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Eccles Library Professional Activities -- June 2013-May 2014
From the Director: Changing Library Space and Staff Roles

While writing this article, I am reflecting on my recent presentations to librarians in Tokyo and Osaka, Japan, who were invited by the USACO Corporation to two informative sharing sessions to discuss the future of libraries and changing librarian and library staff roles. I shared the many changes that are happening to the physical library space at the University of Utah, Spencer S. Eccles Health Sciences Library, as well as other health sciences libraries throughout the United States. In sharing these changes, I emphasized that the physical changes are enabling librarians and library staff to adopt new roles and to offer services and expertise to new co-located partners. It was interesting to see the reactions of the Japanese librarians about these new developments and to learn from them what they are experiencing within their country.

The biggest surprise about my presentations was the idea that the Eccles Library removed most of its print collection to make space available for other purposes. In Japan, a lot of the journals and books published in the country are not yet offered digitally. The idea of removing a print collection is something that would have a major impact on Japanese librarians' ability to provide access to information for their users. Here in the U.S., we are lucky to have many digital back files of journals and also the ability to acquire articles on demand when needed through such services as Get It Now and ReadCube. We also have an extensive interlibrary loan lending service and national systems that enable us to quickly obtain needed items from other libraries throughout the country.

The other intriguing aspect of my presentations centered on the Eccles Library's support of innovation and interprofessional education. Both of these initiatives are not something Japanese libraries currently support. Librarians questioned how staff received training and skills to contribute to such efforts. They also wanted to know how library staff work with others within the library space who are not officially members of the library staff. The idea of students quietly studying and creating games in the same space just didn't seem to be a mix that resonated easily among the Japanese librarians. Indeed, this blend of uses of the Eccles Library has had its challenges, but with the opening of the newly remodeled garden level space, more and more collisions among students and faculty performing different
functions will be possible.

The garden level should be fully functional in early June. Much of the print collection was removed to create a space for meetings, lounging, studying and group interactions. This space will primarily be used by the Center for Medical Innovation (CMI) and the Eccles Library. Student teams with the Bench-2-Bedside and Games4Health competitions will have a cheery and welcoming space to work together, meet or just relax. The space has a number of conference rooms, group work bays, a presentation corner that can be set-up for lectures and events as needed, a simulation center, several offices, lounge areas and a small kitchenette. Pictures of the completed space will be posted on our social media sites soon. The CMI has first priority for room reservations, but others may reserve these rooms as well. A procedure for doing so is being created and will be announced soon.

Library usage is indeed changing as information resources are now mostly delivered digitally. Librarians and library staff continue to evolve their roles and expertise to meet new opportunities and to work more closely with teams within communal library space. Check out the new Eccles Library garden level and collide with a familiar colleague or make a new acquaintance in this beautifully remodeled library space! And don't forget to chat with the Library staff while there!

![Garden level remodel](image-url)
Roger Alan Altizer, Jr.—Library Champion

The Spencer S. Eccles Health Sciences Library salutes our Library Champions. This month we feature Roger Alan Altizer, Jr., Ph.D., Director of Game Design and Production, Entertainment Arts Engineering (EAE) Master Games Studio at the University of Utah. In addition, Roger is the Director of Therapeutic Games and Apps, Center for Medical Innovation, Health Sciences.

Roger Altizer is a videogame associate professor (lecturer) at the University of Utah where he both studies and teaches videogame theory and design. Roger's research focuses on the cultural and social aspects of gaming, the debate over the effects of videogames, and intellectual property as it relates to new media. Recently he has worked on projects exploring the use of videogames for pain management. He worked to establish the videogame education curriculum at the University of Utah and helps students pursue gaming as a subject and career.

Roger received his Ph.D. in 2014 from the Department of Communication at the University of Utah; his dissertation was a grounded legal study of the breakdown of modders' relationships with game companies. Roger and colleagues received the Games Innovation Conference speaker award in 2012 for a presentation "When the games industry and academia collide. How we impact each other."

Roger is well respected by his students and enjoys teaching. He frequently is a guest commentator on games issues both locally and nationally and has presented his games research at international conferences. He has also appeared in a Penny Arcade comic and has had his worked appear on G4's Attack of the Show.

When not teaching, studying, or making games he enjoys the rare occasion to play them, preferably with friends. Roger started his career as a video game tester.

Roger tells us in his own word why he is an Eccles Library Champion.

Tell us why the Eccles Library is your best friend.
The Eccles Library is near and dear to us, as it has become our home away from home. As the home of The GApp Lab, or the Therapeutic Games and
Apps Lab, the Library joins CMI (Center for Medical Innovation) and EAE (Entertainment Arts and Engineering) in an effort to provide national leadership and true innovation in digital medicine. With twenty-two graduate students, staff, and faculty now downstairs, The GApp Lab is a space where ideas and people from all over campus work together to solve complex problems and create innovative solutions.

Folks in health sciences, business, engineering, the arts, and professionals from the community all find the Library to be the space to find and create new knowledge together. The Library has always been a place where knowledge lived, now it has become a place where interdisciplinary teams innovate and technology thrives. More than a good host, the Library is facilitating exciting work that will have a huge impact on the future of healthcare. The next wave of digital medicine has already started here in the Library.

