



Utah Libraries News

SEPTEMBER 2018

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ULA President's Message

If you are anything like me, fall is your favorite time of year. Forget about spring – when you work in an academic library, fall is the time of new beginnings where all of us are brimming with optimism about our classes, our projects, and our football season. Yesterday, I had a freshman wave at me in the hall, and as he walked away, I heard him whisper to his friend, “That’s my librarian!”

Is there anything better than hearing someone say, “That’s my librarian or that’s my library”?

For those of you who were at Annual Conference in Provo this year, you know that the theme of our 2019 Conference is “In Libraries We Trust.” Trust, to me, is at the heart of everything we do. It’s critical to our success that our communities trust they can ask us for help, that we’ll have the resources they are looking for, and that our spaces and programs are a welcome refuge from the complexities of life. As libraries and librarians, we’re not perfect. We make mistakes, and at times, we

fall short of our ideals. But we continue to trust in the mission of libraries: to inform, inspire new ideas, and equip our communities for success.

This month is the [ULA Fall Workshop and registration is now open](#) online! Our fearless co-chairs, Valerie Buck and Erin Morris have been hard at work putting together an excellent program. Colleen Eggett, our new Utah State



Banned Books Week is September 23-29, 2018

Librarian, will provide the opening session and the rest of the day is brimming with valuable information on Marketing, Intellectual Freedom, Privacy, Citizen Science, and more! We hope you join us in Richfield for a great day of networking and professional development.

September also brings us Banned Books Week. What better time to host a banned book reading, create a banned book display (pro tip: search “banned book display” on Pinterest), or proudly rock your favorite banned books t-shirt and censorship socks? Banned Books Week is also a great reminder to create or review your library’s reconsideration policy for addressing challenges to your collections and exhibits. If you need help, ULA’s Intellectual Freedom committee is standing by. Whatever you do for Banned Books Week, tag ULA (@UtahLibAssoc) on Twitter and Facebook so we can make sure to give you a high five for all your great work next time we see you!

Rebekah Cummings

ULA President

2018-2019



Fall Workshop: Enrich Your Library Services in Richfield

September 28, 2018, 9:30 am – 4:00 pm

Richfield, at the Sevier Valley Center, on the Snow College Richfield Campus

Early Online Registration: \$15, On-site Registration: \$20. Lunch included.

Sessions:

- Opening Session Speaker: Colleen Eggett, Utah’s new state librarian
- Big Bang or Little Pop: Marketing through Programming
- Looking through New Lenses: How to run a Media Equipment Checkout at your Library
- Citizen Science: Putting Your Patrons in Touch with Discovery
- Intellectual Freedom: A Value for the Left and the Right
- Are You Safe? A Practical Guide for Online Privacy and Security
- I Need to do What? Recognizing Institutional Barriers to Access

Utah Librarian Spotlight

Every issue, ULA President Elect Vern Waters introduces readers to a Utah librarian.

In this issue, the spotlight falls on Gentry Densley.

Gentry Densley has worked at the Salt Lake County Jail Library for over 16 years. He has a vast knowledge of the collection and the kinds of things prisoners like to read. He has also developed an amazing ability to cypher difficult handwriting in more than one language. His work at the jail is very appreciated by the population he serves as well as library staff and administrators and the Salt Lake County Sheriff's Office, which oversees the jail. Gentry takes the library work very seriously, and his work in the jail library influences his other endeavors. In an interview in *The Aquarian Weekly*, Gentry said, "I work in a jail library. I work in the jail giving people books... We used to have a copy of Ted Hughes's *The Crow*. It's a book of poems... I picked that up and the language of the poems would always suggest the music to me, the rhythm would give me riff ideas, and it came from that as well, but the lyrical ideas started meaning more to me and it seems like he takes all sorts of world myths and biblical things and imposes onto his crow character. I thought that was really interesting that you could take these universal myths and embody them into one character, just show how it all connects. So that started to interest me a lot more and so I started using the crow as my own variation on that character. Making up my own stories about him."¹

Gentry is a renaissance man. He is a musician with various recording credits. His main project these days is a duo featuring guitar/drum/vocals known as Eagle Twin. Eagle Twin will be touring Europe in October. Eagle Twin is signed to Southern Lord Records and releases include *The Unkindness of Crows* (2009), *The Feather Tipped the Serpent's Scale* (2012) and *The Thundering Heard* (2018).

