

University of Washington Information School

Trauma in the Library: Symptoms of PTSD Among Staff and Methods for Ensuring Trauma-Informed Care

Statement of Broad Need

Current national significant challenge and how it was identified: The nationally significant challenge addressed by our proposed two-year research project “Trauma in the Library: Symptoms of PTSD among Staff and Methods for Ensuring Trauma-Informed Care,” (requesting \$498,081) submitted by Dr. Karen Fisher, Professor, at the University of Washington Information School, is the potential risk posed to library workers as a result of serving a high-needs population—made more urgent due to the COVID-19 pandemic, and how workers affected by this risk can be better supported by additional resources, policy change and/or continuing education.

The project was identified through observation of vast anecdotal data about the risks encountered by library workers as reported in the media and on social media platforms, and a desire to gain insight into the issue with a systematic research-driven, solution-focused understanding of the scale and potential consequences of the problem. Anecdotal data suggest that public library staff are subject to unsafe conditions due to serving a population that may exhibit high risk behaviors. We posit that there are many other undocumented incidents of post-traumatic stress disorder (PTSD), making staff trauma highly prevalent across the profession. A major goal of this research project is to make systematic, concentrated effort to collect data from public library employees, who have experienced or witnessed one or more traumatic incidents as part of their library duties.

Danger in public libraries from problematic patrons and other factors has been recognized for decades [1-2]. Societal shifts in employment, education, health (including COVID-19), housing, social support, and family cohesion are bringing unprecedented numbers of users seeking support and refuge in public libraries, especially as libraries have broadened their community engagement, programming and e-services through the IMLS Community Catalysts Initiative [3]. However, the hallmark features of unfettered, open, free access also make libraries susceptible to trauma: “Access and vulnerability often go hand-in-hand, yet we rarely, if ever, talk about safety and security in libraries” [4]. As extreme examples, in 2019 in Cleveland a patron was shot inside a library bathroom, adding to death tolls at branches in 2016 and 2013 [5]. In 2017, a shooter killed two staff in the Clovis-Carver Public Library [6]. In 2018, a Sacramento librarian was murdered in the parking lot by a patron previously banned from a Missouri library for making threats against staff [7], while the Director received death threats from a different patron. In 1993 two Sacramento Library staff were shot to death at the reference desk; the assailant was killed by a SWAT team—an event viewable on YouTube [8]. A 2019 report from San Diego found that at least 16 city library department employees have asked judges for protection from unruly patrons [9]. A different 2018 report from Los Angeles cited hundreds of disturbing incidents reported at LA City libraries which pose threats to public safety [10]. Yet another report from Phoenix, Arizona in 2019 also references hundreds of incidents, including video of an individual with a loaded gun being disarmed by security officers with help from another patron [11]. A presentation at the 2017 ALA Annual Conference indicated that 63% of respondents experienced sexual harassment from members of the public [12]. At ALA 2019, an impromptu session on library worker safety brought more than 60 people together to discuss concerns and issues. There are several examples throughout the United States. Appendix B

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includes articles or publicly available discussions detailing **33 separate incidents**, including murders, assaults, instances of sexual harassment, stalking and drug overdoses in public libraries. It is worth noting that these are only the stories which can be found using a popular search engine and which were reported by the media. It is also important to note that these instances occurred in large urban library branches. One of the main objectives of this study is to understand the prevalence of these traumatic incidents in rural and tribal libraries, where they are largely outside the public eye. As such, a concentrated effort has been made to ensure that Subject Matter Experts in rural and tribal libraries and mental health are included as part of the Project's Advisory Committee Group (see Letter of Support from The National Association for Rural Mental Health).

