store the file on the Dropbox server and access it from any Internet-connected computer or mobile device.

2. On your way to a meeting where you are giving a presentation, someone bumps you and you drop your laptop. When you attempt to boot up the computer, you get the blue screen of death or the swirling beach ball. After your initial panic, you realize that you have been working out of your Dropbox folder and can access the presentation on the podium computer from the Web app.

3. You are working collaboratively with a group of three people from different departments preparing a proposal for the Dean's office. Instead of emailing the document back and forth and trying to keep track of revisions, you upload the file to Dropbox and share the folder with the other people in the group so that everyone can work on the file from a common folder.

4. You are teaching a workshop and would like to have the handout available electronically for the attendees to download. You place the handout file in your Dropbox and right-click on the file. You choose the Share file... option on the context menu and get a link to the file which you include in your opening presentation slide. On the day of the workshop, the students use the link to download the handout file to their laptops or mobile devices regardless of whether they have a Dropbox account or not.

Sign up for a Dropbox account
Sign up for a free Dropbox account in a browser. Click the Log in link in the upper right-hand corner of the website. Then click on the Create an account...
Dropbox asks for a first name, last name, email and a password. Accept the Terms of Service and the next screen asks if you want to download the application suited to the device you are using.

**About the Service**

Dropbox is a web-based file hosting service with applications on all of the major desktop and mobile operating systems:

- Windows
- Mac OS X
- Linux
- Android, BlackBerry, iPad, iPhone, WebOS

There is also a Web client that can be accessed by any computer or mobile device with a browser that is connected to the Internet.

See the Dropbox introductory video for a basic explanation of the product.

**Using the desktop version**

While the mobile and Web versions of Dropbox are useful ways of storing and accessing files, Dropbox excels when accessed through the desktop application on your desktop or laptop computer.

After registering with Dropbox, downloading the application and going through the installation wizard, the Dropbox icon is added to the system tray (menu extras in Mac OS X) and a Dropbox folder is added to the desktop explorer (PC) or finder (Mac, indicated by red arrows in the screenshot below).

![Screen shot of the Dropbox desktop for Mac OS X 10.7](image)

Use the Dropbox folder, as you would any other folder on your computer, to store any type of file. After the files have been added to the Dropbox folder, they can be accessed from any device connected to the Internet that has a link at the bottom of the pop-up box.
browser or the Dropbox application.

**Other features**
In addition, Dropbox allows you to distribute files to non-Dropbox users via email and to create shared folders that can be accessed by other Dropbox users. On the desktop client, this is as easy as right-clicking (or command-clicking on a Mac) whichever file or folder you would like to distribute or share and choosing the appropriate option on the context menu.

Another valuable feature of Dropbox is the ability to recover deleted files and to revert to earlier versions of files via the Web interface (see the screenshot below).

![Dropbox screenshot](image)

**Dropbox Show deleted files button**

**So why should I use Dropbox?**
Dropbox is an easy to use remote storage solution that allows individuals and groups to access, share and organize document, photo, video and sound files on a desktop computer, on the Web or on a handheld device. Dropbox integrates seamlessly into your computer’s file system by adding a *Dropbox folder* to your current file folders and an icon to your system tray or menu extras. With Dropbox, there is no need to set up a VPN (virtual private network) connection or be wired to a campus port to access remote storage. Dropbox is available from any Internet-connected device with a browser or the Dropbox application. Best of all, Dropbox allows for 2 gigabytes of free storage with an option to pay for more storage.

As a user you rely on Dropbox, Inc. for security and privacy (which they ensure) and extra storage is $9.99 per month for 50 gigabytes of storage.

If you would like more information or a demonstration of Dropbox, contact [Peter Jones](mailto:Peter.Jones@med.utah.edu); 801-581-5534.
EReader/Tablet Checkout Available at the Library

The Spencer S. Eccles Health Sciences Library is offering tablets and eReaders for patron check-out. The library has:

- Six Amazon Kindles
- Three Barnes & Noble Nooks
- Three Barnes & Noble Color Nooks
- Three Motorola Xoom tablets
- Three Apple iPad 2 tablets

The library’s goal in offering eReaders and tablets for check-out is to introduce patrons to the features of the various devices and to allow patrons to explore the devices and discover their potential usefulness to students and instructors.

