CHLA 2020 CONFERENCE CONTRIBUTED PAPERS / ABSC CONGRÈS 2020 COMMUNICATIONS LIBRES

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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CP = Contributed Paper

CP1. A Look at Canadian Publications in Predatory Journals

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Introduction: Predatory journals have increasingly become a problem in the academic literature. However, few studies have explored predatory journals, and no studies have done so in a uniquely Canadian context. This study examines trends of Canadian publishing in predatory journals. **Methods:** Selected predatory journals were scanned for articles written by authors from Canada's research intensive U15 universities and 15 additional representative Canadian universities. Relevant articles were downloaded, and key data including title, author(s), affiliations, article type, year of publication, discipline, and grant information were extracted. **Results:** All 30 universities examined were found to have publications in predatory journals, with 72% from health science disciplines, and 20% from science disciplines. Medicine, Engineering, and Public Health represented the top three areas which published in predatory journals. Research articles accounted for 50% of the predatory articles, 24% were editorials, commentaries, or opinions, and 19% were review articles. Approximately one third (34%) of articles indicated receiving funding, with top funders including CIHR and NSERC. Only 9% of authors published in predatory journals more than once. Research-intensive universities published considerably more papers in predatory journals than non-U15 universities, even when controlling for confounding factors such as university size. **Discussion:** Canadian universities are not immune to the effects of predatory journals, and members of the U15 appear to be more susceptible than other universities, as do certain disciplines. Over one third of publications in predatory journals were grant-funded. These findings have implications for the academic reward system at Canadian universities, and for policies surrounding grant-funded research.

CP2. Stop. Collaborate and Listen: Engaging Hospital Staff in the Development of a Health Narratives Collection

Jessica Babineau, Caleb Nault, Melanie Anderson & Ashley Farrell
University Health Network

Introduction: Drawing on the principles of Narrative Medicine, the use of published health narratives have the potential to benefit clinical education, practice, wellness and patient experience. Our libraries embarked on a project to develop and promote a health narratives collection. The vision: to foster a different kind of health literacy by connecting healthcare providers and learners with meaningful ways of understanding diverse patient experiences. **Description:** A working group of library staff set out to build a collection of health narratives for the staff and learners of the hospital, but not alone. The group sought support from management, aligned with strategic priorities of the department, and reached out to several hospital departments in the early stages of the project to help determine the value of a health narratives collection. This engagement informed scope, collection selection criteria, potential future programming and ensured better alignment of the project to the strategic priorities of the institution. **Outcomes:** Outcomes measured will be discussed when available. **Discussion:** Alignment with the strategic priorities of the institution, and engaging members of the hospital community were integral to the success of this project. Integrating collaboration and engagement with groups from outside the library dramatically impacted the time needed for such a project, but led to more meaningful outcomes.

CP3. 2020 Vision after 500 Years

Charlotte Beck
University of British Columbia

Introduction: This paper describes a case study of provenance research on a 16th century medical book. The UBC Library copy, without supporting evidence, was purported to have been in Henry VIII's library and I undertook research to ascertain ownership, the origin of the claim, and the purpose of the medical book at that time. **Methods:** Groundwork included attending 'The Medical Book 1300-1900 ' at London Rare Book School, and consulting books on binding, early book production, and relevant English history. Using the Material Evidence in Incunabula (MEI) framework, I systematically examined the book for copy specific evidence of its use. I researched the owners' inscriptions in the archives of the British Library and University of Reading, and compared the annotations with a like copy in the Wellcome Collection. I recorded the evidence using the MEI chronological template. **Results:** The systematic methodology of MEI guided and informed the research process. This copy has sufficient evidence to track its provenance from 1518 to 2020 and to chronicle its previous owners (not including Henry VIII) and evolving role. Its materiality reveals the evolution of early book printing and medical knowledge transfer. Using the chronological reporting structure has identified gaps for future investigation. **Discussion:** This demonstration of the use of copy specific evidence to trace provenance and reveal deeper understanding of medical history raises two questions: How to ensure the preservation of annotations and inscriptions in existing unique copies and what future tangible evidence can be gleaned from our current electronic media?

