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Journal of the European Association for Health Information and Libraries

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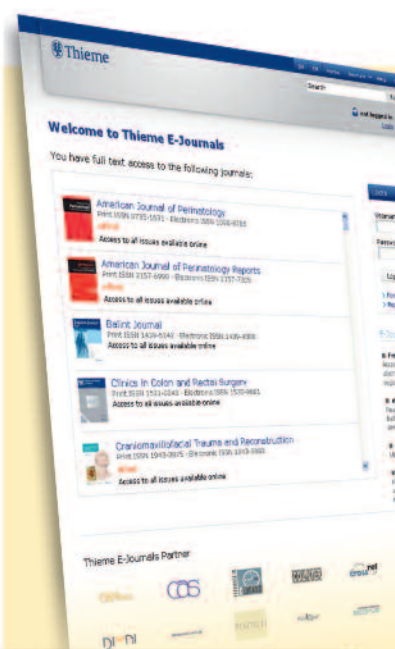
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Embracing diversity

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Editor in Chief

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I personally find the term diversity to be one of the finest words found in our vocabulary. It is the one word which best represents our planet and ourselves. It derives from the Latin verb *divertere* which means to “turn aside”, to change direction, to change course.

We know perfectly, today, how crucial it is to be able to adapt quickly to new situations. We are also learning to appreciate the implications – and the beauty – of the concept of diversity at all levels. How many years have passed since that famous trip on the *Beagle*! It could be said that we are living in a totally different world, one in which we do not navigate boats, but rather surf without compass, one in which it is not seas of water we conquer, but seas of knowledge. Or, at least, that’s what we used to do during the first decades of the Internet. Lately, it seems like people have stopped surfing the web and we now have to once again adapt ourselves to some new tech metaphor.

Since habits are hard to break, we need a good amount of effort and bravery to make a change, and although changes can be disruptive, they are often necessary. Today, just like yesterday, adapting is a question of survival, the only difference being that we have less time to do so than our ancestors.

In our professional practices, especially at EAHIL, we are truly experiencing how much of an added value diversity is. In a rich and diverse environment productivity increases – and this is always true, not pertinent only to plant species. Only by working side by side or in close collaboration with people from different countries and professional backgrounds is it possible to open up one’s own horizons, to understand ongoing changes and needs, and eventually be able to use this diversity as a source of inspiration and creativity.

Not surprisingly, the previous EAHIL Conference held in Dublin, in 2009, was devoted to “Working with others, explore, engage, extend”. This year’s Workshop, again in Dublin, had as its central topic “Diversity in practice: integrating, inspiring and innovative”.

This issue of the *Journal of EAHIL* is entirely devoted to the 2017 Dublin ICML + EAHIL Workshop. It should therefore be read with a particular perspective. In reading these pages, try and find inspiration for new ideas; for instance, acknowledging that today’s medical students need new learning techniques (see the report on game-based learning at the Stanford University School of Medicine), and that librarians can be of great help to provide them (see the report on expanding the librarian role into the faculty narrative) or learn that new realities, such as the biological banks, are quickly developing (see the article on the guideline for bioresource citation in journal articles) or that finding partners for exchange leaderships is a wonderful opportunity to share experiences.

I am proud to say that in this issue, for the first time, all EAHIL Special Interest Groups (SIG) have published a report including the two new SIGs: TrEDMIL, Training, Education and Development for Medical Information and Library professionals, and Evaluation and Metrics. SIGs are a wonderful example of “diversity in practice”. Also the scholarship recipients’ reports are a source of enthusiastic appreciation of the work done at EAHIL. Newcomers immediately perceive that the EAHIL members, after many years together, have become a friendly, open and collaborative community.

Don’t miss the Letter from the President Maurella Della Seta, who keeps everyone informed about the activities of EAHIL, nor the News from EAHIL sister organizations, the Health Libraries Australia (HLA) and the National Library of Medicine (NLM) in this issue.

“Take a look” at the new products, websites, books, articles, events in the last pages by Benoit Thirion and Letizia Sampaolo to keep yourself updated.

Last but not least, a big word of thanks to the members of the Editorial Board (*Figure 1*) who participated to the very fruitful Editorial Board meeting in Dublin and helped me put this issue together.

JEAHIL next issues:

2017 Issue	Theme	Deadline
4	Providing access through national and consortia licensing (edited by G. Bissels)	5 November
2018		
1	No-theme	5 March
2	Clinical librarianship	
3	Memories from the 16th EAHIL Conference, Cardiff, Wales, UK	5 August
4	Re-imagining libraries: partnership with businesses large and small (edited by Michelle Wake)	5 November

*Take these pages with you.
Federica*



Fig. 1. Members of the JEAHIL Editorial Board, meeting in Dublin. From left to right, standing: Fiona Brown, Gerbard Bissels, Katri Larmo, Letizia Sampaolo. Sitting: Federica Napolitani and Michelle Wake. Only Petra Wallgren Bjork is missing. We hope to have her next year with us in Cardiff!

Incorporating game-based learning into medical student evidence-based practice education

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Abstract

In the US, medical school accreditors have increased focus on competency-based education, presenting instructors an opportunity to reconsider teaching methods in order to develop medical students' skills around these competencies in relation to information literacy (IL) and evidence-based practice (EBP). At Stanford University School of Medicine, the authors, with curriculum administrators, wanted to revise the IL and EBP medical student curriculum for Year 1 using developmentally appropriate, interactive learning methods. Sessions were revised using game-based themes and were first delivered in the 2016-17 academic year, with average to above-average feedback and student performance. By incorporating games throughout the teaching of IL/EBP, students have the opportunity to both actively acquire the desired knowledge and directly apply it to enhance knowledge transfer.

Key words: evidence-based practice; teaching; students, medical; game-based learning; information fluency.

Introduction

In the US, medical school accreditors have increased their focus on competency-based education (1), which presents instructors an opportunity to reconsider teaching methods in order to develop medical students' skills around these competencies. Upon graduation from medical school and before entering residency, US medical students are expected to have information literacy (IL) skills and be able to perform the whole-task of evidence-based practice (EBP): identify knowledge gaps; articulate clinical questions; identify appropriate resources to locate medical evidence; and retrieve, appraise, synthesize and apply found evidence to patient care (2). Becoming regular and competent practitioners of EBP can provide students with the skills required for achieving lifelong learning throughout their careers. Furthermore, EBP has been established as a hallmark of good clinical practice as it can affect quality and patient outcomes (3, 4).

Along with this increased focus on competency-based education, teaching trends in medical education are shifting toward incorporating "flipped classroom" approaches when appropriate (5-7). Additionally and specifically regarding IL/EBP

instruction, current EBP instruction may be sub-optimal in instructional coverage of all EBP steps, timing of instruction, and transferring mastery of EBP skills (8), as well as challenging with regard to student perception that IL/EBP instruction can be dry or overly theoretical (9-11). For these reasons, coupled with particular transition opportunities afforded at Stanford University School of Medicine (SOM), the authors, who are also the lead instructors for the SOM IL/EBP curricular theme, wanted to redesign the SOM IL/EBP curriculum using developmentally appropriate and interactive learning methods (i.e., games). This curriculum consists of four teaching sessions with the medical students. Three of these teaching sessions occur in the students' first year as part of their Practice of Medicine course, and a subsequent session is also delivered in the third year during clinical clerkships. This paper focuses on the three sessions delivered in the Practice of Medicine course and the delivery of these sessions using game-based pedagogy.

Methods

Using existing research (12, 13) and personal experience teaching IL/EBP, while also incorporating feedback from SOM students,

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Award for the best oral presentation

curriculum leaders and administrators, the authors redesigned the three Practice of Medicine IL/EBP sessions using gaming as a theme. Each of the three sessions was redesigned to enhance interaction, engagement and hands-on practice of principles introduced in advance of the sessions using a flipped classroom approach and briefly reviewed by instructors at the beginning of each session. Different types of games (e.g., bingo, text adventure, role-play) were used in each session and were chosen based on natural applicability to the session content to ensure compatibility between delivery, objectives and student development (14). Session 1 incorporated a bingo game (Figure 1) with an accompanying applied case-based scenario to introduce students to the biomedical evidence landscape and concepts of EBP. The bingo portion of the session was a team-based activity lasting 20 minutes. In order to “win” the activity, teams needed to complete the entire board correctly. One free “ask-a-librarian” space was used so that teams could ask a librarian for one answer if they were stumped. Upon completion of the activity, members of the

winning team were given small token prizes. All students were given a copy of the game board answer sheet to use as a resource for the subsequent activity, an individual exercise based on a clinical case scenario using resources discovered in the bingo game.


For the second session, since many SOM students also conduct research while in medical school, the authors employed a research-oriented “adventure quest” (Figure 2) to facilitate discovery and practice of the literature review process in biomedical research. This activity was team-based and each team had to step through a series of tasks in relation to one of three assigned research scenario-focused cases. Each team was required to document their work for each task in a PowerPoint presentation, and presentations were submitted in real time using an online submission form. This allowed for immediate feedback from instructors and facilitated group discussion after the exercise.

For the last session, the authors created a role-play game to present and have students practice all steps of EBP and shared decision-making in real time using simulated clinical case scenarios. Prior to the classroom session, students were required to view two videos focused on EBP and applying evidence to patient care using shared decision-making skills. Using a performance competition-type theme, pairs of students worked through one of three assigned clinical case scenarios using an assigned information resource (e.g., PubMed Clinical Queries, Micromedex). Similar to the second session, teams had to document assigned tasks in a PowerPoint presentation that was submitted during class at the end of the exercise. As part of the debrief, teams from each of the three scenarios volunteered to

BINGO				
What is the primary database for searching the biomedical literature?	Name the library service for getting items Lane does not license.	What are the 5 As of evidence-based practice?	What's a good place to go on the Lane website for medical student learning/curriculum materials?	Name 2 point-of-care tools to search for clinical information (e.g., what is shingles)?
What is the best way to find books on the Lane website?	What are 3 Boolean terms for advanced searching?	What are 2 diagnostic resources available through Lane?	What is the name of the controlled vocabulary in PubMed?	What are 3 anatomy databases available through Lane?
Name 2 ways to obtain electronic full-text articles when you are off campus.	Using the Lane website, name 2 resources for guidelines/policies to help answer clinical questions?	 LANE MEDICAL LIBRARY ASK A LIBRARIAN	Who is my Lane Liaison Librarian?	From the student centered portal you identified earlier, what is the complete title of the EBP infographic linked there?
Name 2 sources for clinical exam videos available via Lane.	What is a useful Lane database for drug info, drug interactions & toxicology?	Where on the Lane website do I find what software (e.g., R, SPSS) is available at Lane?	What is the best Lane database to search for information on natural medicines?	Define evidence-based practice (or evidence-based medicine).
Where can I find images to use for a presentation?	Name 2 Lane classes currently offered.	Under what section on the Lane website can you find information about copyright?	What are the 4 components of a well-framed clinical question?	Using the BEE Map on the Lane website, name 2 resources for managing data.

Fig. 1. Sample bingo sheet for first teaching session.

- Identify appropriate MeSH Terms
- Craft PubMed search query
- Identify number of items retrieved
- Select 5 relevant citations and share them via PubMed tools
- Identify a seminal article using Scopus/Google Scholar
- Prepare a brief synopsis of 2 recommendations for your case



Zika Virus
Epinephrine Auto-injectors
Complementary Therapies for Pregnancy Back Pain






Fig. 2. Adventure quest activity for second teaching session.

share their presentations, explaining the steps they took to arrive at a clinical recommendation for the case and then role-played how they would approach a shared decision making conversation about the evidence found.

Results

The revised curriculum to date has been well received by students, who were actively engaged in the activities and provided session feedback as part of course evaluations. Course evaluation responses have been rated as average to above-average in comparison to other curricular components, with students particularly remarking on enjoyment of the interactive style of the sessions, and utility of skills and resources taught. Students generally performed well on the classroom assignments. To address students who performed less successfully on assignments and to give feedback and tips to all the students, instructors provided general feedback after each session to students in aggregate via the course management system. Student performance on IL/EBP exam questions has also been good, with most students correctly answering exam questions on covered content.

Going forward, the authors may shorten the length of the first two sessions, as students had adequate time to perform and share the exercises, and sessions could potentially be tightened up or, alternatively, include some more in-depth exploration of subject matter. Additionally, the authors would like to follow up with students who received this revised curriculum when they participate in their next IL/EBP session in their clinical clerkships, to evaluate whether student attitudes, behaviors and skills relating to IL/EBP are retained and/or changed between these educational encounters.

Conclusion

Incorporating games into IL/EBP instruction can effectively enhance motivation, active learning and internalization of such content, which can traditionally be perceived as tedious. This approach to learning would seem very appropriate for IL/EBP, as information seeking is inherently an active exercise, and often a collaborative effort. The incorporation of games can generate engagement and challenge participants to directly apply concepts introduced during the games. Task-inherent

feedback is also immediate, giving students a sense of how well they are mastering the content. By incorporating games throughout the teaching of IL/EBP, students have the opportunity to both actively acquire the desired knowledge and directly apply it to enhance knowledge transfer.

*Submitted on invitation.
Accepted on 31 July 2017.*

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Implementation of CoBRA guideline: promoting interdisciplinary cooperation

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Abstract

During the ICML + EAHIL Conference, which was held in Dublin on 12-16 June 2017, the award for Best poster presentation was assigned to the poster titled “A new step forward in the use of CoBRA guideline”. This paper, by the same authors, describes the content of the poster more in detail, i.e. the guideline for the Citation of BioResources in journal Articles (CoBRA) developed within the BRIF initiative aimed at creating a Bioresource Research Impact Factor. The production of this guideline can also be seen as an example of how the studies carried out by information professionals can not only support but influence the conduct and the dissemination of science.

Key words: guidelines; libraries; publications; biological specimen banks.

Introduction

Biobanks as libraries of biological resources

The definition of a bioresource is not immediately obvious, specially to the community of librarians and information specialists. Similarly, the reason why they should pay attention to this issue which does not really fall within their areas of interest.

Let's then try and bring some clarity starting with a definition of the term “bioresource”.

A bioresource can be a number of things. The MeSH heading which is closer to the concept of a bioresource is Biological Specimen Banks, whose scope note is “Facilities that collect, store, and distribute tissues, e.g., cell lines, microorganisms, blood, sperm, milk, breast tissue, for use by others. Other uses may include transplantation and comparison of diseased tissues in the identification of cancer”.

A bioresource is a wider concept which, in addition to biobanks, includes those same cell lines, microorganisms, blood, etc. cited in the mentioned scope note, and the associated data as well. A tissue

bank, for instance, stores organs or tissue for future use, but maintains also their characterizations and data. Therefore bioresources can be defined as biological samples with their associated data, as well as biobanks, databases, repositories, registries and other biomolecular and bioinformatics research tools.

Why are they so important?

