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University of Utah
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NTC Quarterly Report
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Executive Summary

STAFF CHANGES

As of October 1, 2015, Cheryl Rowan increased her effort to 0.75 FTE.

Classes Taught

PUBMED CLASSES

NTC trainers taught one session of Advanced PubMed Tips, Tricks & Tools: MeSH. The class is 90-minutes, and was held on September 30, 2015. The class covered the topics: MeSH updates, commonly confused headings and subheadings, filters, free floating subheadings and more. It was taught as a live webinar with demonstrations and practice quizzes, as well as pre- and post-tests.

NTC trainers taught three sessions of the hybrid class PubMed for Trainers; the in-person locations were New York, New York; Boston, Massachusetts; and Chicago, Illinois. The online sessions for PMT New York and PMT Boston were held concurrently. NLM trainers taught one session of PubMed for Trainers in Bethesda, Maryland.

NTC trainers continue to collaborate with NLM trainers to adjust and improve the class before and during each iteration.

Modifications made during this quarter include:

- Tweaking of Core Competencies discussion with a number of variations in the Moodle assignment and also the "discussion" during the synchronous section of Session 1.
- Revisions and updates to scripts and PowerPoint presentation to insure currency and relevancy.
- Modifications to agenda for in-person session to increase participation by attendees and relevance of activities based on evaluations and instructor feedback.

TECHNICAL CHALLENGES

During Session 3 of PubMed for Trainers New York and Boston, the slides unexpectedly disappeared from Adobe Connect. The trainers were able to find and display them again quickly. Initiating the telegroups for the online phone discussion during Session 1 continued to be a challenge. When students dial into the phone system instead of having the system call them, their name appears on the Attendee List separate from their phone number. Their name and number have to be merged for the discussion groups to work correctly. NTC staff work to merge the names and numbers, but class participants are not always immediately responsive to our requests to identify their phone number. Because of this challenge, the modifications described above were made for PMT Chicago.

OTHER ACTIVITIES

PUBMED FOR TRAINERS OFFICE HOURS

As of October 30, 2015 there are 620 members in the group. This is an increase of 38 over the previous quarter.

Three sessions of online PubMed Office Hours were held during the second quarter. Attendees continue to send their search questions in advance of the session and Rebecca Brown follows-up each session with a link to the recording and a breakdown of the questions and responses.

August: 45 attendees

What type of library do you work in? Academic, hospital, other (please specify).

Academic = 13
Hospital = 7
Government = 3
Research institute = 1

September: 33 attendees

Are you aware of the URL button on the Search Details page? 6 = yes; 12 = no

If you answered "Yes" to the first question, do you know what it does? 6 = yes; 2 = no

October: 39 attendees

Do you ever use any online tools to generate or analyze MeSH terms? If so, please include the name of the tool.

- Explore MeSH database
- MeSH On-Demand
- No, use MeSH terms in PubMed
- MeSH database via NCBI
- Look at MeSH database
- MeSH Database
- No, just use MeSH terms

Comments received from Office Hours participants:

"Just wanted you to know I worked on the search strategy you provided, and it was a great help. The nurse researcher seemed pleased, and I learned a lot by banging away in PubMed. You made a difference, and I just wanted you to have this feedback and wanted to say THANK YOU!"

"Great job on providing the office hours and the transcript, Rebecca! Thanks for all you do."

Training Events

TABLE 1. Training Sessions

Session Content	Start Date	End Date	City/State	Trainers	Activity Conducted In-person	Activity Conducted Remotely	# Participants
PubMed for Trainers	10/20/2015 12:00:00 AM	10/29/2015 12:00:00 AM	Bethesda, MD	NLM Trainers	Y	Y	8
PubMed for Trainers	8/5/2015 12:00:00 AM	8/27/2015 12:00:00 AM	New York, NY	Jessi Van Der Volgen, Rebecca Brown, Cheryl Rowan	Y	Y	18
PubMed for Trainers	8/5/2015 12:00:00 AM	8/25/2015 12:00:00 AM	Boston, MA	Jessi Van Der Volgen, Rebecca Brown, Cheryl Rowan	Y	Y	20
PubMed for Trainers	9/3/2015 12:00:00 AM	9/25/2015 12:00:00 AM	Chicago, IL	Jessi Van Der Volgen, Rebecca Brown, Cheryl Rowan	Y	Y	20
Advanced PubMed Tips, Tricks, and Tools: MeSH	9/30/2015 12:00:00 AM	9/30/2015 12:00:00 AM	Online	Jessi Van Der Volgen, Rebecca Brown, Cheryl Rowan	N	Y	54

Cancellations

None

Self-paced e-learning Products

The NTC continues to create short tutorials on NLM resources. These short tutorials may be videos or Guide on the Side step-by-step tutorials. Newly published and updated videos include:

1. TOXMAP and Demographic Data
2. Create an Alert in PubMed to be Notified when MeSH Terms Have Changed
3. WISER: Wireless Information System for Emergency Responders (updated)
4. REMM: Radiation Emergency Medical Management (updated)
5. Introduction to Discovering TOXNET (updated)

In addition, several videos originally released in a previous quarter were re-branded with an NTC introduction, created by Matt Steadman.

