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From the Director: What Difference do I Make?

Greetings to those new and those returning to the University of Utah; welcome to the start of an exciting new academic year! As you will see throughout this issue of eSynapse, the Spencer S. Eccles Health Sciences Library and its faculty and staff have a lot to offer you as you conduct your teaching, learning, research, and clinical care. Whatever you engage in—we have something for you!

Be sure to check out the Synapse, the remodeled area now open on the garden level of the Eccles Library. This space is home to the Center for Medical Innovation (CMI), its many partners such as The GApp Lab, and also for use by others as availability permits. If you would like to reserve any of the rooms in the Synapse, contact Public Services 24-hours in advance [801-581-8772]. If you are working directly with the CMI or the Eccles Library, you may also inquire with their staff about how to reserve this space. In the evenings, if there are no events planned, the Synapse can be used on a first-come, first-serve basis. Please take a look at where the compact shelving used to be—you will notice quite a change!
Also, this is the time of year for some of you to apply for promotion, tenure, retention, grants, contracts, etc. And as part of these processes, you have to indicate what impact you have had in your area of expertise. In other words, what difference have you made? You also might be looking for colleagues with interests similar to yours. How do you know who is conducting research in your area within your own institution or within the country? As a new faculty member, how can you find out who is doing what kinds of research in your new department?

Well, good news! There are several information tools available to you. Read more about these tools and how they can help you measure your impact here. My new favorite is Impactstory as it includes not only traditional publication impact, but also that related to your presence on social media, your slide presentations, data sets, etc. I also really like Grapherence, available from Unbound Medicine via UCentral, as I can quickly and easily create a timeline that indicates how my publication has been cited by others. Be sure to take advantage of these awesome tools to show that you are making a difference, and let us know which one becomes your favorite and why!
Garden level space with furniture

jps 08/25/2014
Rachel Hess—Library Champion

The Spencer S. Eccles Health Sciences Library salutes our Library Champions. This month we feature Rachel Hess, M.D., M.S.

Rachel Hess is a Professor of Internal Medicine and the director of the University of Utah's Health System Innovation and Research Program. Her research focuses on understanding and improving patient-centered outcomes, such as health-related quality of life. As a general internist, Dr. Hess provides primary care for adults. She has a special interest in women's health, particularly mid-life women's health, and she is board certified in Internal Medicine.

Dr. Hess attended the University of New Mexico, School of Medicine and received her M.D. in 1997. She did an internal medicine internship (1997) and residency (2000) at Temple University Hospital. In 2004 she did a Women's Health Fellowship at the University of Pittsburgh. Additional areas of specialization and research interests include: quality of life, sexual functioning, menopause, patient reported outcomes, and health information technology. Dr. Hess joined the University of Utah faculty in 2014.

Tell us why the Eccles Library is your best friend.

The people of the Eccles Library are some of the most approachable and helpful that I have met since moving to the University of Utah. I did not know how much a library and its librarians could help bring together people to help manage information before I met the group at Eccles. I am impressed every day by the willingness of the Eccles Library to move into the health sciences community in order provide support outside of the bricks and mortar of the building . . . it is fitting in an institution working to innovate health care delivery.

Why do you support the library?

The Eccles Library, under the direction of Jean Shipman, supports our clinical, education, and research missions by providing real-time access to data; usable space; and professionals who can help locate, synthesize, and use information. They support me in all aspects of my career and I am privileged to support them as well.
How has the library helped you do your job?
Clinically, the Library provides me with access to information that helps me take care of my patients. As a researcher, the Library allows me to access the latest information in my field. In my role as the Director of HSIR, the library provides resources that I can use to help others maximize their productivity.

What are the top three library services you use?
1. Access to clinical information such as Micromedex
2. Access to eJournals
3. A home-away-from-home when I'm on the health sciences campus and away from my office in the Williams building over in Research Park.

What will the library look like in the near and distant future?
I think that the Library is already transforming. The new collaborative space on the garden level and the individual and group work spaces on the main level make it one of the most functional libraries I have worked in.

How do you describe the Eccles Library to others?
I always describe the people. The Library team is dedicated to ensuring that information is accessible to everyone who needs it in a multitude of different ways.

What information seeking/using advice would you offer to today's health sciences students?
Ask a librarian—if they don't know the answer, they'll find it. The Eccles Library is one of the best . . . use it!

What's the best information advice you ever got?
Using cloud-based storage to make sure you have access to all of your information when you need it is key. And the meeting invite is an important strategy for making sure that your family knows where your are and whose turn it is to drop-off/pick-up.

What do you do for fun?
My favorite time is the time I spend with family and close friends. I'm also learning to play tennis and almost getting good enough to have fun.
Introducing . . . Lisa Spencer

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 Lisa Spencer, Library Specialist.

Lisa Spencer is the Library Specialist at the Hope Fox Eccles Health Library, University of Utah Hospital. This position keeps Lisa busy as she plans and coordinates monthly health lectures, gathers updated health resources for the Library's website, and assists in identifying ways to improve Library services for patrons. Lisa also represents the Library at health events sponsored by the University of Utah Hospital and the Spencer S. Eccles Health Sciences Library.

