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**Presentation abstracts / Résumés des exposés**



## ABSTRACTS / RÉSUMÉS

### How to build a bioinformatics service in a year

**Natalie Clairoux**

*Bibliothèque de la santé, Université de Montréal*

**Introduction:** Biomedical scientists need to choose among hundreds of publicly available bioinformatics applications, tools, and databases. Librarian challenges include raising awareness to valuable resources, as well as providing support in finding and evaluating specific resources. Our objective is to implement an education program in bioinformatics similar to those offered in other North American academic libraries. **Description:** Our initial target clientele included four research departments of the Faculty of Medicine at Université de Montréal. In January 2010, I attended two departmental meetings and interviewed a few stakeholders in order to propose a basic bioinformatics service: one-to-one consultations and a workshop on NCBI databases. The response was favourable. The workshop was thus offered once a month during the Winter and Fall semesters, and participants were invited to evaluate the workshop via an online survey. In addition, a bioinformatics subject guide was launched on the library's website in

December 2010. **Outcomes:** One hundred and two participants attended one of the nine NCBI workshops offered in 2010; most were graduate students (74%). The survey's response rate was 54%. A majority of respondents thought that the bioinformatics resources featured in the workshop were relevant (95%) and that the difficulty level of exercises was appropriate (84%). Respondents also thought that their future information searches would be more efficient (93%) and that the workshop should be integrated in a course (78%). Furthermore, five bioinformatics-related reference questions were answered and two one-to-one consultations with students were performed. **Discussion:** The success of our bioinformatics service is growing. Future directions include extending the service to other biomedical departments, integrating the workshop in an undergraduate course, promoting the subject guide to other francophone universities, and creating a bioinformatics blog that would feature specific databases, news, and library resources.

### Transforming an academic health sciences library in response to imminent closure and changing user needs

**Vicki F. Croft<sup>1</sup> and Stephen A. Hines<sup>2</sup>**

*<sup>1</sup>Animal Health Library, Washington State University; <sup>2</sup>College of Veterinary Medicine, Washington State University*

**Introduction:** Facing imminent closure and loss of support from a major constituent, the Washington State University Health Sciences Library set out to reinvent itself to meet changing users' needs to become more relevant to the instructional and curricular needs of its users. **Description:** In partnership with faculty committed to Doctor of Veterinary Medicine students and their instructional needs, student focus groups and others contributed ideas for a transformation to a modern library with reduced space. Colleagues from similar libraries were approached for strategies and innovative ideas. A "new vision" position paper was

presented to the administration for financial and conceptual buy-in. Alumni were approached as a fund-raising strategy. **Outcome:** Administrative, faculty, student, and alumni support provided the means to make these transformations. The transformations included better utilization of the reduced space, which meant less shelving and more open spaces; better lighting; and new furniture, which provided new seating options, including a group study room. Instructional media reserves were transferred to the Library for longer access hours. An Art in the Library program provides opportunity for users to display their work and enhance the library's

décor. Faculty and resident expertise was tapped to identify core materials for the reduced, on-site print collection.

**Discussion:** What began as a crisis situation resulted in a transformed, student-centered, modern library. Involving stakeholders in planning and decision-making strengthened

ties to the Library, resulting in a new sense of ownership. A small nuclear library with collaborative work areas and access to a dynamic virtual library can provide an enhanced learning environment for the evolving needs of students in the health professions.

## Opening new doors: Marketing librarianship through a guest editorship with medical journals

**André Nault<sup>1</sup> and Henry J. Baker<sup>2</sup>**

<sup>1</sup>*Veterinary Medical Library, University of Minnesota;* <sup>2</sup>*Editor-in-Chief, Journal of Veterinary Medical Education*

Libraries have traditionally been poor at marketing themselves. We offer products and expertise for “free” and publish in library-related journals that are not read by our users. Is it any wonder that medical schools are often unaware of what librarians do and what they can offer? In a time where libraries are struggling to remain relevant, pursuing guest editor roles with medical journals read by those within our assigned liaison responsibilities can better market our expertise and our profession. This paper reports on the experience of being a guest editor with the *Journal of Veterinary Medical Education* from both the librarian’s and the Editor-in-Chief’s perspectives. This partnership proved to be a unique opportunity to market directly to teaching and clinical faculty, medical

researchers, and educational administrators in a manner not possible with library-related publications. A well-formed idea for a special library-related journal issue is necessary to approach the editor with the possibility. Success in the role of a guest editor depends upon familiarity with the journal’s publishing history and content. Additionally, excellent oral and written communication skills, experience in project management, especially as it pertains to adherence to deadlines, and being well networked within your niche of the library world are important for success. While becoming a guest editor might not always be a possibility, other suggestions for involvement include offering your services as a reviewer or offering your expertise for consults on scholarly publishing issues.

