Making Connections at the Personal & Curricular Levels

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Agenda

• Speaker presentations
  Shannon Gordon
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• Group table activity

• Group discussion
Involvement with Professional Practice Lab

• Role: In-lab support at Drug Information Station
Promoting AI in the curriculum

- Role: Resource for citation best practices
Connecting with 1st year Pharmacy students

• Role: Orientation; Personal Pharmacy Librarian
Collaborating with researchers on a grant application

• Role: Collaborator
Orientation - Optometry
Orientation - Science

Top 5 Tips for using the Library

1. Use your

Top 5 Tips for using the Library

2. Sign up for

Top 5 Tips for using the Library

3. Explore the Library’s

Top 5 Tips for using the Library

4. Visit the Library

Top 5 Tips for using the Library

5. Ask a librarian

From Home
WLRC – location, location, location
WLRC - Added value
Calculate Your Academic Footprint

Citation Tracking Process Overview for Calculating your Academic Footprint

The material on subsequent pages takes you through the process of setting up folders in citation software, finding your publications within different databases and then importing their citing articles into the folders you created. This enables you to determine citation counts for each of your articles. Instructions on creating alerts in different databases to help monitor these citation counts is provided, along with a description of how to calculate your h-index using the values you determined through this process.

The following flow chart demonstrates the major steps used:

Why is your Research Impact Important?

Developing skills to determine an individuals' scholarly impact is becoming essential to advancing an academic career (Hirsch, 2007). In this citation metric guide we outline a simple and effective process for creating comprehensive citation counts of an author’s publications, and subsequently a more robust and accurate h-index. In addition, our process makes tracking citation counts and the h-index relatively self-sustaining over time.

Databases we use for demonstration in this guide are:

- RefWorks (reference management software)
- Web of Science
- Scopus
- Google Scholar


Troubleshooting Tips

Sometimes it is easier to begin the process with a paper list of your articles. This will allow you to make notes and keep track of what steps have been accomplished for each article.
U.S. vision report finds increase in eye disease prevalence

Review of Optometry recently highlighted the following report provided by the Prevent Blindness America and the National Eye Institute’s 2012 update of the “Vision Problems in the U.S.” report. The number of individuals age 40 and older with vision impairment and blindness has increased 23% since the year 2000, according to researchers from Johns Hopkins University who conducted the study.

The four most common eye diseases have seen alarming increases since 2000 include:

- 25% increase in Age-related Macular Degeneration among people age 50+
- 19% increase in cataracts among people age 40+
- 22% increase in glaucoma among people age 40+
- 89% increase in diabetic retinopathy among people age 40+

A new online, searchable database available through the Prevent Blindness American website enables users to search for a wide range of information including eye disease and condition numbers, which can be refined by state, age, sex, and race, and provides comparisons across disease conditions.

Posted by Peter Stirling at 11:41 AM

1 comment:
Focused Training & Support of Staff & Research Groups

- Clinic staff training
- Online Clinic Guide (LibGuides) – student focused
- Research group training (CCLR) e.g. research sources, RefWorks
- Graduate students - CRAPSIG
Building relationships with researchers

Research consultations

- Faculty, graduate students, research centres
- Regular referrals
- lead to other opportunities
  - instruction

Your Health Librarian

Jackie Stapleton

Contact Info
Davis Centre Library
32503
Send Email

Links:
Profile & Guides
Curriculum support and assignment based instruction

Integrated library assignment: KIN 330

Bonus exercise: HLTH 220
Active learning

Large classes and low tech options
Now, it's your turn!

Following your table’s theme, each person should describe in a few words:

A unique or interesting activity you have done  
OR  
A specific item you would like your group to explore

Discuss and share with your group (10 min)

Each group will select one topic of discussion to share with the larger group. (10 min)