Bioresources have an increasing and crucial role in the scientific research. More and more researchers, in order to conduct their studies or their public health surveys, are relying on samples stored in biobanks, or on the biological and health related data stored in databases. In a way we could say that scientists now refer to biobanks as they used to refer to libraries. Someone even defined biobanks as “libraries of biological resources” or “libraries of human organs” or “biorepositories”, where human samples often have a barcode identifier as books in a library. In an ethics opinion of the French national ethics advisory committee in 2003 it was stated that “The word biobank today seems to allude to some

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form of deposit of property with a market value. It may appear to be over-emphasising the value of the sample or of the information data. It eclipses the human origin of the samples and the ethical problems which ensue. It would therefore be tempting to coin a word such as “biolibraries” which highlights the notion of archiving. The conservation of books and documents was considered to be for the common good and gave rise to the creation of public libraries constituted by works which were deposited therein” (1).

The problem is that, even though bioresources are having such a relevant role, they are not acknowledged when the research is disseminated and the human and financial efforts that lie behind the establishment and maintenance of bioresources are not recognised. Biobanks are often not cited at all by authors in their research papers and when they are, the citations are not standardized and may appear in different parts of the manuscript (for instance in the Material and Method section or in the Acknowledgements). This makes it impossible for an indexing system to proceed to a possible citation count which would permit a form of simple evaluation of the use of the resource (for instance how many papers are based on the samples provided by a certain biobank).

If they are not cited in a standardized way, they are difficult to assess and are also difficult to share within the scientific community. Sharing is fundamental every time public health matters are concerned, be it the sharing of knowledge and of expertise, or of samples and their related data (2).

The CoBRA guideline

An initial solution to this problem is offered by a guideline called CoBRA from the acronym Citation of BioResources in journal Articles. The guideline was prepared by the “BRIF (Bioresource Research Impact Factor) journal editors subgroup” established after a workshop held in Toulouse in January 2011. From that date a number of important goals were reached. Among them, the launching of a new meta-journal: Open Journal of Bioresources (OJB) by Ubiquity Press to help researchers locate and cite bioresources (<https://openbioresources.metajnl.com/>).

The guideline was published in *BMC Medicine* in 2015 (3) and is now included in the EQUATOR (Enhancing the QUALity and Transparency Of health

Research) network, shared by the European Association of Science Editors (EASE) and by the National Library of Medicine (NLM).

The paper on CoBRA in *BMC Medicine* was highly accessed (7275 accesses in February 2017). EASE blog on CoBRA counted 146 accesses (February 2017); CoBRA was disseminated in 7 bioresources/biobanks networks, presented in 16 conferences (13 international and 3 national), workshops, video tutorials. A recent paper was published in *Biopreservation and Biobanking* to promote the guideline as a mean “to treat the poison of invisibility” of biobanks (4).

Actions for the dissemination of the guideline were also taken towards the International Committee of Medical Journal Editors (ICMJE) and the Committee on Publications Ethics (COPE). The NLM Citing Medicine committee has been approached to discuss about the citation standards. CoBRA was endorsed by the International Rare Diseases Research Consortium (IRDIC) and by other biomedical associations.

Despite the big efforts undertaken after the guideline publication, only a few journals adopted it and/or included it in the Instructions for authors. Additional work is required to create awareness on its value strictly associated with metrics and open science. Endorsement at various levels is needed: from the institutions (universities, national institutes, infrastructures, etc.); from scientific consortia and from scientific or professional societies; at administrative level with the inclusion of the standardized reference in Material Transfer Agreements (MTA, a contract that governs the transfer of tangible materials between organizations for research purposes); at educational level: good practices taught to PhD students using bioresources; and, evidently, at editorial level (instructions to authors, guidelines to reviewers; training of science editors).

Librarians and information specialists should know about the existence of CoBRA and promote its use among researchers. Their expertise and collaboration is needed in the guideline implementation, to test the standard and eventually amend it for inclusion in the NLM Citing Medicine. They should endorse CoBRA to unveil the use of bioresources in journal articles and create the basis for their traceability for the benefit of public health.

ICML + EAHIL 2017. Diversity in Practice: Integrating, Inspiring & Innovative
12-16 June 2017 Dublin, Ireland

A new step forward in the use of CoBRA guideline

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Background
Whenever an innovative guideline is introduced in the scientific community, it takes a long time before it gets used and regularly applied.
At the beginning, a lot of effort is put in making it known among all possible users (in this case researchers, editors, biobankers, librarians etc.). Then, the guideline starts receiving comments and criticisms and it is improved and implemented.
Now, about 6 years passed from the first Workshop in Toulouse (January 2011) whose main objective was to assess and optimize the use of bioresources internationally and make a quantitative parameter to measure their impact, and help recognise the work of biobankers. The BRIF (Bioresource Research Impact Factor) journal editors subgroup, which was founded at that time, reached so far a number of important goals.

The guideline
The guideline, first published in *BMC Medicine* in 2015, is included in the EQUATOR (Enhancing the QUALity and Transparency Of health Research) network, shared by the European Association of Science Editors (EASE) and by the National Library of Medicine (NLM).
A new meta-journal was launched: *Open Journal of Bioresources* (OJB) by Ubiquity Press to help researchers locate and cite bioresources <http://openbioresources.metajnl.com/>
The paper on CoBRA in *BMC Medicine* was highly accessed (7525 accesses in June 2017). EASE blog on CoBRA counted 144 accesses (June 2017). CoBRA was disseminated in 7 bioresources/biobanks networks, presented in 26 conferences (13 international and 3 national), workshops, video tutorials.
A paper was published in *Biopreservation and Biobanking* "to treat the poison of invisibility" of bioresources.

BRIF and altmetrics
As for altmetrics for other types of scholarly outputs, BRIF should be used as a quantitative parameter, similar to the journal Impact Factor, aiming to recognize the most influential bioresources and to measure their research impact. A comment by the BRIF journal editors subgroup was submitted to the National Information Standards Organization (NISO) White Paper on Alternative Assessment Metrics Project, whose outputs were published in September 2016 as recommended practice on altmetrics.

Where to cite
Cite the bioresource in the "Methods" section (not in the Acknowledgements). All relevant details should go in the References.

How to cite

- DOI or ID / Name of biobank (or bioresource) / City / Country
- Organisation / Network
- Date accessed (MTA or DTA)

Problem
Bioresources are not cited in a standardized way in journal articles = they are difficult to evaluate.

Solution
CoBRA guideline = Citation of BioResources in journal Articles
Difficulty: share and apply.

The BRIF
The BRIF (Bioresource Research Impact Factor) project: an ongoing international initiative currently developing suitable methods for recognising the specific contribution of bioresources to research in the scientific literature.

Bioresources
Bioresources: biobanks, biological samples with associated data, databases, repositories, registries.

Message
Librarians and information specialists should know about the existence of CoBRA and promote its use. Their collaboration is needed in the guideline implementation.
Unveil the use of bioresources in journal articles and create the basis for their evaluation!

Fig. 1. Award winning poster presented at the ICML + EAHIL 2017 Workshop.

Award for the best poster presentation



Fig. 2. Federica Napolitani, poster presenter, receives the award from Witold Kozakiewicz, Fiona Brown (Evaluation Committee) and Maurella Della Seta (EAHIL President) during the Closing Ceremony.

Conclusions

Whenever an innovative guideline is introduced in the scientific community, it takes a long time before it gets used and regularly applied. This is true also for the recommendations issued by the science editors who are at the forefront in orientating the way science is disseminated. Just think of the ethical committee approvals, the conflict of interest forms and statements and the clinical trials registration documentation which need to be presented in the submission of papers. They are widely accepted now, but for many years have been disregarded by many journals.

The story of how this guideline was developed and launched can also be seen as an example of how the work and research of those category of professionals commonly identified as supporting the research can have an active role within the research itself. The daily work of journal editors is, for example, a fundamental link of that chain that allows the results of a study to be universally known, and at the same time guarantee their scientific quality through the peer review process (5). Similarly, information

specialists and librarians are not only called to ride the “waves of innovation”, they definitely can and should generate them.

Submitted on invitation.

Accepted on 1 August 2017.

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The status of continuing professional development among select medical and health librarians in the city of Manila

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Abstract

Licensed librarians in the Philippines require 45 credit units to ensure that their licenses get renewed for a period of three years. With the recent enactment of the Philippine Continuing Professional Development (CPD) Act of 2016, how equipped are the medical and health librarians in gaining formal, informal, nonformal and lifelong learning activities to qualify for the prescribed number of points prior to the renewal of their professional license? This study will provide a trend analysis on the types of programs that each medical or health librarian attend or engage into. This paper will compare the activities of the librarians with regards to the established matrix of activities that each professional librarian would need to achieve prior to their license renewal.

Key words: professional practice; licensure; librarians; Philippines.

Introduction

Filipino librarians should pass an examination to receive their licenses to legally practice the profession. Republic Act (RA) 9246 or the Philippine Librarianship Act of 2003, which repealed RA 6966, regulates the practice of Philippine librarianship. There are more than 5,000 licensed librarians as of April 2014 (1).

The Continuing Professional Development (CPD) Act of 2016 lapsed into law on July 21, 2016 without the signature of the Philippine President. Under Article VI, Section 27 (1) of the Philippine Constitution, a ratified bill becomes a law if the President does not veto or approve it within 30 days of receipt. The Philippine Professional Regulation Commission (PRC) implements and enforces regulatory policies with respect to the licensing of various professions in the country. It issued a resolution to amend the revised guidelines on CPD program for all registered and licensed professionals. Licensed librarians are required to accumulate a total of 45 credit units for them to renew their licenses. Renewal of licenses takes every three years. While renewal is being done every three years, there are no other mechanisms required to renew their licenses.

You just need to submit the necessary documents and pay the renewal fee. With the CPD Law, you will have to earn your credit units and submit proofs of attendance or work done for you to be renewed.

Objectives

How can librarians address this new development in their field? This paper will look into the activities of select medical and health librarians in the country. This will serve as a projection or trend on how librarians actively participate and develop themselves even if the CPD Law has not yet enacted. A sample will be taken from the select librarians in Manila. Participants will be drawn from the active list of the Medical and Health Librarians Association of the Philippines (MAHLAP).

We all know that attending CPD activities require some budget and financial assistance. What kind of support do they get from their employers? This study will look into the CPD activities of librarians for the last three years (2014-2016). Please take note that starting 2017, librarians may avail of credit unit points from accredited CPD providers, if the organization is not accredited, they may convert that into a self-directed learning.

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Review of related literature

The need for Continuing Professional Development (CPD)

CPD programs enhance knowledge, strengthen technical skills and revalidate innate competencies of professionals including librarians (1). Continuing professional development activities maintains professional standards and is a way to combat professional obsolescence (2). It also develops a feeling of confidence and revalidates proficient expertise (3). Moreover, CPD leads to job advancement and professional competence. Librarians are kept abreast and updated with recent trends (1).

CPD of librarians around the world

Just like any librarians, medical and health librarians need to capitalize on lifelong learning activities to improve their skills and increase their knowledge. Medical librarians are there to help health professionals in providing quality healthcare to patients in seeking for the right information and providing the best information access to health care industries (4). While most of the library organizations do not have CPD specifically mandated for health librarians (5), the Philippines, thru the Board for Librarians, have established the CPD Council for Librarians to uplift the credibility and status of Filipino health librarians. Various medical and health library associations establish a set of standards or list of competencies for their librarians to follow. Lawton & Burns (2014) enumerated the following: MLA's Competencies for Lifelong Learning and Professional Success (USA), HSLG's Standards for Irish Health Care Libraries and Information Services (Ireland), CILIP's Working in Health Information and the Professional Knowledge and Skills Base (UK), ALIA's Guidelines for Australian Health Libraries and the Library and Information Sector: Core Knowledge, Skills and Attributes (Australia), and CHLA's Standards for Library and Information Services in Canadian Health Care Facilities (Canada).

CPD of librarians in the Philippines

The recently approved prescription, issuance and promulgation of the "Standards for special libraries in the Philippines" states that librarians and library

personnel should engage in continuing professional development (6). As we all know, medical and health librarians are considered special librarians. Likewise, the Professional Regulatory Board for Librarians issued another resolution to prescribe, adopt and promulgate national competency-based standards for Filipino librarians. The resolution is "deemed to be an integral part or component of the CPD of all registered and licensed librarians" (7). These standards consist of personal and professional competencies. Personal competencies include communication, customer service, leadership, lifelong learning and personal growth, ethics and values, interpersonal and cultural. Professional competencies include managing information resources, managing information services, managing information tools and technologies, and managing information organizations.

The CPD Law

On 21 July 2016, Republic Act 10912: Continuing Professional Development Act of 2016 lapsed into law without the signature of the President of the Republic. Because of this, all 43 professions are now mandated to upgrade the practice of their professions by gaining learning activities which would advance our knowledge, skills and technical competencies. As defined by the law, Continuing Professional Development (CPD) refers to the *inculcation of advanced knowledge, skills and ethical values in a post-licensure specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed research and/or lifelong learning*. Each association can now file with the PRC as the accredited CPD Provider. The CPD Council is in-charge of ensuring that the association applying as CPD Provider is competent to handle the CPD Program. CPD Programs may consist of activities that are structured or unstructured for as long as it provides better learning outcomes. Programs may be formal, nonformal, informal, self-directed, online learning or based on professional work experience. From now on, CPD programs are mandatory. To be recognized and accredited by the CPD Council, the local CPD provider must pay P 5,000 (94 Euro) and the foreign provider must pay P 8,000 (150 Euro). For professional librarians, each one must acquire 45 credit units in a span of three years for their license to be renewed.

CPD activities

Each professional may do any of the following activities and they will be granted corresponding credit units: professional track (participant, resource speaker, panelist, reactor, facilitator, moderator, monitor), academic track (master’s degree, doctorate degree, professorial chair, residency, fellowship grants, post-graduate studies), and self-directed (publications, module development, inventions, study tours, consultancy, socio-civic engagements, awards).

Figure 1 gives us a sample of the matrix of CPD activities per program/activity, credit units a professional may possibly earn and the supporting documents needed to verify the validity of the program or activity.

