

**JOURNAL OF THE  
CANADIAN HEALTH  
LIBRARIES ASSOCIATION**

Volume 39, Number 1, April 2018

**JOURNAL DE L'ASSOCIATION  
DES BIBLIOTHÈQUES DE LA  
SANTÉ DU CANADA**

Volume 39, numéro 1, avril 2018

<b>Alison Farrell</b>	<b>1</b>	Editor's Message / Message de la rédaction
ANNOUNCEMENT		NOUVELLE
<b>Lindsay Alcock and Alison Farrell</b>	<b>2</b>	Registration is now open for CHLA/ABSC 2018 in St. John's, NL! / Les inscriptions pour le congrès 2018 de l'ABSC / CHLA de St-John's à Terre-Neuve sont maintenant ouvertes!
RESEARCH ARTICLES		ARTICLES DE RECHERCHE
<b>Sandy Campbell, Kelly Hatch and Nazi Torabi</b>	<b>3</b>	Identifying Research Support Needs of Members of the Canadian Health Libraries Association / Association des bibliothèques de la santé du Canada
BOOK REVIEWS		CRITIQUES DE LIVRES
<b>Karen Gagnon</b>	<b>16</b>	Harnessing the Power of Google: What Every Researcher Should Know
<b>Sarah May Visintini</b>	<b>18</b>	Assembling the Pieces of a Systematic Review: a Guide for Librarians

## EDITOR'S MESSAGE / MESSAGE DE LA RÉDACTION

Welcome to the first issue of Journal of the Canadian Health Libraries Association / Journal de l'Association des bibliothèques de la santé du Canada (JCHLA/JABSC) for 2018. I think 2018 will be an exciting year. We have many developments on the horizon, including the possibility of migrating to Open Journal System (OJS 3) in order to move our PubMed Central application along. We have also been successful in fixing some Digital object identifier (DOI) issues. All DOIs for JCHLA/JABSC should now be working seamlessly. Another exciting development is that we are now indexing at the article level in Directory of Open Access Journal (DOAJ).

I would like to take this opportunity to thank Kristen Romme for her excellent work as our first Production Editor. Her term ended at the end of 2017. We are now well underway with our volunteer model and we are very pleased to welcome Nancy Gadoury to our editorial team as our new Production Editor.

This issue highlights work done by The Canadian Health Libraries Association / L'Association des bibliothèques de la santé du Canada (CHLA/ABSC) Special Committee on Research. You may remember completing a survey on research experiences, support, barriers and enablers. This research has now been compiled and is presented here. You will also find book reviews on a couple of interesting books; one looks at using Google as a research tool, while the other acts as a guide for librarians for conducting systematic reviews.

Please enjoy this issue. I hope that it inspires you to turn your CHLA/ABSC 2018 Conference presentation or poster into an article for JCHLA/JABSC. For help doing that, please see our [Author Guidelines](#). We'd love to see your research highlighted in our journal.

**Alison Farrell**

*JCHLA/JABSC Editor-in-Chief*

*Email: [editor@chla-absc.ca](mailto:editor@chla-absc.ca)*

Bienvenue au premier numéro de l'année 2018 du Journal de l'Association des bibliothèques de la santé du Canada / Journal of the Canadian Health Libraries Association (JABSC / JCHLA). Je crois que l'année 2018 sera des plus emballantes. Plusieurs projets en développement pointent à l'horizon, comme la possibilité de migration de la revue vers Open Journal System (OJS 3) qui permettra d'améliorer notre application PubMed Central. Nous avons aussi réussi à résoudre certains problèmes de gestion liés aux identifiants numérique d'objet (DOI). Tous les DOI du JABSC / JCHLA devraient dorénavant bien fonctionner. Nous procédons également maintenant à l'indexation des articles dans le Directory of Open Access Journals (DOAJ).

Je profite de l'occasion pour remercier Kristen Romme pour l'excellent travail qu'elle a effectué à titre de première directrice de la production. Son mandat s'est achevé à la fin de l'année 2017. Nous avons maintenant complètement intégré notre modèle de bénévolat et sommes très heureux d'accueillir chaleureusement Nancy Gadoury au sein de notre équipe de rédaction au poste de directrice de la production.

Le présent numéro met en évidence les travaux effectués par le comité spécial sur la recherche de L'Association des bibliothèques de la santé du Canada / The Canadian Health Libraries Association (ABSC / CHLA). Peut-être aviez-vous participé au sondage portant sur les expériences en recherche, sur le soutien, les barrières et les outils pratiques. Les résultats de cette recherche ont maintenant été compilés et vous sont présentés dans le présent numéro. Vous y trouverez aussi quelques critiques de livres intéressants ; l'une d'elles porte sur Google comme outil de recherche, alors qu'une autre traite d'un guide pour effectuer des revues systématiques qui s'adresse aux bibliothécaires.

J'espère que ce numéro vous plaira. En espérant vous inspirer à transformer votre présentation ou votre affiche à la conférence 2018 de l'ABSC / CHLA en article du JABSC / JCHLA. Pour vous aider à y arriver, je vous invite à consulter les [Directives aux auteurs](#). Nous serions des plus heureux de mettre votre recherche en évidence dans notre journal.

**Alison Farrell**

*Rédactrice en chef, JABSC / JCHLA*

*Courriel: [editor@chla-absc.ca](mailto:editor@chla-absc.ca)*

## ANNOUNCEMENT / NOUVELLE

### Registration is now open for CHLA/ABSC 2018 in St. John's, NL!

Now's your chance to meet your #canmedlibs colleagues in one of the most unique destinations in Canada: St. John's, Newfoundland and Labrador.

We've had a tremendous response to our call for submissions, and we're putting together an exciting program. Our keynote speakers are Dr. Andrew Furey, founder of the humanitarian medical group Team Broken Earth, and Terry-Lynn Young, PhD, a molecular geneticist. Drs. Furey and Young will share inspiring stories about their unique experiences of medicine.

In addition to five sessions of contributed papers on a variety of topics, we've also planned a full slate of enriching continuing education workshops, including sessions on statistics, leadership, value and impact of libraries, online teaching, and systematic review teaching.

Outside of conference sessions, St. John's and the surrounding area is a tourist's delight: fantastic restaurants, unparalleled natural sights, and the inimitable George Street – two blocks of pubs and bars where you can experience local music and nightlife.

