

MDMLG NEWS

Spring 2021



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Note; publication has been delayed.

This is the first issue of 2021

President's Message from Bethany Figg

Reflecting on the last year can probably bring us all anxiety and negativity, but the goal for this year is to focus on the positive. In March of 2020, when all non-clinical staff was sent to our homes to configure our new work from home offices, I grabbed a stack of projects, readings, and webinar slides from my office that had a layer of dust from neglect. While working from home, I waded through this stack of documents and caught up on readings and recorded webinars that were waiting for my attention. Throughout the pandemic, my colleagues and I have been able to focus on professional development that was much harder to achieve previously. Many organizations generously offered their educational sessions for free or at discount prices. I benefited from this as I applied was approved for a grant to attend to the 2020 MLA vConference in August. The cost of registration and travel has prevented my attending this conference in the past, so I was thrilled to have this opportunity. During the MLA vConference I attended the Cochrane Inside/Outside look with Carol Lefebvre, the only medical librarian founding member of Cochrane, and she presented a fun history on past MLA Conference Meetings. One take away from her session was learning that Cochrane has ready-made Journal Club packets! These contain podcasts, slide decks, and PDFs to discuss. I hope you have had the opportunity to focus on you and your professional development during these times. Be sure to take advantage of the free MLA Webinar offerings that MDMLG has procured for our members and we will look forward to seeing everyone in person... some day!

Bethany Figg

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BUSINESS MEETING & CE

TOPIC: "Viruses, Vaccines, and Variants...Oh My! What you need to know about SARS-CoV-2 and Why" presented by Joshua Thomson, PhD, Assistant Professor, Interim Director of Research Administration, University of Detroit Mercy School of Dentistry and David Fischer, PhD, Assistant Professor, University of Detroit Mercy School of Dentistry

DATE/TIME: **March 25th** from 1:00-2:30pm

12:00-12:45 – MDMLG General Business Meeting

12:45-1:00 pm – Break

1:00-2:30 pm – Presentation

REGISTRATION (required): Begins **March 4th** (Thursday) - open to MDMLG, MHSLA, and MiALA members only Contact, Margaret Hoogland (margaret.hoogland@utoledo.edu) or Bethany Figg (bethany.figg@cmich.edu) with any questions.

PRESENTERS:



Joshua Thomson teaches microbiology and immunology to dental and dental hygiene students and residents, with a specific emphasis on infectious diseases and infection control. Dr. Thomson received his Bachelor of Science in Biology from the University of Detroit Mercy and his Ph.D. in Immunology and Microbiology from Wayne State University School of Medicine. His main research focus is directed towards the use of natural compounds and bacteriophage as therapeutics against dental pathogens, as well as defining microbiological characteristics of dental materials. His continued research interests include describing mechanisms of serum resistance in the human bacterial pathogen, *Yersinia pestis*.



David Fischer teaches immunology and nutrition to dental hygiene, undergraduate and graduate dental students. Dr. Fischer has a B.S. degree in Cellular and Molecular Biology from the University of Michigan, a Ph.D. in Immunology and Microbiology from the Wayne State University School of Medicine and conducted postdoctoral research at the Ohio State University's Agricultural Research and Development Center. Current areas of dental research include: the roles of human herpesviruses in periodontal disease, antiviral effects of propolis and essential oils and the interplay between nutritional status and the adaptive immune response. Dr. Fischer has previously conducted research on influenza and rotavirus vaccines

WHAT HAVE WE LEARNED?

There've been no shortage of reflections written about the past year, many sad, some thoughtful, some funny. What's clear is that how we think about 2020 is dependant on individual circumstances. Health, financial and family issues are the most likely to determine how the year went. Or continues, since it often still feels like 2020. But it's clear that this has been a time to learn new things, whether professional skills or about ourselves.

Here are some thoughts from our colleagues:

- This past year taught me not to overthink things; there was simply too much to do to allow myself to become paralyzed trying to achieve perfection.
- This past year has taught me that I prefer to have a virtual background for my Zoom meetings as it hides the sometimes chaos in my home office. I'm glad that others don't use it as I'd have missed all the pet visitations that happened during my meetings, and they are a highlight.

It also showed me just how much time I spend over the course of a year planning for travel, researching locations, and sometimes even learning parts of a new language. I'm only just now thinking about starting to plan something for 2022.