## Research-embedded health librarians – the Canadian landscape

**Trish Chatterley,<sup>1</sup> Devon Greyson,<sup>2</sup> Liz Dennett,<sup>3</sup> and Soleil Surette<sup>4</sup>**

<sup>1</sup>*John W. Scott Health Sciences Library, University of Alberta;* <sup>2</sup>*Centre for Health Services and Policy Research, University of British Columbia;* <sup>3</sup>*Institute of Health Economics and John W. Scott Health Sciences Library, University of Alberta;* <sup>4</sup>*CARE Program in Integrative Health and Healing, Department of Pediatrics, University of Alberta*

**Introduction:** Previous research has identified various models of embedded librarianship – the clinical informationist, the course-embedded academic liaison librarian, and the special librarian within a corporation. None of these models adequately describes the role of the research-embedded health librarian (REHL), and there is little published research on this emerging model. The REHL provides tailored, intensive information services to a health research team in which she or he is integrated. This research study

will describe the REHL workforce in Canada: characteristics and geographic distribution of REHL positions, and how the REHL work experience differs from that of more traditional health librarians. **Methods:** As Part I of a two-part mixed methods study, an electronic survey will be distributed to Canadian health librarians. This survey will gather demographic data on all respondents and information on the work environments and experiences of self-identified REHL respondents. Data will be analyzed descriptively and, where

possible, statistically tested for differences between the two groups (REHLs and non-REHLs). This analysis will inform the second phase of the study, to be conducted at a later date, during which focus groups with REHLs will be held. Transcripts will be analyzed qualitatively for themes related to REHL identity, contributions, and challenges. **Results:**

Statistical survey results will be presented, along with commentary on interpretation of these findings. **Discussion:** Implications of demographic similarities and differences between Canadian REHLs and the non-RE health librarian workforce will be discussed, along with discussion of the way these findings inform Part 2 of the REHL project.

## Putting the “smart” in mobile technology: One library’s experience developing an integrated hospital library app

**Tania Gottschalk and Sherri Vokey**

*Neal John Maclean Health Sciences Library, University of Manitoba*

**Introduction:** Mobile technology plays an increasingly important role in delivery of healthcare at the bedside. According to a recent report, smartphone use among physicians will reach 81% by 2012, and physicians will be going online first for the majority of their professional needs. A variety of useful point of care tools are now optimized for mobile devices, but challenges to residents and physicians include knowing where to access quality apps, which apps are most relevant and reliable, and how to add them to their devices. Our objective was to provide hands-on training session for faculty and residents that would address these issues. **Methods:** We conducted an environmental scan of other health libraries in North America to determine what types of instruction were being offered related to the use of mobile devices in clinical practice. Based on our scan and technology

available at the Neil John Maclean Health Sciences Library, we piloted three workshops to faculty and residents at the Health Sciences Centre on the use of iPhones in Fall 2010/ Spring 2011. Feedback on value, level of information and applicability was gathered using an evaluation form. **Results:** Preliminary results from our evaluation revealed that users were still having difficulties connecting to subscription-based resources available through the library in mobile form. We developed a local, mobile app that provides a one-stop shop for connecting to both free apps and those licensed by the library. **Discussion:** Our experiences with the teaching seminars and creating a mobile app will be shared. Suggestions will be provided on how libraries with limited technical support can create a mobile presence that will more easily allow their users to connect with their resources and services.

## Knowledge translation for Canadian health libraries: Finding our place between knowledge and its users

**Jim Henderson**

*Life Sciences Library, McGill University*

**Introduction:** The objective of this literature review is to conceptualize the process of translating knowledge into practice and to identify the components of this process in which libraries are best able to participate. **Method:** Citations from literatures of various disciplines will be collected using past reviews and through database searches using terms from standard works on knowledge translation. The more important articles will be selected using citation analysis. Additional articles will be included in the review if

they introduce concepts not included in heavily cited works. Common concepts and steps in the knowledge-to-action cycle will be identified using articles included. Using the literature on roles of libraries, the components of knowledge translation where libraries can make the most effective contributions will be identified. **Results:** Preliminary review of the literatures of various disciplines identified a myriad of terms conceptualizing aspects of knowledge translation (e.g., translational science, technology transfer,

bench to bedside) and many models of the knowledge to action cycle. Canada contributes significantly to the literature on knowledge translation. The review will provide a map of the various resources useful in understanding the concepts and terminology of the field. Linking the literature conceptually to library roles will indicate where library

services, collections and skill sets can best contribute to knowledge translation. **Discussion:** Knowledge translation is of growing importance; for example, it is recognized as one of the pillars of the CIHR mission. This paper will present results enabling libraries to participate more effectively in the knowledge-to-action cycle.

