Express Outreach Award: New Orleans HINARI Training: 
Assess to Global Health Resources

Tulane University
Rudolph Matas Library of the Health Sciences
New Orleans, Louisiana

Prepared by:

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What were your primary goals for this program?
2. What was the target population and why did you choose it?
3. What organizations and partners were also involved in implementing the program?
4. What were the program’s major accomplishments? How did it make a difference?
5. If you have an article that is or will be published about this program, please include URLs or reference information.

Primary Goals
The program is a partnership between the Rudolph Matas Library of the Health Sciences, Tulane University, (TU) and the Welsh Medical Library, John Hopkins University (JHU), universities which have significant histories as public health institutions with numerous global health programs with partners in HINARI-eligible institutions. In our respective capacities as Resource Libraries of the National Network of Librarians of Medicine (NN/LM), the mutual primary goal of the one-day HINARI training was to develop a group of HINARI users with 21st century information skills who will have a positive impact on evidence-based public health research, policy and clinical decision making. Secondary goals were to:
- promote scholarly communication among JHU and TU SPHTM-affiliated patrons with access to HINARI institutions
- enable learners to become HINARI trainers advocates for information access in low and middle income countries (LMICs)
- train others in units of TU, JHU, and others in academic institutions in New Orleans and Baltimore who partner with HINARI-eligible institutions
- train librarians at TU and informationists at JHU to conduct the course so that it can be replicated subsequently in-house using the online modules created by this award
- Increase HINARI registration and participation

Target population
The course was designed for Individuals from eligible countries who will be returning to their respective institutions and individuals who will have contact with those from eligible countries – either as students or visitors to their US based institutions or during visits to such organizations. HINARI skill development among these individuals will enable access to health or social science information resources such as journal articles and e-books in LMICs.

In New Orleans, identified participants included librarians, faculty, students, fellows, researchers, and staff preparing to work in a LMIC or who teach students who will
work in a LMIC and need health and social science information. This included international students and fellows (i.e. Ford Foundation), students accepted by or anticipating to serve in the Peace Corps, TU Masters International students (graduate students who earn their MPH or MSPH degree while simultaneously serving in the Peace Corps) in the School of Public Health and Tropical Medicine (SPHTM), and health and social science students. Other identified organizations included academic institutions and programs training librarians, allied health professionals, and social workers including the Louisiana State University Health Science Center Schools (Allied Health, Dentistry, Medicine, Nursing, and Public Health) and their School of Library and Information Science, The University of New Orleans, Loyola University New Orleans, Xavier University College of Pharmacy, Dillard University School of Nursing, TU SPHTM students and staff, TU School of Medicine, School of Social Work, and those affiliated with the Payson Center for International Development who are interning or preparing to work in LIMCs. Other participants were sought from the Southeast Louisiana Area Health Education Center (SE AHEC), nurses, and health educators.

Organizations and partners involved in implementing the program

1. **Librarians Without Borders®, Medical Library Association**
   The HINARI trainer was Lenny Rhine, PhD, Emeritus Librarian, University of Florida and Coordinator, E-Library Training Initiative’, a Librarians Without Borders® /Medical Library Association program funded by grants from the Elsevier Foundation since 2007.

2. **Welsh Medical Library, Johns Hopkins University**
   Program partner is Peggy Gross, MS, MA, AHIP, Public Health Informationist, Welsh Medical Library, John Hopkins University. Each librarian received an NN/LM outreach award to conduct the trainings which occurred in February (TU) and March (JHU), 2015.

3. **Elsevier Foundation Innovative Libraries program**
   An application and a Phase 2 proposal were developed to obtain a $7,050 award which was approved in December, 2014. The award was used to pay the caterer and fully reimburse the TU CCE for the real cost of their event management.

4. **National Network of Library of Medicine/South Central Region Express Outreach Award**
   An application was developed to obtain a $5,000 award which was approved in May, 2014. The award was used to pay the trainer, the TU CCE for partial costs of event management, and reimburse the Matas Library for Librarian time to develop and evaluate the program.

