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Theme Issue

Social media and collaborative networking in libraries

EAHIL Workshop Dublin
2nd – 5th June 2009
Scientific Programme

10th ICML 2009
Brisbane, Australia
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Contents

Editorial
Letter from the Editor - *S. Wood-Lamont* 2

Feature Articles
Personal and Public Start pages in a library setting
D. Kieft-Wondergem 3
Wiki as an Intranet
K. Hilska-Keinänen 6
RSS feed applications to libraries: a brief note
F. Napolitani 8
Whether Web 2.0 works is not the only thing that matters
T. McSeán 10
Knowledge and use of the internet as a health education tool by Italian high school students
I. Truccolo, K. Bianchet, L. Dal Maso, G. Cognetti, P. De Paoli 13

EAHIL Workshop 2009 - Dublin, Ireland 20

10th International Congress on Medical Librarianship, Brisbane, Australia 25

Feature Articles
Working, sharing, communicating, learning and teaching with others: the use of Web 2.0 tools for the EAHIL Council, Board and Members
G. van den Brekel, L. Haglund, O. Obst, B. Thirion 27

Take a look!
B. Thirion 29

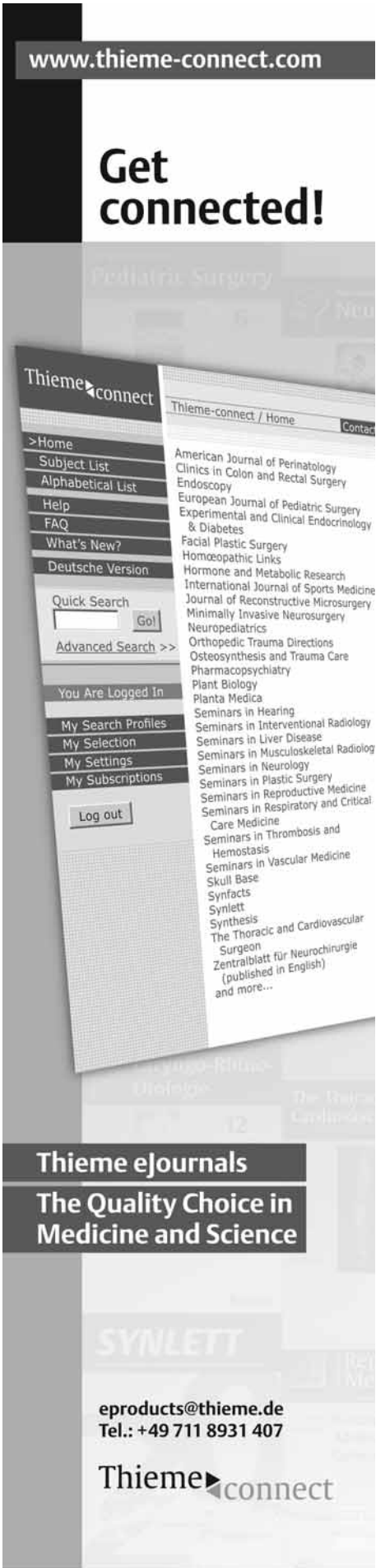
WEB 2.0
The Twitter challenge
O. Obst 31

News from EAHIL
Letter from the President
S. Bakker 33
News from the Public Health Special Interest Group
P. Pekkarinen, S. Thomas 35
European Veterinary Libraries Group
F. Brown 36

News from MLA
Medical Library Association report for EAHIL
B. Madge 37

Publications and new products
G. F. Miranda 39

Forthcoming events
G. F. Miranda 42



Editorial

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Hello Everyone,

I do hope you all had a nice Easter holiday.

From the 2-5th June we have the EAHIL Workshop in Dublin with the theme *Working with others: explore, engage and extend.* The Organizing Committee have prepared well and I am sure all participants will enjoy both the Scientific Programme and the rich Social Programme. Unfortunately I have a prior commitment and will be unable to join you, so Federica Napolitani, the Assistant Editor with the help of Tuulevi Ovaska, SIG Liaison Officer, will be in charge with all issues related to the *Journal of EAHIL.*

The August issue of the *JEAHIL* is dedicated to the Dublin Workshop so, as usual, the winners of the Best Oral Presentations and the Best Poster Presentations will have their papers published there. Annual meetings of all the Special Interest Groups (SIG) will take place in Dublin and Tuulevi will be asking for reports of these. In addition, both will be talking to the scholarship winners, First Timers and requesting impression accounts of the Dublin Workshop to be published in the August issue. Lastly I ask you all, EAHIL participants, if you would like to write short reports of the Scientific and Social Programme while you are in Dublin, both Federica and Tuulevi would be very happy to receive them. The deadline for the next issue of *JEAHIL* is the **1 (first) July.**

ISSUE	THEME	DEADLINE
August 2009	Dublin EAHIL Workshop	**1 July 2009**
November 2009	Remodelling your library space in a digital world	**1 October 2009**

The 10th International Congress on Medical Librarianship, with the theme *Positioning the Profession* will take place from the 31 August to the 4 September in Brisbane, Australia and I am looking for EAHIL participants to write reports of this prestigious conference for the November issue. If anyone would like to do this for the *JEAHIL* please contact me. The deadline for the November issue is **1 (first) October.**

The theme of this issue is *Social media and collaborative networking in libraries* and some very interesting articles have been submitted by the following EAHIL members: D. Kieft-Wondergem, K. Hilska-Keinänen, F. Napolitani, T. McSeán, I Truccolo *et al*, and G. van den Brekel *et al* and these should be of interest to you all.

I am sure that all EAHIL members going to either/both of these conferences will enjoy the benefits of this excellent international exchange of medical librarianship fellowship. I am sorry I will not be able to meet you this year but Federica and Tuulevi will be able to assist in any enquiries you may have.

Personal and Public Start Pages in a library setting

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Abstract
Personal and Public Start Pages are web-based resources. With these kind of tools it is possible to make your own free start page. A Start Page allows you to put all your web resources into one page, including blogs, email, podcasts, RSS-feeds. It is possible to share the content of the page with others. This makes it possible to develop pages both for specific departments and for use in instructions. This paper will give some examples for the use of Personal and of Public Start Pages in a library setting.

Key words: library services; nurses' instruction; library, medical; internet.

Introduction
During the European Conference of Medical and Health Libraries in Helsinki, Finland last year, I delivered a presentation with the title *How to use Web 2.0 technologies in your library instructions.* The presentation concentrated on Personal and Public Start Pages, what they are and how they can be used in a library setting (1). In this paper I will explain what Personal and Public Start Pages are and concentrate on the use of them in our library practice. In the months after the conference we have gained a lot more experience with these kinds of pages.

Start Pages
The tools to make personalised Start Pages are available from the Web. With these free tools you can make your own personal start page and you can put all your web resources into one page. It is, for example, possible to add news, RSS-feeds, pod casts, pictures, video casts, search-engines, email, links to your favourite websites and blogs. Instead of opening all those pages or tools one by one, you need only open one page and log on once.

Most providers of these resources offer the possibility to both share the content of a page with others and to make a Personal Start Page and a Public one. *Netvibes* (2), *Pageflakes* (3), *Live.com* (4), *iGoogle* (5), *My Yahoo* (6) are some of the providers of these services.

Start Pages and libraries
The first step is to decide which provider you are going to use. You can have a look at the different sites and try out their possibilities with your goals in mind. My own library, the Central Medical Library (CMB) of the University Medical Center Groningen (UMCG), chose *Netvibes*. The main reason was, at that time, there existed in Netvibes the possibility of creating your own widgets, the possibility of making a Universe, and it was relatively easy to do it. These utilities continue to develop, so it may be that other providers can now offer the same.

Personal Start Pages
A Personal Start Page can be created according to your own wishes. You can use it to keep up with your profession, your interests, and your hobbies by adding feeds and links on your own start page. You can add *You Tube, Flickr, Slideshare, Facebook*, and any other widgets you like (see http://eco.netvibes.com). You can check your email; add search boxes, and so on. The list of possibilities is almost unlimited.

A Personal Start Page can also be made for a patron individually, or for a department. When our library started to offer this kind of services to our patrons I made a Personal Page for a doctor of obstetrics and gynaecology. She gave me a list of the journals she needed to check regularly and a list of the databases she used on a regular base. In the first tab of her personal page the RSS-feeds to the journals she had listed were placed. The RSS-feeds were created via PubMed. The second tab was composed of search-engines modules for PubMed, UpToDate, Livetrix (a meta search-engine), QuickSearch CMB and the Catalogue of the University of Groningen. A Personal Start Page can only be viewed when the user is logged on. So the only people with access to her page were the doctor and me.

Since the doctor's Personal Start Page was made, some of her colleagues have become interested also. Together they agreed on a Public Start Page. I created a Public Page with a tab for common modules, and with a tab for each one of the doctors with RSS-feeds to the journals they wanted.

Public Start Pages
A Public Start Page is open for anyone on the Internet to see. The editing of such a page is only possible for those who can log on. For creating a Public Page you need a personal account. With that account you can create one Personal Start Page and one Public Page. The content of these two pages can be different.

A library can make a Public Start Page for a department. An example is the page for the Department of Obstetrics & Gynaecology (7). It contains a tab with some databases modules, a tab with RSS-feeds to journals they all wanted. Each participant has his/her own tab with RSS-feeds to the journals of their specific field of interest. The doctors saw no objections to the fact that a Public Start Page is visible to everyone. I think the fact that the page is publicly accessible should be made very clear to the patrons involved.

A library can also create a Universe where each department can have its own tab. For an example see www.netvibes.com/cmb. In here some departments have their own tab, e.g. the department of dermatology. They gave the CMB a top list of journals. The tables of content of these journals via PubMed RSS were put on the page, as well as of some other relevant journals, an overview of the library's collection of Dermatology and a search box.

Nowadays when our library holds a presentation at staff meetings about the services the library can provide for a department, we always mention the possibility of a *Netvibes* Page (personal or public). The reactions are usually very enthusiastic. To create a Start Page, whether it is personal or public, is not that much work. To keep it up to date is also very easy to do and is very important. One must examine the links, the RSS-feeds, to make sure they are still working. RSS-feeds via PubMed need special attention. One time, for one reason or another, the number of displayed items changed to one or two. This happened while nobody was logged on and I had done nothing. With other feeds this does not happen. The only way to switch back to the original number of items was to remove the feed completely and add it again. Trying to find a solution for this I looked for feeds for the same journals in the *Terkko Feed Navigator* (8) and found most of them there. To my big surprise the content of the feeds for the same journal was sometimes different. For some journals, e.g. *Human Reproduction*, the feed provided by PubMed contained more recent articles than the feed by Terkko. For other journals, e.g. *Fertility and Sterility* it was the other way around. Sometimes, but this was rare, the feed contained articles of the same date but they were different articles (from the same journal).

Public Start Pages and instruction
A Public Start Page can also be created for a specific group. I developed EduCMB (9) for (trainee-)nurses. Since most medical databases are focused on medical information it is often difficult for our (trainee-)nurses to find the information they need. They are a relatively small part of our clientele and they often have difficulty finding their way to our library (figuratively). It is often also not easy for them to find the resources of nursing information via the website of our library. Therefore we had the idea to put all the information they could possibly need on one page.

Some time now has passed since the launching of *EduCMB*. In instructions to nurses we use this page as a

starting point. The reactions are still very enthusiastic, both from the nurses as from their teachers / supervisors. The supervisors sometimes give suggestions about resources to add to the page and we continue to be very pleased with their cooperation. Our library is now planning several demonstrations of *EduCMB* at different departments.

Another use of Start Pages in instruction is during workshops. A Public Page is a handy tool to put together tools you want to use during a workshop. For an example, visit www.netvibes.com/Eahil2008. You can add the programme of the course, widgets you want to show, links needed during the course, and so on. It is also possible to let the participants make widgets or link-modules during the course, which can be added to the Public Page.

Conclusions

Personal Start Pages and Public Start Pages, such as *Netvibes*, offer many opportunities for libraries. With their help librarians can easily keep up with their professional literature. They can show their patrons what the possibilities are and help them to create their own page. Libraries can set up a page for a department, with each of the staff-member having his or her own tab, or set up a tab for a department within a page for more departments. The choice between one or the other depends on the diversity of fields of interest of the staff-members. A Public Page creates the possibility to put together the search boxes, feeds, links and other utilities, that are useful for a particular target group. They can also be used as a starting point for any educational purposes.