## Interprofessional collaboration in distance education: the transforming landscape of learning

**Catherine Boden and Susan Murphy**  
*Health Sciences Library, University of Saskatchewan*

**Introduction:** In rural and remote locations in Saskatchewan, availability of distance learning opportunities is an important factor in retention of health care practitioners. An online systematic review course was developed to remove geographic barriers to learning about this aspect of evidence-based practice. Interprofessional collaboration is a significant component of both systematic reviews and distance education delivery. As part of the interprofessional development team, two University of Saskatchewan health science librarians explored how these kinds of collaborations can inform information literacy instruction. **Method:** In early 2009, the School of Physical Therapy and the Health Sciences Library initiated the development of an online, graduate level, systematic review course. The development team consisted of a faculty member, a continuing education program director, an instructional designer, a graduate student, and two librarians.

Eight students enrolled in the first offering (Winter 2010) of Introduction to Systematic Reviews. **Results:** Feedback from students on content and format as well as student and instructor experiences with the technology was generally positive. Interprofessional collaboration was critical to enabling the development of a sound technological infrastructure, integration of information literacy instruction with process knowledge, and to ensure a multi-faceted support system for the students throughout the entirety of the course. **Discussion:** This experience highlighted the complexity of such an undertaking and provided greater appreciation for how integrating such diverse skills and knowledge is essential for the success of online courses. This experience will inform future decisions around interprofessional approaches to integrating library instruction into the health sciences distributed education environment.

## Exploring information behaviour in a context of medical uncertainty: Implications for health literacy

**Shelagh K. Genuis**  
*Interdisciplinary PhD Candidate, University of Alberta*

**Introduction:** This qualitative study explores women's experiences as they respond to and make sense of uncertain health information mediated by informal and formal sources. A medical case in which information is explicitly evolving provides context. While health literacy promotion frequently focuses on resources and skill acquisition, deeper understanding of information behaviour (IB) expands notions of health literacy by illuminating how information is actually made valuable in people's lives. **Methods:** Semi-structured interviews (using narrative and "elicitation" approaches) were conducted with 28 women engaged in IB related to the menopause transition and with 12 health professionals acting as

information providers to women navigating this life stage. A social constructionist approach and social positioning theory was used. Data analysis was facilitated by NVivo 8. **Results:** Analysis draws attention to the many sources of "evidence" that women value and make use of (particularly the internet and interpersonal sources); women's positioning with respect to formal health information; and knowledge translation as an ongoing process of social construction undertaken by people involved in personal health management. **Discussion and conclusion:** While health information seeking is frequently conceptualized as a competition for consumers' limited time and (or) allegiance, this study found that women

tended to seek and monitor information across mediums. This suggests that a predominant feature of health IB was complementarity, not competition or displacement. This study illuminates the complex information worlds of women.

It suggests that health literacy instruction should move beyond emphasis on "good" versus "bad" information and instead illuminate the ways in which varying information sources address the diverse information needs of women.

## GoPubMed versus PubReMiner for analyzing PubMed search results: a head to head comparison of two free web "data mining" tools

Sue M. Bradley<sup>1</sup> and Dean Giustini<sup>2</sup>

<sup>1</sup>Irving K. Barber Learning Centre, University of British Columbia; <sup>2</sup>Diamond Health Care Centre, University of British Columbia

**Introduction:** When health sciences librarians perform PubMed searches for a systematic review or to search for answers to clinical questions, analyses of natural language terms, index terms (medical subject headings), acronyms, etc., of relevant articles can be invaluable for improving search strategies. GoPubMed and PubReMiner are two free websites that perform statistical analyses of PubMed citations' language usage when PubMed IDs (PMIDs) are entered. In head to head comparisons, however, data discrepancies arose between GoPubMed and PubReMiner. This study examines whether two free web data-mining tools provide reliable suggestions for searchers, and to what extent they provide additional, useful textwords and MeSH terms. **Methods:** PubMed searches were conducted for English language articles from 2006 to 2010 and indexed with MeSH terms "borderline personality disorder"[mh] AND "therapy"[mh]. To allow

statistical analysis by hand, the search was developed to yield a reasonably small number of records ( $n = 129$ ). PMIDs were entered into both GoPubMed and PubReMiner and statistical results were compared to those obtained by hand. Discrepancies were examined. **Discussion:** GoPubMed and PubReMiner provide statistical analyses of some of the same fields (e.g. publication years, MeSH terms, author names), and some different fields (e.g., PubReMiner includes chemical substance names but GoPubMed does not). Variances in results were found between the fields covered by both tools. Problems were found, and discrepancies will be discussed. **Conclusion:** These two data-mining web tools are a useful supplement for search planning but should be used with caution. Using the "related articles" feature and examining PubMed records are still advised for developing inclusive language in biomedical search strategies.