5. **Tulane University Center for Continuing Education (TU CCE)**
   This organization facilitated the completion of disclosures by presenters and planners, developed the registration process, prepared a brochure, assisted with planning and logistical arrangements such as securing hotel accommodations and catering, secured
the availability of social work and nursing continuing education credit, created and summarized the impact evaluation.

6. Tulane University South Central Public Health Partnership (TU SCPHP)
This organization recorded the event and developed an application to the National Commission for Health Education Credentialing, Inc. (NCHEC) to offer continuing education credits to health educators, and recorded both an infomercial and the event.

7. Tulane University School of Social Work
This School approved the event for 7.5 hours of continuing education credit for social workers.

8. Tulane University Medical Center
The Education Resource Center is approved by the LSBN C.E. Provider #5. They extended 7.25 contact hours for Nursing CE credit.

9. Goldring Center for Culinary Medicine, School of Medicine, Tulane University
Student chefs at the GCCM provided a healthy lunch and beverage break.

Major accomplishments and difference made through the program
The one-day, six-hour event occurred on February 6 event and was attended by 33 participants.

Met a need
During proposal development, a survey was distributed within the Tulane health science center community to understand the present level of awareness of HINARI, information needs working in a LMIC, and preferred month, date, day. All responders said that they had never used HINARI, 50% plan to work in a LMIC, and 60% said that they teach students preparing to work in a LMIC. Half said that when working in a LMIC, they want access to full-text journal articles and one-third said they would attend the training.

Met the program goals
The primary goal of the training was to develop a group of HINARI users with 21st century information skills who will have a positive impact on evidence-based public health research, policy and clinical decision making and one secondary goal was to promote scholarly communication among participants. These goals were met both through the event and a subsequent series of four classes which were taught at the TU SPHTM in response to event observations and feedback from the impact evaluation: Basic PubMed Skills, Intermediate PubMed skills (MeSH and MyNCBI), Evidence-based Public Health, and Finding Data and Statistics.
A program goal was to increase HINARI registration and participation. This will be accomplished from articles which will be written and distributed in the librarian and TU communities, presentations at annual meetings, and participant involvement in Research4Life meetings. Subsequent to receiving the financial award, the TU librarian was invited to write about the HINARI training in a short article for the Elsevier Foundation online news magazine for the research community, ElsevierConnect, which has a readership of @ 70,000 per month. The Managing Editor of the TU Office of Editorial and Creative Services plans to write a story in the University’s daily on-line news service, NewWave, about the ramifications of the program and its potential outcomes. A librarian participant suggested co-authoring an article for a Librarians Without Borders® publication. In a conversation with the director of the University of North Texas Health Sciences Library, a suggestion was made to create a presentation for the 2016 South Central Chapter of the Medical Library Association (SCC/MLA) annual meeting. The TU librarian and JHU informationist intend to share the events at the 2016 annual meeting of the Consortium of Universities for Global Health annual meeting. The in-country representative from Ethiopia was invited by the HINARI trainer to participate at a Research4Life Strategic Plan meeting.

A program goal was to train librarians to conduct the course so that it can be replicated. Two librarians came from out of state: one from the Texas Medical Center Library and a library school professor from The University of North Carolina at Chapel Hill School of Information and Library Science. As a result of HINARI training, the library school professor offered to do some basic HINARI training during her a vacation to Cambodia!

**Met or exceeded course objectives**
The impact evaluation indicated that the course met or exceeded its objectives. Most participants (94%) stated that they plan to increase use of search tools like Google Scholar and PubMed. They also intended to identify and use trustworthy online health information, identify and employ effective evidence-based resources and utilize HINARI website features, meeting the following objectives:

- Improve searching skills
- Effectively use the HINARI portal
- Access full-text articles via HINARI PubMed
- Locate e-Book resources
- Locate evidence based public health resources