Early bird registration runs until May 2, 2018. Go to [https://chla-absc.ca/ac\\_registration.php](https://chla-absc.ca/ac_registration.php) to register now, and follow us on social media (@chlaabsc18) for updates. We can't wait to welcome you to The Rock!

**Lindsay Alcock and Alison Farrell**  
*2018 Conference Co-Chairs*

### Les inscriptions pour le congrès 2018 de l'ABSC / CHLA de St-John's à Terre-Neuve sont maintenant ouvertes!

L'occasion vous est enfin offerte de rencontrer vos collègues #canmedlibs à l'une des destinations les plus prisées du Canada : St. John's à Terre-Neuve et Labrador.

La réponse à notre appel de soumissions a été époustouflante, et le programme que nous vous concoctons est des plus emballants. Nos conférenciers d'honneur seront le docteur Andrew Furey, fondateur du groupe de médecine humanitaire « Team Broken Earth » et le généticien moléculaire Terry-Lynn Young, Ph. D. Tous deux nous feront part de leur expérience unique en médecine.

En plus de cinq séances de communications traitant de sujets variés, nous avons planifié de nombreux ateliers de formation enrichissants, portant notamment sur les statistiques, le leadership, la valeur et l'impact des bibliothèques, l'apprentissage en ligne, et l'enseignement de la revue systématique.

Outre les séances prévues du congrès, St. John's et ses lieux environnants constituent un ravissement pour les touristes : des restaurants fantastiques, des sites naturels sans pareil, et l'unique « George Street » – un quartier de pubs, de bars et de boîtes de nuit – qui vous fera découvrir la musique et la culture locale.

L'inscription hâtive est disponible jusqu'au 2 mai 2018. Pour vous inscrire dès maintenant, rendez-vous à l'adresse : [https://chla-absc.ca/ac\\_registration.php?set\\_lang=french](https://chla-absc.ca/ac_registration.php?set_lang=french), et suivez-nous sur les médias sociaux (@chlaabsc18) pour vous tenir au courant des mises à jour.

La perspective de vous souhaiter la bienvenue sur « La Grosse Roche » porte notre fébrilité à son comble!

**Lindsay Alcock et Alison Farrell**  
*Co-présidentes du congrès*

## RESEARCH ARTICLE / ARTICLE DE RECHERCHE

# Identifying Research Support Needs of Members of the Canadian Health Libraries Association / Association des bibliothèques de la santé du Canada

Sandy Campbell, Kelly Hatch and Nazi Torabi

**Abstract: Introduction:** The CHLA/ABSC Special Committee on Research undertook this project to identify potential ways in which the Association could support its members in undertaking research. The goal was to inform future CHLA/ABSC research-related service and program offerings. A literature review revealed limited publication related to health librarians' research needs. **Method:** The Committee developed and distributed an online survey to CHLA/ABSC's membership. The questions related to demographics, previous research engagement or experience, current research support, work-related research requirements and expectations, barriers and enablers for conducting research, desired research support (topic and format) from CHLA/ABSC, and types of programs that would benefit members the most. Both qualitative and quantitative data were collated and analysed. Data from open ended questions were examined to identify relevant themes. **Results:** Survey participants (45) were nearly equally divided between academic health libraries and hospital libraries. Forty-three members responded to the English survey, while two responded to the French version. Results showed that the barriers to research, and the research supports needed are similar for both academic health librarians and hospital librarians. Results showed a strong desire for methodological and statistical training. **Conclusion:** Through this study CHLA/ABSC members identified several kinds of preferred research support. CHLA/ABSC can use these findings to guide the selection and delivery of further continuing education products, as well as the development of specific research support services such as a peer-review program, a research question and answer blog and research mentorship; and also improve communications around CHLA/ABSC's research services.

## Background

The Canadian Health Libraries Association / Association des bibliothèques de la santé du Canada (CHLA/ABSC) mandate includes the provision of support to its membership in various aspects of the members' professional work. Health librarians in Canada may have research as a part of their work expectation or may choose to undertake research if it is not part of their work. In May 2016, CHLA/ABSC struck a special committee on research. One of the responsibilities of this committee was to work with the board to support members undertaking research. The committee undertook a membership survey to determine the nature and scope of research needs of

members and identify ways in which members believe the association could support them, with the goal of informing future CHLA/ABSC research services and programs.

## Literature review

Several studies have addressed the research activities and needs of librarians in general [1-4]. However, none of these studies, while they may have included health librarians, reported separate findings of health librarians' responses.

Three studies have addressed the research needs of health librarians. Fenske focused on the factors influencing research productivity among health

**Sandy Campbell.** John W. Scott Health Sciences Library, University of Alberta, Edmonton AB (email : [sandy.campbell@ualberta.ca](mailto:sandy.campbell@ualberta.ca))

**Kelly Hatch.** C.B. "Bud" Johnston Library, Western Libraries, London ON (email: [khatch@uwo.ca](mailto:khatch@uwo.ca))

**Nazi Torabi.** Scotiabank Health Sciences Library, St-Michael's Hospital, Toronto ON (email: [TorabiN@smh.ca](mailto:TorabiN@smh.ca))

© Campbell, Hatch and Torabi.

This article is distributed under a Creative Commons Attribution License: <https://creativecommons.org/licenses/by/4.0/>

librarians and concluded that availability of time, support for research, access to research courses and successful grant applications were important factors [5]. McNicol confirmed lack of time and access to financial resources as the two barriers most frequently cited by health librarians, followed by a lack of “practically focused projects” and lack of staff skills in research [6]. Lessick et al., reporting on a survey of Medical Library Association (MLA) members, thoroughly reviewed MLA’s earlier work in this area, and confirmed lack of time as the most frequently cited barrier. Other barriers included lack of employer support, lack of time to acquire research skills, lack of training in research design and methods, lack of funding for research training and projects and lack of statistical support as barriers [7].