## Evolving roles of health information professionals: how a clinical librarian, knowledge broker, and technology lead can promote evidence-informed practice for physiotherapists in British Columbia

Debbie Monkman, Alison Hoens, Suzanne Geba, Jesse Royer, and Rebecca Bing Tunnacliffe

Physiotherapy Association of British Columbia

**Introduction:** Physiotherapists, like all health professionals, struggle with strategies to successfully incorporate evidence-informed practice (EIP) into their work. The struggles can be greater for those working in isolation, private practice, and outside major centres where EIP

resources and training are lacking. The Physiotherapy Association of British Columbia provides members with the Electronic Health Library of British Columbia, a clinical librarian, knowledge broker, and technology lead (known as the Knowledge Team or KTeam). This report



describes how three health information professionals support, via technology, knowledge translation (KT) and EIP, digital literacy, and community building for physiotherapists in BC. **Description:** There is evidence to support the combination of multiple KT strategies to overcome barriers to EIP. After reviewing the literature and conducting needs assessments, the KTeam used these strategies: webinars and screencasts on finding and appraising literature, development of practice guidelines, and using free or low-cost technologies such as social media to connect members. **Outcomes:** Informal feedback combined with data from pre and (or) post webinar evaluations reveals that the KTeam

has increased awareness of, and improved knowledge and skills for EIP, e.g., “The library contributes to my EIP” (increased from 64% to 100%), “I am able to do a simple PubMed search” (30% to 80%), “I am able to determine whether the methodology in a quantitative research article is adequate” (30% to 79%), and “I am able to determine whether the research findings should be applied to my patient population” (60% to 86%). **Discussion:** The knowledge team is an effective support for enhancing EIP for BC physiotherapists. As new health information roles evolve, librarians may find beneficial synergies by working in partnership.

## Creating a mobile subject guide to deliver point-of-care resources to medical students

Jill Boruff<sup>1</sup> and Edward Bilodeau<sup>2</sup>

<sup>1</sup>Life Sciences Library, McGill University; <sup>2</sup>McGill University

**Introduction:** Doctors, medical residents, and medical students have been using handheld devices at the bedside since the first such devices were available. With the advent of smartphones, the landscape for handheld resources has expanded from downloadable content to include web-based interfaces as well as device-specific applications. McGill University Library licenses numerous point-of-care tools, but there was no cohesive way to provide access to these resources. **Methods:** In order to facilitate the student usage of the point-of-care resources, the liaison librarian for Undergraduate Medicine and the web services librarian decided to collaborate on the creation of a mobile resource guide conceived and designed specifically to improve access to the mobile versions of the point-of-care tools licensed by McGill. **Results:** We

created a mobile web site that presents the available resources along with access (web site versus downloaded application) and authentication methods for each of 11 resources. The information is organized and optimized to facilitate use on a handheld device. **Discussion:** The project faces many challenges, including dealing with multiple platforms, delivery formats, and authentication methods, and providing technical support for devices that McGill University does not yet support. The guide will be formally presented in January to the second-year medical students in a library session on Evidence-Based Medicine given just before they start their first clinical rotations. A feedback mechanism will be in place to allow these students to make comments about the guide and to influence further improvements.

## Transforming learning: Integrating evidence-based practice and information literacy skills in teaching physical and occupational therapy students

Jill Boruff<sup>1</sup> and Alik Thomas<sup>2</sup>

<sup>1</sup>Life Sciences Library, McGill University; <sup>2</sup>PhD Candidate, School of Physical and Occupational Therapy, McGill University

**Introduction:** To ensure that Physical and Occupational Therapy (P&OT) graduates develop Evidence-Based Practice (EBP) competencies, their academic training must promote essential EBP skills, such as posing a clinical question and retrieving relevant literature to answer

the question, and the information literacy (IL) skills needed to practice these EBP skills. Librarians and faculty members must work in collaboration to design effective instructional strategies that will promote the development of these two sets of skills. **Methods:** The P&OT liaison



librarian and a faculty member designed an instructional activity that included a lecture, workshop, and assignment that attempted to integrate EBP skills and IL skills early into the academic program. Students were introduced to the notion of choosing the appropriate resource for their information needs and the basics of searching Ovid MEDLINE for a simulated patient scenario. The assignment was designed to assess students' ability to conduct a search independently. **Results:** The lecture and workshop were successful in their objectives, as 101 of

the 104 students received an 8 out of 10 or higher on the search assignment. **Discussion:** Given that students completed the assignment shortly after having attended the lecture and the workshop, this evaluative component did not test the long-term retention of concepts. Future work will include the evaluation of students' long-term retention of IL objectives and the integration of IL instruction across academic years. The collaboration between the faculty member and the librarian was integral to the success of this endeavour.

## Bibliometrics, a case study: science or magic?

Soleil Surette,<sup>1</sup> Trish Chatterley,<sup>2</sup> and Thane Chambers<sup>3</sup>

<sup>1</sup>CARE Program in Integrative Health and Healing, Department of Pediatrics, University of Alberta; <sup>2</sup>John W. Scott Health Sciences Library, University of Alberta; <sup>3</sup>Faculty of Nursing; John W. Scott Health Sciences Library, University of Alberta

