Reflecting
in Rochester

Annual meeting of UNYOC\MLA

October 26-28, 2022

2022
UNYOC Annual
Meeting Planning
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Continuing Education
Sarah Lawler

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Rachel Becker

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Local Arrangements
Robin Lacagnina
Beth Mamo
Lorraine Porcello
Linda Hasman

Welcome

Welcome to the 2022 Annual Meeting of the Upstate New York and Ontario Chapter of MLA, and welcome to Rochester, NY.

The Rochester Institute of Technology is on the traditional territory of the Onöndowa'ga:' or "the people of the Great Hill." As we move through the various rooms in our beautiful venue, which bear the names of member nations of the Haudenausenee Confederacy, I encourage our members to reflect on the history of colonization on the land we gather and the deep connection the Indigenous nations have to this land.

I also invite you to take space and time to reflect on the significance of our ability to meet in person this year. The skills and insights of information experts were vital to supporting our health experts and health care workers in battling the COVID-19 pandemic. I encourage you to reflect on our good fortune to gather in New York, a state that experienced significant losses during the pandemic.

Reflection is not always an easy exercise. But without it, we deny ourselves the opportunity to be mindfully present or to prepare for future work. At this year's meeting, let's embrace the opportunity to share our learning experiences with each other, connect with representatives from the publishing and library management industry, and enjoy the beautiful backdrop of Rochester, New York.

Enjoy!

Denise Smith
UNYOC Chair, 2022-23

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Schedule of Activities

Wednesday, October 26

1:00 - 4:00 pm	Continuing Education with Dr. Lyle Q. Foster	Seneca Onondaga
4:00 - 6:00 pm	Registration	Pre-Court
5:30 pm - 6:00 pm	Executive Committee Meeting	Seneca Onondaga
6:30 pm - 8:30 pm	Welcome Reception *special thanks to VisualDx*	Charades

Thursday, October 27

7:30 am - 8:45 am	Registration	Pre-Court
7:30 am - 8:45 am	Breakfast	Seneca Onondaga
8:00 am - 8:45 am	Exhibits	Oneida/Mohawk/Cayuga
8:45 am - 9:00 am	Welcome	Henrietta
9:00 am - 10:00 am	Opening Keynote: Dr. Mary Carey	Henrietta
10:00 am - 10:15 am	Vendor Spotlight: BMJ	Henrietta
10:30 am - 10:45 am	Exhibits & Break	Seneca Onondaga
10:45 am - 11:45 am	Member Presentations	Henrietta
11:45 am - 12:00 pm	Stretch Break	
12:00 pm - 12:30 pm	NNLM/MLA Update	Henrietta
12:30 pm - 1:30 pm	Lunch *special thanks to Wolters Kluwer*	Seneca Onondaga
1:30 pm - 2:00 pm	Speed Exhibiting (Karger, LibLynx, EBSCO)	Henrietta
2:00 pm - 2:30 pm	Exhibits	Oneida/Mohawk/Cayuga
2:30 pm - 3:30 pm	Member Panel with Jaimi McLean	Henrietta
3:30 pm - 4:00 pm	Break	Seneca Onondaga
4:00 pm - 4:15 pm	Vendor Spotlight: Wolters Kluwer	Henrietta
4:15 pm - 4:30 pm	End of day announcements & wrap-up	Henrietta
5:30 pm - 6:30 pm	Cocktails	Seneca Onondaga
6:30 pm - 8:00 pm	Conference Banquet *special thanks to BMJ*	Seneca Onondaga

Schedule of Activities

Friday, October 28

7:30 am - 8:45 am	Breakfast	Seneca Onondaga
8:15 am - 9:15 am	UNYOC Business Meeting	Henrietta
9:15 am - 9:35 am	History of Medicine with Meredith Gozo	Henrietta
9:35 am - 10:00 am	UNYOC Archives with Lorraine Porcello	Henrietta
10:00 am - 11:00 am	Keynote: Beatriz LeBron	Henrietta
11:00 am - 11:15 am	Vendor Spotlight: VisualDx	Henrietta
11:15 am - 11:30 am	Break	Seneca Onondaga
11:30 am - 12:15 pm	Poster Session & Coffee	Henrietta
12:15 pm	Raffles & Closing Announcements	Henrietta
12:30 pm - 1:30 pm	UNYOC Executive Committee Meeting	Seneca
2:30 pm	Gather & depart for Mt. Hope Cemetery*	
3:30 pm	Special event: Mt. Hope Cemetery Tour with Dennis Carr	

