

MDMLG NEWS

Spring 2015



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President's Message from Stephanie Swanberg

Despite the record setting temperatures this winter, spring is just around the corner! As we eagerly anticipate the change in seasons, let's also think about changes for our organization. At the November general meeting, I presented an overview of MDMLG's financial health from the last six years, which is available on the website at the following link:

<http://www.mdmlg.org/MDMLG%20Budget%202014.pptx>

Based on the rich discussion at the meeting, an online survey was distributed giving all members the opportunity to comment on our financial health. I want to thank everyone who participated and take this President's Message to briefly summarize the results.

In total, 39 members participated in the survey. Thirty-four of 35 (97%) agreed that personal and institutional dues should be raised by \$10.00. Only eight comments were provided for this particular question, but four similarly commented that only institutional dues should increase.

When asked which of the following ideas would best address MDMLG's financial health, members were most in favor of:

- Raising dues (87% or 32/37)
- Combining one general meeting per year with a CE course (68% or 25/37)
- Reducing the number of general meetings to three per year (57% or 21/37)
- Charging more for CE courses (38% or 14/37)
- Raising only institutional dues (27% or 10/37)

Professional activities (e.g. personal vs. institutional dues, continuing education courses) that were covered by members' place of work varied widely. However, the rationales for paying institutional dues fell into a few common categories: support MDMLG (n=6); place of work pays institutional dues (n=3); reduce the cost of continuing education courses and summer luncheon prices for all staff members (n=3); membership stays with organization even if staff changes (n=3); and incentives such as ILL or group purchasing (n=3).

This is just a very brief summary and I plan to share more detailed results at the upcoming general meeting on March 12th at the University of Detroit Mercy where as an organization we may discuss further. For now, stay warm and hope to see you in March!

Stephanie Swanberg
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Now Accepting Applications for the MDMLG Health Sciences Award

The MDMLG Health Sciences Award is now open for applications. Eligible applicants include students enrolled in either the Wayne State University School of Library and Information Science or the University of Michigan School of Information. The MDMLG Scholarship is awarded to library science students interested in the medical/health sciences field of librarianship and includes a full one year membership to MDMLG, including access to the newsletter, an award certificate, presentation of the award at the MDMLG summer program and luncheon, and a monetary award of \$200.00.

Applicants must be enrolled in either Wayne State University's School of Library and Information Science or the University of Michigan's School of Information. The application is available on the [MDMLG Scholarship Information](#) page and can be submitted by email, fax or mail.

The deadline to apply for the award is **Friday, March 13, 2015**.

Please join us at the MDMLG General Business Meeting & Lunch on Thursday, March 12, 2015

Please join us at the upcoming MDMLG General Business Meeting and lunch

Location: University of Detroit Mercy
Corktown Campus
School of Dentistry - Room 1460
2700 Martin Luther Jr Blvd, Detroit MI ([Map](#))

It's spring break, so there will be plenty of free parking in the lots located in front of the main entrance on MKL Jr. Blvd.

Agenda:

11:30am-12:00pm Registration

12:00pm-12:45pm Lunch 'n Learn Presentation - "RDA: What is it and why should I care?" presented by Meghan Finch, Assist Professor and Digital Assets Librarian at Oakland University

12:45pm-1:00pm Break

1:00pm-1:45pm Business Meeting

1:45pm-2:00pm Refreshment Break

2:00pm-3:30pm Program - "MedEdPortal: Resource for Medical Teaching and Publishing

Educational Work" presented by [Linda M. Roth](#) PhD, Director of Professional Development, Wayne State University School of Medicine

If you are joining us for the Lunch 'n Learn, box lunches from Panera Bread are available for \$10. [Click here for the order form.](#) Please order your lunch by March 9th.

It's been a long, hard, cold winter. Come out and catch up with your colleagues!

A Few Portals in the Educational Storm

by Jill Turner

The MDMLG program for the spring business meeting will feature a presentation on [MedEdPORTAL](#), a free resource that, in part, acts as a repository for peer-reviewed medical education teaching materials. MedEdPORTAL not only archives teaching materials for medicine but also includes materials for Dentistry, Osteopathy, Nursing, Pharmacy, and Public Health. According to their [statistics webpage](#), MedEdPORTAL handles over 2,400 downloads and 39 new submissions per month. Sharing educational content; what a fantastic idea. A resource like MedEdPORTAL allows educators to reuse and modify published content. Educators can download a lecture on a topic like intraoral anesthetic blocks and then, in most cases (according to the copyright license), customize it to their needs. Why reinvent the wheel when you can add custom rims instead?