**Purpose:** Many different research methods exist and it can be difficult to learn about them all. Bibliometrics is an important and relevant research methodology, especially for librarians. In this presentation, the methodology of bibliometrics will be illustrated using a recent project that analysed research collaboration patterns and study design types in published research. **Setting:** A bibliometric research study was completed at the University of Alberta by three librarians who, until beginning this project, were novices to this type of study design. During this study, we learned how bibliometric analysis is relevant and pertinent to us as librarians and to the health researchers with whom we work. **Methods:** The focus of this presentation is to introduce and explain how bibliometrics can be used and

understood by health librarians to analyze health publications. We will use a bibliometric research study that analyzed publication patterns, study designs, and author relationships in published complementary and alternative medicine journals and medical journals as a case study of bibliometric research. We will define bibliometrics, the process of doing a bibliometric study will be described, and the strengths and limitations of the methodology will be explored. **Results:** The results of the original research and the process of completing this type of study will be outlined. **Discussion:** The challenges that arose as the project progressed, the solutions found, the pitfalls to avoid, and advice for anyone considering a bibliometric study will be discussed.

## Health sciences library and information research: What can we learn from the research?

Lorie Kloda,<sup>1</sup> Denise Koufogiannakis,<sup>2</sup> and Katrine Mallan<sup>3</sup>

<sup>1</sup>Health Sciences Library, McGill University; <sup>2</sup>University of Alberta Libraries; <sup>3</sup>Jacobs University, Bremen, Germany

**Introduction:** Health sciences librarianship can and should be informed by research, and current research should inform health sciences librarians' practices. In order to maximize the impact of research, the journal *Evidence Based Library and Information Practice* (EBLIP) publishes evidence summaries – synopses and critical appraisals of published research that facilitate knowledge translation in library and information practice. The current study examines the methodological

strengths and weaknesses of 42 studies that were critically appraised as evidence summaries and their findings. **Method:** A qualitative content analysis of the commentary section of health-related evidence summaries published in EBLIP from 2006 to 2010 will be undertaken. Using a standardized data extraction form, each evidence summary commentary will be reviewed to determine the strengths and weaknesses of the original research study, aspects of critical appraisal that were discussed, and

implications for practice of the original research. **Expected findings and discussion:** This research will provide a detailed look at selected health sciences librarianship publications from the past five years. It is expected that the results will reveal trends in critical appraisal of health sciences library and information research, highlighting methodological weaknesses as well as strengths, and areas for improvement in both research design and in

critical appraisal techniques. It will provide researchers with examples of common methodological issues that arise in research and therefore potentially weaken results. For practitioners, results are also expected to reveal implications for health sciences librarianship in domains such as collections, education, management, reference, information storage and retrieval, professional issues, and scholarly communication.

## Experiences of family members after a child dies: Scoping the literature in interdisciplinary research

Lorie Kloda,<sup>1</sup> Mary Ellen Macdonald,<sup>2</sup> Rosa Caporicci,<sup>2</sup> Susan Cadell,<sup>3</sup> and Stephen Liben<sup>2</sup>

<sup>1</sup>Health Sciences Library, McGill University; <sup>2</sup>McGill University; <sup>3</sup>Wilfrid Laurier University

**Introduction:** A body of evidence exists to support the assertion that grieving the death of a child is one of the most stressful of life experiences. While a significant body of literature addresses family bereavement, no synthesis of the data exists for facilitating knowledge translation to researchers, clinicians, and policy-makers. Bereavement research spans several disciplines, including anthropology, medicine, psychology, nursing, and social work, requiring a systematic review design to provide a comprehensive synthesis of current data. Librarians have an instrumental role on the systematic review team, capable of managing the research process from protocol development, to literature searching and screening, to analyzing and synthesizing the data. **Method:** We conducted a systematic review addressing multiple aspects of family bereavement. We searched medical, allied health, and social science databases for

qualitative and quantitative research, and we searched published and grey literature. We also incorporated hand searching of key journals and conferences. **Findings:** Over 8500 potentially relevant records were screened, and 800 were considered for inclusion in the final review. Due to the size of the literature on the topic, a scoping review methodology was employed, omitting any critical appraisal. Key findings on the more than 500 included studies since 1970 include a significant amount of research on fathers and the presence of numerous unpublished master's and doctoral theses. **Discussion:** Challenges encountered and lessons learned in conducting such a broad review on an interdisciplinary topic includes issues around defining the population of interest, as well as the complexity of coordinating data extraction across a variety of study designs.

## Research design and writing in the health sciences: A library guide to support academic research information needs

Maria C. Tan<sup>1</sup> and Trish Chatterley<sup>2</sup>

<sup>1</sup>MLIS Student, School of Library and Information Studies, University of Alberta; <sup>2</sup>John W. Scott Health Sciences Library, University of Alberta

**Introduction:** Academic libraries play a valuable role in supporting researchers with their projects, from inception to dissemination. This paper presentation describes the unique challenges addressed in creating a library resource guide (using LibGuide software) to meet an identified need

for materials and tools in support of research design and writing in the health sciences, for librarians, graduate students, faculty, and researchers. **Methods:** The process of identifying key areas under the broad topics of conducting and writing for research in the health sciences, and selecting

relevant content for those areas, will be described. Challenges such as seeking resources for such a multidisciplinary topic, and meeting the needs of such a wide audience, will be discussed. Specific aspects of guide layout and content organization to enhance usability will be highlighted. **Results:** The resource guide has been published in the Health Sciences section of the University of Alberta Library website. It has been promoted to the librarians of the John W. Scott Health Sciences Library for their

feedback prior to promotion to the health sciences faculties. **Discussion:** Recommendations for next steps include garnering feedback from teaching and research faculty in the health sciences disciplines served by the John W. Scott Library; creating a customized Research Design and Writing tab within existing health sciences discipline-specific library guides; monitoring usage (volume and audience); and ongoing adjustment of content and organization to respond to users' needs.

