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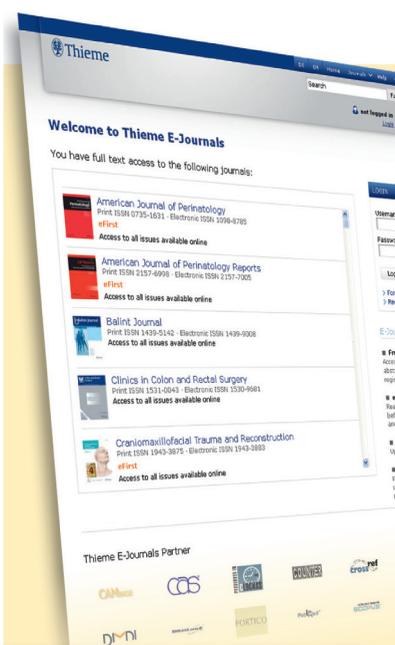
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This September issue is entirely dedicated to the EAHIL Workshop “Learn, Share, Act, Bridge Borders” that took place in Basel, Switzerland, on 17-20 June 2019.

That is why I would like to open this Editorial with a quote that many of you probably know and already use in teaching classes: “I hear and I forget, I see and I remember, I do and I understand”. It is only when we do things ourselves, when we are personally involved, when we experience things first hand, that we truly learn. This, I believe, is one of the reasons behind the great success of the Basel Workshop. We did and we learned ... “and yes, it was fun, too, doing it!” as brilliantly put by Christoph Wehrmüller, Co-Chair of the Local Organizing Committee. His fantastic report, in which he addresses his experience in the organisation of the Workshop, is published in the following pages. Thank you Christoph for such a “light”, informative and entertaining report that I am certain will be of inspiration for other EAHIL members in the organization of future events. It’s not only hard work, it’s also fun!

For those of you who participated in the Basel Workshop, this issue will be a fantastic reminder of the many, wonderful moments spent together; a sort of tangible memory to treasure for future years. For those of you who did not attend Basel I believe this issue will still provide the chance to be kept up to date on all that was discussed and happened, as well as, hopefully, encourage you to embark on upcoming EAHIL events.

With regards to the organisation of this September issue, I would like to thank the Editorial Board members, particularly Katri Larmo for her great help.

Four awards were given out at the Workshop in Basel, two for the best *ex aequo* workshops, one for the best overall poster and one for the best poster presented by a first timer. The winners of the awards have written four very interesting papers found in this issue of the Journal, in addition to a further feature article presented by A. Fátima Gómez *et al.* Thanks to all the authors for their efforts and for the punctuality with which they presented their contributions for publication.

We will also be welcoming a report from a new EAHIL sister organisation: the Taiwan Medical Library Association. The report is written by T. Chiu, President of the TMLA.

A little look into what is to come: this year’s December issue will be a special one. As previously announced, Peter Morgan, former President of EAHIL, has accepted to guest edit a monograph that will be entirely dedicated to the complex and fascinating relationships between art, medicine, libraries and science. We will plunge into a world of beauty, guided by Peter’s knowledgeable words. Thank you Peter, we cannot wait to read the December issue!

Moving on, March 2020 will see a no-theme issue (the deadline will be the 5th of February). Please do start thinking about submitting a paper and don’t miss this opportunity! We will be thrilled to hear from you.

The *JEAHIL* Editorial Board met last June in Basel to discuss both how to improve the journal and what themes should be explored throughout this coming year. Looking over the past issues, we were pleasantly reminded of the variety of topics addressed and surprised by with what velocity the scenarios of the

profession have been changing and evolving. The Board decided to explore, this coming 2020, the complex topic of artificial intelligence and its impact on biomedical libraries and health information management (for example, just think of how virtual reality has and will change the way we learn).

If you would like to see a particular topic on *JEAHIL*, please let us know by contacting one of the members of the Editorial Board or myself.

The summer holidays are over, new challenges await us. With an eye on Lodz, Poland, I wish you all the best for this new coming season.

Federica



Members of the Editorial Board in Basel. From left to right: Gerhard Bissels, Federica Napolitani, Fiona Brown and Katri Larmo.

Meaningful and strategic alignment: A roadmap for library success

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Abstract

It is vitally important for libraries to have strategic plans aligned with institutional vision and missions, and with actionable goals aligned with the user needs. Library plans are often developed in a “library knows best” vacuum without considering the user perspective. Often assumptions regarding the needs of key library stakeholders are clouded by history and tradition and by asking the wrong questions of the community. By carefully reviewing institutional plans, identifying key stakeholders, thoughtfully assessing user needs, and then applying library staff expertise, libraries can develop meaningful plans with Specific, Measurable, Actionable, Relevant or Results-oriented or Realistic, Time-bound (SMART) goals.

Key words: strategic planning; organizational goals; library administration.

Introduction

Strategic planning is often regarded as an onerous task done in groups, convened every five years, where participants are expected to do “brainstorming” to determine effective goals for units. These goals are frequently not achievable due to a belief they need to be high-level, setting lofty strategic directions. Given the opportunity, many libraries will skip strategic planning altogether or will write a plan in a vacuum from a “library knows best” perspective. This is a mistake.

Library strategic plans are often written from the inside out with only library staff participating in plan development. The plan may then be submitted to whoever oversees the library, rubber-stamped, and finished for another five years. In an institutional world where there is stiff competition for scarce resources, it is imperative to develop a strategic plan relevant to, and supportive of institutional and user community priorities. It is about surviving and thriving. The best library strategic plans are created by the union of institutional priorities plus user input

plus library staff expertise. They are created from the outside in and they are Specific, Measurable, Actionable, Relevant or Results-oriented or Realistic, Time-bound (SMART) (1).

Institutional strategic plans

Whether in a hospital, university, or other institutional setting, it is likely there will be an institutional strategic plan. Why is it important for the library team to understand the institutional strategic plan? First, an institutional strategic plan, along with the mission and vision frequently accompanying it, sets forth institutional priorities and aspirations. It tells the outside world what the institution hopes to be. Goals written in support of the mission and vision set forth institutional priorities. To put it bluntly, these goals indicate where the institution will put its money and support.

Whether or not the library plans on writing its own strategic plan, it is critical for a savvy library team to be aware of what is important to its institution. It is important to have evidence and projects illustrating

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how the library advances the success of the institution. These prove relevancy and position the library as an important partner. Telling stories related to this relevancy are great public relations tools. They illustrate impact. They provide the basis for great “elevator speeches or pitches” (2). These short encounters can create lasting impressions.

User community engagement

The second element of a successful library strategic planning process is user engagement. What do the library’s key constituents have to say about the library? What are their opinions about the work the library does? Strategic listening is one way to find out.

Strategic listening involves identifying the library’s key constituents from the top and through the organization. Starting with institutional leadership, an interview process begins by asking open-ended questions. Sometimes it can be difficult to get one-on-one meetings with leaders and upper administrators. If a meeting isn’t possible, consider asking for specific recommendations of other people who could be consulted as part of the strategic listening process. These could be associate vice presidents or associate deans with a keen interest in some element of the library’s work. For example, at a university, a research dean might be very interested in library services such as systematic reviews. In a hospital, there might be a specialty group interested in support for evidence-based practice.

In addition to these leaders, key stakeholders are vitally important. Who has a vested interest in library success? Who are the biggest advocates or champions? Who are the biggest users? Faculty, staff, and students can provide valuable insights as can advisory boards, the IT community, or institutional governance bodies such as faculty senates or student associations.

Logistics

What to ask

Key to the success of any strategic listening exercise, is formulating questions to be asked. Open-ended questions, that cannot be answered with a simple yes or no, are best. The focus should be on strategic direction rather than operational issues. Asking

specifically what the library should do or be doing will elicit the same old answers. More journals. Longer hours. Those are not strategic directions. Examples of open-ended questions may include asking about how they define success personally and for their unit and what is critical to ensure success? What can be done together? What are key priorities or projects? The objective is to get the interviewee thinking and talking. Listening and asking clarifying questions is critical to the success of the conversation. It is helpful to have two people attend these meetings so accurate notes can be taken and so there is a second set of ears gathering feedback.

Meeting format

It is impossible to have one-on-one conversations with everyone so multiple formats must be considered. During the Health Sciences and Human Services Library’s (HS/HSL) strategic listening tour, in addition to one-on-one conversations, focus groups of eight to ten were employed along with large town hall style meetings. If there was a large group, they were broken down into smaller groups. Whenever possible, and especially with students, food was a big motivator for attendance. Finally, a survey was created to give the community a final opportunity to comment.

Analysis

Quite a bit of information will be gathered in these sessions and patterns will emerge. Keeping mindful of institutional priorities, this information can be separated into broad categories that can be linked to or made into library goals, always with the focus on how the library fits into these priorities.

At the University of Maryland, Baltimore (UMB), all units are required to use, as the basis for their individual strategic plans, the six university strategic themes (3). That made it easier to think about and categorize some of the input received during strategic listening. From that point, the HS/HSL team, involving library leadership consisting of division and department heads, developed broad goals under each theme. This is what is showcased on the HS/HSL’s web site (4).

However, the real magic happens in the development of SMART goals. The SMART goal

strategic planning document is the document used internally to support actual work being done. Users and the public never see this level of detail although university administration holds the library accountable through an annual reporting exercise as to the progress made. This document is a living document, constantly under review, with library staff mindful of the SMART goals.

SMART goals

As mentioned in the Abstract, SMART goals are Specific, Measurable, Attainable, Relevant (or Results-oriented or Realistic), and Timely. SMART goals don't necessarily need to contain all those elements. Being specific and setting deadlines (timeliness) are the most frequent elements. SMART goals are often reviewed and refined multiple times, so they are understood by everyone in the library. Individual units will claim responsibility for various SMART goals. Teams can also be created to achieve various goals. Within the goal, it should be very specific regarding who is responsible, how it will happen, and a deadline for achieving. For example, in looking at the UMB Strategic Plan, one of the major themes, Theme 2, is Research and Scholarship. Under the Research and Scholarship theme, one HS/HSL sub goal states "Evaluate, acquire, and support the technologies that users need to discover, create, use, and preserve information." An, actionable internal SMART goal supporting that sub goal says:

"Form an exploratory group to advise the Executive Director on feasibility of expanding support for data services through Library Carpentry or other data-oriented programs. Phase 1: exploration – September 2019. Phase 2: potential implementation – dependent on findings. 0% accomplished – still in process."

Keywords such as library, data, research data, training, programming, R, and Python are also assigned.

The process at UMB is a mature one. As complex as it looks, it is adaptable to any size library and once the process is used, it makes it easy to review and revise goals. It is easy to simplify plans in order to develop SMART goals, starting perhaps with just one or two projects.

Library staff review, input, and buy-in

Although much of the work on strategic planning is often done at the library leadership level, it is critical to the success of the plan for all members of the library staff to be engaged and understand their roles in library success and the library's future. Before the strategic plan is fully implemented, it is imperative all members of the staff review it; gathering questions and refining and revising some of the SMART goals if necessary. Are the goals realistic? Should other goals be added?

Reaching a consensus is critical because these SMART goals become part of the daily work and priorities of all members of the team, personally, departmentally, divisionally. These goals can and do become part of personal development plans. Everyone is accountable for the library's success.

Maintenance and review

Unfortunately for those not fond of strategic planning, it is never over. A strategic plan is a living document, needing to be reviewed at least annually. SMART goals can be rewritten, adjusted, deleted. At the HS/HSL, goals are reviewed twice a year, in June and in January. They are always being adjusted. In addition to rewrites, deadline adjustments, and deletions, the twice-yearly review affords an opportunity to add new goals. More complete information about the HS/HSL's process can be found in Shipman and Tooley, *Strategic Collaborations in Health Sciences Libraries*, Chapter 8, *Strengthening strategic planning through diverse collaborations* (5).

Conclusion

While strategic planning can seem onerous, time consuming, and frequently useless to some people, imposing a methodology is meaningful. It creates a greater understanding of, and alignment with institutional priorities. It builds a closer relationship with key constituents and stakeholders. It enables the library to cast itself forward and seize opportunities with projects of importance to the user community beyond traditional collections and services. In turn, this alignment is a great way to showcase the great innovative work of the library. It also engages the library staff in a greater

understanding of the work and priorities of the library and builds a process aligning personal goals with library and institutional goals through the use of SMART goals.

Submitted on invitation.

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Health libraries: sharing through gaming

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Abstract

Information science is a fast-changing field, and medical librarians need to develop their roles to meet the users' new requirements. The professional development becomes a major challenge, not only regarding the evolving core activities, but also in finding innovative ways to shape the librarians' and users' learning experience. In order to invent new tools for training, a group of librarians with different backgrounds decided to create a game inspired by the "Bucket of doom", which is described by its creator as a "Card game that meets storytelling with a sprinkling of comedy". This adapted version for health libraries will face players with real professional situations. To overcome each challenge and have fun, librarians must use their experience and imagination with a high dose of creativity and humour.

Key words: health libraries; professional library development; collaboration; open access training; evidence-based practice training; research data management training; research support; games in libraries.