Patrons are asked to complete a short survey upon return of the device. Survey results will be used to determine user preferences regarding these devices in order to facilitate purchasing and collection development that meets patrons' wants and needs. So far, ranked by the number of total checkouts, patrons have experimented with:

1. Xoom (18)
2. Kindle (12)
3. iPad (9) - with a long waiting list
4. Nook (8)

The checkout period for eReaders and tablets is two weeks. Each tablet has been pre-loaded with either an academic or popular book, and a number of apps (Ted Talks, Dragon Dictation, Google Body). In addition, each tablet has the reading app for Google eBooks, iBooks, Inkling, Kindle, and Nook. This provides users the opportunity to compare and contrast the various features available on the different readers. Patrons are encouraged to explore the provided resources and tools, but are also free to download their favorite apps and books.

You can learn more about these devices by visiting the Mobile Devices - Tablets and eReaders campus guide. Or stop by the Public Services desk at the Eccles Library and talk with staff about device options and availability.
Jean P. Shipman, Director

Jean P. Shipman Appointed Co-Convener of Chicago Collaborative

Jean P. Shipman, Spencer S. Eccles Health Sciences Library Director, has been appointed co-convener of the Chicago Collaborative (CC), along with Irving Rockwell, a publisher representing the Association of Learned and Professional Society Publishers. Jean was appointed by the Association of Academic Health Sciences Libraries (AAHSL) to serve as one of its five CC representatives and as co-convener for the next two years.

The Chicago Collaborative is a working group established in May 2008 composed of representatives from key science, technology, and medicine (STM) publisher organizations, editorial associations, and AAHSL, an academic health sciences library organization. The name reflects the founding meeting location and emphasizes the spirit of the initial meeting: the importance of collaboration in addressing the grand challenges and opportunities associated with scholarly scientific communication. The Collaborative's common constituency is academic health center personnel (administrators, faculty, researchers, clinicians, and students).

The Chicago Collaborative meets twice a year and has developed a series of educational programs for librarians, publishers and editors. Visit the Chicago Collaborative website for minutes of their past meetings and other information.
jps 1/7/2012
Exploring Health Care Disparities

Please join us on the main floor of the Spencer S. Eccles Health Sciences Library on **Friday, January 27, 2012** from **3:30 - 5:00 p.m.** for an informative presentation and discussion about health care disparities. We are privileged to have two dynamic speakers who will explore some of the problems, issues and experiences surrounding this very important topic.

**Margaret Pearce** is the Chief Nursing Office at the **University of Utah Hospital and Clinics**. She is responsible for providing leadership for nursing across the hospital system.

**Joy Harriman** is the medical librarian at **Rocky Mountain University of Health Professions**. She is the author of the recently published book **Health Care in Mobile: An Oral History of the 1940s**.

Come and learn about the delivery of health care and discover the beliefs, behaviors, expectations, and experiences of individuals whose lives have been entwined with community and health care. After the presentations, you are invited to join us for refreshments and some lively audience discussion concerning health care disparities in our society. In addition, copies of Ms. Harriman’s book will be available for purchase and signing by the author.

We look forward to seeing you there!

For more information about this special event contact **Christy Jarvis**; 801-581-3031.

cj-1/9/2012
Priscilla M. Mayden Lecture Focuses on eScience-eResearch

Please join the faculty and staff of the Spencer S. Eccles Health Sciences Library for the Priscilla M. Mayden Lecture. This year’s Mayden lecturer is Bart Ragon, Associate Director for Library Technology Services and Development.

**Date:** Wednesday, February 22, 2012  
**Time:** 1:00-4:00 p.m.  
**Where:** Eccles Institute of Human Genetics, Genetics Auditorium  
**Who:**  
- Bart Ragon, M.L.S., Associate Director for Library Technology Services and Development  
**What:** eScience and the Evolution of Library Services  
**Who:** Meet the Experts panelists include: Bill Barnett, Ph.D., Steve Corbato, Ph.D., Donald McClain, M.D., Ph.D., Daureen Nesdill, M.L.I.S., Ellie Phillipo

**Mayden Lecture Abstract:** Science is changing and changing fast. Concepts like the data life cycle, data curation, translational science, high performance computing, and data sharing are having an impact on how science is conducted. At the same time, libraries are adjusting services to meet the needs of highly networked and technically savvy patron groups. eScience is a term that describes the dynamica re-shaping of collaboration and workflows in science that creates unique and important opportunities for librarianship. This presentation will explore potential roles for librarians in e-science, how new collaborations might form, and the role of the libraries in the data life cycle.