MATRIX OF CPD ACTIVITIES		
PROGRAM / ACTIVITY	CREDIT UNITS	SUPPORTING DOCUMENT
1. PROFESSIONAL TRACK (TRAINING OFFERED BY ACCREDITED CPD PROVIDERS, Face to Face / Online)		
1.1 PARTICIPANT	APPROVED CREDIT UNITS FOR THE PROGRAM	CERTIFICATE OF ATTENDANCE WITH NUMBER OF HOURS, SEMINAR PROGRAM AND LIST OF PARTICIPANTS
1.2 RESOURCE SPEAKER	3 CU PER HOUR	PHOTOCOPY OF CERTIFICATE, COPY OF PAPERS AND PROGRAM INVITATION
1.3 PANELIST / REACTOR	2 CU PER HOUR	CERTIFICATION FROM SPONSORING ORGANIZATION COPY OF PROGRAM
1.4 FACILITATOR / MODERATOR	1 CU PER HOUR	CERTIFICATION FROM SPONSORING ORGANIZATION COPY OF PROGRAM
1.5 MONITOR	TWICE THE NUMBER OF APPROVED CREDIT UNITS FOR THE PROGRAM	MONITORING REPORT, CERTIFICATE OF APPEARANCE AND THE AUTHORITY TO MONITOR
1.6 IN-SERVICE TRAINING	MAXIMUM OF 20 CU FOR A 12-MONTH PERIOD OR A FRACTION THEREOF UPON COMPLETION	CERTIFICATE OF TRAINING & TRAINING DESCRIPTION
2. ACADEMIC TRACK		
2.1 MASTER’S DEGREE OR EQUIVALENT	FULL CREDIT UNITS FOR COMPLIANCE PERIOD UPON COMPLETION OF DEGREE	UNIVERSITY CERTIFICATION / DIPLOMA AND TRANSCRIPT OF RECORDS (authenticated copy)
2.2 DOCTORATE DEGREE OR EQUIVALENT	FULL CREDIT UNITS UPON COMPLETION OF CANDIDACY FOR COMPLIANCE PERIOD ADDITIONAL FULL CREDIT UNITS FOR COMPLIANCE PERIOD UPON COMPLETION OF DEGREE	UNIVERSITY CERTIFICATION / DIPLOMA AND TRANSCRIPT OF RECORDS (authenticated copy)
2.3 PROFESSORIAL CHAIR	15 CU PER YEAR	CERTIFICATION OF GRANT OR APPOINTMENT PAPER
2.4 RESIDENCY / EXTERNSHIP / SPECIALTY / SUB-SPECIALTY PROGRAM	10 CU PER YEAR	HOSPITAL CERTIFICATION CERTIFICATE OF COMPLETION
2.5 FELLOWSHIP GRANT		
2.5.1 PARTICIPANT	2 CU PER GRANT	CERTIFICATION FROM THE GRANTING INSTITUTION AND/OR CERTIFICATE OF FELLOWSHIP
2.5.2 RESOURCE SPEAKER	4 CU PER GRANT	
2.5.3 RESEARCHER	5 CU PER GRANT	
2.6 POST GRADUATE DIPLOMA	MAXIMUM OF 30 CU FOR AN 18-MONTH PERIOD OR A FRACTION THEREOF UPON COMPLETION	DIPLOMA / CERTIFICATION FROM THE INSTITUTION
3. SELF-DIRECTED (TRAINING OFFERED BY NON-ACCREDITED CPD PROVIDERS, Face to Face / Online)		
3.1 PARTICIPANT	CREDIT UNITS FOR THE PROGRAM AS EVALUATED BY THE CPD COUNCIL	CERTIFICATE OF ATTENDANCE WITH NUMBER OF HOURS, SEMINAR PROGRAM AND LIST OF PARTICIPANTS
3.2 RESOURCE SPEAKER	3 CU PER HOUR	PHOTOCOPY OF CERTIFICATE, COPY OF PAPERS AND PROGRAM INVITATION
3.3 PANELIST / REACTOR	2 CU PER HOUR	CERTIFICATION FROM SPONSORING ORGANIZATION COPY OF PROGRAM

Fig. 1. Matrix of CPD activities.

About MAHLAP

The Medical and Health Librarians Association of the Philippines (MAHLAP) was officially created in 1987 as a national association for Philippine medical and health librarians. Its objectives are to: (a) encourage and promote the collection, organization and dissemination of medical and health information and library services; (b) encourage and cultivate library cooperation; (c) enhance the professional welfare of its members; and (d) uphold dignity and ethics of medical and health libraries and librarians (3). To date, they have a wide membership across the entire country. MAHLAP continues to serve not only the needs of their fellow librarians but also the public by organizing medical missions and outreach activities to penitentiary, hospitals, slum areas, orphanages and public schools (8).

Methodology

An online survey form was used to gather data. The form included questions that can elicit answers based from the continuing professional development activities attended by professional librarians for the last three years. The form also asks about their sex, employer, annual budget for professional development, annual budget for academic development, and various benefits they get when they are invited as resource persons or incentives they receive when they publish an intellectual output. The online form ran for a period of two weeks. Participants were pre-selected based from the MAHLAP directory of 2016. The 2016 directory lists 25 active members from the area of Manila. Out of the 25 members, 15 responded or 60% of the total population. A follow-up focus group discussion happened at the University of the Philippines – Manila College of Allied Medical Professions.

Results and discussion

Online survey results will be discussed in this section. Out of the 25 possible respondents, 15 of them answered the online survey form. Two (13%) were males and 13 (87%) were females. Seven (46%) came from public academic medical/health schools, 4 (27%) came from private academic medical/health schools and the rest were from public institutions and only one from an international organization.

Employer	Count
International Organization	1
Private Academic Medical/Health School	4
Public Academic Medical/Health School	7
Public Hospital/Medical Facility	1
Public Medical/Health Corporation (ie pharmaceutical company, government office, etc.)	2
Total	15

Table 1. *Employment type.*

73% answered that their annual budget for professional development is less than P 50,000 (930 Euro). It may be less than P 10,000 per person depending on the budget available. Registration fees for a three-day seminar-workshop or training usually costs P 5,000-6,000 exclusive of airfare and sometimes, accommodation. 80% said that their annual budget for academic development is also less than P 50,000.

Most of the time, they are granted only official time when they are invited as resource persons. Some librarians are also given transportation allowance if they get invited as guest lecturers. Invitation to give a talk or lecture also provides an added value to their resume and will give them plus points for their promotion.

To know the active participation of medical and health librarians in terms of attendance to conferences or seminars, 40% of them attended conferences at least 6 times from 2014-2016 while 33% attended more than 10. This is quite a good number if they intend to complete the 45 CPD points for a period of three years. But, this has to be sustained by other forms of CPD activities. 67% do not have an idea on how to become a resource person since they were not invited ever since. A great number of them have no experience of publishing journal articles (87%), being a peer-reviewer (80%), writing a technical paper (80%), publishing book and book chapter (87%) or being an editor (87%). Surprisingly, 60% were able to attend a local or international study tour which is

also a good basis for a self-directed learning. 53% rendered their time in some socio-civic and outreach activities. However, 73% did not receive any award or recognition for the last three years. Only 33% received fellowship grants as a participant to attend a conference.

To validate these answers, on 30 January 2017, five medical and health librarians were gathered to verify the online survey results which ran from 19-31 January 2017. A focus group discussion (FGD) occurred and they were asked the same questions based from the online questionnaire.

It was really resounding that most of them need to learn how to submit paper and research proposals. The librarians during this FGD session were academic librarians and they have the usual support of the administration, but the support that they are getting is still not enough. Perhaps they have to prove that they can be a librarian and at the same time commit themselves in pursuing research. Most of them really need the training on publishing, research writing, and paper presentation

Conclusions

Generally, all libraries have allotted budget whether it is for professional or academic development. Filipino authors said that it is important to “allot appropriate budget and specify the need for CPD units” (9). MAHLAP as the sole provider of CPD activities for health librarians must strengthen and provide a wide array of training programs and workshops. They should also advocate for the approval or endorsement of the proposed library standard for government hospitals. Government hospital librarians need the support of MAHLAP for them to be recognized and for them to attend capacity building activities that would help them improve their technical competencies. It is obvious that Filipino medical and health librarians require the exposure they need for them to submit paper proposals and project grants. They have to explore the possibility of being invited as resource persons and instil the passion of research. It is time for Filipino medical and health librarians to establish their expertise and share their knowledge to their colleagues not just within their institutions but to their colleagues in the profession, in the Philippines and beyond.

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Partners for leadership exchange? Report of an explorative session at ICML + EAHIL 2017 in Dublin

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Abstract

This article reports on an interactive session conducted at the ICML & EAHIL 2017 workshop. The session focused on leadership in libraries and aimed to explore the similarities and differences internationally by comparing experiences. Speed networking was utilised to enable participants to share their stories. The session concluded with a group discussion reporting back on the issues explored in the speed networking and to identify whether there was an interest in leadership exchange including the potential role EAHIL could have in facilitating this. The article reports on the findings from the session and recommendations for colleagues wishing to plan speed-networking events in their own practice.

Key words: leadership; librarians; libraries; libraries, medical; staff development.

Background

The interactive session that this article describes was initiated by a chance meeting, when the authors sat next to each other on the bus from the welcome reception at the 2016 EAHIL Conference in Seville, Spain. We started talking about the sessions we had been to, and soon realised that we had a common interest in library leadership issues. Anthea Sutton (AS) had recently completed a leadership development programme which included a leadership exchange (1). The success of this exchange, and the interest in the idea from peers and colleagues, led AS to think about the possibility for EAHIL to organise or facilitate international leadership exchange or mentoring. Lotta Haglund (LH) had experience from taking part in two different leadership programs, as well as being one of five organisers of a current program for future library leaders in Sweden. After having had an interesting conversation during one of the conference lunches about different approaches when hiring library managers in different European countries, LH was interested in learning more about which attributes were focused on when looking for library leaders, and how recruitment was done. Our

common interests led us to discuss the potential for an interactive session for the 2017 EAHIL workshop.

It was our preunderstanding that it is unusual for programmes in Library and Information Science to include modules on leadership, and that in many countries it is difficult to recruit library managers. Previous training and development needs analyses within the health library and information profession have found that leadership skills are required (2, 3) and a systematic review of new and changing roles of health sciences roles published in 2013, mentions leadership in a number of posts (4). Effective leadership, planning and development is one of the strategic themes of Knowledge for Healthcare, the development framework for National Health Service (NHS) library and knowledge services in England (5), and a leadership development programme specifically for health library and information professionals has since been developed (6). In Sweden, recruiting top level management in university libraries has become increasingly difficult, which has led to the initiative of running a program for future library leaders in Sweden. The program is currently being run for the second time (the first

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program ran in 2013-2016), and has been initiated by the Association for Swedish Higher Education (7) which runs similar leadership programs for other higher management post in Swedish universities. Throughout the profession, developing library leaders is noted as a key element of succession planning (8, 9) and this is coupled with the need for effective leadership to manage fast-pace change, continually evolving and innovating to meet information needs (10).

With these drivers in mind, the interactive session was designed to meet the following aims and objectives:

1. to give participants insight into the similarities and differences in leadership cultures internationally;
2. to inspire job exchange/mentoring partnerships, and hopefully also to find a partner/exchange possibility;
3. to inspire career development;
4. to explore opportunities for EAHIL to promote or facilitate exchange between members.

The development and submission of the abstract and subsequent planning of the session was conducted via email and Skype, with a final face-to-face meeting in Dublin two days before the session was due to run.

Method

The interactive session was set up using the speed networking method (11), with one-to-one presentations during the speed networking, and active discussion participation to sum up what the participants had heard from each other. The participants had been asked to prepare for the session by finding out the most important competencies/personality traits sought after in their country when hiring library managers, and to be able to summarize this orally in 90 seconds. In countries with competency frameworks (from library professional bodies and organisations), an additional suggestion was for participants to measure the extent that library management job descriptions map to the framework. Notes were taken during the session by AS and subsequently analysed to extract themes. Following the session, participants were contacted by email to ensure they agreed to the publication of findings from the session.

Results

Participants

Nine participants attended the session, with LH joining in the speed-networking session to make an even number (to allow the participants to communicate in pairs). Participants spoke about their experiences of leadership working in different countries. There were representatives from Belgium, Ireland, Norway, and the UK (4 participants). A representative from France also had experience of working in Canada, and a representative from WHO (World Health Organization) was able to give a broad international perspective. LH represented Sweden but also presented information from Italy gained from a colleague prior to the session. See *Figure 1* for a map of the countries represented.

The first hour of the session was spent conducting the speed-networking activity. For the remaining 30 minutes, AS & LH facilitated a discussion for the participants to feedback what they had heard in the speed-networking. The discussion focused on the differences between the countries, and other related issues, such as whether participants would be interested in leadership exchange.



Fig. 1. Map showing the countries represented in the session.

Themes

The main themes that were explored in the session can be categorised into the following themes;

- Leadership Competencies & Qualities
- Leadership vs. Management
- Recruitment
- Leadership Development

Competencies & Qualities

The main differences found in this area was the existence of competency frameworks and whether they included leadership skills. Frameworks exist in Australia, Canada, Ireland, the UK, and the USA.

However, the existence of a framework did not necessarily mean this was translated into the job advertisements for library leaders and managers. Another difference is the one between general versus specific competencies, including a huge focus on specific professional librarian knowledge (Italy) and more general leadership competencies and experience (Belgium, Norway, Sweden, UK).

Following the discussion on the different focuses on leadership competencies for library managers, participants also talked about the qualities they had admired in leaders they had worked with. The list included the qualities; unpretentious, authentic, having self-awareness, and a holistic approach to work and life. Another admirable and desirable quality was leaders following up after conversations as this shows they remembered you, you feel valued. Examples were not necessarily related to professional life, which again was seen as a positive that enhanced working relationships with leaders.

Leadership vs Management

Another issue that was discussed was leadership versus management and the differences between the two. It was felt that job adverts generally say “manager”, but it is probably a “leader” that is wanted. Participants discussed what it means to be a leader, and that leaders don’t have to be managers. It was also noted that effective leadership should be a “2-way thing” – we can learn from leaders, but leaders can learn from us also.

Recruitment

Recruitment was the theme where most differences occurred, with Sweden and Italy being the two extremes for comparison. In Sweden there is a very strong focus on the personality of the manager in the recruitment and selection process, including the job interview(s). It is common practice in Sweden to use personality tests when recruiting managers. Sometimes this is combined with an intelligence test. Personality tests are also used in Belgium, where the test would be administered by an agency, unlike in Sweden where the human resources representative of the institution would be in charge of the testing. The practice in Italy when hiring for public administration roles appears to be the opposite of Sweden. Personality is important, but it is considered too subjective to base recruitment on

this. Therefore the focus is on professional library knowledge, including a written exam where the candidates with the highest scores would qualify for the job. A similar practice is used in Belgium, but generally for public libraries. In the UK, there was an example given of group activity as part of the recruitment process, with individual's contribution to the activity being scored.

The group also discussed if one requires a library background to be a library leader, with (often good) experiences of working for leaders from outside of the profession given. This can sometimes happen because of recruitment problems from within the profession. An example was given from Oslo Central Library where the leader is from a theatre background (12).

Leadership development

Participants discussed what tools one could use to develop as a leader, and some of the examples given were: 360° feedback; coaching; observation of leaders (good and bad); and mentoring. The group also agreed that if you want to “get up the ladder” and take a strategic approach to leadership development you could focus on areas of growth/hot topics for the profession.

One of the aims of the session was to inspire leadership exchange/peer mentoring, and there was some interest in the group, but it was noted that you would need to secure a level of commitment from participants in order to make such a scheme successful. Another important thing noted was that there are some funding streams and awards (13, 14) that could enable face-to-face exchange.

Discussion

Looking at the subjects discussed we can conclude that there probably are more similarities than differences internationally when organisations are looking to hire a new library managers and leaders. The big differences lie in the activities undertaken to find and evaluate the competencies of the prospective candidates.