Why do you support the Eccles Library?
It's hard to be a scholar and not have a deep love for libraries. More than a supporter of the library, I feel like the Library supports us. As the Director of Digital Medicine for CMI, I can speak for myself, and Amy Adkins, our Executive Producer, and say that the research and development the student fellows of The GApp Lab are doing is supported by the Library in deep and meaningful ways. From connecting us to literature and people that answer our questions and guide our work to advising us on the questions we don't know to ask, the Library has been key to our success. I support the Library because it supports us.

How has the Library helped you do your job?
Our relationship with the Library is unique. We have librarians sit with us on our weekly meetings, providing insight to the medical games and apps we develop. We co-author and are looking forward to presenting research with librarians. And by having our lab here in the Eccles Library, we have access to world-class research, researchers, and the health sciences community. We also are collaborating on solving two very important problems, the archiving and cataloging of digital games and apps and developing a system to help with citations in games and apps. Presently games and apps are not only difficult to find and to cross-reference, they are frequently lost to the sands of e-time. Also, unlike other forms of research, games and apps have no citation traditions, it can be very difficult to know what research is behind a game or app. Together, we think we can solve these problems in ways that others will adopt.

What are the top three Library services you use?
It's hard to say what we use the most, but my favorites are Appy Hour (best techy Friday night in town), getting personal help diving into the literature, and the research guides which serve as cheat sheets for the apps and games we work on.

What will the library look like in the near and distant future?
Aside from having flying cars in the parking lot? I honestly think you will see the library of the future right here this year. The stacks are gone and new flexible space for learning and research have replaced them. The journals may be online but the expertise to help you find and read them is right here. The role of the library is changing, and the Eccles Library has made a commitment to show what a cutting edge library will look like. I'm excited to see what they cook up!

How do you describe the Eccles Library to others?
I call the Eccles Library a collision space. It's certainly not my invention; I've heard John Langell, the Director of CMI and Jean Shipman, the Director of the Library, say it as well. The Library has become the place where great people and ideas collide to solve big problems with great research.

What information seeking/using advice would you offer to today's health sciences students?
Befriend a librarian. Seriously, they know everyone and everything. They are the shortcut to successful research.

What's the best information advice you ever got?
See above and always have two backups in different places.

What do you do for fun?
Why don't you come down to The GApp Lab and find out?
Warning, I won't be held responsible if you either get pelted by a Nerf dart or end up playing a video game.

![The GApp Lab students playing with Nerf darts to release stress](image)

jml-ra 05/14/2014
Introducing... Melissa L. Rethlefsen

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 Melissa Rethlefsen, Deputy Director.

Melissa Rethlefsen joined the faculty at the Spencer S. Eccles Health Sciences Library in February 2014 as Deputy Director. In this position, she oversees the daily operations of the Library, leads strategic planning, and oversees research, education, technology, and public services initiatives. She also represents the Library on University, local, regional, and national committees. In her first few months at the Eccles Library, she has focused on improving the Eccles Library's social media presence, helped plan for the April Global Health Summit (#globalutah), and increased the Library's support for systematic reviews.

Prior to joining the faculty at the Eccles Library, Melissa was at the Mayo Clinic in Rochester, Minnesota, where she was an Assistant Professor of Medical Education and Education Technology Librarian. She managed the Mayo Medical School library, called the Learning Resource Center, and worked closely with medical students and faculty across the institution to increase their research and evidence-based decision making capacity. In addition to personal consultations and literature searching, she taught courses as part of the medical school curriculum and contributed to courses in the Mayo Graduate School. Melissa worked at the Minnesota Department of Health's RN Barr Library and the University of Minnesota's Bio-Medical Library previous to her position at the Mayo Clinic.

Melissa has published extensively on technology topics, social media, and bibliometrics and citation analysis, including a book, Internet Cool Tools for Physicians. Internet Cool Tools for Physicians was published in 2008 and was the first book introducing physicians and other health care providers to online social networking, RSS feeds, and other online tools to improve productivity and collaboration. Her most cited article, "Tags help make libraries delicious," contributed to the uptake of tagging, folksonomies, and social bookmarking in libraries. Her research has focused on the ability of online courses to teach social media and public health information needs, and she is currently working on systematic review searching methodology standards and reporting research. She and her co-authors won the 2013
Medical Library Association Annual Meeting 1st Place Research Paper Award for their paper, "Systematic review reporting quality in general medical journals: the influence of librarian authorship."

Currently, Melissa is a member of the Journal of the Medical Library Association Editorial Board, the Web Editor for Section Council of the Medical Library Association (MLA), liaison to MLA's Technology Advisory Committee, co-chair of the Mapping the Journals of Public Health project, and a member of the Public Health/Health Administration Section's Web Committee. She also peer reviews for Journal of Medical Internet Research.

Melissa formerly served as a member of the New England Journal of Medicine's Library Advisory Board, a member of MLA's Task Force on Social Networking Software, co-chair of the Midwest Chapter of the Medical Library Association's 2012 Annual Meeting Program Committee, chair of the Health Science Libraries of Minnesota's 2007 Library 2.0 Summit, a member of the Core Public Health Journals Project Editorial Board, a member of the 2008/2009 Central Group on Education Affairs (CGEA) Libraries in Medical Education (LiME) programming committee, and a member of the Mayo Clinic Center for Social Media's Internal Advisory Group.