**Approaches and Interventions Used**
Describe the specific steps or activities used in the following areas: identifying and scheduling sessions; promotion/marketing; training; personnel/staffing; equipment/telecommunications; web site development.
Approaches and Interventions Used
Activities to identify and schedule the event
As the Outreach Express award proposal was being developed, a consideration was what time of year to conduct the course. The American Public Health Association (APHA) 143rd Annual Meeting and Exposition was in New Orleans in early November, 2014. The TU librarian, in partnership with the TU SPHTM Senior Associate Dean for Academic Affairs and Admissions considered hosting the HINARI course at the SPHTM because it is close proximity to the APHA event. This would have provided opportunities for international public health scientists to attend. However, a more prudent event date was early in the second semester (February 6, 2015) because A) there was not enough time between award notification and the APHA meeting, and B) it was decided that the student participant would be more likely to attend at that time. The TU SPHTM Senior Associate Dean for Academic Affairs and Admissions suggested conducting the event digitally to allow people from all over the world to attend without concern for time zone and on an “as needed” basis. Subsequently, the TU South Central Public Health Partnership, located in the TU SHPTH, offered to record and distribute the event at no charge to the award.

Promotion and marketing
Nine types and 19 sub-types of participants were identified:

- Consumers
- Faculty, Public Health
- Health Educators
- Librarians
- Nurses
- Peace Corps Volunteers (returned)
- Physicians (3 types)
- Students (14 types)
- Workers (2 types)

Social media messages to reach each type of participant were sent to 43 different organizations through blog posts (3), Twitter (2), LinkedIn (2), FaceBook pages (9), and flyers. Flyers were posted at the local public library and throughout the TU School of Medicine and Public Health.

Lists
List-servs (20) were used to promote the event including Research4Life, HIFA2015, NN/LM SCR, MEDLIB-L, Louisiana Peace Corps Association, MLA Librarians Without Borders®, MLA International Cooperation Section, MLA Public Health /Health Administration website and listserv, and the Health Education Directory (HEDIR) for health educators. Short promotional messages were sent to newsletter editors (5): Society for Public Health Education (SOPHE), MLA News Calendar, MLA Focus, Health Science Librarians Louisiana (HSLAL) Happenings newsletter, and the Louisiana Library Association.
A link to the infomercial which the TU SCPHP recorded with the HINARI trainer was added to the signature line of email correspondence from the TU librarian.

An announcement was printed in the January, 2015 issue of MLANews, the December 18 edition of MLA focus, the SOPHE e-newsletter, News You Can Use, and HSLAL Happenings. Five announcements (5) were sent to and posted by the National Commission for Health Education Credentialing, Inc., the PhPartners.org Upcoming Events on Education page, the Tulane University calendar, the Tulane University SPHTM Calendar, and the New Orleans Information Literacy Consortium. An email announcement with attached flyer was sent to administrators in public health, social science, and social work academic programs in the region, and to librarians. Additionally, the announcement and flyer was sent to the SE AHEC, The Fulbright Program, The Woodruff Library at the Atlanta University Center, the Mortenson Center for International Library Programs at the University of Illinois Champaign-Urbana, and distributed at the annual meeting of the American Society of Tropical Medicine and Hygiene (New Orleans, November, 2014) and the Library Research Seminar VI, The Engaged Librarian: Libraries Partnering with Campus and Community (Champaign, IL, October, 2014).

The event was recorded by the TU SCPHP at no cost to the award. A link is not available at this time.

**Training: Event review**
The HINARI event was a one-day, six-hour training course which was attended by 33 participants. It began with an overview of all Research4Life programs followed by instruction from the HINARI Basic Course, (Searching Skills, HINARI Portal, HINARI/PubMed, PubMed Filters/Search Options), which included an exercise. After lunch, instruction from the HINARI Advanced Course was presented (Evidence-based practice resources, e-books and other/grey literature resources), however there was no time for an planned exercise. This was followed by a brief presentation about authorship skills, reference management software (Mendeley and RefWorks), and participants were showed where to locate material about conducting a HINARI training course. Exercises were available to participants in a Dropbox folder via a link which was sent to participants after they registered.
Provided continuing education credit for general and specific participants
The TU librarian worked with the SC PHP to become a single-event provider of NCHEC for continuing education contact hours (CHEC) for health educators and offered one (1) certificate (to TU librarian and health educator). With the TU CCE, the TU librarian worked with the TU School of Social Work to obtain continuing education credit for Louisiana social workers. Five (5) social work CE certificates were issued. A nurse education specialist at the Education Resource Center, Tulane University Medical Center developed the form to offer nursing continuing education credits and awarded two (2) certificate.
Personnel/staffing
The TU Librarian helped the HINARI trainer facilitate the event and provided some instruction about citation management and evidence-based public health resources. The TU CCE staffed the registration table and student chefs from the GCCM provided the food and refreshments. The TU SC PHP recorded the event.

