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

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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.

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

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MLA Research Section, Research Agenda Committee

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

2. Is there a significant difference in patient outcomes (or research output or educational outcomes) between institutions with and without libraries?

3. What are the information needs of practicing physicians and other health care workers? The 1985 MLA leaders and members of the Research Section and identify 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.

4. Low health literacy can result in medication errors, noncompliance of treatment regimes, poor health outcomes, increases hospital intelligence (e.g., if the top hospitals have access to hospital librarians/libraries)?

5. What are the information needs of practicing physicians and other health care workers? The 1985 MLA leaders and members of the Research Section and identify 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.

6. The explosion of information, expanding of technology (especially mobile technology), and complexity of healthcare environment present medical librarians and medical librarians opportunities and challenges. Do librarians, together with opportunities and challenges, what kinds of skill sets or information structure do medical librarians need to have or acquire so as to be strong partners or contributors of continuing effectiveness to the changing environment?

7. What are the information needs of practicing physicians and other health care workers? The 1985 MLA leaders and members of the Research Section and identify 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.

8. 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, if any, in providing point-of-care education with respect to information applications like electronic medical records systems?

9. Do health sciences libraries and librarians have any measureable (statistically significant) positive impacts on outcomes of medical care, the productivity of biomedical researchers and the knowledge base. 

10. How best to objectively document library/librarian impact on the 'bottom line' (time, money saved, shorter length of stay, increases hospital intelligence (e.g., if the top hospitals have access to hospital librarians/libraries)?)

11. As a profession, how do we measure our impact in our environment—be it clinical or academic—in such a way that it influences the decision makers in our institutions?

12. Does the intervention/instruction/assistance of a professional medical librarian have a long term impact on the information seeking behaviors of health care professionals?

13. What are the most effective instructional methods for teaching informatics/knowledge management/EBP skills to health care professionals?

14. Linda Slater  
15. Catherine Boden