*Please arrange for personal transportation to Mt. Hope Cemetary

Save the Date

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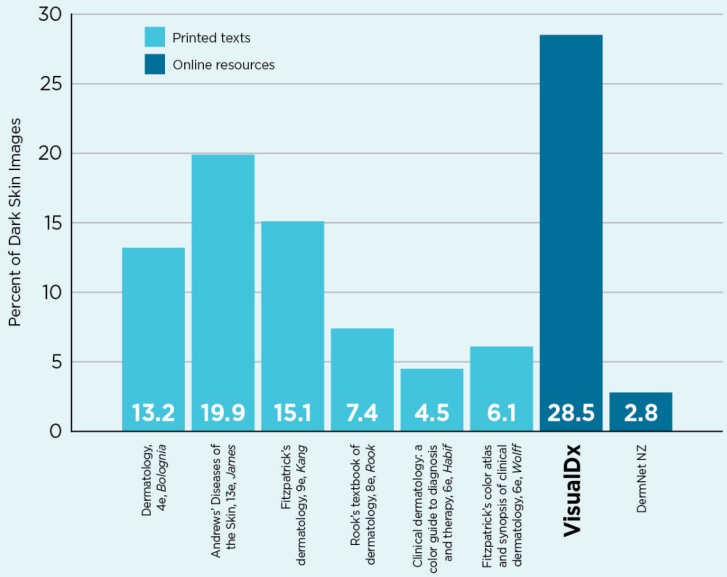
— DR. NCOZA DLOVA, DERMATOLOGIST, NELSON MANDELA SCHOOL OF MEDICINE

JAAD (June 2020)[1]: "VisualDx demonstrates pathology on dark skin in remarkably high proportion compared to other resources."

Extent of illustration of dark skin in commonly used dermatologic learning resources for the 65 common dermatologic conditions included in this study.



1. Alvarado SM, Feng H, Representation of dark skin images of common dermatologic conditions in educational resources: a cross-sectional analysis, *JAAD* (2020), https://doi.org/10.1016/j.jaad.2020.06.041. Published June 10, 2020. Accessed June 18, 2020.

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Continuing Education

Critical Conversations: Building Workplace Communication Skills

Dr. Lyle Q. Foster

Communication is at the core of all we do in a workplace. When an issue is benign and your conversation partners are familiar, communication is easy. When you are faced with high stakes conflict, disruption, or dissatisfaction and your partners are not familiar or are supervisors, Critical Conversation skills will help you reach mutually satisfactory resolutions.

Critical Conversations takes you through the planning, execution, and follow-up of a critical conversation. It includes practice exercises and guides to developing reflective listening and relaxation skills.

Dr. Lyle Q. Foster (lylefoster@missouristate.edu) is an expert on navigating critical conversations. This course reflects Lyle's 40 years of experience as a professor, consultant, facilitator, community leader, and diversity & inclusion trainer.

Dr. Foster really appreciates the challenge of understanding and developing the skills necessary to address sensitive and difficult topics in a workplace setting. As our workplaces evolve and reflect greater diversity of thought and perspective, the ability to have critical conversations becomes more important than ever.

Dr. Foster has provided training and consultation in many areas of the country. His experience in working with navigating difficult conversations includes developing and leading the Tough Talks dialogue series at his university and community, which brought together hundreds of people to consider challenging topics and to engage in constructive conversation. Students and audiences appreciate Dr. Foster's insight and ability to navigate a variety of ideas and keep a conversation going forward.

When you complete this course you will be able to:

- Explain the value of critical conversation skills to anyone
- Identify when a critical conversation can help you address a workplace problem
- Plan and conduct a critical conversation
- Adapt critical conversation skills to a range of workplace situations

Critical Conversations with Dr. Lyle Foster will take place on Wednesday, October 26 from 1:00 PM to 4:00 PM in the Seneca Onondaga room.

Conference Speakers

Nursing Science and Supporting an Academic Practice Partnership for Nursing Research

Dr. Mary Carey, PhD, RN, FAHA, FAAN

This presentation addresses the strength of the Academic Practice Partnership at the University of Rochester Medical Center. The attendees will understand the significance of academic medical centers and the impact magnet designation has on improving nursing science and how librarians have historically supported nursing research. Nurses rate the information found by librarians to be high quality; thus, librarians play an important role in selecting resources and evaluating information.

