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Training Library Assistants for New Roles

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Et al.

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October Conference

Biomedical Libraries at Dartmouth College

October 9, 2009

Staff Development on a Shoestring





Training Library Assistants for *New Roles*

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The Lamar Soutter Library

University of Massachusetts Medical School

Worcester, MA



Why a new training program? Why now?

Respond to:

- Budget cuts
- Changes in technology
- Changing needs of our patrons

Our response:

Develop a cross-training program for Support Staff

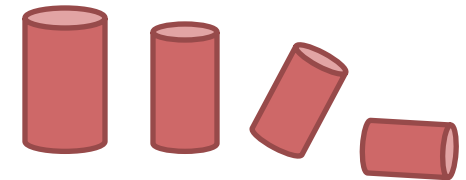
Benefits of a formalized program

For the Library:

- Better positioned for our future in a changing information environment
- Flexible resources—knock down the “silos”
- Staff with even more skills

For Library Assistants:

- Evaluation criteria detail clear and consistent expectations
- Particularly helpful for *New Staff*
- Part of a Career Ladder Program





The Training was arranged around these 4 Areas of Responsibility

- **Public Desk** - Circulation, Ready-Reference, Single Service Point
- **Interlibrary Loan** - Borrowing/Lending/Loansome Doc
- **Resource Management** - Acquisitions, Copy-Cataloging, Serials Processing, Stacks Maintenance
- **Technology Support + Initiatives** – Technology Support, Web Page, Technology Initiatives (e.g.: The eScholarship IR)

Training was divided into:

Basic Skills Sets

- Functional Job Skills
- Library Basic Skills
- Team Skills
- Microsoft Office Skills

Training Methods

Combination of:

- **Classes—**
- Developed and delivered by:
 - **LSL Staff** -- primarily
 - UMMS Human Resources
 - Your Customer is Upset
 - Communication skills
 - UMMS Diversity & Equal Opportunity Office
 - Various policies
 - UMMS Information Systems
 - ~~Consortia Groups~~
- **Hands-on**
- **Independent Study**

Study time was allotted in staff work schedules, as needed.

Evaluation

- Each duty has evaluation criteria
- Ongoing to track progress
- Pass/Fail
- Opportunity for re-evaluation
- Maintain portfolio of their training materials and evidence of progress

Evaluation Methods

- Case Study
- Observation—“Real Time,” “After the Fact”
- ~~• Role Playing~~
- Written Assessment
- ~~• Self-Evaluation~~
- ~~• Customer Evaluation~~

The specific evaluation technique depends on the type of skill being assessed: behavioral, process, or knowledge-based

Area of Responsibility – Public Desk

Achievement Stage	Duties	Evaluation Criteria
<i>Developing</i>	<ul style="list-style-type: none"> • Can describe differences between databases and when appropriate to use each PubMed, CINAHL (OVID), InfoTrac(Expanded Academic ASAP) 	<ul style="list-style-type: none"> • When given a list of research/clinical questions, will identify most appropriate database to search and perform basic searches with 95% accuracy.
<i>Accomplished</i>	<ul style="list-style-type: none"> • Performs Advanced Searches in QUIN, PubMed, OVID, InfoTrac 	<ul style="list-style-type: none"> • Use search strategies and navigation tabs to search complex requests to retrieve information. Observe using features to help focus searches such as Boolean operators, limits, and truncation to present results.
<i>Mastery</i>	<ul style="list-style-type: none"> • Stays up-to-date with new resources and vendor enhancements to electronic resources 	<ul style="list-style-type: none"> • Will receive emails from principal vendors (i.e. Thomson, OVID, etc), subscribe to one listserv, read technical updates from NCBI, use RSS feeds and attend in-house training classes as well as local professional meetings. (case study and observation)

Necessary skills or competencies increase at each achievement stage.

