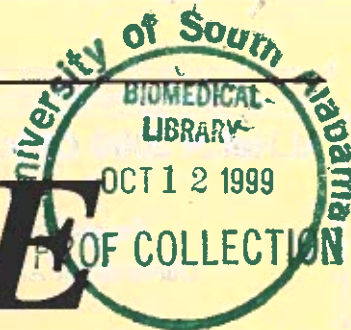




# SYNAPSE

NEWSLETTER OF ALABAMA HEALTH LIBRARIES ASSOCIATION INC.



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## PRESIDENT'S COLUMN

With many of our members' commitments to contribute to our libraries, our profession and our society, ALHeLA has accomplished a lot in 1999. Cooperatively with NAAL, enthusiastic ALHeLA volunteers have taught five classes on Nursing and Allied Health Resources on the Web in five locations. The workshops were well attended and highly evaluated. Every attendee went home with something newly learned. Thank you, Lisa Russell, Nello Williams, Martha Verchot, Lee Taylor, Judy Burnham and Sally Murray for participating in this project. Martha Verchot was awarded the ALHeLA Achievement Award for her continuing effort to teach ALHeLA classes to physicians, health care professionals and librarians. We will continue our outreach next year to the eastern part of Alabama by offering more classes, thanks to Mary Fran Prottzman.

Our membership is steady and growing, thanks to our Membership Committee chair Carolyn Holms and her diligent recruitment of new members who have brought us new ideas. Our Directory Committee Chair Jan Burns has been updating the membership directory. Pat Higginbottom, our web master and listserv owner, and Diane Williams, *Synapse* editor, have connected all of us through the communication of these publications. Dr. Steven MacCall has done a great job in recruiting library school students to the medical librarianship. And once again, ALHeLA has awarded the winner of the library school essay contest the ALHeLA Student Annual Meeting Award. C.J. Bryant was the winner of the award for her essay "The Evolution of Medical Education and of Library Support." Finally, under the leadership of Joan Lukins, together with Continuing Education Co-Chairs, Jay Harris and Susan Deming, we sponsored an outstanding annual meeting.

ALHeLA has definitely made itself visible in the state. Let's work together to make ourselves visible in the Southeast region through the MLA/Southern Chapter annual meeting in 2000.

*Jie Li, ALHeLA President*



ALHeLA Achievement  
Award Winner

## MARTHA VERCHOT

ALHeLA Student Annual Meeting  
Award Winner

## C.J. BRYANT



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## ALHeLA 2000 Officers

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Providence Hospital, Mobile, Alabama

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**Treasurer: Lisa Rains Russell**

Tuscaloosa, Alabama

**Members at Large:**

**Yvonne Kozlowski**

Auburn University

**Valerie Gordon**

University of Alabama at Birmingham

**Nelle Williams**

University of Alabama

## ALHeLA 1999 Achievement Award

In the ALHeLA Handbook Part 4, ALHeLA Achievement Award, it states that the purpose of the ALHeLA Achievement Award is to honor an individual for outstanding service to ALHeLA or to the medical librarian profession. Based on the criteria, the request for nominations was announced on the ALHeLA web page. Martha Verchot was nominated for her continued teaching of ALHeLA classes to physicians, health care professionals and librarians in other fields for three years. The executive committee reviewed the nomination and made the decision to present the ALHeLA Achievement Award to Martha Verchot.

Together with Judy Burnham, Martha started teaching ALHeLA Internet classes to physicians in 1997. She continued teaching Internet classes to physicians and health care providers in 1998, supported by Kay Hogan Smith's grant. Martha volunteered again in 1999 when NAAL requested that ALHeLA teach Nursing and Allied Health Resources classes to librarians in four year and Junior

colleges that have Nursing and/or Allied Health programs. All attendees in Martha's classes were very impressed and highly evaluated her classes.

Many other members contributed in these classes. I also would like to recognize other members who have contributed to teaching ALHeLA classes these years: Kay Hogan Smith, Judy Burnham, Sally Murray, Martha Cook, Lisa Russell, Nelle Williams, Lee Taylor, Mary Fran Prottzman and Pat McGee.