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Feature Article

Wiki as an Intranet

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Abstract
This paper describes how a Wiki can be used as an organisation's intranet. It will discuss the enabling factors and barriers for implementing and using a Wiki and the challenges for creating a culture that supports the Wiki usage.

Key words: Web 2.0; Wikis; intranet.

Introduction
There are several examples, reported openly in the internet, where companies have implemented a Wiki as their intranet. In an Australian pharmaceutical company the wiki-intranet replaced simple, static HTML-intranet. The case study reports that, over the 16 months since its launch, the intranet has dramatically transformed the internal communication. The visits and contributions are increasing each month. In a real estate firm based in British Columbia, Canada, the wiki-intranet has turned users into authors. The case study reports how knowledge sharing has increased in the company, showing results in hard cash.

In Ingenta, a Wiki intranet has been used since 2002. The company needed a simple tool to share information between researchers and engineering departments. The Wiki intranet works well across dispersed teams. The barrier to contribute to the Wiki is very low. Documentation can be added and maintained easily. The case report states that creating a Wiki environment is as much of an exercise in community building as it is in software installation. This paper is based on a study that was carried out in the National Public Health Institute in Finland in 2008. The Institute implemented a Wiki intranet in February 2007. The former intranet was a collection of HTML pages. It was criticized for its hierarchical structure and the lack of editing rights. Only certain people had editing rights and if people wanted to publish information in the intranet, they had to ask the editors to do it. Editing the pages was thought to be difficult and the editor program was only in a limited use.

Background
The intranet project started with formulating the requirements for the Institute's new intranet. The intranet was expected to support wide editing rights and easy editing, so that everyone could participate in the internal communication. The communication activities should be seen as a part of the daily work – not as a burden. The intranet should support collaborative information work, e.g. co-writing, sharing ideas and comments, and creating documents. The features of the intranet would help in updating information and finding relevant information. Only after listing the features, was it realised that a Wiki would be the best solution for the organisation's intranet. The implementation of the wiki-intranet was supported by user training and active communication. The training sessions proved to be popular, but many users just learned to use the intranet by trial-and-error and with the help of their peers. The Wiki-intranet supports similar tasks than the traditional intranets, but has the advantages of easy editing. As an intranet, Wiki can be used for publishing news and home pages, coordinating work tasks, co-writing documents and sharing information and knowledge. Documents that would have been earlier written by one person and then sent by e-mail to other people to comment

and edit, can be co-written directly in the Wiki. Project management can be supported by publishing the project information in the Wiki – no more frustration due to hoarding of information behind one person. The information on a particular project can be published in the Wiki, and the group can together comment and edit the pages, and also control so that the tasks get done.

How to succeed with the Wiki-intranet?
The study found both enabling factors and barriers affecting the implementation and use of the Wiki-intranet.

The factors facilitating the use of the Wiki-intranet were:

- support from the management, enthusiasm of the superiors;
- support from the active Wiki users and peers;
- availability of user training and/or the opportunity to test the Wiki;
- benefits experienced in group work, project management and internal communication;
- ease of use;
- attractiveness of Wiki: more information, communication and knowledge sharing.

The barriers and challenges affecting the use of the Wiki-intranet were:

- the immediate superior was doubtful about the use and benefits of the Wiki-intranet;
- the habit of using other information and communication channels, routine of using e-mail, etc.;
- the change from reader to the active creator of information can be a big step.

Based on the results, there are several challenges for creating and developing a Wiki-culture:

- developing the reading culture: when vital information is published in the Wiki and the Wiki is used as the organisation's internal communication channel, people need to develop the habit of reading the Wiki;
- developing the writing culture: the former users are now contributors; writing to Wiki without worrying about finishing the text before publishing (the first draft);
- developing the Wiki habits: e.g., marking the pages as favourites; subscribing to e-mail alerts; while editing, considering that other people are watching the page changes.

The benefits of the Wiki-intranet
The study found several benefits in the use of the Wiki-intranet. It improved the work conditions in some projects and even made some projects possible. It enabled people to participate in internal communication and collaborative projects, share information, ask other people to share information, and manage work in a meaningful way. It had become a vital part of the daily work for many. It had transformed the read-only home pages of different units and projects into collaborative working environments. Wiki connects people to people. It minimises the barrier of publishing information and supports collaborating with others. Wikis support the community building of collaborative groups and help in organising the work. After choosing a Wiki as a platform, the focus can be shifted from the tool to the work and management culture of the organisation or the work group.

Conclusions
Wikis can be used as an organisation's intranet, even if they are usually seen as smaller scale collaborative tools. Wiki-intranet can improve organisation's internal communication and support collaborative work. The implementation of a Wiki-intranet needs to be supported by the management and active Wiki users. The benefits of the Wiki can be experienced in collaborative work and knowledge sharing. A challenge when implementing a Wiki-intranet is to convince the users that they are no longer just the readers of the intranet – they are the collaborators and creators who can communicate their own messages, start new pages and edit and publish information. The Wiki-intranet is a collaborative environment where everyone can be an active creator of information and ideas.

Suggested reading

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Feature Article

RSS feed applications in libraries: a brief note

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Abstract
RSS feed is a Web 2.0 tool which is increasingly being used by librarians and information specialist worldwide to keep users updated and alerted on new features from the library. Some possible applications on the use of RSS feed in libraries are provided in this brief note.

Key words: libraries; Internet; information dissemination.

Introduction
RSS (Really Simple Syndacation) is a *really simple* Web 2.0 tool that enables users to subscribe from favourite websites and collect updates from them all in one single page created through an RSS Reader. Updates will therefore be dynamically generated in the future with no further effort from the user's side. Detailed technical information on what is RSS, on how to create your own RSS feeds and on how to publish other people's RSS feeds, are explained in the paper from Oliver Obst recently published in *JEAHIL* (1).

How to use RSS feeds in your library: possible applications
Nowadays RSS is increasingly being used by libraries worldwide. At present, most libraries offer users at least one opportunity of subscribing. However there are different possible applications of RSS feeds, and libraries are still exploring ways of using this tool more pervasively.

The easiest and most common way is to give users the opportunity to subscribe to RSS feeds generated from one or more dynamic pages of the Library website, such as the library blog, the news about services, items in collection, library catalogue additions or classes and events and so on. The RSS orange icon may therefore appear in more than one place in the library website. Usually library blogs have always an RSS feed to allow users to receive updates on new posts. In this way RSS feed is used as an alert to current awareness news.

A second way of using this Web 2.0 tool is to embed within the library website the updates which are dynamically generated by an RSS Reader set up by the library itself. "Selecting, evaluating and organizing this information in a central location saves your targeted audience precious time as they focus on their main responsibilities and goals" (2). While in the first case the library offers users the possibility of subscribing to RSS feeds to keep them alerted on what is going on in the library, in this second case the library is not offering a tool, but using it on behalf of the users to provide them with feeds from other sources of their interest. Therefore users do not have to set up and maintain an RSS feed on their own. An example of an application can be seen in the website of the German National Library of Medicine

(Munchen) http://www.zbmed.de/ (1). Here, the box reporting News from the general media is dynamically updated by the Feed reader without any further effort from the librarian. For more information on how to practically embed a textbox scroll into the library webpage refer to (1, 2).

Another RSS feed use for libraries is to create online lists of journals with RSS feeds to articles in press or to table of contents (ToC) alert; for instance a list of core journals on Nutrition and Dietetic, and also of organizations, institutions, blogs related to that particular subject. Users are therefore given the opportunity to subscribe directly from the library website, and the library is offering them an already prepared selection of relevant titles and sources. An example of this application can be seen in the website of the EBLIN Library for the Health and Science of the University of Wisconsin (http://ebling.library.wisc .edu/index.cfm). The banner on the left of this library homepage has a section titled "stay current". Here you have six icons: the first three are RSS feed icons; while the others look different and refer to 1) lists of RSS health news feeds (of general interest and on specific topics), 2) lists of e-journals feeds A to Z from 2400 biomedical and health sciences journals, and 3) lists of journals feeds by topic (71 categories). This library is therefore not only offering RSS feeds from its own dynamic webpages but is actually using this tool to offer a new service: a selection of RSS feeds of potential interest to different communities of users. RSS from available health podcasts are also provided. The user will chose which RSS feed to subscribe to and be alerted in his/her own RSS Reader each time a new article is published, or else new material is available.

A useful resource related to RSS is "ticTOC" (http://www.tictocs.ac.uk/) a Table of Content Service developed by the Joint Information Systems Committee (JISC, http://www.jisc.ac.uk/). This is a relatively new service which enables users to chose feeds from the Table of Contents of 12,343 scholarly journals from 435 publishers (also sorted by subjects), and eventually link directly from your reader to the full text of the articles, if institutional or personal subscriptions are provided. For instance in the category "Library and Information Sciences", you have access to the Table of Contents RSS feeds of 59 journals. The system will help you to follow the very simple procedure to select from one single list the journals of your interest and save them in your personal RSS reader where you will receive their future ToC (3, 4). ticTOC has been considered by the London Imperial College as *Resource of the Month* in February 2009. http://icenvtech.wordpress.com/2009/02/13/resource-of-the-month-tictocs/

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Feature Article

Whether Web 2.0 works is not the only thing that matters

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Abstract
Almost everyone will have been exposed to an enthusiastic promotion of 2.0 ideas through their own professional life or through the consumer mass media. The cluster of technologies and applications that make up the 2.0 family offer new ways of packaging the traditional benefits of library and information services – from podcasts to Facebook pages, from extending effective opening hours to entire courses. However utilising 2.0 (in service delivery, quality monitoring or whatever) as in any other development process, requires focus and discipline in order to cut your losses and move on to something else if few benefits are being delivered.

Key words: Web 2.0; Internet; innovation; service planning; future of libraries.

Beware – Innovation!

Throughout my career it has been a feature of the ageing library director that in the presence of a new technology (or management fashion) he or she becomes nervous and even more evasive than usual. Youthful observation of this phenomenon has in recent years been confirmed by introspection. When I was starting as a librarian, the profession was packed with long-serving academic and public library directors whose most fervent prayer was that they would reach retirement before "The Computer" arrived in their library – and whose remaining working days were dedicated to ensuring that these prayers came true. In retrospect, given the chaos-inducing nature of those early computer systems, perhaps the phobia was more solidly grounded in good sense than us Young Turks were prepared to credit. (Did we *really* think our users would like MARC-based microfiche union catalogues?) The traditional Spanish blessing "may no new things arise" becomes more of a forlorn hope with every passing year. The computer has become part of the fabric of information work, and indeed is steadily munching its way through libraries. In its train have come a number of management fads and fashions, mostly inspired and driven by the ease with which figures can be generated, manipulated and exploited.

Amongst the old and senior an element of fad-avoidance may still creep into personal career strategies, but except in the very short term it is no longer a viable life-choice. Instead, when the young and keen (or the very senior and hard to ignore) bring in a sparkling new techno-philosophical idea, the ageing salaryman's job is to work out which of the following categories it belongs to. Is it:

1. A life-changing insight into the provision of quality information – and therefore Real Work to be done immediately and properly?

2. A useful help in doing Real Work better and/or quicker?

3. A trendy gimmick which may be more fun than Real Work but which is actually of little practical value to anyone?

4. A combination of all three, to be treated like a hungry lion but which with luck might turn out to be useful and fun?

My default position on fashionable buzz-concepts is one of deep cynicism. So often they turn out to be the same old reliable foundations of professional endeavour dressed up in alluring new robes. Almost all computer-based library collaboration is either union catalogues, interlibrary loans or union catalogues linked to interlending. There are glorious exceptions, of course. No-one but a lunatic would want to trade in Web of Science, Google, etc. for the sort of abstracting and indexing tools I was taught to use at library school. However, to survive as a human being you have to be curious and receptive to innovation; and to maintain their reputation, public services have to reflect major currents of public opinion and expectation. Which brings us, at last, to Web 2.0.