CP4. Information Seeking Behavior of University of Zambia Undergraduate Students: An Exploratory Focus Group Study

Mary Chipanshi
University of Regina

Introduction: University students in their academic career are required at several stages to look for information to support their academic writing. Students at the University of Zambia are no exception. This international sabbatical study aimed to discover among other things (1) the types of information students needed, (2) where they looked for the information, (3) the most preferred sources of information and (4) how they determined the credibility of the information they found. **Methods:** Focus group methodology was used to explore systematically the information seeking behavior of selected undergraduate students. Four focus groups with an average of 5 participants in each group responded to preset questions to initiate discussion. A total of 22 (N=22) students participated in the study. Digital recordings of the group proceedings were transcribed verbatim. Data were analysed thematically using an adopted version of the classic analysis strategy (Krueger and Casey, 2015) and NVivo (a qualitative data analysis software). **Results:** Preliminary results indicate that students in their information seeking demonstrated some varying levels of information literacy skills and knowledge. With the advent of technology in Zambia, most students placed heavy reliance on the internet. However, assessing credibility of the information found was lacking. Apart from the internet, friends, other students and academic staff played a significant role in their information seeking. **Discussion:** Findings of this study attempts to shed light on information resources and services undergraduate students seek in an academic institution in Africa.

CP5. Mobile Applications Utilization by Medical Students and Residents in the Clinical Setting

Karine Fournier
University of Ottawa

Introduction: Mobile devices and mobile applications facilitate access to clinical evidence at the point-of-care. In a recent study, all medical students surveyed while doing their first year of clinical placement owned a smartphone and almost all were using technology daily for educational purposes. Mobile devices are also used for non-work-related activities (entertainment, communication, and social media) which can lead to the perception of unprofessional behavior by hospital staff and patients. Medical libraries play an important role in medical trainees' education, by subscribing to quality online resources. Our study goal is to explore medical trainees' mobile applications use in the clinical settings. We also want to explore perceived barriers and benefits of medical apps use. **Methods:** A brief online survey (English and French) was sent to all uOttawa clerkship medical students and residents. The questionnaire consisted of multiple choices, Likert-scale, and open-ended questions. **Results:** 208 English and 9 French responses were received. UpToDate is the mostly used app, followed by MedCalc and Medscape. Respondents used medical apps mostly before and after meeting with patients, sometimes but rarely while interacting with patients. Main benefits listed of medical app use were help with decision-making, quick access to trustworthy clinical information, help with diagnosis and treatment options (medication dosage, drug interaction). Barriers listed were cost,

lacking Canadian content, appearing unprofessional, too many apps, spotty WIFI, lack of time. **Discussion:** Libraries' involvement in providing access to trustworthy EBM resources to medical trainees is still crucial and needed to help shape trainees' development as medical professionals.

CP6. Expanding Our Horizons: A Three-Pronged Instructional Approach to Improving the Quality of Knowledge Syntheses

Kaitlin Fuller & Erica Nekolaichuk
University of Toronto

Introduction: After offering a successful 3-part workshop series 10 times to over 450 health science students on developing search strategies for systematic and scoping reviews, we've begun expanding our educational programming into three areas: a capacity-building workshop for our librarian colleagues in other disciplines; a faculty-development workshop for supervisors; and expanding our partnership into a team-based model for delivering the 3-part series for students that started it all. **Description:** The capacity-building session for librarian colleagues will focus on how to navigate consultations with humanities and social science students working on reviews. The goal of the workshop for supervisors is to prepare them to support students taking on methods-driven reviews. With a focus on workflows and project management solutions, participants will discuss how to negotiate feasibility concerns and the ramifications of methodological shortcuts with their students. Finally, we've expanded our team by including two of our colleagues in the development and delivery of our 3-part series. **Outcomes:** The workshops for librarian colleagues was well received and has been offered twice. The workshop for supervisors was well attended, generated a good discussion, and we plan to offer it again. Moving to a team-based model for our workshop series has had a positive impact on our educational programming. **Discussion:** The success of our workshop series for students has facilitated the building of partnerships across campus, and this has been instrumental for expanding our programming, ultimately allowing us to continue to work towards our goal of improving the quality of review research.