*Submitted by Jie Li*

## ALHeLA 1999 Annual Meeting Student Award

This is the second time ALHeLA has sponsored a student to attend our annual meeting. We started in 1997. Our first student winner, Lee McCarley, enjoyed our meeting so much he came back for the second year, even though he worked as medical librarian in a Georgia library. We did not have anybody apply for the grant last year.

This year the ALHeLA Annual Meeting Student Grant Competition was announced at the University of Alabama School of Library and Information Science student listserv and ALHeLA Website. Three essays were received. A reviewing committee of three, Lisa Russell, Martha Cook and Nelle Williams, reviewed the essays and C.J. Bryant's essay, The Evolution of Medical Education and of Library Support, was chosen as the winner.

C.J. Bryant received her B.A. from the University of Alabama, 1980. She got her first library job in 1984. Starting in 1985, she worked at Lister Hill Library supervising work-study students. She was promoted to the head of circulation, then to reference associate. She has worked in most library departments except for technical services. While working at UAB, C.J. took classes and received her MBA in 1992. Then she got a job as library manager at St. Vincent's Hospital and started library school. She received her MLIS in May. C.J.'s essay will be published in Synapse. As the winner, C.J.'s annual meeting and accommodation expenses were covered by ALHeLA.

I'd like to thank Dr. Steven MacCall for coordinating this project and the reviewing committee, Lisa Russell, Martha Cook and Nelle Williams for their hard work in selecting the best essay.

*Submitted by Jie Lie*

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## ALHeLA 1999 Award Winning Essay:

### The Evolution of Medical Education and Library Support

C.J. Bryant

In a traditional undergraduate medical curriculum, students acquire background knowledge of the basic sciences in the first two years of the course and then apply this knowledge to the diagnosis and management of clinical problems in the final two years. This approach has been criticized for a number of reasons. Some critics feel that it creates an artificial divide between the basic and clinical sciences. Others assert that time spent learning things that are subsequently forgotten or found to be irrelevant is wasted. Acquiring and retaining information that has no apparent relevance can be boring and even demoralizing for students.

In general, students spend the first two years of medical school in pre-clinical or basic sciences, full of rote memorization and primarily composed of lectures and assessed by multiple choice exams. This is followed by two years of patient care, during which they rotate through medical specialties and may take electives in areas of particular interest. Then the student obtains a residency. Residency is handled through a process called the match, where student's choices are matched with various residency programs via a computer to select the optimal choice for each student.

A physician's education does not end with medical school and residency. Continuing Medical Education, or CME, allows physicians to keep up with new developments in all medical fields. Physicians earn credits for hours spent in various learning activities. The American Medical Association (AMA) offers the Physician Recognition Award for doctors who complete 50 hours of CME credit per year. The AMA's classification of CME is as follows: Category 1: Formally organized and planned educational meetings, e.g., conferences, symposia. Category 2: Less structured learning experiences, e.g., consultations, discussions with colleagues, and teaching. Other: Reading authoritative medical literature, e.g., peer-reviewed journals, textbooks. (CME Select)

Changes in the financing and delivery of health care, most notably the growth of managed care, are demanding physicians with knowledge, skills, and attitudes vastly different from the typical graduate of our nation's medical schools. Compared with physicians in traditional fee-for-service practice, physicians practicing in managed care settings provide more ambulatory care and less inpatient care, and they face new pressures to practice cost-effectively and to work in interdisciplinary teams; they must deal with new forms of payment and administrative controls and are required to think about maintaining the health of populations rather than individual patients.

There have been many calls to decrease the use of the didactic lecture method in medical education and to increase student self-directed learning. Koschmann contends that exposing medical students early in their training to electronic information

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resources will result in physicians who have a different orientation toward knowledge and learning. He recommends three different approaches to computer literacy training: learning about computers, learning through computers (that is, using computers as tools for instructional delivery), and learning with computers (that is, requiring students to use computers in their work on a day-to-day basis).

Clearly there is a role here for libraries. Many academic health sciences libraries house computer labs and personnel who are trained to instruct others in their use. Frequently, computer-assisted instruction programs are housed in libraries. Bibliographic instruction opportunities abound, and there is a call for library instruction to be included in the medical school curricula.