## Librarian office relocation pilot: does office location impact student–librarian interaction?

**Trina Fyfe**

*Northern Medical Program, University of Northern British Columbia*

**Objective:** In an attempt to explore new opportunities to support medical students at the Northern Medical Program, University of Northern British Columbia, the health sciences librarian moved out of her office in the main library to an office in the medical department for one semester. **Methods:** Data regarding research and library support for first- and second-year medical students was collected for one semester. The data collected captured the number of questions and (or) interactions with the librarian, the manner by which the student(s) asked the question (in-person, email, or phone), the type of questions asked, and the length of each question and (or) interaction. Descriptions of each question and (or) interaction were recorded.

Data were compared to existing data recorded from a previous semester. **Results:** The location of the librarian's office in the medical department significantly increased the number of in-person questions and (or) interactions with first- and second-year medical students. The types of questions and (or) interactions were primarily reference questions. Definitions and statistics will be provided. **Discussion:** The office location of the librarian within the medical department increased the number of student–librarian interactions in regards to student research and library support. There was a significant increase in the number of reference questions asked by the students. The pilot was a success and the librarian remains in an office within the medical department.

## Provision of pandemic information by health sciences librarians: A multi-site comparative case study

**Robin Featherstone,<sup>1</sup> Gabriel Boldt,<sup>2</sup> Nazi Torabi,<sup>3</sup> and Shauna-Lee Konrad<sup>4</sup>**

*<sup>1</sup>Montreal General Hospital, McGill University Health Centre; <sup>2</sup>London Regional Cancer Program, London Health Sciences Centre; <sup>3</sup>University of Western Ontario; <sup>4</sup>Children's Hospital, London Health Sciences Centre*

**Introduction:** This qualitative, multi-site case series investigated information provision to health care providers by librarians during the recent H1N1 pandemic. Analysis revealed contributions of information professionals and best practices for librarians supporting health care organizations during an outbreak. Research findings will help define current and future roles for information professionals in pandemic planning and response. **Methods:** The

research utilized a multi-site, comparative case study design. Researchers selected four cases for their representation of a provision-of-information project by an MLIS professional to health care or information professionals that emerged in response to the recent H1N1 pandemic. Investigators conducted semi-structured interviews and examined supplementary materials in the form of organizational documents, correspondence, communications, and

websites to create a complete picture of each case. Investigators queried each participant as to the circumstances of the information request, method of delivery utilized to communicate with their audience, sources used to retrieve information, evaluation and selection criteria applied to each source, and assessment of the service provision. The

rigour of the case study was ensured through data and investigator triangulation, and interview transcripts were coded using NVivo to identify common themes and points of comparison. **Results:** Our results and conclusions are not complete yet. If selected, we will email our results and discussion sections after 5 January 2011.

## Redefining roles of academic librarians: Participating in the research intensification process

**Rajiv Nariani**

*Steacie Science & Engineering Library, York University*

**Description:** Research and innovation defines our universities and helps academic librarians in all aspects of their work including information literacy, curriculum integration, collection development, and assessment activities. The focus of the study was to innovatively use unique search fields and Really Simple Syndication (RSS) feeds offered by science, technology, and medicine (STM) databases to analyze our collections and expand our knowledge base. The outcome of this exercise resulted in better liaison with faculty members, research officers, and graduate students during their communication, research, and literature review process. **Method:** STM databases provide unique fields that were used to limit results to research papers from our institution. We are able to highlight publications stemming from specific departments including grant-funded research and papers

in open access journals that can be monitored from one central location. RSS feeds were created for searches conducted in PubMed, Web of Science, and Scopus, and this has helped graduate students to follow the latest articles related to their research. The feeds are made available as a public blogroll. **Results and discussion:** The information gathered from different sources has been used to observe research trends including publishing trends in open access journals. Results from different blogrolls are periodically analyzed using tools offered by STM databases. They are used to strengthen our research collection and populate our institutional repository. Other benefits accrued as a result of these activities will be discussed in detail. Participants will also explore possibilities to create context specific feeds for their institutions using various databases.