Introduction

The use of games in libraries, for teaching and professional development, has increased significantly in recent years. There are already many experiences in the field of scholarly communication and open access (1), and also in the context of evidence-based medicine for medical students to test their EBM skills (2). Many of them are particularly designed for students, early career or academics (3-5), librarians and researchers (6, 7). The user feedback about those games is mostly very positive. However, in the biomedical context, there is little literature looking at using games with medical students to teach information skills, and participation rates in some early pilots was low (8). Nevertheless, even if some research suggests that gamification does not always show positive effects, in the context of libraries it may help to increase users' and librarians' motivation to both learn and teach.

Last but not least, the motivation for developing this game was not only to create a tool for health sciences and research librarians to learn new things having

fun, but also to show the effectiveness of a collaboration born in the context of the EAHIL conference.

Objectives

The aim of this game is to acquire new knowledge and improve professional skills, as well as to generate fruitful discussions and information exchanges among the players, thanks to the evocation of a shared professional culture through a wide variety of assets and situations. Additionally, through the interactions arising during the game, participants may identify new partners for future collaborations.

Methodology and development of the game

The very first idea of developing this game came up in Cardiff after a very stimulating day at the EAHIL 2018 conference when the authors gathered for some relaxing time playing a game discovered in a bookshop, the "Bucket of doom", which is described as a black comedy story-telling game, where you've got to escape from tons of seriously dodgy situations

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with the help of hundreds of seriously useless objects. The game meets storytelling with a sprinkling of comedy (9). During the game the question arose: what happens when librarians play a game they like in these circumstances? And they started thinking about the way to turn this idea into a workshop for the next EAHIL event.

The project was carried out thanks to an almost year-long online collaboration using different tools, instant messaging group discussions, some web call meetings, as well as shared documents writing. The idea was to cover many topics that health librarians face or might face in their work. Confronted with real-life inspired – sometimes dramatized – professional situations, the players will have to be creative in order to overcome each challenge. The professional assets and challenges of health and research support librarianship are represented by cards. Some jokes in the form of “fantasy cards” were also added to keep the game light in tone and help to create more imaginative and funny solutions. Thanks to the different backgrounds and working places of the group members, the authors were able to collect a wide variety of situations and assets necessary for the game related to: open access; impact of research; data management and protection; issues around systematic reviews and synthesis of evidence; questions about licensing and acquisitions; use of databases, reference managers etc. The difficulties of the diverse tasks of librarianship are also evoked in different situations, i.e. teaching, management, relationships with users and institutions etc.

Every challenge was discussed by the authors to ensure a way out existed and they could provide it in case the players got stuck. Game mechanics were also tested before the Workshop and it appeared that more fantasy cards should be added. The diverse makeup of the group was also an advantage to review the list and guarantee that the content of the game would be understandable by anyone, as all the challenges and assets unclear for one of the author were rewritten or even discarded. Eventually different logos were proposed and the final one was chosen through a vote.

Description of the game

The game is composed by 4 different types of cards:

- Challenge cards: They describe the situations

that a librarian has to face and resolve. Most of them all of them are real situations that one of the author had experienced (i.e. “You must convince physicians to cancel a subscription to a prestigious journal, which they do not read” or “You have a very famous researcher who only cares about IF and you need to explain the implications about Plan S”), and in order to make it funnier, there are very few crazy situations (as “The Incredible Hulk is your new cataloguer and you have to make a deal with a big ebook publisher”).

- Resource cards: These contain tools, resources or skills players can use to resolve the challenging situations. Some of them are serious (i.e. “The PRISMA checklist”, “A membership to PRESS forum”, “A course about the 3R: Refine Reduce Replace”, or “The DORA statement signed by the Rector of your university”), and others have a more entertaining tone (“An Elsevier gift card for 75% discount”, “A T-Shirt with the ‘I love Open software’ slogan”, or “A phone call to EAHIL ex-president”).
- Fantasy cards: These are funny cards that can also be used as tools to solve the given situations. They are intended to create a more relaxed and amusing atmosphere (i.e. «A key to a Swiss bank safe”, “A big big hug” or “A teleportation machine (Star Trek style)”).
- The game includes also blank cards as “jokers” (to be used 1 per payer to add another tool when all other cards are not helpful).

For this first version of the game, we created a list of 42 challenging situations, 80 real tools, and 55 fantasy cards. In addition, to start the game in a more easy-going manner, a “pick your name” table with a set of nouns and adjectives was proposed. The table alludes to the different tasks of health librarianship (communication, research, management...) but in a lighter perspective, in order to encourage the players’ participation.

Game play

The game is designed to be played by a group of 4 to 7 people, helped by a game master who presents the scenario. In order to start the game with an icebreaker, instead of formal introductions, each participant has to select their “game name” from the given “pick your name” list, choosing one adjective

(spectacular, innovative...) and one noun (fixer, negotiator...). Second, to start the round a set of 7 cards is dealt to each player: 4 normal tool cards, 2 fantasy cards and 1 joker. Following that, the game master reveals the first situation turning up one of the challenge cards. After reading the text aloud, the game master ensures that all participants have clearly understood the situation and then the round of proposals for escaping the situation starts. Using one of their cards (or combining several cards in another variant of the game), each player explains how he or she would resolve the situation (*Figure 1*). They are free to elaborate their scenario as much as they like. When all the participants have finished (they are free to pass their turn if they are not inspired) the players vote for the best scenario, and the most successful wins. After that, the players replace their used cards and a new challenge is drawn.



Fig. 1. Example of a challenge situation, and a hand of 7 cards

Testing the game: interactive workshop at the EAHIL Workshop in Basel

The game was proposed as an interactive workshop at the European Association for Health Information and Libraries Workshop that took place in Basel, on the 19th of June 2019. After a short introduction the participants started playing immediately. The challenges seemed to resonate quite well with their personal experience and they were never short on creative solutions to overcome them, sometimes clever, sometimes funny, very often both. It was a fine example of the friendly spirit of the EAHIL participants, and laughs were heard at every table.

Conclusion

Games can be an excellent tool to create a positive atmosphere and think creatively to solve new or old problems in a collaborative and imaginative way. Furthermore, in the present case, using the game for an interactive workshop seemed like the perfect opportunity to test if gaming could improve the way to learn or help to do it in a funnier manner. Based on the very positive comments of the attendees participating in the workshop and subsequent feedback, the game seemed to be a success. The authors' way to thank the workshop participants for their creativity and warm welcome of the game, is to make available to the community a version of the game that can be used by all those who are interested. The game will be available under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 License. (CC BY-NC 3.0) in Zenodo with the DOI 10.5281/zenodo.3360452 <<https://zenodo.org/record/3360452>>. Anyone is free to share it and to adapt it.

Now it's your turn to play, please tell the authors how your game went!

Acknowledgments

The authors wish to thank the organisers of the EAHIL Workshop in Basel for accepting this proposal, the participants for the warm welcome of the game, and the evaluation committee for awarding the prize for ex-aequo best interactive workshop. They also thank the Library of the University of Geneva for providing the printing material for the cards used in the Basel Workshop.

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How do we teach clinicians where the resources for best evidence are?*

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* Part of this paper previously appeared in (3)

Abstract

The Sinai Health System (SHS) Library created an online tool kit that groups electronic resources into tiers based on the hierarchy of evidence, in a step-by-step approach. Mobile application options are available for most of the resources. The goal is to provide a simple, practical teaching tool to help clinicians easily find quality health information from the vast offerings of publishers. Since its publication in 2008, the original tool kit received positive feedback from medical students and in-house clinical staff. As well, the tool kit has been incorporated into the teachings of the Royal College of Surgeons and Physicians of Ontario, Ministry of Public Health, and various hospital and patient libraries across the Greater Toronto Area. The SHS Library encourages other libraries and institutions to adapt the tool kit for their users. In the future, this tool kit will be revised to tailor to the research needs of nursing and allied health staff.

Key words: evidence-based medicine; abstracting and indexing; biomedical research/education; databases; teaching tools, medical librarians.

Medical librarians ensure high-quality evidence is made available to health care professionals in an efficient manner. As electronic resources proliferate and evolve, and given the lack of practical guidelines or tools that can guide clinicians' questions, finding authoritative information at the time of need is a considerable barrier for clinicians.

Sinai Health System (SHS) is an internationally recognized academic health sciences centre affiliated with the University of Toronto. With more than 28,809 admissions a year, clinicians at SHS are often challenged with locating the best available evidence at the time of need. The overwhelming number of electronic resources available, coupled with long hours of clinical work which includes healthcare providers working in multiple locations, our library recognizes how staff may be prevented to easily and seamlessly seek information in an efficient and timely manner. In response, the Sinai Health System Library created an online tool kit that evaluates, organizes, summarizes and ultimately provides immediate access to high-level evidence-based electronic resources that support clinical queries.

Since its publication in 2008, the original tool kit received positive feedback from medical students and in-house clinical staff (1, 2). The tool kit was also updated in 2017 and subsequently published in *Canadian Family Physician* (3). The revised tool kit includes updated electronic resources and new mobile applications, and its overall structure mirrors the 6S pyramid of evidence (4, 5). The tool kit serves as a critical pathway in the field of medical research and also functions as a teaching model (6). For example, the tool kit has been incorporated into the teachings of the Royal College of Surgeons and Physicians of Ontario, Ministry of Public Health, and various hospital and patient libraries across the Greater Toronto Area and in medical schools internationally such as the Qatar University.

The tool kit organizes electronic resources into tiers that reflect the 6S pyramid of evidence (*Figure 1*). Moreover, the tool kit functions as an algorithm that guides users to the most relevant medical resources based on a distinct clinical query (5, 6). For example, the initial step leads users to formulate their clinical

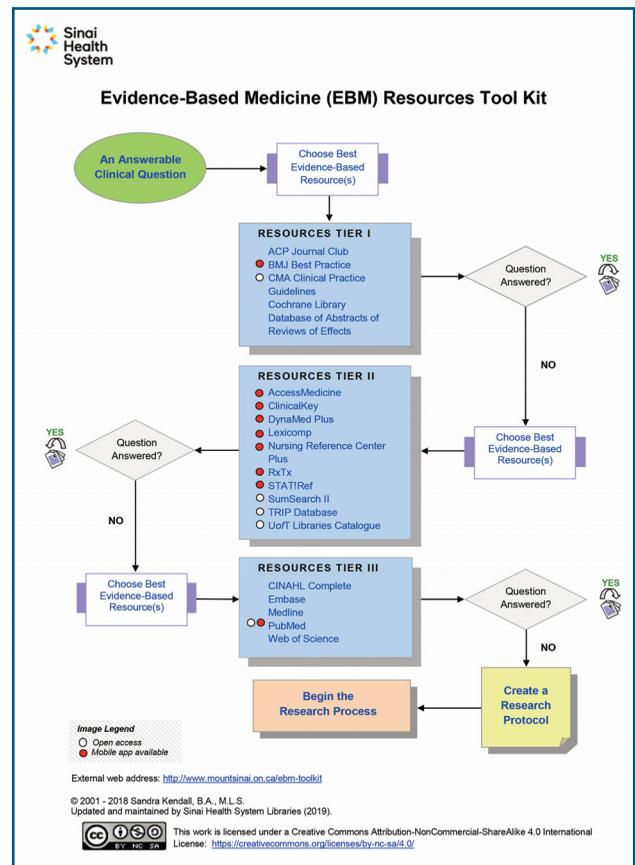
Address for correspondence: Chris Walsh, Sinai Health System, 600 University Ave., Toronto, Ontario, Canada. E-mail: library.msh@sinaihealthsystem.ca

query within the structure of PICO (7). The subsequent steps lead users to the best evidence-based resources, with hyperlinks to scope notes that describe the authority, content and focus of each resource. The tool kit is designed to lead users through the life cycle of a clinical query, with rapid answers to common questions found at the outset via Best Practice Guidelines, Systematic Reviews and Meta-Analyses. Under-researched queries lead users to prime sources of single studies (clinical trials, case studies, reports). If a clinical query cannot be answered by the tool kit, it is suggested the topic is prime for an original research protocol. The tool kit continues to add value to our hospital. The tool kit works to ensure that high-quality information reaches clinicians and patients when it is needed, subsequently saving time and reducing costs (8). The updated tool kit encourages optimal use of electronic resources and available mobile apps but, most importantly, it supports the practical application of evidence-based clinical resources in a timely manner. The SHS Library encourages other libraries and institutions to adapt the tool kit for their users. In the future, this tool kit will be revised to tailor to the research needs of nursing and allied health staff.

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Searchaton: a gamified, team-based on-site teaching format for literature searching for medical students

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Abstract

The Medical Faculty and the University Medical Library of the University of Basel jointly developed a new learning unit called Searchaton. This learning unit aimed at providing knowledge for the point-of-care literature search in everyday clinical practice. To make this as practical and customer-oriented as possible, the faculty and library interacted closely with medical experts. During the Searchaton, the task was to translate a patient case into a clinical question and to find an answer to that question. The format combined collaborative working and gamification with an aspect of time pressure to better reflect everyday clinical situations. The participants benefited greatly from the intensive support and were able to assess their searching skills in the context of evidence-based clinical decision-making.