Public Desk

**Area of
Responsibility:**

Public Desk

Achievement Level:

Developing

Duty	Evaluation Criteria
<p>Customer Service</p> <ul style="list-style-type: none"> • Knows populations served and the different levels of access to library services & resources • Can describe access policies regarding resources and services available to patrons • Can describe library policies and procedures to patrons • Uses proper protocol when answering the phone. • Is courteous, listens to patron inquiries and is responsive. • Knows location of library staff and offices for Medicine, GSBS and GSON • Is familiar with library classes offered and can direct patrons to website descriptions and registration 	<ul style="list-style-type: none"> • Correctly classifies patron groups and access privileges 90% of the time (written assessment) • When given an access situation, will respond correctly 90% of the time (written assessment) • Given a scenario, can identify and apply the policy to the patron's need. (role play) • Will use the LSL prescribed script consistently (observation) • Consistently has good interactions with patrons (observation) • Can correctly identify locations with 100% accuracy. (written assessment) • Can locate class descriptions and registration process for library classes. (observation)
<p>Circulation Procedures</p> <ul style="list-style-type: none"> • Performs basic functions in Voyager Circulation Module: <ul style="list-style-type: none"> • charge, discharge, renew • Can register patrons • Can locate patron by name, barcode, edit record, find what patrons have borrowed and when due in Voyager Patron • Perform item search in Voyager • Know how to determine if item is missing, overdue, or lost 	<ul style="list-style-type: none"> • When given 20 different types of items, can charge, discharge, renew and resolve problems with 95% accuracy. • Can identify form and follow registration guidelines (observation) • Given patron name, will locate barcode number, edit record, detail items borrowed and due date. • When given a task to look for 20 items, can perform the search by author, title, or call number. Can identify the barcode and history of item with 95% accuracy. • When given a list of 20 items or patron names, be able to determine the status of an item and how to proceed with 95% accuracy.

Public Desk cont...

<p>Patron Questions</p> <ul style="list-style-type: none"> • Can identify the type of question(s) from the patron: informational, directional, ready reference, reference, referral, follow-up • Conduct a basic reference interview. 	<ul style="list-style-type: none"> • Given a list of questions, will be able to recognize ready-reference and in-depth questions. (written assessment) • Be able to ask open ended questions and identify the information needed. (role play)
<p>Locating/Maintenance Physical Library Materials</p> <ul style="list-style-type: none"> • Be familiar with basics of the shelving system using LC and NLM classification systems • Shelve items according to their format • Identify location & answer basic questions describing physical facilities available to patrons • Be able to direct patrons to and/or locate: <ol style="list-style-type: none"> 1. Reference materials and books that circulate Journals – bound, unbound, current & 8th floor holdings 2. AV materials (and understand their arrangement) 3. Consumer health materials and describe shelving organization 	<ul style="list-style-type: none"> • Can briefly describe each system and locate handout/file describing them. Earn a certificate from Shelve-it! (Basic skills assessment) • Shelve 50 items per hour with 98% accuracy. (observation) • Identify the physical areas of the library (written assessment) • Given a blank map of the library, will locate all material collections with 100% accuracy. • When asked, will be able to describe AV material arrangement and shelving organization for consumer health materials.
<p>Electronic Resources</p> <p>Website:</p> <ul style="list-style-type: none"> • Knows how and when to use resources on website: QUIN, Online journals & books, MedlinePlus, Go Local Massachusetts, eMental Health, Encyclopedias, Newspapers, Dictionaries, Grammar & Writing, Biographical Resources, General Reference Sites 	<ul style="list-style-type: none"> • Can locate and describe each resource listed and appropriate use with 95% accuracy. (written assessment, observation)

Public Desk cont...

<p>Databases</p> <ul style="list-style-type: none"> • Can Identify parts of the citation: author, title, journal, volume, issue number, paging and year • Perform an author search, subject/keyword search • Can describe differences between databases and when appropriate to use each PubMed, CINAHL (OVID), InfoTrac(Expanded Academic ASAP) 	<ul style="list-style-type: none"> • When given a list of citations, will be able to identify author, title, journal volume, issue number, paging and year with 95% accuracy. (basic skills assessment) • Perform basic searches using author names, subject and/or keyword in PubMed, CINAHL, PsycINFO, etc. (written assessment) • When given a list of research/clinical questions, will identify most appropriate database to search and perform basic searches with 95% accuracy.
<p>Basic Library Public Equipment Direction and Information</p> <p>Is familiar with:</p> <ul style="list-style-type: none"> • Laptops • PDAs • Copy machines • Printers • Work stations 	<ul style="list-style-type: none"> • Laptops: identify and insert all external parts, log-on, know how to answer questions regarding wireless service (role play, observation) • Can troubleshoot equipment, knows appropriate person to call and can document problem. (role play)
<p>Open/Close Library</p> <ul style="list-style-type: none"> • Demonstrates preparing the library for opening and closing: turning on or off computer, locking or unlocking cabinets, keeping statistics of the gate, walking around the library alerting everyone the library will be closing, make sure all patrons are out of the library before locking the door. • Knows the alarm procedure 	<ul style="list-style-type: none"> • Can perform all activities listed in the Opening/Closing procedures (observation) • Knows who to call in emergency (both library staff and school). (role play) • Is able to operate controls on the alarm box (observation)