Traumatic events and unsafe conditions experienced by library employees are also a very frequent topic on library-themed social media, such as Facebook and Reddit. For example, a recent post (December 12, 2019) in a members-only support group for library employees reads: *"Just really could use some prayer or virtual support. This evening upon closing we found an OD in the restroom... Needless to say a traumatic experience."* Another from December 13, 2019 reads: *"We had a stabbing in the library today."* Yet another post from January 15, 2020 says: *"Can we talk about mental health services for library employees? I work for a very large, busy, urban public library system in a city that has a homelessness crisis and also a severe problem with heroin... We've had guns pulled in our libraries, staff members attacked (these occurrences are very rare but have happened) and endure daily verbal abuse and sexual harassment from patrons. But they do not provide us the psychological tools necessary to keep doing our jobs."*

Appendix B also includes **excerpts from 25 such discussions** collected in January of 2020. Examples were located in original posts and comments on library-focused user groups by searching for the terms *Trauma, PTSD, Assault, Stab, Gun, Rape, Shoot, Overdose* and *Drug*. They are un-duplicated. Each situation described is a separate incident.

Another important goal of this project is to identify how prevalent symptoms are among library workers who have experienced or witnessed these incidents, especially among staff with disabilities as a key hypothesis is that staff with hearing loss, mobility challenge, anxiety, etc., may be more vulnerable to PTSD—analysis of demographic and other data may indicate subpopulations who are more likely susceptible to experiencing PTSD. The end goal is to design better support for staff experiencing PTSD symptoms through further identifying the best intervention times and most appropriate methods, including in situ and off-site, of providing trauma-informed care. Information from the National Center for PTSD [13] and National Institute of Mental Health [14] indicate that risk factors for developing PTSD include living through dangerous events and traumas, getting hurt or seeing another person hurt, and having little social support after the event. Appendix C lists the American Psychological Association's criteria for PTSD [15]. Untreated, symptoms can exacerbate additional mental health conditions or create problems with work, relationships, or other health concerns. Fortunately, evidence indicates that a supportive environment and knowing how to find support can help in recovering from these symptoms. While it is beyond the scope of this project to provide a diagnosis of PTSD, which should only be conducted by a licensed mental health professional, the project's

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online survey tool, which includes select portions of the *APA Life Events Criteria/Checklist* (Appendix C) and a brief (20 question) self-report measure that assesses the 20 *PCL/DSM-5* symptoms of PTSD (Appendix D) will be used to indicate the severity and prevalence of symptoms in context of personal demographics (see Appendix E for survey draft). A project hypothesis is that demographics such as ability, gender and ethnicity may be correlated with PTSD vulnerability.

How proposed project differs from, complements, or builds upon existing theory, scholarship, and practice: Projects (e.g., [16]), including IMLS-funded, and tools such as ALA's 2019 [Resolution on Gun Violence Affecting Libraries, Library Workers, and Library Patrons](#) have seen increases in libraries hiring security guards, social workers, and training library staff in social work and trauma-informed care. These approaches aim to increase the safety of public libraries and improve patron-centered understanding of how trauma affects patrons' behavior. However, scant attention has focused on the effects of increased workplace trauma on library direct-service staff *themselves*. Trauma-informed care is defined as the adoption of principles and practices, as well as organizational culture change, that promotes a culture of safety, empowerment, and healing [17]. The Public Library Association Social Work Task Force further explains that a trauma-informed approach understands "how policy work, advocacy, and compassion must be used together to systematically address" trauma and its effects [18]. This project is designed to help public libraries fulfill all aspects of that positive culture change by applying the same principles and practices to library staff themselves.

An additional unique contribution is the project's use of the Cognitive-Behavioral Theory of Trauma as well as Dervin's Sense-Making Theory to guide our data collection, analysis, and recommendations, specifically on how public libraries can support those employees impacted more effectively. In consideration of the current COVID-19 pandemic and its financial and service impacts on the library profession, we have further designed a mixed-methods approach that utilizes online data collection using the UW's encrypted communication tools. These methods include an online survey, online interviews, and an innovative discussion technique called "Fishbowls" to gather rapid insights from large groups at key conferences—if the conferences are switched to virtual gatherings due to library cutbacks and COVID-19 constraints, then the fishbowl technique can also be used online.