Melissa graduated summa cum laude from the University of Minnesota in 1999, with a double major in English and History. She received her master's degree in library science from the University of North Texas in 2004.

While not at work, Melissa enjoys baking, especially cheesecakes, growing tomatoes, and hiking. Her two year-old son keeps her and her husband too busy to do much else.

Scopus Author Evaluator for Melissa Lyle Rethlefsen. Graph shows the total number of citations received per year.
mlr 05/05/2014
Creating a Course eBook Using WordPress

What do you do as a professor if you can’t find a suitable textbook? For Lauren Clark, Ph.D., R.N., faculty in the College of Nursing, the answer was to create her own. Working with University of Utah librarians (Anne Morrow, Digital Initiatives Librarian from the J. Willard Marriott Library, and Erin Wimmer, Teaching & Learning Librarian, and Alice Weber, Interprofessional Education Librarian, from the Spencer S. Eccles Health Sciences Library), Dr. Clark directed and published an etextbook with her Research with Diverse Populations class, composed of seven distance students working on their Ph.D.’s in Nursing.

Discussions with the librarians revealed that the etextbook would ideally be permanent and accessible beyond the confines of a Canvas class. Content in Canvas is no longer accessible at the end of any semester and is limited to registered students. The ebook also needed to grow and change with future sections of the class. University of Utah’s instance of WordPress was suggested as having the capabilities to meet this need.

WordPress was selected as a result of assessments of a variety of software publishing products. This assessment was conducted by the Marriott Library’s Publishing Services Group, formed in 2010, to determine ways in which University libraries could support scholarly publishing. The group initially conducted a survey to determine faculty needs, and launched a handful of pilot projects to test their ability to meet those needs. WordPress was chosen for its intuitive, extensive and stable platform. Based on the successful initiatives of the Publishing Services Group, the Digital Scholarship Lab is now able to provide expertise, technological support, training, storage and access to a range of scholarly communications created at the University of Utah. Explore these projects at the Digital Publications website.
Leveraging Anne's experience, the project team selected the ebook's structure from options available on WordPress. The structure includes: the visual distribution of sections and fields, colors, and organization of the fields of the ebook.

The team then created the template into which content from the Canvas course blog posts and assignments could be imported. This template mirrored the course structure in Canvas - populations are pages; pages contain posts; posts are tagged with categories; chapters equate to categories.

Students were informed about the opportunity to publish an ebook, which they could include on their CVs, and still keep the option to publish their intellectual property for future uses. Students gave permission to publish their content. Since the students were already doing this work for class, the ebook provided lasting meaning to the assignments and the intellectual effort beyond the confines of the class in Canvas. And because the students knew this information would be "published" in an ebook, it encouraged them to put additional time, thought and effort in to their work.

Librarians assisted with the class as well as with the publication of the ebook. Librarians virtually "attended" the second week of the class to introduce themselves and WordPress, to offer support for information needs during class, and to help inform the creation of student content. Additional indirect interaction with the students continued throughout the semester. Information relevant to student projects was shared with Dr. Clark, who passed it along through the Canvas course. Librarians were able to assist as needed, such as with full-text access, an Evidence-based Nursing Research Guide, suggested ejournals, and available ebooks.

Once the students began generating the materials that would populate the ebook, and the piece started to take shape, there were some ownership issues to be addressed. With individual intellectual property owners contributing to a collective work in a University class, questions needing answers included: 1) who has rights, 2) whose rights come first, and 3) what do these rights even look like? Allyson Mower, the University's Scholarly Communications and Copyright Librarian, consulted with the team and indicated that some rights are held at several levels. Each individual holds copyright over her own material and can manage it in any manner she wishes. This even includes removing her own material from the group work, using it in her dissertation, or seeking publication of the work elsewhere. The copyrights of the group, then, are secondary to those of the individual. Should any member of the group wish to remove her piece from the ebook, or withhold permission from it being published or redistributed as part of the larger work, she has the ability to do so regardless of the permissions granted by the other authors.

Despite the fact that these materials were created based on assignments given through a University course, the University holds no copyrights to the ebook. However, the University or the Libraries must hold some permissions to in order to "publish" and maintain the ebook. Through its Publishing
Program, the Marriott Library drafted a publishing agreement, allowing the author to grant the library certain permissions, including the "nonexclusive, perpetual, worldwide, irrevocable right to reproduce, distribute, display, publish . . . provide access and transmit the Work . . . for any non-commercial purpose." Students in the course were asked to review this document and, if comfortable, grant the Library these nonexclusive permissions. This nonexclusive agreement makes it possible for each student to pursue publishing her intellectual property elsewhere, including in her dissertation, submission to journals, or even as another book chapter.

With a variety of publication types gaining acceptance in the academic community, the team concluded that this ebook should certainly "count" as a publication. The students engaged in critical, evidence-based research, and peer-reviewed each other's writing. The ebook will be maintained and publicly accessible. See Research with Diverse Populations.

