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## Editorial

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*The Authors of this Editorial are Editors of the Monographic section published in this JEAHIL issue*

### **Open education and libraries: sharing for the future**

The last few years have been a demanding period for all of us in many ways. But it has also been a time of sharing and openness in the scientific area. We have seen a major change concerning preprints and sharing research earlier.

This makes an impact on the health librarians as well since we all are supporting the researchers and students. We have seen more willingness in sharing the “how’s” when it comes to education and teaching. But also, an openness in publishing from our point of view as providers of scientific information.

In this issue we have the theme “open education” in a broad sense. We have chosen a few papers describing different aspects of this openness.

In the first paper, Juuso Ala-Kyyny and Markku Roinila, from Helsinki University Library, discuss open access journals hosted by the Library, and how these are used as educational tools. The students can learn from creating and from peer-reviewing content.

In the next paper Rebecca Wojturska, from the University of Edinburgh, describes open-access publishing hosted by the Library, and how this student-led open access publishing can support student learning, and academic literacy.

Finally, Fiona Brown, Heather Moberly and Emma Place (from the University of Edinburgh, Texas A&M University and the University of Bristol) describe “EBVM Learning”, an open access online learning tool designed to support learning and teaching of evidence-based veterinary medicine. They give some examples of how this open educational resource is currently used in teaching.

These papers show some ways in which libraries, and librarians, can support openness in learning as well as in research.

# Library hosted open access journals as tools for teaching publishing practices

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## Abstract

We will discuss teaching publishing practices and different forms of student participation in three open access journals hosted by Helsinki University Library's *Editori*-service, two of which are from a field of neurosciences. As a theoretical framework, we will distinguish between classroom journals (with students providing the content and teacher acting as an editor), student-led journals (students acting in both roles) and mock journals (which are like classroom journals, but the journal remains unpublished). Our discussion is founded on interviews of journal editors and analysis of student roles in the journals. In addition, we will mention one previous experiment of a mock journal in *Editori*-service, related to a Doctoral School working seminar in Humanities and Social Sciences.

**Key words:** neurosciences; neuropsychology; open access journal; academic training; publishing.

## Introduction

Scientific publishing involves a lot of practical learning. The author should be aware of submitting practices, style requirements, referring practices, relevant publication channels and argumentation. Open access publishing introduces additional requirements, such as knowledge of different article versions concerning self-archiving, open access licences, persistent identifiers and promoting one's open publications.

Learning these best practices can be supported by libraries and learning organizations in various ways. They can be taught in doctoral schools, in connection to seminars or through other colleagues. In this article we will discuss student participation in library hosted (open access) journals. As case studies we present three different open access journals hosted by Helsinki University Library where students are involved in various ways. We will also mention one project related to a non-open journal hosted by the library.

## Open journals as forms of open pedagogy

Helsinki University Library started an open access journal hosting service, titled *Editori*, in 2019 (1). It can be seen, in addition to open access journal service, as an educational tool that can be used for open pedagogy. The basic idea of open pedagogy is that it in-

creases the awareness of open access of students in the sense that they are both creators and contributors of knowledge (2). Thus, open pedagogy transforms the traditional roles of teachers and students – both can participate and work towards a common goal which can be an open publication.

In literature, there has been discussion of at least three different ways this can be done. The first is a *classroom* or *course journal*. In this model students are involved in the production of an online open journal within a classroom context. They write papers which are published in the journal produced. The students can peer review other's papers and revise their own papers after receiving feedback from other students. The open access journal featuring these articles is edited by the teacher and the students form the editorial board. The journal remains the same from one course to another but the editorial board changes regularly (3). In addition to peer review practices, the teacher can also provide advice and teach practices related to open access publishing in the context of the journal produced.

The second model can be called an open student journal. It is like a classroom journal, but it is entirely edited and produced by students. Student-led journals can be hosted by libraries which can also provide technical support (4). The student journal can be related to a certain discipline or even to a faculty, but also spe-

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cialize in certain topics in which case they are most probably produced by Ph. D. students, post-doctoral students, or both. In this case open access practices are learned by the students themselves, but the library can help, for example, by giving tutorials, acquiring persistent identifiers to articles, and informing of changes in publication practices.

In the third case the journals produced can be mock journals, which are fictitious and open only to students of the course and their teachers. The library can also host these journals — the journal is created but not made visible. With mock journals in the classroom context, scholarly communication and publishing concepts, including open access practices, can be taught (5). The mock journals are like the classroom journals, but there is no end-product. These different types of journals and educational settings serve different pedagogical needs.

### Open journals of the *Editori* service and their pedagogical aspects

In this section, we take a closer look at three open access journals hosted on the *Editori* service. We look at the pedagogical dimensions of the editing and publication processes of these journals. The account is based on an analysis of the journals and interviews with journal editors in April-May 2022.

*Journal for Reproducibility in Neuroscience (JRepNeurosci)* (6) is a peer-reviewed international journal that joined the *Editori* service in February 2020. *JRepNeurosci* publishes peer-reviewed articles that attempt to replicate research or individual experiments in the field of neuroscience. The journal's editorial board includes researchers ranging from principal investigators to Ph. D. students and master's students; the editor-in-chief is researcher Plinio Casarotti. The master's and Ph. D. students on the editorial board bring an educational aspect to the journal: they participate in the journal's editorial work, such as handling the manuscript process and copyediting. However, the focus of the journal is on scientific publishing, not education.

"Students were part of the editorial board and had an active role in the definition of the journal's scope. Some students have experience studying in English-speaking countries, so we used their skills as copyeditors. [Students are] supervising handling and assessing manuscripts submitted to the journal. The whole process was supervised by an experienced editor. The stu-

dents had an active role in the journal and learned how the journal operates and the workflow of the articles" (7).

*Neuropsy Open* (8) is a non-peer-reviewed journal that joined the *Editori* service in December 2019. *Neuropsy Open* publishes final diploma papers of the specialisation programmes in neuropsychology as well as research and brief reviews of recent dissertations in the field of clinical neuropsychology. The diploma papers have been evaluated and approved as part of the training programme, but they have not been peer-reviewed. The diploma papers are systematic literature reviews, and they are seen as necessary from the point of view of disseminating information because they "provide valuable up-to-date information on clinically relevant topics" (9). *Neuropsy Open* has been established specifically for the needs of the University of Helsinki's (UH) specialisation programme in neuropsychology and for the publication of systematic literature reviews. The editorial board of the journal consists of teachers and researchers from the department, with Laura Hokkanen, Professor of Clinical Neuropsychology at UH, as the editor-in-chief of *Neuropsy Open*.