Justification for the selected phase of maturity: The exploratory phase was selected for this project because it does not utilize existing content or focus on a current project's maintenance, enhancement or expansion (scaling). As a completely unique project, it will generate original data which will then be analyzed to advance the field of information science and may be used to initiate one or more pilot projects.

How project addresses the project category you selected: This project will address the Community Catalyst category by fostering community health for public library workers and assessing the need by public library workers for equity and access to mental health resources, including those who may not have access to behavioral health insurance or Employee Assistance Programs.

Project Design for Research in Service Practice

Research questions: Our proposed two-year project “Trauma in the Library: Symptoms of PTSD among Staff and Methods for Ensuring Trauma-Informed Care” will address the following research questions:

1. Do public library staff experience symptoms of Post-Traumatic Stress Disorder (PTSD) due to incidents in the workplace?
2. How prevalent are PTSD symptoms among staff? and
3. How can libraries support those employees more effectively?

The *project’s goals* are: 1) to collect and extrapolate data about the traumatic events experienced and /or witnessed by public library staff; 2) to collect and extrapolate contextual quantitative and qualitative data about symptoms and demographics of PTSD experienced by public library staff related to those incidents; 3) to enable those who have been affected to share their information using a trauma-informed approach that helps them feel acknowledged and safe; 4) to share those results with management, legislators and other stakeholders (including members of the public); and, 5) to design trauma-informed, proactive options to support employees more effectively.

The *project’s assumptions* include that: 1) there are many more library workers who experience or witness traumatic events in the workplace than are reported in the press; 2) those who experience or witness one or more traumatic event are likely to experience symptoms of PTSD; 3) those who have been affected will choose to participate in a confidential survey; and, 4) management, legislators and other stakeholders (including members of the public) will want to support employees more effectively.

The project’s *potential risks and steps we will take to mitigate them* are summarized below:

Potential Risk	Proposed Mitigation
Move of physically based conferences to online format due to COVID-19, costs and other difficulties	Hold fishbowl sessions online and hold fishbowls separate from expensive conferences to facilitate participation
Lack of participation / insufficient data	Use mixed methods; pre-test instruments; promote study among potential participants including with the aid of endorsers/advocates and social media; examine potential participants’ reasons for declining and identify ways to alleviate burden; expand efforts to reach additional potential participants. Learn something different than anticipated.
Data breach/insecurity	Use a secured server, data encryption and UW iSchool resources to ensure all possible security measures are taken.
Results may be different than anticipated or inconclusive	Ask specific, effective questions. Learn something different than anticipated.

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We believe that the *anticipated benefits* of fostering community health for public library workers and assessing the need by public library workers for equity and access to mental health resources, including those who may not have access to behavioral health insurance or Employee Assistance Programs sufficiently justify the approach and risks outlined.

Theoretical or conceptual framing: Cognitive-Behavioral Theory of Trauma and Dervin’s Sense-Making will guide our data collection, analysis, and recommendations, specifically on how public libraries can support those employees impacted more effectively. Cognitive-behavioral theories describe factors in trauma, guide research that has identified risk for PTSD, and help develop interventions that can effectively reduce post trauma symptoms [19]. Cognitive behavioral therapy focuses on the relationship among thoughts, feelings, and behaviors, and notes how changes in any one domain can improve functioning in the other domains. For example, altering a person’s unhelpful thinking can lead to healthier behaviors and improved emotion regulation. CBT targets current problems and symptoms and is typically delivered over 12-16 sessions in either individual or group format. The American Psychiatric Association strongly recommends Cognitive Behavior Therapy for Post-Traumatic Stress Disorder, and in particular Cognitive Processing Therapy, described as “delivered over 12 sessions [CBT] helps patients learn how to challenge and modify unhelpful beliefs related to the trauma. In so doing, the patient creates a new understanding and conceptualization of the traumatic event so that it reduces its ongoing negative effects on current life” [21]. Cognitive behavioral therapy is also recommended by the Substance Abuse & Mental Health Services Administration for use while providing remote telemental health services and is compliant with best practices in videoconferencing based telemental health compiled by the American Telemedicine Association and the American Psychiatric Association [22, 23]. Dervin’s Sense-Making [24], a stalwart LIS framework and discussed in *Methodology*, will enable us to understand the contexts in which trauma incidents occur and staff reactions/perceptions.