Website development
The program is summarized in the New Orleans HINARI training box on the Matas Outreach page of the Matas Library Consumer Health Portal:
http://libguides.tulane.edu/MatasOutreach

Identified country representative to provide opening remarks
Initially, Donald Krogstad, MD, Professor and Sierra Leone malaria researcher, Department of Tropical Medicine, TU SPHTM, was invited to provide opening remarks. However because he did not respond, the TU librarian identified a doctoral student from Ethiopia. In his opening remarks at the event, he told the participants about his use of HINARI in his home country and how important it was to researchers in the developing world. After lunch, Dr. Krogstad made an unannounced and brief presentation about the historic lack of information resources in LMIC, and how important this training was to researchers.

Problems or Barriers Encountered
The NN/LM will make this section available to the public via the NN/LM web site. List any major problems or barriers you encountered when pursuing your objectives, including (but not limited to) the areas of promotion/marketing; scheduling; training;
Problems or barriers encountered

1. Promotion and marketing

The TU librarian promoted the program in list-servs designed for professionals working in LMICs (Research4Life and HIFA2015). Six people from four different countries registered who wanted a visa issued to them to attend (Nigeria, Yemen, The Gambia and Sri Lanka). Each thought their attendance was being paid by the event sponsors. These requests required the TU CCE staff and HINARI trainer to engage in time-consuming email messages to explain that neither Visas nor financial awards to attend the event were being made by the event sponsors.

2. Scheduling

The TU librarian spent too much time was spent promoting the event including identifying participants, developing promotional messages, and modifying the flyer as new continuing education partnerships developed.

Active learning is an important part of the learning process and should be included in courses. In a one-day event, the amount of content needs to be balanced with the time required for exercises.

The TU librarian became so involved in promoting the event and working with the TU CCE to secure continuing education credits that an opportunity was missed to work more closely with the trainer on the program content. While the event received good scores from the participants, it could have been better designed to more closely match the level of information skills and knowledge which participants have about PubMed generally: how to locate and save information for retrieval (MyNCBI and Mendeley).

The pre-course survey should have been sent far enough in advance to enable the trainer and librarian facilitator to tailor content to information skills/knowledge of participants.

3. Training

HINARI training is library-centric and assumes that participants have a basic knowledge of search skills, PubMed, and judging the authority of online health websites. For this reason, a published statement in the brochure said “An assumption is that participants have a basic knowledge of search skills and PubMed”. However, the pre-workshop survey found that three participants said they “didn’t have a clue” about locating free health science resources on the Internet [on their own]. One participant “didn’t have a clue” about teaching others how to use the Internet.
The TU librarian observed that this was the first formal PubMed instruction many participants had received and they did not know how to judge the authority of online health websites. One participant did not know how to use the new laptop she brought to the workshop. One of the social workers did not know how to use the new laptop which she brought to the workshop and required a lot of assistance by the TU librarian facilitator. Her Internet navigation skills were not very well-developed and she fell behind during the exercises.

4. Unanticipated budgetary issues
A re-budget became necessary three months after the award was received. Adjustments were necessary due to knowledge gained about partner requirements.
- The TU SCPHP required reimbursement for their services to provide CECH for health educators and MLA did not require a fee because HINARI training is a pre-approved course.
- The actual cost of hotel room for the trainer increased.
- It became unnecessary to transfer two HINARI exercises to online learning modules or create three HINARI online modules because this is being accomplished by another organization.