Dr. Mary Carey is an Associate Professor at the University of Rochester School of Nursing and Director of the Clinical Nursing Research Center at Strong Memorial Hospital. A critical care nurse by training, Dr. Carey is a highly respected researcher, educator, and mentor who has authored more than 200 peer-reviewed and scholarly articles. In 2022 Dr. Carey was selected to the International Nurse Researcher Hall of Fame.

Developing Sustainable Impact through Community Health Work

Beatriz LeBron

Through the personal journey of navigating through trauma, violence, addiction, and poverty there is hope at the end of the tunnel. These stories, from the block to the board, are often romanticized when in reality it requires daily work and consistency in moving forward and upward. Most importantly it requires the development of a support system. This is where community health models come into play. Community Health Work looks at the whole self and supporting individuals in navigating through social determinants of health. It is a critical model we have today to affect sustainable changes in our society; it is also one of the most undervalued.

Beatriz LeBron executes Healthi Kids' Play ROCs campaign, developing strategies and tactics that advance play as a cornerstone of whole child health in schools and in neighborhoods. LeBron is the Vice-President of the RCSD Board of Education, chairs the Finance and Human Resources Committees is currently a student at the University Of Arizona James E. Rogers College Of Law. LeBron has served more than 23 years in the human services sector and has extensive experience as a supervisor, educator, trainer and community health worker. In her spare time, LeBron enjoys art, reading and spending time with her grandchildren, children, partner and puppy Barkley.

Contributed Abstracts

Member Presentations
Thursday, October 27

Consumer health on Wikipedia: results of a qualitative study

Denise Smith (McMaster University)

Objectives/purpose: This paper reports the findings of a qualitative study that investigated the experiences of health consumers who use Wikipedia's health and medical content.
Methods/description: Applying a critical-constructivist approach, the author conducted semi-structured interviews from June to October 2021 asking participants to share a story about a time they used Wikipedia's health related content. 21 participants were included in data analysis and thematic analysis was conducted with interview transcripts. Results/outcomes: The author observed three findings. First, that Wikipedia's health and medical content can be understood as a tool that facilitates health consumers expressions of personal agency. Second, that Wikipedia is a preferred information source due to its familiarity and convenience. Third, that health consumers' trust in Wikipedia is contextual, conditional, and framed by their personal experiences. Conclusion: This study presents new insights into how health consumers engage with Wikipedia's health and medical content. More research is necessary to off richer insights into the consumer health information behaviour across of Wikipedia users diverse populations.

Health Sciences Library Workshops in Flux

Molly K. Maloney (University at Buffalo), Nell Aronoff (University at Buffalo)

Objectives/purpose: To determine how COVID-19 impacted academic health sciences library workshops, including attendance. We will also compare results with our experiences.
Methods/Description: In March 2022, we invited 161 Association of American Health Sciences Libraries members in the US and Canada to participate in a Qualtrics survey about live workshop offerings taught by health sciences librarians during three time periods. In addition, we collect data about our workshop offerings. Results/Outcomes: Of eighty-one unique responses, 72 offer live workshops. Campuses returned to fully in-person learning at different times, and more than a dozen respondents were still working in hybrid environments when the survey was administered. Before the pandemic, 77% of respondents primarily taught in person. From March 2020-June 2021, 91% of workshops were conducted online. From July 2021-December 2021, 65% of workshops were still being held virtually while 29% were offered in a hybrid format. During the height of the pandemic, 60% of respondents observed increases in attendance as compared to the attendance before March 2020. From July 2021-December 2021, that number fell to 43%. A challenge to teaching online was not being able to visually assess learners. A benefit was that attendees could attend from anywhere. Respondents plan to continue offering workshops online, in person, and in hybrid formats. Our data is in line with survey responses. Conclusion: Librarians adjusted to a new reality and shifted to teaching primarily online. More than half of respondents reported increased attendance from March 2020-June 2021. Respondents' experiences mirrored our own.

