

CHLA 2018 CONFERENCE LIGHTNING TALKS / ABSC CONGRÈS 2018 PRÉSENTATIONS ÉCLAIR

LT=Lightning Talk

LT1. A Few of Many: The Experience of Two Librarians Supporting Instruction Within a Large Collaborative Working Group

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The Health Science Research (HSR) Working Group is a collaboration of 16 academic and hospital librarians from 6 different institutions, whose mandate is to support information literacy instruction to students enrolled in the MD program at a large research university. While librarians have always been involved with the teaching of the programs' information literacy, their roles and degree of participation have evolved over time. The HSR Working Group has the most proactive involvement to date, with multiple librarians from different organizations. This talk will explore the experiences and perspectives of two librarians who each had different roles within the HSR Working Group, and will also highlight their experiences teaching materials that was developed centrally.

LT2. Gamifying a Medical School Lecture to Teach Students How to Use Electronic Tools for Clinical Practice

Zahra Premji, Anthony Seto

University of Calgary

Introduction: In clinical rotations, medical students are tasked with efficiently searching up information for clinical queries. Students often learn these skills on-the-job, when needs arise. Prior to clinical placements, students sitting in lectures may be less motivated to learn how to navigate clinical resources, as they are not actively on clinical duties. Gamification of teaching library resources can help promote interest and active participation, so that students can be encouraged to develop and adopt life-long learning early on. **Description:** The objective was to create an interactive session that equipped second-year medical students with knowledge on how to use several clinical tools. The session incorporated hands-on practice to showcase relevancy for students and to allow an opportunity for students to demonstrate their learning of navigating clinical tools. An academic medical librarian and clinical educator collaborated to develop this 60-minute session. The initial segment was a lectured overview of 5 electronic tools frequently used in clinical practice. Thereafter, students played a team-based game called 'Fast Finder' to practice using the tools to find answers to clinical questions. Teams of 10 students completed as many questions as possible from a 100-question, multiple-choice quiz, in 15 minutes. The team with the most correct responses received a prize. This presentation will discuss the challenges in creation and implementation of a game for teaching library resources to medical students, as well as the ways in which the information gathered from the game, and a post-game survey, can be used to assess both learning and student engagement.

LT3. Lights, Camera, Learn! A Cross-Organizational Approach to Noon-Hour Information Literacy Instruction

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Introduction: Lunch and learn series are a common method of education delivery in healthcare. Increasingly, learners want and expect the option to view recordings and supplemental materials afterwards. How do librarians leverage existing supports and educational offerings to meet the modern needs of healthcare professionals, researchers, and students? **Description:** Librarians across three organizations collaborated on developing and delivering a four-part lunch and learn series to empower attendees with practical information-gathering, evaluation, and synthesis skills. Technologies from each organization were employed for promotion, registration, evaluation, online delivery, and recording. Two original content sessions were presented by the librarian organizers (Creating Effective Research Questions; Screening & Appraising Results), a panel discussion focused on synthesizing information (Synthesizing Information), and a session delivered by healthcare professionals demonstrated an evidence-gathering framework to change local practice (Using Evidence to Change Practice). Feedback surveys were automatically emailed to registrants after each session. **Outcomes:** 105 people registered across organizations and 63 attended, while 23 completed the feedback survey. Overall, participants were satisfied with the content and identified it as filling knowledge gaps. The majority of survey respondents identified as Researcher (n=6) or Program Coordinator (n=8). Respondents ranked preferred topics for follow-up sessions which will inform planning of future series. **Discussion:** Affiliates of our health organizations have a range of information needs that are not all met with current training offerings. Creating opportunities for people involved in knowledge creation to acquire skills and engage with colleagues doing similar work demonstrates librarian engagement and the value of our services.

LT4. Reflective Journal Writing to Improve Curriculum-Based Library Instruction in Pharmacy

Janice Kung
University of Alberta

Description: Reflective practice is a form of self-assessment to analyze what is taught in the classroom, how students respond, what are the instructor's thoughts related to successes and failures of the instruction, and suggestions for improvement. An established method for reflective practice in teaching is through journal writing. In the Fall 2017 term at the University of Alberta, eight reflective journal entries were completed immediately following pharmacy library instruction sessions that were curriculum-based. Journal entries included Course Name, Date, Time, Background (e.g. name of the faculty member who requested the session), Class Details (e.g. what did/did not go well), Post-session Evaluation (e.g. informally assessing students' level of learning), and Suggestions for Next Time. The exercise of journal writing provides time and focus for reflection with librarians' teaching that may not have been known otherwise. Lessons learned from the practice of journal writing for library instruction will be shared.

LT5. Developing Librarian Search Skills Through 'Search Club'

Christine Neilson
University of Manitoba

Literature searching to support systematic reviews requires an advanced level of search skill. Formal training in advanced search techniques can be difficult to access, and librarians' confidence in conducting systematic review searches can vary. This lightning talk will describe 'Search Club', an opportunity for a group of health librarians in a university library system to practice complex literature searching and learn from one another in a low-stakes environment.