Skill Sets

Word	Basic
Excel	Basic
Power Point	Basic
Access	
Internet Explorer	Basic
Windows	Basic
Teams	Basic
Skills	Successfully completes program

Library Basics Skill Set

This skill set must be completed by all library staff.

I Introduction to UMMS

School home page
Inside UMassmed + intranet
Information systems, HELP Desk
Web CT

Methods: Supervisor, Libn-hands-on, PPT

II Introduction to the Lamar Soutter Library

Tour of library departments, collections, Pediatric Library, remote storage
Learn about keys, computers, supplies
Who's in charge?
Whom do we serve?
When are we open?
What does each department do?
Which library staff to go to? Who does what?

Methods: Supervisor, Library Employee Handbook, FAQ, (new staff intranet tools)

III Library Culture

Introduction to teams, work ethics
Tips to provide excellent customer service
Our changing environment, what to expect
Standards of excellence
Career ladder
Classes
Library jargon

Methods: Formal team training, HR customer service. Video: "Give 'em the Pickle", Articles from Director in Staff newsletter, Intro to Levels Plan, notification of appropriate classes, Handout "Library Jargon" and asked staff to review/correct/add

IV Library/DEOO/HR Policies

Basic policies for school employees driven by HR and DEOO
Library policies using the online library handbook
Library Disaster Plan

Methods: Guest Speakers, Library Employee Handbook, PPT intro and discussion of Disaster Plan in Staff meeting



Library Basics Skill Set, continued

V Introduction to Your Outlook Account

Learn to use your e-mail account, set up distribution lists, and use the school global e-mail address book
Appropriate use/misuse of e-mail
Use calendar(s), scheduling, and task functionality

Methods: Demo + Hands-on

VI Introduction to Voyager ILS

Overview of the system modules used in the Lamar Soutter Library including Circulation, Catalog, Acquisitions and how they interact with each other and our patrons.
Learn basic Quin searching.

**Methods: Systems
+Cataloging present PPT
and Demo + Hands-on**

VII Classification, Citations, and Holding Statements

Prerequisite: Introduction to Voyager ILS

Learn the NLM/LC classification system the library uses to arrange materials by completing the *Shelve-It!* program.
Learn to shelve items according to their format.
Learn the parts of a citation, how to detect a bad citation, and how to address it.
Learn how to read a holdings statement and locate material

**Methods: Self-paced online
module, PPT, Hands-on**

VIII The LSL Homepage and Staff Intranet

Introduction to the Lamar Soutter Library webpage, which includes online journals and textbooks.
Introduction to the Library Staff Intranet

**Methods:
Demo + Hands-on**

IX Introduction to Library Equipment and Policies

Introduction to library computing environment including laptops, printers, fax machines, copy machines, clinical computers, microfilm, scanning and their related policies.
Troubleshooting, where to get assistance

Methods: PPT, Hand-out, Tour + Demo

Team Training

- Formal, one-session meeting:
 - Definition of teams
 - Benefits of team work
 - Team structure
 - Roles: Leader, Member, Champion
 - Characteristics of effective teams
 - Evaluating
- How teams function at the LSL
- Become a member of a team



Microsoft Skills: As needed by each AR

- MS Access
- MS Excel
- MS Internet Browser
- MS PowerPoint
- MS Windows
- MS Word

MS Word (Skill Sets)