Lisa was born and raised in Sandy, Utah. Since the age of 12, Lisa has wanted to be a librarian. Lisa states that as a child "on a typical Saturday and every summer I would spend hours at the library. By the time I was in high school I had read almost every young adult fiction novel that was in circulation at the Sandy City Library." Lisa continued to cultivate her love for literature and the library by obtaining a B.A. in English Literature and a Minor in Library Media Science at Southern Utah University in 2010. She then received a Masters in Library Media Science in 2013 from Clarion University of Pennsylvania. During her library studies, Lisa started working as a student intern in 2011 at the Sandy Library within the Salt Lake County Library System.

As an intern Lisa worked at both the children's and main reference desks and conducted a weeding project in the children's section while it was being remodeled. She also prepared and participated in the Summer Reading program activities.

Lisa started her career at the Eccles Library as an Interlibrary Loan Library Aide in May 2012. In addition to filling Interlibrary Loan requests, Lisa staffed the front desk, worked on collection projects and participated in a variety of other Library tasks.

In January 2014, Lisa began her work as a Library Specialist at the
University of Utah Hospital, Hope Fox Eccles Health Library where she provides up to date health information for patients, staff, and family members during their time at the hospital.

As a Library Specialist, Lisa works to improve the provision of health information to patrons. She guides patrons to sources that provide the most beneficial information based on their questions and need.

When enjoying the other side of life, Lisa loves to read (when she has the time), go shopping to increase her wardrobe (when she has the money), as well as spending time with her husband Paul. This often involves going on outdoor outings (hiking, camping, etc.), eating great cuisine or just taking it easy watching Mystery Science Theater 3000 (MST3K). Lisa loves that her current position allows her to stay close to home, where she and Paul can regularly visit family. This is a great plus, as she and Paul are expecting their first child in February 2015.

Lisa loves that her current position allows her to stay close to home, where she and Paul can regularly visit family. This is a great plus, as she and Paul are expecting their first child in February 2015.

Lisa with husband Paul

ls 08/22/2014
It's part of human nature to want to know that we are making an impact—and usually that the impact is positive. Increasingly, not just individuals, but also organizations, want to measure their impact as a means of justifying funding, bringing notoriety to the institution, and letting clients know the value they provide.

The Spencer S. Eccles Health Sciences Library is certainly no exception. With one of our current strategic direction initiatives focusing on communicating the value of the library, we are looking at both traditional and "alternative" ways to think about and measure our impact, and how best to communicate the value we add to our users. Though we still count and report on more traditional aspects of the library—how many items are in our collections, how many people come in the door, how many books circulate—increasingly, we are looking at "non-traditional" library resources and services as some of our most meaningful and valuable. Things like collaboration spaces, hosting events focused on mobile technologies and apps, and partnerships with departments across campus.

Scholars, seemingly, face a similar situation. For as long as scholars have been publishing their research, there has been interest in determining the impact of the knowledge being shared. Scholarly output has traditionally been measured by looking at academic journal articles and attempting to quantify the impact of those articles by relying on bibliometric analysis. The best known bibliometric index is citation analysis, whereby a journal article is analyzed for the frequency with which it is cited by other publications. These citation counts often figure prominently in faculty tenure dossiers as a means of demonstrating scholarly impact. A terrific tool for analyzing citations is the **Scopus Author Evaluator** which provides an analysis of an author's publications per year, citations of one's work per year, the h index (based on the set of the researcher's most cited papers and the number of citations they have received in other publications) and the frequency of publication in various journals.
Another option for visualizing the impact of one's research by looking at journal citations is Unbound Medicine’s **Grapherence**, which has interactive search capabilities that visually represent the influence and interrelationships of journal articles.

However, academic research output has increasingly moved beyond the realm of journal publications and now includes conference presentations, shared slides, data sets, and social media interactions. How does one
measure the impact of scholarly output in these non-traditional avenues? That's where "altmetrics" (or "alternative metrics") come in. Altmetrics look at the widening channels of scholarly communication and attempt to measure web-driven scholarly interactions, such as how often one's research is tweeted, blogged about, bookmarked, or downloaded.

New tools are emerging to help researchers measure their impact in these non-traditional formats and to look at their scholarly contributions in new ways. For example, ImpactStory looks at publications, slides, code, and web posts and analyzes them based on various metrics including citations, saves, bookmarks, tweets, views, and shares. Click here to see one researcher's ImpactStory profile. If this format interests you, you can sign up for the service, which charges a $5/month subscription fee.

Looking beyond connections in the published literature and online forums, there are new ways to seek out personal networks of colleagues for potential collaboration—both here at the University of Utah and across the country. SciVal Experts is an expertise profiling and research networking tool that makes it easier for researchers and administrators to find expertise and enable collaboration by creating profiles for funded faculty members.