While traditional publishing models are still predominant, alternatives, such as ebooks, can meet content needs in exciting, unique and timely ways. Through the collaboration of faculty at the College of Nursing and University Libraries, innovative scholarly publishing was utilized to both engage students in their own learning, and advance knowledge in the field. The result is twofold: a work that is meaningful, lasting, and has implications beyond the scope of a semester-long University class; and a partnership between departments that will benefit student experiences for years to come.
Marriott Library Publishing Agreement template

For more information about this project contact team members:

- Lauren Clark
- Anne Morrow
- Alice Weber
- Erin Wimmer

am,aw,ew, lc 05/16/2014
The Librarian: Rounding to Be Lean

Republished from Plains to Peaks Post

Lean—"A management system that focuses upon value (from the customer/patient's point of view) and elimination of waste, making it easy to do the right thing by focusing on improving processes." (Luca Boi, MHA, University of Utah Health Care Value Engineer.)

Developed by Toyota in the 1900s, Lean was first adopted by manufacturers but is now practiced in many sectors of our society including government, education, service organizations and healthcare. The University of Utah Health Care is integrating Lean throughout the organization. To build skill levels, staff was invited to submit a problem, learn the process and apply Lean to the problem. Four sessions of "The Physician Leader/Health Sciences Leader: Lean Education Program" were run in 2013. Faculty from the Spencer S. Eccles Health Sciences Library participated in three of the sessions on different projects.

The Team

**The Librarian: Rounding to Be Lean** was a fast track learn and do program that started in September 2013 with training and ended in December 2013 with a presentation on the project. The implementation team started with five collaborators and by the end of the project had grown to seven. The final team included David Alleman, a Lean expert, as coach and the following members:

- Abby Adamczyk, Spencer S. Eccles Health Sciences Library Research Librarian
- Luca Boi, University of Utah Health System Value Engineer
- Kencee Graves, University of Utah School of Medicine Chief Medical Resident
- Claire Hamasu, NN/LM MCR Associate Director
- Robert Millsap, NN/LM MCR Financial Analyst
- Debra Simmons, Utah Diabetes and Endocrinology Center Director of Clinical Affairs
- Nathan Wilding, School of Business Six Sigma Green Belt trainee

The Problem
The problem identified was that the expertise of librarians is not being used appropriately to inform physicians as they care for patients. Healthcare professionals do not realize that a call to a librarian can be helpful. Librarians assessed that healthcare professionals spend valuable time (three to five hours per week) trying to find information but do not always get the highest quality or the most relevant information. A 2013 Eccles Library survey indicated that 50% or more of the faculty who have a clinical role had not used the services of a librarian in the past year. Thirteen percent indicated that they were unaware that librarian services were available. Physicians in the hospital setting may have difficulty finding the answer to a clinical question because there is no recognized process in normal patient care operations to consult with a librarian. This adds to underutilization of librarian expertise.

**What We Did**
The team decided to use rounding as an intervention. Rounding has been used successfully at many institutions to make health information available at point of need. Abby Adamczyk, Research Librarian, rounded with four internal medicine rounding teams for four morning rounds. A total of 29 questions were asked and collected during the four morning rounds. Search results were returned the same day. The only time this was not possible was the day when 13 questions were asked. While the Research Librarian participated in this project she continued to fulfill her regular responsibilities of teaching, consulting and attending meetings. The Research Librarian spent two hours per day rounding and an average of three hours per day searching and distributing the answers she found.

Two surveys were distributed: the first to physicians on the internal medicine rounds with the librarian intervention and the second to physicians on cardiology, hematology, oncology and pulmonary rounds without the librarian. This second group was the non-intervention group. The first survey gathered information on search habits and the use and usefulness of the librarian provided information. The survey of the non-intervention group gathered information on their search habits.

The original intention of assigning a dollar value to the impact of the librarian on patient care was not realized due to the brevity of the project period (2.5 months) and because the data was not available. We discovered, as did other Lean teams, that the University of Utah Health Care does not have cost data readily available.

**Study Results**
Feedback from the participants confirmed the value of the librarian identified by other value studies. (Figure 1 below) The information provided by the librarian affected knowledge that could be used with current and future patients. The majority of the responding physicians reported that they learned something new or updated their knowledge and that the information gave them more confidence in their decision or action. Forty-three percent said that patient treatment was altered as a result of the librarian provided information and an equal number said that the information provided did not alter patient care. Eighty-six percent said that there were no adverse events.
avoided as due to the information they received from the librarian. Over half of the respondents said that having the librarian provide the information saved them time. Physicians on the internal medicine rounds spend an average of five hours per week searching for information.

**Outcomes**

- Having a librarian on rounds capturing and following up on questions increased the number of clinical questions entering the Library system. This increased the number of inquiries to a librarian by 50%.
- Because the librarian, not the physician, took responsibility for finding the evidence to patient related questions the amount of time spent by healthcare professionals looking for information was reduced. This freed them to use that time in other ways.
- The intent was to determine the dollar value of these impact factors. However, the only dollar value that could be determined was for avoided payroll costs due to the time saved for physicians by the librarian providing the answers to the questions generated on rounds. It was estimated that a 1.0 FTE rounding librarian would save clinicians five hours of search time per day. This is a conservative estimate based on the amount of time a librarian would take to do the searches. The result is $29,500 - $94,300 net annual savings depending on the salary of the physician.