Basic	Intermediate	Advanced	Expert
Create a New Document	Create an AutoText Entry	Sort a List	Link to an Excel Worksheet
Print a Document	Find and Replace Text	Restart a List	Link a Chart to Excel Data
Highlight Text	Apply Font Styles and Effects	Create an Outline Numbered List	Send a Document Outline to PowerPoint
Change Page Margins	Copy Formats	Customize List Appearance	Extract Text from a Fax
Save a New Document	Clear Formatting	Sort a Table	Modify User Information
Navigate in a Document	Find and Replace Text Formatting	Modify Table Structure	Create a New Version of a Document
Insert Text	Set Tabs	Merge or Split Cells	Delete Old Versions
Move and Copy Text	Change Paragraph	Position Text in a Table Cell	Send a Document for Review
Change Font and Size	Alignment	Perform Calculations in a Table	Use Comments
Create Lists	Indent Paragraphs	Create a Chart from a Word Table	Compare Document Changes
Insert a Clip Art Picture	Add Borders and Shading	Modify a Chart	Merge Document Changes
	Apply Styles	Modify Character Spacing	Review a Document
Set Page Orientation	Change Spacing Between Paragraphs and Lines	Add Text Effects	Add Captions
Add Headers and Footers	Check Word Count	Control Paragraph Flow	Insert Cross-references
Insert a Page Break	Modify a Document in Print Preview	Create a Character or Paragraph Style	Mark Text for Indexing
Create a Table	AutoFormat a Table	Modify an Existing Style	Insert an Index
Use the Thesaurus	Convert Text to a Table	Create a List Style	Insert a Table of Figures
Undo Changes	Insert Symbols and Special Characters	Create a Table Style	Mark Text for a Table of Authorities
Delete Blocks of Text	Add a Watermark	Set Picture Contrast or Brightness	Insert a Table of Authorities
Preview a Document	Send a Document as an Email Attachment	Create Diagrams	Insert a Table of Contents
Use Help	Perform a Merge on Existing Documents	Insert Section Breaks	Create a Master Document
Open a Document	Crop a Picture	Create/Use Columns	Automatically Summarize a Document
Close a Document	Wrap Text Around a Picture	Link Text Boxes	Update a Document's Properties
Save As	Draw Shapes and Lines	Run a Macro	Save a Document without Personal Information
Change Text Color	Insert WordArt	Customize Toolbars and Buttons	Hide Text
Page Numbering	Insert Text Boxes	Add Menu Items	Limit Formatting Choices in a Document
Check Spelling and Grammar	Insert Endnote/Footnote	Create a Document Based on a	Select Regions of a Document that

Microsoft Word: Basic Skills Test

(INSTRUCTIONS HANDED TO PARTICIPANT before the test)

Name: _____

You will have 45 minutes to complete the proficiency test.

The purpose of the test is to evaluate your skill level in Microsoft Word. There are two parts to the test.

Part 1 is to create an electronic file following the instructions below. Part 2 is to respond to some short answer questions.

Part 1

Instructions: Using the electronic file, WordBasicStart.doc, edit the document to look like the two page handout you have received as part of this test. Some of the text you will need is in your starting document. Remember, you are creating one file with two pages. Save the file as your name Word.doc, e.g., Cathy Word.doc. Print the document, IN COLOR, to be handed in with Part 2.

Tips

*Watch for text that you can move or reformat instead of retyping. *You may have to delete text.

*Select your font size and type as you think appropriate. *Use a one inch margin.

*Don't forget the footer. *Don't forget the page numbers.

*Select any image you like for the flyer on page two of your document.

Part 2

- A. Using Microsoft HELP, name two sources for importing a picture.
- B. Using the thesaurus function, name two synonyms for book.
- C. Name one benefit of "Previewing" a document.
- D. What does the Save As function do?

Here is the content of the STARTING DOCUMENT FOUND AT [WordBasicStart.doc](#)

However, given that the data was 7 months old and that many libraries were considering products, the team concluded that a survey to the entire AAHSL discussion list would be useful and appropriate for answering the remaining two questions in our charge. The Management Team recommended that the team limit the survey to the libraries identified in the AAHSL preliminary survey results as already having access to a federated searching product. That survey showed 41 libraries using federated searching, but one library responded to say there had been an error and they did not use it, leaving 40 libraries surveyed. The link to the survey was emailed on March 21, 2007, with a follow-up sent on April 3, 2007. The survey generated 17 responses, for a 42% return rate.