Key words: information literacy; education, medical; information storage and retrieval; play and playthings; cooperative behavior.

Background

Various standards, models, guidelines, position papers and frameworks on information literacy refer to collaborative and interpersonal aspects of information seeking, eg. the ACRL standards 3/6 (1) or the *scholarship as conversation* frame in the Framework (2). In general, the importance of teamwork and cooperation in research and in the medical profession is pointed out for prospective physicians – for example described in the collaborator role of the widely used CanMEDs model for medical curricula (3). However, collaborative working in information literacy teaching is only rarely implemented (4). We wanted to close this gap, and by developing our learning unit as a team challenge, a gamification element comes into play (5).

Many training sessions or tutorials in literature searching are (implicitly or explicitly) geared to the ideal of the most systematic and sensitive search – an aim that makes perfect sense for authors of

reviews or research papers. For everyday clinical situations and in point-of-care settings, however, conditions for literature searching are different: under time pressure, physicians must as quickly as possible find a reliable and evidence-based solution on how best to treat a present patient.

The Basel medical curriculum constitutes core and elective courses in information literacy from the first to the fifth year of study (*Table 1*). We designed a new elective (i.e. non-compulsory) learning format called *medical information professional* (med.info.pro) (6). This format consists of two parts: A webinar and a “Searchaton”. The 2-hour webinar can be attended by every student and includes a hands-on searching tutorial. Attending the webinar is an admission requirement for the Searchaton. The Searchaton aims at teaching medical students how to implement searches in their clinical day-to-day life. For that, it combines collaborative working and gamification with the above-mentioned aspect of time pressure to better reflect everyday clinical situations.

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Award for best first-timer poster presentation

| | |
|-----------------|---|
| 1st year | Lecture and hands-on-courses with online test on literature search: introduction to the library, library catalogue and databases, simple database searches |
| 1st year | Lectures on epidemiology (statistical measures, study types; bias and confounding) and clinical epidemiology (randomisation etc.) |
| 2nd year | Lectures and seminars on scientific competence and biostatistics; first orientation regarding the Master's thesis |
| 3rd year | EBM block with lectures and hands-on-courses on clinical trials, meta-analyses, EBM sources (Cochrane etc.), critical appraisal |
| 3rd to 5th year | Library-training (PubMed, EMBASE, Cochrane, EndNote, citing correctly med.info.pro (webinar and Searchaton) Individual counselling in literature search Journal Clubs Biostatistics online modules |
| 5th year | Lectures and tutorials on abstract writing, peer-review of abstracts; academic writing and presentation skills |

Table 1. Longitudinal curriculum scientific competence (selected courses with a focus on information literacy and EBM) in the medical study at Basel University (Switzerland).

Implementation

After performing interviews with doctors and researchers at University Hospital Basel, the new 2-hour learning unit Searchaton was developed by two specialists: by a medical information specialist and the coordinator of medical studies at the medical faculty of the University of Basel. A practicing physician wrote a clinical case from the medical practice. The case was reviewed and piloted in a test run before we presented it to the students at Searchaton.

At the Searchaton, students were divided in four groups of 2-4, and presented with the patient case (Figure 1). Their task was to formulate the clinical

question in a PICO format (i.e. breaking the case down to the population, intervention, control, outcome) and to find evidence-based answers to their question. We deliberately did not give any instructions on how to tackle this task methodologically. The students had 50 minutes time for this task. Afterwards the clinical question and the search technique selected by the students were assessed by the jury (medical expert and information specialist) while the participating students were served a light snack in the cafeteria. The results of their assessment were then discussed in a plenary session. To add a competitive aspect, we offered a small prize to the team with the best solution.



Fig. 1. Searchaton session 2018 – briefing at the beginning of the session.

After the Searchaton, each team was asked to revise their search strategy on the basis of the received expert feedback. The revised strategy was finally checked again and approved by the health librarian (Figure 2).

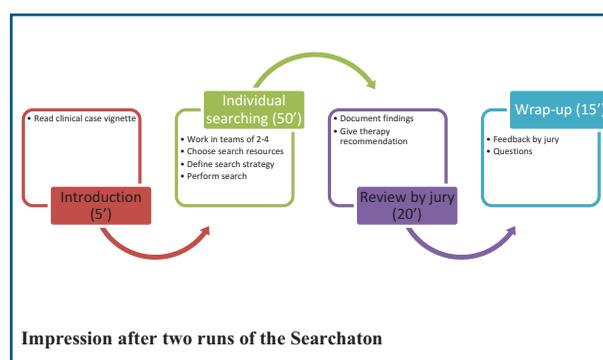


Fig. 2. Timing and content of the Searchaton.

The Searchathon took place for the first time in 2018 and a second time in 2019. Each time, we allowed 12 participants. Attending staff included one medical expert and one medical information specialist

Although the methodological approach for the search was freely selectable, all students chose the same path: after familiarizing themselves with this topic on UpToDate or AMBOSS, they all used PubMed as the data source. This is the approach we focus on mostly in other literature search courses.

The students found this new teaching format very useful. However, they experienced the time constraints given for the search as rather challenging and not all students came to an evidence-based decision within in the given time. Another difficulty was the formulation of an exact clinical question in the PICO format.

The presentation of our feedback to each group's search strategy in the plenum was perceived as very valuable. Students took the opportunity to "challenge" our feedback and ask specific questions – which added to their learning experience.

The Searchathon is a valuable source to teach medical students how to make use of search techniques in real-life situations. The participants benefited greatly from the intensive support and appreciated the integration of knowledge from previous literature search courses and clinical decision-making into one learning format. However, the current format is resource-intensive: two experts were needed to review the search strategies of four groups and give feedback on all group's solutions within the session.

Outlook

The Searchathon was limited to a small group size. To allow more students, we would need either more time or more staff or offer several courses each year. As the Searchathon is one of several elective courses, we believe that the group size restriction is not (yet) an issue as so far all students who registered did get to participate. It is our intention to repeat this course again in 2020, however, with a slight adaptation: When briefing the students for their task, we will give them the tip to focus less on sophisticated searches but more on a sound clinical question and on the use of clinical queries or simple searches.

The translation from theory to practice was one of

the greatest difficulties for our participating students. We will certainly have to implement more "real-life" simulations in the curriculum in the future. Foremost, we will explore the possibility of adding another course with focus on the translation of patient cases to sound clinical questions.

Furthermore, the gamification approach seemed to resonate with the attending students. This gave us inspiration and motivation to implement more gamified and active courses in the future.

Submitted on invitation.

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Metric competencies for biomedical librarians: results of a survey developed by the EAHIL Evaluation and Metrics group

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Abstract

The library profession continues to evolve and respond to user demands with both tools and services that support instruction and research. These changes typically lead to a need for increased librarian understanding and training. One such example is seen in the growing interest surrounding bibliometrics, altmetrics, and personal identifiers. Each of these serve as indicators of impact, and are becoming increasingly important in research. To more clearly identify and measure the current prevalence of each in the librarian profession, the EAHIL Metrics Group developed and disseminated a survey designed to capture current demand, and identify potential knowledge gaps where training would be beneficial. This publication presents the results of the survey and discusses pathways to attaining and providing increased expertise.

Key words: Biomedical libraries, bibliometrics, altmetrics, scholarly communication, publication strategies, librarians' skills

Introduction

Bibliometric methodologies are of increasing importance for universities, research institutes, private sector companies, policymakers, and government administrators to assess research performance. For library and information specialists (LIS), bibliometrics has been a research focus for decades [1]; however, libraries have recently incorporated bibliometrics support as a standard service in research performance evaluation [2, 3].

With the development of the web 2.0 social media era and the rapid increase of open access journals, novel alternative analytic metrics, known as altmetrics, have emerged [4]. Altmetrics are not substitutes to traditional bibliometrics, but rather function as complementary additions to access both impact and influence of a research project, a particular researcher, or a group of researchers [5]. Similar to traditional bibliometrics, altmetrics could be organized with respect to their focus [6]. However, the mea-

surements for impact and influence of a scientific contribution include more than just citations. Other items such as clicks and views, downloads, bookmarks, saves, mentions in blog spots, comments, reviews, attributions, likes, shares and tweets are also of value. Additionally, individual contributors have particular profiles, and their accounts are linked to their contributions using unique identifiers for the contributing authors' IDs, and for the DOIs, URLs or PMIDs of their works.

What about altmetrics and their incorporation in the health library routine? Are librarians prepared to accomplish these new challenges? What are their needs? To give an informed answer to those questions, we decided to explore how the health LIS view themselves in terms of knowledge and hands-on operations of bibliometrics and altmetrics, through a survey based on the competencies survey developed by Karen Rowlett [7] and developed by the EAHIL Evaluation and Metrics group.

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Objectives

The main objective of this paper is to first determine the bibliometric competencies of health librarians and information specialists with basic metrics and resources. In addition, we also wanted to explore the feelings around librarians' needs, and difficulties acquiring these new competencies.

Methods

During the Dublin conference in 2017, which saw the birth of the SIG Metrics Group, we realized the need to better investigate the current inventory of librarian skills, knowledge, and use of the main traditional bibliometric databases and alternative metrics. With that focus, an online questionnaire was developed to assess the bibliometric skills and knowledge of health information specialists. Emphasis was given to the utilization of novel Altmetric tools, author identifiers, and citation databases. For the construction of the questionnaire we used a software called REDCap (Research Electronic Data as Capture), which is a secure web application for building and managing online surveys and databases. The reasons to choose REDCap include that it provides real time data access, as well as the ability to export the collected data in formats useful for the statistical elaborations. The construction of the survey required to simple and short, but comprehensive questions to obtain the requested data. We summarized 15 questions preceded by a brief in-

roduction to the questionnaire. Initially, the first draft of the survey was shared with members of the Metric Group for comments and corrections. After the implementation of the suggestions, the questionnaire was reviewed by the President of EAHL. The questions were divided into 4 sections:

- *Section 1 (Figure 1): Professional data.* This section collected information regarding the respondent's type of institution, the function carried out in the library, the country of provenance, the enrolment in EAHL.

Fig. 1. Section 1 of the survey.

| SECTION 2: UNDERSTANDING OF METRICS COMPETENCIES | | | | | 6. Are you aware of the following databases/tools for finding metrics related information? | | | | |
|---|-----------------------|-----------------------------|--|--|--|--------------------------|-----------------------|--|---|
| 5. How would you rate your knowledge of the following metrics | | | | | | | | | |
| | No knowledge | Would know where to find it | Could find and explain what it is at basic level | Could find and explain strengths and weaknesses of this metric | Not aware | Aware of it but not used | Have used | Have used at the basic level and can show someone how to access and use at the basic level | Have used advanced features and could show someone how to use at advanced level |
| 1 Journal Citation Reports' Impact factor (IF) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 Source normalised impact per paper (SNIP) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 SCImago Journal Rank (SJR) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 CiteScore | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 Top journals by category | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 H-index | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 Citations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 Highly cited articles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 Field Weighted Citation Impact (FWCI) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 Altmetrics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 Other: do specify | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 Other: do specify | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Fig. 2. Section 2 of the survey.

Metric competencies for biomedical librarians

- Section 2 (Figure 2): *Understanding of metrics competencies*. This was aimed at capturing the level of librarian knowledge with common citation databases, the traditional and alternative metrics, and the main tools for management of author identifiers.

- Section 3 (Figure 3): *Metrics in practice*. This had the aim to explore the use of metrics in the working environment at the library level.

SECTION 3: METRICS IN PRACTICE

8. In which context do you use metrics to advise users or processes? (Select all that apply)

- Curriculum preparation
- Research assessment for senior management
- Individual research assessment (national or international)
- Write research projects
- Publication strategies
- Obtaining grants and funding
- Library subscriptions or acquisition of resources
- other: do specify

9. Does your library or department play an active role in training researchers?

yes
 no
 other

10. Which metrics are the subject of the training courses your library provides to:

- how to find Journal IF
- how to calculate an h-index
- how to use alternative metrics
- how to create an ORCID profile
- how to create a Scopus ID
- how to create a Researcher ID
- select all the apply
- other: do specify

reset

Fig. 3. Section 3 of the survey.

- Section 4 (Figure 4): *Training needs for librarians*. The primary goal was to capture which specific areas librarians would like to see included in training programs, and how libraries could best support a librarian led bibliometric service.

SECTION 4: TRAINING NEEDS FOR LIBRARIANS

12. Which topics would like to see included in a training program?

- traditional bibliometric indicators
- alternative metrics
- author identifiers and profiles
- other: do specify

13. Which additional resources would your library need to improve the support for metrics?

- Training for librarians
- More tools and resources
- Participation in meetings/conferences
- other: do specify

Submit

Fig. 4. Section 4 of the survey.

The questionnaire was launched on the 13th of June 2018, until the 5th of July 2018, when an e-mail message was sent to all EAHIL members through a link straight from RedCap. Multiple answers were allowed in some question of section 3 and 4. Percentages are calculated on total of respondents.