5. Partnerships
An opportunity was missed to work more closely with the TU CCE evaluator on the impact evaluation to assure that it aligned with the pre-course survey and reflected the event content. Also, the impact evaluation was developed too close to the time of the event and did not exactly match the pre-course survey.

The event was recorded by the TU SCPHP using their own equipment at no cost to the award. However, the event was not produced because of personnel turn-over at the TU SCPHP and therefore the recorded version of the event is not available at this time.

Evaluation
How was the program evaluated? What results were achieved based on the objectives of the program?

Guiding questions:
1. What methods did you use to assess whether or not you met your goals and objectives?
2. Were your original program goals and objectives met?
3. What goals and objectives were not accomplished and why?

Evaluation
Methods used to assess whether or not the program met goals and objectives
Two online surveys were used to assess if the goals and objectives were met: a pre-course survey and an online impact survey.

Were your original goals and objectives met?

Pre-course evaluation (online survey)

A link to the online pre-course evaluation survey was sent to registered participants the day before the event: http://tulane.co1.qualtrics.com/SE/?SID=SV_8BxyVgJT5u0IYZD. It was completed by 25 people, four of whom were librarians. Others (16) were TU-affiliated students and students from Southern University of New Orleans, Nicholls State University, a retired school social worker, and a contract home health clinical social worker.

Pretest results fell in the slightly below-average range, suggesting the material was new to most attendees. Most (15/62%) did not know about HINARI, six (6/25%) were affiliated with an institution which has programs in HINARI-eligible organizations, and four (4/17%) were from a HINARI-eligible country. Most (17/71%) felt they could teach others how to use the Internet, but one “didn’t have a clue”. Most (12/50%) felt that could locate free health science resources on the Internet on their own and 25% felt they could teach others how to use it. Again, three (3/12/5%) said they “didn’t have a clue”.

- Effectively using the HINARI portal
  As expected, most (18/75%) did not have a clue about using the HINARI website and HINARI publisher websites. However, three (3/12.5%) said they could use it and one said they could teach other people how to use it (probably the TU librarian!).

- Accessing full-text articles via HINARI/PubMed
  Most (13/54%) said they could search PubMed on their own, three (3/12.5%) said they didn’t have a clue, and five (5/21%) said they could teach others how to use it. Most (11/45%) stated they could manage bibliographic information (citations) on their own, but five each (5/21%) said they either usually needed help or they could teach others.

- Locating HINARI training resources, evidence-based practice resources, e-books, and public health resources. Most (10/42%) felt they could find evidence and make evidence-based judgements on their own, but seven (7/29%) said they usually need help. Again, most (11/46%) said they could find e-books on their own, but an equal amount stated that they needed help or could teach others (four librarians took the survey).

- Conducting HINARI training courses or presentations on HINARI
  Most felt they needed to acquire marketing and training skills (11/46%).

Impact evaluation (online survey)
The survey revealed positive self-reported growth across all objectives. Post-test results demonstrated significant gain into the above average to well-above average range. This indicates that the seminar met the learning needs of the participants and was beneficial.

A combination of 17 student, social worker/counselor and librarian participants took the impact evaluation online survey. Participants were asked to report any primary changes they intended to incorporate following the training. More than half (59%) plan to increase use of search tools like Google Scholar and PubMed, and an additional 35% intended to identify and use trustworthy online health information, identify and employ effective evidence-based resources and utilize HINARI website features. Only 29% felt that the training validated their current practice, without needing change.

The survey asked about the quality of instructional materials, session content, facility and overall satisfaction of the program. All (100%) agreed that the instructional information was used effectively. Additionally, 94% believed the information materials were relevant/useful with 82% stating the hands-on sessions were useful. A majority of participants (82%) believed that the session content was well-organized, with 65% also stating the length was appropriate for the course. All participants thought the trainer was responsive to questions, 94% stated he was knowledgeable/organized and 88% said he was an effective presenter. Over half (59%) felt that the facility (auditorium) was conducive to learning, with multiple respondents suggesting a computer lab for future sessions. Most (71%) gave the course a Grade A.