LT6. Projet de Production de Capsules Vidéo pour la Promotion de nos Professions

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Dans le souci d'offrir un outil de promotion aux professionnels de l'information au sein de leurs institutions, le comité Promotion du Chapitre du Québec/Association pour l'avancement des sciences et techniques de la documentation, section santé services sociaux (ASTED3S) a élaboré une vidéo promotionnelle. Celle-ci met de l'avant le positionnement des professionnels de l'information (bibliothécaires et techniciens en documentation) en tant que membres de l'équipe multidisciplinaire des professionnels de la santé et des services sociaux, à titre de spécialistes de l'information. Le but était de faire valoir aux clientèles cliniques et administratives la contribution des professionnels de l'information dans le développement de leurs meilleures pratiques. Tout au long du processus de création, il a fallu rester à l'écoute des acteurs du milieu, ce qui s'est avéré un défi en soi, mais qui a permis d'enrichir le produit final. Portrait de notre expérience.

LT7. A Collaboration in EBM Library Services at a Swiss University

Carolyn Ziegler
St. Michael's Hospital

In March and April 2018, a Canadian teaching hospital information specialist will have the opportunity to work on contract at a Swiss university medical library to help develop a range of EBM services to improve the quality of research, teaching, and learning. The information specialist will present on how this opportunity developed, the outcomes of the collaboration, and the nature of EBM library services at a Swiss university.

LT8. A Library Guide for the Documentation and Reporting of a Systematic Grey Literature Search

Jackie Stapleton
University of Waterloo

Performing a systematic grey literature search can be problematic as these forms of publication are often unorganized and lack systematic search tools. This is a particular problem in public health as research questions often involve synthesis of information not published in the traditional peer reviewed journal

article. A public health librarian created a tool to aid researchers through the process of conducting a grey literature search. It provides step by step instructions for the creation of a search plan and guides the researcher in organizing and documenting the information required for PRISMA reporting standards. This tool is regularly used during research consultations between the librarian and public health researchers. The components of the tool are based on the methods outlined in the paper 'Applying systematic review search methods to the grey literature: a case study examining guidelines for school-based breakfast programs in Canada' by Godin et al.

LT9. Info Bites: Experimenting with Informal and Conversational One-Off Instruction (With Snacks!)

Zack Osborne
St. Michael's Hospital

Reflecting upon evidence to suggest a refresh was needed, accompanied by a decline in participation for regular library workshops, the St. Michael's Hospital Health Sciences Library examined alternative formats and styles to delivering instruction programming. In fall 2017 a modified approach to one-off instruction was introduced titled 'Info Bites', which took shape as brief, casual, bi-weekly, afternoon drop-in sessions focused on topics related to library services and resources, time-saving tools, and emerging trends in research. The informal nature of Info Bites enabled library staff leading these sessions to foster a conversational group atmosphere and to better engage with clients on a focused topic. Tea and snacks were also provided, and the Info Bites tagline was born: 'Info Bites: Enjoy tea and treats, leave with some information to chew on'. This Lightning Talk will share the inspiration, motives, marketing and promotional efforts, participant feedback and evaluations of offering short, informal, and conversational library instruction.

LT10. Logic Modelling to Assess Value and Impact of a Systematic Review Service

Heather Cunningham
University of Toronto

Introduction: Providing a robust and effective systematic review service (SRS) requires a significant allocation of resources, training and staff time. Performance and impact cannot be gauged if inputs, outputs and outcomes are not measured. A logic model framework was chosen as an assessment tool. Such models are commonly used as a planning and evaluation framework in healthcare, applied in research impact assessments by funding agencies, and used to identify indicators to measure impact. **Description:** An SRS at a large academic health science library was assessed (and continues to be assessed) using a logic model framework. During Winter/Spring of 2017/2018 indicators of success for program components were defined, appropriate assessment measures determined and stakeholder input gathered. **Outcomes:** An evaluative framework and assessment plan were developed which maps inputs, time, and resources to short and long-term outcomes and objectives. **Discussion:** Logic modelling framework goes beyond assessing the outcomes of an SRS. It can also be used as a communication tool to library administration, faculty and other researcher stakeholders. A main disadvantage of logic modeling is the time intensive development. Advantages were a roadmap of the overall SRS evaluative plan and alignment with the larger health science research community. This model and framework would be applicable to other health science libraries to plan, measure and communicate the value of an SRS.

LT11. Choosing Your Own Library Service: Adapting Patient Decision Aids for Library Patrons

Vincci Lui, Heather Cunningham, Patricia Ayala
University of Toronto

Introduction: Patient decision aids are designed to help people make informed choices about their own healthcare. They can be used for a variety of health as well as social issues. Decision aids are available online or in print and provide information as well as the pros and cons about available options, often in a visual layout. A novel idea is to apply a patient decision making framework in the library setting to help library patrons navigate through the choices of services and resources that are available to them. **Methods:** We adapted the Ottawa Decision Support Framework to revise a patron information resources in a large academic health sciences library. A handout of reference and research services was modified to provide informed context about options, timeframes and expectations. This will serve as the framework for a beta version of an online interactive decision tool to help choose between options for systematic review support. Decision aids were tested during the development phase in consultation with stakeholders. **Results:** Methodology used to develop and test a library adapted decision aid will be presented. **Discussion:** A Cochrane systematic review of decision aids concluded they improve decision making by reducing uncertainty, increasing knowledge of options and creating realistic expectations of outcomes. This project will determine the usability and effectiveness of employing this approach in a library setting.