Results

The first results from the questionnaire were presented during the meeting of the 2018 Metrics Special Interest Group in Cardiff. The questionnaire received 173 responses from 33 different countries; most of them were from Italy, Spain and the UK, but there representatives from all over Europe. 77% of the participants were EAHIL members; 23% of the individuals were not EAHIL registered, but employed in biomedical libraries who requested to take part in the questionnaire.

Regarding the professional categories, 35.8% of the respondents were working at a hospital, 46.8% at universities, 16.8% at research institutions, 1.2% at health technology assessment agencies, 2.9% at private companies, 1 person was a freelance professional (0.6%), and 6 were at other types of institutions (3.5%).

In regards to the function in the library or the department in which the respondents were working, the majority indicated more than one competence. 66 working as director/coordinator (38.2%), 26 in document delivery (15.0%), 65 in teaching and reference (37.6%), 44 as bibliographic researcher, (25.4%), 46 in research and scholarly communication (mainly areas of metrics and open science) (26.6%), and 26 had other functions (15.0%). Please note that the percentages do not sum up to 100, as 13 librarians indicated that they work on both, university and hospital.

The heart of the questionnaire was about the knowledge of the main metric indicators and databases and tools for finding metrics related information.

Question 5 was "How would you rate your knowledge of the following metrics?"

Undoubtedly the *ISI journal impact factor (JIF)* was the most commonly known metric: only 1.2% had no knowledge, 1.7% would know where to find it, 29.1% could find and explain what it is at basic level, and 68.0% could find and would be able to explain

strengths and weaknesses of this metric. Similar results for *Citations*. Only 0.6% had no knowledge about, 4.1% could find the data, 29.4% could find and explain what it is at basic level, and 65.9% could find and would be able to explain strengths and weaknesses. As for the *H-index knowledge*: 3.5% did not know it, 6.5% would be able to find it, 32.2% could find and explain what is at basic level, and 58.8% could find and would be able to explain it in depth.

The less known metric was the *Field Weighted Citation Impact (FWCI)*, which is a Snowball Metric that shows the ratio between the actual citations received by a publication and the average number of citations received by all other similar publications. 46.4% did not know that metric, 23.2% would know where to find it, 17.3 could find and explain it at a basic level, and only 13.1% would be able to explain its strengths and weaknesses. Regarding *CiteScore*, a metric similar to the JIF but from Scopus and based on a 3-year range: 26.6% showed no knowledge, 32.0% could find it, 28.4% explain it at a basic level, and only 13% would be able to explain it in depth.

Concerning the performance of altmetrics, results were positive: 42.9% of the respondents could find and explain what it is at basic level, and 32.4% could also explain their strengths and weaknesses, only 7.6% did not know about it, and 17.1% would know where to find it.

Question 6 was about the awareness of specific databases and tools for finding metrics related information. The results show that the best known are Web of Science, Journal Citation Reports, Scopus Journal Metrics, and Google Scholar, all in terms of basic and advanced use. On the contrary, the new citation tools were less known. For example *Dimensions* – a tool by Digital Science that provides access to research through grants, publications, citations, clinical studies and patents in one place – was not known by 60.5%, 21.0% did know but had not used it, 8.4% did use it at a basic level and only 3.0% used at advanced level. The software designed by *Microsoft – Academic* was also not well known; despite being a free public search engine for academic pub-

lications and literature; 51.8% were not aware of it, 30.6% heard about it but did not use it, 5.9% could use it, 8.8% did use it and could show how to access at the basic level, and only 2.9% used advanced features and could show to others at an advanced level. There was a similar fate for *LENS*, a global resource that allows the search for academic publications and patents at once in an inclusive way; 77.6% were not aware, 17.6% were aware but without using it, 2.9% had use it, 1.8% have used and felt comfortable explaining about it at a basic level, and no one had advanced knowledge of it. With *Publish or Perish*, a tool to assist with academic publishing and the assessment of research and journal quality, as well as software to conduct citation analysis; 33.3% were not aware and 29.8% had heard but it but never used, and 36.9% did use it at a basic or advanced level. Regarding the use of alternative metrics, data revealed that their knowledge should still be explored. Starting with *Altmetric.com*, 38.2% did not know it, 29.4% knew it but never used, and 23.6% did use it at a basic level, and 8.8% shown an advance knowledge. Most widely known was *Plum Analytics*, recently purchased by Elsevier and included in Scopus, in that 25.3% were not aware, 40.6% had some knowledge but without using it, 24.2% used it at a basic level, and 5.9% were able to use and show to users advanced features.

Question 7 was about tools for management of author identifiers. Researcher ID¹, Scopus author ID, and Google Scholar Profile show a good knowledge both at a basic level, as well as at an advanced level (using them, explaining the benefits, and giving help about them). ORCID showed an excellent performance, reaching almost 100% of advanced knowledge (to set up the profile, explain the benefits, and give help about that).

Section 3 was about metrics in practice, including questions around the contexts where librarians use metrics to advise users or processes, the metrics demanded by users, and the role the library plays in providing training to users or advising researchers or managers.

Question 8 wanted to probe in which context the li-

¹ Researcher ID (<https://www.researcherid.com/#rid-for-researchers>) since April is now on Publons <https://publons.freshdesk.com/support/solutions/12000003531>. Publons is the new environment where you can benefit from the improved Web of Science ResearcherID, add your publications, track your citations, and manage your Web of Science record.

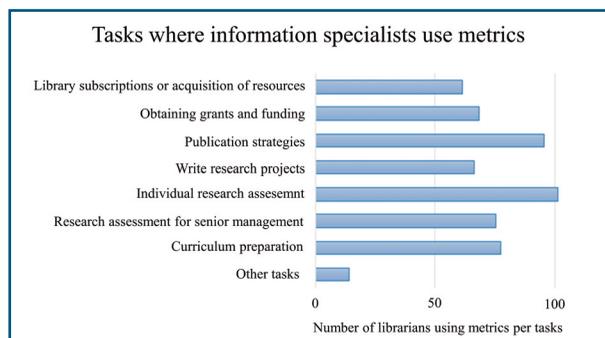


Fig. 5. Metrics in practice in librarian's daily work.

brarians use metrics to advise users or processes. As Figure 5 shows, metrics play a central role in a biomedical library, and are used for several tasks.

In this scenario, 75.7% answered that the library or information service does play an active role in training researchers, with active participation of librarians.

Question 10 explores which metrics are included in the training courses the library provides, the data of the respondents is striking: 64.9% give training on how to find journal IF, 57.6% on how to calculate the h-index, 32.5% how to use alternative metrics, 54.3% on how to create ORCID profiles, 37.7% on how to create Researcher IDs, 32.5% on how to create Scopus IDs, and 19.9% cover all of them. Additionally 74.3% replied that the library or department plays an active role in advising researchers or senior management.

The final section of the questionnaire was dedicated to training needs for librarians. The need for courses emerges in all the aspects taken into consideration by the questionnaire, in particular with an in-depth analysis for alternative metrics (85.5%). Nevertheless, they also show a need for courses that increase basic knowledge of traditional metrics (75.9%), as well as for author identifiers (79.5%).

The last question centers on understanding which additional resources would a library need to improve the support for metrics; 77.2% want training for librarians, 54.5% highlighted the need for tools and resources, and 55.1% would like more participation in meetings and conferences.

Discussion

Health LIS professionals have been facing many

changes over the years as a result of technological advances, and their end-users' needs. We found the results of the survey quite interesting in that it was intended to detect bibliometric skills and knowledge of health librarians and information specialist (LIS), in order to outline the real situation of bibliometric issues among the EAHIL members. The responses obtained, which were based on a self-evaluation of individual abilities and needs, also gave us a clear image of how health LIS view themselves in terms of theoretical knowledge and practical use of bibliometrics and altmetrics, bringing to light some gaps and topics to be strengthened.

A great number of survey participants indicated engagement in traditional library activities, while only a quarter of the participants reported involvement in research and scholarly communication, such as metrics, open science, and new technologies. The majority reported themselves able to understand, explain, and retrieve the traditional bibliometric indicators (IF, h-index, and citation counts), even if those skills were not part of their daily work, while others were less familiar with the more recent Snowball Metrics used in Scopus. A large percentage of participants reported to being able to find and explain altmetrics, at least at a basic level.

A very high share of librarians declared their practical involvement in all support activities related to research evaluation and publication strategies for their users' benefit. However, those who feel to have only a basic level or any knowledge of bibliometric resources and platforms expressed their desire to increase their understanding of citation databases, as well as bibliometric and Altmetric indicators.

Respondents also indicated the need of professional training for librarians, and of more tools and resources for their libraries. One critical issue to be addressed is the library strategic plan for budget distribution, which has to be redesigned over time, according to end-user changing needs.

Conclusions

The survey results and findings lead to the conclusion that there is an increasing interest among librarians in bibliometric issues and research evaluation. For basic users and for those who are less familiar with some of the platforms, there is an emerging desire to deepen the knowledge and understanding

with the use of databases and metrics. The most immediate need regarding alternative metrics is additional knowledge about indicators, tools and their application. Clearly there is a demand for the involvement of librarians in all phases of Altmetric support for their users and administrators.

The need to discuss and resolve these demands are becoming more evident, and coincide with the increased requests of more advanced training, and the desire for more frequent participation at meetings, workshops, and conferences. The vast majority of health LIS participants in this study recognize the need to incorporate the new metrics technologies into their daily library routine.

Regarding the self-evaluation of their abilities and their needs for additional training, we observed a demand for more financial resources being devoted to continuing education courses, and opportunities for experienced librarians to mentor the less experienced ones across the European Health libraries. What better coach than a librarian who uses these tools on a daily basis, and can explain to colleagues how they work, potentials, flaws, and tricks?

Acknowledgments

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Post-workshop sentiments from the Basel LOC desk

EAHIL 2019

Learn | Share | Act | Bridge Borders

June 17 - 20, 2019 • Basel, Switzerland



Sixteen months ago, it was decided that EAHIL 2019 should be organized in Basel. 180 to 220 participants were expected, an average Workshop year. Important cornerstones – venues, budget plan, tentative reservations of hotels and gala dinner hall – could all be secured here in Basel. “Looks doable. OK, so we’ll do it. And it’s going to be fun, too...”

Support: Right from the beginning, the Local Organizing Committee relies on its brilliant and tireless assistant, Farah – always calm and in control, with a memory like a mainframe computer and a talent for the culinary arts (which later proved invaluable...).

Budget? Hmm... Finding sponsors and exhibitors will be decisive for ultimately achieving a balanced budget. With Karger Publishers as Main Sponsor, we have a good head start. They eagerly pick up the whimsical idea of using a swim bag (“Wickelfisch”) as a conference bag, true Baslers that they are. However, early-bird registration (10 percent discount!) doesn’t seem to be attracting many exhibitors. What’s going on? First sleepless nights...

Setting up the conference management system: Markus and Isabelle devote weeks of trial-and-error sessions to building a sound platform from a commercial blank program (now I know what it takes to qualify for sainthood!). Tests prove encouraging.

Forging the program: The International Program Committee under the amazing direction of Teresa flocks to Basel early in November. With a wealth of contributions to choose from. Can we tack on an additional workshop day? It’s a tempting idea, but no, we can’t. Outcome: three dozen workshops, eleven CECs, forty-odd posters. Great, we’re doing just great. The social program takes shape a few weeks later with the help of Anna and Monika. Basel isn’t a bad place for a venture like this after all.

February, four months to go. Now we need some participants. Is anybody going to come? Invitation to register is sent out and... hurrah, they’re coming! And in no small numbers – registration is booming. Wow! Four weeks later, it becomes evident that our Workshop is facing an entirely unexpected problem: we may not be able to honor all the applications. Once again, Isabelle, our diplomatic “secretary of external relations,” rises to the challenge and tries to convince workshop leaders to raise maximum participation numbers. Many oblige, thank goodness. A little footnote: EAHIL (European Association...) attracts many librarians from outside Europe... from as far away as North America, Asia, Africa, Australia, New Zealand. Fabulous!

Early Spring 2019: exhibitors, after being nudged to participate, are starting to get motivated, and some even have lists of special requests. But that’s no problem with Farah around. All 20 exhibitor stands are booked. Two late-comers have to be placed at a slight distance from the exhibition zone. They don’t seem to mind, though. Good sports!

EAHIL 2019 Basel, Switzerland

Food and drinks: Piecing together the mosaic of requirements (quality, variety, price, dietary restrictions, practicality...) takes creativity and pragmatism, which turns out to be an ideal playground for Farah. We also decide to have plenty of water on offer in all session rooms. After all, Summer in Basel can be quite hot, and there is no air conditioning in the venue.

Staff: My ever supportive boss, Monika, volunteers as head of personnel management. Thirty-plus helpers have to be recruited, assigned to various jobs, instructed, encouraged, and kept motivated. She, too, is one of those precious library saints... Sleepless nights are becoming rarer.