To help researchers get funded, there's SciVal Funding which allows users to search out and match funding opportunities from a variety of sources, including governments, private entities, corporations, and many other organizations. The database currently contains over 15,000 funding opportunities, as well as historical data on over 2.5 million awarded grants which can be used to evaluate current proposals.

To learn more about these tools and how to measure, articulate, and expand your scholarly impact consider attending September's CRAM (Clinical Research and Methods) session on Measuring Your Impact—September 17 from 12:00-1:00 p.m. in the Eccles Health Sciences Education Building or contacting the Eccles Library to set up a consultation for one on one assistance.
For additional information contact:

- Christy Jarvis; 801-581-3031
- Erin Wimmer; 801-587-9258

cj-enw 08/22/2014
Surgeon, Librarians and Gamers, Oh My! 
DiGRA Conference Highlights

Over 120 academic gaming scholars and others gathered at Snowbird Summer Resort in Salt Lake City, Utah for the Seventh DiGRA (Digital Games Research Association) conference held August 2-6, 2014. Two faculty from the University of Utah's, Entertainment Arts & Engineering (EAE) program, Roger Altizer, Ph.D. and Jose Zagal, Ph.D., co-planned and hosted this terrific meeting, with assistance from EAE faculty and students. The conference included several keynote speakers, many paper presentations, speaker panels, game arcade time, and networking opportunities to learn more about the research occurring within the gaming industry. A full conference program is available online.

One panel, titled "Revolutionizing Game Creation Partners: Health care professionals, including librarians, and game scholars unite," was conducted by a team from the University of Utah Health Sciences. John Langell, M.D., Ph.D., M.P.H., M.B.A. Executive Director of the Center for Medical Innovation (CMI), and surgeon, gave an overview of the CMI and The GApp Lab's histories and current governance. He also explained the global interest in digital medical therapeutic devices (MTDs) and health applications. Several of the barriers experienced in formulating the CMI were discussed, as well as the blending of the represented professional cultures.

Jean Shipman, Director, Spencer S. Eccles Health Sciences Library, shared the planning and features of the new collaborative space within the garden level of the Eccles Library, called the Synapse. The Synapse houses the CMI and The GApp Lab. Jean emphasized why the Eccles Library was a natural home for such interprofessional groups, and how the transformation of health sciences library information resources from print to digital has enabled space to be shared with key partners who benefit from being co-located with Library faculty and staff.
Roger Altizer, Director of Therapeutic Games and Apps, The GApp Lab, Center for Medical Innovation, talked about how The GApp Lab graduate students utilize The Synapse, their computer lab and unique lounge, and the Eccles Library librarians and staff while developing MTDs. He shared that games are often beta-tested with Library users and staff, and showcased at the Library's Appy Hour. Tallie Casucci, Eccles Library Innovation and Research Associate, highlighted several ways she assists the graduate students and faculty with their information needs and with helping to shape and understand the context of the medical environments they are creating within their MTDs. The panel closed with two students from The GApp Lab, Rachel Leiker and Travis Turner, sharing their impressions of how being located within the Library and having access to librarians have contributed to their projects' success.

A second panel presentation, "Unravelling Medical Game Research: Informing players of foundational evidence," was held on Tuesday, August 5. This panel presentation was divided into two parts. During the first half of the panel, Roger Altizer and Tallie Casucci discussed the research information gaps for users of MTDs (gaming and applications). They argued that as MTDs increase in number, information gaps must be addressed to justify the field as a serious source of health information and support. Unlike written documents, MTDs usually do not contain background information or supportive evidence that was considered for their development. This lack of information places MTDs at a disadvantage, since users do not know if the content driving the MTD is accurate. This information is extremely important in MTDs because it could directly affect and change users' health.

The second component of the panel was a "group think" or brainstorming session using a Liberating Structure, led by Jean Shipman. Participants were asked two questions: 1) What kind of information is important to document within games themselves (for developers and for consumers)? 2) What is the best method for collecting and incorporating such information? For the first few minutes, participants noted their individual ideas. They then broke into small groups to review their ideas and select the best ones. These selected ideas were then shared with the entire room. It was fascinating to see the variation of ideas that surfaced. Naturally, this led to a more in-depth conversation about the need for additional information resources and literature discovery tools related to MTDs and gaming in general.
You can view both panel abstracts and slides online.

**Overall Conference Highlights**
As usual, the best part of a conference was the networking and conversations with other attendees! During the DiGRA conference, attendees enjoyed learning more about each other's interests within game research. DiGRA is interdisciplinary and attracts disciplines, such as fine arts, social science, history, and communication.