What goals and objectives were not accomplished and why:
All goals and objectives were met.

Continuation Plans
What parts of this program will continue and how?

Guiding questions:
1. What activities will be continued and which partners will participate in the continuation?
2. If there are plans to expand or replicate this program, explain how this will be done. Who will provide the funding and staffing to continue program activities?

Continuation Plans
JHU-TU Replication Plans
The TU librarian, the JHU Public Health Informationist, and the HINARI trainer and plan to continue this collaboration. The librarian and informationist have been trained and are now able to conduct parts of this course at the respective Schools. We will also develop distance learning courses for former students from the TU and JHU or individuals from eligible institutions who are collaborative partners of TU or JHU programs. We will need to investigate if IRB approval will be required for a presentation.
Follow-up Instruction

Lessons Learned
The NN/LM will make this section available to the public via the NN/LM web site. If answers to these questions are contained elsewhere in your report, repeat them here.

Guiding questions:
1. What unexpected results (positive or negative) did you have with the program?
2. What recommendations would you have for someone who wanted to apply your program in their region?
   - What significant lessons were learned which would be of interest or use to others conducting outreach programs?
   - Which strategies were the most effective in implementing the program?
   - Which of your strategies would you not use again and why?
   - If you offer this program in the future, what will you do differently?

Lessons Learned
1. Unexpected Results
   Negative: Promotion messages need to state that domestic HINARI training is designed for professionals who are already in the United States.
   Positive: The Elsevier proposal was awarded to provide lunch and refreshments, two librarians came from out of state and the one who is a library school professor is going to do some basic HINARI training on her vacation in Cambodia! The in-country representative from Ethiopia was invited by the HINARI trainer to participate at a Research4Life Strategic Plan meeting. The TU librarian was invited to write about the HINARI training in three publications.

2. Recommendations for someone who wants to apply this program in their region
Lessons learned
   a. Program development
   The amount of content needs to be balanced with the time required for exercises. The pre-workshop evaluation survey should be structured to inform the trainer and facilitator
about the knowledge and information skill levels of participants and send enough in advance to allow time to tailor the event for the audience.

b. Training
Always assume that people will over-estimate their information seeking skills. HINARI training is library-centric and assumes that participants have a basic knowledge of search skills, PubMed, and judging the authority of online health websites. If participants include health and social science practitioners, facilitators should be prepared to work with participants who don’t know how to use their machines and cannot navigate the Internet.

c. Promotion and marketing
State in promotional materials that domestic HINARI training is designed for those persons already in the United States.

d. Scheduling
The pre-course survey should be sent far enough in advance to enable the trainer and librarian facilitator to tailor content to information skills/knowledge of participants. Registrants should be able to register from the library website.

e. Budgetary issues
Secure Memorandums of Understanding as you develop your programmatic and budgetary plans.

f. Partnerships
Partnerships for a training event require Memorandums of Understanding which contain contingency plans in case a program partner is not able to complete the work agreed upon.

g. Evaluation
Develop the impact evaluation survey in enough time to evaluate its content to assure that responses measure program goals and objectives. Make sure that the impact evaluation is aligned with the pre-course survey and reflects the event content. Send the pre-survey enough in advance to as to be able to work with the trainer to tailor content to information skills/knowledge of participants. Develop the pre-course survey in such a way as to determine knowledge and skill levels.

h. Effective strategies
The most effective strategies were:

- Promoting the event using social media for reaching students and including infomercial link on TU librarian email signature
- Working in partnership with the TU CCE for all aspects of event management and TU SCPHP to record event and infomercial
- Seeking additional funding for food costs

i. Strategies I would not use again
I would neither ask a program partner to construct the impact evaluation nor offer continuing education credit again because only eight (8) certificates were issued and this is out of proportion with the amount of time required to secure and manage credits.
Impact

The NN/LM will make this section available to the public via the NN/LM web site. Why do you think this program was important?