CP7. (What's) Beyond the Core: A Quantitative Study of Database Coverage in Qualitative Information Retrieval

Jennifer Horton[1], David Kaunelis[2], Danielle Rabb[2], & Andrea Smith[2]
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Introduction: This study investigates the effectiveness of bibliographic databases to retrieve qualitative studies for use in systematic and rapid reviews. Qualitative research is becoming more prevalent in reviews and health technology assessment, but standardized search methodologies-particularly regarding database selection-are still in development. **Methods:** To determine how commonly used databases (MEDLINE, EMBASE, CINAHL, PsycINFO, Scopus, and Web of Science) perform, a comprehensive list of relevant journal titles was compiled using InCites Journal Citation Reports and recommendations from qualitative researchers at the Canadian Agency for Drugs and Technologies in Health (CADTH). This list

was used to evaluate the qualitative holdings of each database, by calculating the percentage of total titles held in each database, as well as the number of unique titles per database. **Results:** While publications on qualitative search methodology generally recommend subject-specific health databases including MEDLINE, CINAHL, and PsycINFO, this study found that multidisciplinary science citation indexes Scopus and Web of Science not only had the highest percentages of total titles held, but also a higher number of unique titles. **Discussion:** Given the amount of unique titles available in multidisciplinary science citation indexes, adding such databases to a qualitative literature search has potential to retrieve a larger number of relevant results.

CP8. Tapping into the Skill Set of Today's Library Technician: A Decade In, From the Perspective of the Library Technician

Ann Kelly, Elizabeth Obermeyer-Kotash, Rhonda Moore, & Sandy Culley
McMaster University

The past decade has seen a dramatic change in the role of the library technician, particularly in academic libraries. Transitioning away from their traditional roles, library technicians have been, more and more, moving into positions previously held by librarians. While this era of change and evolution has been talked about and implemented within the institutions involved, less has been written about and it is now time to ask the following question: How is this new model taking shape, ten years later? This presentation is an oral documentation of the experiences of library technicians who hold senior-level positions in academic and hospital-university affiliated libraries. To open the session, after some background information on the topic, a panel of participants will be introduced and each in turn will address the following question: While you were a student in your library technician program and later when you began your career, did you ever envision being in the type of position you hold now? In showcasing the skillsets of today's library technicians, we hope to create a greater appreciation and understanding of the contribution technicians can bring to an organization and to promote an environment where library technicians are no longer defined exclusively by the traditional roles of the past. A study on the experiences of both library technicians and librarians involved in this transition to the new, modern model would be a consideration at this time.

CP9. Marijuana Twitter Analytics: A Terminological Analysis

Janice Kung, Ali Shiri, & Kynan Ly
University of Alberta

Introduction: Twitter is rich in data for text and data analytics research. With the ability to capture trends, researchers are able to evaluate the sentiment (i.e. positive (1), neutral (0), or negative (-1)) behind the messages and content for themes. To our knowledge, little research has explored terminology use, conversations, and public perceptions of marijuana legalization as reflected on Twitter in a Canadian context. With the recent legalization of marijuana in Canada, this topic is particularly timely and relevant. **Methods:** Building on previous Twitter analytics studies, we used Twitter API to extract a subset of tweets using relevant hashtags such as

#CannabisAct. Using open source programming tools, we analyzed the sampled tweets between September to November 2018 to identify themes, frequently used terms, and co-occurring terms and topics. **Results:** We collected more than 1,176,000 tweets. The most popular hashtag co-occurrence, two hashtags appearing together, was #cannabis and #cdnpoli. There was a high variance in the sentiment analysis of all collected tweets with the median and mode values of zero (neutral sentiment). Other results will also be shared. **Discussion:** Using the project as a case study, participants have an opportunity to reflect on possible text-mining applications relevant to health sciences research or to help make informed decisions such as understanding public perceptions about marijuana with a public health lens. Examining and identifying all possible terminologies used by the public could also help inform systematic reviews and other comprehensive searching projects in health sciences and other disciplines.

CP10. Post-Publication Peer Review of Systematic Review Search Strategies

Janice Kung, Erica Wright, Liz Dennett, Liza Chan, Lisa Tjosvold, Laura Hamonic, Marta Michas, Linda Slater, Victoria Eke, Sandy Campbell, & Maria Tan
University of Alberta

Introduction: Systematic reviews (SR) rely on well-designed and executed searches to locate all relevant studies in order to avoid bias in their conclusions. Clear, accurate, and detailed reporting of these SR searches ensures transparency and replicability. This project aims to evaluate the quality of current SR search strategy reporting from five top-tiered medical journals (Lancet, JAMA, BMJ, PLOS Medicine, and BMC Medicine) published between 2017-2019. **Methods:** To identify current SRs, we searched in Ovid MEDLINE in the title and abstract fields for 'systematic review', limited to our selected journal names and restricted dates from 2017 to July 2019. We randomly selected 100 articles to include in the data analysis. Through consensus, the team developed a data extraction form, and code book, incorporating Peer Review of Electronic Search Strategies (PRESS) criteria for consistent evaluation. Two librarians independently extracted data from each article. Disagreements were resolved through team consensus. **Results:** Results show that there is inconsistent reporting of literature searches in SR publications in top-tiered medical journals. This critical methodological blind spot includes 83% of SR's making a replicable search available for review and only 49% of SRs reporting who is responsible for the searches. Only 14% included librarian involvement. **Discussion:** The peer review and editorial process needs to include more consideration of the search methods, strategies, and reporting for quality assurance purposes. This project has been an opportunity for all members of the team to reflect on their own search strategy development process.