Here are a few random thoughts from other presentations, panels, and discussions:

- Games can be broadly defined as playfulness. Playfulness encompasses all types of games—digital games, board games, RPGs, etc. Using this broad definition, we are all gamers! You don't have to spend all of your waking hours playing to be a "gamer."
- Dr. Tracy Fullerton, from University of Southern California, argued that experts in all fields should be cross-trained in game design. She believes that we need to interject playfulness into other fields.
- Games do have sex and gender biases; Pac Man was highlighted as one such game.
- Being a game producer is challenging requiring project and time management skills, and financial savviness.
- Beta testers of games can create their own cultures and set norms for game playing that can be disrupted when games are released to the public.
- There are several professional journals available to gamers and MTD developers, but this literature is scattered due to gaming's interdisciplinary nature.
- Librarians are respected by gamers. They are seen as valuable partners in discovering relevant literature, documenting the outcomes of gaming research and capturing the discipline's evolution. The number of books
published by game researchers is evidence of the scholarly focus of gaming.

Success! Roger Altizer, Tallie Casucci and Jean flash the U at DiGRA

tc 08/22/2014
New Health Information Station at Sugar House Health Center

The mission of the Hope Fox Eccles Health Library at University of Utah Hospital is to ensure that all patients, their families, and the general community have access to the resources they need to make informed choices about their health care. Two common barriers to gathering health information are economic (patients do not have access to a computer) and educational (patients do not understand the information). One strategy to overcome both obstacles is to establish health information stations at University of Utah Health Care (UUHC) community clinics.

The first interactive station went live at the Sugar House Health Center on July 7. It consists of a carrel equipped with a computer and a Skype phone. Following simple and intuitive instructions, users pick up the phone to activate a video connection to the staff at the Eccles Health Library. While having a "face-to-face" conversation with the user, the Eccles Health Library staff can remotely access the clinic computer to share websites, reading materials, videos, images, and tutorials. Information on treatment options, tests and procedures, medications, anatomy, the health care system, and health promotion are commonly requested.

Benefits for patients

- Enables patients to receive tailored information individualized to their learning-style preferences, literacy levels, and language requirements.
- Studies show that the majority of health seekers go online for health information right before or right after a primary care or specialist medical visit. Setting up the health information stations in UUHC clinic lobbies capitalizes on a time when patients are actively engaged—they are at the clinic for an appointment, and they are thinking about their health.
- The station provides "health information equity" to those patients without access to a computer. Patients who are not comfortable using a computer can still easily use the station because the phone activation is intuitive, and once connected, the librarians navigate the web and search
for them.

- Even patients who do have personal access to a computer can benefit from the service. Many people are intimidated by the prospect of finding trustworthy information on their own because of the opaque nature of health information—and the sheer amount found online. By talking with a professional librarian, they will learn about authoritative websites they can turn to when a health question arises in the future.

**Benefits for providers**

- With the average physician's office visit lasting 12 minutes, providers may not have enough time to fulfill all of their patient education information needs during an appointment. Being able to refer patients to the health information station, and utilize librarians—who are experienced in searching for a wide variety of consumer health information—can improve the efficiency of office visits and save clinicians time.

- Patient education and engagement are cornerstones of health care reform and the Affordable Care Act, and UUHC is seeking ways to increase both. Providing targeted and timely education information is a key part of helping patients achieve behavior change and disease management goals. The service also supports providers in meeting the Centers for Medicare & Medicaid Services (CMS) Stage 1 and Stage 2 Meaningful Use patient education regulatory requirements for reimbursement of services.

**Still to Come**

A research project is in the works. It will focus on developing an assessment tool to determine the impact patient education information has on patient behavior, satisfaction, and health outcomes. This project will also look at assessing the efficacy of the delivery of health care information via health information stations for a broad range of diagnoses at the community clinics. The Hope Fox Eccles Health Library will collaborate with the University's Master of Healthcare Administration (MHA) program and the Department of Family and Preventive Medicine on the project.

The health information station service is available Monday and Thursday from 8:00 a.m.-7:30 p.m., and on Tuesday, Wednesday and Friday from 8:00 a.m.-5:30 p.m. Contact Erica Lake, Associate Director of the Hope Fox Eccles health Library, for additional information: 801-581-4685.
Asking a question at the health information station at Sugar House Health Center

el 08/23/2014
Numerous studies over the past 25 years have demonstrated a strong connection between language and health. Language can affect the accuracy of patient histories, the ability to engage in treatment decision-making, understanding a medical diagnosis or treatment, patient trust level with care providers, underuse of primary and preventative care, and lower use or misuse of medications. Culture also plays a significant role in health, healing and wellness belief systems—impacting how illness, disease, and their causes are perceived by the patient and the care provider.

The story of Mohammad Kochi illustrates how language and culture can impact health outcomes. Mr. Kochi, a 63-year-old from Afghanistan, is diagnosed with stomach cancer. While he agrees to surgery, he declines chemotherapy due to religious beliefs, language barriers, and family conflict. Mr. Kochi is a Limited English Proficient (LEP) person.

An LEP person is defined as an individual who does not speak English as their primary language and has a limited ability to read, speak, write, or understand English. An LEP person's national origin is based on ancestry, not citizenship. There are an estimated 25.3 million LEP individuals in the United States—up 81% since 1990. (1)

These persons are protected under Title VI of the Civil Rights Act of 1964, and all organizations receiving Federal financial assistance have a responsibility to take "reasonable" steps to ensure meaningful access to their programs and activities by persons with LEP. Title VI applies to many types of organizations including schools, hospitals, public health clinics, police departments, and social services.