Kinds of data to be collected: Quantitative and qualitative data will be gathered from public library staff, with focus on those in direct service and management.

Data collection methods: To optimally strengthen the research project as any individual approach has inherent weaknesses, data will be collected using mixed methods [25], comprising an online survey, online interviews, and fishbowl sessions at key conferences. The brief *online survey* (about 10 minutes to lower the burden on participants) will primarily focus on quantitative responses regarding demographics and the nature of traumatic event(s) that participants have experienced in the workplace. The survey instrument (see draft, Appendix E) is based on the PTSD PCL/DSM 5 Checklist (Appendix D). The online survey will be posted in October-November for 3-4 weeks using convenience sampling and will be promoted online via social media via library-related groups, through interest groups (e.g., ALA, state library associations, Everylibrary, and Webjunction), and word of mouth with the expectation that the survey will be seen and available to all public library employees. We will seek a minimum response rate of 500 people. Respondents will have the option of having their contact information entered for lottery drawings of \$25 Amazon gift cards—chances of winning a gift card will be 1:5 for a total of 100 winners based on 500 respondents. The survey, visualized for mobiles and laptops, comprises primarily quantitative questions with a few open questions, and

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is designed on a similar model to the Life Events Checklist created by the National Center for PTSD but only includes relevant events that have taken place in a public library setting and adds other events, such as “Administered medical attention to an individual impaired by narcotics” and “Found someone who was unresponsive due to narcotics.” The category ‘Part of my Job’ is also eliminated to avoid confusion, and because participants are not acting as medical professionals or first responders as part of their library duties. Participants will be provided with mental health resources should traumatic symptoms occur after the survey is completed. The screening tool selected (PCL-5, Appendix D) is in the public domain and is not copyrighted. Therefore, it is easily accessible to any party who may wish to replicate the study. It was also created using the most recent version of the Diagnostic & Statistical Manual of Mental Disorders (DSM-5, criteria included above). The inclusion of a Likert Scale to describe the severity of a respondent’s symptoms in each area will enable statistical analysis on which type(s) of event(s) occur most frequently and have the most impact on employees by participant demographics. A key hypothesis is that library staff with disabilities such as hearing loss, mobility, anxiety, etc., may be more vulnerable to PTSD as well staff with other demographic factors such as gender and ethnicity. Thus, analysis of demographic and other data may indicate subpopulations who are more likely susceptible to experiencing PTSD.

Beginning January 2021, *online interviews* will be conducted using Skype/Zoom, etc., with approximately 60-80 participants drawn from the online survey as with other library staff across the country, identified through open recruiting on social media and through word-of-mouth/snowball techniques across the country. The UW Information Technology Department will ensure encryption of all tools used. Interviews will last 30-45 minutes, be audio-recorded, and participants will receive \$50 Amazon gift cards for participating. Contextual qualitative data will expand on the survey findings and will be collected using open-ended interview questions using Dervin’s Sense-Making Theory [24], which uses a micro-moment timeline approach and her situations-needs-uses triangle model to focus on “helps.” The open-ended interview questions will be designed to enable participants to provide as much or as little detail as they wish, and are above all, designed to avoid re-traumatizing the participant—links to trauma resources also will be provided. Dr. Fisher will be personally conducting the interviews and is trained in protection and trauma protocols through her work since 2015 as an embedded field ethnographer with the UN Refugee Agency Jordan (UNHCR) at Za’atari Camp for Syrian refugees. This expertise is supplemented by a career of conducting outcome evaluation and every-day life, crisis-related fieldwork with public library staff across the U.S., and teaching field methods, information behavior and community librarianship at the UW.