"Students in specialisation programmes in neuropsychology are not involved in editorial work but they produce the journal's content. Once the final diploma paper has been approved and the credits have been registered, the student will be asked whether he or she consents to the publication of the work in this journal. If written permission is obtained, the paper will be edited to fit the journal, and the author will receive the proof version to check out. They are not required to do anything else. Systematic literature reviews address topics that arise most commonly from clinical work. Thus, the amount of information collected by the reviews and its synthesis is beneficial not only to the student herself/himself, but also to other clinicians who encounter the same question in their work. If literature reviews were left only on students' or examiners' computers, it would not develop the professional field. Through the *Neuropsy Open*, literature reviews also reach other members of the profession, outside the university. The quality of the literature reviews was pretty good even before *Neuropsy Open* was founded, and that was also an important reason to set up the journal. The journal has such a short history (since 2020) that I dare not say whether the quality of literature reviews has increased with the journal. The stu-

dents themselves have a very positive attitude towards the journal. Between 2019 and 2021, 21 students completed their final diploma papers, that were not published elsewhere, and 15 of them, or 71%, gave permission to publish their work at the *Neuropsy Open*" (10).

*Lumat-B: The International Journal of Maths, Science and Technology Education* (11) is a peer-reviewed international journal that joined the *Editori* service in 2019. The journal publishes congress and seminar presentations on the topics of teaching mathematics, science, and technology. The journal is published by the Luma Centre Finland (established 2003 at the University of Helsinki), a national network focusing on science education in LUMA subjects (i.e., mathematics, science, and technology). The editor-in-chief of the journal is Professor Maija Aksela (Department of Chemistry, UH) and the corresponding editor is University Lecturer Johannes Pernaa (Department of Chemistry, UH). At *Lumat-B*, the students conduct the peer review, and the editors evaluate the outcome. In this way the journal has an educational aspect. It is also used to publish articles written in an UH course for master's students, "Tutkiva ja eheyttävä kemian opetus" (Exploratory and integrative chemistry teaching).

"The aim [of the journal] is to learn how scientific publications are evaluated. This competence completes the 5-year studies in chemistry teaching, which provides a good basis for pursuing further studies. Basically, writing an article has been seen as a scary and cumbersome task, but once the article is ready and published, it has been remembered as a positive experience" (12).

### The many forms of student participation in *Editori* journals

At the beginning of this article, we described three ways to integrate pedagogical perspectives in scientific journals: 1) classroom or course journals, 2) student-led journals, and 3) mock journals. The journals operating on the *Editori* platform are not unambiguously structured in any of these classifications, but they are closest to the classroom or course journals in the sense that students are involved in the workflows of the journals with the guidance of more experienced researchers and teachers. This feature is evident in *Lumat-B* and *Neuropsy Open*, where students are primarily involved in producing content. In *Lumat-B*, students also partic-

ipate in peer-reviewing the articles. In both cases, the journals are also directly linked to teaching at the University of Helsinki: *Neuropsy Open* to specialisation programme in neuropsychology and *Lumat-B* to a course for master's students.

*The Journal for Reproducibility in Neuroscience* has some features of a student-led journal because there are students on the journal's editorial board. In other words, students are involved in editorial decisions, and they participate in editorial processes. However, none of the journals operating on the *Editori* service is a solely student-run journal; researchers and teachers have a guiding role in journals as principal editors.

All journals discussed above are open, so there are no mock journals among them. However, an interview with *Neuropsy Open*'s editor-in-chief provided more information on the journal's possible future plans. Teachers in the specialisation programme in neuropsychology have discussed in thesis using seminars the *Editori*'s Open Journal System (OJS) -based platform for collecting peer-reviews from students. However, the final publication would still be openly available.

"The platform of the journal could also be used as a tool for supervising the thesis, in which case peer-review from fellow students in the seminars could take place within the framework of the journal, and the threshold for finally granting permission to publish would be further lowered. There are no plans to move on to this yet but maybe later. Giving feedback per se needs to be developed, there seems to be a pretty big threshold for it, and students are reluctant to give their unfinished work to others to read" (13).

Although *The Journal for Reproducibility in Neuroscience*, *Neuropsy Open*, and *Lumat-B* are all open access journals, in 2019 *Editori* was also used solely for training purposes as an in-course (closed) journal. This experiment on a mock journal involved a doctoral school working seminar where Ph. D. students of philosophy, social sciences, art studies and literature presented papers or thesis chapters. A mock journal was created for the seminar and the teachers acted as editors. The students submitted their papers to the journal in *Editori* and downloaded an assigned paper of another student from the created mock journal platform. An external reviewer (usually from another university) was also assigned to review the paper. Before a certain date both the students and the external reviewers were obliged to

submit their reviews to the journal. Thus, the journal acted as a platform to distribute the papers and collect the reviews.

In the closing seminar of the doctoral school the students presented their papers and responded to the reviews, reflecting on how to improve their papers. The enterprise was thought to be very useful, as most students had not written peer review reports before or received detailed reviews of their work. The journal and therefore the papers were not published, but in theory this one-off project could have ended up as being a volume of a journal or an open collection of papers (14).

*Submitted on invitation.*

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# Facilitating student-led Diamond open access publishing in Edinburgh University Library

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## Abstract

*Edinburgh Diamond is a book and journal hosting service, based in the University of Edinburgh's library. A free service for our staff and students, Edinburgh Diamond seeks to embolden and support those who wish to be involved with diamond open access publishing. Almost half of the journals we host are student-led publications. This article demonstrates why student-led open access publishing is important for student engagement, experiential learning, and academic literacy, and how the library helps facilitate that.*

**Key words:** *academic publishing; open access; diamond open access; student-led publishing; experiential learning; academic literacy.*

## Introduction

Edinburgh Diamond is a book and journal hosting service, based in the University of Edinburgh's library. A free service for our staff and students, Edinburgh Diamond seeks to embolden and support those who wish to be involved with diamond open access publishing, whether through publishing their own work or facilitating the publishing of other's. The journal aspect of the service (the focus of this article), includes: use of Open Journal System (OJS) to facilitate workflow management, including handling submissions, organising peer review, uploading the copyedited and typeset files, and publishing the content; workflow and system training; tech support, including upgrades; ISSN and DOI registration; publishing best practice guidance, including advice on policies and publication ethics; indexing management; and annual reporting on article downloads, citation and reach. The service currently does not offer copyediting and typesetting services, and we expect journal managers to coordinate their own workflow in whatever way suits them, although guidance is provided. Uigín *et al.* (1) note that "Student-led journals have become increasingly popular ventures in tertiary education in recent years". Although we have hosted student-led journals for a while, it is only in recent years that we have actively sought to increase our involvement in the area. Of the nineteen live journals we cur-

rently host, seven are student-led and three of those were launched within the last eighteen months. We plan to further increase the amount of student-led journals in the coming years, and this article outlines our key reasons for doing so, and why we think student-led open access publishing is an important aspect of tertiary education and of student engagement, experiential learning, and academic literacy.