Libraries can play a key role in supporting an organization's ability to provide meaningful access, especially in the area of health information. The National Library of Medicine (NLM) has developed many no-cost LEP-friendly health information resources for a variety of age and language groups. In addition, there are government agencies and authoritative non-profit organizations creating free health information content to address the
linguistic diversity of the communities you serve. (See list of Resources below.)

Spanish is the predominant language—other than English—spoken in the MidContinental Region (MCR), though you may see communities with strong German, French, Vietnamese, Chinese, Navajo, or Algonquian populations. (2) The following table shows the LEP populations ages 5 and over in the MCR. (3)

<table>
<thead>
<tr>
<th>State</th>
<th>LEP Population</th>
<th>LEP Share (%) of the State population</th>
<th>Change 1990 to 2010 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>327,870</td>
<td>7%</td>
<td>198%</td>
</tr>
<tr>
<td>Kansas</td>
<td>122,528</td>
<td>4%</td>
<td>153.50%</td>
</tr>
<tr>
<td>Missouri</td>
<td>128,931</td>
<td>2.30%</td>
<td>104.90%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>76,144</td>
<td>4.50%</td>
<td>242.20%</td>
</tr>
<tr>
<td>Utah</td>
<td>136,837</td>
<td>5.40%</td>
<td>235.20%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>9,428</td>
<td>1.80%</td>
<td>29.80%</td>
</tr>
</tbody>
</table>

**LEP Share (%) of the State**

### Supporting LEP Person's Access to Health Information

**Public Libraries**

Public libraries are highly focused on serving their local constituency, and continue to be an excellent conduit for transferring health information to community members with trained staff and technology infrastructure. For many citizens, the public library is the go-to-place for health information.

**INVESTIGATE**

1. What languages are represented in your community?
2. What health information resources do you have access to in other languages?
3. What organizations in your community might you work with to assist a non-English speaker with health information?

**SHARE WITH**

- Local health departments, emergency responders, police and fire departments, clinics, hospitals, schools, churches.

**K-12, Colleges, and Universities**

Students whose first language is not English require language support in order to meaningfully participate in school. Schools must also adequately communicate with limited-English-speaking parents about important school-related information in their preferred language. (4)

Educators who work in a K-12 setting can utilize these resources in the classroom to help introduce, reinforce, and supplement health and science curricula; and school nurses can use them to enhance communication with students and parents. Here are the percentages of school-aged children of immigrants in the MCR (5):

- Colorado at 24.30%
- Kansas at 28.52%
- Missouri at 29.67%
- Nebraska at 30.29%
- Utah at 29.06%
- Wyoming dataset too small for percentage

Librarians working with allied health or health sciences students can direct these future healthcare workers to a plethora of informative resources.

**INVESTIGATE**
1. What languages are represented in your school district, college, or university?
2. What health information resources do you have in other languages?
3. Who in your institution or community would benefit from these resources?
4. Do you have access to trained interpreters? If so, what languages?

**SHARE WITH**
- Teachers, faculty, school nurses, students, parents, administrators.

**Medical Care and Public Health**
Communication problems are the most common cause of serious adverse events with LEP patients and clients. They are at higher risk for longer hospital stays, readmission, misdiagnosis, and inappropriate treatment.

**INVESTIGATE**
1. What languages are represented in communities served by the medical care or public health staff?
2. What health information resources do you have in other languages?
3. Who in your institution or community would benefit from these resources?
4. Do you have access to trained interpreters? If so, what languages?

**SHARE WITH**
- Clinical staff, compliance staff, volunteers, case workers, patient navigators.

**Resources**

**Multi-Language Resources**

- **DeafMD.org**
  Provides accurate, concise, and valuable health information in American Sign Language using health information created by the Centers for Disease Control and the National Institutes of Health.

- **EthnoMed**
  Information about culture, language, health, illness and community resources for working with different ethnic groups.

- **Health Info Translations**
  Plain language health education resources for health care professionals and
those working in communities with limited English proficient populations.

Health Translations Online Directory
Customize the popular “I Speak” poster to identify the language spoken. For those working in health care or public health settings, the document can be designed to include the languages relevant to your community. Note: does not include tandem English text.

Healthy Roads Media
This site provides quality health information in a variety of multimedia formats in numerous languages. It is a must-know site for serving diverse communities.

La Leche League
Support, encouragement, information, and education to promote a better understanding of breastfeeding as an important element in the healthy development of the baby and mother.

Lab Tests Online
This site is a useful tool for understanding laboratory tests – why certain tests are performed, how the tests are done, and what the results mean.

MedlinePlus Health Information in Multiple Languages
Information in over 48 languages from the National Library of Medicine's premier consumer health website.

Refugee Health Information Network
Information on health conditions for those working with refugee or limited English proficient populations.