Taking advantage of fashion

Despite my public commitment to cynicism, I can claim to be a reasonably early adopter (or to be quite accurate *adapter*) of a 2.0 idea. One of my functions as Elsevier's director of library relations was to ensure that my senior colleagues were informed as quickly as possible of events and possible opportunities relating to their area of opportunities. To this end, I spent many interesting (and many more unutterably dull) hours scanning email lists and other sources to keep abreast of what was happening. The core problem, though, was not to find the news but to make sure it got quickly to the right person in the company while at the same time not adding to the chaff in everyone else's inboxes. With a large and diverse company and a large number of people I hardly knew whose interests might change quickly and abruptly, I would spend a long time working out who needed to be given what piece of news – with often little confidence that I had made the right decision. The people concerned suffered badly from information overload and adding to it would not have been a path to popularity. My solution was to introduce a blog – three or four postings a week which contained a short digest of each interesting item I had found. Each post was headed by a telegraphically short summary section, taking less than a minute to read, which would tell each subscriber if there was anything today for them. Each posting was flagged by a subscribers' email listing the contents in even briefer form (the *Five-Second Briefing*, perhaps).

This *One-Minute News Blog* was actually an old-fashioned SDI sheet dressed up in what was then fairly new clothing. On the one hand it was a lot more trouble than a conventional newsletter would have been. It was Elsevier's first internal company blog, which worried the people who get nervous about these things, and meant that I had to buy space on one of the commercial blog hosts which naturally caused difficulties. Because it was outside the corporate firewall and only protected by a rudimentary password system, I was constricted in what I was able to write. It was also impossible at that time to upload a posting direct from Word or Word Perfect. Instead you had to use the site's atrocious text editor, which was worse than anything I had seen since a thrown-together, in-house minicomputer word processor I used to wrestle with in the early 1980s.

Why I started the blog, and persisted with it despite problems and obstacles, goes to the heart of why as a profession we need to harness fashion in order to wrap what we offer in interesting and attractive packaging. First, and of overriding importance, the project started with addressing a set of real needs: the recipients needed to see this information while it was still warm; I needed to be sure I alerted the right people; I needed people to be aware that I was scanning these lists for them, and that therefore they had no need to do it themselves. The blog format, stretched as it was, was innovative and attention-catching in itself. There was a lot of talk about blogs and other 2.0 stuff in the company but this was the first business application. The blog format suited the highly mobile lives of the people it was written for, and was easy to follow up, forward and reply to. It was easily customised to be both reasonably attractive and in line with the company house style. Its usage levels could be tracked and its impact assessed.

The lesson

If I had done the same thing using a PDF attached to an email summary, it might have been a reasonably effective envelope for the information, but it would not have achieved the same level of usage and would not have served the ancillary purposes mentioned above. I would assert that it is possible to apply this conclusion more widely to the way we present and operate our services.

The cluster of technologies and applications that make up the 2.0 family give us new ways of

packaging the traditional benefits of library and information services – from podcasts to Facebook pages, from extending effective opening hours to entire courses delivered through a presence on Second Life. Almost everyone who uses our services will have been exposed to an enthusiastic promotion of 2.0 ideas through their own professional life or through the consumer mass media. By going to a certain amount of extra trouble to utilise 2.0 (in service delivery, quality monitoring or whatever) we can, in turn, cash in on all the positivity. Provided, of course, we do not make a terrible mess of it.

Cynicism returns, slightly

In setting out to swim in the 2.0 tide, we do need to ask ourselves the fundamental question: *What problem is this piece of work designed to solve?* However well presented it may be, our users will justifiably scorn any 2.0 library application that does not either make their lives easier or reduce the time they spend finding the information they need. There is a lot of complete nonsense written about the likely impact of 2.0 on ways of working, on the structures of organisations and society in general. Much of it is oddly reminiscent of some of the utopian hippie philosophical writing that was such a feature of the years I spent at college in the late 1960s. Arguably, spending all your time on Facebook etc will do you less long-term damage than an equivalent dedication to psychedelic drugs, but it is still not something that you necessarily want your colleagues to be doing all their working hours. Like any other development process, it needs focus and discipline to cut your losses and move on to something else if too few benefits are being delivered.

However, I have recently become aware of how thoroughly 2.0 has wormed its way into our thinking and begun to shape our expectations. I was recently involved in conducting a review of a web-based service which has been running with reasonable success for several years. As I went through the site, it gradually seeped into my subconscious that for all its virtues, occasional graphical flair and interesting content, it exuded a pervasively old-fashioned atmosphere. I worked it out eventually that what I was missing was the sense of participation, almost of partnership, that we have all come to expect from our internet experiences. The lack of even cosmetic interactive features left a surprisingly big hole. The very best sites have led us to expect some kind of relationship, and the old read-only approach is no longer good enough.

To return again to a 1960s milieu – with Web 2.0 it is a matter of be there or be square!

Knowledge and use of the internet as a health education tool by Italian high school students

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Abstract
Several surveys have shown that the internet is integral to the lives of younger generations. Indeed, in the health sector, as in other fields, it represents a valuable resource. However, as literature shows, quality can be a big problem with online information. To describe the relationship adolescents have with the internet and the health information available online, we conducted a survey among Italian high school students. We administered an anonymous questionnaire to a sample of 585 high school students, 15-19 years old, in the provinces of Pordenone, (north), Naples (south) and Rome (centre). We found that students know and use the web to seek useful information. However, only a small number of the students reported satisfaction with the information found and, in the majority of cases, they verified health information found online. If the internet has become a working tool, then schools, in collaboration with other educational institutes, should offer means of supporting its use. Educating students in the correct use of the information sources found online is a key element in optimizing interaction with the web.

Key words: adolescents; internet; Italy; questionnaires; students.

Introduction

The Centro di Riferimento Oncologico (CRO) Aviano, Italy **www.cro.it**, one of the eight National Cancer Institutes in Italy, along with other scientific research health institutions, is involved in the attempt to disseminate accurate and up to date, medical-scientific information for use by the general public. Health on the Net Foundation, the international non-governmental organization, involved in periodically surveying online health information users, has published data in 2003 revealing that more than 35% of European e-health users are patients who mainly search for information relating to diseases. Censis, the Italian Studies Centre on Social Investments, conducted a survey in 2005, which revealed that about 25% of Italian e-users (i.e. 5 million) search for medical or healthcare information for their family, friends, and themselves and use the internet just as they would a consultation with a medical doctor or health care practitioner (1,2).

Information Points and Patients Libraries currently –networking to develop a National Service of Information to Patients – ensure the availability of precise information and qualified personnel. These resources are essential in overcoming the difficulties of the "Internet Divide" (large portions of the population are not users) and the "Second Line Internet Divide" (where internet use causes more confusion than clarification) (3): problems that are key aspects in the health sector.

Schools also act as a fundamental reference point for students' health, and increasing attention has been dedicated to this topic in recent years. The aim of this

study is to evaluate in students (14-19 year olds) the relevance of the internet as a health information tool as well as the perception of students with respect to the quality of online information.

Methods

A survey was conducted in selected high schools of the provinces of Pordenone, Naples and Rome coordinated by the CRO National Cancer Institute in Aviano (PN).
Some considerations were fundamental:

- internet is a common and widely used tool by younger generations (4, 5);
- in the health sector, quality of information (updated, useful, accessible, etc.) is of fundamental importance especially if the same is meant for publication and reaches the entire population (6, 7);
- the school is one of the main educational agencies and may help foster an attentive approach to the reading of health information found online (8).

Currently, in Italy, this issue has been addressed with respect to aspects of youth and new technologies. For example, the use of traditional and non-traditional forms of research in education has been described by the Knowledge Interaction Web Information Project (KIWI project) (9).

Our survey was conducted by means of a self-completed, anonymous questionnaire, including 15 sets of questions, such as "Do you use the internet to find information about your health? Who suggests/advises you on the sources you consult? If you see health information that does not originate from a doctor or healthcare practitioner do you ask for someone's opinion? Who is that person? ". Our final goal was to define a framework within which to describe the relationship young generations have with the internet and health information, in order to consider when planning educational/training sessions targeting adolescents (10,11).

The study presentation was held during school hours. For the schools in Pordenone and Rome this was done in the presence of a teacher; for the schools in Naples, the teachers themselves, previously informed, gave the necessary information to students for the completion of the questionnaire. The study was conducted during the first six months of 2006 with an approximate total of 585 middle and high school students. In particular, 295 students (50.4%) were attending schools within the province of Pordenone, 279 (47.7%) in the province of Naples, and the remaining 11 students (1.9%) were attending one school in Rome.

Table 1. *Characteristics of the sample of Italian high school students*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Origin	295	50.4	279	47.7	11	1.9	585	100.0
School type								
High school	156	52.9	73	26.2	11	100.0	240	41.0
Tech/Professional Institute	139	47.1	206	73,8	0	0.0	345	59.0
Grade/Year attended								
2^-3^	129	43.7	279	100.0	6	54.5	414	70.8
4^-5^	166	56.3	0	0.0	5	45.5	171	29.2
Age								
15-16	50	16.9	151	54.1	3	27.3	204	34.9
17-18	197	66.8	125	42.4	5	45.5	327	55.9
> 0 =19	48	16.3	0	0.0	3	27.3	51	8.7
NA	0	0.0	3	1.1	0	0.0	3	0.5

Results

Characteristics of the sample

The majority of students questioned (59%) attended a technical-professional institute. The average age was 17-18 years and the classes involved in the study mainly belonged to the 2nd and 3rd years of high school (*Table 1*).

Use of internet as an instrument for seeking health information

72.1% of the sampled students knew exactly what the internet was while more than 63.2% stated that they used it; 73.1% of the sample could autonomously navigate online. In the majority of cases, students stated that they consulted websites following someone else's advice (49%): friends, TV, radio, press, etc. Friends seemed to be the first source of advice for consultation of websites (45.8%); however, television/radio (13.3%) and school teachers (15.4%) were also significant in suggesting internet sites. 54.1 % of the sample admitted using the internet as a source of health information as opposed to 42.3% of students who stated that they did not turn to the internet to find such information (*Table 2*). The health topics searched by the students mainly concerned nutrition, infectious/sexually-transmitted diseases and cancer (*Table 3*).

Table 2. *Do you use internet to find health information? Multiple answers*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Yes	51	17.3	17	6.1	1	9.1	69.0	11.8
Sometimes	129	43.7	113	40.5	6	54.5	248	42.4
No	105	35.6	139	49.8	4	36.4	248.0	42.4
Other/No Answer	10	3.4	10	3.6	0	0.0	20.0	3.4

Table 3. *For which health topics do you mainly search (or would search) for information on internet?*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Skin conditions	49	16.6	37	13.3	4	36.4	90	15.4
Infectious or sexually-transmitted diseases	152	51.5	82	29.4	7	63.6	238	40.7
Cancer	100	33.9	83	29.7	3	27.3	187	32.0
Nutrition	133	45.1	116	41.6	6	54.5	253	43.2
Drugs/Alcohol	122	41.4	106	38.0	4	36.4	232	39.7
Psychological counseling	71	24.1	44	15.8	3	27.3	119	20.3
Other/No answer	57	19.3	200	71.7	6	54.5	261	44.6

Table 4. *Do you think quality information found online is truthful, updated, controlled etc?*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Yes	98	33.2	130	46.6	4	36.4	232	39.7
Only partially	175	59.3	136	48.7	6	54.5	317	54.2
No	7	2.4	8	2.9	0	0.0	15	26
Other/No Answer	15	5.1	5	1.8	1	9.1	21	3.6

How do the students relate to the information gathered? 54.1% of the sample believed that only part of the information found online was quality data; 39.7% believed that online information was quality data; and the remaining 2.6% was convinced that quality is not a characteristic of the information found online (*Table 4*). 82.2% of the sample stated that when they read health information from the internet they concentrated on the type of information (whether or not it was of interest). Of these, only 42.1% was attentive to the name of the author or the organization which published the news, and 32.5% to the date of publication. Advertisements and other elements completed the framework which guided the students' attention while consulting websites (*Table5*). 64.1 % of the interviewed students stated that they searched for information through the web when a friend/relative/parent was ill. 59.2% of the sample stated they were only partially satisfied with the information normally available online. Students stated that they consulted other people after obtaining information through the internet (*Table 6*). In general, consultation with others concerning information found online preferably occurred with respect to a doctor/healthcare practitioner (62%) or with parents (56.1%) (*Table 7*). 75% of the sample stated an interest in gaining further knowledge of internet use and the information it can offer.