These preliminary survey results helped answer two of the questions in the team's charge:

Basic WORD Certification Exercise:

HANDOUT TO PARTICIPANT: FINAL PRODUCT SHOULD LOOK LIKE THIS (page 1)

Table 2: Summary of AAHSL Supplemental Survey Federated Searching Results

	Central Search	MetaLib	Vivisimo	WebFeat	Zportal
Plan to Continue Offering	4	20	1	5	2
Available through other campus Unit		5		3	1
Planning to Drop		1		1	
Planning to Add	4	5		2	
Considering	11	11	6	15	3
Not Currently Considering	106	83	118	99	119
Total	125	125	125	125	125

- 41 of 125 (33%) libraries currently have a federated searching product.
- 2 of 125 (1%) are planning to discontinue their current product.
- 11 of 125 (8%) are planning to add a federated searching product.
- Metalib is the most popular product with 25 installs.
- Percentages for libraries considering and not considering federated searching cannot be computed because libraries selected multiple products.

These preliminary survey results helped answer two of the questions in the team's charge:

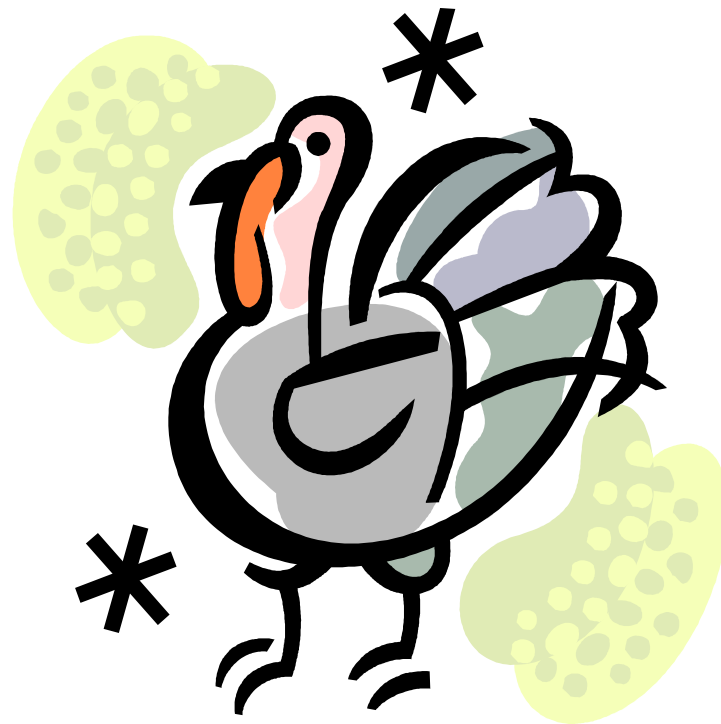
- Which of the AAHSL libraries are using a federated searching tool?
- Which federated searching tools are medical libraries using?

However, given that the data was 7 months old and that many libraries were considering products, the team concluded that a survey to the entire AAHSL discussion list would be useful and appropriate for answering the remaining two questions in our charge.

Basic WORD Certification Exercise:

HANDOUT TO PARTICIPANT: FINAL PRODUCT SHOULD LOOK LIKE THIS (page 2)

**The Library will close today at 5:00 pm
for the Thanksgiving Holiday**



We will reopen on Monday at 7:30 am

Training Methods

Combination of:

- **Classes**— (*Functional skills, BLS, Team, MS*)
- Developed and delivered by:
 - **LSL Staff** -- primarily
 - UMMS Human Resources
 - Your Customer is Upset
 - Communication skills
 - UMMS Diversity & Equal Opportunity Office
 - Various policies
 - UMMS Information Systems
 - ~~Consortia Groups~~
- **Hands-on**— (*Functional skills, Team, MS*)
- **Independent Study**—(*Functional skills, BLS, MS*)

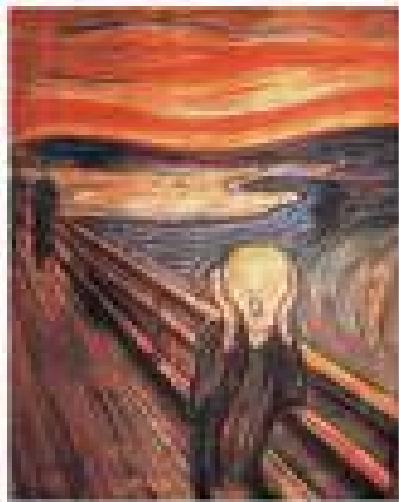
Study time was allotted in staff work schedules, as needed.