ToxMystery
ToxMystery is an interactive site in a game format that helps kids 7-11 years old learn about household chemical hazards. In both English and Spanish, Toxie the Cat helps kids find hidden hazards in the home.

Tools for Demographics, Statistics, and Health Status Indicators
U.S. Census A good place to start is the Quick Facts section of the U.S. Census site to get basic demographics. Select your state on the map, then narrow by county or city.

Modern Language Association (MLA) Language Map Data Center
Knowing the languages spoken in your community is essential for providing better services. Use this tool to find languages spoken by city and zip code from the 2000 census and as recently as 2010 by county.

County Health Rankings—Robert Wood Johnson Foundation
This essential site allows users to see county snapshots and compare rankings for health outcomes and health factors with ease.

Community Health Needs Assessment (CHNA) Visit this site to learn more about the new requirements for non-profit hospitals under the Affordable Care Act and resources for conducting community needs assessments.
Health Data Tools and Statistics from PHPartners
This site compiles many of the resources listed here into one page for county and state data (CHSI, County Health Rankings, Kaiser State Health Facts), and a plethora of additional statistical resources.

Community Health Status Indicators (CHSI)
CHSI provides an overview of key health indicators for local communities. Users can search for a specific county and get a quick overview of demographics, leading causes of death, vulnerable populations, environmental health issues and more.

Videos for Training
Videos for Training
A series of vignettes illustrating the importance of language assistance in a variety of settings (medical care, food/nutrition services, use of non-trained interpreters), includes Mohammad Kochi's Story.

References

2. See the Resources section of this article for multi-language and language identification tools.
Mohammad Kochi's Story on YouTube
da 08/22/2014
Beyond Borders with the Special Libraries Association

Each year information professionals and their strategic partners gather for the Special Libraries Association (SLA) annual conference and INFO-EXPO. The theme for this year's conference was "Beyond Borders." SLA is a non-profit organization that serves librarians and information professionals. Traditionally a "special library" is defined as a library that is not an academic, school, public, or a national library. Although academics is excluded from the traditional definition, many academic health sciences librarians consider themselves "special librarians" since they serve a specific population with unique opportunities and challenges.

This year, Tallie Casucci, the Innovation and Research Associate at the Spencer S. Eccles Health Sciences Library, attended the 2014 Annual Conference and INFO-EXPO on June 8-10 in Vancouver, Canada. During the conference Tallie presented a poster, Beyond Borders: Partnering with Medical Therapeutic Devices & Apps Innovations, at all three poster sessions:

1. Joint Poster Session
2. All Sciences Poster Session

Tallie's poster highlighted the collaboration between the Center for Medical Innovation, Eccles Library, and Entertainment Arts and Engineering, which includes The GApp Lab (Therapeutic Games and Apps Lab). Many poster session attendees were interested in learning more about the games and playing them!
As the Chair of the Medical Section, Tallie hosted a Biomedical and Life Sciences Division (DBIO) event called "Learning and Libations: The Annual DBIO Medical Section Reception and Business Meeting." While enjoying martini, wine, and soft drinks, participants networked with others in the field. At the end of the reception, Tallie and the DBIO past chair, Howard Fuller, Division Director of Library Services at Heald College, honored members who recently published new books, book chapters and articles on biomedical librarianship, patient safety, and knowledge management.

Even months later, several presentations related to collaboration, gaming, and innovation still resonate.

- Two take-away points from John Wilbanks' opening keynote speech:
  - Borders are connections, not divisions
  - Compatibly communicating groups can create great and powerful resources, data, tools, etc.

Follow the Eccles Library on Twitter (@EHSLibrary) to learn when The GApp Lab tests their games with library patrons and staff.
• In Canada, a librarian-managed learning centre curates guides for community entrepreneurs and small businesses. These "accelerator guides" include articles, books, open resources, and MOOCs related to specific fields of business.

• At the University of Maryland, the library hosted "Fearless Fridays", a time where students pitched their ideas to industry mentors and received feedback.

• Three plagiarism and ethics games were created at the University of Florida George A. Smathers Libraries for students to learn about plagiarism and academic ethics.

For more information about innovation, gaming, The GApp Lab and special libraries, contact Tallie Casucci; 801-581-5242.

Enjoying the Vancouver skyline while attending Special Libraries Association annual meeting

tc 08/23/2014
Librarians Learn to Apply Evidence in Support of Clinical Care

This past summer, Erin Wimmer, Teaching and Learning Librarian, and Mary McFarland, Information and Technology Consultant at the Spencer S. Eccles Health Sciences Library had the opportunity to attend the three-day intensive short course titled "Supporting Clinical Care: An Institute in Evidence-Based Practice for Medial Librarians." The workshop was held on the University of Denver, Anschutz Medical Campus. Workshop instruction was provided by ten library faculty from across the United States and Canada. The 40 attendees were divided into five groups, with two expert facilitators per group. Through discussion, hands-on learning, and a case-based approach, these small groups acquired the skills needed to support evidence-based practice.