Students in the problem-based learning method analyze carefully written clinical cases in tutorial groups facilitated by a faculty leader. The students discuss the case, hypothesize about what is going on, and identify learning tasks for independent study. In follow-up tutorial sessions, students return to discuss what they have learned and to reformulate their learning objectives for another round of independent study. In this cycle, the tutorial serves as a forum for analyzing the case, setting learning agenda, discussing and elaborating on what students learned during independent study, and refining and elaborating their knowledge. This approach, based on adult learning theory, casts the student in the role of an active, responsible participant in the education process. (Barrows)

A study which compared library use by medical students and faculty at McMaster with those at the University of Toronto and the University of Western Ontario was carried out in 1991 and published in 1993. Study results show that students in problem-based learning used the library more frequently, for longer periods of time, and as a source of a greater proportion of their study materials. Students used the following resources more extensively: end-user MEDLINE searching, library journals, reserve materials, photocopy services and audiovisual materials. (Marshall)

Problem-based learning focuses attention on a broad range of issues relevant to health sciences libraries. Are there enough seats and small private areas? Students will spend more time in the library and in small work groups. Second, the library faces issues relating to its hours as well as staffing and service levels.

"In the classical PBL curriculum, with only objectives and no assigned readings, a heavy burden is placed on the collection development staff because, despite faculty input, the library must ensure that there are adequate resources for each clinical problem at all levels, from the molecular pathways to the clinical presentation. The library staff must be familiar with the clinical problems in order to select materials to meet the needs of the stated curriculum objectives." (Watkins)

Smaller libraries in particular may face special difficulties in providing both the depth and breadth of materials needed to support PBL students. A strong book and journal collection and a sufficient collection of basic texts are needed to support the learning objectives in each assigned biomedical problem. In addition, a strong collection of non-print resources may also be appropriate.

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According to the GPEP Report, "Rapid advances in knowledge and technology will continue". Lifelong learning is an important element of a medical education and will be increasingly important. Libraries need to develop and maintain relationships with physicians. The report stresses the importance of "the identification and critical appraisal of relevant literature and clinical evidence, and in the continuation of effective learning."

The library can facilitate the acquisition of learning skills. Online searching skills, web site evaluation, and analytical skills are all things that librarians can and do teach and an effort should be made to reach the medical student to establish a lifelong pattern of library use and skills. Participation in curriculum committees is important for health sciences center librarians, and on administrative committees with physicians in hospital libraries. Instructional Services librarians have been added at a number of health sciences libraries, reflecting this emphasis on teaching learning skills.

Ongoing information needs of practicing physicians are another important element of lifelong learning. Digital libraries, such as the one we have been working on at <http://www.slis.ua.edu/cdlp/>, are important adjuncts to the library's collection. Time is essential to physicians, and such an arrangement allows them to access clinical information rapidly. Staff time and resources must be given to development and maintenance of such collections. Ongoing education of physicians is vital. We were told in class that the number one factor for decision-making among physicians is the year of graduation. It is important that we provide current, correct information in a timely matter, and these digital collections are one of the best ways to do it and to reach the widest range of physicians.

Medical education is changing. There is a move from the old didactic model to ones such as problem-based learning which emphasis more critical thinking skills. Computer use in medical education is on the rise, and in many places, required. It is important that libraries respond to these changes and help implement them. Lifelong learning and continuing education for physicians are other topics that it is important for libraries to address. Over and over again, the authors of the Project Panel report stress the acquisition of skills for obtaining, evaluating and correlating information. What better classroom than the library?

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# Alabama Health Libraries Association

## Annual Business Meeting - MINUTES

August 13, 1999

Jie Li, President, called the meeting to order at 1227pm at the StillWaters Resort in Dadeville, Alabama.

