



Problem-Based Learning and the Library Professional Staff, Fall 1995
by Ralph D. Arcari, Library Director

"Problem-based learning at its most fundamental level is an instructional method characterized by the use of patient problems as a context for students to learn problem-solving skills and acquire knowledge about the basic and clinical sciences."¹ This pedagogical approach emphasizes "... (1) the study of clinical cases, either real or hypothetical, (2) small discussion groups, (3) collaborative independent study, (4) hypothetico-deductive reasoning, and (5) a style of faculty direction that concentrate[s] on group process rather than imparting information."²

This was the first semester for PBL at UCHC; facilitators, students and librarians were all equally challenged to develop new roles for themselves in the learning process. PBL represented a weekly, three hour session in which fifteen groups of eight students, two faculty facilitators and a librarian, met to discuss a series of specific clinical problems.

When the opportunity for librarians to participate in the Correlated Medical Problem Solving program became available in the summer of 1995, it was decided that all professional library staff would each be assigned to one small group. In order to minimize the stress in assuming additional responsibilities, a series of measures were taken. The coordinator of the CMPS program met with the professional staff to describe PBL, answer questions and show a video of a PBL small group session in process at another medical school. The guiding, non-intrusive role of the facilitators and librarians was emphasized. In addition, a telephone conference call was arranged between the UCHC librarians and those at the University of Nebraska medical school where PBL had been introduced in 1992. The Nebraska librarians described their program and roles after which UCHC librarians asked questions on program orientation and library usage. Also, the director of the Tufts University School of Medicine library was invited to spend a morning with the UCHC librarians describing how the medical librarians relate to the PBL program at Tufts. These endeavors helped delineate how librarians actually relate to the PBL process.

Librarians met in a group meeting with faculty facilitators and then each went to her/his small group. Librarians met with their small groups for at least the first two cases; each case took three weeks. During these six weeks librarians offered guidance to their small groups on case-related appropriate resources.

Additional hours were added to library hours on Friday nights to make certain that students would have sufficient library access after each CMPS session ended. More staffing was also provided for the reference desk. No major difficulties were encountered and the librarians found themselves positively perceived and accepted as a significant part of the CMPS small groups.

The importance of the library for PBL has been documented at other medical schools. "Compared with their conventional track peers, the PBL students reported greater frequencies of use of textbooks . . . journals and other books . . . In terms of library utilization, the PBL students reported higher utilization of all library resources."³ In the Lyman Maynard Stowe Library, CMPS students made use of the online catalog, standard medical textbooks, MEDLINE, microcomputer software on anatomy, and the Internet.

Initial concern had been expressed, particularly by faculty on the Library Advisory Committee, that CMPS would find the library unprepared with too few copies of specific texts which 120 students would all need at once. This concern was not realized. Students used a variety of resources to respond to each case. Even though students had been told not to check out all the titles on a specific topic, there were runs on particular subject areas for certain cases that caused student dissatisfaction. The CMPS coordinators and librarians agreed that placing key titles on reserve would defeat one of the main purposes of PBL which is identification of learning issues and appropriate learning resources for one's self.

What will we do differently next year? One major recommended change is to have library orientation sessions take place in small groups after students receive their introductory case. Although MEDLINE and the online catalog were used, students did not receive sufficient hands-on training. The continuing need for librarians to receive the same information at the same time as faculty facilitators from the CMPS coordinating office was underscored.

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PBL and the Library Staff (continued from cover)

In general, CMPS proved to be a successful linkage between medical students, faculty and librarians in an educational venture. CMPS highlighted the role of the professional library staff and the importance of the library and its multiple contemporary learning resources in preparation for the practice of medicine.

¹ Mark A. Albanese and Susan Mitchell. "Problem-based learning: a review of literature on its outcomes and implementation issues," *Academic Medicine*, January 1993 68: 53.

² David T. A. Vernon and Robert L. Blake. "Does problem-based learning work? A meta-analysis of evaluative research," *Academic Medicine*, July 1993 68: 550-551.

