

[Collected during June to July 2014]



**Benoit Thirion**

Chief Librarian/Coordinator  
CISMef Project  
Rouen University Hospital, Rouen, France  
Contact: Benoit.Thirion@chu-rouen.fr  
Benoit\_Thirion@yahoo.fr

**The goal of this section is to have a look at references from non-medical librarian journals, but interesting for medical librarians** (for lists and TOC's alerts from medical librarian journals, see: <http://www.chu-rouen.fr/documed/eahil67.html> ). Acknowledgement to Informed Librarian Online.

**Free full text**

1. Lwoga ET. Mapping **Information Literacy Outcomes and Learning Experiences of Health Sciences Undergraduate Students** Partnership: the Canadian Journal of Library and Information Practice and Research 2014 Vol 9;1

*This study assessed whether first year undergraduate students are applying the research skills taught in an information literacy (IL) module in course IT 100 to their work in other classes and for anything unrelated to classes at the Muhimbili University of Health and Allied Sciences (MUHAS) in Tanzania. A total of 275 students took part in a printed questionnaire survey which was distributed to all second year undergraduate students at MUHAS, a return rate of 77.2 percent. The study demonstrated that students continue to use the skills gained during the IL course both in other classes and for purposes unrelated to the class. However, there was low use of scholarly databases and the library catalogue for academic and non-academic activities. These findings show a need to address some issues concerning the information literacy module (IT 100.2), such as an increased emphasis on teaching topics related to search strategies, information sources, and evaluation of resources as a practical and useful skill. The study findings further showed that issues related to facilities (internet connectivity and electrical power) will also need to be addressed. This study is based on self-reports by first year undergraduate students, which may not be a precise predictor of their actual health information competencies and their actual use of skills in courses other than IL and for anything unrelated to the class. Further research is needed to validate differences between students' self-reports of their IL competence with their actual competence as measured by a strenuous post-test.*

Available from: <https://journal.lib.uoguelph.ca/index.php/perj/article/view/2695>

**Abstracts only**

1. Kratochvil J. **Efficiency of e-learning in an information literacy course for medical students at the Masaryk University**

The Electronic Library 2014. 32;3:322-40

*Purpose – The purpose of this paper is to argue that e-learning can be a viable alternative teaching method for information literacy according to a comparison of librarian's time spent on face-to-face teaching with*

tutoring the e-learning course, average time spent in a week on learning by the students, time flexibility of e-learning, students' satisfaction with e-learning and students' ability to gain practical skills and theoretical knowledge through e-learning. Design/methodology/approach – Satisfaction of medical students with e-learning and their average weekly time spent learning were assessed through surveys designed in Google Documents. Weekly time spent by students learning in class and the number of the librarian's teaching hours were set by the university schedule, and time spent on tutoring e-learning was measured. Details of accesses to study materials and submission of tasks as well as exam results were collected from Masaryk University Learning Management System. Findings – In 2011, 50 per cent less time was expended on tutoring e-learning than time spent with the same number of students in the previous three years in the classroom. One-third of the students learned for more hours a week through e-learning than students in class. No significant difference in gained theoretical knowledge between these students was found. On average, 90 per cent of tasks submitted to e-learning were correct the first time. e-learning was appreciated by the students for its time (93 per cent) and space (83 per cent) flexibility, the online materials (62 per cent) and self-managing learning time (55 per cent). Details of access to the study materials confirmed time flexibility. Originality/value – Due to time saved and considering the lack of any significant difference in the knowledge gained by students, e-learning can be a viable alternative teaching method for information literacy.