Guiding questions:
1. What was the impact of your program? For example, did the program:
   - Help a low-resource organization serve a high risk population?
   - Contribute toward the ability of your organization’s or your partner organization’s ability to meet its mission, values and priorities?
   - Benefit any of the partner organizations, e.g. raising visibility; increasing utilization)?
2. Please tell a “success story” that gives an example of your program’s impact.
3. How do you plan to share your program and lessons learned with colleagues, such as through a conference presentation or publication?

Impact

A stated purpose of the course was to enable learners to be advocates for information access in LMICs, and eventually become HINARI trainers in those countries. The participant librarian and library science professor will likely be conducting two 2 1/2 hour HINARI training workshops in Phnom Penh, Cambodia in May, 2015. Together with the HINARI, HINARI trainer, they are developing a training to include modules which were not previously covered (i.e. evidence-based medicine and health information on the Internet modules) in a workshop he conducted in 2014. Also, the in-country representative from Ethiopia was subsequently invited by the HINARI trainer to participate at a Research4Life Strategic Plan meeting. These activities fulfill the purpose of the training.

Success stories

A guiding goal was to train librarians to conduct the course so that it can be replicated. This first required creating awareness of the workshop. The librarian participant from the TMC Library wrote “When I was telling my colleagues about HINARI this morning everyone was very excited about its possibilities and could see the benefits of this to our students and physicians leaving the US after completing their training. One of the most interesting things is NO ONE had ever heard about it. We have the usual range of experience in our group. Some have been librarians for years and others have just started. It was a completely unknown product to them. It made me think there might be an article worth writing on this topic. I wondered if you would be interested in working together on it.” This is one way we will create an army of HINARI trainers.
This course met an information need. During proposal development, a survey within the TU SPHTM community sought to understand information needs required for working in a LMIC. Half said that when working in a LMIC, they want access to full-text journal articles. The event and its impact evaluation revealed the level of information knowledge and skills which participants had and follow-up topics. Subsequently, a four-part series of classes were taught in the TU SPHTM: Basic PubMed Skills, Intermediate PubMed skills (MeSH and MyNCBI), Evidence-based Public Health, and Finding Data and Statistics (March, 2015).

Plans to share
The TU librarian received a few offers to write an article about the training and/or make a presentation. Subsequent to receiving the financial award, I was invited to write about the HINARI training in a short article for the Elsevier Foundation online news magazine for the research community, ElsevierConnect, which has a readership of @ 70,000 per month. The Managing Editor of the TU Office of Editorial and Creative Services plans to write a story in the University’s daily on-line news service, New Wave, about the ramifications of the program and its potential outcomes. Participant Librarian Marianne suggested that we work together on an article for a Librarians Without Borders® publication. In a conversation with Dan Burgard, Director University of North Texas Health Sciences Library, he suggested that I create a presentation for a MLA SCC annual meeting. Partner Librarian Gross and I began to develop an abstract for 144TH American Public Health Association Annual Meeting and Exposition (2015), but decided it was better to wait until after we have reviewed our evaluations. We have since decided to submit this to the Consortium of Universities for Global Health 2015 meeting.

Other
Contact your RML or Center for additional reporting requirements for this field. If available, include URLs for press releases, advertisements, and newsletter articles.

Other
URL’s for announcements and evaluation
1. TU Calendar announcement: https://tulane.edu/calendar/advanced-search-results.cfm
To locate on the TU Calendar: Use the Quick Search feature: enter February 6, 2015 and keyword HINARI.