![Figure 1. Value of Librarian Provided Information](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/305/424)

*Figure 1. Value of librarian provided information*
Awards and Retirement: Joan M. Stoddart

Congratulations to Joan M. Stoddart who has been selected as the winner of the 2014 Utah Library Association’s Distinguished Service Award, and will be honored as a Fellow of the Medical Library Association at the MLA annual meeting in Chicago in May 2014.

Joan Stoddart is known for her integrity and respectful treatment of all, her warmth, and her dedication to her colleagues. Joan is recognized as mentor, advisor, colleague, collaborator, co-conspirator and friend. Joan's door has always been open, her dedication to the mission and values of the Eccles Library steadfast, and her commitment to the profession strong and determined.

Joan's career highlights her leadership, dedication, willingness to take on new challenges and dive in where others dared not tread. Joan's noted accomplishments include serving as deputy director of Eccles Library, 1995-2012; interim director of Eccles Library and the National Network of Libraries of Medicine’s MidContinental Regional Medical Library, 2007-2008; co-leading the Library's extensive ceiling remodel project; and assisting in the planning of the new Hope Fox Eccles Health Library located in the lobby of University Hospital. Joan also served as the first coordinator of the University of Utah Spencer F. and Cleone P. Eccles Health Sciences Education Building (HSEB), figuring out how to manage a facility quite different from the Library and launching it as a model of collaboration among health sciences colleges, departments, and programs.

Joan is highly regarded as a trusted advisor and mentor by her colleagues throughout the region. Her dedication to the Medical Library Association (MLA) is evidenced by her years of service and leadership in MCMLA.
(including Chapter Chair, Annual Meeting Chair, Nominating Committee Chair, Honors and Awards Committee Chair, and Executive Committee Member), MLA Section Council, MLA Chapter Council, the MLA History of Medicine Section and the MLA Oral History Committee, just to name a few.

![Word cloud representation of Joan's career](image)

Joan has presented numerous papers and posters at professional conferences, sharing her experience and expertise with her colleagues. Specializing in the history of medicine, she has become an expert in documenting history and making the resources and literature accessible. Throughout her career, Joan has taught classes on searching the literature and making effective use of tools for presenting and creating information. Joan has always shared her knowledge and expertise enthusiastically and effectively with Library staff, librarians and patrons alike.

**Retirement Reception for Joan**

Joan will retire on June 30, 2014 after over 35 years of service on the faculty of the Spencer S. Eccles Health Sciences Library. A retirement reception will be held at the Eccles Library in the History of Medicine Room, 3:00-5:00 p.m., Friday, June 20, 2014. Light refreshments will be served. Friends and colleagues are encouraged to come by, share memories, celebrate Joan's career, and wish her well in her retirement.
Joan setting up display for the Changing the Face of Medicine exhibit and with opening event keynote speaker Ellen Moore, Fall 2012

jmg 05/16/2014
Bench-2-Bedside Meets Sex & Gender Differences Research

On April 9, 2014, 45 student teams competed for $72,000 in medical device innovation prize money at the Utah State Capitol Rotunda. These teams were part of the Center for Medical Innovation's Bench-2-Bedside program that introduces medical, engineering, and business students, among others, to the world of innovation in medical devices. The students form multidisciplinary "start-up companies" to identify and address an unmet clinical problem. With a $500 development fund, the teams research and evaluate the market and need, construct a business plan, and build a prototype. On competition night, the teams are judged on a variety of criteria by experts in the field.

This year the Spencer S. Eccles Health Sciences Library sponsored a Sex and Gender Differences Research Award. Sex (male or female) and gender identity (social and cultural) play a critical role in health, wellness, and disease. During the Bench-2-Bedside Competition Night, a small group of Library faculty and members of the Sex and Gender Differences Research Subcontract Committee evaluated teams based upon their consideration of sex and gender difference when developing their prototypes.
CHIMP, Cultural Health Intelligence for Medical Personnel, won the $1000 Sex and Gender Differences Research Award. The CHIMP App team is comprised of School of Business students Curtis Wheelwright, Jonathan Wheelwright, and Bryce Wilson; College of Engineering student Minna Wang; and College of Nursing students Christy Van Atta and Joey Vokas.

The CHIMP app addresses the cultural divide between patients and medical personnel. All patients possess cultural, religious, and ideological mindsets, family structures, and folk remedies that affect their interaction with medical personnel. With the CHIMP app, medical personnel can read about a patient's potential cultural barriers before their interaction with patients. This information provides the medical personnel more sensitivity to the patient and allows them to be better prepared to tailor the conversation instead of taking a "one-size-fits-all" approach. This app will be available on Android and iOS platforms.

Congratulations to all the participants! The fourth annual Bench-2-Bedside Competition was a huge success. If you missed this great event, you can view pictures and tweets from the event at #b2butah.

To discover more information about sex and gender research differences, visit the Sex and Gender Differences Health Research Guide.

Special thanks to Kristan Jacobsen for the pictures.
Partnering with The GApp Lab

Since the beginning of 2014, a group of Entertainment Arts and Engineering (EAE) graduate students have taken up residence on the garden level of the Spencer S. Eccles Health Sciences Library. This group of graduate students forms The GApp Lab, which stands for Therapeutic Games and Apps. During Spring Semester, The GApp Lab student teams worked on several projects that were part of a larger project or grant. The GApp Lab is receiving industry recognition and praise for their successful projects and the quality of their games and apps.