CP11. Establishing an Open Access Journal for Student Work: Library Leadership in Scholarly Communications

Graham Lavender & Juanita Richardson
The Michener Institute of Education at UHN

Introduction: A faculty member approached the library with a challenge: How can student assignments reach a larger audience? Library staff proposed creating an open access journal for

student work. Unlike student-run journals, this publication is managed by the library, which will provide continuity of editorship. The journal (a) provides students with a publication to include on their CV, (b) teaches students about scholarly communications, and (c) provides the institution with a showcase of student talent. **Description:** Hosted on Open Journal Systems (OJS), an industry standard platform, the journal is led by the library, with input from an editorial board of faculty and other staff. Library staff solicited articles for the inaugural issue primarily by asking faculty to nominate assignments they had received. Rather than being peer reviewed, each article is approved by a faculty member from the appropriate discipline. **Outcomes:** The inaugural issue was published in September 2019, featuring four student papers. Feedback from the student authors indicates it has been a valuable experience for them, and faculty have shown great interest in being involved with future issues. Immediately upon publication of issue 1, work began on planning a second issue, to be published in the summer of 2020. **Discussion:** The journal is a demonstration of how librarians are thinking outside the box when it comes to supporting students and employing tools in a slightly unconventional way. The second issue will contain more articles, and there are plans to engage the authors in peer editing.

CP12. Where's the Evidence? How We Assessed the Impact of a Scaffolded Information Literacy Curriculum

Graham Lavender & Juanita Richardson
The Michener Institute of Education at UHN

Introduction: Information literacy instruction is a priority for academic libraries around the world, but evaluating student outcomes is notoriously difficult, beyond head counts and satisfaction surveys. We assessed student knowledge of information literacy skills and concepts before and after a set of three sessions, scaffolded across the first year of a health sciences program. **Methods:** All students in their first year of the Ultrasound program received an assessment (pre-test) before any information literacy instruction. They then received an information literacy session in each of the Fall, Winter, and Spring semesters, and afterwards they received the same assessment (post-test). Assessment questions were developed in-house and mapped to the ACRL Framework (the curriculum was also mapped to the Framework). **Results:** Students demonstrated a statistically significant improvement in their knowledge of citation management software between pre- and post-test. There was also a significant increase in the number of students reporting they felt confident doing a literature review, and students indicated they were more likely to approach a librarian for help with their literature review. **Discussion:** The study demonstrated that the library's information literacy sessions had a positive impact on student outcomes, including increased confidence and improved perception of the value of librarians. The lack of improvement on some items may be due to lack of clarity in the wording of the question; future studies will re-evaluate the assessment questions to ensure validity.

CP13. Planning, creating, delivering, and evaluating a 1-CR course for health sciences students

Me-Linh Le
University of Manitoba

Introduction: Due to changes in the scope and nature of care provided by pharmacists, all accredited Canadian Pharmacy programs are required to transition from a 4-year BSc to a 5-year PharmD degree by 2020. At the University of Manitoba the PharmD program launched in 2019 and included the creation of a new Pharmacy Informatics course. **Description:** In 2018, the Pharmacy liaison librarian was asked to be part of the Pharmacy Informatics planning team and over the next nine months took a leading role in outlining the entire structure of the course, writing the syllabus and mapping out competencies and standards, creating all assessments, delivering the majority of the content, and marking and providing feedback. **Outcomes:** The course was completed in December 2019; assessment and evaluation is ongoing and will include student evaluations to better understand their perspective on the quality of the course. The time spent developing it has already yielded numerous benefits as students have seen a dramatic increase in the number of library-instructed hours and have had significantly more time to develop their drug information searching skills. The librarian has developed a much stronger relationship with the college and been invited to participate in future course design. **Discussion:** It is increasingly important that librarians are able to demonstrate their value to administrators, which can be accomplished by broadening the instructional roles that liaisons play. This paper will present the challenges and opportunities associated with this expanded role.

