

# MDMLG NEWS

Fall 2012



[www.mdmlg.org](http://www.mdmlg.org)

## President's Message from Barbara LeTarte

As summer ends and fall begins we start our transition into our new MDMLG year.

I am proud and honored to serve as the 2012/13 President of MDMLG. I have had an opportunity to take advantage of this group's great CE classes and programming for many years and all of the great networking and camaraderie that it has to offer. I have learned so much from all of you and so appreciate the hard work that goes into the planning, negotiating and community outreach that it takes to keep our organization successful. I felt it was my turn to step up and give some of my time and hard work back. It is not easy, especially in these hard economic times with staff reductions and job cuts, to keep our group going, but it is so worth the effort. Thanks to the dedication of our programming and professional development committees, we have some wonderful educational opportunities planned for the fall.

The first [General Business Meeting](#) will take place on September 20th, at Beaumont Hospital in Royal Oak. We will begin the afternoon with a Lunch & Learn on "Effective Survey" design by Deb Charbonneau of Wayne State University, followed by a panel discussion entitled, "Addressing the Need for Reference Management Software in Libraries." The panelists include Nadia Lalla from the University of Michigan (Mendeley), Nandita Mani from Henry Ford Hospital (EndNote) and Stephanie Swanberg from Oakland University (RefWorks).

In October MDMLG will host the MHSLA Conference at the Baronette Renaissance Hotel, Novi. The theme of the conference is "Librarians Driving Medical Education." This three-day event will host interesting and pertinent workshops that offer CE credits, keynote speakers, a GMR Update and more. Please print a registration form for this event [here](#).

I would like to once again thank the wonderful people that make MDMLG possible. Our contributors have worked very hard to make this year worthwhile for our members. In the next coming months I hope that we maintain our standards of excellence and lay the foundation for productive years to come.

Barbara LeTarte  
[bletart1@hfhs.org](mailto:bletart1@hfhs.org)

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## Online vs. traditional courses – not that different

*back to school, changing careers*

By Laura Bollman

The thought of returning to school twenty-three years after receiving my bachelor's degree was a bit intimidating. I was quite certain I was not qualified to handle the necessary computer skills for an on-campus class, let alone an on-line one. My twenty year career in human services required very little knowledge of technology beyond data entry. To ease those jitters I enrolled in basic PowerPoint and Excel classes at my local library. With new found confidence, I signed up for on-campus museum studies courses at Michigan State University. A year later I was accepted into the on-line MLIS degree at Wayne State. Technological skills show no favoritism when it comes to traditional or on-line course work. I'll share some of my discoveries.

All class presentations require some kind of audio visual component. In my opinion, presenting it in person is easier than on-line. Speaking in front of a group allows you to witness how the audience is reacting and you can make adjustments. Make a mistake in your wording and you will be forgiven. There is even a chance no one will notice your faux pas. When putting the audio together for an on-line course presentation there is no excuse for simple slip ups because re-recording is an option. There may be a requirement to use the webcam for a presentation. I find it unsettling when the audience I am talking to is a mirror image of me.

You hear that all industries are going paperless and it appears that homework is joining that trend. Turning in homework assignments on-campus does not rule out electronic submissions. I had one museum studies instructor who required all assignments be submitted digitally. In addition, there were on-campus assignments that could only be retrieved by visiting a designated web address noted on the course syllabus.

One skill I am still trying to improve on is conversing on a discussion board. Prior to the MLIS program I had never been on a discussion board. Since face-to-face interaction rarely takes place between students and the instructor, discussion boards fill that role for on-line courses. For students who like to listen rather than participate in class discussions, there is no hiding on-line. Fail to add to a conversation thread and your absence will be noticed.

There are more topics I could run on about but I will conclude with a feature I have grown particularly fond of with on-line courses: pre-recorded lectures. It is college and lectures happen. Pre-recording keeps the instructor from working interruptions into the lecture. Of course some segues prove beneficial but they are not always welcome. If something gets missed a new lecture gets recorded, the topic is posted on the discussion board, or a clarification email is sent. My personal favorite is applying the pause button for each new slide. I no longer have to divide my attention between writing down the material on the lecture slide or listening to the instructor. I can give full attention to both. The rewind button has proven helpful when my brain is having difficulty digesting the material.