## Methods

To determine the nature, scope, and desire for research support by CHLA/ABSC members, the committee conducted a research needs assessment using both qualitative and quantitative approaches in an online questionnaire. The Committee developed a 23 item questionnaire (Appendix 1), using various formats (checklists, Likert Scale, open ended, etc.). While the committee considered the questions used by Lessick et al. and Fox, the content of the survey was primarily defined by the Responsibilities and Deliverables articulated in the committee’s Terms of Reference. The questions related to demographics, previous research engagement or experience, current research support, research requirement and expectations, barriers and enablers for conducting research, the desired research support (topic and format) from CHLA/ABSC, including the types of programs that would benefit members the most. A cover letter (Appendix 2) explaining the scope and purpose of the project, as well as the ethics approval process accompanied the survey. Ethics approval for this study was granted on February 22, 2017 by the University of Alberta’s Research Ethics Board 1. The questionnaire was offered in both French and English. Other versions of the questionnaire were piloted by a sample of members, including the CHLA/ABSC Board members, and questions were improved before distribution to the membership. Google Forms (provided through the University of Alberta) was used to create and distribute the survey. On 10 March 2017, via the CANMEDLIB listserv, the CHLA/ABSC

membership was invited on to complete the survey. Reminders were sent March 21 and 24, and the survey closed 24 March 2017.

Forty-five of the 250 CHLA/ABSC members (18%) responded to the survey. Forty-three responded to the English survey and 2 to the French survey. Because the number of French responses were not large enough to be statistically significant, they were combined with the English responses for analysis. This approach also ensured the anonymity of French responses. Committee members translated the French responses into English. Respondents included 23 academic librarians, 19 hospital librarians and 3 who worked in other library settings.

Tabulated results for quantitative questions were generated through Google Forms. Descriptive statistics were used to analyze the quantitative questions. Text questions were divided among committee members for collation and tabulation, and again for analysis and coding. Team members subsequently discussed the results and resolved differences in interpretation by consensus.

## Results

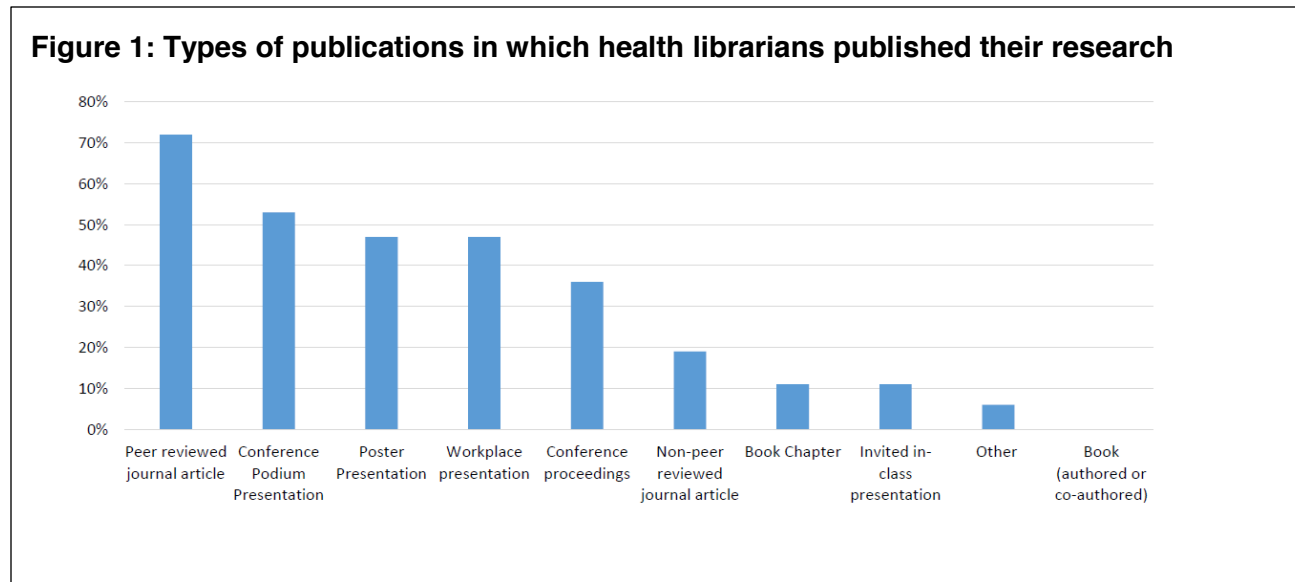
### Research engagement

Of the 44 members who responded to a question about research undertaken in the past 2 years, 77% (academic 63.6%, n=22; hospital 33.3%, n=10; other 3.0%,n=1) indicated that they had undertaken research in the past two years, while 23% (academic 10%, n=1; hospital 80%, n=8; other 10%, n=1) had not.

Of the 44 respondents, 75% (academic 66%, n=21; hospital 31%, n=10) indicated they had published or disseminated their research in the past 2 years or plan to do this in the coming year. The most common form of dissemination was publication as peer reviewed journal articles, followed by podium presentations, posters at conferences and workplace presentations (Figure 1).

### Research Support

Workplace support can be an important determinant of librarians’ research activities. The survey asked a series of questions related to support for research in the workplace.



Members were asked whether research was a part of their job description or work expectation. Of 44 members who responded only 36.2% (academic 87.5%, n=14; hospital 12.5% n=2) had this expectation, while 61.4% (academic 32%, n=8; hospital 56%, n=16; other 12%, n=3) did not. One respondent reported that this was not clear in their workplace.

Of the 35 members who responded to a question about access to dedicated research time, 51.4% (academic 88.9%, n= 16; hospital 11.1%, n=2) reported having dedicated research time, while 48.6% (academic 23.5%, n=4; hospital 76.5%, n=13; other 5.9%, n=1) did not. Those who do have time set aside for research, reported it in the form of sabbaticals, various lengths of study leaves (ad hoc time, 1 day per month, 12 to 24 days per year, 4 weeks per year), formal research leave, dedicated research time and reduced workload.

Of the 31 respondents who answered a question about availability of research funding, 35.5% (academic 81.8%, n=9; hospital 9.1%, n=1; other 9.1%, n=1) responded that their workplace/contract offered funding to undertake research while 63.3% (academic 26.3%, n=5; hospital 63.2%, n=12; other 10.5%, n=2) did not. Those who do have access to funding reported that it comes in the form of: professional development funds (conferences, software, travel, equipment, books, Open Access fees), internal grants, sabbatical/research leave funding, and external grants.

## Barriers to Research Engagement

Respondents were asked to number 7 potential barriers to research in priority order (from 1 to 7, with 1 representing the greatest barrier and 7 being the least). Ranks assigned to each of the barriers were totalled and divided by the number of respondents for each barrier to create an average rank. In order of average rank, from greatest to least, the barriers identified by respondents are: 1- lack of time, 2 - lack of funding, 3 - lack of methodological training, 4 - cannot identify a research topic, 5 - don't know where to start, 6 - lack of a research mentor, 7 – supervisor or administrator does not value research.