³ Albanese and Mitchell, *Academic Medicine* January 1993 68: 62.

The UCHC Librarian as Consultant

by Marion Holena Levine, M.L.S., M.S., A.H.I.P.

Here in the UCHC Library, librarians serve in many roles. We:

- select, purchase, and maintain library materials ranging from books, to software to audiovisuals,
- organize and catalog them so the patron can easily locate these materials,
- purchase and maintain computerized library systems, like our OPAC, to efficiently and effectively identify and keep track of library materials,
- circulate them to you for use outside the library while keeping accurate records in order to keep track of these materials,
- assist you in finding relevant information and formulating search strategies,
- get you needed information not owned by this library using established library networks,
- maintain and update the library's network of databases including MEDLINE, PSYCINFO and the CD-ROM workstations in the Reference Collection,
- teach users how to access the databases available in the library and on the UCHC Network,
- develop and maintain World Wide Web pages and gopher servers, improving your overall access to library resources, the Internet and other databases,
- assist you in identifying Computer-Assisted Instruction materials for use in the curriculum,
- write handouts and "How-To" guides for computer resources and applications, and
- stay abreast of new technologies and their implications for medical education, and library operations.

In addition, UCHC librarians:

- teach CT public librarians how to handle consumer health information questions and assist these librarians in building core health information collections,
- as the New England Regional Medical Library in the National Library of Medicine's (NLM) National Network of Libraries of Medicine, publicize and market NLM databases and other products to New England health professionals and hospital librarians, and
- teach librarians throughout CT how to use the Internet, learn HTML, various software applications, and much more.

The above listing illustrates how the UCHC professional librarians serve as accountants, purchasing agents, inventory specialists, systems analysts, teachers, technology experts, detectives, public relations professionals, marketers, and role models for New England hospital and public librarians.

One of our lesser known roles is that of **consultant**. Trained information specialists on the UCHC Library staff can consult with you about your research projects, journal articles, grant proposals, dissertations, course papers, or any other activity that requires researching medical literature. You can call for an appointment with an Information Services Librarian at x2942 and, together with the librarian, develop a plan of action to follow in tracking down the information you need to begin or complete your particular project. Time spent with a librarian discussing your project can bring your information needs into sharp focus. A specifically designed information plan of action can save you valuable time and energy as you undertake your activity.



The Lyman Maynard Stowe Library is pleased to announce the debut of its brand new home page on the World Wide Web. Our page is still under construction, but will be improving with time. The home page provides access to the online catalog, MEDLINE, PSYCINFO, library handouts, circulation policies, daily journals received, and much more. We encourage you to visit the page at <http://www3.uchc.edu/~libweb.html> We would appreciate any suggestions or comments you have on the further improvement of the page design and content. You can email your comments to us directly from the home page, using the "Comments" button near the top of the screen, or the text link near the bottom.

Selected New Books

by Lorna Wright, Technical Services Department

Voyage : Visions in color and form / Sieber, Claude. Chicago : Quintessence Pub., 1994.

Oversize Books **WU 17 S571v 1994**

Take a look at these beautiful photographs of teeth!!

Atlas of Cerebrovascular Disease Philadelphia : Current Medicine, 1996.

Oversize Books **WG 120 A881 1995**

Brain Development and Epilepsy New York : Oxford University Press, 1995.

Book Stacks **WL 385 B814 1995**

Brain Repair / Stein, Donald G. New York : Oxford University Press, 1995.

Book Stacks **WL 354 S818b 1995**

Catastrophic Brain Injury New York : Oxford University Press, 1996.

Book Stacks **WL 354 C357 1996**

HIV, AIDS, and the Brain New York : Raven Press, 1994.

Book Stacks **WM 220 H675a 1994**

Large-scale Neuronal Theories of the Brain

Series: Computational Neuroscience. Cambridge, MA : MIT Press, 1994.

Book Stacks **WL 26.5 L322 1994**

Neocortical Dynamics and Human EEG Rhythms New York : Oxford University Press, 1995.

Book Stacks **WL 307 N438 1995**

Seized / LaPlante, Eve. New York : HarperCollins, 1993.