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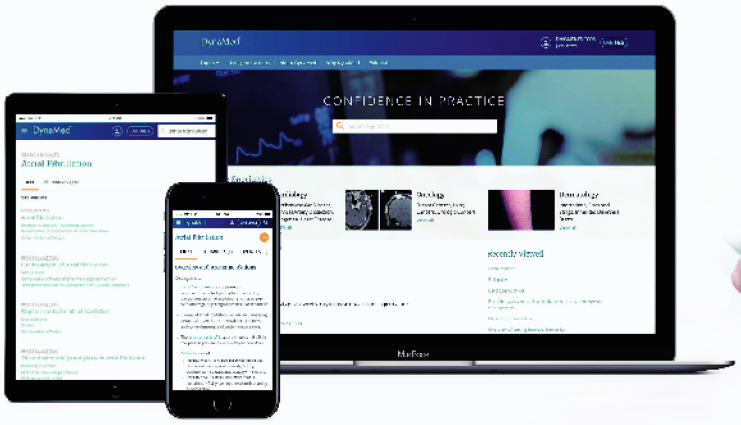

For more information, please email **CConnolly@ebsco.com**

Contributed Abstracts

Member Presentations
Thursday, October 27

The NURSLITT Project

Emily Spinner (Ellis Medicine); Eleanor Truex, Ascension, Chicago, IL ; Susan C. Vonderheid, PhD, RN, UI Health, Chicago, IL; Jean Hillyer, MLS, AHIP, Independent Contractor; A'Llyn Ettien, MLIS, Boston University, Boston, MA; Sarah Wade, MLS, AHIP, Campbell University School of Osteopathic Medicine, Lillington, NC; Grace Wolf, MLS, Librarian; Courtney Calhoun, MSN, RN-BC, CNE, CHSE, Campbell University Catherine W. Wood School of Nursing, College of Pharmacy and Health Sciences, Lillington, NC; Rebecca Hedreen, MLS, MAEd, Southern Connecticut State University, New Haven, CT; Layla Heimlich, MILS, MedStar Washington Hospital Center, Washington, DC; Annie Nickum, BSN, MLIS, AHIP, University of Illinois at Chicago, Library of the Health Sciences Chicago, Chicago, IL; Sarah Abboud,PhD, RN, College of Nursing, University of Illinois-Chicago, Chicago IL

Objective/Purpose: To explore the use of common stringent literature search criteria (i.e. the 5 year rule; nurse as author, and primary study) applied by nursing students and nurses, and their subsequent attitudes toward and engagement in evidence-based practice and research from the perspectives of medical librarians, direct care nurses, nursing faculty, and student nurses.
Methods/Description: We conducted 14 online focus groups with a total of 54 people from the following categories: student nurses, direct care nurses, medical librarians, and nursing faculty.
Results/Outcome: Three main themes emerged from the data: The Five Year Rule, Nurse as Author, and Attitude Toward Research [Reluctance]. The Five Year Rule theme included four subthemes: “We really do like the 5 years”, “an artificial constraint”, and “limits are your friend”. Conclusion: The use of the Five Year Rule created a barrier to students identifying appropriate literature for their assignments. Furthermore, it created confusion among some students, and later practicing nurses, who believed that articles published less than five years ago were better quality evidence. Faculty indicated that they used the Five Year Rule because they learned it in nursing school. The nurse as author search limit was viewed as generally positive, and thought to provide results that were directly relevant to nursing practice. In the faculty, student, and direct care nurse groups, most indicated a reluctance to perform literature searches. Health sciences librarians should collaborate with faculty about search limits in assignments to ensure that students learn to search for the most relevant, evidence-based literature, rather than the newest.

Contributed Abstracts

Member Panel
Thursday, October 27

The hobgoblins of our massive minds: A panel discussion regarding consistently shaking up our LIS master's curriculum.

Jaimi McLean (University of Rochester)

Ralph Waldo Emerson wrote: "A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines."
What are the foolish consistencies in library and information science curriculum that we with otherwise massive, inquisitive minds uphold? Has there been productive change in curricula in the last decade? Five years? What do the veterans in this field, who have witnessed its evolution from the reference desk, think of the knowledge and skillset of the new generation of librarians? Do entry-level librarians feel prepared entering medical libraries after they cross the stage with their master's degrees? Or are they in over their heads? Through audience participation and a featured panel of two veteran and two entry-level librarians, we will begin to gather input and visualize these trends. We will explore education, the workplace, and our organization's requirements and contributions to our development to find opportunities for fresh consistencies.