Existing Guide on the Side tutorials were updated for the Discovering TOXNET course.

A new version of Guide on the Side has been released that includes improvements in functionality and accessibility. Matt is working to prepare for upgrading to the newer version.

Student Skills Assessment

ADVANCED PUBMED TIPS, TRICKS, AND TOOLS: MESH

A four-question pre and post-test was administered for the "Advanced PubMed – Tips, Tricks and Tools: MeSH" class. The average scores are listed below.

NTC Advanced PubMed – Tips, Tricks, and Tools: MeSH

*Pre-test: 75%

*Post-test: 83%

*Knowledge gained: 8%

PubMed for Trainers

A 20-question pre and post-test was administered for the "PubMed for Trainers" class. The average scores for all classes are listed below.

NTC PubMed for Trainers

*Pre-test: 66%

*Post-test: 85%

*Knowledge gained: 19%

NLM PubMed for Trainers

*Pre-test: 74%

*Post-test: 89%

*Knowledge gained: 15%

Student Satisfaction Analysis

NTC Advanced PubMed Tips, Tricks and Tools: MeSH Evaluation Results

NTC taught one session of the Advanced PubMed Tips, Tricks, and Tools: MeSH online synchronous class during the second quarter. The classes had an attendance rate of 68%. A total of 80 participants confirmed their intent to take the class; 54 participants attended the class; and 43 filled out the evaluation questionnaire.

The evaluation results for the second quarter are as follows:

Instructor knowledge, preparation, presentation skills, and responsiveness to questions:
High (98%); Good (2%)

Participants rating of whether they acquired knowledge and skills they can use:
Agree (95%); Somewhat Agree (5%)

Most Helpful Parts of the Course:

* The pacing with questions and activities for us to try was very well done. It helped keep me focused and also helped reinforce what I was learning.

* The presenters were knowledgeable and helpful.

Least Helpful Parts of the Course:

* Exercises were very easy, and not enough.

* It would be nice if it can be two parts --- 1.5 hour is not enough for such the tons of useful information.

Additional Comments:

* I would give an A+ if possible. This session was really one of the best I've taken in quite a long time. Good interaction and well paced. Information covered was the right quantity for the time given and you passed along quite a lot of valuable insider tips that will help me help my users. Thanks.

* I really liked the pace of the session. You moved from topic to topic effectively and hit a lot of useful points without losing me or lingering overly long on any one topic.

Overall Rating: "A" (98%); "B" (2%)

NTC PubMed for Trainers Evaluation Results

PubMed Content

NTC taught three sessions of the PubMed for Trainers class during the second quarter. The classes had an attendance rate of 91%. A total of 64 participants confirmed their intent to take the class; 58 participants attended the class; and 51 filled out the evaluation questionnaire.

Instructional Design Content

Fifty-six people attended at least one session of the Instructional Design content. Thirty of those participants completed all the material and earned the additional CE credit.

The evaluation results for the second quarter are as follows:

Instructor knowledge, preparation, presentation skills, and responsiveness to questions:
High (88%); Good (11%); Fair (0%); Low (1%)

Participants rating of whether they acquired knowledge and skills they can use:
Agree (96%); Somewhat Agree (4%)

Most Helpful Parts of the Course:

*The live class. Always beneficial to meet the folks and get the extra hints and relevant instances that they can liken to our needs. Hearing the questions spoken and then the

instructor re-interpreting it is better live then trying to follow the script and catch up.

*Support materials were great. I gained a few creative tips and one or two gems.

*The instructors were fab! Thanks Jessi, Rebecca, and Cheryl. Most of all, I appreciate having access to all of the materials that were taught. That will be invaluable as I delve more into this higher level of searching.

Least Helpful Parts of the Course:

*The room was poorly set up to see the information presented. I realize this was beyond control of the instructors.

*Some of the demos were good but could have used more. Maybe incorporate a couple more into homework

*First, I'm not a fan of Moodle, so this answer will be somewhat skewed. I had trouble knowing exactly what the assignments were and what exactly I was supposed to be doing.

