Addressing the MLA Research Agenda Questions: Where Are We Now?

Marie T. Ascher  
New York Medical College, marie_ascher@nymc.edu  
Heather Holmes  
Jonathan Eldredge

Follow this and additional works at: https://touroscholar.touro.edu/nymc_fac_posters

Part of the Library and Information Science Commons

Recommended Citation  
Ascher, M.T., Holmes, H.N., and Eldredge, J.D. (2013, May). Addressing the MLA research agenda questions: where are we now? Poster presented at the meeting of the Medical Library Association, Boston, MA.
Addressing the MLA Research Agenda Questions: Where Are We Now?

Marie T. Ascher, AHIP, Associate Director, User Services, Health Sciences Library, New York Medical College marie.ascher@nymc.edu
Heather N. Holmes, AHIP, Clinical Informationist, Medical Library, Summa Health System HolmesH@summahealth.org
Jonathan D. Eldredge, AHIP, Associate Professor, Health Sciences Library and Informatics Center, University of New Mexico jeldredge@salud.unm.edu

MLA Research Section, Research Agenda Committee

December 2012
Recruiting for a Systematic Review Project

An announcement by the Committee that appears in the December 21 (2) 2012 issue of the MLA Focus electronic newsletter solicits volunteers to join one of 15 teams conducting systematic reviews on each of the top-ranked research questions.

204 volunteers
- 66% US,
- 18% Canada,
- 13% Europe.

Spring 2013
Teams Formed

Leaders selected and teams formed based on experience and willingness.

Thank you to the systematic review project’s Team Leaders!
1. Laure Perrier
2. Priscilla Stephenson
3. Margaret Foster
4. Mary Lou Klem
5. Aileen McCrillis
6. PF Anderson
7. Lindsay Acock Glynn
8. Brenda Linares
9. Margaret Henderson
10. Anne Madsen
11. Myrian Grondin
12. Kaitryn Campbell
13. Assako N. Holyoke
14. Linda Slater
15. Catherine Boden

2008
First Delphi Study

During 2008 the Committee conducts its first Delphi study to identify and rank the top research questions. The Committee polls both MLA leaders and members of the Research Section and identifies 62 research questions that are distilled down to 12 top-ranked questions. The Delphi study results appear in the July 2009 issue of the Journal of the Medical Library Association.

2011
Second Delphi Study

The Committee conducts a second Delphi study to identify and rank research questions during 2011. The Committee asks 581 MLA leaders about their most important research questions. The subsequent 140 research questions are then sent to 298 authors of published research articles in the top health sciences library journals. The 108 researchers participating in the Delphi method select their top 35 research questions. The same MLA leaders who generated questions in the first round then winnow these 35 questions down to 15 top-ranked research questions. This second Delphi study appears in the July 2012 issue of the Journal of the Medical Library Association.

Systematic Review Project

Appraising the Best Available Evidence

Guiding principles and guidelines of the project:
- Teams work autonomously and set their own meeting schedules.
- Define and refine questions.
- Form subgroups as needed.
- Search strategies are to be peer-reviewed and fully documented.
- Follow PRISMA guidelines.
- Identify best studies and gaps in the knowledge base.
- “Restrain any impulse toward perfectionism.”

Expected Outcomes:
- Publishable manuscripts of use to health sciences librarian colleagues and researchers.
- A central register of high-quality articles in health sciences librarianship.
- Expected project completion: July 2014.

The MLA Research Agenda

1. What is the quantifiable evidence that the presence of a librarian, not just information resources, improves patient outcomes, increases research dollars, improves student outcomes (e.g., better board scores), or improves hospital intelligence (e.g., if the top hospitals have access to hospital librarians/libraries)?
2. Is there a significant difference in patient outcomes (or research output or educational outcomes) between institutions with and without libraries?
3. What is the added value libraries bring to education, research, and patient care in the health sciences and health care field? Even if it is not possible to quantify benefits, documenting qualitative research results rigorous enough to stand the scrutiny of administrators and researchers would be of great value.
4. What is the library's role, if any, in providing medical education with respect to information applications like electronic medical records systems?
5. How do we provide information support in a clinical world that functions based on electronic medical records systems and other similar informatics platforms and tools? What is the library’s role in such a healthcare environment?
6. The explosion of information, expanding of technology (especially mobile technology), and complexity of healthcare environment present medical librarians and medical libraries opportunities and challenges. To keep up with the opportunities and challenges, what kinds of skill sets or information structure do medical librarians or medical libraries need to be strong partners or contributors of continuing effectiveness to the changing environment?
7. Are patients satisfied with the value of research? What is the value of information resources to patients, to medical professionals in the clinical setting? What is the value of information resources to patients, to medical professionals in the clinical setting?
8. What is the library’s role in providing medical education with respect to Information applications like electronic medical records systems?
9. What is the library’s role in providing medical education with respect to Information applications like electronic medical records systems?
10. What is the library’s role in providing medical education with respect to Information applications like electronic medical records systems?
11. As a profession, how do we measure our impact in our environment—be it clinical or academic—in such a way that we influence decision makers in our institutions—“I need help on this from the previous study, but I think that it is still the most important question facing us.”
12. Does the increased interaction and communication in professional medical librarians have a long term impact on the information seeking behaviors of health care professionals?
13. What are the most effective instructional methods for teaching information/knowledge management/CERP within health sciences curricula?
14. In medical schools where librarians are included in the curriculum, do the students have a greater degree of information literacy than students in schools where librarians are not part of the curriculum?
15. What skills and knowledge must librarians possess in order to be able to design tools to help educators communicate, and otherwise manage large and complex data generated during both quantitative and qualitative research?