Laura Bollman

[bollman.laura@gmail.com](mailto:bollman.laura@gmail.com)

## Michigan Health Sciences Libraries Association Annual Conference 2012: *Librarians Driving Medical Education.*

October 17-19, 2012

Registration is now open for the MHSLA Annual Educational Conference!

<http://www.mdmlg.org/MHSLA2012/registration.htm>

MDMLG is hosting the MHSLA Annual Education Conference this year. The conference will be held at the lovely Baronette Renaissance Hotel in Novi, MI, adjacent to Twelve Oaks Mall and features three days of knowledge sharing, networking, and fun for the hospital or academic librarian. The full cost for the conference for MHSLA members is \$310. Two-day and one-day conference options are available.

Wednesday, October 17, features a full day of CE. That afternoon enjoy a Sponsored Lunch with Wolters Kluwer. End the day with a fun filled evening at the Welcome Reception at the Baronette. The Welcome Reception features the Detroit Wheels Buffet, music by Odd Enough and is sponsored in part by McGraw Hill. On Thursday, start the day with a Breakfast and Learn with Micromedex. Hear an address by Dr. Ernest Yoder, Central Michigan University Medical School Dean, titled "CMED: A New Approach to Medical Education." Plan on attending the GMR Update and a talk by Jane Blumenthal, University of Michigan Taubman Library Director and MLA President on "Perspectives of an Academic Health Science Library Director."

In addition to the presentations on Thursday, there is a Sponsored lunch with Rittenhouse. Meet with vendors and view their exhibits. That evening's Special Event offers more fun and opportunities to network. After the Special Event attend the networking event at the Baronette Renaissance Hotel's Presidential Suite. Friday's focus is about patients and nursing. First is a Breakfast & Learn with Elsevier. Spend time with Keynote Speaker, Jamie Verdi, JD, Attorney for Michigan Patient Advocacy as she speaks on "Patient Education – Patient Advocates for the new Reform Era." Up next is Caroline Medcoff RN, CNS, Beaumont Health System who will speak on "Nurses and Librarians: Research Partners." Finally, hear from your colleagues during the ever popular Posters / Lightning Rounds.

**Conference Website:** <http://www.mdmlg.org/MHSLA2012/index.htm>



## Just MIX and Serve

by Jill Turner

On August 10<sup>th</sup>, I was one of about 120 librarians to attend the [Michigan Instruction Exchange \(MIX\)](#) conference held at University of Michigan in Ann Arbor. The Exchange, organized and hosted by the University of Michigan MLibraries Instructor College Steering Committee, was held so that Michigan academic library instructors could come together to discuss library instruction.

The one-day conference opened with Keynote speaker, Susan Gilroy, Librarian for Undergraduate Programs for Writing, Lamont and Widener Libraries, Harvard College speaking about student engagement in library instruction. Following the keynote address, attendees participated in speed networking. Similar to speed dating, speed networking allowed randomized pairs of attendees to discuss specific questions within a two and a half minute timeframe. A few topics for discussion included:

- What do you see as the biggest instructional challenge that you face?
- What do you see as the biggest instructional need of your target audience?
- What is your favorite instruction “trick” and why?
- What are some ways you’ve worked with faculty to integrate the library into their courses?

After five minutes, partners were exchanged. Next on the agenda was Lightning Talks. The brief presentations included such topics as “Exploring Other Views: Helping Students Discover Keywords”, the instructional technique using IOR (Implement, Observe, and Reflect), and “Engage your students from the get go!” to name but a few. The official conference day concluded with a panel discussion that included two UM librarians and two UM faculty members. The panel discussion focused on the issue of engaging students in a library instruction session. Lack of interest in the library session is an ongoing problem. Panel participants discussed how to create more meaningful and relevant classes.