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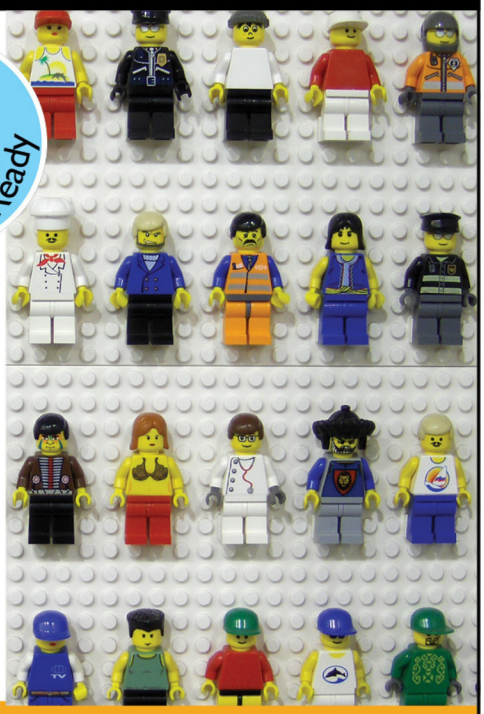

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Member Presentations
Friday, October 28

What's Going Over There? Drawing Back the Curtain from Special Collections Instruction in the History of Medicine Section, Edward G. Miner Library

Meredith Gozo (University of Rochester Medical Center)

Objective/purpose: Describe activities and skills-learning that happens in instructional sessions in the History of Medicine Section. For those not familiar with special collections instruction, I discuss ways that archives and special collections are used to support learning and research across a variety of disciplines, including the health sciences.
Methods/description: As the rare book and manuscript librarian for the History of Medicine Section, I support the educational needs of graduate and undergraduate students in all fields of study across the medical and main campuses, as well the needs of students and researchers from the greater Rochester community. Special collections instruction involves use of rare materials to meet a variety of educational objectives. Drawing on several classes taught over the last three years, I describe some ways rare materials are used to support learning within different disciplines.
Results/Outcomes: Students in varying fields of study learn skills in visual analysis, rare materials search and discovery, resource evaluation, object interpretation, and more. Most importantly, they develop competencies in primary source literacy that aid them in independent research. Many of the skills learned in the special collections context prove valuable to other areas of research and learning.
Conclusion: Instruction in Miner Library's History of Medicine Section contributes greatly to the education and research activities of the University of Rochester and beyond. Consider whether we or an archives and special collections in your area may provide a unique educational outlet to support the populations you serve.

Contributed Abstracts

Member Posters
Friday, October 28

The Transformative Reality of a Very Small Hospital Library Space

Objective: Visual depiction of the changes over time of a 480 sq ft library in a hospital setting.
Methods/description: The presentation will show what has happened to the physical library in the course of 30 years to accommodate the many changes in technology and space utilization.
Results/outcomes: Using photographs, the changes over time will be depicted on a timeline from 1992 to 2022.
Conclusion: What the library looked like in 1992 is vastly different than what the library looks like today!

Mary Jo Russell (Vassar Brothers Medical Center)

Free, FAIR, and Fabulous: Five data tools to support open and reproducible research at your institution

This poster seeks to promote awareness of freely available tools for data management, wrangling, and sharing, that will be of use to librarians, researchers, and support staff, in daily work and research projects. The poster will review five data tools and discuss their features, usability and further training resources. The five data tools are DMPTool, NIH Common Data Elements Repository, NLM Scrubber, OpenRefine, and Open Science Framework. These tools facilitate open and FAIR data practices across the research data lifecycle. Each tool will have a product guide handout that librarians and instructors can use to create instructional programming at their institution. This poster aims to provide an overview along with description of how these data tools can lead to reproducible and open science. Researchers will benefit from increased awareness and access to freely available data tools. The lack of a paywall enables anyone to use these tools regardless of budgetary restrictions. As more publishers and funders move to open data frameworks, librarians, researchers and support staff will be more prepared to adhere to data sharing standards and mandates. Information research professionals will gain knowledge and resources on open data tools to promote FAIR research and share with colleagues. With more publishers and funders requiring data management and sharing plans, information research professionals can use freely available tools to help them skillfully manage research data and to facilitate open data practices.

Sean Corning (UMass Chan Medical School, NNLM Region 7)

Upstate New York
& Ontario Chapter
MEDICAL LIBRARY ASSOCIATION

October 26 - 28, 2022
Rochester, NY