Table 5. *What is your main focus when you read information online? Multiple answers possible*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Name of the author or organization which publishes the news	165	55.9	76	27.2	5	45.5	246	42.1
Date of publication	121	41.0	63	22.6	6	54.5	190	32.5
Advertisements	8	2.7	42	15.1	1	9.1	51	8.7
Content (whether or not it is interesting)	243	82.4	227	81.4	11	100.0	481	82.2
Other/No answer	27	9.2	74	26.5	7	63.6	108	18.5

Discussion

The data collected confirmed that students have a good knowledge of the internet and that they use it as a tool to access the world of information available online (12). This is confirmed by the recent ISTAT 2005 survey, according to which the peak use of the internet is among students between 15 and 24 years of age (more than 63%) (13) and by an international survey – Mediappro 2004 – which has shown how internet use is already integral to the lives of young generations. The latter is an international qualitative-quantitative survey on the use, representation, and appropriation of digital media, conducted in Italy by the Catholic University of Milan, in which more than 90% of students stated a habitual use of the web. Online navigation seems to target sources mainly suggested by friends, followed by television and also by teachers and relatives. Similar results were

Table 6. *If you come (or have come) across health information that did not originate from a doctor or healthcare practitioner would you ask someone's advice?*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Yes, I do	198	67.1	147	52.7	7	63.6	352	60.2
Sometimes	60	20.3	72	25.8	2	18.2	134	22.9
No	31	10.5	52	18.6	2	18.2	82	14.5
Other/No Answer	6	2.0	8	2.9	0	0.0	14	2.4

Table 7. *What is your main focus when you read information online? Multiple answers possible*

	Pordenone		Naples		Rome		TOT	
	no	%	no	%	no	%	no	%
Doctor/Healthcare practitioner	203	68.8	153	54.8	6	54.5	362	61.9
Friends	107	36.3	121	43.4	3	27.3	231	39.5
Parents	175	59.3	145	52.0	8	72.7	328	56.1
Other/No Answer	20	6.8	9	3.2	16	145.5	45	7.7

reported by the KIWI project (9). About 54% of our sample stated they use the internet to access health information usually or sometimes. This confirmed the statistics reported in literature according to which approximately 50% of adolescents search the internet to find health information (14).

Nearly 40% of the sample believed that information found online is quality data. The internet offers magnificent opportunities and resources for learning, but also contains a large amount of data that may be neither useful nor reliable. Since anyone can publish commentaries or information on the internet, users should develop critical judgement to evaluate the accuracy of the information available online (15). Naturally, this is especially true for children and teenagers who tend to believe that "if you can find it online then it must be true" (16). Traditionally, print media have always had "controllers" such as editors and background check personnel in order to minimise errors and misleading/incorrect information. However, with information on the internet there is generally no filters in use to verify the validity of the information published online. 81.9% of our sample stated that they paid attention and were interested in the contents of the information derived from the web concerning health topics. A smaller number of teenagers paid attention, for example, to the date of publication or the name of the author/organization that produced the news. International health literature shows the following as key factors determining the quality of information: publication date, site renewal date, reference authors/organizations, declarations of possible sponsors, descriptions of the target audience, etc. These are all elements to be considered in the evaluation of information taken from the internet with particular emphasis on health information (4).

The students interviewed seemed accustomed to searching for health information online: 64.4% of the students stated that if they had an ill friend/relative/close family they had tried or would try searching for information through internet. However, only 18.1% of the sample was satisfied with the information found. This data also confirms the necessity of dealing with the lack of knowledge, on the students' part, to effectively exploit the potentials and avoid the risks Internet offers (17). However, 14.5% of them reported rarely–if any at all – seeking help in evaluating health information taken from the internet. A limitation of our survey is that we could not evaluate the students' need for specific training/education on quality information evaluation. On the other hand, among the strengths of our study, is that the sample size and the geographical distribution is representative of that generation. Our results are in agreement with other studies on the subject (18).

Conclusions

In the health sector, as in other fields, the internet represents a very valuable resource. The web offers information, sometimes suggestions, or it encourages youth to reflect by means of forums or discussion lists (5,19-21). However, the indiscriminate or inappropriate use of the web and information available can be detrimental to the users themselves. The results of the survey are not meant, in a definitive manner, to clarify the position of students with respect to the use of the internet in finding health information and on their approach to this type of information. It is more appropriately a matter of a strategic illustration that highlights how such an important resource risks being simply left like a large, well stocked library which the inexperienced public does not exactly know how to organize, superficially or instrumentally. Accustoming students to the use of a wide range of information sources and to check, question and verify what they see on the internet appears to be an important objective. If the internet has become a working tool for youth then schools, in collaboration with other educational/training institutes, should offer the means to support its optimal use. This idea is already developed and confirmed with the creation of projects/tools whose objective is to introduce the concept of computer literacy and the development of critical thinking skills in adolescents, necessary for interaction with the web (22). In this sense, collaboration developed between schools

(training sector), research institutes, quality information experts, libraries, and the research and media sectors is surely a key to success.

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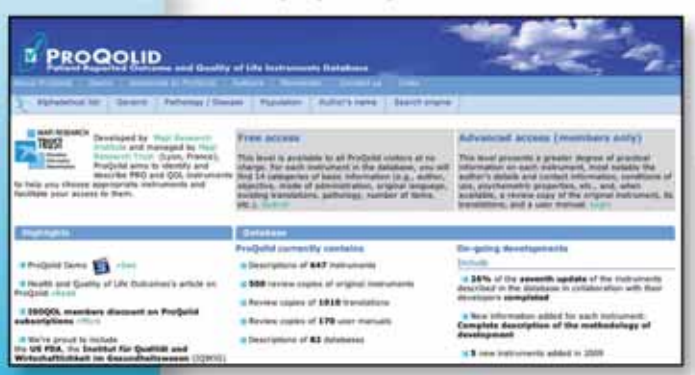

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09.30 - 16.30 Continuing Education Courses
09.30 - 17.00 EAHIL Board meeting

Wednesday 3 June

09.00 - 12.30 Continuing education courses
09.00 - 12.30 EAHIL Council meeting
12.30 - 14.00 Special Interest Group meetings
14.00 – 15.30 Opening ceremony and keynote speeches

Ms Suzanne Bakker, President EAHIL
Ms Mary Harney, Minister for Health and Child
Mr Enda Connolly, Chief Executive Officer, Health Research Board
Dr Stephen Simpson, Director (Life Sciences Directorate), Science Foundation Ireland
Ms Beatrice Doran, Honorary Research Fellow, Royal College of Surgeons in Ireland

15.30 - 16.30 Opening of the Sponsor exhibition and poster exhibition
18.00 - 19.30 Welcome reception, Dublin City Hall, hosted by Dublin City Libraries

Thursday 4 June 2009

09.00 - 10.00 Plenary Session
10.00 - 11.00 Coffee, Sponsor Exhibition & Poster Exhibition
11.00 - 13.00 Parallel workshops, paper presentations, and sponsor demonstrations
11.00 - 12.30 Keynote Empowerment Workshop. Collaborative Working: An Experiential Workshop with Elizabeth Lank. Registration Required.

11.00 - 13.00 Parallel paper presentations:

- Learning & Information Literacy
- Collaborative work
- Virtual Learning

11.00 – 13.00 Parallel sponsor demonstration session
13.00 - 14.00 Lunch
14.00 - 15.30 Parallel workshops, paper presentations, and sponsor demonstrations
Keynote Empowerment Workshop. Collaborative Working: An Experiential Workshop with Elizabeth Lank (This is a repeat of the workshop offered on Thursday morning)
OR Empowerment Workshop: Collaboration/Cooperation means Change with: Attending to people before, during & after change. (Gina Matesic)
OR Empowerment Workshop: How to give an effective presentation (Ronald van Dieen) Registration Required.
OR Empowerment Workshop: Health Technology Assessments (Therese Svanberg & Eva Alopaeus) Registration Required.
OR Empowerment Workshop: Up Close and Personal: acquiring inter-personal skills for collaboration (Bernard Barrett & Niamh O'Sullivan) Registration Required.

14.00 - 15.30 Parallel paper presentations:

- Evidence Based Practice
- Veterinary /Animal Health

14.00 - 15.30 Parallel sponsor demonstration session
15.30 - 16.30 Coffee, Sponsor Exhibition & Poster Exhibition
16.30 - 18.00 Tours of Historic Libraries of Dublin
19.00 - 21.00 Dublin Literary Pub Crawl (optional extra tour)
18.30 - 23.30 Merry Ploughboys Irish Night (optional extra event, transportation included)

Ha'penny Bridge (Courtesy of Tourism Ireland)

Friday 5 June

09.00 - 10.00 Plenary session
10.00 - 11.00 Sponsor plenary sessions
11.00 - 11.30 Coffee, Sponsor Exhibition & Poster Exhibition

11.30 – 13.00 Parallel workshops and paper presentations

11.30 - 13.00 Empowerment Workshop: Tailor your internet searches (Friedhelm O. Rump) **FULL!**
OR Empowerment Workshop: Using reflection to explore, engage, extend (when working with others). (Barbara Sen) Registration Required.

11.30 – 13.00 Parallel paper presentations:

- Collaborative Work
- Learning & Literacy
- Consumer Health
- Virtual Collaborative Work

13.00 - 14.00 Lunch
14.00 - 14.45 Plenary Session
14.45 - 16.30 EAHIL General Assembly & Closing Ceremony

19.00 - 00.00 EAHIL Workshop Gala Dinner

Saturday 6 June

Optional post-workshop all day tours

- Wicklow Mountains, Valleys and Lakes
- The Valley of The Kings: Newgrange & Monasterboice

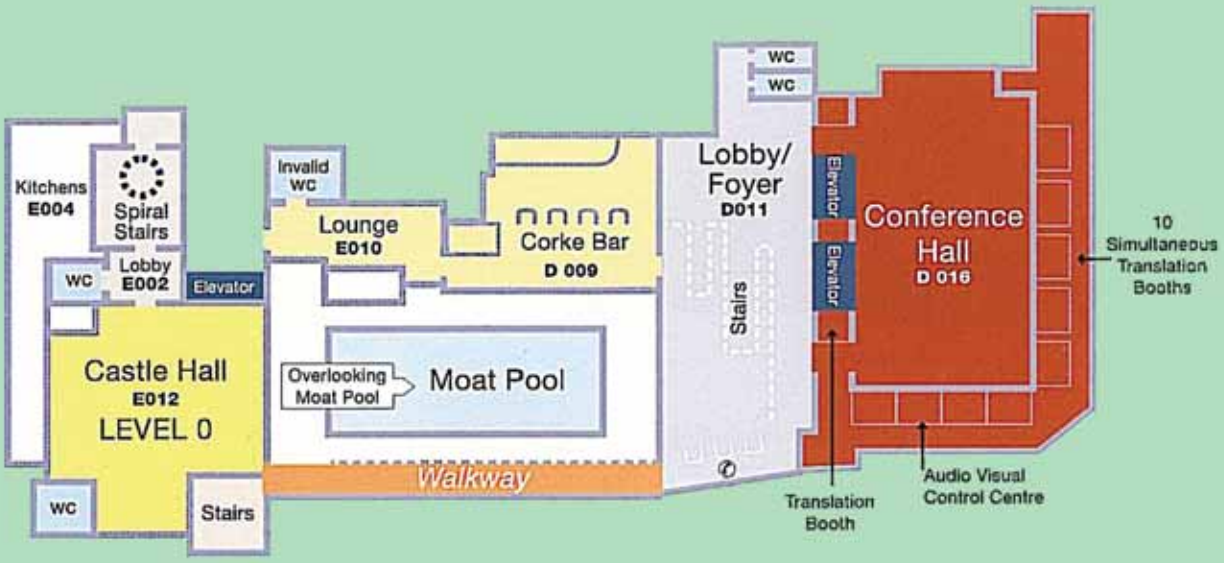
Follow EAHIL2009 on Twitter! twitter or www.eahil2009.ie

Louise Farragher (Health Research Board) Chair of the Local Organising Committee.
Contact: lfarragher@hrb.ie +353 1 234 5159

Paul Murphy (Royal College of Surgeons) Chair of the International Programme Committee
Contact: pauljmurphy@rcsi.ie +353 1 402 2406