I had high expectations for this conference. And, overall, I thought the conference was very interesting. However, I had hoped to walk away with more specific student engagement techniques and more specific ways to make library instruction sessions more interesting for the students. And, let’s face it, for most people; sitting through an information literacy session is BORING. For a while, I tried to bribe the undergraduate students into class participation by throwing candy to those who answered my questions correctly. Not only is throwing candy pretty low on the engagement scale, I also quickly discovered that my throwing skills were not what they used to be back in my softball glory days. Additionally, students who have been pelted with a candy bar don’t really want to hand over said candy to a classmate. Who knew? I wish I could devise an activity along the lines of my son’s history teacher. When her class was studying the social culture in America during the Cold War, she had groups of students go around the school asking questions of the other teachers so the students could search for the “communist spy” in their midst. Of course this activity is not at all relevant to librarianship but hopefully you get my point. Ultimately, I came away from the MIX conference thinking that perhaps I am not alone; maybe everyone who teaches library research skills struggles with student engagement. In my opinion, all of the student engagement ideas that I have read about are simply ... mediocre. They are better than nothing, but generally not overly exciting or inspiring. Perhaps I am using the term engagement when I really want entertainment. Being entertained does not necessarily mean a student is engaged, and, certainly the opposite is true as well. Not all engagement activities are fun.

*Conference attendees participated in speed networking... discussing specific issues in instruction in 2 ½ minutes*

Yet, surely an activity that is more entertaining will produce a more engaged student and make for a better class experience all around. However, I am at a loss for ideas. I am beginning to suspect that perhaps the notion of having fun while learning information literacy skills is a fantasy.

On the bright side, the University of Michigan's [Instructor College Café](#) was introduced at the MIX conference. The Café's homepage describes the site as "an online community that includes both strong instructional content and various interactive features allowing librarians an opportunity to become more effective instructors". The Instructor College hopes that the Café's online community will create an opportunity for conversation to develop around instruction.

The Café includes an instruction repository of valuable resources such as teacher prep materials, interesting handouts, lesson plans and activities, and creative assessment ideas contributed by instruction librarians from various backgrounds. The Café will also include a space for instruction-related conversation in the Forum. The Instructor College invites you to view and contribute resources as well as participate in the Forum."

For now, resources are somewhat limited, but hopefully as the word is spread, many more librarians will post to this exchange and the pool of materials will grow. If you have handouts or worksheets that you would like to submit, all you need to do is sign up for a guest/friend account and post. At first glance this site may seem more useful for academic librarians than hospital librarians, but if you are responsible for teaching library skills in any form, then the site is worth a look. Perhaps a lesson or activity used in an English class may be adaptable to a CINAHL class. Susan Gilroy commented in her keynote address that librarians need to "break out of our molds" every once in a while. She mentioned attending conferences or professional development offerings outside of our subject areas or even outside of librarianship itself. Other professions may have a few ideas that will help us make library instruction more interesting. When using outrageous or unusual search examples is the best tool in our shed, I would suggest that we need a bit more help.

Jill Turner  
University of Detroit Mercy  
School of Dentistry Library  
[turnerja1@udmercy.edu](mailto:turnerja1@udmercy.edu)



## New NLM link provides access to NLM Mobile

<http://www.nlm.nih.gov/mobile-app/>

Easy to navigate, this site provides choices based on

**Type:** Web site vs. Application

**Device:** Android, Apple iOS, or Blackberry

**Tags:** Descriptive tags assigned by NLM used to categorize the resource (e.g., Drugs or Disasters)

## Managing off-site patrons

by Courtney Mandarin

With library downsizing and closures becoming alarmingly common, many library staff find themselves handling an increased workload with fewer resources. This, coupled with an ever-increasing reliance on digital resources, makes it possible for one library to serve multiple sites. While no one wants to be put in the position of having to take over another site when a library is closed, it is an unfortunate reality for many of us. In these instances, it's easy to get upset and offer some choice words about the administration to our colleagues, but there's at least one group that should not be overlooked and that's the patrons.

Currently, the library at St. Joseph Mercy Ann Arbor is serving five other locations in addition to our own as well as smaller, affiliate offices. It's a lot for one librarian and one paraprofessional to handle. However, serving multiple locations has taught us several lessons in handling a new group of patrons and ensuring that these patrons are not given short shrift.