Fishbowl sessions conducted at approximately 8-10 public library conferences in 2020-21 are the third method. Unlike typical conference sessions that involve a panel and audience, fishbowls are lauded for the interactivity and opportunity for all audience members to participate and drive the conversation. In brief, fishbowls are appropriate for any audience size 15 and up—the PI has successfully conducted fishbowls with audiences of over 200 people. The technique comprises placing 5 empty chairs in a small circle in the middle of the room, with circular seating for everyone else outside. The PI convener will ask for 4 volunteers to start the fishbowl by occupying the inner circle and will then ask the volunteers to discuss the session theme, i.e., trauma amongst library staff. As the discussion progresses, if an audience member wishes to join

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the small discussion, then that person takes the empty chair and one of the original seating 4 people returns to the outer circle. Over the session, the discussion will be driven by the small circle (fishbowl) participants with the convener adding questions/comments as needed. The fishbowls will be used to share the survey and interview findings and preliminary recommendations with broad audiences at conferences throughout the country. Hosting (refreshments) will be provided along with resources for trauma assistance (similar to the survey), and the sessions will be audio-recorded to facilitate notetaking. If conferences are changed to online formats, then the fishbowl sessions also will be conducted as virtual events.

Data analysis techniques: The data will be analyzed per techniques recommended for mixed methods and quantitative and qualitative data. Quantitative data we will conduct data-screening to check for data-entry errors, inconsistencies, and identify missing cases for any systematic bias (e.g. did the rural or tribal library subjects decline to answer a given question?). Subjects with multiple missing responses will be deleted from the sample. The final sample will be tested for internal reliability, co-linearity, and intra-class correlation (e.g. did all the users at one library answer a question exactly the same?) to assess reliability of the operational variables and validity of the findings. Initial analysis will consist of running descriptive statistics for all variables to identify the center and distribution within the population, and bivariate statistics (correlation and cross-tabulation) will be used to test for associations between variables. For variables where we identify a possible causal relationship based on the qualitative evidence, we will conduct path analysis (multiple regression) to determine the proportion of variance that can be explained by the relationship.

For the qualitative data (interviews and fishbowls), we will analyze data as they are collected and transcribed [27, 28], using coding, memoing, and diagramming. Thus, data collection and analysis will be iterative, each round of analysis guiding the purposive collection of more data via interviews and fishbowls. Data will be analysed using the Grounded Theory constant comparative method [28, 29], where analysis is combined with the generation of theoretical ideas against the study's guiding CBT and Sense-Making frameworks. After the final schemes are developed, tests of inter-coder reliability [30, 31] will be conducted with independent coders and final adjustments will be made to the codes. (Inter-coder reliability testing will be conducted during analysis of the open-ended survey responses prior to collection and analysis of interview data.) The resulting schemes will reflect the data's emergent themes around PTSD amongst library staff, and the code book being used to assign terms to all segments in the qualitative records that reflect particular concepts.

Institutional Review Board (IRB) approval? Have you taken steps to secure IRB approval?

The project will require approval from the UW Human Subjects Division. Per UW protocols, IRB approval will be obtained post-award.

How the research will be informed by current practice and have the potential to further professional practice?