Prior to the session, a mapping exercise of competency frameworks was conducted to compare how leadership is represented in these (see *Table 1*). Within the frameworks, there is no consistent terminology for the skills associated with leadership, these are alternatively classified as “management” or

Organisation	Country	Framework	Competency Area	Knowledge & Skills	Level
ALIA Health Libraries Australia (15)	Australia	HLA Competencies	Know and understand the application of leadership, finance, communication, and management theory and techniques.	7 examples given: <ul style="list-style-type: none"> • strategic planning • organisational policy • planning & decision making • financial management • marketing & public relations • review & evaluation of library services • human resources planning & management 	No levels given. Health Specialisation Professional Development Scheme (points awarded).
Canadian Health Libraries Association / Association des bibliothèques de la santé (16)	Canada	Standards for Library and Information Services in Canadian Healthcare Facilities	Management	12 elements covering: <ul style="list-style-type: none"> • reference & research services • promoting information literacy • evaluating library performance & quality indicators • meeting information needs • provide strategy and direction • ensure service delivery meets strategic goals of organisation • participate in strategic management initiatives • effective management of human resources • compliance with external regulations • manage finances • evaluate new information technologies • negotiate license agreements with vendors 	No levels given. The standards are intended to serve as a guide to structuring library services within a health care facility.
CILIP: The library and information association (17)	UK	Professional Knowledge and Skills Base (PKSB) for Health	Leadership & Advocacy	7 areas covering: <ul style="list-style-type: none"> • leadership skills • strategic thinking and evaluation • advocacy • demonstrating value • partnership development • influencing key stakeholders • working with decision makers 	Ratings: <ul style="list-style-type: none"> 0 None 1 Basic 2 Good 3 Comprehensive 4 Advanced Record both your current & ideal ratings
Library Association of Ireland (18)	Ireland	Standards for healthcare library and information services	Planning & Development	8 topics covering: <ul style="list-style-type: none"> • mission statement • identification of user groups • needs assessment • strategic planning • service planning • quality • accreditation schemes • spatial planning 	No levels given but refers to the "head of the library service" in the clarification and criteria of the standard area covering planning & development.
Medical Library Association (19)	USA	MLA Competencies for Lifelong Learning and Professional Success	Leadership & Management	10 performance indicators covering: <ul style="list-style-type: none"> • strategic organisation & plans • inspiring & leading others • multicultural awareness, equality & diversity • fiscal accountability & stewardship • securing & managing external funding • enhancing library user experience • emerging technologies • allocating space and facilities • effective advocacy, marketing & communication strategies 	Basic & Expert

Table 1. Mapping of competency frameworks for leadership knowledge & skills.

“planning and development” or are combined with additional labels such as “advocacy”. The number of knowledge and skills areas listed within these leadership categories, ranging from 7-12. A full analysis of the knowledge and skills is beyond the remit of this article, but the most commonly mentioned is some form of strategic planning and decision making, giving a sense of the leader requiring the ability to look to the future. Requiring “vision” is often cited as an important attribute of an effective leader, particularly in times of change, and is a key element of the “transformational leadership” model (20) which is often correlated with effective organisations (21).

Leadership versus management is a much-debated topic in the literature. The terms are often used interchangeably and they certainly have links (22), but there is a need for recruitment advertisements and job descriptions to be clear about the leadership skills required to effectively meet the criteria of the post. Early-career library and information professionals are recommended to familiarise themselves with the various competencies relating to leadership and management, so that they can identify their development needs and become adept at identifying leadership elements of roles even if they are not specifically described as such.

The example of leaders using both working and personal life experiences is an interesting one. Authentic leadership (recognised as one of the effective leadership styles by our workshop group) draws heavily on personal values and life experience as a whole (23). The example of a library leader from a theatre background also compares with the literature on leadership models; “artful leadership” is a style which draws on creativity (24).

Learning from other leaders and peers was seen as a useful development tool, and was the main aim from our speed-networking session. Keen to explore how these types of discussions could continue, we discussed with the group whether there was a potential role for EAHIL. The key enablers mentioned were information about potential funding streams for face-to-face exchanges, and for virtual exchange a possible link with the EAHIL CPD pilot program (25). To ensure participants get the most benefit from an exchange, it is recommended that a form of “contract” be set up so that each participant is aware of the expectations

and is formally agreeing to commit to the scheme. If such an exchange were to take place, EAHIL could explore having a template for participants to edit for their own purposes, as it is important that any such contract be guided by and agreed between the participants, similar to an action learning approach (26).

As facilitators conducting the speed-networking, we can offer the following advice based on our experience as an additional outcome from the session.

- *Plan, plan and plan again.* Speed-networking will take up more time than you think, despite its name! To ensure the process works as efficiently as possible, it is worth asking participants to prepare their speech beforehand, and ensure you keep to time, even if people are mid-sentence. We found an online 90-second countdown displayed on the projection screen helped with this as participants could see how long they had left (27). The participants reported it got easier at keeping to time the more times they told their story.
 - *Stick to relatively small-groups.* We originally had 20 participants booked on the session but only 9 people attended. This allowed more time for discussion and ensured that there was not too much fatigue for participants in speaking and listening multiple times. Our recommendation for such a session would be 10-12 people maximum.
 - *Ensure you completely understand how the process will work.* We followed the method outlined in this presentation which includes a useful animation (28). It may be useful to show this animation to participants at the start of the session and a numbered sticker for each participant helps with keeping track on who moves where for each round of the networking.
- Finally, our collaboration on the session is a successful story of the value of conference networking and the importance of transport to events in enabling these conversations to take place!

Conclusion

The interactive session was a valuable activity for the participants and facilitators. We were able to compare recruitment and development of library leaders across a number of countries and

organisations. Speed networking was an effective method of sharing experiences. There is some interest in further exchange and peer mentoring, either virtual or face-to-face. EAHIL can explore assisting with this for its members by considering this as an element of the online CPD pilot and/or facilitating further networking sessions at future events.

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Submitted on invitation.

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Expanding the librarian role: integration into the faculty narrative

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Abstract

Current academic expectations for evaluation, promotion, and even tenure, have created an environment that places more emphasis on the ability of faculty to demonstrate their impacts on a scholarly level. Although many faculty would agree on specific indicators of impact such as publications and citations, those two gauges may not necessarily be exhaustive, and the increasing multitude of tools potentially used to locate and identify them may be unknown to the faculty. This paper will provide information on the needs of academic faculty in reporting the scope and breadth of their scholarly activities, and how leveraging the knowledge, practices, and skill-sets of librarians helps to achieve the desired outcomes.

Key words: library services; medical libraries; nursing faculty; bibliometrics; nursing research.

Introduction

Current academic expectations for evaluation, promotion, and even tenure, have created an environment that places even more emphasis on the ability of faculty to demonstrate their impacts on a scholarly level. Although many faculty historically agree on specific indicators of impact such as number of publications and citations, those two gauges may not be exhaustive and can be limiting because of the increasing multitude of tools for discovering scholarly works and collecting their corresponding impacts. The stresses that accompany the identification of these impacts are heightened by the potential discrepancies external to an academic institution when comparing to industry norms and internal to the institution when presented with other academic units. As the librarian skill-sets of searching, providing access, and translating information correspond with the needs of faculty on showing impact, libraries have begun partnering with academic departments to improve on the reporting of faculty scholarly activities, and in some cases redefine the importance and weighting of typical impacts so that the faculty narrative can be presented in realistic terms. The integration of a librarian into the tenure and promotion processes of faculty in other campus departments can be

delivered as a model for a new service to those user groups with the charge of developing faculty's scholarly profiles based on their publication and teaching metrics. This paper will describe a case study of how the Medical Sciences Library at TAMU chose to take on a role of leadership and education in meeting the needs of the College of Nursing faculty regarding the scholarly metrics and tenure and promotion requirements.

Local context

Although some universities can have some small variations in the process, in most academic institutions in the United States, faculty have six years to get tenure, and if not awarded tenure, their position at the university is terminated. Regardless of how it works, the Tenure and Promotion (T&P) processes and experience can be extremely stressful for faculty. In general, three areas of their work are evaluated: research or scholarship, teaching, and service. The emphasis is usually placed on their research, and faculty typically experience frustration due to the difficulty in finding the evidence to demonstrate success. Some of the most common measures of research impact include the number of publications that have been accepted, the quality of journals those publications have been published in,

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and the number of times those publications are cited by others. Our focus on the promotion and tenure process for this use case is because that is generally the most rigorous, stressful, and high-level context for a scholarly metrics service. As one of the premier academic institutions in the United States, Texas A&M University (TAMU) faculty are strongly encouraged to show evidence that their work has impact on the research and educational practices in their respective disciplines. The Medical Sciences Library at Texas A&M University serves the Health Science Center, made up of Colleges of Medicine, Nursing, Pharmacy, and the School of Public Health along with a College of Veterinary Medicine, and a College of Agriculture and Life Sciences.

Needs assessment

The first approach taken by the liaison for College of Nursing was to perform a very informal and conversational needs assessment. The feedback of, “Help me with my CV and my dossier”, and “I need to figure out my metrics” were commonly heard reinforcing the service need in this area just as it has been seen at other universities (1). It was also found out that the college did not have any formal or established promotion and tenure guidelines. On one hand this added to some of the faculty confusion and stress level, but it also provided a certain amount of flexibility in presenting the narrative of those faculty without some of the constraints that might have been there otherwise. Due to the absence of these guidelines, the liaison started out with several meetings and presentations. The result of these meetings led to the identification of five faculty who were in need of establishing profiles and scholarly identities, with two of the faculty in immediate need of assistance due to an upcoming review.

Training for librarians

From the needs assessment, it was quickly ascertained that there were skills and knowledge gaps that needed to be addressed within our own library ranks in order to better serve the needs of our nursing faculty clientele. This is not an unusual occurrence as training gaps have been found to be an issue for consideration at other institutions as well (2). As this was a new service that we were

going to plan and implement for all our client groups, we all needed to learn more about the process of helping faculty using a variety of tools. The TAMU Libraries has an Office of Scholarly Communication (OSC) which serves the research and scholarly support by focusing on scholarly impact, open access, digital publishing, and a digital repository called Scholars at TAMU, based on the VIVO platform. The OSC points to three main strategies to tell the story of scholarly impact: make your online identity visible, make your scholarly work accessible, and track your scholarly impact metrics. These three strategies form a comprehensive method to do what we call “reclaiming your narrative.” After the training, we realized that our model for integrating liaisons into the promotion and tenure process would need to be flexible as each college and/or department and the faculty therein would have different wants and needs. In fact, we realized that in their own way, some client groups had already approached their liaisons than the librarians reaching out to the departments as had happened with the College of Nursing.

Service model

Taking a broad snapshot of this new service model and using the College of Nursing as the primary focus reveals an outlined program of providing an initial, broad scope, informational meeting to the decision-makers of the college. This meeting is devoted to revealing the need in the college and how librarians could serve as an asset to the faculty to bridge the gap of confusion currently in the system. This meeting is then followed up by more formal presentations of exactly how the librarian is integrated into the process and a brief overview of how the tools at our disposal and in our knowledge warehouse could be used to benefit the clients. Then finally appointments are set with each individual faculty for more specific and customized consultations. More in-depth discussion at the individual faculty consultation level involved providing both basic and advanced information and demonstration using the tools available for reporting the scope and breadth of their personal scholarly activities. Additionally, the libraries had developed a custom-made tool that calculates metrics from a

variety of sources including Web of Science and GoogleScholar which provided aid when discussing the several vehicles for building a faculty profile. One of the most appreciated results of this service was the library liaison involvement with developing a presentation for faculty to be used when presenting the case for tenure and promotion which differs from some of the other initial attempts to promote a service (3).

Contents of presentation

The primary focus of the presentation were the three C's: Completeness, Correctness, and Clarity.

Completeness

It was important to cover what should be included in the faculty curriculum vitae (CV) emphasizing its role as the master record for every scholarly activity. Since the College of Nursing had not yet developed their own promotion and tenure guidelines, the University's general guidelines which all colleges must follow were presented as a starting point. Since the Texas A&M Health Science Center as a whole had only been integrated into the University within the last four years, several of the College of Nursing personnel were unaware that these university guidelines even existed or where to find the documents. The University guidelines detailed all of the items required to be included in the dossier, only a few of which are to actually be prepared by the candidate.

Correctness

The CV has to be arranged into proper categories, compliant with the university guidelines, in proper sequence, and formatted properly. To assist with many of these, the template used was one already in use by the University Libraries, and the example used contained the content of the liaison's personal CV. Finally, a personal statement regarding intention and focus of research was created along with bibliometric data. This was done with GoogleScholar, due to the ease with which profiles can be set up and the instant gratification of the metrics being retrieved and calculated automatically. Following GoogleScholar came a Scopus demonstration, and finally the most complex tool of these three, Web of Science.

Clarity

The liaison taught the nursing faculty how to create e-portfolios. This was really a process of information management, and it helped them again by following the template that was already in use by the library faculty.

Custom tool to help with scholarly metrics

Scholarly metrics can often be quite confusing. To simplify things, the liaison distinguished between journal level and author level metrics, and brought in the further qualitative aspects, such as how faculty research had been used in other works and other disciplines, how long of a period it has been cited, and whether international reach could be identified. To collect all these metrics in one place, a tool created by Jenni Simonsen, former Agriculture librarian at TAMU Libraries, was utilized. This tool made it so that all the faculty have to do is find the citation counts in the various databases and plug them into specific fields. Built-in formulas in the spreadsheet then produce the metrics information needed automatically (Figure 1).

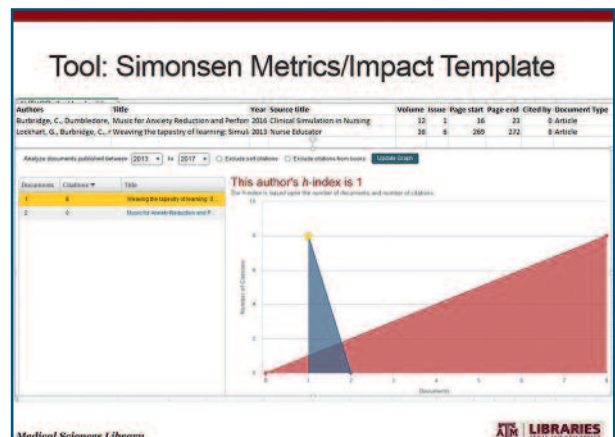


Fig. 1. A sample worksheet from the Excel spreadsheet created by Jenni Simonsen, former Agriculture Librarian at MSL. The spreadsheet has built-in formulas to calculate manually entered counts of citations retrieved from databases such as Google Scholar, Scopus, and Web of Science.

Tool- e-portfolio template

To create the e-portfolio for each faculty member's tenure or promotion package, Adobe Pro's portfolio option was leveraged. This allowed all information to be efficiently captured, presented, and transferred

as a single pdf object that could be easily navigated by the reader.