Training for the Single Service Desk

Addressing Concerns

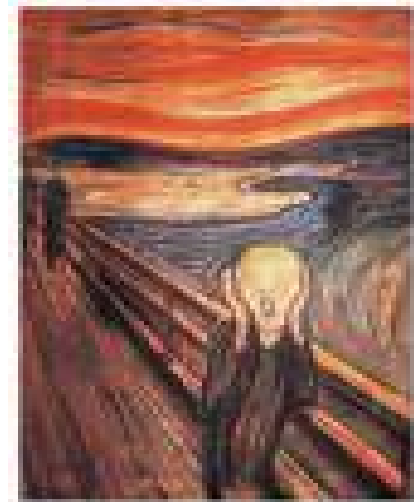
How can support staff do what we do?



Edvard Munch 1893

Librarians felt service would suffer.

How can we learn everything that the librarians know?



Edvard Munch 1893

Support Staff felt that they were not knowledgeable enough.



Get as many librarians as possible involved in the training.





Training Plan

- Classes
- Shadowing and Reverse Shadowing
- Hands-on
- Ongoing Training



Classes

- **Basic Training**
 - Reference Interview
 - Web Resources
 - Pubmed and CINAHL Searching

- **Advanced Training**
 - Going the Extra Mile
 - Web Resources Part II
 - Reference Interview Part II

Class Objectives

- Staff will be able to conduct a reference interview
- Staff will be able to locate major resources on the LSL web site
- Staff can determine what resources may be appropriate for students vs. public
- Staff will be able to search the two major databases.



Reference Interview

Goal: Intro to Ref Services and Resources

1. Mechanics vs. Art
2. Audience
3. Reference Interview
 - Approachability
 - Interest
 - Listening/Inquiring
 - Searching
 - Follow-up
4. Tips for successful encounter
5. Role Play



Reference Interview II

Make it Concrete!!

1. Phrase to hang on to

Think “Triage” Think WORF !

2. Examples

3. Trigger Words

4. Sample “Scripts”

5. HANDOUTS

Think "triage" ...*think WDRF!*

Welcoming, open attitude and body language invite communication.

Make eye-contact, be approachable, listen and concentrate, and be patient.

Open-ended questions give the patron a chance to express their needs in their own words. Ask questions that cannot be answered with yes or no to encourage the patron to talk. [Otherwise you are just guessing!]

* *Would you explain that to me in more detail, please?*

* *Is there something specific about it that you're looking for?*

Rephrase (not repeat) the user's query to clarify and confirm. The patron, reassured you're listening, may then provide more information.

* *You need material from books not the internet.*

* *You need the articles in pdf format to copy figures to a PowerPoint.*

Clarifying questions help refine the information needs –

* *Will you please tell me where you have searched so I don't duplicate?*

* *How recent does the information need to be? What is your deadline?*

* *Should these books be on a clinical professional level or layman?*

Verify the question when you feel you have it nailed down --

* *So, you need 4 articles on depression for your paper due tomorrow.*

* *What you need is a recipe for tomato sauce to serve 400, correct?*

Follow-up to insure the user is satisfied. The only way to be sure is to **ask!**

* *Does this completely answer your question?*

* *Is there anything else I can help you with?"*

* *If you're not finding what you need, please come back to the desk.*

* *I need to work on this question a while longer. May I call you or send an email by this afternoon?*

When searching, good practice is to turn the monitor around and explain what you're doing (e.g., I'm searching the catalog, I'm going to this website...)
If you are unable to find the answer with sources available, **consider referral.**

Trigger words

Red flag that these questions *may* need to be referred:

I'm doing a **grand rounds** presentation (indicates extensive research)
 I need to do a **Systematic Review**
 I need to perform a **Meta-analysis**
 I'm **writing a grant**
 I'm doing an extensive **literature search for a dissertation**
 I need **Evidence-based** articles, evidence-based nursing resources
 I have a **patient** who....
 I need help **formatting citations** in specific styles for journals.
 Working with **complex health statistics**; using/interpreting **GIS data**
 I have a **family member in ICU**... I need information on... (**privacy?**)
 I need **meeting abstracts** from a conference

Some individual referral contacts:

Copyright issues beyond pointing out how to access the Annual Copyright License (ACL) tool	<i>Barbara</i>
Requests to have SciFinder installed on lab computer	<i>Mary/Sally</i>
Any catalog question (QUIN, WorldCat, etc) or if a record is unclear; e.g., the 'in transit' notation...	<i>Lisa/Cecile</i>
Having trouble with an e-journal article; can't get into a database on or off-campus; library website issues, etc.	<i>Bob</i>
Gifts to the library (policy) and materials requests	<i>Janet (and links from the website)</i>

Hand-off phrase suggestions:

"If you have a moment, I'd like to call one of the librarians to come out and work with you..."