Book Stacks **WL 385 L314s 1993**

Selected Videodisc Titles in the Audiovisual Collection

by Nancy Carter-Menendez

Over the last few years I have been adding videodisc titles to the audiovisual collection. This format combines the best of several technologies, especially high resolution and random access to a large quantity of data. Videodiscs and barcode readers are shelved in the Computer Education Center, and must be used on the videodisc players that are located in the audiovisual areas. Unlike other formats in our audiovisual collection, videodiscs may *not* be borrowed from the library. As always, I welcome your requests and suggestions for future audiovisual acquisitions. Please contact me at x4052 or menendez@nso.uchc.edu.

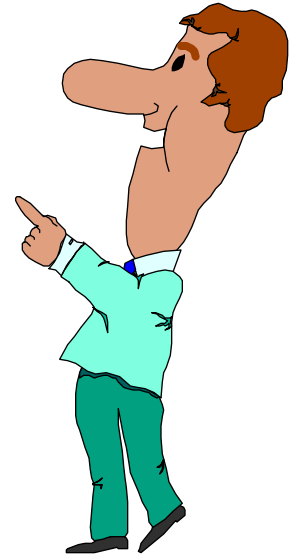
Animations of Thoracic Viscera / Conley, David M., Rosse, Cornelius. Seattle, WA : Health Sciences Center for Educational Resources, University of Washington, 1994. **WE 715 A598 1994**

Atlas of Soft Tissue Tumors / Meis, Jeanne M., Enzinger, Franz M. St Paul, MN : Image Premastering Services, Ltd., 1992. **WD 375 A881 1992**

Clinical Neuropathology / Minneapolis, MN : Image Premastering Services, 1994. **WL 101 C641 1994**

Hematologic Morphology : Red, White, and Big Blue Cells / Dutcher, Thomas F. Minneapolis, MN : Image Premastering Services, Ltd., 1994. **WH 100 H486d 1994**

Normal Human Anatomy : A Photographic Atlas and Dissector / Smolen, Arnold J. Minneapolis, MN : Image Premastering Services, 1994. **QS 4 N842 1994**



ARE YOU THE LIBRARIAN?

By Melissa A. Wisner, MLS

So many times while I am sitting at the Reference Desk working on a computer, troubleshooting equipment in Electronic Reference, or advising people on configuring files to connect to the Internet, patrons ask if I'm the librarian. Could this person possibly be a librarian? Librarians are little old ladies in cat-eye glasses and cardigan sweaters that check out books, right?

When I originally told my friends and family that librarianship was the career I wanted to pursue, all I could picture was the scene from Frank Capra's "It's A Wonderful Life," when George Bailey is demanding that Clarence tell him what's become of Mary. Clarence hesitates, because it may be too much for George to take. After all, George's brother is dead, and the pharmacist, Mr. Gower, ended up poisoning that woman- could it get any worse? Why yes, Mary has become a librarian! The camera quickly pans to a horrified Jimmy Stewart. As a movie it is still a perennial favorite of mine, but what it has done to the public image of librarians I don't know. Can we as a profession ever recover? I think we have.

A librarian today has many different roles to take as a professional. The truth of the matter is, that many of us, including me, go for days without even seeing or consulting a book, unless its titled "Managing a Web Server" or "Upgrading Your Networked PCs." Most of the reading material that comes across my desk is not the latest John Grisham bestseller, rather Internet World, Computers in Libraries, Database, Online, PC Magazine, Web Week, and more. Libraries were some of the original institutions to have Internet access, and librarians were some of the initial users of the Internet. Wouldn't it seem obvious then, that librarians should be synonymous with the Internet and technology? It is not always the case. People need to hear us answer the question, "are you the librarian? Yes!" in order for them to start making new associations with what librarians do every day. People need to see librarians in more active, high profile positions, like conducting Internet training, managing and maintaining Web Sites for libraries, publishing guides, conducting research on the Internet, and becoming involved in further Internet development, including standards and applications.