The first and most basic tip toward successfully handling off-site patrons is communication. Sometimes, library closure or a change in who takes care of what happens very quickly and with little notice. This leaves a large group of patrons wandering aimlessly, not sure who to talk to or where to go for their information needs. It's our job to bring them back into the fold. The most important aspect of communication is simply making sure that the patrons know you are there to help them and how they can reach you.

Another helpful element in transitioning new patrons is to have an on-site contact, if possible. We are lucky to have a few excellent contacts at the other institutions we serve. Generally, they are staff in the education departments at the other hospitals who can serve as intermediaries. It's helpful to the patrons to have someone on-site they can go to for basic help, and who may be able to answer some of their questions. While all literature searches and interlibrary loan functions are managed by library staff, our on-site contacts can help these new patrons find their way to our resources and how to contact us when necessary. We also utilize our on-site contacts to check online access certain resources, or if we need to ship something to a patron at their site.

Whenever possible, it is also a good idea to visit these remote sites. Teaching classes offers a wonderful way to get some face time with your off-site patrons. Depending on the distance you need to travel, it may be a good idea to schedule instructional meetings with different departments for the same day to make the most of your visit. You may even want to do this informally, by simply walking around and introducing yourself. Be sure to have lots of business cards and to visit your on-site contact if you have one.

Additionally, it may be helpful to keep separate statistics for the different locations to see where time is being spent and resources being used. At our institution, the other hospitals help pay for our resources and will often request statistics on how much their employees are requesting our help and using our resources. If it makes sense to do so, you may want to keep separate statistics that you can combine for a bigger picture, but keep separate for a clearer breakdown of which sites are using which resources.

It is always upsetting to hear of a library closure and a challenge to take on a large body of new patrons. Juggling multiple sites is a challenge for anyone, but one that can be managed effectively with a little effort. Not losing sight of patrons who are not on-site will keep them from getting lost in the shuffle.

Courtney Mandarin  
Riecker Memorial Library  
St. Joseph Mercy Hospital  
[MandariC@trinity-health.org](mailto:MandariC@trinity-health.org)

## Reference Management Software for the Occasional User

by Cathy Eames

What do hospital library patrons need when it comes to reference management software? The needs are varied and span a large spectrum but most often we work with either the user who needs lots of functionality or one who needs minimal functionality. Either there is the researcher or clinical staff with an ongoing interest in a project or there is the person who is doing one paper or one research project and will not need access to reference management software again for awhile. The researcher should know how to use and will need robust reference manager software. The ability to easily change formatting styles, organize citations into groups, and attach PDF files is very useful. In that case, it is worth purchasing software that can be used over a number of years.

But what is available for the person who is working on a paper or project today but may not need reference manager software again for a number of years? Beside the fact they don't want to spend any money, their workflow is often different than the traditional workflow of doing the database search, reading the articles, and then writing the paper and citing references. More typically, this person will come to the library with PDF articles stored on a flash drive or with a stack of print articles. They ask for help to format and cite the references in their paper. This person doesn't have a lot of references, wants something not too complicated, only needs it this one time and doesn't want to deal with manually inserting all the periods, semicolons and spaces. They don't care about long term storage or having thousands of style formats from which to choose.

The minimum requirements are simple. The software has to be free, it has to work with Windows and MS Word, it has to accept imports from PubMed, have cite while you write capabilities, and have at least some of the major medical journal style formats. A bonus would be if the software was also compatible with Mac OS.

Out of the 30 reference manager products listed in Wikipedia, there were 7 that fit the minimum criteria, Citavi, Docear, Jumper 2.0, NoodleTools, Qiqqa, Scholars Aid and Zotero. NoodleTools was eliminated because the free version was geared for middle school aged students. Docear and Jumper 2.0 have a limited number of useful journal citation style formats built into the software so they were not serious contenders. Scholars Aid had only a lite version that was free so that one was relegated to the bottom of the contenders list. The possible tools remaining were Citavi, Qiqqa, and Zotero.

Zotero, <http://www.zotero.org/>, has been mentioned in a number of recent journal articles, 4 of which are listed below, so it will be worth testing. Zotero originally was available only for use with the Firefox internet browser but as of July this year Zotero has a stable standalone installation that is not dependent on a specific browser. An added feature is that Zotero Connectors allow you to save items to Zotero from within the Google Chrome and Safari browsers.