## Student engagement

Uigín *et al.* (1) note that academics "are constantly looking for new ways to enhance students' engagement with the Academy". This aim extends to librarians and professional services staff, who often work in collaboration with academics and students in library publishing schemes. By engaging students with open access library publishing, we are providing them with knowledge of the academic publishing process, including submission management, peer-review facilitation, copyediting processes and typesetting. There are many reasons why someone might set up a student-led journal, ranging from supporting research coming out of specific courses, to attracting prospective students to said courses, from generally promoting student work, to making said research citable and discoverable. Below are some examples from our student-led journal portfolio.

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*Contemporary Challenges: The Global Crime, Justice and Security Journal (CCJ)*

CCJ is a journal founded in 2020 by students from the MSc in Global Crime, Justice and Security programme at Edinburgh Law School. The journal invites students from any institutions to submit, and the editorial board is made up of postgraduate students from a variety of disciplines including law, criminology and international relations. The content published is relevant to the disciplines taught on the course itself, broadly including the intersections of crime, justice and security, and more specifically including civil and transnational conflict, global security and justice, criminological theories and critiques, discrimination and human rights, policing and prisons. However, the journal also aims to be global in its outlook. The founding students wrote that: “*Contemporary Challenges* was established with the aspiration to advance a multi-disciplinary approach to issues of global crime, justice and security that have traditionally been dealt with in compartmentalised academic fields. We believe that this has contributed to the formation of functional academic silos that are counterproductive when discerning responses to contemporary challenges. Our vision is for CCJ to serve as a platform for interdisciplinary debate that is of relevance to academics, policy makers and law enforcement officials alike. We hope that the journal will be a starting point for further discussion, research and collaboration across disciplines and professions” (2).

This demonstrates that some student-led journals are not only set up to highlight the work of students but are also spaces for students to engage in and contribute to their academic field in a concrete and professional way. Edinburgh Diamond helps facilitate this professionalism by providing guidance that helps cement the journal as industry standard – including using guidelines set by the Committee of Publication Ethics (COPE) and the Directory of Open Access Journals (DOAJ) – by engaging in indexing activities to increase the article’s discoverability, and by measuring the journals performance so that the students can make plans for the journal’s sustainable growth in the areas of submissions and reach.

*Leviathan*

*Leviathan*, founded in 2010, is a journal for any student of the University of Edinburgh, regardless of their topic of study, to “elevate political discourse through rigorous research and open-minded discussion” (3).

*MUSIC.OLOGY.ECA*

*MUSIC.OLOGY.ECA* is a journal set up in 2021 that invites submissions from any students, researchers or affiliates of the University of Edinburgh and aims to showcase “interdisciplinary music research, reviews and criticism, as well as raising awareness of the field of musicology throughout the University of Edinburgh and beyond” (4).

*Re:think: a journal of creative ethnology*

*Re:think* provides a platform particularly for undergraduate students of the University of Edinburgh to publish work “which seeks to better understand the everyday life of ourselves and others through ethnographic research” (5).

*FORUM: University of Edinburgh Postgraduate Journal of Culture & The Arts*

*FORUM* was founded in 2005 by a group of postgraduate students in the School of Literatures, Languages and Cultures (LLC). The aim was “to create a postgraduate journal with the desire for learning and developing new or existing academic skills as well as for developing and fostering a sense of community and exchange primarily within the Edinburgh LLC postgraduate community but also further afield” (6). As with most of the student-led journals we host, the editors encourage student involvement through roles varying from peer-reviewing to article-editing, from issue-editing to social media management. The editors stated that “*FORUM* was conceptualised as space in which to help postgrads develop and gain confidence in their academic skills within a congenial and supportive atmosphere” (6).

The breadth of journals we host show the many reasons that students may wish to set up or engage with journals, demonstrating there isn’t one mould for student-led publishing. *FORUM*’s aims in particular highlight how student-led publishing can tie in with experiential learning and of preparing students with skills that would benefit their coursework as well as future publications within an academic career.

## Experiential learning

David Kolb (7) in his work on developing experiential learning stated that, “Knowledge is continuously derived from and tested out in the experiences of the learner”. The importance of learning through practical

experience is evident in student-led publishing, as students are engaging in both sides of academic publishing: the writing processes as well as the publication processes. When working through submissions, they are tasked with thinking critically about journal scope, assessing article quality and suitability, and reviewing whether an article is well-researched and is bringing a new perspective to the field: all of which requires a well-rounded knowledge of the field in question, as well as the ability to critically assess what constitutes quality and suitability. As Giac *et al.* (8) note, “Experiential learning is the ultimate way to match learning with the practical application, consisting of gaining knowledge and development of skills at the same time.” In order for student-led publishing to be a sustainable tool in this development of skills and their practical application, a service must be well supported, with the service provider giving ongoing support through all stages of the process.

Kolb explored multiple models of learning, and the Lewinian experiential learning model looks particularly useful in its application to student-led publishing. This model consists of four elements:

1. concrete experience;
2. observations and reflections;
3. formation of abstract concepts and generalisations;
4. testing implications of concepts in new situations.

As students graduate, they of course must hand management of the journal to new sets of students. We therefore encourage students to reflect upon their time as a journal manager and to provide handover notes and training to the next editor(s) – which is in addition to the training the library gives – so that their observations and reflections can be taken on board and built upon for the next volume of issues. Combined with their experience, made more concrete by the library’s staff’s expertise, student-led publishing can be a sustainable model for experiential learning and academic development.

### Academic literacy

Linked to experiential learning is the idea of academic literacy: the importance of students’ ability to understand and engage with their course, research and writing requirements. Ursula Wingate (9) discusses mismatches between needs and provisions when it comes to academic literacy: “Mismatches typically exist

between students’ levels of academic literacy knowledge and institutional requirements and expectations. There appears to be a widespread lack of awareness of what novice students know and what they need to learn, and as a result, literacy instruction is often inadequate”. Student-led journal publishing can contribute towards bridging the gap between academic literacy knowledge and institutional requirements by using experiential learning as a method of skill development, for use during the course itself and in a future academic career. Providing students with the tools needed to understand publishing workflows, as well as in what is suitable for publication, better equips them to apply skills to their own work, increasing their chances of academic excellence.

### Conclusions

Overall, through the publication of student-led journals, the students are able to further engage in academic research, writing, peer-review and the publishing processes that underpin academic publishing.

Kolb (7) said that “Knowledge is the result of the transaction between social knowledge and personal knowledge” which when applied to student-led publishing highlights the important of the students not only learning about academic publishing from Edinburgh Diamond and their peers, but in bringing their own experiences and views to tweak the journal’s processes and to make their own contribution. This in turn strengthens knowledge, engagement and sense of academic identity and purpose.

