

CHLA 2020 CONFERENCE LIGHTNING TALKS / ABSC CONGRÈS 2020 PRÉSENTATIONS ÉCLAIR

In April 2020, the CHLA/ABSC Board and the 2020 Conference Planning Committee made the difficult decision to cancel the CHLA/ABSC 2020 conference due to Covid-19. We would like to express our sincere gratitude to all those who submitted abstracts for the “20/20 Vision” conference. We are so grateful that JCHLA/JABSC is publishing these abstracts and to celebrate all the hard work that was put into advancing librarianship within Canada, and across the world. Proposals that were accepted for the 2020 conference have automatically been accepted to the 2021 CHLA/ABSC Conference in Winnipeg, pending confirmation of participation by these presenters. We hope that all 2020 presenters choose to share their amazing work to attendees in 2021!

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LT = Lightning Talk

LT1. Marketing... In the Bag! An Outreach Toolkit for Speedy Marketing Table Displays

Jessica Babineau & Caleb Nault
University Health Network

Our Library and Information Services department occasionally hosts a table at hospital events as an opportunity to market library services and resources. To avoid continually reinventing the wheel with every event and to ensure that we are always well prepared, we've created an "Outreach toolkit". This lightning talk will describe our kit and feature a quick demonstration of this easily transportable bag and its marketing-rich contents.

LT2. UpToDate Scavenger Hunt

Orvie Dingwall & Christine Neilson
University of Saskatchewan

Introduction: MHIKNET provides library services to Manitoba Health and health professionals throughout Manitoba. Two previous online contests each engaged over 200 library users, while educating them about our services. To build on these successes, we created an online scavenger hunt using the clinical decision support tool, UpToDate. **Description:** The scavenger hunt was open from December 2-19, 2019. We used the quiz feature in SurveyMonkey to ask five questions that required respondents to use UpToDate to: search for a specific topic; identify when a specific entry had been last updated; locate patient education resources; use the drug interactions function; and identify how to use UpToDate in combination with our library

services. Correct answers were displayed at the end of the quiz and participants had the option of entering to win a \$50 gift card. **Outcomes:** There were 161 participants in the scavenger hunt. The average response time was 6 minutes 33 seconds, and the completion rate was 94%. Final scores ranged from 60% to 100%. The most challenging question required using the drug interactions function (49% correct), while the question with the most correct answers regarded using UpToDate in combination with MHIKNET services (84% correct). **Discussion:** The scavenger hunt was a fun and engaging way to promote UpToDate and determine areas to focus future training. Though responses were lower than previous online events, this event required more time and effort from participants. We considered this scavenger hunt a success and will use this method of promotion and engagement in the future.

LT3. Collaborative Development of an E-learning Module for Summer Students on Finding Best Evidence

Rouhi Fazelzad & Melanie Anderson
University Health Network

Introduction: The UHN Library and Information Services, in collaboration with the Cancer Education Summer Student Learning Series at Princess Margaret Cancer Centre developed an e-learning module on "Essential Steps in Finding Best Evidence." **Description:** The e-learning module is intended for undergrad and high school students who participate in ongoing research, studies, and literature reviews during their time at Princess Margaret Cancer Centre. The e-learning module consists of three learning objectives: 1) formulate a research question, 2) develop a precise search strategy, 3) describe criteria for critically appraising the literature. The module includes a combination of text, videos and activities. The content of the module was designed and developed by Information Specialists at the UHN libraries, and the team from the Cancer Education Summer Student Learning Series created the online module using the Moodle learning management system. **Outcomes:** The e-learning module has been introduced to summer students in May-June 2020 through Cancer 360, which is a freely accessible, open-access online program. The evaluation from the new e-learning module will be compared to the workshop evaluations from the previous in-person workshop. **Discussion:** The primary purpose of developing the e-learning module was that the students would be able to access the content of the in-person workshop at their convenience. It is also a test project for a potential future e-learning module for a broader audience. The drawbacks of the e-learning module are missing in-person interaction with peers and trainers and lacking on the spot input and feedback.

LT4. Seeing 20/20: Developing Core Competencies in Emerging Areas of Academic Librarianship

Justin Fuhr
University of Manitoba

Introduction: Academic librarians, which can include health sciences librarians, have diverse skill sets. When new services are offered, librarians may need to acquire skills to offer these services. What is the level of skill one must have to offer services in emerging areas of librarianship? Related to this, how do libraries best support the education of librarians in

specialized areas? **Methods:** I will be using data services to focus my results on a particular emerging area of librarianship, a service that many health sciences libraries now offer. I designed a seventeen-question survey and invited Canadian and American data services librarians to participate. I analysed my survey's results using grounded theory. The survey has three parts: background information, self-assessment of skill in a predetermined list of core competencies, and the effectiveness of specific professional development initiatives. **Results:** TBA. The results will provide a benchmark of current skill levels of data services librarians in North America. I plan to use the Portage Network's survey of Canadian institutional strategies on research data management to gauge if academic librarians need further data services training. **Discussion:** My study will contribute to the growing literature of Canadian academic librarians' professional development. This is of particular importance for health sciences librarians, as these information professionals are often engaged in emerging areas of librarianship including data services. Serving as one piece of a larger puzzle, it is my hope that my project provides evidence-based practice for librarians as libraries evolve and innovate.