Centered on the evidence cycle of Ask, Acquire, Appraise, Apply and Act, attendees learned how to recognize different types of study design, create well-built answerable clinical questions, find the evidence, and identify and explain the criteria for judging the validity of research studies (e.g. systematic review, meta-analysis, randomized controlled trial, cohort, case-control or cross-sectional studies). The final session on day three, "Putting it into practice," inspired participants to identify roles that librarians can undertake to provide evidence-based training and support to health care professionals.

"This was such an invaluable experience," says Erin. As a new librarian in the health sciences, I gained a greater understanding for critically evaluating study design, finding the right kinds of studies for the question/problem being addressed, and even how to read a forest plot!"

"The group worked and played hard together, creating great networking opportunities with colleagues across the U.S. and Canada," notes Erin. "During a Jeopardy-style game meant to reinforce our learning, Mary and I played with a group of colleagues from Washington, Montana, New York, and Alabama. With a team name of Can't see the forest for the plot, referencing our extensive review of forest plots earlier that day, we won the game, showing not only our improved comprehension of supporting evidence-based practice, but also forging new bonds with our fellow workshop participants!"
As a result of this workshop, Erin and Mary are eager to share and incorporate the new skills and knowledge they acquired into Library instruction sessions. Eccles Library instructors are already integrated into various health sciences curriculums. They develop and teach courses in partnership with academic faculty to meet specific information needs. Library-lead instruction might focus on how to identify the best keywords to begin an information search or the effective use of databases such as PubMed, CINAHL and Scopus, or how to evaluate the validity of study design.

In addition, library faculty create handouts, produce online tutorials, develop research guides and other learning materials focused on best practices for finding the evidence. See the Library's Research Guide on Evidence Based Practice for links to tools and resources.

With new knowledge gained, Erin and Mary are positioned to provide expert instruction on searching for the evidence in support of clinical care. For more information or to schedule an instruction session or free consultation contact Erin Wimmer; 801-587-9258 or Mary McFarland; 801-581-5534.
The Library in Your Classroom

We can teach your students how to become life-long learners!

When presented with information, students often say "oh yeah, I already know this." Faculty remark that, "no matter how many times I hear this, I always learn something new!" Though faculty, staff, and students may know how to search databases and find relevant, scholarly information, the Spencer S. Eccles Health Sciences Library's Education Team can help you integrate library resources into course content to meet the needs of those who know it all and those who are always learning!

Members of the Library Education Team are available to help you develop and teach sessions that meet specific information needs. We can also design handouts, tutorials, activities, and other materials to direct your students to relevant resources.

Don't have time in the semester to include a library session? No problem. We have a series of research guides on various topics — including online tutorials, how to read a journal article, and distance education resources — that are great starting points for discovering what the Library has to offer.

One-on-one and small group training is also available through our consultation services. Request a training session on using databases, citation management software (such as EndNote), literature searching, and more! All consultations are free and can be conducted online, via email, phone, or chat!

Regardless of your education needs, the Eccles Library's Education Team is here to help! For more information please contact Erin Wimmer, Teaching & Learning Librarian; 801-587-9258.
Distance Education Research Guide

enw 08/14/2014
Vesalius celebrates 500th birthday

eSynapse, Vol 29, No 3 (2014)

Vesalius Turns 500: Join the Celebration

The year 2014 marks the 500th anniversary of Andreas Vesalius' birthday. To celebrate his pioneering work in anatomy, art, and medicine, the J. Willard Marriott Library and the Spencer S. Eccles Health Sciences Library are partnering to showcase his art and his influence.

The Marriott Library's exhibition showcases the contributions of Vesalius and his innovative anatomy text, De Humani Corporis Fabrica, first published in 1543. This exhibition spans all five floors of the Marriott Library, including the fourth floor, where a Rare Books room special exhibition called "Down to the Bones" features both the Eccles Library's 1543 edition and Marriott Library's 1555 edition of Vesalius' De Humani Corporis Fabrica. The exhibit is open until October 3, 2014.

Don't miss the September 18 lecture and reception at the Marriott Library. Professor Mark T. Nielsen will give a lecture entitled, "Renaissance Man: The Art and Science of Andreas Vesalius" at 6:30 p.m., followed by a reception at 7:30 p.m. More details can be found on the exhibit website.

The Eccles Library loaned the 1543 edition of De Fabrica and numerous anatomical models, bones, and anatomical specimens to the Marriott Library for their exhibit. Thanks to the Marriott Library, there are a number of reproductions from the 1544 edition enlarged, printed and on display in the exhibit area behind the Eccles Library main level front desk.
The Eccles Library recently purchased the "New Fabrica," the 500th anniversary edition of Vesalius produced by Karger Medical & Scientific Publishers. This massive, two volume set is on display in the main level display case by the computer pods. It will become available for browsing in September. Watch our Twitter account, @EHSLibrary, for details.