CP14. Communities of Practice: Building Instructional and Research Capacity in Knowledge Synthesis

Diane Lorenzetti, Nicole Dunnewold, K. Alix Hayden, Zahra Premji, & Justine Wheeler
University of Calgary

Introduction: Health sciences librarians have long supported students, and collaborated with researchers on systematic and other knowledge synthesis (KS) reviews. In recent years, interest in KS has expanded beyond the health sciences arena to a myriad of disciplines, including business, education, engineering, and social work. In response, academic libraries continue to explore strategies to manage this increased demand, including building KS capacity among non-health librarians. The objective of this research project is to evaluate the impact of a Community of Practice (CoP) framework to advance academic librarians' instructional and research capacity in KS. **Methods:** In September 2019, twenty-four academic librarians with expertise in health and non-health disciplines were invited to form a CoP. Members meet regularly to share experiences, participate in group learning and peer teaching, and collaborate on KS research relevant to librarianship. In April 2020, a mixed methods evaluation will be conducted to gather data on librarians' experiences of participating in this CoP. Data will be collected through online surveys, and qualitative self-reflections. Thematic analysis techniques will be applied to analyze study data. **Results:** We will report on the benefits and challenges of a CoP framework to build KS capacity among academic librarians. We will also explore the extent to which variations in participants' prior knowledge and engagement in KS may affect satisfaction with a CoP-KS initiative. **Discussion:** These findings will provide insights into the role of CoPs in increasing librarians' capacity to support and conduct KS research, and the feasibility of implementing CoPs in academic libraries.

CP15. The Tools of Change: Using Technology to Guide Transformation

Michael Myers & Zachary Obsborne
Unity Health Toronto

Introduction: As a new health system comprised of three different and geographically dispersed hospitals, the libraries of the three sites amalgamated into a single library service. This merger introduced challenges but also opportunities to expand library services, resources, and our impact on patient care, research and education. **Description:** My vision is to construct a new electronic environment for our expanded Library, which includes new tools, technologies, systems, and websites. The road to a new electronic environment will require the navigation of inconsistent record keeping, different formatting, separate systems, and change management. This process began with the introduction of new technologies to increase efficiency, reduce redundancy, and to facilitate collaboration and communication across multiple sites. These new technologies were introduced using a phased-in approach in order to not overwhelm the staff, and to demonstrate each technology's impact on library operations. These technologies increased enthusiasm for the organizational changes that are occurring, and these early adopters operate as change agents for the larger transformations planned for the library. Using a phased-in approach-and the subsequent early adopters-is central to the change management plan that is being used to build a new electronic environment. **Outcomes:** The successful implementation of this plan, which is anticipated for 2021, will allow our organization to effectively use a new electronic environment which better meets the needs of our patrons, and will instill a culture of innovation within the organization. The success of the new electronic environment will be measured through web traffic and feedback from library staff and patrons.

CP16. Optimizing a Literature Surveillance Strategy to Retrieve Clinically Sound Prognosis and Risk Assessment Model Papers

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Introduction: Literature surveillance for sound clinical papers on prognostic evidence is very resource-intensive because available filters rely on MESH terms to identify potential articles, resulting in hand-searches of the most recently published literature not yet classified. This study reports on the performance characteristics of a PubMed search filter to retrieve current evidence on prognosis and clinical prediction guides (CPGs). **Methods:** We combined two search strategies, the HEDGES Clinical Queries prognosis and CPG filters, and ran them on 154 journals actively surveyed in the DynaMed surveillance process from January 2019 to August 2019 to generate a single result set of 6907 articles. We reviewed the article abstracts and categorized them as prognosis or CPGs by applying an explicit set of criteria, thus, obtaining a set of true positive and false negative results. We used data mining techniques to further increase the specificity of the filter. We measured the performance characteristics of the resulting filter against the Hedges gold standard and assessed the expected number needed to read (NNR) and annual yield of articles for the journals under surveillance. **Results:** When assessed against the Hedges gold standard, the new proposed strategy presents a relative sensitivity/

specificity/precision of 96/79/0.15 for prognosis and 100/79/80 for CPGs. The new strategy will retrieve about 23,000 articles a year with NNR of 23 to find approximately 1000 prognosis and CPG articles. **Discussion:** We have empirically created a new search strategy to identify sound articles on prognosis and CPGs, intended to support literature surveillance efforts and development of clinical guidelines.