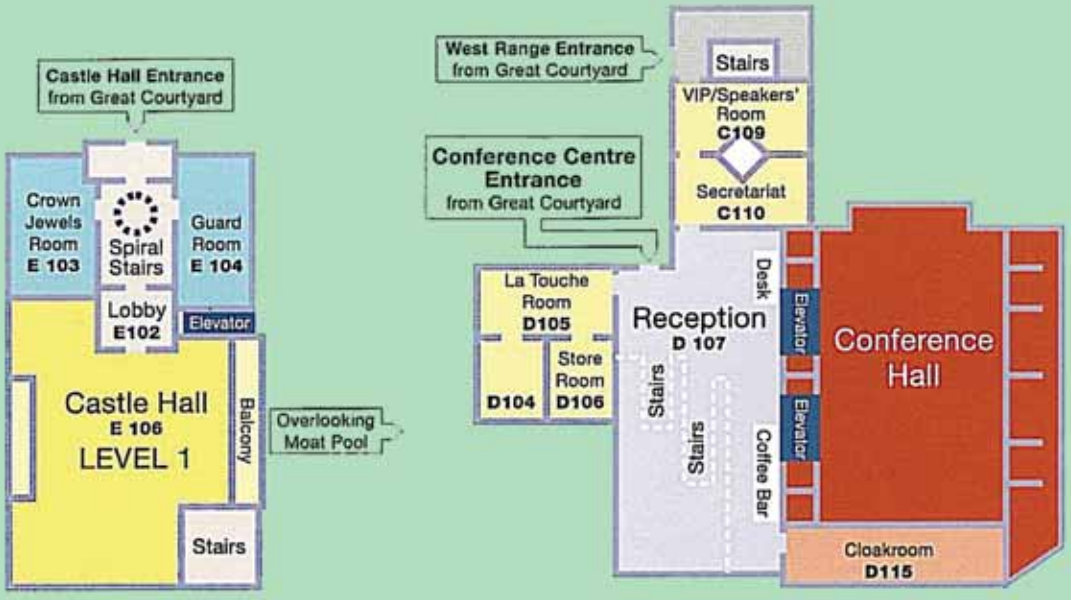
Lower Ground Floor

(Level 0)



Ground Floor

(Level 1)



1st Floor

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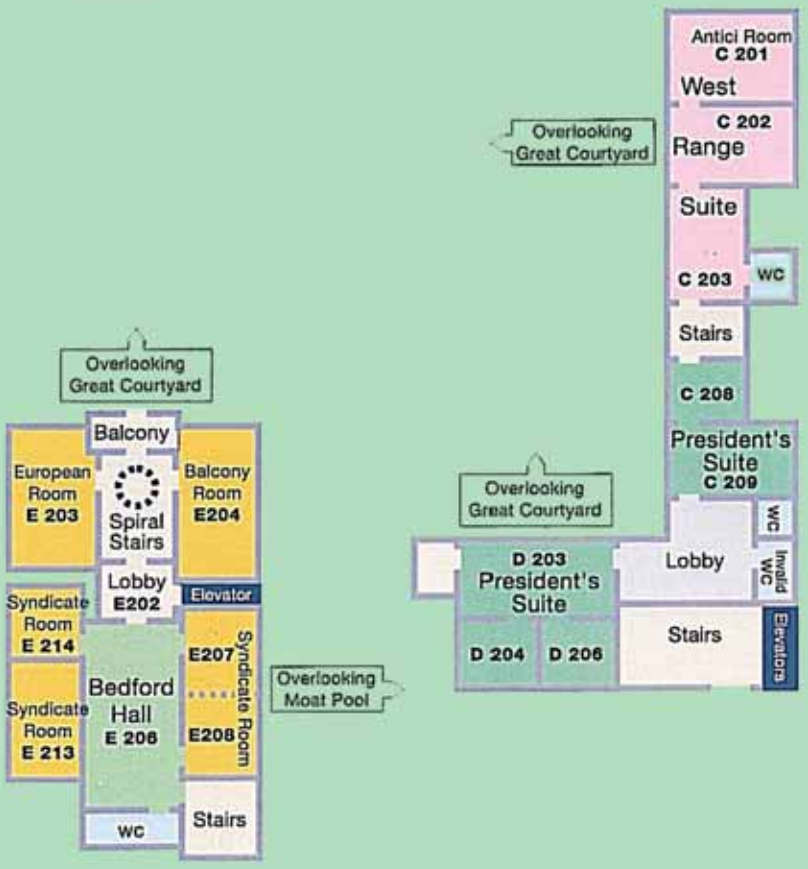
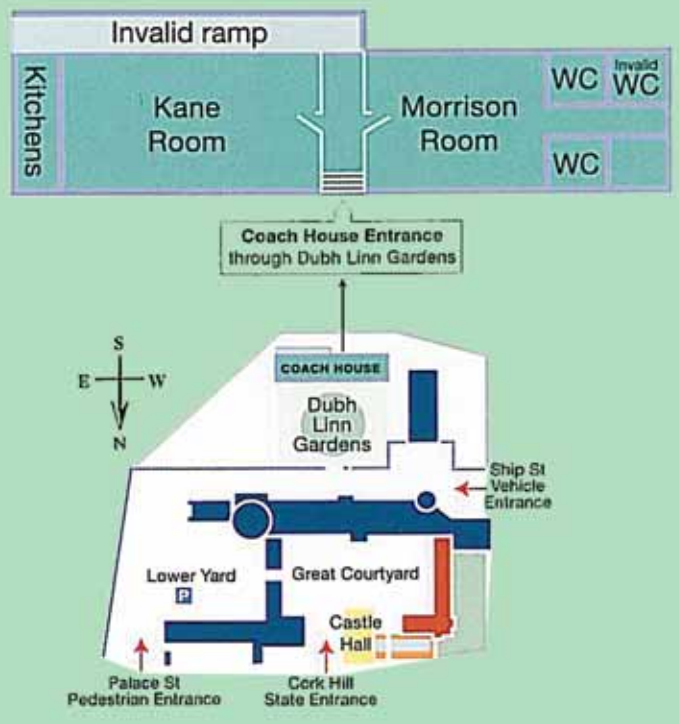
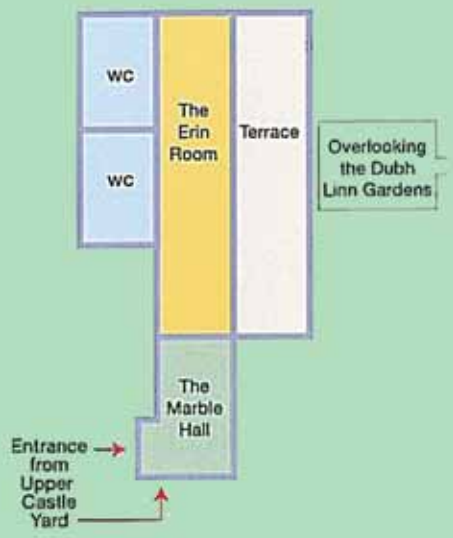


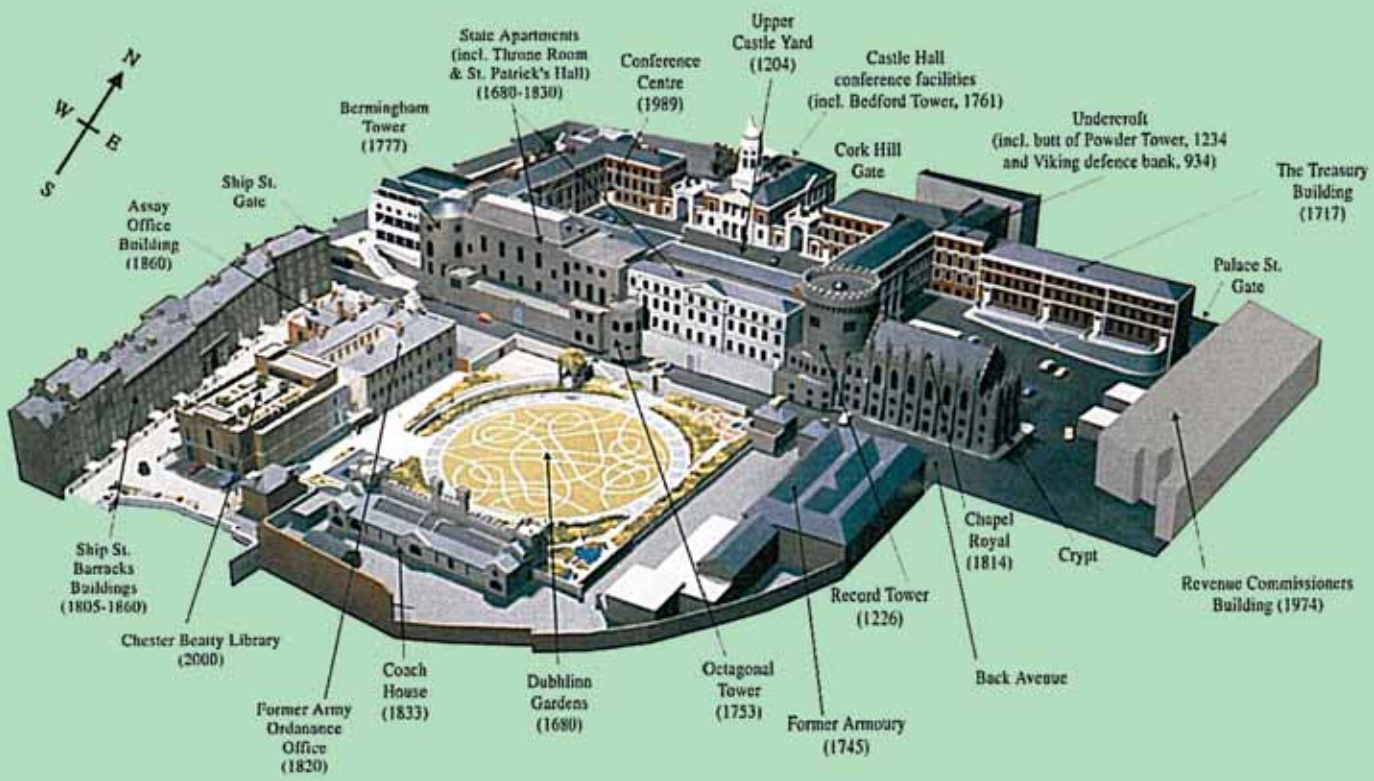
The Coach House



The Erin Room



BIRD'S-EYE VIEW OF DUBLIN CASTLE



FOR FURTHER DETAILS CONTACT:

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- Consumer and patient health information
- Medical humanities
- Best practice in professional development
- Marketing and promotion

Associated Meetings:

6th International Conference of Animal Health Information Specialists (ICAHIS):

- Advancing communication in animal health practice
- Improving information transfer from research to clinical veterinary practice
- Partnerships and collaborations that make a difference in animal health

4th International Clinical Librarians Conference (ICLC):

- Local and international developments
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6TH ANNUAL MEETING
HTAi
SINGAPORE 2009

Information searching for HTA: globalization, localization and adaptation

Join us for the full-day pre-conference workshop of the HTAi Information Resources Group held on **Sunday June 21st,** as a part of the annual HTAi (http://www.htai.org) meeting in Singapore!

The IRG Workshop 2009 themes are **"Cross-national and cross-cultural searching: The language challenge"** and **"Non-clinical evidence and knowledge to support HTA"**. The workshop will highlight aspects of globalization related to information management and information professionals working with HTA.

In the morning session "Cross-national and cross-cultural searching: The language challenge", **Andra Morrison** (CADTH, Canada) will present an overview of existing policies and practices of HTA agencies in relation to language restrictions. **Elisabeth Giesenhagen** (DAHTA@DIMDI, Germany) will provide us with some experiences on reduction of language bias. Ideas and methods to overcome and minimize searching problems related to language bias will also be discussed.

The afternoon session will focus on "Non-clinical evidence and knowledge to support HTA". **Susan Bidwell** (Canterbury District Health Board, New Zealand) and **Sari Ormstad** (NOKC, Norway) will present some resources, challenges and experiences related to searching for studies in the field of complementary and alternative medicine (CAM). **Robert Aubin** (AETMIS, Canada) and **Elaine Alligood** (VATAP, USA) will highlight resources in relation to searching for non-clinical aspects of health technologies. Examples of databases and web sources used to search for e.g. behavioural medicine, ethics and rehabilitation will be presented, including how to access them and how to search them.

Following the presentations of each session, the workshop participants will discuss the possible impact of the aspects presented, as well as ideas for adaptation into daily practice.