Suggested steps and activities

In reviewing the entire process from beginning to end, all the library liaisons were able to create the parameters to a basic service with a recommended sequence of steps to follow. Underlying all of these steps, important values are captured and considered to interpret and create a narrative that best positions the faculty candidate for success. First, understand the needs of the audience and where they are experiencing challenges. Be mindful of the extreme stress that tenure-track faculty are facing during the entire process. The faculty may need help with formatting their CV and have limited knowledge about metrics. Faculty are confronted with a wide array of products that are supposed to help them tell their story, build their professional profile, and show the impact of their work on the world. Some of these seem very similar to each other, and many are left asking several questions such as: Which of these is most useful? How many profiles should one create? What tool will tell my whole story, and how many people will it reach? What are altmetrics? Secondly, make sure the right people are involved so that any assistance is coming from a place of authority and support. Engage multiple levels of colleges and/or departments by meeting with their Promotion & Tenure Committee, the College's Executive Committee members, and/or Research/Department Chairs. Thirdly, build awareness and demonstrate leadership and expertise. Librarians are perfectly poised to guide faculty, scholars, and researchers in gathering and reporting scholarly metrics. It was noticed that often faculty or department administrators did not think of librarians as ones who can help them capture, document, and describe their impact for preparing for going up for tenure or for promotion. This was addressed for the College of Nursing by designing a reasonable and persuasive approach and needs assessment for department heads and faculty. Create a presentation on library scholarly communications services to customize for particular audiences. Compare and contrast various sources and types of scholarly metrics, including GoogleScholar, Web of Science, Scopus, journal

impact factor, h-index, altmetrics, etc. Create scholarly profiles in VIVO, ORCID, and GoogleScholar and explain their different purposes and benefits. Revise CVs to showcase faculty scholarly activity. Calculate and create visualizations of metrics of research/scholarly impact. Having a clear, straightforward process and help from their liaison with each of these greatly reduced the faculty anxiety level typically associated with the process. These steps and methods, crafted by trial and error, will help any librarians interested in partnering with faculty, researchers, and departments to document their publications, teaching activities, and other scholarly outputs for promotion, tenure, and career advancement.

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Memories from the ICML + EAHIL 2017, 12-16 June 2017, Dublin, Ireland

Welcome reception at Trinity College

The Welcome reception was held in the 18th century Dining Hall at Trinity College. The building we see today is built by Hugh Darley, which replaced an earlier built dining hall at the same place. After a fire in 1984 the dining hall has been restored by Dublin architects de Blacam and Meagher.

Portraits of famous persons along the wall, mostly former students give a historic context to the welcome ceremony.

The photo gallery shows that participants of the conference enjoyed the classical atmosphere, the food and drinks, in the company of old and new friends.

The general visiting public to Trinity College do not have open access to the interior of the building Main Dining Room. Many thanks to the local organisers and the sponsors for giving access to this wonderful hall and the welcome reception.

See all photos: <https://goo.gl/photos/hDuMJAYMphuQfRm18>



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Gala dinner, the round room at the Mansion House Dublin Thursday 15th June

"Bhi craic agus ceol againn", only Gaelic words can do justice to this memorable Irish evening organised for the ICML+EAHIL 2017 participants.

The site of the dinner was the Round room at the historic Mansion House close to Trinity College. The venue, as its name implies, was entirely circular, with a glowing star studded dome ceiling, creating a warm and sophisticated atmosphere.

The gala dinner always represents an exciting opportunity to network, share insights, exchange news and experiences in a relaxed and inspiring environment. The eight seat round tables were perfectly arranged to enhance the level of interaction among participants. Besides, the menu was really delicious. It included a fine selection of local products beautifully cooked: delicate salmon confit, tender pieces of beef sirloin and a tasty cinnamon crème brulee with poached Bramley apple. But this evening in Dublin's fair city had even more to offer. Right after the first course, the Liffey band started to play traditional Irish music. The talented musicians encouraged all participants to join in and sing along to wonderful Irish ballads. On hearing the first notes of Molly Malone, the whole audience burst into song, not missing a single lyric. The curved walls of the room amplified the resonance and, at the same time, a strong sense of unity. *Alive, Alive Oh!*



Memories from the ICML + EAHIL 2017, 12-16 June 2017, Dublin, Ireland

Then four dancers came along for a brilliant demonstration of Irish dancing. Everyone was enthralled by the quick and precise footwork executed with such great rhythm. The lively, energetic show certainly put the guests in a dancing mood. So, when soon after everybody was invited to the dance floor, many joined for the Céilí folk dances. Under professional guidance jigs and quadrilles were bravely mastered by light footed librarians. Just before midnight a DJ started a party for those who hadn't yet enough dance and music. Thanks to the organising committee for this most enjoyable event so full of Irish vitality and warmth. We can't wait to experience the Welsh party spirit.

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Library tour to the Royal Society of Antiquaries of Ireland

Our library group study visit was to the Royal Society of Antiquaries of Ireland (RSAI) library and house. The Society was established in 1849 and has been in the house a hundred years. We had a very interesting walk there, and stopped shortly at Oscar Wilde's childhood home and his statue in Merrion park. We were then welcomed and showed around very kindly by the President of RSAI, Dr Conor Lucy who told us about the Society and their library. The Society's house is in itself an amazing historical building, built 1790, and it houses some very special material and books. Their library collection is over 5000 books and 5000 magazines, mostly of course on archeology and history. But they also have a photographic collection and a document archive. An online catalogue is in the process of becoming fully functional. We also walked around in the beautiful garden, which is the only 18th Century garden preserved in Dublin. Apparently the gardener works for free just because the Georgian garden is so unique! The RSAI home page: <http://rsai.ie/>

Altogether a very pleasing study visit!
Spain!

Michael Eklund

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The Society's beautiful Georgian garden, preserved as in the 18th Century.



The library group with dr Conor Lucey in the middle in the hall of the RSAI house.



Memories from the ICML + EAHIL 2017, 12-16 June 2017, Dublin, Ireland

Library visit: The Royal College of Surgeons in Ireland (RCSI)

The visit to the Royal College of Surgeons in Ireland (RCSI, <http://www.rcsi.ie/>) was an excellent closure for the great week in Dublin! The RCSI was the place to visit, to see something old and historical with long traditions, to counterbalance all the new things seen and learned during the week! We had excellent tour guides: Customer Services & Communications Coordinator *Johanna Archbold* and Front of House Manager *Bryan Shields* really know their thing! We heard fascinating stories, dating back from 1784 when RCSI was founded: the bullet hole in the door (the war for independence), the lives behind the portraits in the walls (one of them ending up to be a character in the *Dubliners*) and much more. To top it all we got a peek to the new top modern library that is just under construction. It was especially interesting to hear the RCSI's colleagues' plans for the new premises and functionalities, as our library Terkko in the University of Helsinki is currently under renovation to be the new Terkko Health Hub, with new partners as well. So there is a good reason to visit RCSI again, to see how the new library looks in action!

Katri Larmo

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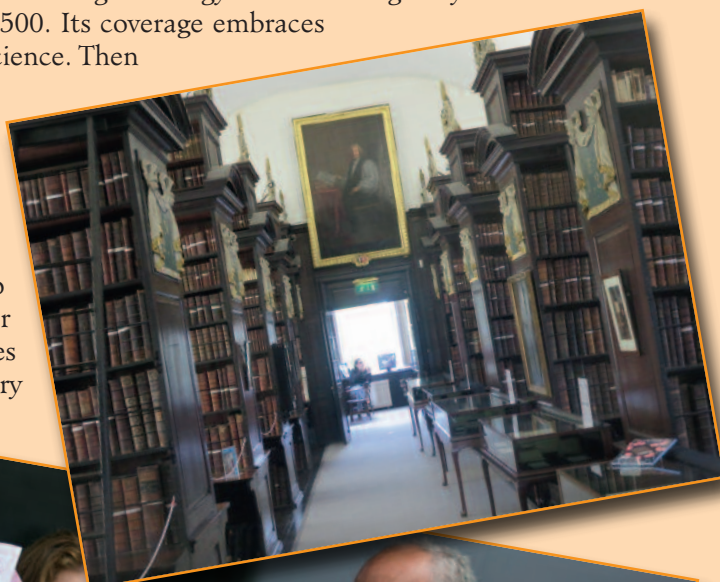




Memories from the ICML + EAHIL 2017, 12-16 June 2017, Dublin, Ireland

A visit to the Marsh's Library

Just behind the St. Patrick Cathedral a small brick and stone building preserves its treasure for more than three centuries. Established in 1707 by the Archbishop Narcissus Marsh the Marsh's Library was the first public library in Ireland and has remained largely unchanged since its foundation. Entering in the first gallery you are immediately welcomed by the smell of its original oak bookcases and by the charm of its old books. A step back into the eighteenth century! This short gallery contains a collection of 10,000 books of the late seventeenth century belonged to a prominent English clergyman and bought by the founder for the enormous sum at the time of £ 2,500. Its coverage embraces many disciplines such as history, law, politics and science. Then you access the Old Reading Room that counts among its readers two glories of Irish literature like Bram Stoker and James Joyce. A second gallery less imposing than the first one hosts both the personal collection of the Archbishop, a talented oriental linguist, and also the ghost of the library! Thanks to the precious assistance of a group of volunteers and with the support of the Director we experienced in deep all the rarities and curiosities of the library. Don't forget to visit the Marsh's Library in your next stay in Dublin, a really exciting experience!

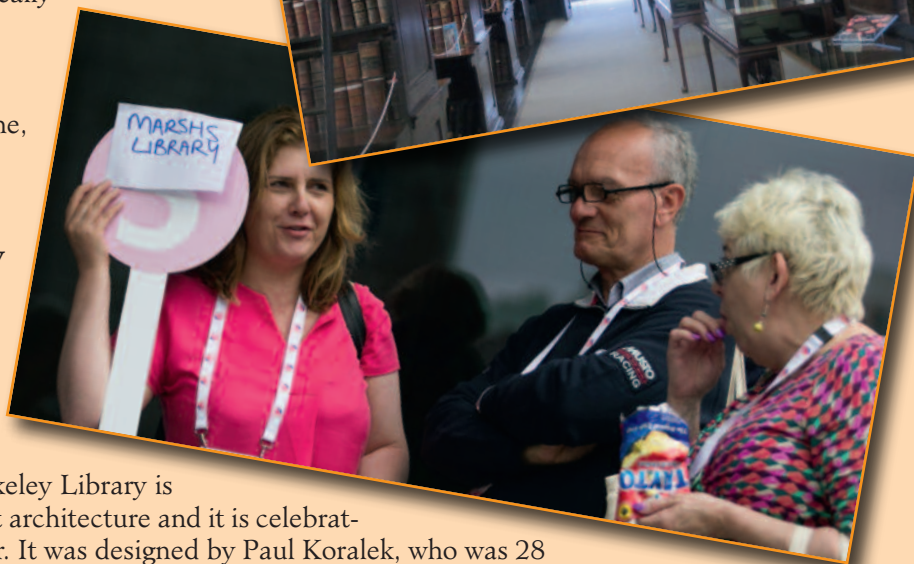


Franco Toni

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Berkeley Library, Trinity College Dublin

Greg Sheaf, Assistant Librarian at Trinity College Dublin gave us a fascinating tour of the College's Berkeley Library. Berkeley Library is an excellent example of brutalist architecture and it is celebrating its 50th anniversary this year. It was designed by Paul Koralek, who was 28 when he designed the library, which was his first commission. The building was made with a wooden mould and the concrete was then poured in to the mould. When the concrete set the wood was removed. In some parts of the library you can see the grain of the wood used in the mould. The building was designed with a variety of different types of study space - there are some lovely seating areas and there are study desks in quiet corners. It is, however, quite inflexible. They need a lot of wifi routers for example! As the building is protected they have to be careful when planning any changes in the library.



The library has organised various events to celebrate the anniversary. There has been a concert with Moog synthesisers and drama students have performed playlets in the library. They are using #Berkeley50 and a website (<http://www.tcd.ie/library/berkeley/>) to promote their events.

Thanks to Greg for such an informative tour.

Fiona Brown

University of Edinburgh, Scotland, UK



Memories from the ICML + EAHL 2017, 12-16 June 2017, Dublin, Ireland





Memories from the ICML + EAHIL 2017, 12-16 June 2017, Dublin, Ireland





16th EAHIL Conference 9-13 July 2018 Cardiff, Wales, UK



Ysbrydoledig • Cynnwys • Hysbysu
EAHIL 2018
Caerdydd • Cardiff
Inspiring • Involving • Informing

European Association for Health Information & Libraries 2018

Inspiring – Involving – Informing

The Local Organising Committee for EAHIL 2018 are pleased to announce that the European Association for Health Information & Libraries will hold their 16th annual Conference in Cardiff, Wales, United Kingdom on **9-13 July 2018**

The conference will take place in the Royal Welsh College of Music and Drama, with the Welcome Reception in the National Museum and the Conference Dinner in City Hall Cardiff in the historic heart of the city.

The call for abstracts for the EAHIL Cardiff Conference is now open!

The conference themes are the joint work of the International Programme Committee and the Local Organising Committee. For any query about the theme, please contact EAHIL stating the theme and the lead for the sub group will be able to offer you advice.

The LOC has members from many different organisations within and outside Wales. This call for abstracts is being sent out to these organisations and networks.

EAHIL seeks abstracts from colleagues in all sectors. We know that we have a lot to learn about health and wellbeing from each other.

Types of presentations and workshops

There are four different types of presentation and workshop at the conference. Please state on your submission which type you think would best showcase your work. The categories are:

- Continuing Education Courses (9 and 10 July)
- Parallel sessions: Interactive and hands on workshops
- Parallel sessions: Lecture style. This will include panel discussion and questions from the audience.
- Digital Poster* exhibition.



16th EAHIL Conference 9-13 July 2018 Cardiff, Wales, UK

Timetable

Deadline for Abstract Submissions: **October 27 2017**

Notification of Abstract Acceptance: **December 1 2017**

Deadline for Registration for Presenters: **March 30 2018**

*The poster exhibition will be electronic for the first time at an EAHIL conference. You will be asked to send a JPEG of your poster to the Cardiff exhibition team and we will do the rest. All posters will be available on e-poster monitors in the conference exhibition and on the conference website. These electronic posters will also be available for the online CPD EAHIL courses. Please contact EAHIL if you have any queries.

More information is available on our website at www.eahilcardiff2018.wordpress.com

Add it to your favourites to keep up-to-date with programme and booking progress.

Contact the Local Organising Committee

Email: EAHILCardiff@gmail.com

Twitter: @EAHIL2018



Memories from EBSCO Scholarship recipients



Sarah Kennedy

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I was delighted to be awarded the EAHIL-EBSCO scholarship 2017 to attend this year's conference in Dublin. This was by far the largest conference I have been to in terms of both size and scope. There were so many interesting presentations, posters and workshops to choose from on the themes of leadership and values, integration, technology, and education and learning. As I was the only person in my organisation in attendance, it has been really positive to come back and share some of the ideas and practice highlighted by the presenters with my colleagues.

In her opening address Aoife Lawton spoke about diversity and taking opportunities to work with international colleagues; there is so much we can learn from colleagues working in different ways, in different countries or even just in different roles. Talking about teaching with academic librarians was extremely useful, as was a discussion about impact with librarians from different parts of Europe. I also really enjoyed the keynotes, especially the talk by Dr Mark Murphy. It was interesting to get some insight on the world of evidence-based medicine and clinical decision making from a general practitioner. It certainly provided food for thought about how we can better support our researchers and surgeons.

One of the threads that ran through the conference presentations was that of dealing with change. I thought Michelle Kraft, another keynote, summed it up perfectly when she said that change is not necessarily good or bad but it is disruptive. Given that my organisation is going through a great deal of change at the moment I've really taken on board what a lot of presenters spoke about with regard to dealing with change and trying to find ways to make it a positive experience.