Gentry formed Iceburn (later named Iceburn Collective) in 1991. Releases include *Firon* (1992), *Hephaestus* (1993), *Iceburn/Engine Kid split cd/12"* (1994), *Poetry of Fire* (1994), *Meditavolutions* (1996), *Polar Bear*



Gentry Densley is a librarian at the Salt Lake County Jail Library as well as a musician.

Suite (1997), *Power of the Lion* (1998), *Speed of Light Voice of Thunder* (1999), and *Land of Wind and Ghosts*. Iceburn has recently gotten back together to play some live dates.

In addition to Iceburn and Eagle Twin, Gentry released an album with Southern Lord Records co-founder Greg Anderson. That project is called *Ascend*.

Critic Gregory Heaney describes him as "one of music's great scientists." Gentry also has partnered with Ned Clayton to build tube amplifiers, speaker cabinets, pedals, and even a couple guitars under the name Hex Electrics.

Perhaps Gentry's greatest accomplishment to date is becoming a father. Gentry and his wife Candice have a beautiful 2 year old named Ruby.

1. Koczan, JJ. "Metal Skull: Eagle Twin: The Universality Of Crows: An Interview With Gentry Densley." *The Aquarian*, 3 Jan. 2018, www.theaquarian.com/2009/10/02/metal-skull-eagle-twin-interview-gentry-densley-the-universality-of-crows/.

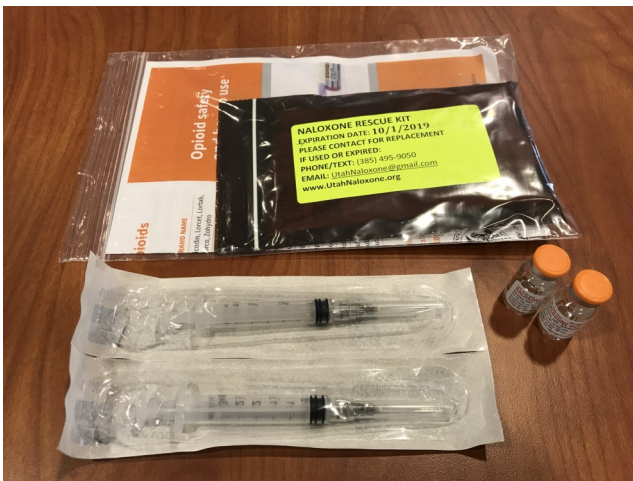
Naloxone Rescue Kits at the County Library

By Liz Sollis, Salt Lake County Library

Opioid overdose is a nationwide epidemic. Utahns fill 7,000 opioid prescriptions every day. Over the last decade, prescription opioids caused more overdose deaths in Utah than all other drugs combined. Heroin is an opioid increasingly involved in overdose deaths.

Recognizing the toll of opioids on our community, in May 2017, [Salt Lake County Library](#) partnered with [Salt Lake County Health Department](#) to provide manager training on signs of an overdose and how to respond—including administering naloxone, a medication that can reverse an opioid overdose. Nasal spray naloxone rescue kits were given to each branch for staff to administer in the event of a suspected overdose.

Soon after, a few media stories cited potential hazards in administering naloxone. Dr. Jennifer Plumb of [Utah Naloxone](#) provided follow-up training in April 2018, dispelling myths about the hazards of administering naloxone, citing studies and national experts' decades of experience. Training attendees received injectable naloxone kits.



As a trusted public entity, regularly frequented for information and resources, Salt Lake County Library was a natural partner and community access point for naloxone rescue kits. Utah law allows naloxone distribution among first responders and within recovery community organizations like [Utah Support Advocates for Recovery Awareness \(USARA\)](#).

In May 2018, a Memorandum of Understanding (MOU) was signed by the [University of Utah Department of Pediatrics](#), which houses Utah Naloxone, and Salt Lake County Library. The University's partnership with [Intermountain](#)

[Healthcare](#) funded hundreds of injectable naloxone kits, available to the public at no charge, in Salt Lake County Library branches.