## Desired Research Support - Research Activities

To understand what parts of the research cycle members needed more education about, respondents (n=45) were asked to select as many subjects as they wished, from a list of 16 choices, plus an option to write in choices. The most frequently requested subjects were research statistics for librarians, followed by identifying research methodology, applying research methodology, and finding sources of funding. The complete list of education topics and the popularity are outlined in Table 1.

**Table 1: Desired Research Support – Research Activities**

In which parts of the research cycle would you want CHLA/ABSC to supply education (check your top 5 choices).

Part of research cycle	n	%
Research statistics for librarians	28	62.2
Identifying appropriate research methodologies for my research question	26	57.8
Applying a specific research methodology	19	42.2
Finding sources of funding	17	37.8
Finding research collaborators and defining roles in a research team/who is an author?	15	33.3
Knowledge Translation Skills	15	33.3
Identifying a research topic	14	31.1
Writing for publication	12	26.7
Grantsmanship (learning how to write grants)	11	24.4
Writing ethics review documents	10	22.2
Negotiating research support with your supervisor	10	22.2
Expressing my research topic as a good research question	9	20.0
Creating good posters	7	15.6
Using presentation software well (PowerPoint, Prezi, etc)	5	11.1
Writing a structured abstract	4	8.9
Using a citation manager (eg: RefWorks, EndNote, Mendelay)	3	6.7

## Desired Research Support – Research Methods

In order to understand the types of research methods members required more education about, respondents were asked to select their top 5 choices from a list of 10 methodologies: participatory or community research, surveys, focus groups, theoretical research methods, qualitative research (e.g. grounded theory, ethnography, phenomenology), systematic reviews, scoping reviews, realist reviews, other kinds of reviews (mapping, integrative, etc.), media analysis (e.g. textual analysis, image analysis). Forty-four

individuals responded to this item. Respondents were further asked to rank the methods according to their need for education. Of these choices, 4 were selected significantly more often than the others. These 4, with distribution of number of selections by hospital and academic librarians were: qualitative research methods – listed as first or second choice 19 times (13 academic, 6 hospital), surveys - listed as first or second choice 15 times (5 academic, 10 hospital), focus groups - listed as first or second choice 9 times (4 academic, 5 hospital) and participatory or community research - listed as first or second choice 8 times (5 academic, 3 hospital) (Table 2).

**Table 2: Desired Research Support – Research Methods**

If CHLA/ABSC were to supply training in the use of a specific research methodology, which ones would be of most interest to you? Please rank your top 5 choices, with 1 being the most preferred subject of training and 5 being the least preferred.

Research method	# times listed in the top 2	# times listed in the top 5
Qualitative research (eg: grounded theory, ethnography, phenomenology,)	19	34
surveys	15	31
participatory/community research	8	28
focus groups	9	27
media analysis	5	20
theoretical research methods	7	18
scoping reviews	6	16
realist reviews	5	12
other kinds of reviews	4	11
systematic reviews	7	9



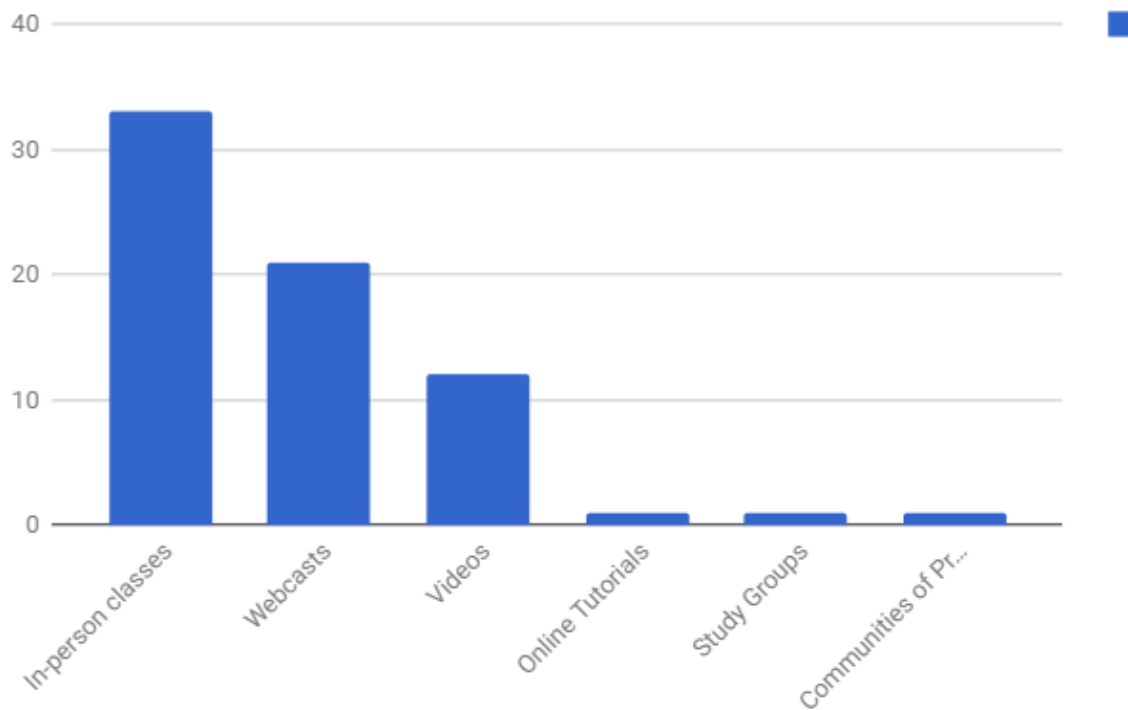
To successfully offer educational support that meets membership needs, choosing the mode of delivery that matches users' preferences is important. Members were asked to select preferred training delivery methods from a list. Members could choose as many as they wished. Responses to this question (n=34) show that in person classes offered by the local chapters or at the annual conference were most popular (33), followed by webcasts (21), self-help materials on the CHLA website (18) and videos (12). Online tutorials, study groups and communities of practice were each selected once as preferred methods of continuing education delivery (Figure 2).

Self-directed and webcasts were identified as a means to overcome lack of funding, travel restrictions or logistic issues.

### Potential Research Support Services

In order to align the outcomes of this survey with the terms of reference of the committee, the survey asked members to indicate their level of interest in 4 potential services: 1) an abstract or paper peer review program, 2) a research mentorship program, 3) CHLA/ABSC research question and answer list or blog, 4) research toolbox.