"I'd rather not begin work on your question at this desk, as it could take quite a bit of time. If you have time to stay, I'd be happy to ask one of the librarians to come out..."

"If you wouldn't mind waiting a few minutes, I'll call a librarian to discuss your question with you at one of the computers..."



Web Resources

LSL Quiz Show

Where in the world is Carmen J. Portillo ?	CODE BLUE – INFO STAT!!	Take Two and Call Me in the Morning	He Said, She Said	UNCLE!! (I Give Up)	“Foreign” Languages
<u>This bit of info tells you the journal comes in print.</u>	<u>Perhaps our most popular clinical resource (and it's not available off-site).</u>	\$100	\$100	\$100	\$100
<u>Use this feature to search QUIN for sound recordings.</u>	<u>It tells dosing information for Diazepam (plus 1000s of other drugs).</u>	\$200	\$200	\$200	\$200
<u>The QUIN feature that allows a patron to renew books.</u>	<u>A collection of “quick” online books.</u>	\$300	\$300	\$300	\$300
<u>Use this link from the QUIN record to get to an online journal.</u>	\$400	\$400	\$400	\$400	\$400
<u>A quick place to find an item's status.</u>	\$500	\$500	\$500	\$500	\$500

LSL Quiz Show

(a few tips to remember)

The screenshot shows the Lamar Soutter Library website. At the top left is the UMass Medical School logo and the text "Lamar Soutter Library A Legacy of Service and Learning". A date and time stamp indicates "Friday, April 11, 2008" with "Today's hours: 7:30 am-9:00 pm". A "Library hours" link is circled in red. A callout box points to the "Library hours" link with the text "Library hours link tells up-to-date schedule". Another callout box points to the "Library hours" link with the text "Friday, April 11, 2008 Today's hours: 7:30 am-9:00 pm Library hours Search | Ask a librarian". The main content area is divided into several sections: "Library Services" (with links for Borrowing and Access Services, Education and Curriculum Support, FAQs, Technology Support, NIH Public Access Mandate Support, and Annual Copyright License), "Research Tools & Resources" (with a link for Journals, books, articles, images, statistics, EBM, RefWorks, and more...), "For Patients & Consumers" (with a link for Reliable information about medicine, your health, and medical conditions), and "About the Library" (with links for General and Staff Information, Humanities in Medicine, News and Publications, Office of Medical History and Archives, and Projects and Partnerships). On the left side, there is a "QUIN, Our Library Catalog" section with a list of links including PubMed, Ovid, Online Journals, Online Books, Harrison's Online, UpToDate (On-campus only), MD Consult, eMedicine, DynaMed, MICROMEDEX®, CINAHL, ISI Web of Science (Science Citation Index Expanded), Journal Citation Reports®, Find Resources By Subject, Virtual Catalog (Boston Library Consortium), WorldCat.org (Beta), Google™ Scholar (Beta), Evidence-Based Medicine, Evidence-Based Practice for Public Health, and eScholarship@UMMS. On the right side, there is a "Library News" section with links for NCMETV™, Artist Series: Paul Berman, M.D., More News, and New Titles in the Library's Collection. Below that is a "Today's Featured Resource" section titled "Ovid Databases" with a description and a link to "See all Featured Resources". At the bottom right, there is a "Latest Headlines from MedPage Today" section. A callout box points to the "Today's Featured Resource" section with the text "One-A-Day Database Vitamins Use the featured resource as an easy reminder / tool to learn one new database each day." The background of the website features a faint image of a library building.

Quick Links:

Databases –

- PubMed
- Ovid (Medline, Cochrane, Biological Abstracts, HAPI, PsychINFO)
- CINAHL
- ISI Web of Science / Journal Citation Reports

Clinical Resources –

- UpToDate
- eMedicine (images!)
- DynaMed
- MICROMEDEX

Online Catalogs –

- QUIN
- WorldCat
- Virtual Catalog

Others to remember:

- EBM Page
- eScholarship

Library Services

- Class information and online registration
- Software on Workstations – quickly find what software is available on which PCs or Macs in the Library
- ILL

Research Tools & Resources

- Complete list of databases
- Online journals and books (*incomplete lists – use QUIN to search entire collection*)
- Find Resources by Subjects (*VERY handy!!*)
- EBM resources (Cochranes, Natural Standard,
- News & Newspapers (LexisNexis, Mass Newstand, Facts on File, etc.)
- Statistics (CDC Fast Stats, MassCHIP, Current Index to Statistics, etc.)