- I've learning that working at home can be much more productive. And it can also be isolating without in person contact with colleagues.
- This past year has taught me the importance of reflective writing (journaling) to process my emotions so that I can do my best work (even though my best work during a pandemic wasn't the same as my best work in non-pandemic time; writing helped me come to terms with that too.)
- Teaching online is a lot more work than in person; I have new empathy for faculty switching to online courses within a few days last spring
- More people will attend a non-interactive lecture via teleconference than they will in-person lectures
- That I provide as much psychological and emotional support as I do research support for students; they are feeling detached and untethered from their academic life

- How many things I can learn from YouTube videos!
- I like working from home and I'm not sure I want to return to a pre-pandemic schedule
- How valuable librarian research support is whether we are in-person or remote
- Presenting a professional presentation at an online conference has the added benefit of allowing the presenter to see their notes more easily 😊
- I learned there's an advantage to being an introvert
- How much I like my sunlit office
- How much more satisfaction I receive when teaching in-person as opposed to teaching remotely
- Teaching and preparing for library instruction sessions using teleconferencing software requires twice the amount of time and three-times the amount of energy and effort
- How much I miss the social aspects of stopping by my colleagues' offices and chatting, walking around campus, etc.
- I learned an online book club can be fun & in some ways better than in person
- Multitasking is easier with two computers, as long as you turn off your Zoom camera & mic
- I've enjoyed attending online conferences that I wouldn't have been able to in the past.
- Walking a student thru a lit search on Teams isn't the same as in person, but it is doable.
- I learned I miss my office & was happy to get back, if only on a limited basis.

In the Past Year I Have Learned How to Conduct and Assist with Systematic Reviews

By Margaret Danowski

From a post for the CMU Libraries news blog:

In the course of their academic careers at Central Michigan University, some students, most particularly Health Professions and Medical students, may find themselves faced with conducting a systematic review. What is a systematic review and how can the Library help?

According to the Cochrane Library, a systematic review is a process that “attempts to identify, appraise and synthesize all the empirical evidence that meets pre-specified eligibility criteria to answer a specific research question.” (<https://www.cochranelibrary.com/cdsr/about-cdsr>)

There are two roles that a librarian can adopt to assist in the systematic review process. The first is as a consultant. The second is as a co-author.

In the consultant role, the librarian will help you to:

- Understand the systematic review process
- Provide insight on the development of the PICO statement (Population/Intervention/Comparison/Outcomes)
- Assist in the selection of databases and other resources for searching
- Consult on the search strategy
- Suggest screening software and citation managers

As a co-author, the librarian has a much more in-depth role. A typical systematic review takes at least one year to complete, although most students will only have the length of a course to complete a systematic review. Students that work with faculty on a longer term project will have the conventional one-year timeframe to complete the work. With the writing of the review protocol and then the conducting of the systematic review, the process can be longer than a year.

I have assisted students as a consultant in course-assigned systematic reviews and assisted faculty as a co-author in long-term systematic reviews. The process has been challenging and rewarding. It has become a large part of my role at CMU.

Margaret L. Danowski
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NEWS

The Oakland University William Beaumont School of Medicine Medical Library recently bid a fond farewell to two of its library faculty: Keith Engwall and Stephanie Swanberg

Keith Engwall, Assistant Professor and Web and Emerging Technologies Librarian, left at the end of December. Keith started in July 2012 as a member of our inaugural Medical Library team tasked with building our technology infrastructure; rebuilding, redesigning, and maintaining our library website; and serving as a technology ambassador between the Medical Library, OU Libraries, and OUWB while sharing reference, instruction, and library liaison duties. For the past eight years, the Medical Library has relied on his experience and expertise to improve its online presence and ensure continual, seamless access to library resources and services while meeting the increasing needs of OUWB. Please join us in wishing him all the best!

Stephanie Swanberg, Associate Professor and Information Literacy and eLearning Librarian, left at the end January to take a position at the Michigan School of Psychology Moustakas Johnson Library. Stephanie was one of the founding faculty members at OUWB, starting on June 15, 2011, just one month before we welcomed our inaugural class. She was instrumental in establishing the Medical Library – its spaces, collections, services, and teaching program. She served as liaison to many courses and clerkships, participated in the personal librarian program, taught in the curriculum, provided reference services to the OUWB community, mentored Embark students, established the community outreach partnership with the Auburn Hills Public Library, organized and ran the annual Organ and Bone Marrow Donor Drive, and much, much more. She received numerous awards and recognitions including the OUWB Faculty Recognition Award for Excellence in Service and the President's Award from the Medical Library Association. She will be missed for her sunny nature, ready smile, and collaborative nature. We wish her only the best in her new position!



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