**Figure 2: Preferred modes of educational delivery**

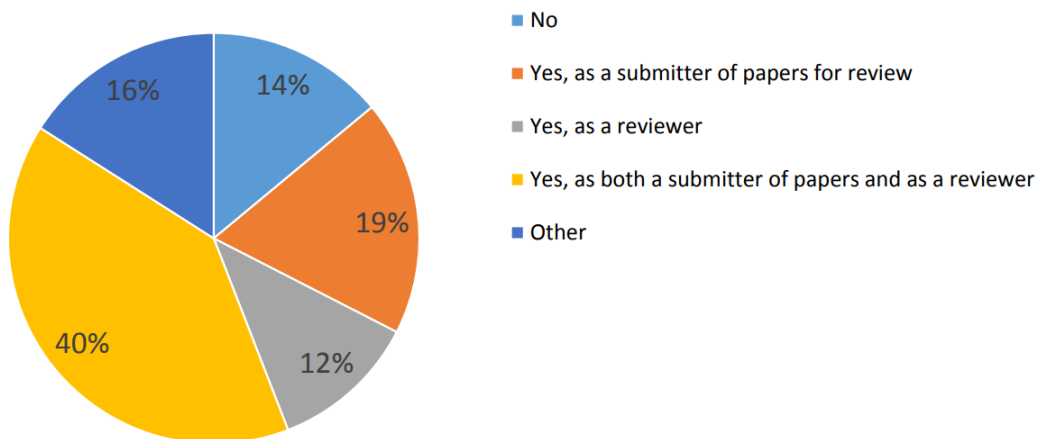


In a follow-up open ended question, respondents were asked to list the subject for which they most wanted to receive training, to describe which delivery method and explain why this delivery method would work best. The 17 respondents to this question expressed an overall preference for in person and hands on sessions when more complex topics such as statistics, research methods, meta-analysis, or qualitative research are being delivered. Self-directed and webcast sessions were preferred for less intensive topics including how to create posters and surveys.

Of the respondents (n=43) who answered the question about an abstract or paper peer review program, most (74.4%, n=32) are interested in taking part as authors, reviewers or both. Some members were interested but had questions or needed more information. Fourteen percent had no interest (Figure 3). The feedback received regarding this service varied. Some indicated this service might be more useful for solo librarians and 1 person indicated that this might be a good service to offer to local chapters to strengthen the community of practice.

**Figure 3: Respondent interest in a CHLA/ABSC sponsored abstract or peer-review program**

**Abstract or paper peer-review program**



Several respondents required more information about the needs and expectations of this service. In particular, some wish this to be clearly defined as being the last step before submitting a manuscript. Those who had reservations about this service worried that it might be mistaken by proof reading or editing service.

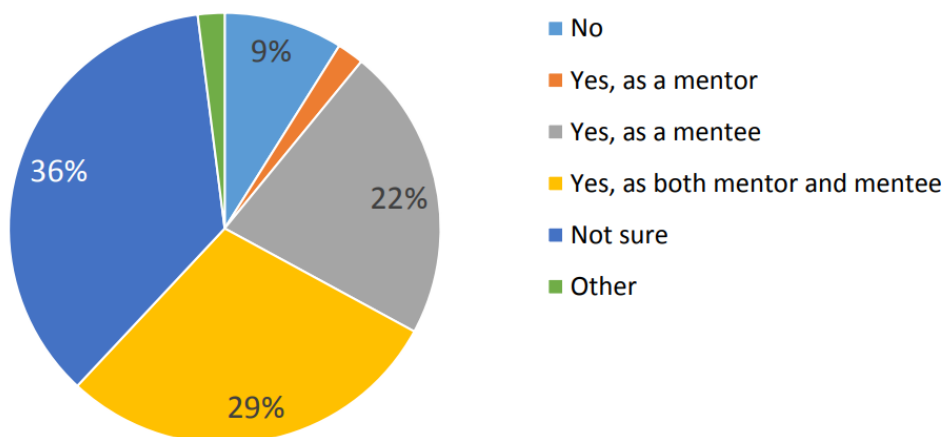
Responses (n=45) indicated considerable uncertainty about participating in a mentorship program. While 24 respondents (53.3%) are interested in participating as a mentee, a mentor or both, 16 (35.6%) are not sure and 4 (8.9%) had no interest (Figure 4).

Of 44 respondents who considered the value of a research question and answer blog, 27 (61.4%) expressed interested in a blog or list, 14 (31.8%) were unsure and 4 (9.1%) were not interested.

Because the Research Toolbox already existed as a service on the CHLA/ABSC website, the respondents were asked to comment on specific resources that should be added to a research toolbox. This question elicited several specific suggestions (e.g. tools or websites) as well as generic suggestions (e.g.: books on research methodologies).

**Figure 4: Interest in a CHLA/ABSC mentorship program**

**Mentorship**



## Discussion

### Research Engagement and Publishing

Comparing our study to earlier studies, we find that the number of health librarians who have undertaken research (77%) is higher than McNicol's findings (47%) in the UK and the MLA study (44%). The finding that most of the hospital librarians did not undertake research is consistent with Lessick et al.'s findings and statement that "hospital librarians were significantly less likely than academic librarians to have participated in research".

The percentages of academic and hospital librarians who had published (academic - 66%; hospital - 31%) are similar to Fenske's study (academic - 64.2%; hospital - 36.0%). Lessick et al.'s study showed a wider gap (academic - 72%; hospital - 16%). The low publication rate among hospital librarians confirms Fenske's statement that "hospital librarians tended to be nonpublishers". Our study also found that few hospital librarians have research as a part of their work expectations and also have less access to research funding. Their low rates of research and publication may be related to these factors. The difference between the findings of this study and Lessick et al.'s may be reflective of their study having a higher response rate from non-academic health librarians (hospital librarians - 44.3% and other MLA members - 29.3%) than academic health librarians.

### Barriers to research

The ranking of lack of time, lack of funding and lack of methodological training or staff skills confirm both Lessick et al.'s and McNicol's findings that these are important barriers. While Lessick et al. found that "lack of employer support" was also an important barrier, our study found that the related barrier of "supervisors and administrators not valuing research" received the lowest rank. Lessick et al. also listed "lack of statistical support" as important, but did not study the inability to identify a research topic, knowing where to start, or lack of a research mentor, so no comparison can be made. McNicol, on the other hand documented a lack of "practically focused projects" among her top 4 barriers which relates to our fourth ranked barrier of "unable to identify a research topic".