CP17. Implementing a Three-Tiered Service Model for Knowledge Syntheses at an Academic Teaching Hospital

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Introduction: In order to meet increasing demands for participation in knowledge synthesis (KS) projects, The University Health Network (UHN) Library developed a new service model. **Description:** The library decided to offer three tiers of KS services. The first tier (consultation only) is suitable for researchers who would like to receive advice, instruction, or assistance during a one-hour meeting. In the second tier, an Information Specialist (IS) assists UHN researchers or students completing course work, dissertations, or theses with KS related questions without conducting the search. At the third tier, ISs are included as part of the research team and as co-authors, contributing to the KS by developing and executing search strategies in all databases required, documenting search results in a PRISMA flow chart, conducting cited reference searching, downloading search results for citation management software, updating or rerunning searches, and writing the search methods and corresponding appendix for the manuscript. **Outcomes:** Interviews were held with all seven ISs to gauge how the changes had impacted their experience and workload after the new service had been in operation for six months. The questions asked addressed both their experiences with the old model as well as their experiences with the new model. **Discussion:** In the first six months the new model was generally well received by ISs. The impact on researcher experience, publication rates, and IS workload will be examined in the future when more data is available.

CP18. Librarian Involvement in Systematic Reviews and Quality of Reported Search Strategies: Evidence from Vancouver, BC

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Introduction: Librarians have been shown to increase the quality of systematic reviews (SRs). There is a lack of research on the impact of local services on SR quality, for example in Vancouver, BC, where closures of hospital libraries have left lasting gaps in service. In this study we aim to determine if, and how, involvement of a librarian in a SR is correlated with the quality of the search strategy and if a SR team did not involve a librarian, why they did not do so. **Methods:** We searched databases for SRs published between January 2015-December 2019 by an investigator affiliated with a hospital/biomedical research site in Vancouver, BC. A survey asking about level of librarian involvement in the SR and reasons for not including a librarian

was sent to the corresponding author. Quality of search strategies was rated by two authors, independently and in duplicate. Disagreements were resolved through consensus. Linear regression model will be used to determine the association between quality of SR scores and whether a librarian was involved in the study. **Results:** Correlation between level of librarian involvement and quality of SRs will be presented. Descriptive statistics will be presented to assess the level of access to librarian services and the study teams' reasons for the decision to not use librarian services. **Discussion:** The results of this study can be used by librarians to determine the expectations of librarian involvement of researchers conducting SRs and may also provide evidence of any gaps in services.

CP19. Is Pre-Clerkship EBM Instruction Reinforced in Clinical Clerkships? Results of an Observational Study

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Introduction: The accrediting body for U.S. medical schools has proposed 13 sets of clinical competencies--Entrustable Professional Activities (EPAs)--that medical school graduates should possess upon entering residency (https://www.aamc.org/initiatives/coreepas). EPA7 defines competencies for Evidence-Based Medicine. These competencies are typically taught in the pre-clerkship curricula. However, little is known about how-or whether-EBM instruction is carried through to students' practice-focused learning in the clinical years. This qualitative study investigated the extent to which EBM teaching is incorporated into clinical clerkships. **Methods:** The investigator shadowed clerkship faculty, residents, and students on patient rounds and in didactic trainings at a large teaching hospital in Fall 2019 to capture instances of EBM teaching and practice. Demonstrations of EBM instruction, practice, and competency assessment were recorded on a field guide, which was comprised of functions, competencies, and behaviors as described in EPA7. Informal interviews were conducted with medical librarians and clinical faculty, concerning frequency and depth of student exposure to EBM competencies as applied to patient cases, assessment methods, use of UpToDate, and extent of librarian involvement. Aggregated observations of functions, competencies, and behaviors were categorized by EPA7 competency levels, and exemplars identified to highlight how observations corresponded to or conflicted with the interview data. Frequencies of all EPA teaching were compared. **Results:** Observations of clinical teaching were recorded in various activities in several clerkships. Data collection concluded in November 2019. Data analysis will be completed by February 2020 and results will be reported at the meeting. **Discussion:** Conclusions will be presented at the meeting.