Dublin Castle was such a wonderful backdrop for the conference, right in the centre of Dublin city. As were the other historic landmarks we visited as part of the social events. Many thanks to the Organising Committee who clearly put a great deal of time and effort into what I think was a very successful event. And of course a sincere thank you to EAHIL and EBSCO for this fantastic opportunity, it really was an amazing experience. I have come back to London inspired and ready to integrate and innovate. I very much hope to attend future conferences and perhaps share some of our work with my European colleagues.



Ivika Rande

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I am very honoured to be one of the EAHIL-EBSCO Scholarship recipients that allowed me to attend the ICML + EAHIL 2017 Conference "Diversity in Practice: Integrating, Inspiring & Innovative". Thank you everyone in EAHIL Board!

The conference program was very interesting and versatile covering topics from education to technology and with possibilities to participate in Continuous Education Courses, Workshops and parallel sessions. Sometimes it made me wish I had the gift to multiply myself to be able to listen to all the presentations. And as if that wasn't enough there were poster presentations and special interest group meetings as well. Every evening as I made it back to my hotel room, I was so tired and so excited at the same time. My head was filled with newly gained knowledge and ideas for the future. I'd like to express my gratitude to all you organisers, oral and poster presenters and key note speakers for all your work that made it possible.

I also loved the entertainment part of the conference. Reception and dinner gala took place in wonderful historic places and provided opportunities to meet colleagues and share impressions in informal settings. And of course the city of Dublin itself with its beautiful Georgian architecture, sculptures in abundance, churches and parks. And amazing libraries like the Old Library of Trinity College, March Library, Chester Beatty Library – each and everyone a little gem in its own right.

So to be more specific then what did I learn:

- a few little things that make teaching and learning much more fun like chocolate incentives;
- new concepts of teaching that we in our centre haven't used before like flipped classroom model;
- tools to evaluate like AMSTAR or RobotReviewer;
- tools to use for building better search strategies like search filters and search blocks.

This list is by no means conclusive.

The next step would be for me and my colleagues to think about how to first adapt and then put to use all those ideas and practices in our everyday work.

In summary I had a truly rewarding week in Dublin and I look forward to attend more EAHIL events in the future.



David Ozura

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I am working as a head librarian in a smaller health library together with 2 co-workers. Our library serves the needs of the institute's research and clinical activities, as well as the university training programs in the field of oncology. We have to do all the routine tasks in a library setting and we are always short of time to improve our knowledge and skills in the field. Improving and extending support to our researchers and clinicians is one of our main goals. We continuously participate at seminars and training courses that are offered within our country.

Health libraries in Slovenia, besides being part of the Section of Special Libraries of the Slovenian Library Association, do not have any subject specific official association and there is no specific training program for us. We also need to be familiarized with new methods and practices, to stay up to date in the field of (medical) librarianship and to find out best practices that are available to adopt them in our library settings. One such way is participation at the international conferences and workshops abroad.

With this aim in mind I attended my first, very inspiring and well organized EAHIL conference in beautiful Seville in 2016. The event exceeded my expectations.

ICML + EAHIL 2017, DUBLIN, IRELAND

In 2017 our library budget for professional training was reduced. So I was very grateful to the EAHIL Board to have agreed to award me with one of the EAHIL-EBSCO scholarships which enabled me to attend the EAHIL Workshop in Dublin.

My contribution was a poster presentation entitled “Embedded Health Librarianship in Slovenia: Current Practice and Challenges” (together with co-authors Martina Kocbek Gajst and Vesna Cafuta). The aim of the study was to get an overview of the current level of biomedical library services’ embeddings in Slovenia, and to identify specific library users’ needs.

The EAHIL conference in Seville and the workshop in Dublin contributed a lot to upgrade my professional knowledge and skills. The attendance at the international EAHIL events is an excellent way of getting new ideas and to meet with different solutions to common problems, with new methods, approaches and practices. It is therefore an opportunity for networking and making new collaborations and friendships throughout Europe and wider. I already am adapting and implementing some solutions into our services and process of work.

And I am already looking forward to take part in future conference in Cardiff in 2018!



Juan Talens-Bou

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First of all, I would like to thank EAHIL and EBSCO for their generous contribution to my attendance costs, which would have been impossible without it.

It has been a year packed full of new experiences for me. I started my traineeship as an Information Specialist for the University of Exeter Medical School in March 2016. When my traineeship was coming to a conclusion, I got my first poster accepted for my first attendance to EAHIL, hopefully the first out of many.

As it was my first time at an EAHIL Conference, I was concerned that the workshops and sessions might have been aimed at experienced information specialists and librarians. I also thought that it might be too focused on medical libraries and management. I could have not been more wrong. There were plenty of opportunities for people at the initial stage of their career to learn skills such as database searching, teaching and preparing one’s own workshops. Moreover, there were a lot of workshops and plenaries on database searching, which has been one of my main duties as a trainee information specialist.

I was very impressed with the number of attendants, and their various backgrounds and skills. It was a truly international event and this added tenfold to its success. However, the best part of the conference was how friendly all the attendants were and the amount of effort that the organisation went through to make EAHIL a social occasion. We had amazing dinners and tours of great venues, without forgetting the ceilidh and the dance night, where I had such a terrific time.

Apart from all the new skills that I have learned during EAHIL 2018, such as PRESSing your searches, search blocks and machine learning, I have also learned that Australia has a demand for health librarians and Swedish territorial politics, amongst others things. I have also learned that Irish weather cannot be trusted!



Leeni Lehtiö

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Before summer 2017 I had only heard many captivating stories about EAHIL conferences and was absolutely convinced that it would be an event I would love to attend to. Therefore, this year I and my colleague, Chief Information Specialist Elise Johansson, decided to submit an abstract to the EAHIL Workshop about teaching an online course. We were honored to be accepted with our oral presentation and even more, I was one of the recipients of EAHIL-EBSCO Scholarship, so summer 2017 was a fortunate summer for me!

It was my first time to have attended ICML + EAHIL Workshop 2017 and I didn't know what to expect. I think the ICML + EAHIL workshop was just what the title "Diversity in Practice: Integrating, Inspiring & Innovative" promised: integrating, inspiring and innovative. I met a great number of experts in the medical library field and it was very educational and inspiring to hear about their work and learn what kind of work is made in the different kinds of organisations. Altogether, the week I spent in the lovely Dublin was full of learning experiences. I started my week with two EAHIL Continuing Education Courses: one about online teaching and one about systematic literature reviews. They both gave me a lot to think about; online teaching in its various forms will be something we need to focus on in the future and systematic reviews are something that I need to apply myself.

The ICML + EAHIL Workshop Programme contained a lot of very interesting presentations. Unfortunately, I couldn't participate in all the parallel sessions but luckily I had my colleague with me so we could attend different sessions. Even though all the presentations were not totally relevant to my role in my library, I learned a lot of new things and I will share the fruits from the workshop with my colleagues. There was also a huge amount of informative posters. Posters were a nice way to learn especially when there was enough time to concentrate on reading them during the breaks.

I was able to participate also in two interesting interactive workshops where it was very fruitful to discuss with other librarians and learn how similar problems we have and what kind of solutions others have created in their libraries.

I want to thank all the workshop organisers for an outstanding event. I also want to thank EBSCO who gave me the opportunity to participate in the ICML + EAHIL Workshop.

Memories from EAHIL AHILA Scholarship recipient Reflections on my attendance to EAHIL conference



Virginia Hamwela

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I was honored to have been the recipient for the EAHIL+AHILA scholarship 2017 to attend the EAHIL+ICML 2017 conference in Dublin, Ireland. This opportunity wouldn't have come at any better time for me because, I was at a place desperate to hear testimonies of other professionals in order to chart my next career destination and also to gauge whether our medical library was moving in the direction of acceptable standards and current trends in the field five years after its establishment.

I am happy to report that the conference met my expectation more than I anticipated. In a nutshell, what came out so prominent for me were issues of research data management, evidence based practice and the importance of mentorship in health librarianship. I identified with these because of the emphasis that the Zambian Ministry of Health has placed on evidence based healthcare and also because the Copperbelt University has prioritized research to raise its ranking amidst limited budgets. Thus, aligning our library services with these themes would translate to imparting evidence based skills to our graduates who will add value to our country in line with the National vision, at the same time if the library is to integrate its services in research by introducing research data management services it will be upholding the research reputation of its parent institution.

Further, my take home messages came from the Key note speeches that emphasized that health librarianship is changing. Thus, librarians are challenged not to remain stagnant in their operations and to be cognizant of diversity. Therefore, in the face of change professional health library associations are reminded that they have a huge role to play in changing the health librarianship environment. Examples were given of the Australian and American library associations that have taken a leading role in responding to the said change.

The above examples threw me to our own associations particularly in Zambia and Africa, whether



they are at a level to rise to these changes and trends prevailing in librarianship; worse still whether health librarianship has a voice or a place in our already existing library associations.

The answer perhaps lies in what I got from one of the influential people in health librarianship from Africa in the name of Prof. Maria Musoke, whom I met at the conference. She challenges young health Librarians from Africa to pick up the challenge to ensure that Health librarianship is given its invaluable place in healthcare and all other relevant organizations.

Being one of the few health librarians from Africa I am not spared from this challenge and that's why my take home message from the conference is borrowed from Aoife Lawton's speech, I am not going to be afraid to try new things in health librarianship for the next five years because I am not alone in pursuit of change in my career and our medical library. I have a network of highly skilled professionals who inspired me at the conference and who I can contact as we chart our next five years of service at Copperbelt University, Medical Library.

In closing I wish to thank the committee from both EAHIL and AHILA who chose me and gave me an opportunity to get exposure at the Conference. I am also highly indebted to Dr Diarmuid O'Donovan and Dr Victor Mukonka who both sourced for more funding to top up my grant for my travel and accommodation.



My experience attending ICML + EAHIL 2017

From the 12-16th June 2017 over 400 health librarians and information specialists representing 33 countries from around the world gathered in Dublin Castle, for the 12th International Congress of Medical Librarianship and the 2017 EAHIL workshop. The theme was **Diversity in Practice: Integrating, Inspiring and Innovative**.

This was my first time to submit a poster abstract for an international library conference so I was delighted to be accepted to present the poster alongside Aoife Lawton, National Health Services Librarian for the HSE and Padraig Manning, Librarian for the HSE. The title of our poster presentation was “Evaluating the effectiveness of librarian led workshop in a health services environment”.

Through a series of keynote speeches, plenary and parallel sessions and workshops along with poster presentations, the conference covered the following themes over the three days: Leadership & Values; Integration; Technology; Education & Learning; Consumer Health and Research & Evidence Based Librarianship.

Each day brought a variety of distinguished, diverse and thought provoking speakers. Keynote lectures were delivered by Michelle Kraft (Library Director at Cleveland Clinic’s Floyd D. Loop Alumni Library; Richard Corbridge (Chief Information Officer for the Health Service Executive in Ireland and the Chief Executive of eHealth Ireland), Dr Mark Murphy (General Practitioner in South Dublin) and Aoife Lawton (National Health Services Librarian for the HSE). All speakers sought to share some of their ideas, experience and knowledge about the theme of diversity in practice. A range of topics were presented from diversity through change; integrating and innovating ehealth; how General Practitioners source evidence based information; and visibility and vision as a way forward for our profession.



Fig. 1. Fiona Lawler, Aoife Lawton and Padraig Manning next to their poster.

I attended several parallel sessions covering a wide range of topics from embedded library services with a hospital dementia team to the evaluation of an information skills training course using flipped learning versus traditional learning, from assessing which databases are the best sources for economic evaluations to ensuring quality in consumer digital health. It was evident diversity in practice was to be seen all through the conference. One of the interactive workshops I attended on search strategy development also enabled participants in the group to have some time to share and discuss, in a relaxed and informal way, different approaches to searching research questions.

I found the conference to be a very enjoyable experience and there were lots of opportunities to ask questions either during the sessions or at break and lunch times. I found it very beneficial to engage in feedback with participants who viewed our poster and to also speak with other librarians from Ireland and around the world and to learn from some of their experiences and knowledge.

Outside the main conference, there were many opportunities to network and socialise in places such as the dining hall in Trinity College Dublin where the official welcome reception took place and the Gala Dinner and Ceili Mor which was held in the Round Room of the Mansion House. A range of library tours across Dublin city also took place after the closing ceremony.

One of the key messages which I took away from the event is that within our profession diversity is a necessity and with constant changes happening in the delivery of healthcare, as librarians, we need to align and make our vision meaningful within our own organisation.

This was a great conference of health librarian achievement.

I am very grateful to the Health Science Libraries Group (a sub group of the Library Association of Ireland) for providing me with the bursary to attend.

A big congratulations to all the organisers of ICML + EAHIL on a fantastic event – thank you!

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Letter from the President



Maurella Della Seta

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Dear Colleagues,

In my third 2017 letter I would like to start with my impressions from the Dublin joint 12th International Congress on Medical Librarianship and EAHIL workshop that took place last June: not just because this journal issue is devoted to the memories of participants, but mostly because I believe that our yearly meeting represents always a milestone for medical librarians, as every EAHIL event offers a myriad of opportunities for professional update.

First of all, I was impressed by the wonderful organization set up by the Irish colleagues: although the event was intense – three parallel sessions and several interactive workshop at the same time – the perfect timing allowed us to follow as many paths as humanly possible in three days. Personally, I was able to follow two subjects, **Consumer Health** and **Research and Evidence Based Library and Information Practice (EBLIP)**, the topics I mostly deal with daily in my work.

As for the first topic, I was struck by a quotation from Sir Muir Gray, one of the founders of the Cochrane Library and former Director of UK NHS National Knowledge Service, cited by one of the speakers: “In the nineteenth century health was transformed by clear, clean water. In the twenty-first century, health will be transformed by clean clear knowledge”. I think that medical librarians can really play a role in this process, and this is confirmed by the many papers about providing reliable information to citizens, presented at the Workshop. The difference between Health Literacy and Health Information Literacy was clearly stated by WHO in 2015: the first one is the ability of understanding medical instructions; the second one includes personal characteristics and social resources needed for individual and communities to access, understand, appraise and use information and services to make decisions about health. The problem of fake news spread on the web is becoming a health problem in many countries: developing health literacy strategies, defining the role of information professionals in shared decision-making and informed choices, and ensuring quality in consumer digital health are some of the solutions proposed by the presenters in their papers. Nowadays, end users are able to control their health and well-being using smartphones, apps and wearable devices. Digital health offers at present the ability to undertake large-scale studies based on the data collected by millions of devices that systematically count the number of calories we ingest, our habits and our lifestyles. It is up to us to exploit the opportunities offered by this sea of information and to ride the digital wave in the most innovative way.

Research, EBLIP and Systematic Reviews strategies were the subject of three sessions and of several interactive workshops. I personally attended two workshops, “Machine-assisted searching and study selections in SR” and “SR: models of training for librarians”. Both were very interesting and the methodology used allowed us to be involved in the discussion.