Now is the time to seize the moment. Never before have so many people been accessing the Internet, from home, work, school, and even on the road with a lap top. For those users who are new, librarians should be standing up to instruct. For intermediate users, librarians need to be there to advise and consult for special equipment needs and file configurations (i.e. if they normally access in the library, how can they access at home?) Furthermore, librarians need to make their presence known on the Internet. Librarians should develop Web Sites as a forum to disperse informative documentation, an interface for

accessing networked databases and online catalogs, a method of teaching classes, a marketing tool, an interactive library brochure with Java-scripts, a recruitment tool for the library and any other institutions the library represents, and as time moves ahead, as a standard measurement for institutional accreditation, or securing additional funding or grants. George Bailey, this changes everything.

THE FUTURE AS WE DON'T KNOW IT

By Elizabeth Connor, MLS, AHIP

In recent months, Information Services staff members (myself, **Melissa Wisner**, **Nancy Carter-Menendez** and **Hongjie Wang**) have developed responsive Internet instructional sessions, training more than 500 UConn Health Center employees to date. PowerPoint presentation software serves as our instructional standard, and is used to develop lesson plans, handouts and informative electronic "slides." Instructors present a brief overview followed by live Internet demonstrations and/or hands-on practice time.

Although software such as PowerPoint permits the creation of professional, well-paced presentations, departmental plans include using Netscape as our instructional medium, and developing Web-based lesson plans and tutorials. **Melissa Wisner** has spearheaded efforts to improve our department's instructional programming on this level, and has been instrumental in improving our overall Web presence. A specific example is a search engine instruction page for one of our popular intermediate Internet classes (<http://cortex.uchc.edu/~mwisner/webclass.html>).

Professional reading and serious Internet surfing allow us to benefit from the experience of other librarians and libraries. The Biomedical Library at UCLA has created a "virtual" tour of their library facility (<http://www.library.ucla.edu/libraries/biomed/tourintro.htm>). Take a look at Utah's first online, multi-institutional Internet course (<http://www-medlib.med.utah.edu/navigator/navigator.html>) to get a sense of our department's future interests. Gymnasia Virtuales (<http://www.cybercorp.net/gymv>) offers asynchronous (participate at times of your choosing) and regular synchronous (real-time) online instruction.

Although our present instructional formats require a "visit" to the End User Support Center for scheduled classes, plans are underway for ubiquitous Web-based instruction, and for using existing and emerging technologies for life-long learning and library instruction. Our immediate future plans include improving our knowledge of Web document creation and maintenance, and exploring effective adult education techniques and methods.

We would appreciate feedback about our teaching style, course content and use of technology. Please send a message to ref@nso.uchc.edu if you wish to make suggestions and comments.

References

Valauskas EJ. Using a Web Browser as Presentation Software. Online 1995 19(4): 44-47.

EDITOR'S TOP TEN URLs for LIBRARIANS



URLs are Uniform Resource Locators. They are addresses for specific Web documents and home pages. They are Case Sensitive, so remember to enter them *exactly* as they appear below in the box labeled *Netsite/Location*. If there is already an URL entered in that box, just use your mouse to highlight over that URL entirely, then begin typing in the new address. If you are using Mosaic, pull down the File Menu and select the *Open URL* command. Then type in the desired URL in the box that appears.

<http://www.ala.org/>

-The American Library Association Home Page. A great place to stay abreast of ALA-sponsored programs and activities, membership information and more. One of the Top 5% Web sites.

<http://arl.cni.org/>

-The Association of Research Libraries Home Page. Information on ARL member libraries, ARL career resources, preservation, collection development, ARL statistics and more.

<http://www.library.vanderbilt.edu/law/acqs/acqs.html>

-The ACQNET Home Page. A useful site for information and resources related to acquisitions and collection development. Information on organizations, schools, publishers, vendors and more.

<http://library.usask.ca/hytnet/>

-Peter Scott's HYTELNET on the Web. The central place to locate and search thousands of library catalogs. Look here, when a patron asks "Do you know who else has it?"