CP20. Data Discovery in a Canadian Context: An Analysis of CIHR-funded Research Data Sharing Practices

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Introduction: Canada is at a crucial stage of development with respect to improving their data management and sharing practices. As the Canadian Tri-agency prepares to release policy guidance for data management and sharing, it is important to understand how and where Canadian research data is being shared and if that data has been managed effectively. This study aims to better understand and contextualize the health sciences data sharing landscape by assessing the availability of health sciences research datasets funded by the Canadian Institutes of Health Research (CIHR). **Methods:** Using search filters available in PubMed and PubMed Central to identify publications that have a data availability statement or have deposited data into a repository, this study extracted metadata from each database to document how and where CIHR-funded researchers share their data and compare Canadian researchers' current data practices to the Tri-agency's proposed framework for research data management and sharing. **Results:** Data sharing practices of CIHR-funded researchers are varied and inconsistent. Many datasets are "available upon request", however there are few details about their contents or how to access them. Datasets that are accessible do not include the documentation necessary to understand or reproduce the research described. **Discussion:** This study identifies a number of gaps present within the Canadian data sharing landscape. Further research is needed to understand the sharing practices of data made "available upon request". Data sharing can be improved by developing metadata and reporting standards when sharing datasets in a publication to make the data sharing process more transparent.

CP21. Information Literacy from Classroom to Practice: Results of a Longitudinal Survey

Janet Rothney & Hal Loewen
University of Manitoba

Introduction: In 2015 we began a longitudinal research project tracking two student cohorts over the course of their degrees at the University of Manitoba, measuring their development and retention of information literacy skills (IL) in physical therapy, occupational therapy and dental hygiene programs. The study investigates the uptake of IL skills by students to see if these skills transferred into clinical practice, using the ACRL Information Literacy Standards and professional competencies. **Methods:** Students were surveyed at the beginning of their programs, at the end of their studies, and one year into profession following graduation. Our ethics approved survey collected responses on students experiences with libraries, perceived importance of IL skills to academic and professional work, and testing them on their level of skills acquisition and retention. Results were analyzed at a cohort level using a grading rubric and qualitative analysis. **Results:** Early data analysis shows that students improved their IL skills during their studies and, although there is a loss of some skills after graduation, overall skills where still higher than when they began their programs. Survey data showed an appreciation and belief of the importance of IL skills to their success as students and in clinical practice as healthcare professionals. **Discussion:** Data and survey results are being used to improve and focus IL instruction that is useful to students and healthcare professionals, a requirement of their programs and the accreditation bodies that govern them. Analysis is also in process on the validity of using longitudinal surveys to capture this data.

CP22. Alternative Research Question Frameworks: Is it Time to Jump off the PICO Bandwagon?

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Formulating a well-designed research question is the foundation of an effective research project. The PICO (Population, Intervention, Comparison, Outcome) model, which is rooted in clinical medicine, is ideal for questions on the effectiveness of interventions or therapy questions. However, there are inherent challenges in using PICO to develop non-clinical questions that arise in health sciences settings or public health contexts. There is a great deal of qualitative or mixed-methods research conducted within these health contexts and alternate frameworks may be required. This project aims to identify alternate frameworks available for research question development and the disciplines within which they are being implemented. A broad scoping search was conducted in 4 bibliographic databases: MEDLINE, Embase, CINAHL, and Library, Information Science and Technology Abstracts (LISTA). Over 30 research question frameworks were identified from various disciplines. Many are PICO derivatives while others are novel frameworks that originated in nursing, midwifery, laboratory medicine, and various other fields. A search update will be conducted to incorporate newly identified frameworks to get a better understanding of their utility to public health or non-clinical research questions. The inappropriate use of PICO has implications for question development, the search strategy, search results obtained, inclusion criteria, screening of studies and potentially impacts the conclusions of a research project. During instruction sessions or research consultations, health sciences and public health library staff can highlight more effective research question frameworks which may be used for developing public health or non-clinical research questions.

CP23. A Reconsideration of the Treatment of Ethically Questionable Medical Texts: The Case of the Pernkopf Atlas of Anatomy

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Introduction: The Pernkopf Atlas of Anatomy is a book of anatomical drawings created by Eduard Pernkopf, who was active in the Nazi Party. The book was known for its illustrations and was valued by surgeons and physicians. In the 1990s, it was determined that the corpses of Holocaust victims were likely used as the anatomical subjects. The University of Vienna sent a letter to libraries in 1997 describing these facts and charged users of the Atlas with the ethical responsibility. The current study aims to gather information about the presence of this monograph at academic libraries today. **Description:** Catalogs of member institutions of the Association of Research Libraries were searched to identify holdings of the Pernkopf Atlas. The libraries identified as holding a copy (n=94) were sent a survey to determine their knowledge about the history and ethical considerations of the text. **Outcomes:** Responses were received from 55 libraries. Of those 41 libraries confirming their holdings, 33 do not have any evidence of receiving the letter from the University of Vienna in 1997. However, 28 of the responding libraries do provide some type of contextual information to accompany the atlas. **Discussion:** The methods for identifying, cataloging, and providing access to ethically questionable medical texts varies across libraries. Best practices should be identified and suggested as a standard for

medical libraries. It is important for libraries to record policy decisions surrounding ethically questionable texts in order to preserve the history and inform access to these materials.