Sharing educational content; what a fantastic idea.

There are other educational repositories available to the medical academic community in addition to MedEdPORTAL. The Health Education Assets Library (HEAL) is housed at the Marriott Library, University of Utah. The Family Medicine Digital Resource Library was started and is maintained by the Society of Teachers of Family Medicine after they received a 3-year \$400,000 grant from the National Library of Medicine. The Multimedia Education Resource for Learning and Online Teaching (MERLOT), originally created by California State University, is a partnership between multiple institutions of high learning. Finally, the Portal of Geriatrics Online Education (POGOe) is run by the Icahn School of Medicine at Mount Sinai, Department of Geriatrics and Palliative Medicine and Vanderbilt University School of Medicine, Department of Biomedical Informatics and Division of Geriatrics.

The [Health Education Assets Library](#) (HEAL) is a little bit different from MedEdPORTAL in that HEAL is a collection of digital materials. It does not have the array of lectures and presentations that MedEdPORTAL contains. The collection consists mostly of images and videos, although there are 15 tutorials available. The tutorials include modules like *Assessment of the sleepy patient*, which contains scripted cases to assist students when dealing with sleep disorders and *Brain, skull, and meninges*, which is a flash video that reviews anatomical structures. The videos include such hits as *Cranial Nerve Exam: Abnormal Examples: Cranial Nerve 8 - Auditory Acuity, Weber & Rinne Tests*, and *Lumbar Puncture Step by Step*. The most current content was submitted in 2011.

The [Family Medicine Digital Resource Library](#) (FMDRL), as the name makes clear, is geared towards family medicine education. The FMDRL includes resources such as PowerPoint lectures, learning modules,

standardized patient cases, digital images as well as audiovisual files, and more. Submitters can elect to have their submissions peer reviewed, which will result in those materials being labelled as such on the site. The site can be searched by topic, resource type, curricular focus, type of material, and more. Resources include such topics as *Embedding Health Literacy Into the Medical Curriculum*, *Using Electronic Databases to Answer Questions*, and *Longitudinal Approach to Teaching PubMed Search Strategy Skills to Medical Students*. The site is current with materials submitted as recently as February 2015.

[Multimedia Education Resource for Learning and Online Teaching](#) (MERLOT) is a familiar resource to many. “The [MERLOT collection](#) consists of tens of thousands of discipline-specific learning materials, learning exercises, and Content Builder web pages”. The [MERLOT Health Science Portal](#) includes resources for 40 different subjects including Nursing, Pharmacy, Nutrition, and Healthcare Administration. Material types include such options as Drill and Practice, Case Studies, Tutorials, Assessment Tools, Quizzes and Tests, and Social Networking Tools. The Health Science Portal is populated with over 4,500 resources that include such titles as *MedPix* (online medical image database of peer-reviewed images, patient profiles, and disease topics), *Validated Ovid Medline Search Assessment Tool*, and *Information Literacy Tutorial For Nurses*. MERLOT also includes a [Library and Information Services section](#) that contains over 900 submissions from categories like *Citations and Style Guides*, *Intellectual Property and Plagiarism*, and *Information Retrieval*. Submissions include the following samples: *Crash Course in Copyright*, *Tips and Techniques for Library Instruction*, and *He who destroys a good Booke, kills reason itself: an exhibition of books which have survived Fire, the Sword, and the Censors*. Submissions are initially reviewed for suitability for inclusion in MERLOT. The editorial board then decides which submissions will be selected for peer review. In addition to a peer review rating, materials can be rated by users. Registered members can submit their 1-5 star rating and provide comments. Membership is free. Content is current.

[Portal of Geriatrics Online Education](#) (POGOe) “is free collection of expert-contributed geriatrics educational materials for educators and learners.” Content includes teaching tools, images, videos, a question bank, and more. In development are online teaching modules known as [web-GEMS](#). Web-GEMs are interactive peer reviewed case studies based on the AAMC Geriatrics Competencies. Currently, there are 24 modules available to help learners with clinical decision-making. Topics include *Dementia*, *BPH Polypharmacy*, and *Elder Abuse*. Access to Web-GEMs is by request from confirmed faculty only. Portal content is intended for nurses as well as medical students, residents, and fellows. The Hartford Geriatric Nursing Initiative is a POGOe resource for geriatric nursing educational materials. Not all POGOe content is peer reviewed. Like MERLOT, however, POGOe offers user ratings. Users can submit their 1-5 star rating and provide comments on the content.