Details regarding registration are available at http://www.htai2009.org/registration.html. Please notice that the pre-conference workshop is open also for non-HTAi members. Early bird registration ends on April 30th. For more information, please contact Malene Fabricius Jensen, HTAi Information Resources Group (IRG) Chair: mfj@sst.dk or Sari Ormstad, Chair Elect: sor@nokc.no.

Working, sharing, communicating, learning and teaching with others: the use of Web 2.0 tools for the EAHIL Council, Board and Members

Guus van den Brekel[1]

Lotta Haglund[2]

Oliver Obst[3]

Benoit Thirion[4]

1) Central Medical Library, UMCG, Groningen, The Netherlands
2) Karolinska Institutet University Library (KIB), Stockholm, Sweden
3) Zweigbibliothek Medizin, Universitäts- & Landesbibliothek, Muenste, Germany
4) Rouen University Hospital, France

Abstract

The proposal to use Web 2.0 tools for the EAHIL Council, Board and members will be briefly introduced and described in this paper. These new technologies will support EAHIL's mission and goals, encourage professional development, increase cooperation among members and stimulate the exchange of experience. The role and responsibilities of the EAHIL Web 2.0 Taskforce is also described.

Key words: Internet; social networking; libraries.

EAHIL Mission statement

*"**The European Association for Health Information and Libraries is an active professional association uniting and motivating librarians and information officers working in medical and health science libraries in Europe. EAHIL encourages professional development, improves cooperation and enables exchanges of experience amongst its members**".*

The EAHIL Board has discussed a proposal written by Guus van den Brekel, Ronald van Dieën and Oliver Obst, at the request of Suzanne Bakker, President of EAHIL regarding the use of Web 2.0 tools within the EAHIL organisation and between EAHIL members. The outcome of this Board meeting discussion (February 2009) was the following:

- an EAHIL Web 2.0 Taskforce will be formed with Guus van den Brekel (Chair) and Oliver Obst supported by EAHIL Board members Lotta Haglund and Benoit Thirion. The Taskforce is looking for one or two other EAHIL members to assist;

- the proposal will be re-written and enlarged by the Taskforce and made public to all EAHIL

members. The Taskforce asks EAHIL members to respond to this article as well as to the proposal when published. It will be distributed through the EAHIL Discussion Lists and the TaskForce Blog (**http://tw2eahil.blogspot.com**). The final proposal will act as an advice to the EAHIL Board on how to implement the best tools suitable for EAHIL needs.

The focus will be on the following points:

- evaluation within the Taskforce will be how new technologies can contribute to support and improve the official communication strategy of EAHIL including the current used services and tools. This will result at least in:
  - *a selection of tools for internal communication (within the association, e.g. conference organizers, committees, special interest groups and taskforce groups)*;
  - *tools suitable to promote the Association towards potential members*;
  - *tools to represent EAHIL, and to express EAHIL's policy, views and opinions on matters regarding our profession and professional context*.

- Web 2.0 tools for use *within* EAHIL as listed above, should be implemented under the authority and responsibility of the EAHIL Board: it must be a tool for and by the members and designed by members on behalf of members. The Taskforce will supply more details with specific advice together with the pros and cons on the different options in the final proposal.

- The Taskforce will formulate a vision on how new technologies can support EAHIL's major goal in encouraging professional development, improve cooperation and stimulate the exchange of experience among its members.

Regarding *tools useful to support EAHIL members in their profession,* we recommend that EAHIL should offer a tool box of blogs, wiki's, other social networks and web 2.0 applications for their members to fully encourage their creativity, create learning opportunities, and so on. Rather than strongly moderate these networks, the EAHIL should perform a more guiding role, e.g. by offering general guidelines available from the official EAHIL website with the support of the Taskforce.

The proposal has envisioned the following environment whereby:

- appropriate social networking tools for EAHIL members and member organisations are introduced, explained and discussed in order to understand how useful some of these technologies can be in libraries;

- experience and reviews of different tools are gathered and published. Aspects of these include local differences and trends between EAHIL countries, to learn what the applied use and benefits could be for any medical library, its staff and its customers/patrons. (cf. Library Success Wiki);

- EAHIL members are offered the possibility to explore and experiment with new technologies, as this is the best way to embrace and actually engage;

- working, sharing, communicating, learning and teaching from and with each other can be supported.

The EAHIL Web 2.0 Taskforce will make use of a Project Blog for communication between Taskforce members. The blog (http://tw2eahil.blopspot.com) will also serve as one of the tools to obtain the input of EAHIL members also accessible via the EAHIL website. We will ask this input from EAHIL members between now and the planned Council Meeting in The Dublin Workshop. One of the Taskforce members will be present for consultation with Council members during the Council meeting in Dublin (Wednesday morning June 3rd). The Taskforce can make good use of the expertise of their colleagues of the MLA Taskforce on Social Networking Software (http://sns.mlanet.org/blog/) We will be in touch very soon! Please read the blog for more info and feel free to respond now to one of the Taskforce members.

[Collected January - March 2009]

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Benoit_Thirion@yahoo.fr

The aim 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)

Free full text

1. Björk BC, Roos A and Lauri M. **Scientific journal publishing: yearly volume and open access availability**
   Information research [Internet].2009 [cited 2009 Feb 3];14(1)
   We estimate the total yearly volume of peer-reviewed scientific journal articles published world-wide as well as the share of these articles available openly on the Web either directly or as copies in e-print repositories
   Available from: http://informationr.net/ir/14-1/paper391.html

2. Pálsdóttir Á. **Seeking information about health and lifestyle on the Internet**
   Information research [Internet].2009 [cited 2009 Feb 3];14(1)
   The paper focuses on factors related to purposive health and lifestyle information seeking on the Internet, examining participants' access to the Internet from four access points; the prevalence of their health and lifestyle information seeking, as well as information seeking in relation to other topics; the barriers to information seeking they experienced; and self-evaluation of their skills at seeking online information
   Available from: http://informationr.net/ir/14-1/paper389.html

3. Lu Z, Kim W and Wilbur WJ. **Evaluation of query expansion using MeSH in PubMed**
   Information Retrieval [Internet]. 2009 [cited 2009 Feb 3];12(1), 69-80
   This paper investigates the effectiveness of using MeSH® in PubMed through its automatic query expansion process: Automatic Term Mapping (ATM)
   Available from:
   http://www.springerlink.com/content/a7665w69716219v7/?p=5d299d4e2b3540d4bd2afbf1622604ec&pi=3

Abstracts

1. Miller J. **"Publishers did not take the bait": a forgotten precursor to the NIH Public Access Policy**
   College and Research Libraries [Internet]. 2009 [cited 2009 Mars 31];70(2)
   This article compares the recent National Institutes of Health (NIH) Public Access Policy (2005 – 2007) with the United States Office of Education policy on copyright in funded research (1965 –1970). The two policies

and the differing technological and political contexts of the periods are compared and contrasted. The author concludes that a more nuanced approach to copyright, the digital information environment, and the support of an energized user community auger well for the success of the NIH policy, but that it is still too soon to tell.
Available from: http://www.ala.org/ala/mgrps/divs/acrl/publications/crljournal/2009/mar/marchab.cfm

2. Denecke K. Nejdl W. **How valuable is medical social media data? Content analysis of the medical web**
Information Sciences [Internet]. 2009 [cited 2009 Mars 31];179(12) 1870-80
In this paper, a content analysis of health-related information provided in the Web is performed to get an overview on the medical content available. In particular, the content of medical Question & Answer Portals, medical weblogs, medical reviews and Wikis is compared
Available from: http://dx.doi.org/10.1016/j.ins.2009.01.025

3. Sampson M *et al.* **An evidence-based practice guideline for the peer review of electronic search strategies**
Journal of Clinical Epidemiology [Internet]. 2009 [cited 2009 Mars 31] Feb 18. [Epub ahead of print]
Available from: http://dx.doi.org/10.1016/j.jclinepi.2008.10.012

4. Sismondo S. **Ghosts in the machine: publication planning in the medical sciences**
social studies of science [Internet]. 2009 [cited 2009 Mars 30];39(2), 171-98
This paper reports on a conference of an international association of publication planners. It describes and analyzes their work in an ecological framework that relates it to marketing departments of pharmaceutical companies, medical journals and publishers, academic authors, and potential audiences.
Available from: http://sss.sagepub.com/cgi/content/abstract/39/2/171

5. Lopez-Illescas C, de Moya Anegon F, Moed HF. **Comparing bibliometric country-by-country rankings derived from the Web of Science and Scopus: the effect of poorly cited journals in oncology**
Journal of Information Science [Internet]. 2009 [cited 2009 Mar 11];35(2), 244-56
This article addresses the robustness of country-by-country rankings according to the number of published articles and their average citation impact in the field oncology. It compares rankings based on bibliometric indicators derived from the Web of Science (WoS) with those calculated from Scopus. It is found that the oncological journals in Scopus not covered by WoS tend to be nationally oriented journals, i.e. they mainly serve a national research community, and play as of yet a more peripheral role in the international journal communication system.
Available from: http://jis.sagepub.com/cgi/content/abstract/35/2/244?etoc

6. Kanyengo CW. **Meeting collection development needs in resource poor settings: the University of Zambia Medical Library experience**
Collection Building [Internet]. 2009 [cited 2009 Jan 19];28(1), 26-30
The purpose of this paper is to take stock of the current state of information resources and approaches used to meet collection development needs at the University of Zambia Medical Library
Available from: http://www.emeraldinsight.com/10.1108/01604950910928484

7. Chung W, Chen H. **Browsing the underdeveloped Web: An experiment on the Arabic Medical Web Directory**
Journal of the American Society for Information Science and Technology [Internet]. 2009 [cited 2009 Feb 22];60(3), 595 – 607
In this research, we proposed an approach to building Web directories for the underdeveloped Web and developed a proof-of-concept prototype called the Arabic Medical Web Directory (AMedDir) that supports browsing of over 5,000 Arabic medical Web sites and pages organized in a hierarchical structure
Available from: http://www3.interscience.wiley.com/journal/121577111/abstract

The Twitter challenge

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I recently came across Twitter and gave it a try. I ended up with mixed feelings and therefore would like to give you some of my thoughts on this universe of fast and endless messages. Twitter is often defined as micro-blogging(1) or continuous chatting. Each “micro-blog post” or message is limited to 140 characters. Sending and receiving messages is for free. The Twitter social network results from your subscription to messages of other users and their subscriptions to yours. Contrary to Facebook, this can be highly asymmetric(2), as messages of some users are subscribed by hundred of thousands whereas they subscribe to only a handful of people. Despite this subscription thing, your messages can be read by anyone worldwide and will be found by Google too.

To fully perceive what Twitter is all about, as with every new Web 2.0 tool, you have to experience it by yourself. Dig in the twitter ocean and literally “twitter at the top of your voice”. Therefore I strongly recommend that you do two things to become a twitter expert yourself, in that very order: First, open up a Twitter account at www.twitter.com, look up some people to follow (I suggest the usual suspects: davidrothman, digicmb, giustini, krafty, mlrethlefsen(3)… don’t follow too many people in the beginning). After lurking a while, write your own *tweets* and see what happens.

To have a say in Twitter, you need to learn some Twitterspeak:

- Tweets: Each Twitter message is called a tweet;
- Following: if you subscribe to someone’s tweets it means you’re *following* him;
- Followers: people who subscribed to your tweets (in Facebook they are called *Fans*);
- #hashtag: like in blogs, tweets can be tagged using keywords. Because in Twitter the tags are started with the hash sign (#), the tags are called hashtags;
- @username: you can address messages to certain users by writing their name starting with the @-sign. This is regarded as a reply, but of course anybody can read this message.
- RT: Tweets which start with "RT" are retweeted = forwarded from another individual. Retweeting interesting Tweets is quite common.

Fortunately there are many Twitter tools which make twittering more comfortable: if you are already writing a blog you can redirect your blog posts to become Twitter messages. You can reuse your tweets in Facebook or make RSS feeds out of them(4).

Is Twitter just a gimmick?

If you look randomly at tweets you may get the feeling, that it is an incredible bunch of personal, irrelevant banalities. It is the same with blogs. And again, mass media experts are highly critical of Twitter as they were prejudiced about

blogs. But if you dig deeper, you may find precious pearls hidden in the vast ocean of blogs and the same holds true for Twitter. There is one difference: the blogger who posts rarely, if ever, private things will be more intimate on Twitter. The medium changes the message.