In June 2018, USARA volunteers assembled 500 injectable kits for this initiative. Utah Naloxone provided three training sessions to 98 Salt Lake County Library employees and supplied all 18 County Library branches, and their South Main reading room, with 20 kits for the public—free, no questions asked and no personal information collected. Per state law, those furnishing kits are required to inform recipients they must dial 911 if/when they suspect an overdose and administer naloxone.

Urban Libraries Council and several national and local media outlets have covered the initiative, prior to and after the formal launch in July. Public response to this initiative has been incredibly positive, with nearly 100 kits distributed to the public in the first two months. To ensure equity, a limit of two kits per person, per day is suggested.

To measure the effectiveness and maintain inventory, staff complete a survey each time a kit is requested—detailing their branch, the number of kits requested and provided, and if additional resources were requested.

Initial data indicate greater demand at west-side branches, which corresponds with opioid prescription and unintentional overdose death rates in those communities. Further prevention advertising is in the works for branches with high-risk populations, in partnership with [Use Only As Directed](#) and Salt Lake County Health Department.

Libraries interested in similar initiatives should contact Utah Naloxone:

utahnaloxone@gmail.com

Naloxone Awareness Timeline



Bringing It All Together in the Secondary Library

by Lisa Pockrus, Ogden School District

If you are looking for an authentic learning experience for your secondary students, please let me suggest Utah History Day. I am a district library specialist working in a high school library, and over the past three years, I have been able to work with students on History Day projects that cover a multitude of core standards — not just every strand in Library Media Information and Research, but several in ELA and Social Studies as well.

The process begins through collaboration with classroom teachers and is a blend of time in the library for instruction on resources and citations, then time in individual classrooms supporting students as they dig for information. It is a perfect opportunity to share Utah's Online Library with students and the wonderful resources available through their databases. If you have access to other resources through your school or consortium, share those as well.

[NoodleTools](#) has become a staple in our school for storing citations thanks to the teachers' ability to link to their students' accounts and follow their progress.

This partnership with classroom teachers has enabled me to support the teachers with my expertise in finding resources. It has also given me access to the students to support them in their journey using the tools to complete a project of this magnitude. Did I mention that our entire junior class participates? That's right — not just the honors students — everyone. Students are able to select a topic of their choosing, with teacher approval, and they have five options for presenting: exhibit, historical paper, website, documentary, or performance. We honor cultural diversity in their project choices and then support every student through the process. There truly is an option for everyone. We hold a school fair and invite members of our community to attend and "judge" our students' projects. While the teachers select the students to compete at our district competition, we still want every student to have the opportunity to share what they have learned with an adult.

For the past three years, we have had students qualify for the state and national competitions, and some have even opted to participate a second year, outside of a classroom assignment. To me, that speaks

volumes for the power of the program. It is wonderful to watch the returning students using the tools with very little help.

The skills that students take away from this endeavor include inquiry, problem solving, evaluating, creating, thinking critically, and self-assessing their work. Yes, you will have teachers say they don't have time, but if they will allow you to help teach these skills, the students will be better prepared for college.

Currently, I am also working with the English and science teachers to support their students. The opportunities for collaboration are endless, and the relationships you will establish are powerful. The students are entering into a culture of college and career preparation, and they will be the beneficiaries.

For information on Utah History Day, visit <https://heritage.utah.gov/history/utah-history-day>.

Staff Writer Opening

The Utah Library News has an opening for a Staff Columnist. The Staff Columnist would be responsible for providing an article for each issue of the ULN, which is published quarterly. Interested parties should contact the editor, Mindy Hale, via [email](#) or phone (801-229-7145).

Promoting Healthy Communities

By Trish Hull, Public Libraries Section Editor

**BECAUSE LIBRARIANS KNOW
INFORMATION IS THE BEST
MEDICINE FOR HEALTHCARE
QUESTIONS.**

**#LibrariesTransform
LIBRARIES
TRANSFORM***

LIBRARIANS TRANSFORM.ORG

ALA

I am going to use this edition to promote something I think all public librarians should be aware of and hopefully pursue. I have mentioned before the partnership between PLA and the Network of National Libraries of Medicine in "Promoting Healthy Communities." This is an initiative that is encouraging librarians to obtain a Consumer Health Information Specialist Certification (CHIS). I have recently obtained this certification and know that many of you are working toward this as well. If you have not or if you are unaware of what I am talking about then listen up. The following is directly from PLA:

Access to current and reliable health information is imperative for the well-being of all Americans, and public libraries are frequently a "go-to" resource as people navigate complex issues of health care, insurance, aging and more.