To conclude, under the models of experiential learning and academic literacy, our student-led publishing programme provides an opportunity to develop student engagement within their education and in preparing them for academic life through developing their academic identity, rigour and knowledge about academic publishing.

*Submitted on invitation.*

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# Evidence-Based Veterinary Medicine Learning: an open access tutorial for practitioners and students

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(c) Veterinary Sciences Library, University of Bristol Library Services, University of Bristol, Bristol, UK

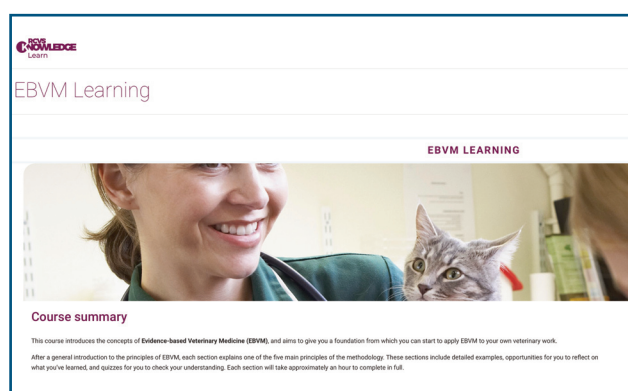
## Abstract

*EBVM Learning, an open access online tutorial, has been developed to support the teaching of evidence-based veterinary medicine (EBVM). This paper provides the project background and teaching examples. The authors request JEAHIL readers share this resource with colleagues who support evidence-based practices including veterinary medicine.*

**Key words:** *open access; online tutorial; evidence-based veterinary medicine; computer-assisted instruction; access to information.*

## Introduction

EBVM Learning ([www.ebvmlearning.org](http://www.ebvmlearning.org)) is an open access online tutorial teaching evidence-based veterinary medicine (EBVM). Launched in 2015 and updated in 2021, it is funded by RCVS Knowledge, which is the charity partner of the Royal College of Veterinary Surgeons (RCVS) in the UK. Their mission is to advance the quality of veterinary care for the benefit of animals, the public, and society (Figure 1).



**Fig. 1.** Course summary, EBVM Learning (<https://ebvm-learning.org>).

## Background

EBVM Learning introduces students and practitioners to the key concepts and methodologies of evidence-based veterinary medicine. It was developed by an international project team of academics, clinicians, researchers, veterinary experts and veterinary information specialists (librarians). In 2019, the project team membership was expanded, with more countries represented – there are members from Europe, North America, Africa and India. The project team now also includes veterinary nurses. This expanded team reviewed and updated the tutorial, and the new version was launched in 2021.

EBVM has adapted the methodologies used in evidence-based human medicine to the veterinary world, with some important variations in terms of the key sources of evidence recommended, and the way it is appraised and applied. Just as librarians have played an important role in creating resources such as the *Cochrane Handbook for Systematic Reviews of Interventions*, they also contributed to the creation of this resource. The tutorial has a section on acquiring evidence that was authored by the veterinary librarians on the

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team, which covers the main sources of veterinary information to use to search for high level evidence for clinical decision making. It also offers tips and advice on searching bibliographic databases for veterinary evidence and on obtaining journal articles in full-text.

The project has always aimed to increase the awareness of, and skills in, EBVM in students and in veterinary practitioners. The veterinary community have adapted the methodologies developed for evidence-based human medicine to apply to animal medicine, and there is a drive to increase awareness of the benefits of such an approach in the veterinary profession. It requires some distinct approaches, partly because we are dealing with more than one species, but also because the body of published research literature is much smaller for veterinary medicine than human medicine, and so search strategies often need to be broader to increase recall of relevant evidence. There isn't a Cochrane equivalent for veterinary medicine, and in the UK there isn't a veterinary equivalent of the National Health Service (NHS). There are of course several groups working on EBVM, notably RCVS Knowledge, and the Centre for Evidence-based Medicine and there are some recent initiatives, such as the EBVM Manifesto (1).

A key part of increasing awareness in the profession, is increasing awareness in veterinary students of EBVM. The project team believed that teaching veterinary students about EBVM and giving them the skills for this would help the profession as a whole become more evidence-based. The aim is for students to become familiar with the principles and practice of EBVM during their studies, so that they see the value in being evidence-based practitioners when they graduate (2). The tutorial was designed for veterinarians in practice, as well as for students, so they can still use EBVM Learning as a resource when they are working in practice. This is, indeed, one of the ways it is being used (3). Following feedback from practitioners, however, the project team developed a 'slimmed-down' version of the tutorial, aimed specifically at veterinarians in practice. This is called "EBVM for Practitioners", and was launched in March 2022 at EBVMforPractitioners.org. As mentioned, the project team includes veterinary practitioners and veterinary nurses, and they provide regular feedback on this. This new tutorial provides practitioners with practical tips to help them become evidence-based practitioners.

## Use in teaching

The tutorial is built around the five steps of EBVM, with each of the steps being a separate section in the tutorial. It draws on the methodology developed by Cochrane and others, and applies it to veterinary medicine. EBVM Learning is a UK funded resource, but its aim is to be one which has international value. Having an international project team helps this, as the team is conscious of things such as differences in terminology, and how best to overcome this. For example, in the UK, we have veterinary nurses, but other parts of the world may have veterinary technicians.

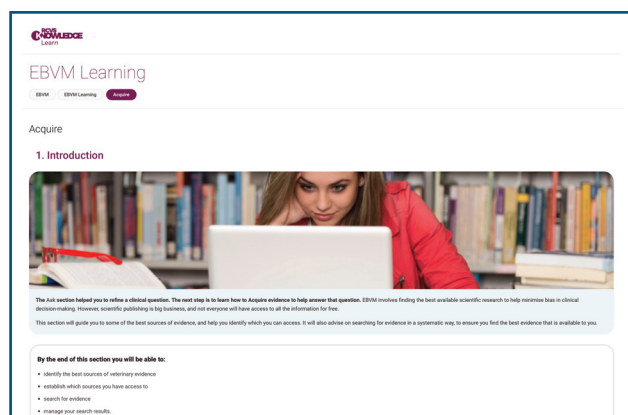
The tutorial was designed to allow veterinary educators to use it how best fits their teaching, their curricula and the needs of their students. The tutorial can be used as a whole, or sections can be embedded into courses and virtual learning environments. We will present brief examples of how it's being used where we, the authors, work. The tutorial is being used in both UK undergraduate and postgraduate teaching, and is being used in US veterinary school (professional school graduate) teaching. We are aware of its use in other countries (4), but are not including these in our examples.