Patients & Consumers

- MedlinePlus
- Go Local Massachusetts
- eMental Health in Central Massachusetts
- Lab Tests Online
- Drug Information Portal

Searching Pubmed and CINAHL

1. Make your Objectives Clear

This training session will provide attendees with the following skills:

- Locating the resource

- Basic navigation

- Searching

- Understanding your results

2. HANDOUTS with screenshots

Single Citation Matcher- to search for an article by its identifying information (such as author, journal title, article title, etc.), use this great tool!

NCBI PubMed Single Citation Matcher

Entrez PubMed Nucleotide Protein Genome

About Entrez
Text Version

Entrez PubMed
Overview
Help | FAQ
Tutorials
New/Noteworthy
E-Utilities

PubMed Services
Journals Database
MOR Database
**Single Citation
Matcher**
Batch Citation Matcher

- Use this tool to find PubMed citations. You may omit any field.
- Journal may be the full title or the title abbreviation.
- For first and last author searching, use smith jc format.

Journal:

Date: (month and day are optional)

Volume: Issue: First page:

Author name (see [help](#))

Only as first author Only as last author

Title words:

Located in the Blue Tool Bar

This is where you input the identifying information to find the article.

CINAHL (Cumulative Index to Nursing & Allied Health Literature)

This training session will provide attendees with the following skills:

- Locating the Resource
- Basic Navigation
- Searching
 - Keyword
 - Search Strategies
 - And/Or
 - Truncation
 - Refine Search
 - Basic Publications Search
 - Basic Author Search
 - Search History/Alerts
- Understanding Your Results
 - Result List
 - Citation
 - Anatomy of a Citation Record



"I've never seen or used CINAHL before. Where do I begin?"

- From the LSL homepage, click the blue link along the left side of the screen that says CINAHL.

QUIN, Our Library Catalog
PubMed
Ovid
Online Journals
Online Books
Harrison's Online
UpToDate (On-campus only)
MD Consult
eMedicine
DynaMed
MICROMEDEX®
CINAHL
ISI Web of Science (Science Citation Index Expanded)
Journal Citation Reports®
Find Resources By Subject

Shadowing

- One hour per week for 3 months.
- Staff began to realize that librarians don't know everything.
- Hopefully that transfers to:
“Maybe I DON'T need to know everything!”



Hands-On

- Five reference questions/wk for 12 weeks
- Advantages
 - Actually had to look for resources and use them
 - Doing helps you retain knowledge
- Assumptions
 - We gave Staff “off duty” time to work on assignments

Sample Questions

1. Where would you direct a patron who wants to see what our online resources are (journals, books, databases, internet links, etc.) in the area of **Geriatrics**?
2. Does the library subscribe to the **Community of Science (COS) Funding Opportunities** database?
[Once you find the database, try a search to see how the results are displayed and what information is provided. Just for fun, try the **Search Wizard** to the right of the search box. See if you can find some funding that would support your research on diabetes.]
3. What are five resources you could suggest to a patient or family member to find information about heart attacks?
4. Do we have online access to the ICD-9 CM? If so, is it a current edition? Do we have it in print? What does ICD-9 CM mean?
5. Where would you find some basic history about the Worcester Foundation for Biomedical Research and the types of materials the Foundation has donated to the UMMS Archives ?

Ongoing Training

Library Grand Rounds



National Library of Congress

Evaluation



In Conclusion

- Cross-Training has been Successful
 - Staffing resources flexible
 - One staff promotion the first year
- Successful implementation of Single Service Desk
- Triage is working



Next Steps

- Evaluation of the training program
- Evaluation of the single service point
- Reviewing and revising program elements



Information concerning the Career Ladder Program mentioned on slide # 4 may be found in:

Jane Fama and Elaine Martin. "One Model for Creating a Career Ladder for Library Support Staff." *The Journal of Academic Librarianship* 35, no. 5 (2009): 475-481.



We welcome your comments, questions, and suggestions!

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- University of Massachusetts Medical School
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