For more information about the program, the [detailed schedule](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/214/326), and the [presenter bios](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/214/326) visit the Priscilla M. Mayden Lecture website.

We hope to see you there!

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**eScience Workshop for Librarians**

This year, as part of the Mayden event, the planners have scheduled an [eScience workshop](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/214/326) for librarians.

**Date:** Wednesday, February 22, 2012  
**Time:** 9:00-11:30 a.m.
Where: Eccles Health Sciences Education Building, Room 5100 B
Who: Jian Qin, Ph.D., Associate Professor and Director of the CAS eScience Program, Syracuse University
What: Developing Data Services to Support eScience/eResearch
Registration Required

Seating is limited to 30 and registration is required. MLA CE credit is available.

For more information about this class contact John Bramble; 801-585-5743.

jml- 1/13/2012
Join Us for the NCBI Discovery Workshops

On February 27 and 28, 2012, the Spencer S. Eccles Health Sciences Library is hosting a series of NCBI Discovery Workshops. This two day event consists of four 2.5-hour sessions emphasizing different sets of NCBI tools and databases.

Each session uses specific examples to highlight important features of the resources and tools being covered and to demonstrate how to accomplish common tasks. The workshops will be taught by Peter Cooper, Ph.D., who directs the Scientific Outreach and Training Program for the National Center for Biotechnology Information at the National Library of Medicine.

The four modules of the Discovery Workshops focus on the following areas:

1. **Sequences, Genomes and Maps** (2/27/2012 --- 9:00-11:30 a.m.)
   - This class covers tools such as RefSeq, GenBank, and NCBI MapViewer, as well as other resources covering gene, mRNA, and protein sequences.

2. **Proteins, Domains and Structures** (2/27/2012 --- 1:00-3:30 p.m.)
   - This class covers the NCBI protein resources such as Protein, Cn3D, Conserved Domain Database, and Related Structures.

3. **NCBI BLAST Services** (2/28/2012 --- 9:00-11:30 a.m.)
   - This class covers the various ways the NCBI BLAST Services can be used to analyze gene and protein sequences.

4. **Human Variation and Disease Genes** (2/28/2012 --- 1:00-3:30 p.m.)
   - This class covers the way NCBI resources can be used to explore the relationships between human genetic variations and diseases.

Participants may attend all or any combination of these sessions. Each session is entirely hands-on and attendees need to bring their own laptop computer to participate fully in the sessions. The instructor will present a specific example using the live NCBI website followed by a period of individual practice on related problems.
Detailed handouts for each session will provide step-by-step instructions and additional information about each example. Each session also allows opportunities for participants to provide comments and suggestions on NCBI services and also to attend individual consultations (3:45-5:00 p.m. both days) with Peter Cooper.

For more information and to register, please visit the workshop page. Or contact Abby Adamczyk; 801-581-3691.

ala - 1/9/2012
Workshops @ the Library

Spencer S. Eccles Health Sciences Library faculty and staff offer workshops, classes, consultations and training opportunities to assist the University community in their use of quality information resources, databases, tools and applications.

Our Workshops @ the Library Web page makes registering for classes easy and convenient. Registration is required for all classes. Click on the list of available workshops, then click Details for the specific class you are interested in attending and use the pull-down menu to select class date and time, then click Add to Cart and proceed with checkout. There is no fee associated with any sessions. The workshop list has been updated for the Spring 2012 semester.

Classes Can be Scheduled on Demand
On-demand classes can be scheduled by contacting the instructor or Education Services librarian; 801-587-9246. Or request a consultation using the Consultations link.

Integrating Library Classes into Course Content
University faculty are encouraged to consider integrating library classes into their course content. Library faculty are willing to develop and teach classes that meet specific information needs and will respond to requests for instruction on a specific resource. Course-integrated library and technology instruction that is centered on a specific class assignment is most helpful to students.

If you do not see a class listed that you would like to see offered use the Request a New Class form.
Construction projects on the upper and lower levels of the Eccles Library are coming soon.

Inquire at the front desk for more details.

See Blog and Facebook page for more information.