The PLA/NNLM partnership will strive toward the following four overarching goals:

1. Input from public library staff leads to enhanced knowledge among PLA, NNLM and other library support organizations, enabling them to execute quality health information programming and training.
2. Public library staff nationwide have increased awareness of the importance of consumer health information services and of the resources available through the NNLM and their local Regional Medical Library (RML).
3. Public library staff have increased knowledge and confidence to address consumer health information needs through library services and programs.

4. Efforts to engage public librarians in consumer health information services are sustained and grow through the engagement of new partners.

Education about consumer health services and programming can help public librarians stay current and develop new programs and services for their communities. This on-demand webinar provides an overview of educational programs available via the National Network of Libraries of Medicine about consumer health and specific health topics. These programs can help librarians get the Consumer Health Information Specialization (CHIS) credential, which brings an additional, recognized level of expertise to their libraries and helps them connect with community partners. This on-demand webinar reviews CHIS requirements and benefits and showcases specific projects and programs that public library staff have developed with the knowledge they gained from consumer health educational experiences.¹

The link below offers an opportunity to attend a 4 week webinar that will give you the level I CHIS certification.

<https://news.nlm.gov/mcr/consumer-health-information-specializationmedical-library-association-ce-offering/>

My next article will explain the All of Us Research Program which is an audacious goal of the National Institutes of Health. Information about the All of Us program and how to be a host for the program are included at the end of this newsletter.

1. "Health Literacy, Programming, and Consumer Health Information", American Library Association, October 6, 2017.

<http://www.ala.org/pla/initiatives/healthliteracy> (Accessed September 4, 2018)

Book a Librarian

by Karen Newmeyer, Medical Librarians at Rocky Mountain University of Health Professions

With academic libraries supporting more online students, teaching, training, and supporting these students requires new thinking and methods. They need the same attention and support we give residential students. How do we give them that support? What new methods will help them achieve success?

While attending the Midcontinental chapter of the Medical Library Association (MCMLA) conference, the Ohio University Health Sciences Librarian highlighted their patron scheduling system in a poster session. Students can contact a subject librarian and email, chat, or make an appointment for an in-person or online meeting. What a great idea! OK, librarians have been doing this for some time; however, meeting online was new for me.

I remember my days as a BYU undergraduate. Library training consisted of walking around with a headset and a cassette tape player. That was before online database searching and Google (gasp). In today's libraries, both public and academic, contacting a librarian is easier than going to the reference desk. It involves chatting, texting, phone calls, and emails. However, online meetings are still coming of age with Business Skype, Zoom, Appear.in, Microsoft Teams, GoTo Meeting, and so on.

Here at Rocky Mountain University of Health Professions, our online students are primarily nontraditional students who have been out of the academic setting for decades. Technology is intimidating. So how are they going to navigate online course requirements and online research tools?

Once, after library introductions at new student orientation, a student in tears ran down the hallway to catch us as we left. How was she going to learn the technology and complete a very challenging program? She felt overwhelmed, panicked, and was about to have a mental meltdown. We reassured her we would help her, but she was not on campus much of the ensuing two years. Phone calls helped but more effective would have been meeting online and screen sharing. (Thankfully, she successfully completed her program.)

Last fall, we implemented a simple but effective feature called "Book a Librarian." It is front and center

on our [library website](#). By clicking on the icon, students can schedule a session with their librarian of choice. Meetings can be in person, by phone, or online. When we first started, we used GoTo Meeting, later changing to Business Skype. Soon we will be moving to Microsoft Teams. Scheduling is easy and only requires sending an invitation-link to the student by email. All the student needs to do is click the link and a connection is established.



Since implementing our "Book a Librarian" service, we average 2-3 requests a week. Considering we only have 400 online students, it equates to 10% of our online students and adjunct faculty benefiting from this service in the past year. The ability to screen share is hugely valuable.