### Research Support Education

Survey respondents do want CHLA/ABSC to provide research related education, with the strongest preference expressed for research statistics and methods education. Within the methods, qualitative methods have the strongest preference.

Preferences for modes of delivery for education broadly concur with the findings of Lessick et al., who also found that in person delivery was most highly ranked, followed by web delivered products and lesser support for informal programs. Our study reveals new information about the content that respondents think is appropriate for different delivery modes. For difficult or complex topics, such as statistics or qualitative methods, respondents preferred more formal, in person and hands on delivery. These formats allow opportunities for homework, practice, and feedback. For less complex subjects, such as how to make a poster, respondents felt more informal methods such as videos, or web-tutorials were acceptable. It is noteworthy that the subjects for which respondents felt that more formal delivery was required are also the subjects for which there is the most demand.

### Potential Research Support Services

While there is strong support for an abstract or paper review service, there were indications that clear expectations would need to be defined for the service. For both the mentorship program and the research question and answer blog, there is a high level of uncertainty, with about a third of respondents "not sure" if they would be interested in participating. Members may have less experience with these kinds of services than they do with peer review, so they may need more explanation about the demands and benefits of the activities. Ideally members would be directly involved in the development of these services to ensure their relevance and sustainability.

The creation of a research toolbox is one of the responsibilities in the Special Committee on Research's mandate and a research toolbox space was established on the CHLA/ABSC website prior to the survey being released. Specific suggestions offered by respondents have been added to the Research Toolbox including topics on authorship, funding, and copyright.

## Limitations of this project

This project has several limitations. First, while the response rate of 18% is representative of the population, the committee could not engage most of the membership in participating in the survey. In particular, only a few francophone colleagues and librarians from special library settings participated in the survey making the results not generalizable to the whole membership. Also, due to small sample size, we could only conduct descriptive analysis. Second, participants self-selected to complete the survey which has a potential to be over representative of individuals interested in research and an under representation of those not interested or not engaged in research.

Third, responses to some questions may have been biased by ambiguity in some questions; however, no specific questions were identified by the pilot test subjects or participants as being ambiguous. Fourth, research support needs is a complex concept and needs vary greatly at the individual level. Approaches other than an online survey can reveal more information about the nature and the scope of the membership's research needs.

Finally, the committee initially intended to use the survey results to facilitate further discussion with the CHLA/ABSC membership during the research interest group session at the 2016 CHLA/ABSC Conference. Unfortunately, there was not enough interest to hold the discussion group so this phase of the research was not undertaken.

## Conclusion

There is no doubt that CHLA/ABSC members, both academic and hospital based, are interested in research and that the barriers and research support needs are similar, but vary in intensity between the 2 groups. So what can a library association practically offer to members in support of research activities? This study and others found that lack of time, funding, and training in specific subjects are the greatest barriers. While CHLA/ABSC could develop a white paper to support librarians who are arguing for the importance of health librarian research, the association cannot arrange for librarians to have more time and provide monetary support to do research. This study and others have found that there is strong need for research training in the areas of research statistics and research methods. Continuing education is an area

where CHLA/ABSC can effectively act. Taking into account the preferences for “in person” and “hands on” delivery of these complex topics, CHLA/ABSC can work towards providing more accessible and affordable “research related” continuing education, both at conferences and through chapters. In addition, the proposed research support services: peer review program, mentorship program, research question and answer blog and the Research Toolbox, offer potential for supporting health librarians in their research activities, but require development and explanation so that members can determine their potential value. Ideally, groups of interested member volunteers would be involved in the development and maintenance of these products to ensure their usefulness and sustainability.

Results of this study and recommendations for further investigation and implementation have been presented to the CHLA/ABSC Board of Directors. CHLA/ABSC, its committees and future conference organizers can use the results of this study in the future development and delivery of research support services for members.

## Acknowledgements

The authors acknowledge Maria Tan and Laura Hamonic for their statistical contributions to the paper.

## References

1. Clapton J. Library and information science practitioners writing for publication: Motivations, barriers and supports. *Libr Inform Sci Res* [Internet]. 2010;34(106):7-21.
2. Fox D. The scholarship of Canadian research university librarians. *Partnership: The Canadian Journal of Library and Information Practice and Research* [Internet]. 2007;2(2)
3. Powell RR, Baker LM, Mika JJ. Library and information science practitioners and research. *Libr Inform Sci Res* [Internet]. 2002;24(1):49-72.
4. Schrader AM, Shiri A, Williamson V. Assessment of the Research Learning Needs of University of Saskatchewan Librarians: A Case Study. *Coll Res Libr* [Internet]. 2012;73(2):147-163.

5. Fenske RE, Dalrymple PW. Factors influencing research productivity among health sciences librarians. *Bull Med Libr Assoc* [Internet]. 1992 Oct;80(4):353-60.
6. McNicol S. Practitioner research in libraries: A cross-sectoral comparison. *Libr Inform Sci Res* [Internet]. 2004;28(88):34-41.
7. Lessick S, Perryman C, Billman BL, Alpi KM, De Groote SL, Babin TD, Jr. Research engagement of health sciences librarians: A survey of research-related activities and attitudes. *J Med Libr Assoc* [Internet]. 2016 Apr;104(2):166-73.

**Appendix 1 : See attached files**

[Questions CHLA Survey French.pdf](#)

[CHLA Survey Questions ENGL.pdf](#)

**Appendix 2 :****Survey to Determine the Research Support Needs of CHLA/ABSC Members**

Version française à: [goo.gl/ZeWZsd](http://goo.gl/ZeWZsd)

Dear CHLA/ABSC Member:

Thank you for taking part in the CHLA/ABSC Special Committee on Research survey, designed to determine how CHLA/ABSC can best meet the research support needs of its membership. We hope that by gaining insight from your responses, we can create effective research support services. This survey (below) will take approximately 15 minutes of your time.

There is no known harm to you in completing this survey and the only potential benefit to you is in receiving improved research support from CHLA/ABSC. Your responses are anonymous. You may stop answering the survey and leave the survey system at any time, without penalty. Once you have submitted data, it cannot be withdrawn.

At the end of the survey you will be asked whether or not you wish to take part in follow-up conversations about the survey. If you wish to do so you may link to a separate and unconnected form where you may supply your contact information. There will be no attempt to connect your contact information with your responses to the survey.