Last but definitely not least, three of the large Vesalius wall panels have been moved from the garden level to the main floor. Check them out in the main floor's south stairwell, and find two other large Vesalius panels at the upper level north entrance near the History of Medicine room.
More Resources

- Browse Marriott Library's 1555 edition of *De Humani Corporis Fabrica* online
- Karger's 500 Years of Vesalius online exhibition
- Turn the pages on the 1543 National Library of Medicine edition
- Not all copies remained in black and white. This version, digitized by the Universitätsbibliothek Basel, is hand-colored
Coming Soon to Eccles Library—ClinicalKey

Last year, medical publisher Elsevier announced plans to phase out their MDConsult product by the end of 2014 and replace it with a more robust resource called ClinicalKey.

After carefully evaluating this new product, the Spencer S. Eccles Health Sciences Library is pleased to announce that this fall we will be initiating a subscription to ClinicalKey. This platform contains all the content previously available from MDConsult plus much more, including over 1,100 additional medical and surgical e-books, over 500 e-journals, over 13,000 Elsevier medical and surgical videos, and more than 3.7 million images. ClinicalKey will also provide access to the popular Clinics titles, First Consult point of care content, and procedural videos from Procedures Consult.

Resources on ClinicalKey allow for unlimited simultaneous use, making them ideal for classroom and clinical education scenarios. Full-text content can be bookmarked, emailed, printed, or downloaded. Images can be easily inserted into a PowerPoint presentation. In addition, ClinicalKey searches result in accumulated CME credits.

Take a quick tour of this coming attraction and let us know what you think! Have questions about specific content on ClinicalKey or want recommendations about how it can support your curricular or clinical needs? For more information contact Christy Jarvis; 801-581-3031.
ClinicalKey - home page screenshot

cj 08/16/2014
VisualDX—New Clinical Decision Support Tool Coming October 1

The Spencer S. Eccles Health Sciences Library is pleased to announce that VisualDX will soon join the growing list of online resources available to University of Utah Health Care providers.

Developed by the Rochester-based firm, Logical Images, VisualDx is decision support software designed by clinicians to aid medical professionals in the diagnosis of visually identifiable diseases. It allows you to search a knowledge base of over 1300 diagnoses presented by over 30,000 medical images and illustrations. In addition, VisualDx:

- Meets HRSA/CDC bioterrorism preparedness requirements;
- Supports HHS pandemic flu preparedness plan.

Unlike traditional atlases or textbooks, with VisualDx you simply enter your patient’s key signs and symptoms (e.g., dyspnea, abdominal pain, widespread papules), and in just seconds the system generates a patient-relevant differential diagnosis - right at the point of care.

Also a great educational tool, VisualDx includes dermatologic diseases in all age groups as well as specific modules for looking up travel-related illnesses, conditions in the immunocompromised, pulmonary infection, and oral-mucosal lesions. It can also search over 800 medications for specific drug reactions. Each diagnosis is accompanied by handbook-length text with information on diagnostic pearls and testing as well as guidelines on therapy.

VisualDx is a multi-use tool designed for day-to-day clinical diagnosis, emergency preparedness, and medical education. Click here to learn more about how this resource, arriving at the University of Utah on October 1, can assist you in patient care and clinical education settings.

For more information contact Christy Jarvis; 801-581-3031.
InfoFair 2014 Focuses on Sex & Gender Differences Research

Please join us on Wednesday, September 3 from Noon until 4:30 p.m. in the Eccles Institute of Human Genetics (EIHG) Auditorium and Atrium for InfoFair 2014:

Women's Health Sex & Gender Research Conference.

The Spencer S. Eccles Health Sciences Library and the Center of Excellence in Women's Health are co-sponsoring this half-day conference focused on sex and gender differences research and women's health. The intent of the conference is to raise the visibility of University of Utah researchers who are considering sex and gender differences in their research, and to inform our community about the plethora of resources available on this topic from the Office of Research on Women's Health and the Library.

The conference starts off with a poster session from Noon-1:00 in the EIHG Atrium. A light lunch will be served. The 13 poster authors will be available to talk about their project and the consideration of sex and gender in the research process.

The Clifford C. Snyder, M.D. and Mary Snyder Lecturer is Carolyn Clancy, M.D., Interim Under Secretary for Health, Veterans Health Administration, Department of Veterans Affairs. Dr. Clancy plans to address "The Potential for Research to Advance Evidence-based Care for Women Veterans." Dr. Clancy will be introduced by Dr. Vivian Lee at 2:10 p.m.

There are two panels, one before (1:00 p.m.) and one after (3:15) Dr. Clancy's talk. The first panel addresses Resources Available to Researchers and features Kathleen Digre (moderator), Rachel Hess, John Langell, Tom Parks and Michael Varner. The second panel addresses Incorporating Sex & Gender into the Research Process and features David Perrin (moderator), Mary Elizabeth Hartnett, Janet Shaw, Sara Simonsen and Louisa Stark.

Visit the InfoFair 2014 website for details about presenters, the poster abstracts and the program schedule. For more information contact Jeanne Le Ber; 801-585-6744 or Leanne Johnston; 801-585-9971.
Sex and Gender Differences Health Research Research Guide

jml 08/18/2014