Tallie Casucci, the Library's Innovation and Research Associate, supports The GApp Lab students, staff, and faculty by finding information, resources, tools and services that address the specific needs of their projects. In addition to supplying research information, Tallie attends The GApp Lab's weekly meetings, advocates for technology needs, launched Appy Hour, schedules game/app testing in the Library, and introduces Lab members to key subject experts.

One project The GApp Lab and several librarians are beginning to tackle is a digital repository/archive for games and apps. In the game and app field, the majority of the information surrounding the creation and development of the game or app is lost. This archive will include creation and development materials, evidence for health-related decisions, supporting visuals, and the various versions of the game or app itself. Both the Library and the Lab look forward to this project and future opportunities to collaborate and utilize each other's expertise.

If you are interested in learning more about The GApp Lab or partnering with them on a project, contact Amy Adkins, Associate Instructor, EAE. Also, if you have questions about the Library's participation with The GApp Lab contact Tallie Casucci; 801-581-5242.
The GApp Lab students at work on the garden level of the Eccles Library!

tc 05/08/2014
Tweeting@#EHSLibrary

Did you know that the Spencer S. Eccles Health Sciences Library has a Twitter account? We do! The handle is @EHSLibrary. Follow us to get information on Eccles Library services, events, and other happenings in the Library and across the Health Sciences campus.

We have also tweeted about and curated a few events that you may want to check out:

- **#globalutah**: tweets from the Global Health Summit April 24, 2014. Check out the curated content and be sure to scroll all the way through for great content and stories.
- **#mccsm**: tweets from the Social Media Residency presented by the Mayo Clinic Social Media Health Network on April 15, 2014. Melissa Rethlefsen was one of the faculty teaching the Residency. See the complete transcript from the event here.
- **#b2butah**: tweets from the Bench-2-Bedside competition that was held on April 9, 2014. See the curated tweets and photos here.

Not sure what a tweet, hashtag or handle is? The following is a list of key Twitter words to help you become more familiar with this social media tool:

- **Tweet**: a 140-character maximum post to Twitter that may include links, video clips, photos, or other content
- **Follow**: following someone means their content will show up in your home feed on Twitter
- **Followers**: your followers see your tweets
- **Hashtag**: a way of organizing content by theme, topic, or event. Words or "tags" with a pound symbol (#) attached are hashtags (Examples: #hcsm, #globalutah, #uofu)
- **Retweet**: a way to broadcast others' great tweets to your followers. You may see retweets that include the letters RT (retweet) or MT (modified or edited retweet), just quotation marks, or a notice that the post was retweeted.
- **Mentions/Replies**: communicating with other Twitter users is done using the at (@) symbol when communicating publicly. Reply using a
period before the @ symbol if you want all of your followers to see the tweet.

- **Vine:** a 6-second video sometimes in tweets

**Resources**

In addition, Eccles Library librarians are available to help if you have questions about using Twitter or other social media. For more information about the Eccles Library Twitter account, contact Melissa Rethlefsen; 801-581-8771.
Reaching Out to K-12 Teachers: an NN/LM MCR Success Story

Since 2001, the Spencer S. Eccles Health Sciences Library has administered the National Network of Libraries of Medicine, MidContinental Region (NN/LM MCR) program. Funded by the National Library of Medicine (NLM), the NN/LM MCR is made up of six states and is one of eight national and territory wide regions that spans from the Aleutian Islands to the U.S. Virgin Islands.

The purpose of this largely outreach focused program is to advance the progress of medicine and improve the public health by: 1) providing all U.S. health professionals with equal access to biomedical information; and 2) improving the public's access to information to enable them to make informed decisions about their health.

In 2013, the NN/LM launched a network wide initiative to increase the awareness of kindergarten through twelfth (K-12) grade educators about the many quality NLM resources specifically developed with them in mind. One way to reach these educators is by working closely with K-12 librarians and media specialist (K-12 LAMS) to provide trainings, lectures and presentations, as well as exhibiting at their professional association.
conferences or at regularly held district K-12 LAMS meetings. Through this method, K-12 LAMS become NLM ambassadors who bring information to the educators at their schools.

As the initiative moves forward, the NN/LM staff is learning that there is a gap in knowledge about NLM resources. This knowledge gap represents a need to continue outreach efforts with the K-12 professionals. An example of the need for the NN/LM MCR to connect with the K-12 community was demonstrated recently when MCR staff was presenting and exhibiting at the Utah Educational Library and Media Association 2014 Spring Conference. While "quizzing" conference attendees about their knowledge of K-12 NLM resources, not one person knew about the National Library of Medicine. This knowledge gap was again confirmed while conducting a training session for the K-12 LAMS at one of Utah's largest school districts. Again, none of the attendees were aware of the National Library of Medicine.

In both cases, the response for more information was overwhelmingly positive with numerous requests to receive more training. One common issue discussed was that the librarian had or was about to develop health and science modules for their school's teachers and because of these NLM resources, they can spend more time training their teachers rather than creating materials.