## Increasing student engagement with an evidence-based medicine assignment by simulating continuing medical education

**Dale Storie,<sup>1</sup> Sandy Campbell,<sup>1</sup> Brettany Johnson,<sup>2</sup> and Robert Hayward<sup>3</sup>**

*<sup>1</sup>John W. Scott Library, University of Alberta; <sup>2</sup>Centre for Health Evidence, University of Alberta; <sup>3</sup>Health Informatics, Faculty of Medicine and Dentistry, University of Alberta, and Centre for Health Evidence, University of Alberta*

**Introduction:** At the University of Alberta, undergraduate medical students complete several “searching for and evaluating evidence” assignments in their first two years. To increase student engagement, we converted one of our existing paper-based assignments to an interactive

electronic format by adapting a continuing medical education (CME) program that many participants will use professionally. In this session, we describe the project and report on survey results measuring student engagement with the new assignment. **Method:** The College of Family

Physicians of Canada's ePearls™ CME program was simplified for use by medical students beginning their clinical clerkship. All of the students had completed a similar paper-based assignment within the previous two years. Students completed the interactive electronic assignment during class time. At the end of the session students were asked to complete an electronic survey that was designed to measure their preference for the paper or electronic delivery of the assignment and whether or not delivery in the context of a CME program was engaging for them. **Results:** Most

of the students preferred the electronic version of the assignment over previous paper versions. Most of the students also valued the introduction to the CME environment. Many students commented that they enjoyed being able to immediately apply what they had learned. **Discussion:** Overall, the new assignment was very well received. Students clearly favoured the new format, and they also appreciated the CME aspect. Based on these results, we will implement the delivery of more of evidence-seeking instruction in this format.

## Undergraduate research consultations: What's really going on?

Jennifer McKinnell,<sup>1</sup> Laura Banfield,<sup>1</sup> and Andrea McLellan<sup>2</sup>

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**Question:** The purpose of this study is to try and gain a better understanding of undergraduate research consultation activities in a Health Sciences Library. **Design (mixed methods):** In addition to a literature review, a content analysis of consultation statistics and the associated planning and follow-up correspondence was conducted. The analysis sought to identify trends related to field of study, complexity of research need, time of year, and origin of the consultation request (e.g., program requirement, instructor recommendation, student identified learning need, etc.). Additional information about changing curriculum research requirements will also be incorporated. **Setting:** The study took place in the Health Sciences Library at

McMaster University. **Results:** Although not complete, the preliminary findings suggest a growing emphasis on bibliographic research, systematic reviews, and scoping analysis at the undergraduate level without adequate support from within the formal curriculum. As a result, students are seeking greater support for their research endeavours from the library. **Conclusions:** This study attempts to understand what is really happening during the undergraduate research consultation. As both professional and non-professional undergraduate health sciences programs evolve and transform, it is essential that libraries continue to explore new possibilities in the provision of viable and sustainable consultation services.

## The evolving mobile needs of hospital library users

Jeff Mason

Regina Qu'Appelle Health Region

The Health Sciences Library (HSL) of the Regina Qu'Appelle Health Region (RQHR) licenses resources that include mobile subscription options. Over the past year HSL staff tracked the number of licenses and the type of devices for which RQHR staff, physicians, students,

interns, and residents have requested licenses. The data collected will help inform future collection development, library training, and the technology skills needed by library staff to support a clientele with changing information needs.

## **Leisure reading collections in academic health sciences libraries**

**Erin Watson**

*Murray Library, University of Saskatchewan*

In fall 2010, the author surveyed health sciences students at the University of Saskatchewan to find out how much time they spend leisure reading, whether leisure reading plays a role in their development as health professionals, and whether they feel a leisure reading collection should be

set up at the University of Saskatchewan Health Sciences Library. Many respondents indicated that leisure reading is an important activity for them, and that they would like their academic health sciences library to help them do more of it.

## **Transforming student orientations – letting students direct the process**

**Terry Ann Jankowski**

*Health Sciences Library, University of Washington*

It's 4pm before a 3 day holiday and new graduate students are coming for an orientation. How does one get and keep the students' attention under these less than ideal conditions? Taking a page from the children's book series, "Choose Your Own

Adventure," this instructor used a combination of Smartboard technology, audience response systems, and discussion to actively engage the students in creating their own, customized orientation. This session shares the rationale and techniques used.

## **A librarian in an evidence-based medicine journal club**

**Teodora Constantinescu**

*Dr. Henry Kravitz Psychiatry Library, Jewish General Hospital, Montreal*

A new monthly Journal Club was started in November 2010 in the Child Psychiatry Service of the Jewish General Hospital in Montreal with the overall mandate to contribute to a new culture of "turning research into practice". Following a co-presentation at the Grand Rounds on evidence-based medicine

and practice that met with interest, the librarian was invited to participate in the monthly journal club by the co-presenter, a child psychiatrist. What is the role of the librarian, if there is one, in a Journal Club? The experience of being part of this club will be shared and discussed.