<http://www.itsc.com/topten/libschools.html>

-Library and Information Science Schools on the Web. Check for your alma mater, or the school you wanted to go to but couldn't afford; continuing education and colleagues.

<http://www.kumc.edu:80/MLA/>

-The Medical Library Association Home Page. News updates from MLA, continuing education, annual meeting, regional activities, access to publications, share resources with colleagues and more.

<http://www.oclc.org/>

-The Online Computer Library Center, Inc. Home Page. Anything you ever wanted to know about OCLC but were afraid to ask. Access to First Search, EPIC, reference services, OCLC news and more.

<http://www.tiaa-cref.org/>

-TIAA-CREF Home Page. Find out all you can about managing your retirement funds. FAQ, customer service, account profiles and performance.

<http://lcweb.loc.gov/homepage/lchp.html>

-The Library of Congress Home Page. General information, current events and exhibits, latest information on copyright, access to government and legal information, library collections and more.

<http://www.nlm.nih.gov/>

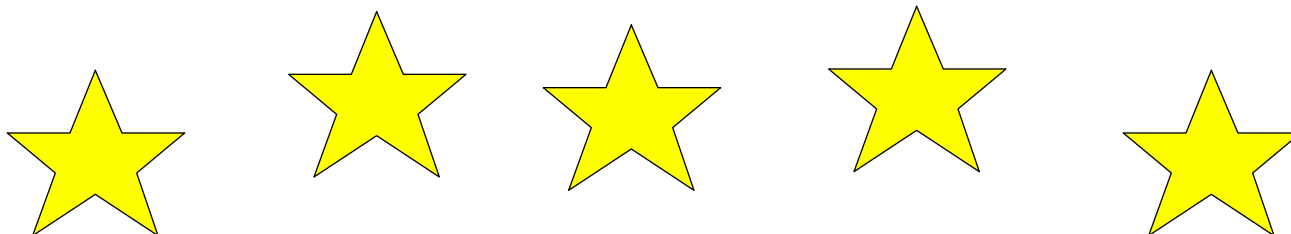
-The National Library of Medicine Home Page. Access to NLM publications, database fact sheets, Locator catalog, research projects like the Visible Human Male, current news from NLM, NIH and more.

MEET YOUR REPRESENTATIVES...

This year, the Library Advisory Committee (LAC) is composed of the following members:

MEMBER	UCHC DEPARTMENT	REPRESENTING
Dr. Robert L. Jungas, Chair	Physiology	Basic Sciences -Medicine
Dr. Andrea Apter	Medicine	Clinical Medicine
Mr. Dan Cave	Dental Student	Dental Students
Dr. Fran Dimario	Pediatrics	Clinical Medicine
Ms. Alexandra Elliot	Medical Student '96	Medical Students
Mr. Steve Gomez	Medical Student '97	Medical Students
Mr. R. Steve Hall	Dental Student '96	Dental Students
Mr. Tim Kuwada	Medical Student '98	Medical Students
Dr. John Nuetzel	Surgery	Clinical Medicine
Dr. Klaus Nuki	Oral Diagnosis	Clinical Dentistry
Ms. Beng Jit Tan	Medical Student '97	Medical Students
Dr. Dori Taylor-Sullivan	Organization & Staff Development	Hospital
Mr. Walter Trymbulak	Graduate Student	Graduate Students
Dr. Ron Vullo	Pediatric Dentistry	Clinical Dentistry
Dr. William Upholt	Biostruc. & Func.	Basic Sciences -Dentistry
Dr. Scott Wetstone	Community Medicine	Clinical Medicine
Mr. Andy Weimeyer	Dental Student '98	Dental Students
Dr. Ralph D. Arcari	Library Director	Library Staff
Ms. Marion Holena Levine	Library Associate Dir.	Library Staff

LAC members are appointed by the Vice President and Provost for Health Affairs and advise the Library Director and UCHC Administration on library policies, budget and procedures as they relate to library services provided to the UCHC community. If you have any concerns about Library services and programs, or want more information on the deliberations of this committee, please contact your representative, any member of the committee, or Library Administration (x2840).