- I. The minutes from the June 1999 Executive Committee meeting were approved as written.
- II. **ALHELA ACHIEVEMENT AWARD**  
This award was given to Martha Verchot in honor of her work teaching Internet classes and her computer assistance at all times.
- III. **STUDENT MEETING AWARD**  
Student Annual Meeting Award : This year's recipient was C. J. Bryant who completed her MLIS degree in May. C. J. works at St. Vincent's Hospital in Birmingham. Her winning essay will be published in an upcoming issue of *Synapse*.
- IV. **NEW BUSINESS**
  - A. Nominating Committee : This year's committee consisted of Pat Higginbottom, Robert Avant, Jan Burns, and Nancy Clemmons. Pat Higginbottom announced the proposed new officers : President-Elect -- Susan Deming; Secretary -- Marian Morris; Treasurer -- Lisa Rains Russell; Members at Large -- Yvonne Kozlowski, Valerie Gordon, and Nelle Williams. There being no nominations from the floor, the above nominees were elected by voice vote.
  - B. Student Rate for ALHeLA annual meeting, etc. : Joan Lukins reported that this year, after consulting with other members of the executive committee, she established a student rate for CE courses and registration. This is a good practice because it encourages students to attend, acts as a recruitment tool. This might or might not work for joint meetings with other organizations. The student award winner will have CE, registration, and lodging expenses paid. Lynn Fortney will look into the possibility of having a student rate at Southern Chapter / MLA meetings. The executive committee will work with Steven MacCall on the procedures for the student competition.
  - C. Joint Meeting with Southern Chapter / MLA, 2000 : Tom Williams is the Meeting Coordinator for this meeting. Susan Deming (ALHeLA President-Elect), Lynn Fortney (SC/MLA Program Committee Chair), and Mobile folks will work on planning and other committees. Already scheduled is the Cotton Blossom River Boat Cruise.
  - D. Joint Meeting with Georgia Health Library Association, 2001 : This is a proposed idea, with no official plans at this time.
- V. **TREASURER'S REPORT**  
Lisa Rains Russell reported that our current balance of approximately \$12,000 is the highest ever. Judy Burnham suggested that we think of ways to utilize some of these savings to provide services, further the organization, etc. Other suggestions included providing scholarships, subsidizing teaching activities, assisting on meeting expenses for students. Lisa also reported on a bylaws question raised at the last executive committee meeting -- should we change Article 4, Section 2 of the bylaws? ALHeLA was incorporated in 1989. We have the ability to file a new board of directors (found in Article 4, Section 2); however, there is a fee. Making this change is not legally required. She recommends that this section be re-written to state that the Board of Directors is the Executive Committee, instead of naming individuals.
- VI. **COMMITTEE REPORTS**
  - A. Bylaws : No report.
  - B. Continuing Education : Jay Harris reported that the morning class had 22 participants, and the afternoon class had 17. Judy Burnham mentioned a possible class on CDC statistics to be held at the APLS in the Spring.
  - C. Directory : Jan Burns reviewed the new format of the directory. She also reminded everyone about the surveys. The idea of putting the directory information on the website was discussed; if done, it will need to be a secure area.
  - D. Liaison : Tracy Powell reported on the CE offerings for the SC/MLA conference in October.
  - E. Membership : Carolyn Holmes reported that we currently have 63 members (43 individual members and 20 institutional). This includes seven new members or members whose membership had lapsed.
  - F. Synapse : As usual, the deadline for submissions is two weeks after the meeting.
  - G. Union List Coordinators : Sally Murray reported that she may be handing this duty off to a new librarian at South Alabama. Lisa Rains Russell reminded everyone that this year's SERHOLD bill was the last one since tape loading has been discontinued.
  - H. Ad hoc Committee on the Recruitment and Training of Medical Librarians : Steven MacCall reported on the current status and upcoming changes in the medical library offerings at SLIS. He also discussed his Clinical Digital Libraries Project.

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I. WebMaster and Listserv Owner : Pat Higginbottom distributed a copy of the ALHeLA homepage and discussed what is included on the website. If you have any suggestions for additions or changes, let Pat know. Pat led a discussion on whether to leave the listserv open or to close it.

VII. 1999 ANNUAL MEETING

Joan Lukins, President-Elect, reported that the final expenses are not yet known, but the outcome should be good considering that Lynn Fortney and Chuck Leachman returned their honorariums, EBSCO contributed financially to the conference, and our speakers only required travel expense payments. We had a total of 30 registrants for the conference. Joan also suggested that we consider having a conference committee, chaired by the President-Elect, in future years; this might enable librarians from 'one-person' libraries to serve as President-Elect.

VIII. ANNOUNCEMENTS

Kay Hogan Smith, SC/MLA Government Relations Committee chair, announced that she still needs volunteers to respond to her email. Joan Lukins presented a plaque to Jie Li for her work as ALHeLA President. Jie announced that the 2000 ICML conference will be in London.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned at 130pm.

*Respectfully submitted, Marian Morris, Secretary*

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*Synapse*

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