This is what librarians do. As technology changes, we change too. Even residential students find it easier to Google and would rather not have to come to the library. However, as we increase our contact points and accessibility, we can get our message across: Google cannot replace the library or the librarians.

What's On at Your Library?

Utah Library News is happy to publish announcements of library-related exhibits, lectures, open houses, tours, and other events.

Send announcements to Mindy at mnhale@orem.org. We publish issues in September, November, February, and April (Annual Conference Issue).

Open Educational Resources and Utah's Libraries

by Richard Saunders, Southern Utah University

The open educational resources or OER movement is about a decade old. Most people don't know the ideas came from Utah. About a dozen years ago, BYU professor David Wylie formulated the permissions a creator would want to extend to make their work "open" while he was mowing his lawn in Orem. Really.

OER still exist within copyright protection, but what users can do with those works is licensed or stated up front by their creators as the works are first distributed. Wylie's open-access model has been adopted as the intellectual bedrock of the OER movement. The five core values characterizing an OER is that a user may *retain* copy at their discretion, *redistribute* the work without further permission, *reuse* it without royalty, *remix* its content into something new or different, and *revise* the existing work at their discretion. The legal structure is typically expressed through Creative Commons licensing. CC licenses can also be set up to allow creators to grant limited rights to their work.

This past February, Salt Lake Community College hosted a symposium titled *Utah: The State of OER*. Over 150 faculty from Utah's colleges and universities participated in this snapshot discussion of the state's OER activity. Utah State, the University of Utah, Brigham Young University, and Southern Utah University are all institutional members of the Open Textbook Network. Each campus also pursues targeted OER projects to benefit its own faculty and students. The other institutions in the state participate in OTN through the Utah Academic Library Consortium. UALC member institutions appointed an OER committee to coordinate activity and cooperate within the state's higher-ed libraries.

The state's faculty are producing open works as well. Writing a textbook that is open does not reduce an author's effort. Textbooks are time-consuming and often cooperative ventures. Individual faculty have written and distributed texts in American culture for foreign students, psychology, and geology. A team involving professors from SLCC, the U, and Weber are working on several open texts in mathematics.

Commercial publishers are eager not to miss the change in educational culture. Many are looking for ways to continue

making a profit from freely available resources. Some are creating subscription-only supplements to popular open texts, for which students are charged an access fee. Some large scholarly publishers are now distributing limited lists of open content, both journals and monographs, to maintain a visible position within the OER movement.

Does using OER really matter? Well, yes, it does. A growing body of scientifically sound research demonstrates that college students complete classes at higher rates in course sections that use OER over commercial textbooks. It is not that the books are better, but that OER eliminates a key barrier to participation—cost. Students who don't have to buy a book can work along with peers from the first day. That is significant. Studies show that 60–70% of students choose not to buy a textbook in one or more classes *each year*. Not buying a textbook is students' most common cost-saving measure during their college years, but they do it knowing they risk a lower grade. Just as importantly, OER give faculty the ability to adapt texts to teach subjects in ways that are most useful to their students.

OER are not limited to colleges and universities. OER is penetrating preK–12 education as well, in the form of openly shared lesson plans, activity outlines, and curriculum structures. Utah's open-resource platform is the Utah Education Network, a cooperative maintained by the Utah State Board of Education. Teachers (and librarians) across the state contribute and draw material from UEN.

The open educational resources movement is still comparatively young, but it is a growing force within education. Often driven by libraries and librarians, OER provide new opportunities to engage with freely available information for the betterment of individuals, businesses, and society as a whole. Gee—doesn't that sound like something libraries have *always* done?

Key resources:

<https://opencontent.org>

<https://CreativeCommons.org>

<https://open.umn.edu>

<https://www.oercommons.org>

<https://www.UEN.org>

<http://openedgroup.org>

ABOUT THE UTAH LIBRARY ASSOCIATION

The mission of the Utah Library Association is to serve the professional development and educational needs of its members and to provide leadership and direction in developing and improving library and information services in the state. In order to accomplish these goals, ULA supports and provides continuing education programs for Utah librarians and library employees, especially at its annual spring conference. ULA also offers members a number of opportunities for library leadership, professional growth, networking, and community service. We hope you find the Utah Library Association to be an organization that makes a difference for you, for Utah librarians, for Utah Libraries, and for the citizens of Utah.