CP24. A Novel Collaborative Approach to Teaching Evidence-Based Practice in an Academic Health Sciences Library

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Introduction: Health sciences libraries become increasingly involved in teaching evidence-based practice (EBP) in their institutions. This study describes a novel approach to Library Instruction at the Canadian Memorial Chiropractic College (CMCC) and outlines the collaborative process of integrating it into the undergraduate curriculum**. Description:** The Library took the initiative to incorporate a specific model - five steps (5 A's) of the EBP cycle into instruction. A literature review was conducted to identify effective teaching strategies and assessment tools in EBP education. Consultations with internal stakeholders helped utilize experiential learning methods (a flipped classroom, Grand Rounds etc.) to deliver instruction. The integration of a new instructional model into curriculum started in Fall 2019 and is ongoing. **Outcomes:** We received positive feedback on the content and delivery methods of the EBP instruction from students, administrators, faculty and clinicians. Faculty expressed interest in integrating the Library's 5 A's instruction into lectures, labs and Grand Rounds. This resulted in five co-teaching projects implemented in September 2019-January 2020. Furthermore, librarians and clinicians collaborated on developing a series of online tutorials on EBP. **Discussion:** By incorporating the 5 A's of the EBP process into Library Instruction, the Library can assist students in gradually building core EBP competencies identified for health professionals. Collaboration between health sciences librarians, faculty and clinicians helps extend library instruction beyond the traditional library space. Challenges include librarian workload and increased need for continuing education for librarians. Next steps include adopting high-quality instruments for evaluating the effectiveness of the instruction.

CP25. Community Authorship on Inuit Health Research Publications

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Introduction: Inclusion of local and community researchers as integral members of research teams and, ultimately, as authors on research publications is one of the ways in which we can build equity and inclusion into research projects in Canada's North. This project examines the primary studies related to the health of Canadian Inuit people, to identify the frequency, extent and methods of the inclusion of community members as authors. **Methods:** A search of Ovid MEDLINE for articles containing the words Inuit* or Eskimo* or Esquimau* or Innu or Inuk or Innus or Inuvialuit or Nunavimmiut in the titles retrieved more than 500 articles. Studies that refer to primarily Inuit in Greenland and Alaska were excluded, as were those that were not primary studies of Inuit peoples' health. Samples of studies from specific time intervals were reviewed for the inclusion of local community members as authors. Authorship was identified

through author affiliation, author contribution statements or authorship references in the text of the articles. **Results:** Preliminary results show an increase in primary studies related to Inuit health over time and an increase in the recognition of local community engagement in research projects across Inuit Nunangat, the homeland of the Inuit in Canada. Recognition appears most often in acknowledgements. **Discussion:** Over time, acknowledgements indicate considerable community involvement in research, but there are relatively low numbers of co-authorships.

CP26. Personal Librarian Programs: Envisioning Student Success

Elizabeth Yates
Brock University Library

Introduction: Personal Librarian programs, which foster connections between academic libraries and their students via personalized email messaging, are common in the U.S. but used at only a handful of Canadian institutions. These are low-effort, high-impact programs which can adapted to most library settings. This presentation will highlight experiences at the presenter's institution, Brock University, and convey broader strategies for launching and evaluating Personal Librarian programs. **Description:** The Personal Librarian program at Brock University was established in 2014 with the goals of decreasing student anxiety and enhancing use of library services and resources. Liaison Librarians send emails to students in their academic areas, including Applied Health Sciences, several times a year. In addition to information about relevant library services and resources (e.g. exam supports, subject guides, research consultations), messaging encourages students to contact their librarians with any questions, refers them to relevant campus supports such as mental health and learning services, and conveys empathy via supportive language and interactive polling, e.g. 'How are you feeling about the start of term?' **Outcomes:** Evaluation survey data demonstrates the program achieves its goals of reducing student anxiety and enhancing use of library services and resources. In addition, metrics indicate that Personal Librarian messaging exceeds benchmarks for Education sector email marketing programs. Student feedback and research linking student retention to strong academic support networks also supports the hypothesis that Personal Librarians can boost retention at academic institutions.