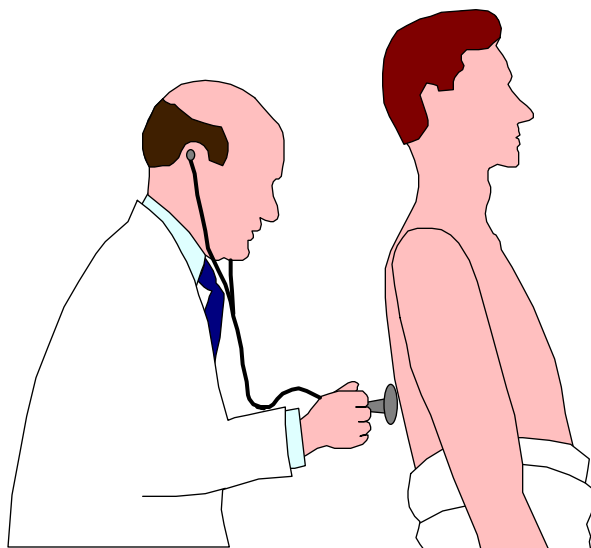
GRATEFUL MED TO GO ON TOUR THIS SUMMER

by **Melissa A. Wisner, MLS**

Thousands of new books and articles on biomedicine are published monthly. It is a challenge for healthcare professionals to keep up with new information and techniques, and easily locate and identify relevant literature discussing those areas of patient care and research. Most people turn to MEDLINE, the premier database for biomedical literature. In order to make searching and retrieving that literature easier, the National Library of Medicine developed a software package called GRATEFUL MED. It is a user friendly software package that you install on your home or work computer.

In addition to having easy access to MEDLINE, GRATEFUL MED also provides access to over 20 other databases including:

- *AIDSLINE (AIDS information onLINE)
- *AIDSTRIALS (AIDS clinical TRIALS)
- *HEALTH (HEALTH planning & administration)
- *POPLINE (POPulation information onLINE)
- *DENTALPROJ (ongoing dental research projects)
- *PDQ (Physician Data Query)
- *CANCERLIT (CANCER LITerature)



- *TOXLINE (TOXicology information onLINE)

The purchase of GRATEFUL MED software guarantees you access to the biomedical literature so crucial to your profession, long after graduation from UConn, as you continue your career and throughout your lifetime. It is a small investment with priceless benefits for your future.

The software may be purchased for a one-time

cost of \$29.95. That price includes the discs, the GRATEFUL MED/NLM newsletter, updates to the software and database, a complete User's Guide, \$20.00 of free search time, and technical support from the staff at NLM, and the staff of NN/LM NE here at UCHC. The software is easily installed on your computer. There are versions available for IBMs and Macs. All you need is a minimum of 512K RAM, 1.9-2.4MB of free hard disk space, and a modem. The average cost of a search on GRATEFUL MED is \$1-\$3.00.

If you would like more information about purchasing the software contact:

National Technical Information Services
U.S. Dept. of Commerce
5285 Port Royal Road
Springfield, VA 22161
1-800-423-9255

For more information or questions about searching or using the software contact:

MEDLARS Management Section
National Library of Medicine
8600 Rockville Pike
Bethesda, MD 20894
1-800-638-8480
E-mail: mms@nlm.nih.gov

To discuss the possibility of instruction for your UCHC group or class on using the software contact:

National Network of the Libraries of Medicine-New England Region-UCHC Library at:

1-800-338-7657 then press 1

Or, contact the Information Services Department of the Lyman Maynard Stowe Library to discuss the possibility for instruction, or using GRATEFUL MED in the Electronic Reference area. Our phone number is (203) 679-2942.

While you're at it check out the listserv for GRATEFUL MED users by sending a subscription message to:

listserv@vm1.nodak.edu

Update is published four times a year.
If you have any comments, questions, or submissions for the newsletter please refer them to Melissa A. Wisner, Editor-in-Chief
wisner@nso.uchc.edu
These pretzles are making me thirsty!

Update spring 1996

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