Insights into current practice and for furthering professional practice will be assured through 1) the mixed-methods data collection approach and dissemination plan—including a project website and social media strategy, and report writing; 2) inclusion of diverse experts, including library staff of different racial/ethnic groups, gender identities, physical

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abilities, age and seniority/experience, and rural locations and experts in information science, social work, and mental health to ensure project success and broad impact—for example, the Public Library Association has committed to promoting the study during National Mental Health Month in May of 2021 (see Letters of Support); and, 3) a Project Advisory Committee comprising a diverse subject experts to guide the course of this study. The voluntary Advisory Group will meet online at the project outset and then periodically (every 3-4 months) to provide insights on key milestones. Representation will include the following (note: due to the COVID-19 situation, the names of specific members will be confirmed post-award):

- Loida Garcia-Febo, Former ALA President (2018-2019) and member of Joint Council of Librarians of Color and international library consultant
- Abigail Phillips, Ph.D, Assistant Professor University of Wisconsin – Madison, Editor of Reserve and Renew: The LIS Mental Health Zine
- Paul Holtzheimer, MD, Deputy Director for Research, National Center for PTSD
- LGBTQ community in Public Libraries
- Rural Libraries
- Tribal Libraries
- Telemental Health

Translation and publicly sharing of research findings with practitioners: Results of the project in different formats, including policy briefs, will be distributed to library staff and management, legislators and other stakeholders, including members of the public. This will be done via several means, including professional conferences, academic and industry publications, social media and our project website, and the popular press. The Public Library Association has agreed to promote and/or publish results, findings and recommendations. (See Letters of Support). Any outcomes, recommendations, or original content generated as a direct result of this project will be made available to all interested parties. Sharing and adapting as needed for the benefit of one's local community or for advocacy purposes will be encouraged. Any artifacts from the project that illustrate the approaches and evolution of the work to provide more context to the field at the project's conclusion will be made readily available to interested parties.

Adequacy and appropriateness of the research methods to answer the research questions, and how feasibility and applicability of various approaches were considered in the project design: Much care and insights were taken into consideration in selecting the mixed methods design of online surveys, online interviews, and fishbowl sessions. While the online survey was considered a vital, comprehensive and cost-efficient approach for gathering baseline data amenable to statistical analysis, we abandoned our initial method of conducting studies at 4-6 libraries across the country for reasons of efficiency, cost, and in reflection of the COVID-19 pandemic. Thus, the case studies were replaced with online interviews—which were judged appropriate due to librarians' savviness with online communications, and fishbowl sessions at locations where library staff gather regularly and with which the PI also has extensive experience in conducting with varied size groups. However, if we find that a method does not receive an adequate response rate, then additional methods will be employed with input from the Advisory Group. Moreover, if over the course of the study, if we discover that results differ from those currently anticipated, then the lessons gathered and deliverables produced will be adapted accordingly. For

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example, recommendations for a more general concentrated focus on self-care for library employees or a reexamination of some library security policies may be supported based on the project's conclusions. We are committed to learning what the data will teach us, whatever that may be, and sharing that for the benefit of the LIS field.

Replicability of research methods, and how the questions are appropriately constructed to address the project design, data collection, interpretation, and other aspects of the research process:

To ensure research integrity and trustworthiness (reliability and validity), we will use several measures as appropriate to qualitative and quantitative research [32]. Reliability (dependability) will be ensured through consistent note taking, exposure to multiple and different situations triangulation, comparing emerging themes with findings from cognate studies, intra-coder and inter-coder checks, and observer effect analysis. Validity will be ensured by asking whether observations make 'sense because they fit into an expected or plausible frame of reference,' pre-testing instruments, prolonged field engagement, rigorous note taking, triangulated methods; peer debriefing, negative case analysis, and member checks or participant verification. For external validity, our debriefings and reports will include thick description of our methods and theory so others can compare our findings. Employing mixed-methods will help us learn librarians' trauma vernacular, enabling interpretation from the staff's perspectives, and developing the iterative process of the interview language while preserving the conceptual value of the questions.

Diversity Plan

Description of the diverse or underserved communities that will be engaged as participants and how they were identified, and support for a diverse LIS profession: The project's target community is public library staff, with a particular interest in those who interact with patrons regularly and management staff. Researchers will make a concentrated effort to include data from a diverse sampling of this population, including those who are serving rural and tribal communities; people of different gender, abilities and ethnicities; and those who are employed part-time and may serve patrons in a support capacity such as computer assistants, pages, and public programs. Beyond broad dissemination, the study's findings will be used to design curricula on trauma-informed care for LIS programs tested in the UW iSchool MLIS program.