I will provide you now with some news about the last two EAHIL Executive Board meetings:

- At the February 2017 meeting, the Board had a workshop on the theme: “How might EAHIL support its members to thrive and prepare for radical change?” Several ideas came out from the brain storming and one which got many votes was to involve more EAHIL members in the Erasmusplus programme. Erasmusplus is the EU’s programme to support education, training, youth and sport in Europe. It has a budget of €14.7 billion: it can provide lots of opportunities for exchanging library staff visits in European countries¹. In the next issue of *JEAHIL* you will find more information on how to apply, and how EAHIL can contribute to find hosting opportunities.
- The establishment of a new Special Interest Group on Education was approved in June meeting. This SIG aims to serve as a forum to share, discuss and make recommendations to the EAHIL Board and members in the following areas: Competencies framework for librarians and other information professionals; Post-graduate programme(s) in health, medical and related information sciences; Continuing professional development. The proposed name of the SIG is Training, Education and Development for Medical and Health Information Specialists and Librarians (TrEDMIL). This new group joins the recently approved group on Impact, Evaluation and Metrics (IEMG), which had its first meeting in Dublin.



Fig. 1. Some participants at the Gala Dinner in Dublin, June 15th, 2017.



Fig. 2. Dublin Castle Conference Centre, June 13th, 2017. Meeting with the representatives of sister organizations from Taiwan, Canada, USA, Australia and Africa.

I hope you had a wonderful summer with lots of sun and good weather, but not as hot as in Italy, where we had drought throughout the period, and problems with water supply. Global climatic change is a topic of great interest for its effects on health and on migration, and you are or could be involved in searching information about this. I am taking this opportunity to inform you that the guideline “Border checks. The border of controls”², regarding the health checks for migrants and refugees upon their arrival in Italy, was presented at the end of July by the Italian Minister of Health. It is an important step toward improvement of migrant healthcare, and we participated in the development of the guideline as information specialists, contributing to the retrieval and selection of over 1000 documents.

Enjoy reading this issue of *JEAHIL*. Those of you who were able to attend Dublin event will find nice memories of the great days in Ireland.

Maurella

¹ All information about Erasmusplus programme is available at: http://ec.europa.eu/programmes/erasmus-plus/node_en
² Available at http://www.inmp.it/lg/LG_Migranti-web.pdf

Report on Special Interest Group on MeSH EAHIL 2017 Workshop Dublin, June 14, 2017



Maurella Della Seta

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The Special Interest Group (SIG) on Medical Subject Headings (MeSH) met on June 14, 2017 at lunchtime during the joint ICML + EAHIL Workshop in Dublin, in the beautiful venue of Dublin Castle.

This year only five delegates participated in the meeting: Samuel Johnson from Netherlands/Dutch Caribbean, Tomas Allen from WHO, Isabelle De Kaenel from Switzerland, Iris Maria De Souza Carvalho from Bireme, Brazil, and the author of this report, who chaired the group. Probably other colleagues wished to participate, but there was a strong competition among the several SIG meetings and other events taking place at the same time. Indeed, the programme of the Dublin Workshop was so intense that it was impossible to follow all topics of interest.

Despite the small number of participants, the discussion was lively, and the exchange of information among the “happy few” was interesting.

First of all the participants introduced themselves and explained in which way their work involves MeSH utilization. Maurella Della Seta, after a brief welcome introduction, talked about the 2017 MeSH statistics. In the current year, there are 28,472 Descriptors, 80 Qualifiers (Subheadings) and 115,845 total Descriptor Terms, including Entry Terms (Synonyms)¹. In the continuous process of MeSH vocabulary development, new protein classes have been added, as part of the project to update and align MeSH protein classes with the gene families described by the Human Genome Nomenclature Committee (HGNC).

MeSH SIG members informed each other about NLM project and news: a discussion topic was that the Single Citation Matcher feature in PubMed would probably disappear, starting from next year. Another issue was the fact that the problem of searching adjacent terms was never fixed up in PubMed, and is still creating problems while searching.

The participants talked about the multilingual versions of medical terminology; the attention focused on the multilingual versions of MeSH and their exploitation in library catalogues in different countries and contexts.

¹ See Schulman J. What's New for 2017 MeSH. NLM Tech Bull. 2016 Sep-Oct;(412):e6.
<https://www.nlm.nih.gov/pubs/techbull/nd16/nd16_mesh.html>



Fig. 1. EAHIL SIG on MeSH meeting. Dublin Castle, June 14, 2017.
From left to right: Iris Maria De Souza Carvalho, Tomas Allen, Samuel Johnson, Maurella Della Seta and Isabelle De Kaenel.

The MeSH SIG members were concerned about having some impact on NLM choices regarding the vocabulary, by sending suggestions and proposing updates and changes. Brazil's representative wished more attention to the development of Tropical Medicine terminology

The need for developing new search filters in PubMed emerged in the discussion, especially in the field of Systematic Reviews (SR). Information specialists still find difficulties and gaps in the pre-determined search strategies for SR, present in PubMed.

Tomas Allen informed us about a D-Space-based institutional multilingual repository in six languages, developed by WHO. It is called IRIS, Institutional Repository for Information Sharing and it gives online access to WHO published material.

IRIS is available at <<http://apps.who.int/iris/>>, and it can be searched in English, French, Spanish, Russian, Chinese, and Arabic.

Time flies, further discussion was procrastinated at the next meeting of the EAHIL MeSH SIG group in Cardiff next year, hoping to see the same persons and many new delegates interested in medical terminology and semantic cataloguing.

Maurella

Report of the Special Interest group EAHIL-PHARMA meeting EAHIL 2017 Workshop Dublin, June 15, 2017



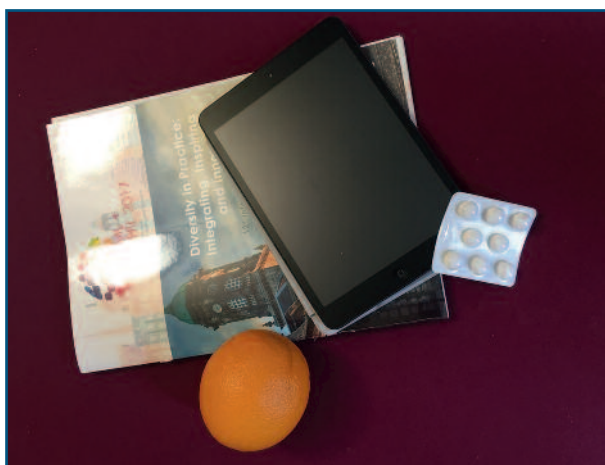
Peter Field

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Four librarians from 3 sectors in 3 countries convened in Dublin for a meeting of the Pharma Special Interest Group, previously referred to as PHING (PHarmaceutical INformation Group). The outstanding item on the agenda was the future direction of the group. Whilst there had been little group activity in recent years, all members present agreed that PHING is rich in potential as a forum for information exchange and as a locus of research and advocacy. Members discussed the following as possible areas of PHING activity:

- global repository for sharing documentation;
- information exchange about new drugs, new indications and business intelligence;
- text-mining research;
- social media monitoring for pharmacovigilance, trends, rumours and mis-information;
- campaign for unified European Copyright law;
- watching brief on the re-location of the EMA following Brexit.

Members agreed that the discussion should be extended to any EAHIL member with an interest or viewpoint. An email will be posted to the PHARMA group over the summer inviting people to contribute ideas or insights. It is hoped that this email will also act as a gauge of interest and engagement in PHING.



Beyond the EAHIL community, PHING aspires to establish rapport with equivalent special interest groups in IFLA and MLA. This would feed in to PHING's ambition to contribute to a more inclusive and connected information profession. As one meeting attendee put it: "Industrial Librarians and Clinical Librarians are on different sides of the same sphere. We have different perspectives and different needs but we can learn from each other."

If you are interested in any of these initiatives or in drug information generally, please subscribe to the PHARMA email list. The group, chaired by Francesca Gualtieri, will be very pleased to welcome you.

Report from Public Health Information Group's meeting EAHIL 2017 Workshop Dublin, June 15, 2017



Katri Larmo

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The public health group gathered on 15th June, with 17 participants, chaired by Tomas Allen (WHO HQ Library, Geneva, Switzerland). One of the main issues on the agenda was selecting a new co-chair, since our long-term co-chair Sue Thomas (Public Health Wales - Health Promotion Library, Cardiff, UK) has retired. We got an excellent successor for Sue: Ana-Belen Escriva (the European Centre of Disease Prevention and Control ECDC, Sweden) was unanimously elected. We warmly thanked Sue for all the great work she has done! Luckily we'll still meet her with everything related to EAHIL Cardiff 2018!

Many other issues were also discussed:

- Caby Caro (WHO, Switzerland) shared good news from Hinari & Research4Life: a sister program GOALI (<http://library.ifla.org/1680/>) concentrating on labor health and labor rights will be launched in January.
- WHO's commitment to Open Access using Creative Commons (<http://www.who.int/about/policy/en/>)
- Collecting examples of health librarians' engagement with LGBTQ health: Martin Morris from McGill University has approached Sue and Tomas with this project. He is interested in finding colleagues who are engaged in LGBTQ work. Tomas to contact him if he would like a message sent to the EAHIL email list in order to have a broader reach among the EAHIL membership.
- Health information in native languages:
 - There is a huge demand for health information in minority languages and languages of refugee populations. WHO is putting more and more effort reaching people e.g. in refugee camps.
 - There are also other projects aiming for this: Tomas has been contacted by colleagues Michael Honch and Laura Bartlett from NLM/NIH, working with translated consumer health information project Health Reach <https://healthreach.nlm.nih.gov/>. We discussed many ways to co-operate with them, like Sue's excellent idea of inviting them to EAHIL Cardiff.
- Climate change and environmental health: Sam Johnson (Saba University School of Medicine, Dutch Caribbean) raised the issue of direct effects and chain reactions the environmental problems cause to public health. After the interesting exchange of thoughts we decided to keep this highly important and interesting topic on the agenda in our future meetings as well!

- EAHIL 2018 Cardiff Conference: Sue (the Chair of the LOC), Ann Jones (the LOC member) and Mala Mann (the LOC member, CECs coordinator) gave us a preview of the next year's conference. Things are made a bit differently and the strict division between conference/workshop is forgotten. To get a wide view, experts from many kinds of organizations are involved; including public libraries and museums. Through all the conference themes ("Impact and value", "Innovation", "Information for the public and consumer health", "Arts, health and wellbeing" and "Global health") the aim is to show the practical impact we are making for health and wellbeing. After this inviting presentation I'm sure we all eagerly wait for the next summer and EAHIL Cardiff!

The minutes of the meeting can be read on the Public Health Group's Slide Share: <https://www.slideshare.net/EAHILPHIG/eahil-2017-dublin-phig-meeting-minutes>
Warm thanks for all the ICML+EAHIL 2017 Dublin organizers for an excellent workshop!



Fig. 1. EAHIL SIG on Public Health Information meeting. Dublin Castle, June 15, 2017.

Report from the European Veterinary Libraries Group (EVLG)



Michael Eklund, chair EVLG

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The EVLG had their bi-annual smaller workshop meeting on Wednesday, 14th of June in the Dublin Castle. We welcomed the new members Micah Waltz, Erin Kirby and Desiree Stalder. We have an ongoing history project about our group but it has been encountering some problems, apparently no one has a complete collection of our EVLG Newsletter from the nineties. If you have, please contact our historian Trenton Boyd, (e-mail: boydT@missouri.edu).

Esther Carrigan informed us about the Academic Veterinary Landscape Survey for 2017. The survey gathers information from academic veterinary libraries to document evidence and descriptions about changes in space, collections, services, reporting relationships and librarian assignments.

Katalin Bikadi made a presentation of the coming ICAHIS (International Conference of Animal Health Information Specialists) 9 at Budapest. The time for the conference will be June 14-17, 2018. We hope to have all the conference visitors staying at the same hotel in Budapest. Esther Carrigan is going to be chair of the International Programme Committee.



The EVLG official photo after the meeting. From left to right: Desiree Stalder, Esther Carrigan, Michael Eklund, Heather Moberly, Fiona Brown, Micah Waltz, Katalin Bikadi, Derek Halling, Erin Kerby, Trenton Boyd, Isobel Hoskins. Photographer, our guest, Christine Budke.

Michael Eklund

We have some ongoing hassles with our very old bylaws and group membership. But we will contact the EAHIL board and discuss what to do about this.

During the evenings of the Dublin conference the Vetlibbers managed to go out every evening together. The EVLG are really a dedicated, fantastic and merry group!



The "Animal table" at the gala dinner, Thursday 15th of June 2017, EAHIL Dublin.

TrEDMIL: The launch of a new Special Interest Group (SIG) for EAHIL



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TrEDMIL?

Taking care of the Heart and Soul of your Career.

Are you curious what this new SIG called TrEDMIL is? Do you want to know what the name TrEDMIL means? If so read on.

TrEDMIL stands for Training, Education and Development for Medical Information and Library professionals.

The name of this new SIG TrEDMIL is purposely designed to recognise that we are all trying to move forward with our careers and also moving the profession along. However, we are all individuals and move at different speeds as we decide or life dictates.



The idea

TrEDMIL began life in 2015 through discussions about the initial and ongoing training of medical librarians between Betsy Anagnostelis, Librarian at the Royal Free (UCL), Gerhard Bissels, Medical Librarian at Bern University, and Rudolf Mumenthaler, Professor at the Swiss Library School in Chur. Before a panel discussion hosted by the Swiss Academy of Medical Sciences in August 2016, Gerhard emailed EAHIL members in the summer of 2016 to give their ideas, theories and preferences for the Post Graduate and career development for Medical Information and Library Professionals. Several of us replied and were subsequently invited in May 2017 to Bern University Library to meet as an Expert Round Table to shape these ideas from the abstract to the practical.

The Expert Round Table

The original cohort consisted of:

- Betsy Anagnostelis, Librarian, Royal Free Hospital Medical Library & Site Libraries Manager, UCL Library Services, University College London – b.anagnostelis@ucl.ac.uk
- Gerhard Bissels, Head of Bùhlplatz Library, Bern University Library – gerhard.bissels@ub.unibe.ch
- Vesna Cafuta, University of Ljubljana, Medical Librarian, vesna.cafuta@mf.uni-lj.si (not present at the meeting)
- Laura Díaz Hernández, Medical Information Specialist, Bern University Library – laura.diaz@ub.unibe.ch
- María García-Puente Bibliotecaria/Documentalista especializada en Ciencias de la Salud. Freelancer, EAHIL working group on webinars – maria@bibliovirtual.es

- Dr Gillian Hallam, Adjunct Professor, Library and Information Science, Science and Engineering Faculty, Queensland University of Technology, Australia – g.hallam@qut.edu.au (Via video link)
- Dr Janet Harrison, Independent Information Management Consultant, former Senior Lecturer, Information Management, Centre for Information Management, School of Business and Economics, Loughborough University – J.Harrison@lboro.ac.uk
- Kate Kelly, Director Library Services, RCSI Mercer Library, Royal College of Surgeons in Ireland, European rep. on the MLA's "Task Force to Review MLA's Competencies for Lifelong Learning and Professional Success" – katekelly@rcsi.ie
- Carol Lefebvre, Independent Information Consultant, Oxford (UK), former Senior Information Specialist, UK Cochrane Centre (1992 –2012) –carol@lefebvreassociates.org
- Rudolf Mumenthaler, Schweizerisches Institut für Informationswissenschaft, HTW Chur – Rudolf.Mumenthaler@htwchur.ch
- Dietrich Nelle, Interimsdirektor, ZB Med, Köln – Nelle@zbmed.de
- Désirée Maria Stalder, Head of Vetsuisse-Library, Bern University Library, EAHIL working group on webinars – desiree.stalder@ub.unibe.ch
- David Stewart, Regional Director of Health Library and Knowledge Services North – david.stewart@nhs.net

Discussion

The discussions of the Expert Round Table were held at Bern University Library over an intensive three-day period in May 2017. Discussion was fast and at times furious. Amongst the many topics discussed we concentrated on the LIS Post Graduate courses available in the UK and the rest of Europe, the competencies designed for the profession by CILIP and the MLA and the requirements for training of newly qualified and established Librarians.