The above sites are specific to medical and nursing education. There are other online archives of educational materials that faculty and educators can use to build courses and collaborate. Many of these are available through

university websites. The ACRL published an online guide to open educational resources in their [C&RL News](#). Check it out for additional information.

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Focusing on emotional intelligence

by Karl Ericson

I recently became involved in a search committee for an important leadership role within the University of Detroit Mercy community and as a result that group was discussing what qualities and competencies are best for such a position? What makes a candidate the best fit? These discussions led me to the phrase “emotional intelligence”, brought into popular consciousness in 1995 by the psychologist Daniel Goleman in his book of the same name. I wanted to understand more fully what this concept means, both as a means to hire the right individual for an important leadership role, but also personally, because of the direct impact that emotional intelligence can have within any team. According to Goleman, emotional intelligence, or EI, is made up of five domains: self-awareness, self-management, motivation, empathy, and social skills. (Goleman, 1995)

Since the initial writing of the book in 1995 Goleman has described three different evolutions in his thinking about EI. The first evolution happened when he realized through his work with another researcher that motivation is really a form of self-management, so they were folded together. The second happened during the writing of his follow-up book, *Working With Emotional Intelligence*. “I went back to research that had been done by my professor at Harvard, David McClelland, on competence modeling. When I looked at competency models for leadership, I realized that a majority of the competencies that delineated the difference between the top 10 percent of performers and the median or average performers was in the emotional intelligence column. They didn't have to do with cognitive abilities such as technical skills. So, the second evolution was the insight into the impact of emotional intelligence on leadership” (Castellano, 2014). The third evolution in his thinking came about during Goleman’s work on his latest book, *Focus*, where he realized that attention (to others, to self, to details) underpins all aspects of EI.

...all of us as educators and as life-long learners could benefit from mindfulness and attention training.

Goleman has spent a lot of time making the case for why emotional intelligence matters, what it looks like, and what the neuroscience is that supports it. While his focus has often been on why EI is important for leaders of organizations to develop and master, the case could be made that EI is important for all of us to take seriously, as we each have leadership roles to play within our own teams, both big and small. As for Goleman himself, his thoughts have moved on to how he can help children improve on these ideas about focus, about attention to self (self-awareness), to others (empathy, compassion), and to detail (self-management). “I'm getting very interested in the role of mindfulness and attention training in schools, as well as enhancing children's natural ability for caring

and concern--how to promote compassion through education" (Castellano, 2014). I think all of us as educators and as life-long learners could benefit from mindfulness and attention training and if we take the idea of focus seriously, then we should see all the various aspects of emotional intelligence flow from that point, enhancing our ability to direct our own projects, and to work with others to achieve our goals.

References

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Further Reading

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CE Class -- PubMed for Experts

The MDMLG Professional Development Committee cordially invites you to attend the **free** April CE Course "PubMed for Experts" on **Thursday, April 2, 2015**, from 9am to 1pm in the Shiffman Medical Library. This course is accredited for 4 MLA CE credits. We hope you can join us.

Please register, using the online form by March 20th!

<http://www.mdmlg.org/PubMed%20for%20Experts%20Registration.docx>

There is no cost for this class

We look forward to seeing you

Thank you,
The MDMLG Professional Development Committee

Hospital Book Clubs

by Courtney Mandarino

In a recent issue of *Medical Reference Services Quarterly*, an article was written relating to the great benefit of hospital book clubs that are either run or facilitated by the library. Several hospital librarians weighed in with their experiences, saying that book clubs were important in “strengthening the community’s ties to the library and building its base of support” (Stephenson, 2014, p. 449). Much like the libraries in the article, several of our metro Detroit area medical librarians have helped to create book clubs at their own institutions, including our library here at Oakwood. In learning more about what other hospitals have done, one thing becomes clear: hospital book clubs can be a great way to learn, network, and socialize with people from other departments in an informal setting.

Book clubs can be an excellent way the Library can get involved and make itself more visible within the institution.