Setting up with the professional support of venue technicians. Was not aware the University of Basel has such dedicated technical staff. Experts at what they're doing – goes a long way to helping us stay confident and relaxed. Everything is going to be fine.

Personal highlight of last-minute preparations: rehearsing with Teresa the evening before EAHIL 2019 starts. Preparing one movement of a concerto for two violas by Telemann as a little surprise gig for the welcome reception. Keeps me happy and focused. Yes, everything is going to be fine.

No, no... I'm not going to launch into a detailed report of the Workshop per se now. Blogs, photographs, individual session reports, memories of the 330 participants must suffice. One lasting post-workshop sentiment must grace these pages, though: my personal gratitude to the many, many people who together achieved a memorable chapter in EAHIL's history. And yes, it was fun, too, doing it!

Christoph Wehrmüller

LOC Co-Chair

Basel 8/8/2019

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Memories from the EAHIL Workshop “Learn, Share, Act, Bridge Borders” 17-20 June 2019, Basel, Switzerland

Welcome Reception

The Welcome Reception was held in the Wildt'sches Haus, situated close to the Basel University main building by the Petersplatz. This magnificent building from the 18th century got its name from the Swiss silk trader Jeremias Wildt.

After entering the impressive Entrance Hall, we were shown to the large and beautiful garden situated behind the palace. When every delegate had a glass in their hand, Monica Wechsler from the University of Basel Medical Library and member of the Local Organizing Committee, greeted us all welcome. Her multitalented and musical colleague Christoph Wehrmüller (LOC Co-chair) then entered the stage together with Teresa Lee (Chair of the International Programme Committee).

Christoph stated that “librarians are versatile” which he and Teresa very much proved when they surprised us all by performing a string duet, composed by the German composer Telemann. The piece was very enjoyable and the music fitted very well to the baroque style surrounding.



The Welcome Reception was a great opportunity to meet new EAHIL friends and to network. Many thanks to the organizers for arranging a nice and welcoming reception in this very beautiful surrounding.

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Memories from the EAHIL Workshop “Learn, Share, Act, Bridge Borders” 17-20 June 2019, Basel, Switzerland

Gala Dinner

We enjoyed the conference dinner in a beautiful Safran Zunft Guild House. The house is built in 1902, but the history of the guild dates back at least to the 14th century. The whole evening was wonderful! The great guildhall with all the decorations, high ceiling and stained glass in the windows was so impressive. Let alone the fine-dining quality dinner. I heard many similar comments on the food and surroundings: “One of the best vegetarian menus ever tasted in conference dinners!”

One of the high points was the taster of Basel Carnival parade, which LOC Co-Chair Christoph Wehrmüller together with his group gave us. As a great surprise, suddenly the guildhall was filled with drummers and fluit-players, dressed in beautiful carnival outfits, with fascinating masks and headdresses. Wow! What a great tradition! Someday I want to come to Basel during the carnival season!

In addition to the marvelous settings, it was of course the lovely people, interesting discussions – and at the end of the evening – dancing and cold drinks (very needed), which made the evening! Thank you for all the organizers and all the great colleagues – and of course the sponsors also, this is a night to remember!



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Memories from the EAHIL Workshop “Learn, Share, Act, Bridge Borders” 17-20 June 2019, Basel, Switzerland

Visit to the Botanical Garden at the University of Basel



The Botanical Garden at the University of Basel was established in 1589 and is one of the ten oldest botanical gardens in the world. We were privileged to have Heidrun Janka, a Botanist as well as an Information Specialist from University of Basel as our guide. She shared interesting facts about the diverse range of plants and species of trees.

There are several greenhouses, one with a pond called the Victoriahaus, which was built in 1898 specifically for the giant water lily “Victoria Regia”.

Heidrun pointed out that Joseph Paxton architect of the “Crystal Palace” which housed the Great Exhibition of 1851 in London was inspired by nature and the structure looks like a giant water-lily leaf (see photograph below).

We were shown *Nelumbo nucifera* or Lotus Flower. A plant that minimize the water droplet’s to the leaf surface. The principle of this plant has inspired paints, glass, textiles etc.

Whilst in the tropical greenhouse we experienced thunderstorms and tropical rain. There, I was thrilled to come across the Ceylon cinnamon, a plant which originated in Sri Lanka (my home country).

In keeping up with conference theme, our visit was a sharing and a learning experience which for me was a highlight from #eahil2019

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Memories from the EAHIL Workshop “Learn, Share, Act, Bridge Borders” 17-20 June 2019, Basel, Switzerland

Historical Walk – Black Death in Basel

Our guide focused on the plague of 1610. We started our tour at the Spalentor Gate where it “all” began in the summer of 1610. At the time, France, and most of Europe, were suffering a plague epidemic. According to our guide, a young baker arrived late from his visit to Alsace, after the city gates were locked up. He found a way to sneak into the city, as young men seem to be able to do. Unbeknownst to him he was carrying a disaster with him.... **The Plague.** Then no one understood this disease, and its presence and the resulting deaths brought a climate of fear and prejudice resulting in social, political, and economic chaos.

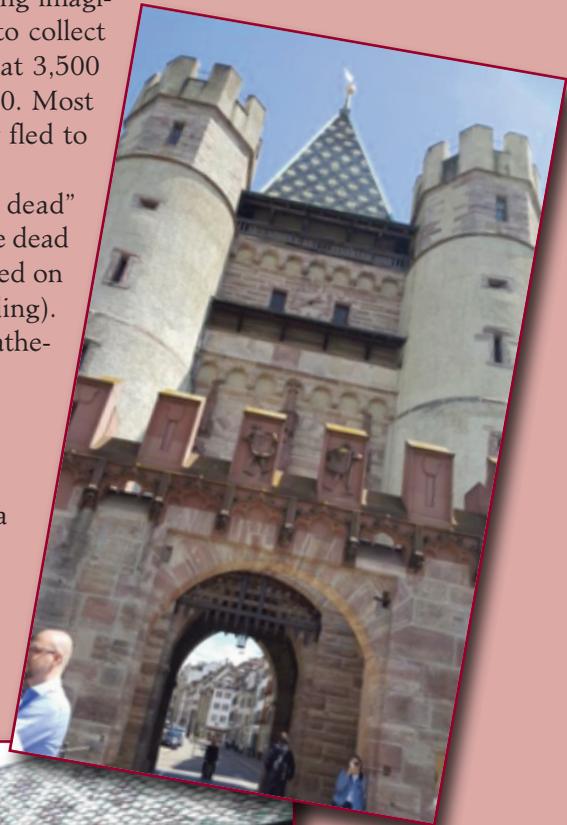
The tour was an interesting walk through Basel following a map of the city drawn by Dr Platter, the city physician. He drew every street and house in Basel, adding imaginary details to the map. Platter had visited every house to collect death statistics related to the plague, and determined that 3,500 people had died. The population of Basel then was 13,000. Most of the wealthy citizens survived the plague because they fled to their country estates.

We walked from the gate, past the “the alley of the dead” (*Totengässlein*) named thus since it was used to transport the dead to the cemetery by *Peterskirche*. From this church we walked on to the market square and the Town Hall (brick red building). The tour ended with a downpour. By then we were in the cathedral’s cloister, Basel Minster.

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photo by Ana Maria Ferrinho





Memories from the EAHIL Workshop “Learn, Share, Act, Bridge Borders” 17-20 June 2019, Basel, Switzerland

First timer's impression

When I was hired just over a year ago at the medical library at the University Medical Center Groningen one of the first things my boss, Annalies, told me was that I would be going to EAHIL. Until then I had not yet heard about EAHIL before and during my first year the word EAHIL was mentioned uncountable times. Together with Annalies and my colleague Guus, I was to go to Basel and while there, it would be fun to not only participate in workshops, but also give one and present a poster. Together with Guus, I prepared the workshop “How to get the PDF” and we were happy that we had to do it first thing on Monday morning. Our job was done and we could now participate in the congress, except for my poster that is. I had very high expectations of EAHIL because of everything that I had heard, and I have to say the congress did not disappoint me in any way. From the first day of my arrival, I had the pleasure to meet many new people from all over the world. After the dinner on Wednesday, we went to a couple of bars with a group of people and somebody said, “networking works best in a bar”. She was right, I had many interesting discussions about work, and I learned a lot. The atmosphere during EAHIL was very open and friendly and because of this, I have really enjoyed my time at EAHIL in Basel. I hope to see everybody again next year.



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Memories from EAHIL EBSCO Scholarship recipients



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First of all, I would like to thank EAHIL and EBSCO for awarding me the EAHIL-EBSCO scholarship. I was very pleased and honored to have the opportunity to go to the beautiful city of Basel and talk to colleagues around the world.

I attended my first EAHIL conference this year and it completely exceeded my expectations.

The first evening I attended the First-timer event where I met some very friendly people also attending the conference for the first time as me and I had fascinating conversations about how it is to work as a medical librarian and what constitutes a medical librarian. What struck me the most was how different and yet similar our jobs are because we are all librarians but come from different institutions (e.g. hospital or university).

The scientific program at the conference was very inspiring and educational. I joined several workshops about systematic reviews and in all of them I learned something new that I can take home with me and use in our library. The keynote speaker and the plenary sessions contributed to a better understanding of our different roles as librarians. Apart from the scientific program I really enjoyed the social program, and the gala dinner was especially worth mentioning – librarians really know how to party!

Along with three of my colleagues from Denmark I also brought a poster to the conference and it was very interesting to discuss our findings with our peers. It was my first poster submitted but hopefully not my last. It certainly sparked my interest in doing scientific research.

Furthermore, I would like to thank the Organizing Committee who did a wonderful job arranging the conference. I hope that I will be able to attend future conferences and hopefully meet some of the amazing people I met this year.



Magdalena Kokosińska

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Receiving this scholarship was the biggest surprise of this year. I'm delighted to have been able to attend the EAHIL Workshop in Basel. It was my first time as an EAHIL participant and I don't regret a minute. So far it was the largest conference I have attended.

Memories from EAHIL EBSCO Scholarship recipients

I took part in 7 workshops, completely different. Two of them were CEC sessions: “How to get the PDF (with or without the help of your library)” and “Developing an answerable question to design an effective search strategy”. The next few days just confirmed my first impressions – I’ve learned a lot of new things, could practice with new colleagues, share with my experiences, ask questions to presenters. The EAHIL Workshop in Basel gave me an amazing opportunity to meet people who are much more experienced than me and who want to share their knowledge. The atmosphere was great – friendly and supportive.

I have to admit, I don't really like workshops as a working method, especially in groups, I like working alone (even though I appreciate their role and importance). But here, in Basel, I found out once again (but very literally) that a lot depends on a good leader. I didn't feel bad during any of the workshops, on the contrary, I always felt very comfortable. I could make most of them, I didn't bother about my language skills (because it turned out that I can understand almost everything and almost always people understood me) or my only two years' experience in medical library (because people were nice and always pleased to help). All of the workshops' leaders were both very experienced and willing to explain every complexity of their themes. For me very important was the workshop “Better than presentation – workshop facilitating skills as new competencies for (health) library professionals” - the information I gained there will help me to run my own student classes.

As I mentioned, at my work sometimes I lead workshops too. It is always a big stress for me but I think I will feel more confident after this event. For me, personally, it is the biggest advantage of attending the EAHIL Workshop in Basel. The need to constantly speak English, to present myself and my work, to cooperate with other people from all over the world, and to speak about myself in public during the interview with me and other scholarship winners helped me to believe in myself a little more. In addition, I've met a lot of wonderful people, other participants and workshops' leaders, and I feel like I'm equipped with a lot of new tools to be a better medical librarian.

I am also delighted with the city. Basel is beautiful, clean and stunning with views. Although I didn't have enough time to visit it thoroughly, I took a few walks around the city and along the river. Thanks to EAHIL 2019 organisers we could get to know the city a little better (trips, artistic program during dinner, direct conversations) and spend lovely time in Switzerland. I would also like to thank very much EAHIL and EBSCO for this extraordinary award, which gave me a lot of knowledge and joy.



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Because my colleagues were very enthusiastic about past workshop-events of EAHIL, I was very pleased with receiving the EAHIL EBSCO-scholarship 2019. Indeed, the workshops stimulated a lot of interaction between the participants. The event created a positive learning environment and facilitated collaborations between motivated professionals.

Our poster about systematic reviews and involvement of librarians (inspired by a talk of Jane Falconer on last year's EAHIL event) stimulated participants to approach us for a possible collaboration. It also got attention on social media and thanks to this, our future publication might get cited in a planned book-update. So EAHIL is a great way to get noticed.

Together with Thomas Vandendriessche, Marshall Dozier and Alicia Fátima Gómez, I organized a brainstorm workshop and hosted a first meeting for the new Evidence-based information special interest

EAHIL Workshop, Basel, Switzerland, 2019

group (SIG). The big turnout of participants was encouraging and their input was amazing. This made me appreciate the power of EAHIL, enabling people to make things happen at European level. Even the Canadian SIG joined our meeting, willing to gather forces as well. One of the main goals of the evidence-based information SIG will be to create awareness amongst journals about the importance of a good and transparent search strategy and the existence of guidelines for this. Also, we want them and database providers to start appreciating the added value of involving librarians and learning from their searching expertise. I'm looking forward to be part of these efforts in the coming years.