Available from:<http://dx.doi.org/10.1108/EL-07-2012-0087>

2. Wilson CS *et al.* **Exploring the fit of e-books to the needs of medical academics in Australia**

The Electronic Library 2014.32;3:403-22

Purpose – The purpose of this study is to explore the extent to which e-books fit the needs of medical academics of the University of New South Wales (UNSW) in the performance of their academic tasks. Design/methodology/approach – A web-based survey was distributed to all UNSW academics in medicine, and 224 completed responses were analyzed according to the attributes of a task-technology fit (TTF) model developed for e-books in academic settings. Findings – Although the UNSW Library had access to > 225,000 e-books, usage by medical academics was relatively low (38 per cent); however, most (92 per cent) predicted that they would be using e-books within the next five years. Nearly two-thirds (65 per cent) had portable devices including smartphones, and 90 per cent rated the ability to search across full text in an e-book of moderate-to-high importance. Research tasks dominated the use of e-books, and 71 per cent agreed that e-books helped improve their overall productivity. Research limitation/implications – Only 224 (8 per cent) of 2,790 medical academics at UNSW participated in the study. The low response rate and over-representation of research only academics limit the extent of generalization of the findings. Originality/value – This is the first study on the use of e-books among academics in the Faculty of Medicine – comprising nearly 64 per cent of all UNSW academic staff. The findings highlight the extent of e-books used by medical academics and their enthusiasm for access to digital resources. There is also the suggestion that the library must continue to develop services to ensure delivery of task-compatible e-books to medical academics in increasingly mobile environments.

Available from:<http://dx.doi.org/10.1108/EL-09-2012-0118>

3. Nunn E *et al.* **Lay summaries of open access journal articles: engaging with the general public on medical research**

Learned Publishing. 2014. 27;3:173-184

This study investigates attitudes to 'lay' or 'plain-English' summaries of open access (OA) journal articles in the context of engaging the public with medical research. It places lay summaries in the wider contexts of patients' information-seeking behaviour and OA publishing activities. It reports the results of qualitative research involving two stakeholder groups: employees of organizations with a stake in communicating OA medical research to the public, and members of the public who have experience of accessing online medical research. It shows that patient access to the research literature is seen as one of a number of important sources of information that can help them manage their health conditions as 'informed patients'. However, accessing the literature was reported to be problematical, particularly because of paywalls, and there were also difficulties in using it, including language barriers. Lay summaries were seen to make a helpful contribution

to improving patient access to information. There is, however, a clear need to gather more evidence about the costs and benefits of such an approach and also on the potential ways in which OA can create benefits for the general public.

Available from:<http://dx.doi.org/10.1087/20140303>

4. Remya N *et al.* **Quality of author guidelines of journals in the biomedical and physical sciences**

Learned Publishing, 2014.27;3:201-09

*To assess quantitatively the completeness and clarity of author guidelines of international English-language journals in the biomedical and physical sciences, we randomly sampled 80 journals for which author guidelines were available online in English. The guidelines were reviewed for completeness and clarity in addressing 'aims and scope', 'submission and post-submission processes', 'formatting instructions', 'ethical requirements', and 'authorship', and were subjectively assessed as being complete (score 1) or incomplete (0), and clear (1) or unclear (0). Scores were represented as mean percentages. No journal scored 100% for completeness and clarity. 'Formatting instructions' was the most complete and clear category, and 'authorship' the least complete and clear category. Biomedical science journals were more complete and clear in all categories, except 'authorship', compared to physical science journals. While author guidelines of many English-language journals of biomedical and physical sciences adequately address some essential aspects, they currently do not provide all necessary information as clearly as possible.*

Available from:<http://dx.doi.org/10.1087/20140306>

5. Rogers SL. **Bibliography of Performing Arts Medicine Association**

Music Reference Services Quarterly. 2014. 17;2:101-4

Available from:<http://www.tandfonline.com/doi/full/10.1080/10588167.2014.897118>

6. Temple NJ *et al.* **How accurate are Wikipedia articles in health, nutrition, and medicine? / Les articles de Wikipédiadans les domaines de la santé, de la nutrition et de la médecine sont-ils exacts?**

Canadian Journal of Information and Library Science 2014. 38;1:37-52

Previous studies of Wikipedia have reported mixed results regarding the quality of information on health-related topics. We investigated the accuracy of Wikipedia entries in the areas of health, nutrition, medicine, and complementary and alternative medicine. We formulated 32 statements which are often stated but are probably incorrect ("common misconceptions"). Using Google we found 49 Wikipedia entries that provided information on these 32 statements. Most entries are accurate, but deficiencies are present in a minority. The information provided by Wikipedia has a high degree of accuracy for 23 (72%) of the 32 common misconceptions (19 had a score of 5, the highest mark possible, and 4 had a score of 4.5-4.7). Seven of them (22%) had a score of 4-4.1, indicating that the entry has a minor error or that significant information is missing. Two had a low score (3.5), which indicates a more serious problem. Of all the 49 Wikipedia entries that were evaluated, four had a score of only 3, indicating that the accuracy is seriously flawed or that no information is given. These findings together with those from other studies indicate that the information provided by Wikipedia is mostly of high quality but that significant errors and omissions are fairly common.