Twitter can be successfully used for…

Did you know that Twitter is the third biggest social network site on earth after Facebook and MySpace? How can libraries use this great portal successfully?

- it keeps you up-to-date. Twitter is much more current than any other media and does a better job of getting news out, but remember that the needle maybe somewhat smaller (140) and the haystack is the size of the earth. Twitter makes it easy to recognize trends and ask questions: "*What are people talking about right now? You simply don't get this material using the dinosaur search engines like Google.*"(5)
- it keeps you in connection. When you follow a twitter guy, he will notice it and maybe as a result he follows you. So you get in contact with people, which allows you to quickly identify experts. Mashups like *twitnest*(6) and *Mailana*(7) will show you relationship networks between users and *who* is *where* interested on *what*
- it spreads the word. The Research Medical Library at M.D. Anderson Cancer Center(8), twitter name: *MDAndersonLib*, posts regularly news about the library and has over 100 followers. lindyjb publishes an impressive list of hundreds "Libraries on Twitter"(9).
- Live-twitter or organize conferences (@mla2009, @eahil2009), surgical procedures (#twor), or make real-time satisfaction surveys with immediate follow-up for problem resolution(10).
- for more ideas take a look at Phil Bradley's weblog: *Using Twitter in libraries*(5), *Twitter for Librarians: The Ultimate Guide*(11), and iLibrarian: *A Guide to Twitter in Libraries*(12).

Should I use Twitter?

Please notice, that the cost of being a technology evangelist can easily outstrip the received value.(13) Using Twitter can easily be addictive and eat up your day. Nevertheless I believe that as information professionals at least we have to know something about these new tools of communication. And now I would like to unveil the second thing you have to do to become a Twitter expert: watch the *Current News* video "Twouble with Twitter" from Super_Josh.(14) I hope it shakes your brain like it shook mine. Afterwards you will understand Twitter a lot better for sure.

References

1. For a list of micro-blogging services go to Wikipedia: http://en.wikipedia.org/wiki/Micro-blogging
2. http://bokardo.com/archives/relationship-symmetry-in-social-networks-why-facebook-will-go-fully-asymmetric/
3. Or follow the "GroupTweet for Medical Libraryfolk", twitter name: medlibs. BTW: My favourite blogger, T Scott Plutchak, doesn't twitter apparently, which makes him even more pleasant ;-)
4. twitterfeed.com, http://alexking.org/projects/wordpress/readme?project=twitter-tools
5. http://philbradley.typepad.com/phil_bradleys_weblog/2009/01/using-twitter-in-libraries.html
6. http://twitnest.appspot.com/nest/index.html
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Letter from the President

Suzanne Bakker

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The EAHIL Executive Board gathered in February in Milan for the winter business meeting. This was the first meeting with the new Board members elected last year: Lotta Haglund and Ivana Truccolo (co-opted). The first item on the agenda was the distribution of roles and tasks; these were allocated as such:

Manuela Colombi to continue as **Treasurer;**
Pirjo Rajakiili, **Honorary Secretary;**
Benoit Thirion, **1st Vice-President;**
Helena Bouzkova to continue as **Professional Development Officer;**
Lotta Haglund has taken over from Meile Kretaviciene as **Communications Officer** (**2nd Secretary**), to deal with news items for *JEAHIL* and Public Relations and act as liaison officer on behalf of the Board with the (co-)chairs of the Special Interest Groups; Ivana Truccolo was invited to join the Board as a **co-opted member**.
Arne Jakobsson as **Past-President** will continue as the EAHIL representative for MLA and as a personal task the **Database Manager.**

For many years there has been at least one member on the Board from the UK, Linda Lisgarten and/or Tony McSeán who was assigned the role of taking down the minutes of all business meetings: Board's, Council's and the General Assembly's. In order to continue this tradition the Board found **Marshall Dozier** willing to assist in this respect. Of course, we all very much appreciate this help and the Board has asked Marshall to be a co-opted member of the Board.

Furthermore, the Board accepted to be included in the *EAHIL Rules of Procedure* a policy on authors' rights for papers submitted and accepted for the Journal and/or for proceedings of EAHIL conferences and workshops.

Regarding the financial and other Association management issues, I can report that the Helsinki conference was closed with a positive saldo and a substantial profit for EAHIL; the finances both for running the Association as well as the *Journal of EAHIL* are within the budget (a full report to be expected from the Treasurer in Dublin). Thanks to the generous support by EBSCO we are still able to send out printed copies of the *Journal of EAHIL* to all members who expressed their interest in receiving a copy *and* to continue the scholarship programme to invite colleagues to attend EAHIL conferences and workshops.

The Board received an offer from colleagues from Istanbul to organize the EAHIL workshop in 2011. Arne and I went to visit Didar Bayir and her colleagues from the Suna Kiraç Library of the Koç University on Friday March 6th. Koç University is a campus university about 60 km upnorth from Istanbul city centre along the coast of the Bosphorus and near the Black Sea (1). This modern campus has all facilities, including dormitories where delegates can share rooms. Nearby, connected with shuttle buses, are hotel facilities. The LIBER conference 2008 was hosted by Koç University (2).

There was enough information on the website to obtain an impression of this location but personal contact with our colleagues has always been the best experience. The Board decided to accept this offer to host the workshop and we all look forward to visiting Istanbul in two years time.

A few years ago EAHIL adopted web technology to run the Association. In short it was referred to as *virtual EAHIL*. The results from making the switch from papermail and bank cheques towards no-fee and web applications have been very successful; we reached the millennium goal and currently there are over 1300 members registered. The number of colleagues that can attend the annual meetings (conference or workshop) has never been more than about 400 and 250 respectively. In order to maintain lively discussions among our members, to keep as many as possible involved and continue cooperation on EAHIL's aims and goals, it is now obvious that web technology can assist. Since the Helsinki conference some colleagues have experimented with social networks; the Helsinki organizers used wiki-tools and no LOC can do without a website and the paper submission tool of EAHIL's web database. EAHIL Board is happy to announce that Oliver Obst and Guus van den Brekel have accepted the invitation to lead a taskforce and to prepare an advisory paper for the Board on how to use modern web (2.0 and more) tools for our Association infrastructure.

Information technology, especially the Internet and all the services available on the net are not only fun, but can really make a difference in our personal and professional life. International collaboration has never been easier, interlibrary loan requests have never been fullfilled faster and access to information sources has never been more easy and offering such a broad range.

When this issue reaches you (in print or electronic format) it will be only a few weeks before many of us will meet in Dublin. Due to the limits of the venue, the majority of EAHIL members will not be there. But to be honest, we know that time limits, constraints, budget cuts, lack of support for the library, and on top of that, the financial crisis has set a "natural" limit to the numbers attending EAHIL events. And although I believe as an Association we cannot exist without personal contacts, I am convinced that in addition to these personal contacts, web technology can help us, both in our profession (offering all possible information sources) as well as in our professional development (exchange of ideas, sharing of experiences, collaborating on projects and learning by doing). It is certainly the right time for EAHIL to introduce to you the benefits of web 2.0 technology for you and your affiliations. That way EAHIL will be a *real community* in the *virtual world*. Or do you prefer to be a *virtual community* in the *real world*? Virtuality or reality, is that the question?

References

1. http://www.ku.edu.tr/main/roadmapen.html
   http://www.ku.edu.tr/virtualtour/en/
2. http://www.ku.edu.tr/ku/index.php?option=com_content&task=view&id=2011&Itemid=2917

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EAHIL Board, Milan, 13 February 2009

Public Health Information Special Interest Group: Dublin Calling!

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The EAHIL Dublin Workshop is drawing near. If you, as a public health information specialist, are interested in learning tips, e.g.:

- how to make your library courses more interactive and participatory;
- how to put "fun" into the library learning environment with examples will be from the public health field;

do not miss Tomas Allen's course in Dublin!

TIPS FOR THE TRAINER OF LIBRARY COURSES

By TOMAS ALLEN, the WHO. library

June 2nd 14.00-16.30

We will have a Business meeting on Wednesday 3rd June at 12.30-14.00.
Items on our agenda will be

- goals set in Helsinki;
- reporting on the public health concepts survey;
- planning for Lisbon.

We invite you to join us and look forward to seeing you in Dublin.

European Veterinary Libraries Group

Fiona Brown

Veterinary Library
University of Edinburgh, UK
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The European Veterinary Libraries Group (EVLG) will hold their next meeting during the EAHIL Workshop at Dublin in June 2009. The meeting will be held on Wednesday 3 June from 12.30-14.00. Details of the venue will be on the EAHIL Workshop website. During the EAHIL Workshop there will be a parallel paper session for Veterinary/Animal Health. This will be held on Thursday 4 June, from 14.00-15.30.

The Animal Health Information Specialists, UK & Ireland (AHIS) Conference will be held at University College Dublin on 2 June. The AHIS Committee have been collaborating with the Local Organising Committee of the EAHIL Workshop. The EAHIL Organising Committee has invited AHIS members to attend the EVLG meeting, the EAHIL Opening Ceremony and the EAHIL Welcome Reception, which will be held at Dublin City Hall. The AHIS Committee is delighted to be associated with the EAHIL Workshop and thanks the Organising Committee for their invitations. The Committee feels this will be a great opportunity for AHIS members who have not yet attended an EAHIL event to meet colleagues working in animal health information in other parts of Europe. We also hope that this will encourage AHIS members to attend future EAHIL events.

The AHIS Committee is excited to announce that this year's AHIS conference will be free to EVLG and EAHIL members. The conference speakers confirmed so far are: Moira Bent, Faculty Liaison Librarian, at Newcastle University and National Learning and Teaching Fellow, Niamh Brennan, Assistant Librarian at Trinity College Dublin (TCD) and Nick Short, Head of the Electronic Media Unit at the Royal Veterinary College. Moira is co-author of "Providing effective library support for research" and will speak on this topic at the AHIS conference. Niamh has been heavily involved in establishing TCD's institutional repository and will speak about this, known as TARA, Trinity's Access to Research Archive. Nick is one of the project partners of WikiVet, an online resource aimed at veterinary students and graduates, and he will speak about this exciting resource.

Please note your interest in the conference as soon as possible as places are limited. To book a place, please email Diarmuid Stokes at UCD: Diarmuid.stokes@ucd.ie

Please keep an eye on the AHIS website for more information about the conference: http://www.ahis.org/

We look forward to seeing you all in Dublin.

Medical Library Association report for EAHIL

Bruce Madge

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With May looming the MLA conference in Hawaii is coming up fast and it looks like it will be another great event. Whether there will be as many attendees as in recent years waits to be seen as with the global economic crisis I expect many travel budgets are being downsized. All the details of the conference can be found at http://www.mlanet.org/am/am2009/index.html A new innovation is the „Speed UpDating Open Forum“ on Tuesday, May 18, at 7:30 a.m. Participants will have 5 minutes to share a late-breaking idea or cool tip! If you can afford to go to Hawaii, I'll see you there – I can't wait.

My friend and colleague T. Scott Plutchak has recently posted a piece on the MLA Connections blog see - http://connections.mlanet.org/2009/03/06/mla-ethics-task-force/ about the work going on within the Task Force looking at the MLA Code of Ethics for Health Sciences Librarianship. This will be of immediate interest to those involved with EAHIL's Code of Ethics. They are particularly concerned with conflict of interest issues especially around vendor sponsorship issues and the outcomes should be of great interest to all health librarians and their associations.

Much headline work is also going on around the issue of the National Institutes of Health Open Access policy which has been discussed at length within MLA. A bill was passed in the US Senate that reads:

"The Director of the National Institutes of Health shall require ***in the current fiscal year and thereafter*** that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication to be made publicly available no later than 12 months after the official date of publication: provided, that the NIH shall implement the public access policy in a manner consistent with copyright law." This will be of great interest to health librarians as well as publishers and will strengthen the position of PubMed Central.