There are three resources specifically developed by NLM to assist K-12 educators in bringing free, high quality, and authoritative information into the classroom. These are:

1. Environmental Health Student Portal - connecting middle school students to environmental health information.
2. **K-12 Sciences and Health Education** - working with teachers and scientific experts to provide free reliable resources to help introduce, reinforce, and supplement education programs.
3. **Exhibition Program Education Services** - promotes greater understanding and awareness of how the past informs and can shape the future.
Next time you visit your school library, ask the librarian if they are aware of the NLM. If not, please share with them these NN/LM MCR resources. MCR staff will be reaching out to more K-12 LAMS educators at future conferences and during district all-staff meetings.

For more information contact [John Bramble](mailto:john-bramble@utah.edu), Technology Coordinator for the NN/LM MCR; 801-585-5743.
The NLM Training Center At A Glance

Did you know that the Spencer S. Eccles Health Sciences Library has a five-year (2011-2016) contract from the National Library of Medicine (NLM) for the NLM Training Center (NTC)? The NTC is responsible for training librarians and health professionals across the country to effectively and efficiently utilize NLM resources such as PubMed®, TOXNET®, and NCBI databases.

Some things to know about the NTC:

- The NTC teaches 7 major classes
  - PubMed for Trainers (Blended Class)
  - PubMed for Librarians (Online Class)
  - TOXNET and Beyond (In-person Class)
  - Discovering TOXNET (Online Class)
  - Teaching with Technology (Online Class)
    - Taught with Pacific Southwest Region (PSR)
  - Fundamentals of Bioinformatics and Searching
    - Taught by Diane Rein, Ph.D.
  - Regional PubMed Updates (Online Class)
- The NTC publishes two blog posts a week and tweets five days a week about teaching technologies and tips, NLM resources, and adult education
- The NTC Tutorials and Recordings page features over 25 self-paced tutorials and videos on a wide array of topics including the latest PubMed for Librarians classes, and 11 different TOXNET databases
- The NTC has a comprehensive evaluation plan based on the Kirkpatrick model
- The NTC hosts a monthly "PubMed for Trainers User's Group," where participants from the PubMed for Trainers class share search strategies
and teaching tips

- Coming Soon! Quarterly webinars related to teaching tools, technologies and methods

The **current schedule** of classes is available online. For more information about the NLM Training Center, contact Sharon Dennis, Assistant Director; 801-587-3518.

*National Library of Medicine Training Center home page*
S&GDR Subcontract News and Upcoming Conference

The Spencer S. Eccles Health Sciences Library has received a sequel subcontract from the National Library of Medicine and the Office of Research on Women’s Health to continue to increase awareness of sex and gender differences research.

The key goals of this project are to:

1. Integrate information and resources on sex and gender differences into the education of current and future health professionals and University of Utah faculty
2. Make sex and gender differences something health professionals consider as they learn, teach, practice and conduct research

Starting in January 2014, the Sex and Gender Differences Research project team has been working on project goals. Project team members are:

- Jean Shipman - Co-Principal Investigator
- John Langell, M.D. - Co-Principal Investigator
- Jeanne Le Ber - Project Team Lead
The project team is updating the Sex and Gender Differences Health Research Guide to include additional resources, videos, research tools, networking and mentoring opportunities.

The J. Willard Marriott Library Liaison, Alfred Mowdood, is in the process of developing a social media campaign for main campus. In addition, Alfred has formed a Marriott Library team with the goal to inform main campus faculty about the resources, tools and services available to them on sex and gender differences health research.

Louisa Stark is leading the video project team. Working with the Community Faces of Utah, the video project team is creating five-minute videos that focus on five diverse communities. The recorded interviews will be of community members discussing sex and gender differences and the ways in which health care providers, and particularly researchers, can best collaborate with these communities throughout the research and health care process. Once the videos are completed, they will be linked on various web pages, including the Sex and Gender Differences Health Research guide, and shared nationally.

Communities to be interviewed include:

- Best of Africa
Calvary Baptist Church
Hispanic Health Care Task Force
Urban Indian Center of Salt Lake
National Tongan American Society

InfoFair 2014: Women's Health, Sex and Gender Research Conference
Along with the [Center of Excellence in Women's Health](http://ojs.med.utah.edu/index.php/esynapse/rt/printerFriendly/318/435), the project team is hosting InfoFair 2014: Women's Health, Sex and Gender Research Conference during Fall Semester. While the details are still in development, the event is scheduled for Wednesday, September 3 from Noon to 4:30 p.m. The keynote speaker is Carolyn Clancy, M.D., Assistant Deputy Under Secretary for Health for Quality, Safety and Value U.S. Department of Veterans Affairs. Dr. Clancy's work focuses on research for diverse groups. Additional conference plans include a panel of University of Utah experts, an open discussion session and posters focusing on research that includes sex and gender differences. A call for abstract submissions has been issued.

For more information about the Sex and Gender Differences Health Research subcontract contact:

- Jean Shipman
- Jeanne Le Ber
- Alfred Mowdood

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**Save the date—InfoFair 2014: Women's Health, Sex and Gender Research Conference**

September 3, 2014
Noon—4:30pm

InfoFair 2014: Women’s Health, Sex & Gender Research Conference

keynote presentation
panel discussion
poster session
refreshments

Sponsored by the Spencer S. Eccles Health Sciences Library and the Center of Excellence in Women’s Health

Call for abstracts coming soon!