In addition to providing CHLA/ABSC with valuable information about your research support needs, data collected via this survey will be presented at the Research Interest Group session at 2017 CHLA/ABSC Annual Meeting and as scholarly presentations at other library-related venues. The results of this research may also be used in research articles. Each stated use of the data collected will be handled in compliance with the University of Alberta's Human Research Ethics Policy <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=48>. In keeping with required standards, data collected with the survey will be retained for a minimum of five (5) years. In addition, it is our intention to make the anonymous data open for use by other researchers after the five year period.

Please complete this survey by March 24, 2017.

Participation in this survey implies consent.

If you have questions about this survey, please contact:

Thank you.

Sandy Campbell  
Chair, CHLA/ABSC Special Committee on Research  
J.W. Scott Health Sciences Library  
University of Alberta  
780-492-7915  
[sandy.campbell@ualberta.ca](mailto:sandy.campbell@ualberta.ca)

## **Sondage servant à déterminer les besoins en soutien à la recherche pour les membre de l'ABSC / CHLA**

English version at: [goo.gl/zRSpzf](http://goo.gl/zRSpzf)

Cher membre de l'ABSC / CHLA,

Merci pour votre participation au sondage du comité spécial de l'ABSC / CHLA sur la recherche visant à déterminer la façon dont l'ABSC / CHLA peut le mieux répondre aux besoins de soutien en recherche pour ses membres. Nous espérons qu'à la lumière de vos réponses, nous serons en mesure d'offrir des services de soutien à la recherche qui soient efficaces. Répondre au sondage que vous trouverez ci après exigera environ une quinzaine de minutes de votre temps.

Il n'existe aucun inconvénient connu qui puisse vous affecter résultant de votre participation à ce sondage ; il ne peut en résulter qu'un avantage pour vous, celui de bénéficier d'un soutien à la recherche accru de la part de l'ABSC / CHLA. Vos réponses demeureront anonymes. Vous pourrez cesser de répondre au sondage et sortir du système en tout temps, sans pénalité de quelque sorte. Lorsque vous aurez soumis les données, elles ne pourront plus être retirées.

À la fin du sondage, on vous demandera si vous souhaitez ou non prendre part aux conversations de suivi du sondage. Si vous le souhaitez, vous pourrez alors accéder à un formulaire distinct, exempt de tout lien, par lequel vous pourrez soumettre vos coordonnées. Aucune tentative ne sera faite visant à lier vos coordonnées avec vos réponses au sondage.

En plus de fournir à l'ABSC / CHLA de précieux renseignements sur vos besoins en soutien à la recherche, les données recueillies grâce à ce sondage seront présentées au groupe d'intérêt sur la recherche dans le cadre de la séance que le groupe tiendra lors de l'assemblée annuelle 2017 de l'ABSC / CHLA, et seront utilisées pour des présentations érudites lors d'autres événements liés à la bibliothéconomie. Les résultats de cette recherche pourront aussi servir pour des articles portant sur la recherche. Chaque utilisation mentionnée des données recueillies sera traitée conformément à la politique d'éthique sur les études sur les humains de l'Université de l'Alberta. <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=48>. Conformément aux exigences normatives, les données recueillies par le biais du sondage seront conservées pendant au moins cinq (5) ans. En outre, nous prévoyons offrir les données anonymes en accès libre pour d'autres chercheurs après cette période de cinq ans.

Veuillez s'il vous plaît répondre à ce sondage avant le 24 mars 2017.

Si vous avez des questions à propos de ce sondage, veuillez communiquer avec :

Merci.

Sandy Campbell  
Présidente du comité spécial sur la recherche de l'ABSC / CHLA  
Bibliothèque des sciences de la santé J.W. Scott  
Université de l'Alberta  
(780) 492-7915  
[sandy.campbell@ualberta.ca](mailto:sandy.campbell@ualberta.ca)

La participation à ce sondage implique le consentement.

<https://docs.google.com/forms/d/e/1FAIpQLSecfsu5Mqz8wd7QifEF54F6IK0t0ok3OhYeBbINTCbIjNo6Og/form/Response>



## BOOK REVIEW / CRITIQUE DE LIVRE

Brown, CC. **Harnessing the power of Google: what every researcher should know.** Santa Barbara: ABC-CLIO; 2017. Softcover: 134 p. ISBN: 978-1-4408-5712-6. Price: USD \$55.00. Available from: <http://www.abc-clio.com>

My excitement when I received this book to review was palpable. As a hospital librarian, I use Google to supplement my database searches and am often asked for advice on searching Google. I thought I had a good handle on searching Google and on instructing library users on its use, so was thrilled at the opportunity to improve upon my skills. I first thought it would be a “how to” book on using Google, but the subtitle, “What Every Researcher Should Know,” clearly defines the book’s purpose. This book is a deeper dive into Google and its services.

Harnessing the Power of Google is written by Christopher C. Brown, the Reference Technology Librarian at the University of Denver. He is also an affiliate faculty member in its MLIS program and has a wealth of experience in using and teaching about Google. This book was written for researchers and academic librarians, but health science librarians will definitely benefit from its wisdom.

The book is comprised of 10 chapters, including “How Google Works”, “Power Searching for Primary Sources”, “Google Scholar”, “Google as a Complement to Library Tools”, and “Searching for Statistics”. The chapters flow from the basic searching techniques of Google to the more specialized, scholarly aspects of Google.

I found the first half of the book interesting and helpful. I particularly liked the author’s comments in the first chapter, “Searching Generally”, about controlled vocabularies: “There are two disciplines where exactness in searching is absolutely essential: medicine and law”.

Brown covers basic research concepts, including subject headings versus subject descriptors, controlled vocabulary versus full text searching and natural language searching, and use of proximity operators. He also lays out what is needed for good searching; including understanding the strengths and weaknesses

of the resource you are searching. He outlines the strengths of library online catalogue style searching, full text searching of web pages, phrase searching, and site specific searching. He also includes a section on evaluating web content.

The chapter called “Searching Google Web” provides an excellent overview of basic and power searching techniques. I felt the chapter on searching U.S. government, international, and foreign government websites would be of interest to certain researchers as it went into a lot of detail about how to find information on websites from different levels of government (e.g. state, federal, etc.).