LT5. Unbundling ClinicalKey

Me-Linh Le, Janet Rothney, & Janice Winkler
University of Manitoba

Introduction: In recent years, the cancellation of so-called journal 'big deals' has gained attention and traction within librarianship. In March 2019, University of California's termination of its \$11 million USD/year contract with Elsevier made headlines around the world and was seen by many as a turning point in scholarly publishing and the open access movement. Less attention has been paid, however, to how the potential cancellation of other high-value bundled resources is being handled by libraries. This paper will detail the process undertaken at one health sciences library to cancel its subscription to ClinicalKey, including usage analysis, acquisitions and negotiation strategies, and communications rollout. **Description:** Owned by Elsevier, ClinicalKey is a key online resource within the health sciences with a primary focus on medical clinicians; it contains ~550 journals, ~690 electronic books, procedural multimedia, and point of care resources. The University of Manitoba subscribed to ClinicalKey when it launched in 2012, but rising subscription costs, budget constraints, and increasing restrictions placed on how patrons could access content contributed to the need for a thorough assessment as a continued subscription became unsustainable. Further complicating the process, key texts available only through ClinicalKey are still used as required texts throughout the medical school curriculum so access to a large number of books will need to be renegotiated on a stand-alone basis. **Outcomes:** Project is currently underway; outcomes will be presented at conference. **Discussion:** Project is currently underway; discussion will be presented at conference.

LT6. Living with Your First Living Systematic Review

Danielle MacDougall, Caitlyn Ford, & David Kaunelis
Canadian Agency For Drugs And Technologies In Health

With medical evidence being published at an increasingly fast pace, research teams are having difficulty keeping their systematic reviews updated. Living systematic reviews (LSRs) are one proposed solution to this issue. Our talk will focus on our organization's experience in completing our first LSR. It will discuss what an LSR is, why our organization decided on this approach for our current project, and the methods used to complete our LSR. There will also be a brief discussion on the process of completing this LSR and whether this approach could work for other organizations.

LT7. Review of Local Systematic Review Characteristics: Looking Back as We Plan for the Future

Robin Parker & Melissa Helwig
Dalhousie University

Introduction: Systematic reviews (SRs) are a common research output from universities and academic librarians support these projects through searching, instruction, and SR software provision. Understanding the characteristics of SRs in the local context can identify areas of strengths and deficiencies in SR capacity as well as the volume of production, which speaks to past library SR support and has the potential to inform future instruction, outreach, and service delivery model. The objective of this project is to examine recent published SRs authored by researchers from one institution and identify patterns in methodological and reporting quality. **Methods:** We searched multiple databases for SRs with at least one author affiliated with our institution. Using Covidence software, we removed duplicates and screened citations using selection criteria. A sample of reviews with first or last authors from the university were assessed for methodological quality using the validated AMSTAR 2 tool and for reporting quality using the PRISMA checklist. We extracted review characteristic details from the reports, including area of research, team composition, methodological and reporting quality, librarian involvement, and search strategy details. **Results:** A random sample of 100 reviews were evaluated. Details of the review characteristics and adherence to reporting and methodological standards will be reported. **Discussion:** Library services related to SR support will be informed by this retrospective investigation into the quality of published SRs from affiliated authors. Trends in methodological and reporting deficits suggest areas where outreach and training could help to improve the quality of SR research conducted at our institution.

LT8. Managing Increasing Demand for Systematic Review Support from Graduate Student Researchers: A Curriculum-Based Approach

Lydia Thorne
Ontario Tech University

Introduction: Health sciences librarians are experiencing an increase in demand for systematic review consultations from early career researchers. Providing this level of in-depth research support to students often proves challenging for librarians, as these users do not always have the time or resources necessary to successfully complete a systematic review. Helping these students to develop advanced searching skills via one-on-one consultations also involves a significant time commitment from librarians given the increasing number of users requiring assistance. Such is the case at Ontario Tech University, where graduate students can opt to complete a systematic

review for their thesis or research project. To build capacity for systematic review support at Ontario Tech University, a workshop series was developed for graduate students enrolled in a required seminar course. **Description:** These three 1.5- hour workshops guide participants through the systematic review process, from protocol development to publication. All graduate students completing a systematic review are now required to attend the first class on literature searching for knowledge synthesis before booking a consultation with a librarian. **Outcomes:** Feedback collected from user satisfaction surveys has been very positive and a preliminary analysis of usage statistics has shown a decrease in the number of requests for systematic review consultations from this user group. **Discussion:** A mandatory workshop for all graduate students completing a systematic review is one way to maximize librarians' time and expertise as the number of SR-related requests continues to increase.

LT9. Altmetric Top 10: A Novel Approach to Marketing Research Impact Services

Jack Young
McMaster University

Introduction: Research impact services are becoming increasingly popular in health sciences libraries. However, there exist a number of barriers to the successful launch of such services. Misconceptions about what various indicators measure and how data will be used may make researchers wary of research impact services. Additionally, libraries are hesitant to invest in expensive bibliometric/ altmetric databases without a known level of interest in such services. **Description:** This intervention addressed these barriers by using the free version of Altmetric Explorer to launch a social media campaign highlighting the Faculty of Health Sciences' Top 10 most attention-grabbing articles from the past year. The campaign served to simultaneously educate users about the calculation of Altmetric Attention Scores, celebrate research efforts of the Faculty, and inform researchers of the existence of research impact services at the library. **Outcomes:** The two campaigns (run in January 2019 and 2020) generated considerable interest on Twitter and the library gained a number of influential followers as a result. In addition, the library saw a 39% increase in visits to its Research Impact subject guide, with spikes during the days the campaign was running. **Discussion:** Such marketing campaigns represent a simple first step towards more fully-formed research impact services. The campaign served as a conversation starter and helped identify the library as the first stop for research impact support. What's more, this research impact project required no additional funding and could easily be replicated by other libraries using their existing database subscriptions.