During the Research Data Management (RDM) workshop presented by Thomas Vandendriessche I got the main vibe that most universities don't have a detailed RDM policy or task division yet. The role of the library is still unclear. However, what we can do even now as librarians is to raise awareness about RDM. Some librarians are already raising awareness in interesting ways, like organizing a lost data week with stickers, buttons, tweets and talks. Or by getting to speak about RDM at a science café. This was very inspiring to me. Regarding teaching and evidence-based medicine (EBM) I got stimulated by the interactive libguide workshop (Katharine Alix Hayden and Zahra Premji) and by the "sold-out" teaching EBM workshop (Catherine Pepper). It's a notable approach to use an interactive libguide as teaching material, instead of a presentation. Furthermore, Catherine shared her discoveries from her road trip across some American universities, for example that there exist no standards for teaching EBM.

Finally, I was glad to get introduced to "real-world data" during the workshop of Janice Kung and Lisa Tjosvold. I now see the concept popping up in publications everywhere. As an information specialist it will be important to prepare and be able to support the researchers in finding some of these real-world data. In this way the EAHIL event is also a great way to keep track of upcoming trends. Therefore, I would like to recommend anyone new in the profession to apply for this scholarship.



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I am very happy and grateful to be a recipient of an EAHIL-EBSCO Scholarship, because it helped get my application to attend the Workshop in Basel approved. A big thank you to the EAHIL Board and to EBSCO for this great experience.

Until a year before this workshop in Basel I had not heard about EAHIL. So, when a colleague from another medical library suggested that we present a joint project as a poster at the Workshop, I didn't really know what to expect. After a closer look at EAHIL as an organization and the upcoming Workshop, I quickly became a member, and together with my colleague started preparing an abstract for our poster proposal. Our poster was accepted and I looked forward to share our knowledge with colleagues from all over Europe and, as it turned out, the world.

The Workshop was a great learning and inspirational experience mainly because of three central things: the content of the workshops, the great setting in Basel, and the many wonderful and intelligent librarians attending. Most of the workshops I attended had a great introduction to a subject followed by discussions amongst the participants, which made it much more than a one-way presentation. Even if you knew a lot about the subject before, the discussions made you see new sides that you may have overlooked on your own. The presentation of our poster was somewhat rushed in the short time allocated for all the posters, but we had

Memories from EAHIL EBSCO Scholarship recipients

many interesting conversations afterwards with people interested. It was great to talk to experts and peers concerning subjects that are not usually a hot topic for our users in the health professions.

The city of Basel and all the hard work of the local organizing committee really shined throughout the entire week, from the little details surrounding the practicality of the workshops to the impressive gala dinner with carnival entertainment.

And lastly all the great people I met during the week at the first-timers event, workshops and the other scholarship recipients. I hope to meet some of these people at future events to continue the sharing of knowledge and bridging of borders as the motto for this workshop so beautifully put it.



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This year, I had the opportunity to participate in the EAHIL Workshop 2019 at the University of Basel by winning both the EBSCO-EAHIL scholarship and the JoVe scholarship. I was very happy and honored to participate by digging two scholarships. I previously attended national and international professional conferences in Turkey but it was the first time I attended an international conference abroad.

The EAHIL Workshop in Basel was entirely focused on learning and development and required a strong contribution from the participants. I gained really useful professional knowledge from continuing education sessions, workshops and poster presentations. In all sessions, I had the opportunity to learn about the professional methods applied by the participants from different countries in their institutions. I had the chance to meet many sponsors at their stands and get detailed information about their products. After returning, we had the opportunity to share many trial access opportunities with our users.

The EAHIL Workshop 2019, which I attended for the first time this year, has made a great contribution to my professional development. I met many colleagues and the EAHIL Board Members at the First timers dinner event. The members of the EAHIL Association were very willing and sincere to meet the scholarship participants and introduced them to other colleagues. I can now say to know many colleagues from Europe and America. We've added each other on social networks and now we're in touch with professional issues! During the event, our communication strengthened in social activities. I had the experience of getting to know Switzerland and the city of Basel as a traditional, cultural experience. The opportunity to visit the libraries of the University of Basel gave me many ideas for the institution I work for.

The information I got from the sessions organized under the main theme of the conference was really quite fruitful. This year, one of the themes of the conference was open access and many sessions dealt with this theme. These issues were directly proportional to the roles I took at the university. Again, ideas and suggestions about the ways in which Evidence-Based Medicine methods can be included in the curriculum were very valuable for me.

When I returned to Turkey, I tried to convey my experience at EAHIL Workshop 2019 to the Turkish Librarians with a webinar. I received positive feedbacks from my colleagues in my own country for this sharing. I was also happy to learn that EAHIL 2020 will be held in Poland. I look forward to participating to this event next year. I would like to thank once again EAHIL and everyone involved in the organization of the Basel Workshop 2019. Thank you also for providing me with the scholarship and allow me to participate.



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I am very grateful to EAHIL and EBSCO for their financial aid that gave me the opportunity to participate in the EAHIL 2019 Workshop, which took place in the charming little town Basel in Switzerland. It was my first international conference attendance and my first visit to Switzerland, so it was a completely new experience, which I liked a lot. Before the Workshop I've been told that EAHIL conferences are special events and that they are one of the top conferences of the medical librarianship area, and this showed to be true. Everything was so well organized. The workshops I attended were interactive and inspiring. They covered many interesting topics and it was hard to decide which to pick. I wish I could have participated in more of them but unfortunately, some of them were at the same time. Thanks to the workshops that I attended, I became familiar with novelties related to variety of research data management services in medical libraries. I've adopted tips and tricks related to predatory publishing and how to detect questionable journals and new technologies to find studies for systematic reviews. I heard of the new tools for Medical Subject Headings translation and of resources for sharing literature searches and blocks. The conference speakers were experts in their field and I learnt a lot from them. Considering everything, I can say that I profited a lot from attending the Workshop. Poster presentation, round table and other sessions rounded up the conference and made it interactive and even more interesting.

In addition, social events that took place during the conference were glamorous and fun at the same time. The welcome drink and especially the official dinner that took place in a wonderful historic building where organizers gave us an extra surprise by presenting us a part of the famous Basel Carnival made a great impression on all of the participants.

The conference gave me the opportunity to connect with colleagues from different countries. I met many interesting people with whom I exchanged experiences and views that will help to upgrade my professional knowledge. A very important part of the conference are the kind people that organised everything and the Board members, with willingness to help, represent the heart of it. The completely positive experience ended in a post workshop visit to the medical and law libraries of the University of Zurich, which was led by a great guide. The visit helped me to compare our library to other libraries in the same field and gave insight into services we could develop to improve our home libraries. I spent a great time in Switzerland with EAHIL members and I hope to attend EAHIL conferences in the future.



Fig. 1. EBSCO scholarship recipients receiving their award in Basel, 2019 with the EAHIL President and the EBSCO representative.

Memories from EAHIL AHILA Scholarship recipient



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As the 2019 recipient of the EAHIL/AHILA scholarship, I definitely had a memorable experience at the EAHIL 2019 held in Basel, Switzerland. I wish to thank the EAHIL and AHILA Board members for awarding me with the scholarship.

It was my first time to attend the EAHIL conference and it was certainly an unequalled professional development opportunity for me. The workshop sessions I attended all equipped me with either a new insight, ability or skill. The most memorable session I attended being 'Open access as an opportunity for health information professionals'.

My EAHIL 2019 experiences will be given in a depiction of the words in the workshop motto "Learn, Share, Act, Bridge Borders".

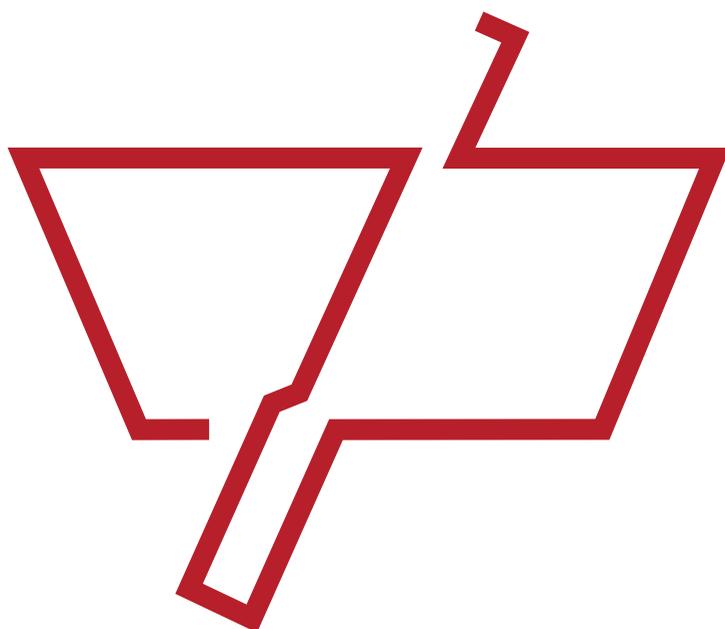
I had a positive learning experience with immense rewards for me as I gained valuable knowledge on the transforming role of the modern day librarian. The presentation that I feel presented a great learning opportunity for me and will have an impact in my work was on the different facilitation techniques and methods. I am now confident that as I return home and get back to work, I have become a better facilitator and will be able to impart skills of knowledge brokering to other African health librarians I will be assigned to work with.

I enjoyed the opportunity I had to interact with the librarians (both the session presenters and the session attendees) during the workshop sessions and it was good to have them share strategies on how to cope with the challenges we face as librarians. It was interesting to learn that the challenges shared by the librarians I interacted with are no different from the challenges faced by African librarians. The social interactions during the breaks also allowed me to share my experiences in the numerous conversations I had with some European and American librarians. This sharing and exchange of experiences has been beneficial in that I have gained new colleagues in the field of librarianship.

Through the insightful workshop sessions, I have identified the areas in which I feel I can act and make meaningful contributions to my library. I was inspired by the aspects of research data management depicted in the presentations and posters. I have decided that I will work on research data management and share the concept with some of my work colleagues to enable us embark on practicing it in our academic library. The interactions with the other librarians have helped me gain useful contacts that I intend to consult with thereby bridging the distant borders between Africa and Europe. This bridging of borders may present opportunities for collaboration between an African library and a European library.

I would like to end by extending my gratitude to the past EAHIL president and the chairperson of the local organizing committee of the EAHIL 2019 for going out of their way in ensuring smooth preparation for my trip to Basel.

EAHIL



2020

B e **O** p e n
A c t **T** o g e t h e r

17th EAHIL Conference

22—26.06.2020

Łódź—Poland

Dear EAHIL Community

The International Programme Committee and the Local Organising Committee for the **17th EAHIL Conference** are honoured to invite you to Łódź (Lodz), **Poland on 22-26 June 2020**. The conference will be hosted by the Information and Library Center of the Medical University of Lodz and will take place in Vienna House Andel's Lodz, a modern conference complex located in the centre of the city.

The main theme of the conference is Open Science: **Be Open, Act Together** and the scientific programme will cover such subthemes as: open access and open science; research data; research management and evaluation; professional collaboration; and innovation. The International Programme Committee and the Local Organising Committee are eager to provide the conference participants with inspiring scientific sessions and memorable social events.

Łódź is located in central Poland and is the third largest city in the country as well as one of the most significant Polish research centres with many universities and scientific institutions. Having been the textile industry centre in 19th-century Poland, Łódź now boasts unique architectural heritage and multicultural history. With one of the oldest modern art museums in the world (Muzeum Sztuki) and the famous Polish National School of Film, Television and Theatre, as well as the longest pedestrian street in Europe (Piotrkowska Street) and the biggest shopping centre in Europe (Manufaktura) Łódź is the city of rich culture, exciting social life, fascinating history and thriving science.

Attending the 17th EAHIL Conference will give you the opportunity to experience all aspects of Łódź, however, most of all, you will be able to open your mind to new ideas, acquire new knowledge and skills, socialise and learn from the experience of fellow librarians and information specialists from all around the world as well as share your own expertise.