Additional Comments:

*Both Cheryl Rowan and Rebecca Brown were terrific instructors for all 4 classes. The last class was terrific to be able to meet in person. I learned a great deal about PubMed I did not know before. I will refer back to the tools they gave out quite often and incorporate them into my searching. I am very glad I took this course. I hope there are more classes like this in the future. Boston was a great location. Thank you.

*All three instructors were great! Very helpful & very responsive. I really enjoyed the combination of online and in-person training. One thing I was hoping for during the class, was to get some more insights and tips for explaining PubMed's features & quirks to non-librarians. Maybe some examples or techniques that work for demonstrating different aspects of PubMed. This was addressed, but I would have liked a little bit more.

*I learned about some powerful tools which will save me time going forward. I'm so glad I attended. I've already showed a few of these to a couple of session I taught. The attendees were as amazed and excited as I was in Chicago. Thanks for making me look so good. :)

Overall Rating: "A" (86%); "B" (12%); "C" (0%); "D" (2%)

NLM PubMed for Trainers

PubMed Content

NLM taught one session of the PubMed for Trainers class during the second quarter. The class had an attendance rate of 66%. A total of 12 participants confirmed their intent to take the class; 8 participants attended the class; and 8 filled out the evaluation questionnaire.

Instructional Design Content

Seven people attended at least one session of the Instructional Design content. Five of those participants completed all the material and earned the additional CE credit.

The evaluation results for the second quarter are as follows:

Instructor knowledge, preparation, presentation skills, and responsiveness to questions: High (88%); Good (12%)

Participants rating of whether they acquired Knowledge and skills they can use:
Agree (100%)

Most Helpful Parts of the Course:

*The knowledge of the instructors as well as the course materials. I will definitely be able to raise the level of my instruction for PubMed to reach higher level faculty and students. My goal is to make the transition to a clinical setting and skills learned in this course will get me closer to my objective.

Least Helpful Parts of the Course:

*I felt that although the optional instruction design segment was helpful in getting me to think about the basics, it could have had a bit more guidance.

Additional Comments:

*I would have liked one additional day between the 3rd webinar and the in-person meeting. With other duties at work and travel time I had trouble getting the homework done for the in-person class.

Overall Rating: "A" (83%); "B" (17%)

NTC Web site

Matt Steadman added a Table of Contents to the PubMed Tutorials and Recordings page to ensure that active YouTube videos are linked from the NTC webpage.

MLA Educational Clearinghouse Activities

We updated NTC records in the MLA Clearinghouse to ensure that they have current contact information.

Collaboration with NN/LM staff

Matt Steadman completed the NTRP Drupal integration project, and resolved several additional bugs created by the Drupal module. He also presented at Web-STOC technical updates and Drupal Sharing sessions regarding NTRP Drupal integration.

Matt fixed a problem in which the NTRP claimed to send an email confirming registration when a user was added using the 'walk-in' method. Matt also identified a bug which can cause users to inadvertently unenroll themselves from their classes by updating their email address. This issue has been resolved by locking this field against editing by the user.

Marketing and Promotional Activities

During the second quarter, NTC published 16 blog posts. Blog posts covered scheduled upcoming classes, PubMed updates and milestones, NLM resource updates, staffing announcements, and tips and tools for effective training. During the quarter, there were 8,636 views of the blog, an average of 94 views per day. This is slightly higher than the second quarter of Option Year 3.

At the end of the quarter, NTC had 748 likes on Facebook (up slightly since the end of the last quarter), and 391 followers on Twitter. During this quarter, @nnlmntc has been retweeted 61 times and had tweets liked 29 times. Our most popular tweets from this quarter were related to updates and changes in PubMed, training opportunities, and teaching or training tips.

Other

August 17, 2015: Jessi Van Der Volgen attended the University of Utah Annual Teaching Symposium in Salt Lake City, Utah.

September 9, 2015: Jessi Van Der Volgen was invited to teach Lean Process Improvement Demystified at the North Carolina Area Health Education Coordinators Annual Meeting in Greensboro, NC.

September 21, 2015: Jessi Van Der Volgen attended the University of Utah Academy of Health Science Educators Education Symposium, and presented "Enhance Your Class with Meaningful Student Interactions," with three co-instructors.

October 8-9, 2015: Rebecca Brown, Cheryl Rowan, and Jessi Van Der Volgen attended the virtual meeting of the MidContinental Chapter of the Medical Library Association.

October 13, 2015: Rebecca Brown attended the Association of Talent Development Kansas City Chapter Fall Conference called "The Persuasion Equation: Engaging and Influencing" held at Johnson County Community College in Overland Park, KS.

October 21, 2015: Cheryl Brown attended and OCLC WebJunction webinar, "Public Health and Public Libraries: Librarians as Health Literacy First Responders."