At Bristol University, EBVM Learning is used in undergraduate teaching. EBVM was introduced as a spiral theme throughout the undergraduate veterinary curriculum, using this tutorial as a resource within a programme of lectures and practicals that takes students through the process of EBVM step-by-step. In Year 1 they learn how to construct a clinical question and get basic training in using the Web of Science database to find evidence to help answer a question. In Year 2 they learn how to acquire evidence using more complex searches on the Medline and CAB Abstracts databases, and are given case-studies to search on. In Year 3 they learn how to critically appraise a paper. In Year 4 they have an assignment to produce an evidence summary for their own clinical question using all the skills they have learned. In Year 5 when they are out on clinics treating animals they are asked to appraise the efficacy of interventions, and consider the evidence-base for their clinical decisions, weighing it up with professional knowledge within the team and the preferences of the animal owners.

At the University of Edinburgh, EBVM Learning forms the basis of a compulsory course on Evidence Based Veterinary Medicine in Clinical Practice, part of two MSc programmes. The students work through the

tutorial, spending a week on each section. There is input from the teaching team and weekly discussion board topics. The Academic Support Librarian for Veterinary Medicine is the tutor for the "Acquire" module (Figure 2), which covers how to find the evidence to help the students answer their clinical questions. The students use what they've learned to write a knowledge summary on a clinical question of their choice, and this forms part of the assessment for the course. Some of the students have gone on to publish their knowledge summaries, adding to the body of evidence.

At Texas A&M University, EBVM Learning is provided as a resource for the EBVM skills and knowledge that are integrated throughout the professional veterinary curriculum. Most importantly, there are focussed multi-week modules during the first three semesters of the professional programme. These modules were designed and are taught by a veterinary pharmacology professor (Dr. Virginia Fajt) and a librarian professor (Heather Moberly): when one designs and teaches, the other provides support. The pharmacologist introduces the concept of EBVM and appraising literature during the first semester. The librarian teaches the "Acquire" step during the second semester, including two hands-on computer sessions and two graded assignments. In the third semester, the pharmacologist reinforces the skills of "Ask" and "Appraise" and introduces the "Apply" steps.



**Fig. 2.** "Acquire" module, EBVM Learning (<https://learn.rcvsknowledge.org/mod/book/view.php?id=48>).

## Usage of EBVM Learning

There has been a steady increase in usage of EBVM Learning over the last few years. In 2019 and 2020

there were over 90,000 page views in each year, and this increased to over 270,000 in 2021. At the end of April 2022, there had been over 130,000 page views so far for this year suggesting that the updated tutorial is popular with users.

## Conclusions

EBVM Learning is designed to increase awareness of EBVM in the veterinary profession, and the project team hopes that it would become a routine part of clinical veterinary work. Its use in teaching and the increasing number of users suggest that it is meeting this aim. The project team continue to welcome feedback on EBVM Learning, and use this to develop the resource. The authors would encourage librarians to highlight EBVM Learning to relevant students and educators.

## EBVM Learning Project team

Ellie Sellers<sup>1</sup> Sarah Baillie<sup>1</sup> Rachel Dean<sup>2</sup> Sheena Warman<sup>1</sup> Heidi Janicke<sup>3</sup> Sebastian Arlt<sup>4</sup> Clare Boulton<sup>5</sup> Marnie Brennan<sup>6</sup> David Brodbelt<sup>7</sup> Fiona Brown<sup>8</sup> Louise Buckley<sup>8</sup> Myai Du<sup>9</sup> Emma Gallop<sup>1</sup> George Goran<sup>9</sup> Douglas Grindlay<sup>6</sup> Laura Haddock<sup>1</sup> Ian Handel<sup>8</sup> Jo Ireland<sup>10</sup> Cathy McGowan<sup>10</sup> Heather Moberly<sup>11</sup> Emma Place<sup>1</sup> Mizanur Rahman<sup>12</sup> Gwen Rees<sup>1</sup> Kristen Reyher<sup>1</sup> Javier Sanchez<sup>13</sup> Johan Schoeman<sup>14</sup> Laura Urdes<sup>19</sup> John Van Leeuwen<sup>13</sup> Kristien Verheyen<sup>7</sup>

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<sup>10</sup> University of Liverpool, UK

<sup>11</sup> Texas A&M University, USA

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<sup>13</sup> University of Prince Edward Island, Canada

<sup>14</sup> University of Pretoria, South Africa

*Submitted on invitation.  
Accepted on 25 May 2022.*

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## Letter from the President



**Lotta Haglund**

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Dear EAHIL Colleagues,

This year it is 35 years since the Association was officially constituted, in Brighton, the UK, in 1987. The aim of the Association was – and still is – cooperation by health information professionals across Europe. Many things have changed in 35 years; more recently, the possibilities for networking and meeting digitally have transformed how we work. When this letter is published in the June issue of JEAHIL, some of us will have met in Rotterdam for the first time since 2019, a longed-for event. EAHIL has a long and impressive history of successful conferences and workshops. Still, lately, I've had reasons to reflect on the relevancy of EAHIL to health information professionals of the 21st century.

The background for this is a decrease in member activity in several areas; in the number of submitted abstracts for events as well as in participation, also manifesting itself in the low interest in being nominated for the Board, offering to arrange a future event or being active in (not just a member of) a Special Interest Group (SIG). Most noteworthy is the considerable decline in our membership after the update to the membership database in late 2021.

EAHIL was created at a time before quick ways of networking on the internet, and social media platforms were available. Perhaps there is less need to meet colleagues face to face to network or update your professional knowledge. Maybe this also reflects the interest in belonging to a professional association? There is also the fact that being a member gives the individual no specific advantages, except being added to a general e-mail discussion list or joining a SIG, unless you want to run for Council or Board. It is hard to discern what's behind this perceived decline in interest. Is it a sign that the relevance of EAHIL is changing, or is it an effect of the pandemic?

EAHIL is a professional association run by dedicated volunteers. Without members willing to support the association by working on the Board or Council or arranging events, there will be no EAHIL. Currently, the most pressing issue is planning future conferences and workshops. Next year we will meet in Trondheim, Norway, but for 2024 and onwards, we are looking for locations. Since the planning timeline for an event is approximately two years, we need to secure future event locations. I invite you to send expressions of interest or proposals to [EAHIL-SECR@LIST.ECOMPASS.NL](mailto:EAHIL-SECR@LIST.ECOMPASS.NL). Please refer to <http://eahil.eu/events/arrange-conference/> for event guidelines, and feel free to contact me or other Board members for discussion and support.

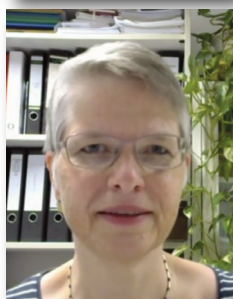
I am looking forward to hearing from you with proposals and suggestions!