With my day job hat on I was interested to read about the National Medical Librarians Month Creative Promotions Award Winners and what interesting marketing ideas they had come up with. So congratulations to the following Creative Promotions Award winners for their successful, innovative National Medical Librarians Month promotions:

First Place - Debra Miller at the Chambersburg Hospital Education Resource Center in Chambersburg, PA
Second Place - Rosa Edwards and the Bell-Pittman Library Resource Center at Wilson Medical Center in Wilson, NC

Third Place - Loretta Merlo, Weill Cornell Medical Library, Weill Cornell Medical College of Cornell University, New York, NY
Honorable Mention - Jennifer Lloyd, AHIP, and the John P. Isché Library, Louisiana State University Health Sciences Center, New Orleans

Read more about the 2008 winners in the March 2009 *MLA News* which is now available online.

Many EAHIL members will know Donna Flake as a regular delegate at EAHIL meetings. She has been awarded the T. Mark Hodges International Service Award for 2009. Congratulations to Donna for the award in recognition of all the work she carries out internationally.

Donna Flake, Library Director of the SEAHEC Medical Library in North Carolina, USA, has been awarded the **MLA's Mark Hodges International Service Award**, which will be presented to her at the MLA's annual meeting in Hawaii during May 2009. This award was established in 2007 to honour outstanding individual achievement in promoting, enabling and delivering improvements in the quality of health information internationally.

Donna is well-known to many EAHIL members, particularly for her work on the MLA's Sister Library project with the Medical Library of Latvia, and more recently for her dedication and drive with regard to the NC-Moldovan Medical Library partnership. She also chaired the MLA's Cunningham Fellowship Taskforce and personally hosted many Cunningham Fellows (including Ioana Robu and Anita Verhoeven) and from 1995-2001 she served at the MLA's representative to EAHIL. Her energy and enthusiasm shine through everything she does, and EAHIL members send her their warmest congratulations on this well-deserved award.

Giovanna F. Miranda

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Dear Colleagues,

Three articles regarding our profession:

- library and information professionals have to wage a war on two fronts: Google generation and a tidal wave of new electronic information and information tools. Professional associations have a role in helping librarians to survive in an increasingly challenging landscape (Cadwell T. Information World Review 2009; 253:13);
- the development of the roles of information professionals in 50 years since the foundation of the Institute of Information Scientists. Despite the wide range of new tools at their disposal, the information professionals are not able to keep pace with the expectations of users (Mahon B. Journal Information Science, 2008;34:567);
- A study on the professional information electronic market in France discloses four major trends for the future: the multimedialization, the development of the Open Access, the increasing of the e-books and the semantic Web (Vathonne A. Bases 2009;256:6).

Giovanna F. Miranda

Journal issues

Since the Journal of February 2009, the following journal issue of *Health Information and Libraries Journal* has been received:

Volume 26 Issue 1

A. Booth, P. Bonnett, M. Tilly. Tributes to Graham Walton, editor 2003-2009. p. 2-3.

A. Booth, C. Carroll, D. Papaioannou, A. Sutton, R. Wong. Applying findings from a systematic review of workplace-based e-learning: implications for health information professionals. p. 4-21.
A systematic review of UK published literature on e-learning in the health workplace. Librarians involved in delivering and supporting e-learning can benefit from applying the findings from the systematic review to existing programmes and in developing new e-learning programmes.

K. C. Garg, S. Kumar, Y. Madhavi, M. Bahl. Bibliometrics of global malaria vaccine research. p. 22-31.
This study evaluates malaria vaccine research carried out in different parts of the world during 1972-2004 using different bibliometric indicators.

S. W. Glover, J. Addison, C. Gleghorn, E. Aalai, S. Annis. Interlending and document supply trends in NHS North West health libraries 2003/2004 to 2006/2007. p. 32-38.
This paper analyses a 4-year period to identify trends and patterns in a regional co-operative network supporting interlending and document supply. In addition, a literature review was conducted to compare trends seen in NHS libraries to those trends seen in other sectors and in other countries.

G. F. Miranda, L. Vercellesi, E. Pozzi, F. Bruno. Improving health communication supporting the practice of health communication. p. 39-46.
This paper tries to define a new role for health science librarians in improving medical communication and reporting.

A. Parkhill, K. Hill. Identifying the effective evidence sources to use in developing Clinical Guidelines for acute stroke management: lived experiences of the search specialist and project manager. p. 47-55.
The objective of this paper was to identify the relative effectiveness of differing evidence sources for the update of the guideline of the Australian National Stroke Foundation.

E. Aalai, C. Gleghorn, A. Webb, S. W. Glover. Accessing public health information: a preliminary comparison of CABI's Global Health database and Medline. p. 56-62.
The aim of the study was to examine the unique content of the global health database, by comparing it to the Medline database.

A. Weightman, C. Urquhart, S. Spink, R. Thomas. **The value and impact of information provided through library services for patient care: developing guidance for best practice.** p. 63-71.
This research study was funded by the National Knowledge Service to develop an updated guidance on how estimate the impact of a health library based on best current evidence.

Book review

Competencies for science librarians. Ed. D. Stern. Routledge, Taylor & Francis Group, 2008, ISBN 978-0-7890-3730-5 p. 210. This book explores the resources available to develop important skills needed for science librarians.

Papers review

United they stand for librarians.
T. Cadwell. Information World Review 2009;253:13

The disparity in professional qualifications and progress in information handling: a European perspective
B. Mahon. Journal of Information Science 2008;34:567

L'information électronique professionnelle en France: un marché en croissance ralentie.
A. Vathonne. Bases 2009;256:6

Open Access and global participation in science.
J.A. Evans and J. Reimer. Science 2009;323:1025

Finding open access articles using Google, Google Scholar, OAIster and OpenDoar.
M. Norris *et al*. Online Information Review. 2008;32:709.

Bibliometrics, research quality, and neglected tropical diseases.
P. R. Hunter. Lancet 2009;373:630.

News

The Informed Librarian Online is a monthly compilation of the tables of contents from over 312 titles library and information-related journals, e-journals, magazines, e-magazines, newsletters and e-newsletters. Subscribers select the topics they want to follow in their professional reading, and each month's issue (by email and on the web) includes links to ALL the journal titles relating to those subjects. Using the ILOSearch, a database of library literature, it is possible to search through more than 90,000 library journal articles and documents.
www.informedlibrarian.com

Metric. In an attempt to provide alternative metrics to the traditional journal impact factor, the open-access journal Public Library of Science ONE announced that it will release a slew of alternative impact data about individual articles in the coming months.
The New impact of metric. E. Dolgin. The Scientists.com
http://www.the-scientist.com/blog/display/55343/

Open Access. In the first issue for 2009 of the ScieCom Info, information about the latest developments in Norway and Sweden is presented. The Norwegian Research Council (NFR) adopted an Open Access mandate in January, while just before Christmas the Swedish Research Council decided to postpone their decision.
http://www.sciecom.org/sciecominfo

Information sources... web based

Vascoda is a free of charge internet portal for scientific and scholarly information. It offers user-friendly access to information and full texts from a wide range of different subject areas, Medicine and Life Sciences included. Vascoda is the main access point to numerous subject-specific offerings from academic libraries and information establishments of national importance in Germany. Vascoda gives access to journal articles, books, internet resources and other information from data sources which cannot usually be searched by the well-known web search engines. Over 75 million datasets can be searched. http://www.vascoda.de

eClips Consult. Elsevier has launched eClips Consult a website and e-mail digest service designed to simplify the process of professional medical journal research and information access. The site and e-mail service address physicians' need to quickly identify and assimilate information from 350 major medical journals and journal abstract databases. eClips Consult's numerous editorial boards feature more than 280 experts in 28 medical specialties or sub-specialties. Surveying the most popular medical journals from across the globe, these boards select journal articles with the highest relevance and value for practicing physicians. Preference is given to articles of high clinical importance supported by strong medical evidence and free from previously published information. Additionally, eClips Consult's e-mail digest service sends articles to physician subscribers as soon as they are published. Other features of eClips Consult include article abstracts plus an expert commentary on an article's relevance to or impact on a medical specialty; daily e-mails containing articles based on subscribers' search criteria including keywords, journal titles or topics of interest; easy, one-click access to full text articles; and peer discussion, allowing physicians to comment on an article's relevance or importance to medical practice or specialty needs. Each article is rated from "Top Article" to "Suggested Reading". This star-based article rating system helps physicians narrow article searches. http://www.eclips.consult.com/eclips

News from editors

Thieme Publishing Group has relaunched **www.thieme-chemistry.com**. The completely restructured, user-friendly website provides customers with an overview of all products and services within the division and facilitates direct access to all its e-Products. Products, interests and services are the main sections of the revamped site. Notable additions include news and RSS feeds as well as a customer review area along with the availability of two languages. Renowned chemistry journals include: SYNFACTS, SYNLETT, and SYNTHESIS; reference works such as Science of Synthesis, Houben-Weyl, and Pharmaceutical Substances; as well as the chemistry encyclopaedia RÖMPP. www.thieme.com

The University of Aberdeen has announced a partnership with **Elsevier**. When the new University library opens on the King's College campus in 2011 it will provide the complete collection of electronic backfile material published by Elsevier, more than is available in any other UK institution. The partnership with Elsevier will give University staff and students access to the complete back catalogue of electronic journals, e-books and other reference works covering a wide spectrum of medicine, health and life sciences, physical and environmental sciences, energy, engineering, information technology, mathematics and psychology. As part of the agreement, Elsevier will showcase the University and its new library through creating a case study illustrating the commitment to flexible, modern learning and role of e-resources in the mission of an ambitious, global university. www.elsevier.com

The Association of Americans Publishers has honoured **Thieme Publishers** with three awards for excellence. Thieme won first prize in the 2008 American Publishers Awards for Professional and Scholarly Excellence (the PROSE Awards) for both the Atlas of Anatomy and Anatomy Flash Cards. Thieme Teaching Assistant Anatomy has received honourable mention. Atlas of Anatomy contains thousands of highly detailed illustrations that accurately depict the human body. The concepts are organized to lead the reader step-by-step through each region of the body. www.thieme.com

The American Chemical Society (ACS), has announced that its journals *Biochemistry* and *Journal of Medicinal Chemistry* are among the "100 most influential journals in biology and medicine over the past 100 years," as voted on by members of the BioMedical & Life Sciences Division of the Special Libraries Association (SLA). SLA generated the list of 100 most influential journals as part of its 100th anniversary celebration. More than 400 journals competed in 64 different scientific categories.

http://units.sla.org/division/dbio/publications/resources/dbio100.html.

Forthcoming events

12 May 2009, London, United Kingdom
E-books and E-content 2009
For further information: http://www.econtent2009.com/

26-29 May, 2009 Chania, Crete, Greece
QQML2009
Qualitative and Quantitative Methods in Libraries International Conference
For further information: http://www.isast.org/home.html

27-29 May 2009, Prague, Czech Republic
INFORUM 2009
15th Conference on Professional Information Resources
For further information: http://www.inforum.cz/en/

30 May-3 June 2009, Winnipeg, Manitoba, Canada
The Sky's the Limit / Horizons illimités
The Canadian Health Libraries Association / Association des bibliothèques de la santé
For further information: http://www.chla-absc.ca/?q=en/node/268

10-11 June, 2009, NEC, Birmingham, UK
The Library Show
For further information: http://www.lishow.co.uk

2-5 June 2009, Dublin, Ireland
Working with Others: Explore, Engage, Extend
EAHIL Workshop
For further information: http://www.eahil2009.ie

14-17 June 2009, Washington, DC, USA
SLA2009
Special Libraries Conference
For further information: http://www.sla.org/content/Events/conference/ac2009/index.cfm

Forthcoming events

29 June-3 July 2009, Stockholm, Sweden
Bridging the Gap
5th International Evidence Based Library and Information Practice Conference
For further information: http://blogs.kib.ki.se/eblip5/welcome.html

23-27 August 2009, Milan, Italy
Libraries create futures: building on cultural heritage
World Library and Information Congress: 75th IFLA General Conference and Council
For further information: http://www.ifla.org/IV/ifla75/index.htm

31 August-4 September 2009, Brisbane, Australia
10th International Congress on Medical Librarianship (ICML) 2009
For further information: htt://www.icml2009.com

27 September-2 October 2009, Corfu, Greece
ECDL2009
13th European Conference on Digital Libraries
For further information: http://www.ecdl2009.eu/

October 14-16, 2009, Kalmar, Sweden
Evaluation and implementation of e-health and health information initiatives: international perspectives.
ISHIMR2009
14th International Symposium for Health Information Management Research
For further information: http://dagda.shef.ac.uk/ishimr09/index.html

Giovanna F. Miranda

Colophon

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