## **Determining the credibility of complementary and alternative health information on the web: Older adult perspectives**

**Maria C. Tan**

*MLIS Student, School of Library and Information Studies, University of Alberta*

The burgeoning volume of online resources, accessed by growing numbers of aging information seekers, has exposed a knowledge gap regarding how the senior population evaluates Web-based health information, and complementary

and alternative medicine in particular. This presentation highlights findings from a pilot study exploring how older adult consumers evaluate the trustworthiness of internet-based complementary and alternative medicine information.

## **Bridging access to library resources for patients**

**Kathryn Ranjit,<sup>1</sup> Renee Reaume,<sup>2</sup> Shauna May,<sup>3</sup> and Nancy G. MacKenzie<sup>4</sup>**

*<sup>1</sup>Peter Lougheed Knowledge Centre, Health Information Network Calgary; <sup>2</sup>Health Information Network Calgary; <sup>3</sup>Calgary Public Library; <sup>4</sup>Calgary Public Library*

In this talk, we will highlight a hospital library as a unique resource to support the successful transition from the hospital to the community. In a collaborative pilot program, public library vouchers are provided to patients and their families who use the hospital library while visiting an acute care hospital

in the large urban setting of Calgary, Alberta. The program aims to increase awareness of consumer health resources and to facilitate access to resources when patients leave the hospital and return to their community. We will discuss the success and learning opportunities of this venture to date.

## **Helping transform nurses into researchers**

**Ashley Farrell**

*Regina Qu'Appelle Health Region*

In 2010, the Regina Qu'Appelle Health Region Health Sciences Library in Regina, Saskatchewan, created a course to support nurses who have enrolled or intend to enroll in classes to upgrade their education. The library recognized that nurses of this vintage would benefit from developing their information literacy skills in order to complete the research-driven assignments and projects of their program

The course was offered on a Saturday, outside normal working hours, in an effort to allow more nurses to attend. Objectives included how to ask effective research questions; evaluate and choose medical resources; effectively search medical databases; and create bibliographies and manage citations. This presentation will discuss the creation, implementation, and evaluation of the course.



## The digital petting zoo: Loaning out consumer electronics

**Angela Hamilton**

*Steacie Science & Engineering Library, York University*

I will discuss the Steacie Science and Engineering Library's experiences loaning out a variety of consumer electronic gadgets including a digital camera, digital voice record, Sony eReader, and iPod Touch. We offer these items for students and faculty to borrow and use in whatever way they see fit. We are loaning these items out with the intent that the users will either have a specific use in mind such as a study or classroom aide or that it will be an opportunity for the users to try a new technology that they

would not otherwise get a chance to try out. I will outline the policy and technological issues surrounding loaning out products that were designed to be used by individual users and how we addressed them. I will also briefly outline the responses of users including the borrowing statistics and the results of a short survey regarding how they used the iPod Touch. I believe this talk could be an excellent introduction to the role consumer electronics can play in a health library.

## Communication, collaboration, and documentation in systematic reviews

**Vivian McCallum**

*Sunny Hill Health Centre for Children*

A lot is written about how to search databases in a systematic review. During several recent reviews, three other essential aspects of a good systematic review have recurred: communication with the researchers, collaboration methods, and documentation of the search process. I would like to

highlight these three aspects of the systematic review process with a quick tip on each. The tips form a standardized process that can result in more efficient use of the review team's time, better understanding of the researcher's topic, and a streamlined approach to documenting the process.

## Nothing is certain: The role of a cancer library in patients' uncertainty management

**Heather Ganshorn<sup>1</sup> and Yongtao Lin<sup>2</sup>**

*<sup>1</sup>Mental Health Commission of Canada; <sup>2</sup>Tom Baker Cancer Knowledge Centre, Health Information Network Calgary*

"In these matters the only certainty is that nothing is certain" – Pliny the Elder

Research has shown that uncertainty plays a large role in the lives of cancer patients and their loved ones. Uncertainty begins at or even before the initial diagnosis, and continues throughout a patient's cancer treatment, persisting even into remission. Patients may choose to decrease their uncertainty through information seeking or to maintain it through information avoidance. We conducted

open-ended interviews with cancer patients who have used the Tom Baker Cancer Knowledge Centre in order to find out more about how the library can assist patients with their uncertainty management. We asked about sources and (or) causes of uncertainty, preferences for how and when information should be given, and how they used the library to manage their uncertainty. We also sought to identify gaps or opportunities for the library to play a greater role in patients' uncertainty management.

## Using social media in conference planning

**Kathryn Ranjit<sup>1</sup> and Jennifer Lee<sup>2</sup>**

*<sup>1</sup>Peter Lougheed Knowledge Centre, Health Information Network Calgary; <sup>2</sup>University of Calgary*

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Social media can be an effective tool to create buzz and connect your delegates before, during, and after a conference. In order to use online social media as effectively as possible for the CHLA/ABSC 2011 conference, we initially

defined goals and objectives for the use of these tools, created a strategic plan for their use, and modified our method of use on an ongoing basis. We will discuss the best practices we have learned from this experience to date.