Challenges or opportunities we are addressing by engaging these participants, and how they are involved in defining the challenges or opportunities and implementing the Project: Our project is an opportunity to engage library staff across the U.S., of wide-ranging demographics in a vital study about the effects of PTSD on staff mental health—a phenomena that is widely recognized but is yet to be studied with the aim of producing viable treatments. The project is particularly unique for its hypotheses that staff demographics, including physical ability, ethnicity and gender, and library type may be related to trauma occurrence and PTSD experience. Our challenge may be with accessing these subpopulations, thus we are taking extensive inclusion measures through using our Advisory Committee and flexible methods.

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How the proposed project supports the development of a diverse workforce of library professionals? The project supports the development of a diverse workforce by using the project's findings in Year 2 to develop LIS curricula, which will be tested/implemented at the UW iSchool, as well as through the extensive dissemination plan.

Broad Impact

How the project will build greater knowledge, skills, and abilities in the library profession: Because of the short-term, solution-focused and effective nature of treatments recommended by the cognitive-behavioral theory, this research will vitally increase awareness of the prevalence of PTSD in the LIS profession and propose solutions that include:

- Expanded access to therapeutic interventions, particularly to rural and tribal library employees, employees of smaller library systems, and part-time or other non-traditional staff who may not have access to insurance or an Employee Assistance Program (EAP);
- Addition of a licensed social worker or mental health professional (on staff, contract, or via telemental health/remote access) to meet the acute mental health needs of staff and provide referrals for further treatment as needed; and,
- The addition of graduate level coursework and / or professional development opportunities to better prepare public library staff for the realities of working in an increasingly precarious environment.

Based on the project's phase of maturity, how the project might explore, pilot, scale, or enhance practice, or otherwise lead to systemic change within the field: A goal of this project is to bring heightened awareness of the prevalence of PTSD among library staff and ways of mitigating. Through policy briefs and other dissemination means, the project aims to bring national attention to the precarious environment in which library staff work and propose interventions that can be implemented in libraries country wide.

Plan to sustain the results of the project beyond the funding period: The project results will be sustained through maintaining the project's website, and uptake of the proposed interventions and LIS curricula. The methodology and baseline data can be built up/replicated in future work.

How project findings will be disseminated: The findings will be disseminated using several channels, including the project website, and social media and report writing strategy, including policy briefs. The project's Advisory Committee will play key roles in assisting with wide dissemination across the country and to different stakeholders.

How the project deliverables will be ensured for ready adaptation by other institutions and communities: The deliverables will be ensured for ready adoption by other stakeholders through the wide dissemination plan that includes methodology, findings and trauma-informed care intervention recommendations.

Schedule of Completion								
	2020	2021			2022			
ACTIVITY	Sept-Dec	Jan-Mar	Apr-Jun	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Aug
Environmental Scanning								
Submit UW IRB Approval								
Create/Implement Project Website & Dissemination Strategy								
Advisory Committee Meeting (online, every 3-4 months)								
Survey Design & Pretesting								
Conduct Survey & Analysis								
Interview Design & Pretesting								
Conduct Interviews & Analysis								
Prepare Fishbowl Sessions								
Fishbowl Sessions at Library Conferences & Data Analysis								
Integrated Analysis across Methods								
Prepare & Deliver LIS Curricula at UW iSchool								
Prepare Stakeholder Reports & Dissemination								

Note: Shaded bars represent an activity's most intensive period; in practice, activities begin before and extend beyond



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

A.2 List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata or linked data. Specify which standards or data models you will use for the metadata structure (e.g., RDF, BIBFRAME, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

Technical Information

B.1 List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

A.1 Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

A.7 Identify where you will deposit the data:

Name of repository:

URL:

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?