The chapter entitled “Google Scholar and Scholarly Content” provides an excellent overview for using Google Scholar. It also highlights the importance of linking library content to Google Scholar. Brown states, “Scholar is not a tool that works in opposition to libraries, rather it is one of the greatest proponents of the richness of an academic library’s expensive investment”.

Brown describes Google Books as the greatest books discovery tool to date, given that it contains data gathered through both the Library Project and the Google Books Partner Program, where Google has partnered with publishers, authors and libraries to provide bibliographic data or an excerpt of a book as he mentions, it’s a great discovery tool, but is not good at fulfillment. Head to your academic library for that.

My favourite chapter was “Google as a Complement to Library Tools”. He gives examples of why students so quickly give up on library catalogues for discovery and go to Google. He often advises students to start with Google Scholar first, because it is fast, efficient and produces more results quickly, but then to play “clean up” in specific library databases. He has a thought provoking section titled “What’s Wrong with Academic Libraries”. The chapter highlights the synergy between Google or web based searching and academic libraries, and how each has different strengths.

Harnessing the Power of Google is a book that offers so much on many different levels. Although not a “how to” book on searching Google, it provides a

complete overview of all the different services that Google provides and how to search them effectively. Brown goes into the background of the Google services which ultimately enhances one's understanding and improves one's searching of them. He supports Google as a discovery tool that complements the resources and services that a library provides. I think this book will be particularly useful to academic librarians. However, I think that health science librarians will appreciate the deeper dive that Brown takes into Google, which will enable them to improve their searching skills and also pass along pearls of wisdom to staff and students.

### **Statement of Competing Interests**

No competing interests declared.

#### **Karen Gagnon**

*Director of Library Services*

*Providence Care*

*Kingston ON*

*Email: [gagnonk@providencecare.ca](mailto:gagnonk@providencecare.ca)*

## BOOK REVIEW / CRITIQUE DE LIVRE

Foster, MJ & Jewell, ST. **Assembling the pieces of a systematic review: a guide for librarians**. Lanham: Rowman & Littlefield; 2017. Hardcover: 226p. 978-1442277014. Price USD\$90.00. Available from: <https://rowman.com/ISBN/9781442277014>

Finally, a book about systematic reviews for librarians!

While there is no shortage of Libguides, web resources and methods handbooks available on systematic review methodology, very few (besides [SuRe Info](#)) are intended specifically for information specialists, and resources on how to create or run systematic review services are virtually nonexistent outside of what is reported in the academic literature [1]. For this reason, *Assembling the pieces of a systematic review: a guide for librarians* fills an important gap as the first monograph (to my knowledge) to cover these topics in depth.

Written by a team of librarians, and edited by Margaret Foster (Texas A&M University) and Sarah Jewell (Rutgers University), this book is intended for “training librarians new to systematic reviews, for those developing a new systematic review service, for those wanting to establish protocols for a current service, and as a reference for those conducting reviews or running a service” [2].

Foster and Jewell guide the reader through the steps of the systematic review process, or as they describe it, PIECES (which stands for Planning, Identifying, Evaluating, Collecting and combining, Explaining, and Summarizing), which many of you may recognize from [Margaret Foster’s webinar series](#) of the same name, which ran from February to August 2017 [3]. The book is structured around the PIECES framework, with chapters on the following topics: introduction to systematic reviews; finding, evaluating and applying reviews in various disciplines; the reference interview; team dynamics and data management; database searching; grey literature searching; case studies of review questions and searches conducted to address

them; study selection and critical appraisal; data extraction; writing; systematic review services; and librarianship and systematic reviews.

While different authors write each chapter, the voice and tone of the book remains consistent throughout. The book is well formatted, with an “Objectives” section setting the tone and expectations for each chapter, “Action Boxes” prompting the reader to complete small assignments in order to more deeply interact with the content, and a variety of very helpful tables peppered throughout. I also appreciated the effort made by the authors and editors to cover not only the disciplines of medical and health sciences, but also environmental science, social sciences, and even software engineering.

Readers will appreciate the practical aspects of many of the chapters, since they have a level of detail that is not always feasible in program description articles or webinars. For example, the chapter on systematic review services addresses multiple aspects of the systematic review service: librarian competencies, types of service models, and different libraries’ approaches to service provision (presented through case studies). The chapter also provides a logic model for conceptualizing service initiation, prompting the reader to consider and enumerate the rationale, aims, resources required, specific services to be provided, and measurable outcomes before launching their service.

Chapter 4, “Planning the Review Part 2: Team Dynamics and Data Management,” was my favourite. It addresses topics that are discussed infrequently in our methodological literature and which are often either learned by trial and error or by osmosis from more experienced librarians. When discussing project data management, for example, the authors describe systematic review management tools and their advantages. When recommending a tool, they highlight very important thoughts to keep in mind when sitting down with researchers in those initial reference interviews, including type of synthesis,

desired software features, licensing considerations, and user training and technical support.

While I enjoyed the majority of the book and found it very helpful, should Foster and Jewell publish subsequent editions, I would love to see an entire chapter dedicated solely to critical appraisal. I found it a little confusing to have it addressed in the same chapter as study selection, rather than after data extraction. Anecdotally, I think many librarians (myself included) feel that their critical appraisal skills could be improved, and having a chapter focused on the main concepts and tools for critical appraisal would be helpful in addressing this knowledge gap.

### Statement of Competing Interests

No competing interests declared.

#### **Sarah May Visintini**

*Research Information Specialist  
CADTH  
Ottawa, ON  
Email: sarahvi@cadth.ca*

*The views expressed here are my own and do not necessarily represent the views of my employer CADTH.*

I would highly recommend this book to early career health sciences librarians or to health sciences institutions that frequently train MLIS students. More experienced systematic searchers will be familiar with much of the content of this book; however, many of the tables could be quite helpful in framing conversations with researchers during reference interviews or training, and would be worth reviewing. For directors or managers seeking to formalize or improve a systematic review service, this book will also be of interest.

### References

1. HTAi. About SuRe Info.[Internet]. [cited 2017 Nov 26]. Available from: <https://vortal.htai.org/?q=about/sure-info>
2. Foster M, Jewell S. Assembling the pieces of a systematic review. Lanham: Rowman & Littlefield; 2017.
3. National Network of Libraries of Medicine. The pieces of systematic review with Margaret Foster webinar series [Internet]. 2017 [cited 2017 Nov 26]. Available from: <https://nnlm.gov/scr/professional-development/systematic-review-series>