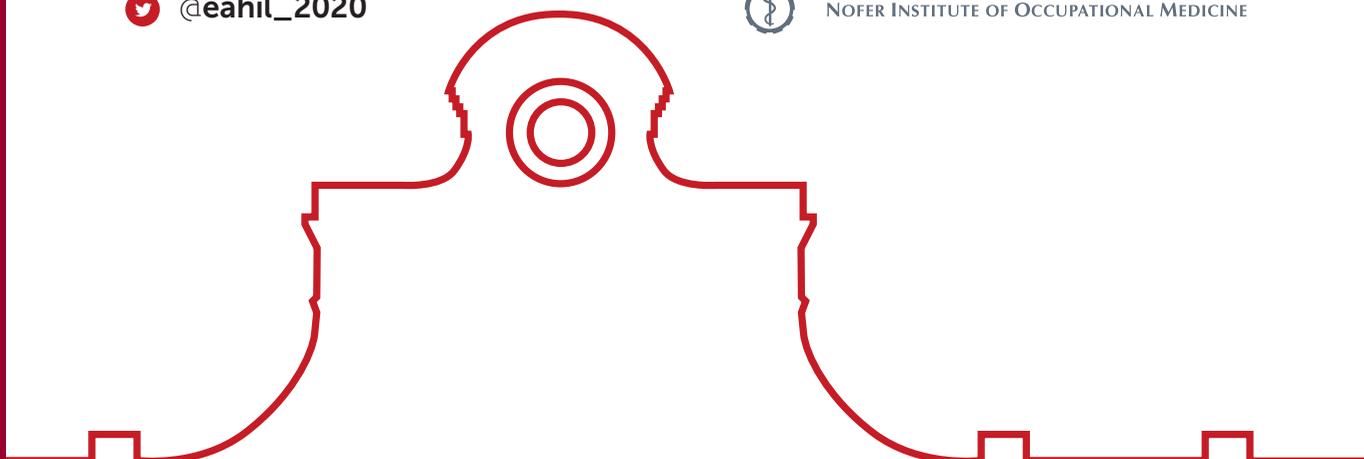
After twelve years EAHIL is coming back to Poland and the Local Organising Committee are strongly motivated to bring you the best of Poland and the best of Łódź and to make the 17th EAHIL Conference an unforgettable experience.

Stay updated at:

eahil2020@umed.pl
www.eahil2020.wordpress.com



NOFER INSTITUTE OF OCCUPATIONAL MEDICINE





Letter from the President

Maurella Della Seta

Knowledge Service/Documentation
Istituto Superiore di Sanità
Rome, Italy
Contact: maurella.dellaseta@iss.it

Dear EAHIL Colleagues,

This is my third letter in 2019 and I would like to start with my memories from the EAHIL Workshop that took place last June in Basel. Indeed, this journal issue is devoted to participant's impressions and feedback. As every year, our summer meeting represents an important opportunity for professional development and update, together with a wonderful networking chance.

First, I felt inspired by the amazing organization set up by our Swiss colleagues: although the event was intense, the perfect timing allowed us to enjoy the sessions at their best. The good weather, as it often happens during EAHIL events, made the beautiful city of Basel even more attractive, and those of you who were present were able to take advantage of the long and sunny days of June. Some colleagues complained about the absence of air conditioning in Basel University, the venue of the workshop: but the last June heat wave was quite unusual for Switzerland.

The other point I would like to stress is that this workshop was truly interactive. The participants had the opportunity to participate actively in the various sessions and interact with each other. This is important, in my opinion, for two main reasons: the opportunity of experimenting new didactic methods, and the possibility of appreciating in full the difference between a "conference" and a "workshop". Many thanks, therefore, to the Local Organizing Committee, chaired by Christoph Wehrmüller and Isabelle de Kaenel, for the perfect organization and timing, congratulations to the International Programme Committee, chaired by Teresa Lee, for fine-tuning the scientific programme.

Personally, I was able to follow the workshop "Medical Subject Headings translation process in the times without MTMS" (see the MeSH SIG report, in this issue as well). Moreover, I attended the workshop "Better than presentations – introducing and testing interactive methods" provided by my Executive Board colleagues Ghislaine Declève, Karen Buset and Tuulevi Ovaska. They explained several different interactive methods that are easy to implement, and the participants had the opportunity to practice the methods and to think about adding these special skills to their competences. I also took part in the "EAHIL Basel Escape Game", a special session prepared by our colleagues from Lausanne, Switzerland. Six delegates and I were locked in a room of the Basel University Medical Library, and we had to find a way to escape from the room, within a specific time, by solving puzzles and riddles. In this case, we had to find a dangerous bomber, of Italian origin, who wanted to destroy the Library. Another special session I appreciated was the "All hail the fail" one. There was time to explore some examples of professional failures, with an original approach, trying to learn and take advantage from one's mistakes.

At the Basel workshop, there was a follow up of the fish bowl discussion on health librarian's competencies and education, held at the Cardiff conference in 2018.

The aim of the fish bowl was:

- a) to discuss and collect information about the need for specific training for health librarians in Europe
- b) to find out if there was something that EAHIL could do to support a positive progress, when it comes to librarian education and continuing professional development.

NEWS FROM EAHIL

During the discussion, there was consensus that it would be great if EAHIL could help influence Library and Information (LIS) programmes around Europe to add relevant content to their curricula. The EAHIL Executive Board, decided to ask the TrEDMIL EAHIL Special Interest Group to prepare a list of suggestions for courses/competencies aimed at LIS programmes, and at the TrEDMIL SIG meeting in Basel, the SIG accepted the task. The EAHIL Board will then add a cover letter explaining the aim of the list, and invite LIS educators to discuss. The list and cover letter will afterwards be made available on the EAHIL website, for use by individual EAHIL member to distribute to their national LIS programme and/or library association.

I will provide you now with some news about the last EAHIL Executive Board and Council meetings. In June, the Board discussed about several administrative issues, bank affairs, and about redesigning the membership database. During the Board and the Council meetings, it emerged that there was no proposal for EAHIL events after 2020. Following the Board reporting, Councillors discussed about this issue. There is a need to identify possible venues for next conferences and workshops; otherwise, it will not be possible to organize a yearly event. **The Board hopes to receive good proposals before September 2019, in order to have the time to examine them and give its approval.**

I really hope that those of you who are already on holiday are enjoying their rest and their free-time period. I wish all EAHIL members a good and sunny summer.

Maurella



Delegates from EAHIL Sister Organizations, together with some EAHIL Executive Board members



EAHIL Executive Board members in Basel University meeting, 17 June 2019.



EAHIL Council Meeting in Basel, 17 June 2019.

Report from the Special Interest Group on MeSH EAHIL 2019 Workshop Basel, Switzerland, June 20th 2019

Maurella Della Seta and Scilla Pizzarelli

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The Special Interest Group (SIG) on Medical Subject Headings (MeSH) met on June 20, 2019 at 1.30 pm, in the University of Basel. Seventeen delegates, arriving from the Dutch Island of Saba, Norway, Czech Republic, Greece, Germany, England, Finland, Switzerland and Italy, attended it. Some of the participants in the meeting were MeSH translators, others information specialists and librarians interested in PubMed, medical terminologies, and more generally in National Library of Medicine (NLM) electronic resources.

As in the past years, Dianne Babski, Deputy Associate Director, Library Operations, US National Library of Medicine, attended the meeting. She focused her presentation on the new PubMed version, available for testing at an experimental site (called PubMed Labs) until January 2020, when the updated version will definitively replace the current one. The new interface, which is still in development, was designed to improve the search quality and overall usability of PubMed especially by mobile devices' users, whose number is growing dramatically.

Some of the various improvements of the forthcoming PubMed version include¹:

- a) a new relevance search algorithm, as an alternative to the traditional date sort order, to provide users with the most pertinent information
- b) the enhancement of author disambiguation through the ORCID unique identifiers (if supplied to the publisher by authors)
- c) the ability to supply plain language summaries right below each abstract
- d) LinkOut consolidation by means of one's own library icon on every citation to direct user to full text or ILL form
- e) a new Share button on the search results page to share PubMed citations on Twitter and Facebook or to grab a permalink
- f) a new Cite button providing easy access to citation information in AMA, MLA and APA formats.

¹ More information about the new PubMed version available on the NLM Technical Bulletin:
https://www.nlm.nih.gov/pubs/techbull/mj19/brief/mj19_pubmed_mla_2019_update.html

NEWS FROM EAHIL SPECIAL INTEREST GROUPS

At the end of Dianne's interesting presentation, the participants expressed their concern on issues arising from the discontinuation of the MeSH Translation Management System (MTMS). Dianne assured that the NLM's MeSH support group will continue to be operational and announced the release of 2019 MeSH Descriptor Files within the month of August.

During the EAHIL Workshop in Basel, our colleagues Filip Kriz and Lenka Maixnerova working in the National Medical Library, Czech Republic, presented an interesting workshop: "Medical Subject Headings translation process in the times without MTMS". During this interactive session, they presented an open-source system for MeSH translation workflow and data management, called "MeSH Translation Workflow" (MTW). This interface could be useful to those organizations that have not yet developed a new software replacing the NLM MTMS².



Participants in the MeSH SIG meeting in Basel, 20 June 2019.

² It is possible to find further information on the MTW interface at the wiki project page <https://github.com/filak/MTW-MeSH/wiki>.

Report from Public Health Information Group's Meeting

Tomas Allen (a), Ana-Belen Escriva (b), Mala Mann (c) and Katri Larmo (d)

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(b) European Centre for Disease Prevention and Control (ECDC), Solna, Sweden, ana-belen.escriva@ecdc.europa.eu

(c) Specialist Unit for Review Evidence, Cardiff University, Cardiff, UK mannmk@cf.ac.uk

(d) Terkko - Medical Campus Library, Helsinki University Library, Finland
katri.larmo@helsinki.fi

Public Health Information Group (PHIG, <http://eahil.eu/sig-2/public-health-information-group/>) met on Tuesday 18th June at 13 - 13.50. Tomas Allen, Ana-Belen Escriva and Mala Mann co-chaired the meeting. We were happy to have seventeen participants, eager to discuss and share information and ideas. After the round of introductions, the meeting continued with the main topic from last year: HealthReach (<https://healthreach.nlm.nih.gov/>). HealthReach is a database by NLM and its goal is to enhance access to accurate multilingual and multicultural patient health information. In Cardiff 2018, we started to map the potential for collaboration between EAHIL members and HealthReach, to gather European materials to HealthReach. It was a pleasure to have Dianne Babski, Acting Head of the National Information Center on Health Services Research & Health Care Technology at the NLM, to join our meeting and give us an update from NLM. Dianne informed us that NLM is currently going through a reorganization. In that context, the variety of databases offered is evaluated and some of the overlapping services will be merged. It is yet to be decided whether HealthReach remains an independent database or is merged with an existing database e.g. to MedlinePlus. For this reason, there is no room for any bigger co-operation projects. However, it is useful for EAHIL members to spread the word about HealthReach and MedlinePlus in their own countries, especially to those working with minority groups. The main news from NLM is the renewal of PubMed: the new version is launched in September. It's worth checking PubMed Labs (<https://www.ncbi.nlm.nih.gov/labs/pubmed/>) to get a preview of the new PubMed.

Dianne's full presentation can be seen here: <https://www.slideshare.net/EAHILPHIG/nlm-update-by-dianne-babski-18th-june-2019>.

The other main topic of our meeting was updates from WHO. Tomas Allen told some good news: WHO will build a WHO Academy in Lyon, France. The Academy is still in an early stage, but the aim is to give high-quality education to health professionals, especially to professionals from low and middle-income countries. The WHO Academy will offer good learning environments, health emergencies simulation centre and collaboration spaces as well as e-learning opportunities. WHO will put a lot of emphasis on distance training in many different languages, to ensure life-long learning for health professionals around the world. More details on our meeting discussions can be read in the minutes of our meeting: <https://www.slideshare.net/EAHILPHIG/eahil-basel-2019-public-health-information-group-meeting>.

Evaluation and Metrics SIG Report, EAHIL 2019 Workshop, Basel, Switzerland

Derek Halling

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The Evaluation and Metrics SIG met on Tuesday, 18 June from 17:00 – 18:00 (5pm – 6pm). The meeting was convened under the co-chair leadership of Alicia F. Gomez and Valeria Scotti. Reports included the sharing of results from a recent survey that captured information on and librarian knowledge with metrics tools and usage. That information was also submitted and accepted for publication as an article by JEAHIL (published within this same issue), serving as an encouragement for all members to investigate more into this area for the good of the profession as well as individual curriculum vitas. Just as surprising and impressive as the viola playing of Christoph Wehrmuller at the EAHIL Welcome, SIG member excitement and gratitude was expressed when two SIG members (Louise Farragher and Tomas Allen) willingly volunteered their talents for the respective needs of website updating and webinar coordination for SIG updates and future online meetings.

It is anticipated that both of these roles will move the SIG in a more proactive and informative direction for members as well as any interested visitors from outside of the SIG membership. As the wickelfisch has the dual purpose of serving as a waterproof bag and helping keep people afloat, the website will have the dual purpose of sharing our SIG successes, while also providing a destination for evaluation and metric training tools. Webinars could be used for both future meetings as well as potential training sessions. Other conversation points brought up included consideration of a SIG twitter identity, a SIG specific hashtag, and a posted listing of potential future projects to work on (most with the intent of leading to publication). The meeting updates and resulting conversations flowed with excitement at the learning, sharing, acting, and bridging that occurred...almost on parallel with the Carnival performance at the EAHIL dinner!

The meeting was adjourned on time, and all were bid farewell and happy travels!