At Oakwood, our library started a book club in January of 2014 out of a desire to promote literacy and cultivate a love of reading amongst the staff. What began as just a small group

within the department soon grew to include “friends of the library” (i.e., hospital staff who regularly stop in to socialize with us library folk). Currently, we have about twelve book club members who meet during their lunch hour on a bi-monthly basis. In addition to our physical meetings in the library, we also have a group on Goodreads where members can view what we’re reading and how other members are rating the book. Using book club kits from the Dearborn Public Library, which come with about ten books and a set of discussion questions, members each receive a book though we insist on a “no pressure” policy—you don’t have to read the book to come and take part in the discussion. As with all good book clubs, topics of discussion begin with the fiction or non-fiction selection chosen for that meeting, but often stray to a myriad of other subjects. Recent books we have read include *Have a Little Faith* by Mitch Albom, *Still Alice* by Lisa Genova, and *Into the Wild* by Jon Krakauer.

Another hospital book club can be found at the John D. Dingell VA Medical Center, where Mary Jo Durivage runs a book club featuring books with either a health or military theme. Utilizing book club kits from the public library and ILL, this book club meets every month with a fifth week (in order to avoid scheduling conflicts), convening in the library to discuss the book. According to Mary Jo, “I deliberately chose *not* to do management type books. I want this to be *fun* and for the *soul*.” Recent titles include *The Yellow Birds* by Kevin Powers, *The Things They Carried* by Tim O’Brien, and *Cutting for Stone* by Abraham Verghese.

Henry Ford Hospital’s Sladen Library also helps facilitate and promote a book club, albeit for a different group at the hospital. The Health Equity Book Club, which is open to all Henry Ford Health System employees,

features a title related to culture or equity and meets quarterly to discuss the book. There is also Goodreads group online for book club members to see the current and past selections. While the library staff periodically participates in the book club and maintains a LibGuide for the group, it is actually moderated by the hospital's Healthcare Equity Team. Recent selections for this book club include *Americanah* by Chimamanda Ngozi Adichie, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *The Spirit Catches You and You Fall Down* by Anne Fadiman.

A hospital book club can serve a variety of purposes. In addition to those mentioned here, the *Medical Reference Services Quarterly* article discussed book clubs for specific departments, as well as those geared toward management or leadership teams, and even a nursing book club which gave its members CE credit for participation. Whether for fun, professional development, or a deeper understanding of the communities the organization serves, book clubs can be an excellent way the library can get involved and make itself more visible within the institution.

Special thanks to Mary Jo Durivage and Audrey Bondar for contributing information for this article.

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Epiphany at the Information Desk

by Laura Bollman

I'm sure each of you has that one reoccurring situation in your library that you just want to roll your eyes at. Being new to the profession it has taken me a while to have one of those situations. And after I had my first eye roll there was an epiphany.

Why the eye roll? There was another student asking me to assist them in formatting a paper. The fact I was being asked this 15 minutes before the library closed didn't faze me. It was simply the request to format a Word document. Nothing about the request was difficult. I just found myself wondering how does a student get to the last week of the fall semester and not know how to do this.

As I walked over to where the student was situated in the computer commons area I recognized some of the paperwork sitting with their textbook. The paperwork had nothing to do with their class. The paperwork was required of clients annually from my former employer; a social service agency. Then my brain quickly thought about the Information Poverty Theory and how I pleaded with those on my caseload to expand their horizons and find a way off public assistance.

Information Poverty Theory suggests that for this student taking a community college course would be too much of a risk, that the librarian is an outsider not to be trusted, and that learning how to format a paper falls under secret knowledge they would not be privy to. Here I was with a public assistance recipient who had found the courage to step out of their world order and try finding a new way to live their life.

I hope that student completes a program that results in a degree or certificate which will secure them employment and a life without the aid of social service agencies. Social service workers prefer closing a case for excess earnings over for the failure to return documents. And this librarian at the information desk has a new perspective on why she will repeatedly be asked to help format papers

Laura Bollman

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Upcoming Events

March 23-25, 2015

[Computers in Libraries](#)

Washington, DC

March 25 – 28, 2015

[ACRL 2015](#)

Portland, OR

May 15-20, 2015

[MLA '15 : Librarians without Limits](#)

Austin, TX

June 25-30, 2015

[ALA 2015](#)

San Francisco, CA

September 24-25, 2015

[MHSLA Annual Education Conference](#)

University of Michigan - Flint

[Library Conference Planner](#)

A useful site offering info on conferences worldwide

News

Bridget Faricy, MLIS of Mulford Library at the University of Toledo is leaving in the late spring to begin the clinical portion of the nurse practitioner program, expecting to graduate in Spring 2016.

Library technician **Stephanie Conaster** retired in February 2015 from the Library at the John D. Dingell Dept. of Veterans Affairs Medical Center

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