*Lotta*

# Report from the EAHIL Special Interest Group (SIG) for the Training, Education and Development of Medical Information Specialists and Librarians (TrEDMIL)



Co-Chair  
**Gerhard Bissels**  
(gerhard.bissels@posteo.ch)



Secretary  
**Sabine Buroh**  
(sabine.buroh@uniklinik-freiburg.de)



Co-opted interim Assistant Secretary  
**Carol Lefebvre**  
(carol@lefebvreassociates.org)

## Background

TrEDMIL is the EAHIL Special Interest Group (SIG) for those interested in or involved in the initial education of medical librarians and information specialists and / or their continued education, training and professional development (CPD). The SIG was founded in Dublin, Ireland at the EAHIL meeting in 2017.

## TrEDMIL SIG meeting July 2021

In July 2021, the TrEDMIL SIG met via Zoom in the afternoon of the second day of the EAHIL meeting in Istanbul, Turkey. Co-Chair, Gerhard Bissels and Secretary, Sabine Buroh welcomed twelve participants from ten countries. Most attendees were first-time participants at a TrEDMIL meeting.



### TrEDMIL SIG meeting June 2022

In 2022, the TrEDMIL SIG decided to hold their annual meeting via Webex, separate from and prior to the EAHIL in-person meeting in Rotterdam, in order not to clash with the live sessions at the conference and also in order to encourage participation from those not attending the conference in person. The meeting was advertised to all EAHIL members and was open to anyone with the meeting link, to include non-TrEDMIL members and also any non-EAHIL members who might be interested but not (yet) a member of TrEDMIL or EAHIL.

### Membership update

The number of TrEDMIL members making active use of the mailing list and / or attending TrEDMIL SIG meetings is considerably lower than the total number of members of the SIG. The remit of the SIG, however, still seems to be relevant for and of general interest to EAHIL members and requests to join the SIG mailing list continue to increase year on year. In June 2021, the TrEDMIL mailing list included 266 members from 43 countries. In March 2022, the list included 290 members from 40 countries.

Members present at TrEDMIL meetings since the founding of the SIG:

Rotterdam, the Netherlands 2022 (virtual pre-conference meeting): 21

Istanbul, Turkey 2021 (virtual meeting): 12

Łódź, Poland 2020 (virtual meeting): 14

Basel, Switzerland 2019: 16

Cardiff, UK 2018: 8

Dublin, Ireland 2017: 28

### Communications and website update

Communications about the SIG via blogposts on the EAHIL website and through the official EAHIL Twitter, Instagram and Facebook accounts could generate more awareness and involvement. The SIG will actively explore this in 2022-2023. Suggestions for content for the website (<http://eahil.eu/sig-2/training-education-development-group/>) are always welcome. Please contact the TrEDMIL Secretary (details below). The help of volunteers with proficiency in WordPress regarding future developments and maintenance of the website would be very much appreciated.

### Events diary update

A TrEDMIL Working Group set out, in early 2021, with the aim of compiling an online diary of Europe-wide training events for medical librarians and information specialists. The lack of a calendar plug-in for the EAHIL WordPress website at that time, however, would have resulted in a cumbersome workaround outside the website. This has now changed. A calendar plug-in has been implemented on the EAHIL site, so the SIG will take a fresh look at setting up a Europe-wide diary of relevant training events. Please do contact Igor Brbre (igor.brbre@nhs.scot) if you wish to get involved in compiling and maintaining this events diary.

### Discussions around the continuation of the SIG and succession planning

Co-Chair, Gerhard Bissels and Secretary, Sabine Buroh met via Webex several times in 2021 and 2022 to discuss the future of the SIG, although they had both, for different reasons, decided that they would shortly step down from their respective official positions. Carol Lefebvre was invited to these meetings, as a supportive member of the SIG, in an advisory capacity. As a result of these discussions, it was agreed that Gerhard Bissels

## NEWS FROM EAHIL SPECIAL INTEREST GROUPS

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will continue as Co-Chair of TrEDMIL SIG and Sabine will stand down as Secretary after the current call for nominations (see below). Carol Lefebvre was appointed in the interim role of Co-opted Assistant Secretary, to support Gerhard and Sabine.

### **Call for Nominations of Co-Chair and Secretary and volunteers for the TrEDMIL Working Groups**

In May 2020, Kate Kelly stood down as Co-Chair of TrEDMIL. We thank her for her valuable contributions to the SIG. As noted above, Sabine Buroh has given notice of her intention to stand down as Secretary, as soon as a replacement can be appointed. The SIG's vacant post of Co-Chair and the upcoming vacancy of Secretary, therefore, are in the process of being filled. During the online SIG meeting held prior to EAHIL 2022 Rotterdam, two volunteers stepped forward: Igor Brbre for Co-Chair and Carol Lefebvre for Secretary. These were duly noted and a formal Call for Nominations for these two posts, together with a call for volunteers for our Working Groups on Communications and Events Diary, Competencies Frameworks, Continuing Professional Development, and Graduate and Postgraduate Education, was circulated via the TrEDMIL mailing list shortly after the meeting. Should there be more than one nominated candidate for either the Co-Chair or Secretary position, an election will be held. The Call for Nominations closes on 3 July 2022.

### **Working Group updates**

Communications and Events Diary Working Group: Co-Leads - Igor Brbre and Justyna Zawada

The long-planned events diary will finally come into being, thanks to the new co-leads of the group, Igor Brbre and Justyna Zawada.

Competencies Frameworks Working Group: Co-Leads - Chantal den Haan and Anne Madden

In several countries, colleagues are looking at health librarian competencies and each has a working group to develop their own proposals. By mutual agreement, each of these national groups will work independently on their own proposals within their own remit. Finally, they will discuss a comprehensive plan with respect to EAHIL more broadly. Chantal den Haan and Anne Madden, as the new co-leads of the group, will advise on progress.

Continuing Professional Development Working Group: Lead - María García-Puente

María García-Puente is willing to oversee efforts made by SIG members in continuing professional development. Aoife Lawton from the EAHIL Board volunteered to take part in work on developing a mentoring programme.

Graduate and Postgraduate Education Working Group: Lead - Gerhard Bissels

The existing group on Postgraduate Education will widen its remit to cover both Graduate and Postgraduate Education. Colleagues involved in the new Certificate of Advanced Studies (CAS) Systematic Review Information Specialist at the University of Applied Sciences of North-West Switzerland have also expressed an interest in getting more involved in TrEDMIL (<https://www.fhnw.ch/de/weiterbildung/lifesciences/cas-systematic-review-information-specialist>). This course, to be conducted in German, is not limited to or focused on health care but will be very relevant to our work. Gerhard Bissels will continue to support both the Competencies Frameworks Working Group and the Graduate and Postgraduate Education Working Group with his expertise in these areas.

## NEWS FROM EAHIL SPECIAL INTEREST GROUPS

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### Future meetings

The SIG is planning a further open meeting of officers and Working Group leads and members in Autumn 2022 via Webex, with updates from each Working Group. Colleagues involved in the new CAS Systematic Review Information Specialist course in Switzerland have been invited to present at this meeting.

