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The Impact of Libraries and Informationists on Patient and Population Care: A Mixed-Methods Study (supplemental materials)

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Taubman Health Sciences Library Assessment of
Impact on Patient and Population Care
Survey Questionnaire

Introductory Text

The Taubman Health Sciences Library supports the work of health professionals, faculty, staff, and students at the University of Michigan. In order to understand and continually improve the impact of Taubman Library's resources and services, we hope you will complete this survey, even if you have not interacted with the Library before.

The survey will take 5 to 10 minutes of your time. Your participation in this survey is completely optional. You may skip a question or end your participation at any time.

We will only share aggregated and de-identified data. All identifiers (e.g., your email address) will be removed from the data after the survey closes.

The study was reviewed by the Health Sciences and Behavioral Sciences Institutional Review Board (HUM00131285).

We thank you for your time and consideration. If you are willing to participate in the survey, please click the 'Next' button below.

Q1. Which of the following best reflects your work? For the purposes of this survey, population care involves the health care needs of a specific population (instead of an individual patient).

- Population care
- Patient care
- Both
- Neither

Q2. Please select up to three types of information resources that are the most important to your professional work.

- Clinical practice guidelines or policies (e.g., Michigan Medicine Clinical Care Guidelines or guidelines from other professional organizations)
- Government reports, research institute or association reports or other similar documents (e.g., reports from the CDC, WHO, etc.)
- Books, either electronic or print (e.g., Harrison's Internal Medicine, William's Hematology, Atlas of Head & Neck Pathology)
- Peer-reviewed journal literature (e.g., via PubMed, Google Scholar, Scopus)
- Evidence-based medicine and clinical information (e.g., DynaMed, Cochrane Library, Micromedex, UpToDate)
- Data, statistical and epidemiological resources (e.g., National Center for Health Statistics (NCHS), MeasureDHS, HIV/AIDS Survey Indicators, etc.)

- Citation management programs (e.g., EndNote, Mendeley, Zotero, etc.)
- Other

Q3. You have selected the following resources [selections piped from previous response]. Collectively, how do the resources you selected impact your work? Select all that apply.

- Teaching/Instruction (e.g., teaching, preparation, materials)
- Decision-making for evidence-based practice (e.g., patient care, policy decisions, community interventions)
- Working with data (e.g., analysis, collection, dissemination, management, sharing, visualization)
- Grants (e.g., funding opportunities, writing)
- Publishing and presenting (e.g., manuscript preparation, choice of journal, research methodologies)
- Professional learning and development (e.g., staying current, knowledge and skill building)
- Other

Q4. Are there any information resources that are important to you but not readily available through the University?

- Yes
- No

Q5. [Yes] Please list those unavailable resources.

- Text box

Text. For the remaining questions, please note that the term informationist refers to a librarian in the Taubman Health Sciences Library who works within the health sciences.

If you have met with informationists more than once, consider your overall impression of those interactions when answering the questions.

Q6. Informationists interact with faculty in a variety of ways, including one-on-one, in groups (small or large), in classrooms, and in meetings. Have you interacted with an informationist in these ways or in another way in the past three years?

- Yes
- No

Q7. Informationists connect faculty to a variety of information resources like articles, data and statistics, policy papers, tutorials, databases, etc. Has an informationist worked with you to find these or similar types of information?

- Yes
- No

Q8. [No] Could you provide information about your 'no' response? Select all that apply.

- I have not needed to interact with an informationist
- I did not know there was an informationist available to me
- I found another individual or group to help me
- I do not know how an informationist can help me
- Other

Q9. [Yes] How would you characterize the contribution of the informationist(s) to your information-seeking efforts?

- Very beneficial
- Somewhat beneficial
- Not a good use of my time

Q10. [Beneficial] In which of the following ways did the informationist's help impact your work? Check all that apply.

- Improved my ability to find and use information
- Helped me be more efficient with my time
- Informed my evidence-based decision-making process
- Contributed to the production and/or completion of my work
- Helped with my teaching and/or instruction needs
- Helped in another way (Please specify)

Q11. [Not good use of time] Can you explain why your work with an informationist was not a good use of your time?

- Text box

Q12. Informationists connect faculty to individuals and groups across a wide range of disciplines. Has an informationist made a useful connection for you to another person or group?

- Yes
- Yes, multiple times
- No

Q13. [Yes] The connection(s) made for you was/were:

- Beneficial
- Not beneficial

Q14. [Not beneficial] Could you please describe why the connection(s) was/were not beneficial?

- Text box

Text: The COVID-19 pandemic has profoundly impacted patient and population care at the University of Michigan. We ask the following questions to better understand how to support your work in this new environment.

1a. Do you have one or more suggestions on how the library could support your work during a situation similar to the COVID-19 pandemic?

- Yes (open response: What is/are your suggestion(s) for the library)
- No (1b)

1b. Were you involved in work directly related to the pandemic (eg. online teaching, coronavirus research, patient or population care, etc.)?

- Yes [goes to 2]
- No [goes to 15]

2. Did your use of the library change (eg. accessing journal articles, government reports, data or consulting with informationists, etc)?

- Yes [goes to q3]
- No [goes to q4]

3. Briefly describe how your use of the library changed.

- Open response

Text. We are asking the following demographic questions to better understand the Taubman Health Sciences Library user community and provide us with information that will help us improve our services.

Q15. How do you describe your racial and/or ethnic background?

- Text box

Q16. How do you describe your gender identity? Examples of ways people describe themselves include nonbinary, transgender, female, male.

- Text box

Q17. Please indicate the U-M school, college, or other unit where you hold one or more paid appointments.

- Choice one
- Choice two
- Choice three

Q18. You indicated that you have a paid appointment in [School/College]. If your appointment is in a particular department (or multiple departments), please list them here:

- Department one

- Department two
- Department three

Q19. In which U-M location do you spend most of your work hours?

- University Hospitals and Centers on the U-M medical campus
- Burlington and Briarwood Centers and Clinics
- Domino's Farms
- East Ann Arbor Centers and Clinics
- Kellogg Eye Center
- Rachel Upjohn Building
- West Ann Arbor Health Center
- Other

Q22. If you have additional comments about Taubman Health Sciences Library resources or services, please provide them here.

- Text box

Text. Thank you for taking the time to complete this survey. We will use this information to help us improve the Taubman Health Sciences Library's impact on your work.

If you have questions or comments, please contact Taubman Health Sciences Informationist, Judy Smith (judsmith@umich.edu).