Available from: [http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/canadian\\_journal\\_of\\_information\\_and\\_library\\_science/v038/38.1.temple.html](http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/canadian_journal_of_information_and_library_science/v038/38.1.temple.html)

7. **Trends in health sciences and biomedical sciences information and services provision** Guest Editor, Ramune K. Kubilius

Against the Grain 2014 26(2)

*Librarians Without Borders: Building In-Country Research and Information Provision Capability; Health Association Libraries: The Sparkle Needed for Member Societies; Cultivating Scholarship: The Role of Institutional Repositories in Health Sciences Libraries; Libraries Take on Policy: Support for Open Access and Open Data; Basic Biomedical Scientists: The Rediscovered Library Users; Where to Start? Opening Day Collections and Services for a Newly Founded Medical School; Disruptive Technology: Librarians Must Think Heretical Thoughts to Adapt; Op Ed – Little Red Herrings; Back Talk*

Available from:<http://www.against-the-grain.com/2014/05/v26-2-april-2014-table-of-contents/>

8. Gavel Y *et al.* **Multilingual query expansion in the SveMed+ bibliographic database: A case study**

Journal of Information Science 2014; 40:269-280

*SveMed+ is a bibliographic database covering Scandinavian medical journals. It is produced by the University Library of KarolinskaInstitutet in Sweden. The bibliographic references are indexed with terms from the Medical Subject Headings (MeSH) thesaurus. The MeSH has been translated into several languages, including Swedish, making it suitable as the basis for multilingual tools in the medical field. The data structure of SveMed+ closely mimics that of PubMed/MEDLINE. Users of PubMed/MEDLINE and similar databases typically expect retrieval features that are not readily available off-the-shelf. The SveMed+ interface is based on a free text search engine (Solr) and a relational database management system (Microsoft SQL Server) containing the bibliographic database and a multilingual thesaurus database. The thesaurus database contains medical terms in three different languages and information about relationships between the terms. A combined approach involving the Solr free text index, the bibliographic database and the thesaurus database allowed the implementation of functionality such as automatic multilingual query expansion, faceting and hierarchical explode searches. The present paper describes how this was done in practice.*

Available from: <http://jis.sagepub.com/content/40/3/269.abstract.html?etoc>

## Memories from the Rome Conference



I was delighted to attend to 14th European Association Health Information Libraries Conference in Rome. It was a great opportunity for exposure to current best practices in the field of medical libraries and librarianship. Three days of the conference were launched with a keynote speech entitled “The open paradigm and the knowledge society recomposing the fragmentation: The role of the librarians” which was delivered by Maria Cassella. The speech emphasized the transformation of information, importance of digitization and “openness”.

From the beginning to the end I have witnessed significant content and contributions to the conference by both participants and presenters. During the conference I acquired knowledge which will help to enrich my professional development as a medical librarian. The flow of the conference from general topics to each specific initiative, from challenging projects to hands on experiences allowed me to gain a considerable overview of health and medical libraries. From attending the conference I gained deeper understanding of my profession and I feel more confident and comfortable in day to day duties.



The conference also afforded me an opportunity to network with valuable medical library professionals and practitioners. EAHIL has created a platform for me to observe and update myself on the on-going projects in different medical libraries around Europe!

I am looking forward to attending to future EAHIL conferences and workshops.

**Muharrem Yilmaz**

Librarian, Medical Library at Oslo University Ullevål Hospital  
[muharrem.yilmaz@medisin.uio.no](mailto:muharrem.yilmaz@medisin.uio.no)