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Hosting the *All of Us* Journey

The *All of Us* Journey is a hands-on experience to build awareness and excitement about the *All of Us* Research Program, supported by the National Institutes of Health. The traveling exhibit actively engages community members to join this landmark research project that will accelerate research and improve health.

We are excited to have your support as a community partner by hosting the Journey in your community. The following items are critical to consider when hosting the exhibit, as they can greatly impact the success of the Journey's visit in your community.

Community Partner Checklist:

- ☐ **Space:** Identify an area with ample space to accommodate the 15-20'ft x 45 'ft. exhibit inclusive of the pop out stage, located on the passenger side. If space not available at host location, consider a different local venue or event.
- ☐ **Venue selection:** Possible event venues could be churches, recreation/community centers, libraries, shopping center parking lots, local fair, health expo, multicultural festival, or other local family-friendly community sites. Venues whose primary focus is to serve alcohol is not an appropriate site.
- ☐ **Visibility:** Host the Journey in an area that is accessible and visible to the public and possible event attendees. If visibility is a challenge, work with the team to proactively bring people to the exhibit.
- ☐ **Community Involvement:** Maximize the use of the [promotional materials](#) to promote the Journey's visit and engage the local community.
- ☐ **Promotion:** Distribute posters and flyers 1-2 weeks in advance to increase foot traffic.
- ☐ **Social Media:** Promote the Journey's visit through social media prior to the event day and throughout the event day.

Additional items to support a great event experience:

- ☐ **Decorations** such as balloons help create an inviting, friendly and approachable environment.
- ☐ **A friendly event day reminder** that can be sent to your community through the listserv and/or organization social media during the event day.
- ☐ **Exterior Entertainment** such as music helps create a fun environment and attract organic foot traffic.

The *All of Us* Journey

The *All of Us* Journey is a hands-on experience to build awareness and excitement about the *All of Us* Research Program, supported by the National Institutes of Health. Through a 41-week national tour, this traveling exhibit actively engages community members to join this landmark research project that will accelerate research and improve health.

We greatly value the power you have reaching your community as a trusted community partner. That is why we are seeking support from partners like you. Your support will help us reach your community and help us ensure that your community is included as we work to improve the health of all Americans through more effective and tailored prevention strategies and treatments for diseases.



How does hosting the *All of Us* Journey benefit my community?

- Educates community members about the *All of Us* Research Program and its benefits for people, families, communities, and future generations
- Provides an opportunity for hands-on exploration and engagement, to ask questions, and to enroll on-site
- Gives your community the opportunity to actively participate in a program that seeks to improve the health of *all* Americans regardless of their sex, gender, race/ethnicity, religion, insurance status, address, income, or other unique traits

The *All of Us* Journey Footprint

Space Requirements: 15-20'ft x 45 'ft.

Stage: Opens out on passenger side

Generator: Included

ADA Compliant: Wheelchair lift and engagements

Off Board Elements:

- **Interactive Video Kiosks** – attendees can self-navigate and browse through video selection.
- **Experience Participation** – complete onboarding process through standing kiosks.
- **Animation Video** – educational video that provides an overview of what precision medicine is and the goal of the *All of Us* Research Program.
- **Post event** survey tablet to capture feedback.

On Board Elements:

- **Pebble Art Engagement** – Learn about lifestyle, environmental, and genetic factors that make you unique.
- **'One in a Million'** – Photo Marketing experience that teaches attendees about the factors considered by precision medicine.
- **Exploration Station** – Non digital activities that provide current day examples of precision medicine.
- **Enrollment Kiosk** – provides a channel where attendees can initiate their enrollment process and learn more about the program.
- **Enrollment Center** – Private area that provides attendees the opportunity to reach the *All of Us* Call center and/or continue the enrollment process.
- **Story Wall** – Magnetic writeable post-it engagement where attendees can share their story and express how they may support the program.
- **Social Media Area** – Attendees can use the available prop signs and their own devices to capture their on-site to share through their own social media channels.



Staff:

- Our Tour Manager will be responsible for the on-site execution and management.
- Trained local part-time staff and volunteers will support the activation as necessary.