### Call for participation

If you are interested in the initial education of medical librarians and information specialists, and / or their continued education, training and professional development (CPD), please do consider joining TrEDMIL. Please feel free to join as an 'observing' member in the first instance, if you are more comfortable with that but we also encourage people to join who have an interest in joining one or more of the Working Groups outlined above. Please contact the TrEDMIL Secretary, Sabine Buroh.



*EAHIL TrEDMIL meeting, Basel, 2019 - the last time that TrEDMIL was able to meet in person.*

## PUBLICATIONS AND NEW PRODUCTS

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### Publications and new products

Letizia Sampaolo

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Dear Friends,

*"Tokio Express" was one of four Trio class container ships built in Germany in the early seventies. On February 13, 1997, she was en route from Rotterdam to New York City and, unexpectedly, while near the southwestern coast of the United Kingdom, she was hit by a rogue wave.*

*Now, do you have any idea of what a rogue wave is? They seem to occur where physical factors such as strong currents and high winds cause waves to meld to create a single extraordinarily huge wave. They are uncommonly large, unpredictable, and suddenly appearing surface waves that can be very hazardous to ships, even the large ones. So, they are also known as freak waves, monster waves, episodic waves, killer waves, extreme waves, and abnormal waves.*

*So, what do you think happened to the Tokio Express when the rogue wave hit her? She leaned 60 degrees one way, then 40 degrees back, and eventually dropped her cargo, 62 containers overboard, one of which was loaded with a bit less than 5 million LEGO pieces, into the ocean. After 25 years after falling overboard, ever since and today, the most colourful and varied LEGO pieces still wash up and are commonly found on Cornwall beaches after storms. With its long-lasting consequences, it was the biggest toy-related environmental catastrophe.*

*Rogue waves and their long-lasting consequences not only affect ships, though. Indeed, sooner or later, we all might face a rogue wave in our life, probably unexpectedly caused by the long-lasting effects of choices made when we were young, enthusiastic, and unaware.*

*However, not always long-lasting effects are bad. Sometimes they are persistently beneficial and positive. I am sure, for example, that I will always be grateful for the great opportunity I have been given to collaborate with the Journal of the EAHIL and will have a long-lasting perception of the joy of collaborating with such kind and skilled people. I am currently involved in many institutional tasks that are time-consuming to the whole degree, leaving me no additional time to dedicate to JEAHIL anymore. Therefore, I cannot guarantee any further support or hold the "Publications and new products" column I have authored for some years. So, this JEAHIL issue is my last one. However, Federica has proposed the charge to a valuable and experienced colleague who has accepted. Annarita Barbaro, librarian working at the Library of the Italian National Institute of Health, will be ideal for this task, and I am happy to let the column in her gifted hands.*

*Thank you for your kind suggestions and ideas and for having faith in my capabilities. Working with the JEAHIL Board has been a privilege, and its long-lasting effects on me will endure on and on.*

### JOURNAL ISSUES

*Health Information and Libraries Journal: Contents of June 2022 (39:2)*

### Editorial

- **Making the most of public policy in health libraries and information services: example of the Health and Care Bill 2022.**  
Ruth Carlyle

### Review Article

- **Critical Incident Technique helps determine how health library and information services influence clinical decision making and patient care: a literature review.**  
Mohsen Nowkarizi, Halimeh Sadeghi and Masumeh Tajafari

### Original Articles

- **UK survey demonstrates a wide range of impacts attributable to clinical librarian services.**  
Pip Divall, Cathryn James, Michael Heaton and Alison Brettle
- **A survey of medical researchers indicates poor awareness of research data management processes and a role for data librarians.**  
Agnieszka Milewska, Natalia Wi niewska and Paulina Cimoszko and Jakub Rusakow
- **Collaborative updating of an organizational health literacy tool confirms medical librarians' leadership roles.**  
Kelsey Grabeel, R. Heidel, Sandy Oelschlegel and Rima Rudd
- **Training needs of medical librarians in Nigeria: A survey.**  
Violet Elohor Ikolo and Celina Jummai Nongo
- **New nurses apply only basic source evaluation criteria but realize their skills are lacking: More sophisticated approaches to teaching evaluation skills are required.**  
Nena Schvaneveldt, Anne Diekema, Elizabeth (Betsy) Hopkins and Brandon Patterson

### Regular Features

- ***Dissertations into Practice***  
**Information retrieval at the point of care of community family physicians in Arab countries.**  
Jumana Antoun, Jennifer Lapin and Dennis Beck
- ***International Perspectives and Initiatives (Responding to Advances in Technology)***  
**Global trends in health science libraries: part 3.**  
Jeannette Murphy
- ***Teaching and Learning in Action***  
**Embedded librarians: an innovative experience in health and wellness communication.**  
Annarita Barbaro, Sofia Enrica Amicarella, Paola Ferrari, Ilaria Sorcini and Monica Zedda

### Miscellaneous

- **Virtual Issue 2021 Editorial**  
Editorial: Virtual Issue: Engaging with technology: projects and research initiated by health information professionals.  
**Forthcoming Papers**



## PUBLICATIONS AND NEW PRODUCTS

### FROM THE WEB

- **Share your views about a new treatment for lung infections.**

Clementine Durain is a Usability and Accessibility Expert for The Health Policy Platform and Agora Network moderator. On February 1st, 2022, she published an interesting post in the Agora Network of the EU Health Policy Platform about the possibility of taking part in a survey about a new treatment, Flagellin, for lung infections. In her words, “Researchers want to understand what makes people feel a certain way and what changes they might need to take to make the treatment more suitable for patients and their doctors/nurses. They want to hear from people with a lung infection or a history of lung infections, as well as health care professionals who treat patients with lung infections.” The ADVIFLAG study is part of the FAIR project, a European project funded by Horizon 2020. The European Lung Foundation’s Information Hub has made the survey available and accessible online. It only takes about 20-30 mins and is available in English and French. Why not think about it?



- **ICD 11 comes into force, with stroke reclassified as a neurological disorder**

The International Classification of Diseases 11 (ICD 11), maintained and distributed by WHO, came into effect on January 1st, 2022. Major changes have been made in this new classification. For example, stroke has been moved from the class of circulatory system diseases back to the one of the neurological disorders. Tadeusz Hawrot, a member of the European Agora Network, on February 1st, 2022, published a post about the change in ICD 11 regarding stroke. In his words, “For many decades, cerebrovascular diseases including stroke were classified as circulatory system diseases in various ICD iterations. This was in contradiction to the pathophysiology and symptoms leading to mortality and morbidity, which are those of brain dysfunction. Moreover, the decision deviated from the principle of ischaemia in other organs (such as the intestines, kidneys, and the eye), which were listed under their respective organs in various iterations of ICD. For these reasons, the latest version of ICD - ICD 11 - put stroke back under the neurological heading.” Enjoy the read of the full post.