Citavi, <http://www.citavi.com/>, was interesting because it could be installed and run from a flash drive. Since so many of the computers in hospitals are locked to new software installations, this may have possibilities.

Qiqqa, <http://www.qiqqa.com/>, is not compatible with Mac OS but it has a lot of features beyond the minimum requirements. PDFs can be imported, they're OCR'd and tags are auto-extracted. It has a built-in PDF reader with annotating and highlighting.

From the list of 30, the three that might fit the needs of the occasional user of reference manager software in a hospital setting look promising. Now each of them needs to be tested for ease of use before a final recommendation can be made to our patrons.

1. Curran, Megan. "EasyBib & Zotero; <http://www.easybib.com>" *Technical Services Quarterly* 29, no. 1 (2011): 88–89.
2. Duong, Khue. "Rolling Out Zotero Across Campus as a Part of a Science Librarian's Outreach Efforts." *Science & Technology Libraries* 29 (2010): 315–324.
3. Mead, Thomas L, and Donna R Berryman. "Reference and PDF-manager Software: Complexities, Support and Workflow." *Medical Reference Services Quarterly* 29, no. 4 (October 2010): 388–393.
4. Zhang, Yingting. "Comparison of Select Reference Management Tools." *Medical Reference Services Quarterly* 31, no. 1 (2012): 45–60.

Cathy Eames  
Detroit Medical Center  
Library Services  
[ceames@dmc.org](mailto:ceames@dmc.org)



## Google a Day to teach searching

<http://www.agoogleaday.com>

Love brainteasers and puzzles? Actually enjoy a challenging lit search? If you're looking for new ways to teach info literacy check out Google A Day. The questions usually require more than a simple one step query and often are easier with some of Google's advanced features. A recent question: What was used to power the 1790's version of the burred instrument a dentist uses to treat your cavity?

Patrons who think they don't want to learn searching techniques often take to this.



# ANNOUNCEMENTS

## Future events

### September 20, 2012

MDMLG Fall General Business Meeting  
Panel Discussion Reference Management Software  
William Beaumont Hospital Royal Oak

### September 23- 23, 2012

Library of Congress National Book Festival  
<http://www.loc.gov/bookfest/>

### September 24, 2012

Keeping up with PubMed  
A four week online course  
<http://nnlm.gov/training/keepingup/>

### October 21 – 24, 2012

Internet Librarian  
<http://www.infotoday.com/il2012/>

## Oakwood Hospital Library announces new Manager

Oakwood Healthcare is pleased to announce that **Valerie Reid** will be joining the team as Manager of Library Services. She will be starting September 17.

## OUWB Medical Library welcomes new staff member

**Keith Engwall**, MS LIS, joined the faculty of the Oakland University William Beaumont School of Medicine Medical Library on July 1, 2012, in the position of Web & Emerging Technologies Librarian. Keith received his library degree from the University of Illinois in Urbana-Champaign and most recently was the Head of Library Systems and Technology at Catawba College in Salisbury, NC for 8 years. He endeavors to create a dynamic mobile and online presence for the library and leverage new technologies to meet the needs of the School of Medicine and OU community. Keith has already become active in MDMLG and is currently serving on the Program Committee.

## Newsletter Committee 2012 - 2013

Marilyn Dow, editor	<a href="mailto:dowmk@udmercy.edu">dowmk@udmercy.edu</a>
Laura Bollman	<a href="mailto:bollman.laura@gmail.com">bollman.laura@gmail.com</a>
Cathy Eames	<a href="mailto:ceames@dmc.org">ceames@dmc.org</a>
Mary Kordyban	<a href="mailto:mkordyban@detroitpubliclibrary.org">mkordyban@detroitpubliclibrary.org</a>
Courtney Mandarino	<a href="mailto:MandariC@trinity-health.org">MandariC@trinity-health.org</a>
Cathy Phillips	<a href="mailto:cphillips@ltu.edu">cphillips@ltu.edu</a>
Jill Turner	<a href="mailto:turnerja1@udmercy.edu">turnerja1@udmercy.edu</a>

Valerie Reid	<a href="mailto:vlreid@comcast.net">vlreid@comcast.net</a>
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