2. TU CCE Registration website: http://tulane.edu/cce/ce-calendar.cfm
Event is no longer visible

3. Pre-Course survey: http://tulane.co1.qualtrics.com/SE/?SId=SV_8BxyVgJT5u0IYZD

4. Program documents: http://libguides.tulane.edu/MatasOutreach
5. Training documents are in a Dropbox folder which can be opened if you either sign into your own Dropbox folder or create one: https://www.dropbox.com/sh/d13woh3xl89rdid/AAB8N0kJ0pXhawai8pS1zZUnGa?dl=0

6. Invitation from trainer: http://tulane.mediasite.com/mediasite/Play/644cd514fa7b45d5b667626beecde0781d

Advertisements

TU Calendar

Get more events and news on the SPHTM calendar or any of our social networks:

Events for the week of February 2, 2015

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topical Medicine Seminar Series</td>
<td>SALUD For Latin American Communities Presentation, 12:00pm - 1:00pm, Room 1206</td>
<td>Dean’s Hour, 12:00pm - 1:00pm, Room 1206</td>
<td>International Scholars Networking Event</td>
<td>Hinar Training: Access to Global Resources</td>
</tr>
<tr>
<td>12:30-1:30pm, JBU 504</td>
<td>12:00pm - 1:00pm, Room 1204</td>
<td>8:00am - 4:45pm, Diboll Auditorium</td>
<td>8:00am - 4:45pm, Diboll Auditorium</td>
<td>8:00am - 4:45pm, Diboll Auditorium</td>
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<tr>
<td>“Signal transduction and rickettsial infection of tick cells,” presented by Nathalie Petehamp, PhD, Post-Doctoral Fellow, OTM</td>
<td>“Nutrition and Latino Health in New Orleans,” presented by Adam Dooley, MPH (C), Health Promotions, Tulane</td>
<td>Please RSVP by Wednesday, February 4, 2015 via email to <a href="mailto:jobs@tulane.edu">jobs@tulane.edu</a> or via phone at 504-667-8642</td>
<td>For Doctoral Students!</td>
<td>For Doctoral Students!</td>
</tr>
</tbody>
</table>

TU SPHTM calendar weekly events
January, 2015 issue of MLANews

Elaine R. Hicks, MSLIS, MPH, MCHES
Coordinator for SPHTM & Public Health Librarian
Rudolph Matas Library of the Health Sciences
1430 Tulane Ave., SL-86
New Orleans, LA 70112-2699
tel 504.988.2785 fax 504.988.7417
ehicks2@tulane.edu
http://matas.tulane.edu

Going to work in a developing country and need access to information resources?
2/6/2015 | Diboll Auditorium | Students: $10
Register for HINARI training
http://tulane.edu/cce/ce-calendar.cfm

Invitation from trainer:
http://tulane.mediasite.com/mediasite/Play/644cd514fa7b45d5b667626beecde0781d

Informercial link in email signature
HINARI Training:
Access to Global Health Resources
Diboll Auditorium | Friday, February 6, 2015

Learn how to use PubMed via HINARI at partner institutions in developing countries

HINARI instruction creates awareness and knowledge prior to departure to low band-with countries. The training is designed to develop an army of HINARI users with 21st century information skills who will have a positive impact on evidence-based public health research, policy and clinical decision making. It will enable participants to develop and practice skills to find, access, organize and use scholarly communication.

Lenny Rhine, Ph.D., Coordinator of the E-Library Training Initiative, a Librarians Without Borders/ Medical Library Association

Students: $10 in advance, a refundable deposit (day of is $20)
Attendees: $25.00 in advance (Day of is $50)
Administrative fees for continuing education are included in the conference registration fees

To register, scan the QR code or http://tulane.edu/cce/ce-calendar.cfm
Deadline to register is February 4, 2015
For more information contact (504) 988-5466
Tulane University Health Sciences Center for Continuing Education

CE credit: Tulane University Center for Continuing Education has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET) | This activity has been approved by AAMA for PRA Category 1 Credit™ | 8 hours of MLA CE contact hours | An application for 5 hours CHES (entry-level) / 1 hour MCHES (advanced-level) Category I continuing education contact hours (CECH)
has been made to the National Commission for Health Education Credentialing, Inc. (NCHEC). | This program has been approved by the Louisiana State Board of Social Work Examiners for 7.5 hours of continuing education credit for social workers through the Tulane School of Social Work.

This project has been funded in part with federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN276201500007C with the Houston Academy of Medicine-Texas Medical Center Library and the Elsevier Foundation.