- **Just Books!**

#### **Research Methods for Librarians. Raise your hand if you have ever needed one...**

Kennedy and Brancolini (2012) pointed out “Librarians in an academic setting are integrally involved with providing research services to faculty, students, and staff of higher education institutions.” According to Clark (1997), “An understanding of research can help improve the way in which librarians support researchers and encourage the use of small-scale research projects to support their work”.



That said, the following is an helpful introductory list of recent books about basic research methods for Librarians that somehow are involved in scientific and clinical research. The links lead to their preview on Google Books, where the total pages displayed are limited. Instead, the books can be bought at the leading book distributors’ websites:

- ✓ Research Anthology on Innovative Research Methodologies and Utilization Across Multiple Disciplines. Information Resources Management Association, 2022

## PUBLICATIONS AND NEW PRODUCTS

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- ✓ [Introduction of Research Methods and Publication Ethics](#). Yatendra Kumar Singh, Bipin Dubey, 2021
- ✓ [Handbook of Research on Mixed Methods Research in Information Science](#). Patrick Ngulube Editor, 2021
- ✓ [Reference and Information Services. An Introduction. Sixth Edition](#). Melissa A. Wong, Laura Sanders, 2020
- ✓ [The No-nonsense Guide to Research Support and Scholarly Communication](#). Claire Sewell, 2020
- ✓ [Research Methods for Librarians and Educators. Practical Applications in Formal and Informal Learning Environments](#). Ruth V. Small, Marcia A. Mardis Editors, 2018
- ✓ [Research Methods. The Basics. Second Edition](#). Nicholas Walliman, 2018
- ✓ [Research Methods. Information, Systems, and Contexts. Second Edition](#). Kirsty Williamson, Graeme Johanson Editors, 2018
- ✓ [Understanding and Evaluating Research. A Critical Guide](#). Sue L. T McGregor, 2018
- ✓ [Taking Your Library Career to the Next Level: Participating, Publishing, and Presenting](#). Holly Hibner, Mary Kelly, 2017
- ✓ [Research Methods in Library and Information Science, 7th Edition](#). Lynn Silipigni Connaway, Marie L. Radford, 2017
- ✓ [Assembling the Pieces of A Systematic Review: A Guide for Librarians](#). Margaret J. Foster, Sarah T. Jewell Editors, 2017

- **One more book**

*Stefanie Green* is the co-founder and current President of the Canadian Association of Medical Assistance in Dying (MAiD) Assessors and Providers (CAMAP). Has spent ten years in general practice and the following twelve years in maternal and newborn care. Since 2016, she has devoted herself to MAiD. Based on her experience, she is now the excellent author of *This is Assisted Dying*, a book published in March 2022 that became an international best seller as soon as it reached the public's attention. Kirkus Reviews has defined it "A humane, clear-eyed view of how and why one can leave the world by choice."

This Is Assisted Dying can inspire the way people think about their choices. In the end, it is less about death than how we want to be in this world.

- **All about sneezing... just for a laugh.**

As the last piece of advice for this column, let me suggest something funny.

We all know that sneezing means feeling our whole body getting a shake-up every time, but I am certain that it is not so common to know that sneezing is also connected with superstitions. For example, in Poland, people believed that probably, when you sneezed, your mother-in-law was talking about you. Still today, Asian cultures link the number of sneezes to specific events.

[Owlcation](#) is a website publishing popular articles under Nelson Mandela's motto, "Education is the most powerful weapon you can use to change the world". It publishes articles about great debate topics related to Botany, Math, Marine Biology, Humanities, Teaching, Social Sciences, Agriculture and Farming. It is "a site created by educators and experts on topics related to education as a place to share expertise and knowledge about all things academic." In 2019, it published a [captivating post](#) by Ansel Pereira about sneezing and how many cultures enjoy discussing the philosophy of beliefs and superstitions connected

## PUBLICATIONS AND NEW PRODUCTS

with sneezing. For example, did you know that "One sneeze means people are saying good things about you; two sneezes in a row means people are saying bad things about you; three sneezes in a row are a sign that someone is in love with you, or you may fall in love soon. Four or more sneezes mean a calamity will come upon the person or their family."? But it is not always so bad because somewhere in the world, sneezing is related to good luck or prophecies from the gods, just like in ancient Greece.

Also, for instance, in Scotland, a child who sneezes in a row means that he/she will escape the clutches of the fairies.

Would you like to know even more odds about sneezing? Then check out these websites... just for a laugh!

- ✓ [Wikipedia](#) gives extensive history and more.
- ✓ [Owlcation](#) provides a very long post including many superstitions.
- ✓ [Luckeymoney myth](#) even offers a personal story about sneezing.
- ✓ [Beijing Kids](#) shows a Chinese look at superstitions about sneezing.
- ✓ [LA Times](#) even offers a glimpse into sneezing culture.
- ✓ The University of Michigan suggests an incredible article from 1869 on sneezing and superstitions.

To conclude this mini review, do not miss the enjoyable [YouTube video](#) "70 People Reveal How to Sneeze and Say 'Bless You' in 70 Countries." Enjoy!

### SOMETHING IN FRENCH? OUI, POURQUOI-PAS?

**Encore un très bon article publié par The Conversation, version Française**

[Alain Policar](#) est chercheur associé et agrégé de sciences sociales près de l'Université Internationale [Sciences Po](#).

Il a répondu à la question de May, 11 ans : « Pourquoi les gens se moquent de la culture des autres, alors qu'ils ne l'ont pas choisie ? » et [sa réponse](#) vaut bien la lire. En effet, il dit, comme nous aurions pu naître ailleurs, nous n'y pouvons rien, de ce fait notre responsabilité est nulle. Et donc ? Eh bien, parlons de tolérance, de nuancement de son jugement, même s'il existe des principes fondamentaux sur lesquels on ne peut pas transiger. Lisez la réponse entière à cette bonne question.

Si vous avez aussi des enfants curieux qui veulent poser des questions, dites-leur d'écrire et envoyer un mail à: [tcjunior@theconversation.fr](mailto:tcjunior@theconversation.fr). La Conversation trouvera une réponse scientifique pour répondre.

### SOME INTERESTING FORTHCOMING EVENTS:

**June 21-23, 2022, Jülich, Germany**

**WissKom2022: How do you do it? – Public and academic libraries in dialog**

Info: <https://www.fz-juelich.de/zb/DE/UeberUns/Tagungen/wisskom2022/node.html>

**September 20-23, Padua, Italy**

**Theory and Practice of Digital Libraries (TPDL) 2022**

Info: <http://tpdl2022.dei.unipd.it/>

.... And, we hope, many more to come!

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