[Image of the event poster]
HSEB News and Updates!

Study at The Bistro at the England Hub
Through the collaborative efforts of the Spencer S. Eccles Health Sciences Library, the Bistro at the England Hub, the School of Medicine, and Health Sciences Planning, study space is now open in the England Hub on the first floor of the Eccles Health Sciences Education Building (HSEB). From closing time until opening the following business day, the area containing booths, tables and chairs used for restaurant seating, is accessible for students studying individually or in groups. In addition, new folding whiteboards have been placed in the study lounge at the south end of the hallway. Each whiteboard unit provides writing surfaces for use by many people at once, and for extended notations; each unit is wheel-mounted for use in other HSEB-only study areas.

QR Codes and HSEB Seminar Rooms
Looking for a room in HSEB where you can study? In addition to the space in the England Hub, there are 16 seminar rooms that are accessible to health sciences students with HSEB access: 2912, 2928, 2929, 2931, 2949, 2957, 2962, 2968, 2969, 2971, 3515A, 3515D, 4100A, 4100D, 5100A, and 5100D.

These rooms now have QR codes posted next to the door of each room. QR codes are two dimensional codes that can be scanned with a mobile device's camera and a reader application to link to various resources such as a URL, application, or video. The URL for these QR codes goes to the schedule for the respective HSEB Room. The schedule displayed will be that day's schedule for HSEB. Once ASTRA (the scheduling software) is upgraded (coming soon!), we will be able to direct the QR code to a day and room
specific schedule.

**EPIC Command Center**

University of Utah Health Care has undertaken a mission-critical EPIC System Conversion. HSEB will host the EPIC Conversion Team in Alumni Hall (HSEB 2110 & 2120) which will operate as the EPIC Operations Command Center from May 3 - June 5, 2014, scaling back to HSEB 2110 from June 6-27, 2014. The EPIC Command Center will be in operation 24/7.

For more information about space use in the Spencer F. and Cleone P. Eccles Health Sciences Education Building, contact Joan Gregory, Associate Director for Information Resources and Facilities; 801-581-5269.

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*Eccles Health Sciences Education Building, with tree blossoms*

jmg 05/16/2014
Click to Engage: Polling Service Offered by Library

How do you engage your students? Consider using the TurningPoint Audience Response System and clickers! This automatic polling system can be used to determine what students already know, assess students' understanding of a topic covered in class, or to generate discussion.

TurningPoint software is free and available for download through the Spencer S. Eccles Health Sciences Library's Audience Response System/TurningPoint website. PowerPoint Polling allows the user to insert questions directly in to PowerPoint presentations.

Not using a PowerPoint? No problem! Use Anywhere Polling to keep the questions and presentation separate, or to ask questions based on discussion, websites, or other materials.

The Eccles Library has over 200 clickers and 10 receivers available for checkout. With between 800 and 1000 clickers requested for checkout each month during the course of the academic year, put your reservation in early to ensure your request can be filled!

To reserve ARS clickers, visit the ARS webpage; see screenshot below. There is a PDF reservation form available for download; fill the form in and return via email.

Contact Shelby Mitra or Noelle Cranmer with scheduling questions, or Erin Wimmer for TurningPoint and clicker training.
**Eccles Library Audience Response System web page screenshot**

enw 05/16/21014
Faculty and staff of the Spencer S. Eccles Health Sciences Library participated in a number of professional activities during the 2013-2014 academic year. Librarians attended and presented at the following conferences:

- 2013 Midcontinental Chapter of the Medical Library Association meeting in Salt Lake City, Utah, September 14-17
- 2014 Utah Educational Library Media Association meeting in Ogden Utah, March 13
- 2014 USACO Corporation meeting in Osaka, Japan, April 15-16
- 2014 Utah Library Association meeting in Sandy, UT, April 30-May 2
- 2014 Medical Library Association meeting in Chicago, IL, May 17-21

Below is a list that includes 3 publications, 22 posters and 24 presentations/papers; this represents the work of 28 authors associated with the Eccles Library.

The citations are sorted into categories by Publications, Posters and Presentations.

**PUBLICATIONS**


**POSTERS**


5. **Bramble J.** Core Curriculum for the classroom! Special Collections from the National Library of Medicine. Poster for Utah Educational Library Media Association, Ogden, UT, March 13, 2014.

6. **Bramble J**, Kelly B, Magee M, **Dennis S.** Comparing Experiences of Participants Taking In-Person versus Online Classes. Poster for Midcontinental Chapter of the Medical Library Association, Salt Lake City, UT, September 16, 2013.


Association, Salt Lake City, UT, September 16, 2013.


PRESENTATIONS


13. **Lombardo N, Honisett AE.** Promoting Tablets and eReaders for Library Services and Education. Presentation for Midcontinental Chapter of the Medical Library Association, Salt Lake City, UT, September 16, 2013.


22. **Shipman JP, Perry G, Bolek P.** Stat!Ref Lecture: Gathering the


Compiled by jml - 5/12/2014