Taiwan Medical Library Association (TMLA) becomes sister organization of EAHIL



Tzu-heng Chiu

President, TMLA

Professor & Director, Taipei Medical University Library, Taipei, Taiwan
tzchiu@tmu.edu.tw

In June 18, 2019, EAHIL President Maurella Della Seta and TMLA President Tzu-heng Chiu signed the agreement between the European Association for Health Information and Libraries (EAHIL) and the Taiwan Medical Library Association (TMLA) during the EAHIL Workshop in Basel, Switzerland. These two associations became sister organizations formally. According to the agreement, both organizations will participate in the following foundation reciprocal activities:

- the sharing of the organization's strategic plan to the other organization's board;
- appointment of a Liaison Officer;
- one complimentary conference registration to the other organization's annual conference offered to the President of the board;
- communicate information about activities of the respective organization in the journal or website of the other organization;
- communication of this agreement to members.

The Taiwan Medical Library Association (TMLA) was founded in September 3, 2015. Most of the members came from the Medical Library Committee, Library Association of the ROC (Taiwan). The MLC LAROC was found in 1978 and a two-day Annual Conference of Medical Librarians was held in Taiwan. The mission of the TMLA is to facilitate the exchange and development of the medical libraries in Taiwan, promote the professional certificate and continuing education of the librarians of the medical libraries. The goal of the TMLA is to encourage librarians of medical libraries to participate in the promotion of the medical humanistic education, enhance the relationship, communication and cooperation between the national and international medical libraries, related research institutions and industries, organize and host keynote speeches, seminars and academic activities associated with the medical library.

In 2018, the total number of the TMLA membership is 214, among them, 156 are individual members, 51 are group members and 7 are sponsor members. There are 15 members in the Council, and 5 of them served as executive members. The President is elected among the 5 executive members. There is a board of supervisors with 3 members. In addition to the Secretariat, there are five committees as follows:

- the education committee;
- the promotion and outreach committee;

- the international cooperation committee;
- the network and Information committee;
- the evaluation and Evidence-base committee.

The TMLA issues the “Professional Certificate of Medical Librarianship in Taiwan”. This certificate could be gained via passing the accreditation exam or applying by academic publications. After one-year planning, the TMLA launched its first accreditation exam of medical librarians in August 2017. The exam lasted for 90 minutes with multiple choice and essay questions. Candidates who get the score higher than 70 pass the exam and will receive the certificate. The 1st year exam was held in August 26, 2017, 47 medical librarians registered for the exam and 37 of them pass (78.7%). The 2nd year exam was in August 11, 2018, 21 medical librarians registered for the exam and 15 of them pass (71.4%).

As to the International cooperation, every year, the TMLA organizes delegation to attend CALIS medical center annual conference in China, MLA annual meeting, and ICML. The first contact of TMLA and EAHIL can be traced back to March 2016, when the TMLA held an International conference and invited EAHIL President Maurella Della Seta as one of the keynote speakers. In 2017, the EAHIL Board invited TMLA to attend a round table discussion for mutual areas of interest with other medical library professional organizations from United States, Canada, Australia, South Africa during the ICML+EAHIL Conference in Dublin. Since then, TMLA delegates attend EAHIL conference annually.

Every year, the two-day TMLA annual conference is held in the late August or early September in different cities by different medical libraries of the country. Our 2019 annual conference will be held in the International Conference Hall of Changhua Christian Hospital, Changhua, Taiwan in September 5-6. We welcome members of EAHIL to attend our annual meeting.



Publications and new products

Letizia Sampaolo

Istituto Superiore di Sanità, Rome, Italy

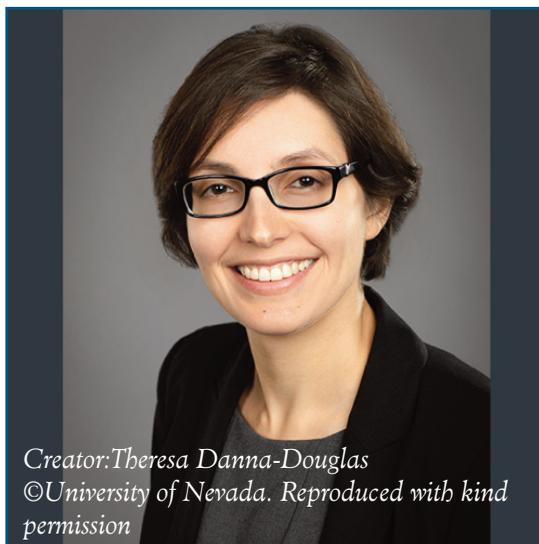
letizia.sampaolo@iss.it

Dear friends,

Once in a while I'd like to write about an academic librarian, Elena Azadbakht, who last July published an inspiring article about a topic that is being debated since 1980 . Currently serving at the University of Nevada, Reno, she has experience providing research support and information literacy instruction to faculty, students, staff, and researchers in allied health fields. She is interested in library website usability as well as research data management and systematic review support. She produces e-learning materials, including video tutorials and research guides (LibGuides) and teaches (general library instruction sessions and workshops, including library instruction for Core Writing classes.

Now, she has just published the narrative review "Humour in library instruction: a narrative review with implications for the health sciences". In her words, "...One of the most frequently mentioned benefits of integrating humour into library instruction is its ability to put students at ease and alleviate any stress or anxiety they may feel", and " humour can make instructors seem friendly and approachable" which means students are more likely to ask them for help when they need it. Nevertheless, "many authors caution against the inappropriate use of comedy" as it may demean individuals or particular groups of people.

In the review you can find plenty of appealing and challenging examples, from the literature, of means to incorporate humour into instruction. Even if your sincere attempt might be risky, it is worthwhile trying, especially given the high-stress nature of health care. Enjoy the read of the full article!



Creator: Theresa Danna-Douglas
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JOURNAL ISSUES

Health Information and Libraries Journal: Contents of September 2019 (36:3)

Editorial

The mutual benefit and varied roles of librarians in supporting healthcare document management

Pratchett T

Review

Meeting the review family: exploring review types and associated information retrieval requirements

Sutton A, Clowes M, Preston L, Booth A

Original Articles

- **LILACS search strategy for systematic reviews of diagnostic test accuracy studies**
Pereria R, Puga ME, Atallah A, Macedo E, Macedo C
- **The development of search filters for adverse effects of medical devices in MEDLINE and Embase**
Golder SU, Farrah K, Mierzwinski-Urban M, Wright K, Loke Y
- **Translating the Cochrane EMBASE RCT filter from the Ovid interface to Embase.com: a case study**
Glanville J, Foxlee R, Wisniewski S, Noel-Storr A, Edwards M, Dooley G

Regular features

- **Dissertations into Practice**
Health information seeking behaviour and the librarian's role in supporting digital and health literacy.
Butler R
- **International Perspectives and Initiatives**
Ugandan health libraries in the 21st century: key initiatives and challenges
Mallya R
- **Teaching and Learning in Action**
Demonstrating the impact of your teaching: benefits of Higher Education Academy Fellowship for librarians
George S, Rowland J

FROM THE WEB

- **What about an assistant named Alexa?**

NEO is a powerful learning platform delivering a great user experience, while incorporating all the essential tools schools need to support efficient teaching and learning. An interesting post was published last Aug 20th on NEO's blog about the use of smart speakers like Alexa in higher education. Undeniably, they can offer great benefits as they are meant to support both staff and students, for instance when it comes to deal with organization and even demanding academic events. They can increase student productivity allowing them to search for campus events or practical information, adding reminders or setting timers, assisting disabled students to be more connected. Voice technology in the classroom can improve student skills, making them more accustomed to consuming information and performing tasks based on voice commands.

Offering students the opportunity to learn more about Artificial Intelligence is equal to prepare them for the future, Deputy John Rom stated, CIO at Arizona State University. Let's keep on, then!

PUBLICATIONS AND NEW PRODUCTS

- **Are you still on holiday?**

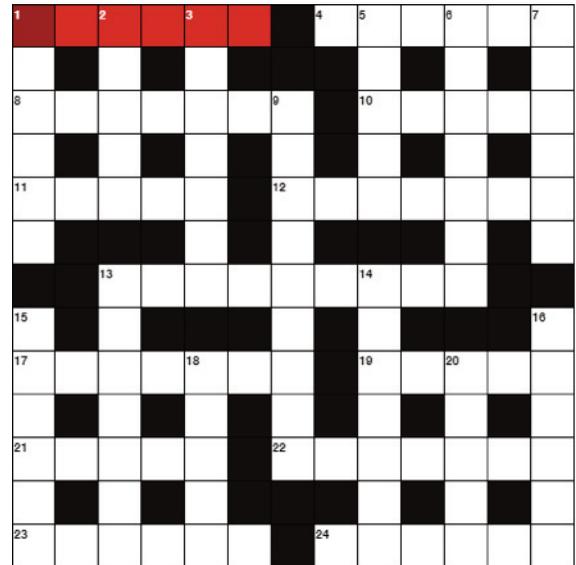
Then, why not give a try and challenge yourself with the brilliant July/August 2019 Interactive Crossword from The Scientist? You can play it offline or online. In the first case it will not be interactive. In the latter, you will be assisted by functions like Help – providing detailed instructions - Save, Share, Clear, plus Timer, Score, Print and even Play Together!

ACROSS

- 1) Site of some experiments on vestibular function
- 4) Like each case in personalized medicine
- 8) Word before limb or orchid
- 10) Insect in its adult stage
- 11) Type of cranial nerve
- 12) Curative treatment
- 13) DNA testing results
- 17) How "test-tube babies" are fertilized (2 wds.)
- 19) Croatian-born pioneer in alternating current
- 21) Crown + neck + roots
- 22) Timekeeper using a gnomon
- 23) Knee jerk or eye blink
- 24) Doctorspeak or technobabble

DOWN

- 1) What can make liquid flow uphill
- 2) Fungus studied by Pasteur
- 3) Uto-___ language family
- 5) Unwanted signal; irrelevant data
- 6) Radiation powerhouses amid galaxies
- 7) Name lender, as Kelvin or Hertz
- 9) Unpredictable changes, as in DNA
- 13) Emit, as light or heat (2 wds.)
- 14) Annual raised by the Maya and Incas
- 15) When weasels may turn white
- 16) Funny George who said, "Electricity is really just organized lightning"
- 18) Largest alpine lake in North America
- 20) What bullet ants do quite impressively



THE SCIENTIST PUZZLE (Note: The answer grid will include every letter of the alphabet.)
by Emily Cox and Henry Rathvon
Powered by [PuzzleMe™](#)

- **Bringing together the National Libraries of Europe**

Since 1987, the Conference of European National Librarians (CENL) has worked to advance the cause of Europe's national libraries that collect and preserve the written, published and recorded output of their nations, and make it accessible to users in the present day and far into the future. Europe's national 48 libraries are as varied and diverse as the 45 countries whose memories they hold and the CENL brings these great institutions together to celebrate and promote the importance of national libraries across the continent. It helps creating opportunities to meet and work together to exchange knowledge, foster professional excellence and build mutual understanding. Members of CENL are the national librarians of the member states of the Council of Europe.

IF YOU STILL DON'T KNOW

Altmetric

Altmetric (<http://altmetric.com>) was founded by Euan Adie in 2011 and the first standalone version of the Altmetric Explorer was released in February 2012. Even if this company remains relatively small, its users include some of the world's leading journals, funders and institutions.

Altmetrics are metrics and qualitative data that can reveal how often journal articles and other scholarly outputs like datasets are cited and used around the world. They can include peer reviews, citations on

Wikipedia and in public policy documents, discussions on research blogs, mainstream media coverage, bookmarks on reference managers like Mendeley, and mentions on social networks such as Twitter. These are the reasons why altmetrics have been incorporated into researchers' websites, institutional repositories, and journal websites.

Therefore, if you still know nothing about these kind of metrics, consider that in 2016 Stacy Konkiel, Natalia Madjarevic, and Amy Rees compiled a primer on altmetrics that can help you understand what they are, why they are useful, and how they should be used. It is freely downloadable.

SOME INTERESTING FORTHCOMING EVENTS:

August 24-30, 2019, Athens, Greece
85th IFLA General Conference and Assembly
Info: <https://2019.ifla.org/>

September 9-12, 2019, Oslo, Norway
Theory and Practice of Digital Libraries
Info: <http://www.eblida.org/freeze-url/tpdl-2019.html>

September 25-27, 2019, Orlando, FL, USA
The 11th Guideline Development Workshop: focus on GRADE for intervention
Info: <https://gradeconf.org/2019-09/>

October 7-12, 2019 – 2019 Campaign
Celebrating libraries in a digital world
Info: <http://www.librariesweek.org.uk/>

October 15-16, 2019, London, UK
Internet Librarian International – The Library Innovation Conference
Info: <http://www.internet-librarian.com/2019/default.aspx>

November 20, 2019, Utrecht, The Netherlands
GRADE workshop therapy 2019
Info: <http://dutchgradenetwork.org/grade-workshop/>

January 24-28, 2020, Chicago, IL, USA
American Library Association 2020 Symposium on the Future of Libraries
Info: <http://www.ala.org/news/member-news/2019/05/2020-symposium-future-libraries-opens-call-session-proposals>

Please feel free to contact me (letizia.sampaolo@iss.it) if you have any further suggestion about events you would like to promote.

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