The European team were joined by video link with Dr. Gillian Hallam, Adjunct Professor, Library and Information Science, Science and Engineering Faculty, Queensland University of Technology, Australia. Dr Hallam described the learning from introducing an online postgraduate course in health librarianship essentials.

The Expert Round Table concluded that the best way forward to inform and influence Education, Training and CPD for Medical Information and Library Professionals was to form a new SIG in EAHIL.

The formal process

A formal request was made to the EAHIL Board providing the aims and objectives of TrEDMIL. This request was accepted by the EAHIL Board and the new SIG was born. This new SIG TrEDMIL is an interest group bringing together all the aspirations hopes and dreams we have for the profession and ourselves in terms of Education, Training and CPD.

TReDMIL inaugural meeting

The first meeting of TrEDMIL was held in Dublin Castle on the 15th June 2017 at the ICML + EAHIL Conference. There was an air of general excitement and enthusiasm in the room for the new SIG. The meeting was well attended attracting 27 EAHIL members from different countries, including Denmark, Germany, Ireland, Italy, Norway, Spain, Switzerland and the UK. The election of officers resulted in the appointment of the following:

- **Co-Chairs: Gerhard Bissels and Betsy Anagnostelis**
- **Secretary: Dr. Kate Kelly**

NEWS FROM EAHIL SPECIAL INTEREST GROUPS

It emerged from discussions that everyone was keen to share ideas and experiences. The group also decided that sub groups within TrEDMIL should be formed to concentrate on different aspects of the TrEDMIL remit. One initial suggestion was for Post-Graduation Education, and another to consider CPD and a third to consider Competencies. The group that trialled webinars over the last year, will also come under the TrEDMIL umbrella. It was also agreed that members of TrEDMIL can opt to participate in any subgroup.

TReDMIL success

TrEDMIL are proud to have been consulted and informed the discussions between ZB-Med (The German National Library for Medicine) and Cologne University of Applied Sciences, re: a new Post-Graduate Programme and the creation of a Professorship. This new post and development is fundamental for Medical Information and Library Professionals.

The new Professorship in Information Literacy is now funded and applications are invited.

https://www.th-koeln.de/hochschule/w2-professorship-in-information-literacy-jointly-with-the-the-german-national-library-of-medicine-zb-med--information-centre-for-life-sciences-according-to-the-juelicher-modell_46243.php

Joining TrEDMIL

If you want help to Direct your own career / Offer to help others / Help direct the Profession

Come and join us in TrEDMIL!

Simply add TrEDMIL membership by selecting it in your EAHIL membership details

<http://eahil.eu/about-eahil/membership/>

To join one of the sub-groups, please email:

Postgraduate programme – gerhard.bissels@ub.unibe.ch

CPD – betsy.anagnostelis@ucl.ac.uk

Competencies – katekelly@rcsi.ie

Webinars – maria@bibliovirtual.es

The opportunities are endless and possibilities uncharted.

Report on Special Interest Group on Evaluation and Metrics



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Valeria Scotti

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The Evaluation and Metrics Special Interest Group (SIG) met for the first time at the ICML + EAHIL 2017 Workshop in the Dublin Castle at lunch time in the Conference Centre Bedford European Room. The meeting was led by the two promoters of this SIG, Alicia Gómez (University of Hertfordshire, United Kingdom) and Valeria Scotti (Policlinico San Matteo, Pavia, Italy), and counted on the participation of further eleven attendees from different European countries, New Zealand, and the United States: Alan Fricker, Anne Linton, Cathy Pepper, Elise Johansson, Giuse Ardita, Ivika Rande, Katalin Bikádi, Mar González, Richard German, Teresa Lee, and Thomas Derek Halling.

First, Alicia and Valeria explained how the idea of the group was born two years ago during the Edinburgh conference, with the main aim to bring together and connect all those members interested and working on the different types of metrics (Bibliometrics, Informetrics, Altmetrics, etc.). After this introduction, each participant shortly presented himself.

The proposal, originally supported by 37 EAHIL members, including both the promoters, was approved by the EAHIL Board in March and the website of the group was launched in May this year. After the last update on July 25, the group had reached 77 members. The meeting discussion covered the objectives of the group:

- to establish a sharing framework for materials and experiences about science evaluation and metrics;
- to improve networking and collaboration on metrics-related projects and efforts amongst health librarians and information specialists, and their institutions;
- to promote the continuing professional development of EAHIL members through training courses, and the development of tutorials and materials.

Furthermore, the attendees agreed to accept both promoters as co-chairs, and consider using the list members to identify a secretary.

NEWS FROM EAHIL SPECIAL INTEREST GROUPS

After the presentations and the ratification of the aims and objectives, all the participants were asked to propose common interests; the following were highlighted:

- altmetrics;
- problems with authors' affiliations and with variations in the institutes' names in major databases that lead to errors in evaluation;
- data cleaning and metadata reporting;
- unified identifiers (ORCID, etc.);
- publishing strategies, including assessment about predatory journals;
- tools and resources for metrics.

It was agreed that one crucial point, for this SIG, is to have a platform for publishing and circulating documents, resources, and presentations. It was suggested to use the EAHIL website, as well as to launch a twitter or a SlideShare account for the group. Other concrete actions, collected in a blank paper board (Figure 1), were:

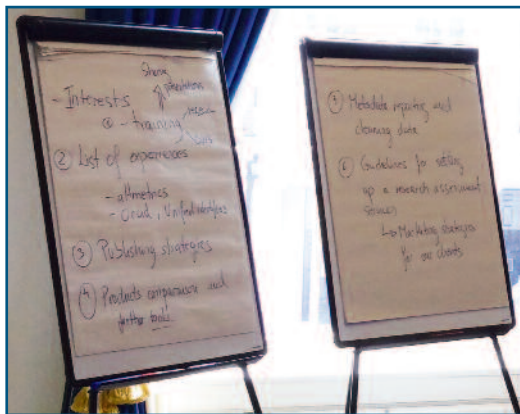


Fig. 1. Suggestions reported on paper boards.

1. to share training materials and presentations;
 2. to develop a list of members experiences and expertise;
 3. to work on product comparisons and further tools related to metrics;
 4. to develop and share guidelines for setting up research assessment services;
 5. to carry out a questionnaire to be forwarded to the entire list of the group on the use of bibliometric indicators.
- Suggestions for the next steps included a) to share with the rest of the members the interest and actions, and b) to establish some working groups. It was agreed that future Skype meetings would be a good way to keep in touch and exchange ideas.

The two co-chairs also emphasized the importance of the collaboration and proactivity of the group members; as they are convinced that the aims of the group have a higher chance of success with the participation of everyone.

All participants thought that the meeting was very productive, and they were happy to discuss and share information. At the end of the meeting, a photo of the participants was taken for use as an EAHIL photo of the group (Figure 2).



Fig. 2. Members of the Special Interest Group on Evaluation and Metrics.

Health Libraries Australia Report for EAHIL

Taking health librarians into the future: A report on the professional development achievements of Health Libraries Australia



Jeanette Bunting

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“The HLA executive believes that education holds the key to the future of the health library workforce and this being the case, have developed a robust offering of continuing professional development offerings for members. This has the potential to not only maintain and improve standards of professional practice, but also to increase professional recognition among the other health professions, while ensuring relevance and employability.” (1)

Health Libraries Australia (HLA) is the group within the Australian Libraries and Information Association (ALIA) which represents health librarians nationally. As HLA Convenor Ann Ritchie reported in the last issue of this journal (2), the HLA executive has a portfolio structure. One of the five portfolios is Professional Development, Education and Training and this report provides a brief outline of HLA’s recent achievements in this area.

Healthcare organisations operate in complex, dynamic environments. HLA realised that for health librarianship to adapt, survive and be relevant into the future, the profession needed to transform. A systematic approach to Continuing Professional Development (CPD) was required for strategic, national-level changes to occur and HLA needed to show leadership and take responsibility for this. Accordingly, in 2009 HLA, with funding from ALIA, undertook a national research project to determine the future skills and education requirements of the Health Librarian workforce. This research was presented in the 2011 Health Librarianship Workforce and Education: Research to Plan the Future (2) report. The research comprised a review of the literature and an environmental scan; a survey of health librarians and their

managers; and a series of semi structured interviews with employers of health librarians. The research adapted and expanded the Medical Library Association's seven competencies for lifelong learning and professional success (3), with the addition of an eighth competency, maintaining currency of professional knowledge and practice. The findings of the research have informed a number of professional development initiatives.

First has been the implementation of the ALIA Certified Professional(Health) scheme (4) which operates on a three-year cycle of professional accreditation. Membership of the scheme involves undertaking a skills audit to identify gaps in knowledge and skills, followed by undertaking competency-based professional development activities, accruing professional development points, keeping a reflective practice diary and participating in an auditing process which is overseen by ALIA. Participants also have access to ALIA's Career Development Kit and are encouraged to seek the assistance of a mentor. The HLA executive has also developed and maintains a document mapping courses to the eight competencies mentioned above. This document is accessible via the HLA website (5) and facilitates the discovery of professional development activities relevant to each of the competencies.

At the completion of the first year a health librarian becomes qualified to use the post nominals AALIA (CP) Health Librarian. After three years the participant receives a Health Specialisation certificate and is entitled to enrol for another three years to gain the Distinction Certificate. At present the scheme is voluntary and accreditation is not required for practice as a health information professional in Australia. However, participation in the PD Scheme is necessary for ongoing certification as a specialist health librarian, and this aligns with the requirements of all other health professions. During implementation of the CP scheme it became apparent that some of the competencies didn't have enough suitable professional development courses available. To fill these gaps HLA and ALIA partnered with the Queensland University of Technology (QUT) to provide the Health Librarianship Essentials course (6).



Fig. 1. CP Scheme certificate recipients, awarded at the HLA PD Day 2016.

NEWS FROM HLA

This is a nine-week online course designed for new graduates, early career health librarians, librarians who want to move into health librarianship, library and information science students looking for an elective and public librarians looking to answer health care enquiries more effectively. Topics covered include the health care and health sciences environment, health information resources, medical terminology and evidence based health care. The course is open to Australian and international students. Much of the course content was developed and delivered by practising health librarians, including members of the HLA executive. Participants are partnered with a local mentor, gain professional development points and may gain academic credits, depending on their institution and whether they elect to complete the required assessment tasks. The course commenced in 2015 with 29 students and ran again in 2016 with 20 students.

One of the main findings of the HLA research into future skills and education requirements of the health librarian workforce was that health library managers valued accessible, relevant, affordable professional development opportunities. Therefore HLA committed to delivering a PD program meeting these requirements and has made it a priority to organise an annual PD Day around the country. Previous PD day themes have explored collaboration, innovation and adding value and the role of the health librarian in systematic reviews. The 2016 PD day was held in Sydney as a stand-alone event and many innovations for enhancing library value were showcased (7). In 2015 the PD day was run as a satellite to the 8th Evidence Based Library and Information Practice conference held in Brisbane, Queensland, and in 2014 as a satellite to the ALIA National Conference in Melbourne, Victoria.

In addition, HLA organises other competency based training events and workshops in various locations where we are able to partner with other experts and organisations. These events can be a combination of presentations and workshops in areas of interest recommended by HLA members. In 2015 HLA directly provided or was involved in organising, seven events in five cities. In 2016, to date, HLA has been involved in three PD events with four more scheduled for November/December, including some in regional areas. HLA PD events have included Advanced Searching workshops with international presenters, a PubMed Train the Trainer course, and a Search Filters and Smart Searching Techniques workshop. HLA has recently been approached by the Australian National Data Service to facilitate face to face workshops on research data management for health librarians in 2017, titled 10 Medical and Health Research Data Things (8)

HLA also hosts an online Journal Club (9) that is available to Australian and international participants. Every second month participants choose an article to read, appraise it and discuss it online. Once the discussion is finished an evidence summary is written up and published in the next edition of the HLA News. The platform for the Journal Club is a wiki. Participants can log in when convenient and add their comments to the discussion. They can elect to be alerted when new comments are added. This model was preferred as allowing maximum flexibility for participation.

Finally HLA produces two regular publications that promote and enhance PD, the *HLA News* and *HLA Alerts*. *HLA News National Bulletin of Health Libraries Australia* (10), is indexed selectively by CINAHL, RMIT Publishing (Informit), the Informed Librarian and the ILOSearch database. *HLA News* functions as a national news alerting service, a historical record of developments in health librarianship, and a showcase for the achievements of health librarians and health libraries in Australia.

HLA Alerts is the monthly alerting service for HLA members. It promotes upcoming PD events and the Journal Club and provides a TOC service linking out to the major health and medical library journals (including *JEAHIL*).

HLA continually seeks opportunities to provide professional development opportunities for its members and the wider health librarian community in Australia, partnering where possible with relevant organisations and groups. Australia is a large and sparsely populated country and participants in the HLA research into skills and education requirements for health librarians identified distance and professional isolation as significant barriers to continuing professional development. By providing a mix of face to face and online

education and training opportunities, in capital cities and regional centres, at an affordable cost, HLA seeks to overcome these barriers as much as possible. HLA and its parent organisation ALIA also recognise that a robust competency-based continuing professional development program provides a mechanism for workforce planning, education and continuous transformation into the future.

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9. Welcome to the HLA Journal Club [cited 2016 Oct 2016]. Available from: <http://hlajournalclub.pbworks.com/w/page/71018035/HLA%20Journal%20Club>.
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National Library of Medicine report for EAHIL



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Deputy Director of the National Library of Medicine Appointed



I am excited to share the news that Director, Patti Brennan, RN, PhD has appointed our Assistant Director for Policy Development, Jerry Sheehan, as NLM's Deputy Director effective July 31, 2017. Jerry joined the NLM as Assistant Director for Policy Development in September 2006. He was responsible for monitoring, evaluating and advising NLM officials on a broad range of science, technology, information and health policy issues that affect the Library.

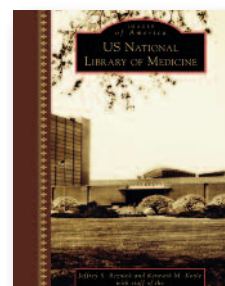
Mr. Sheehan came to NLM from the Organization for Economic Cooperation and Development (OECD) in Paris, where he served as Principal Administrator and Senior Economist in the Science & Technology Policy Division from 2000 to 2006.

In this role he managed a diverse portfolio of work on international science and innovation policy and conducted research on such topics as intellectual property rights, business innovation processes, service sector innovation and government R&D policy.

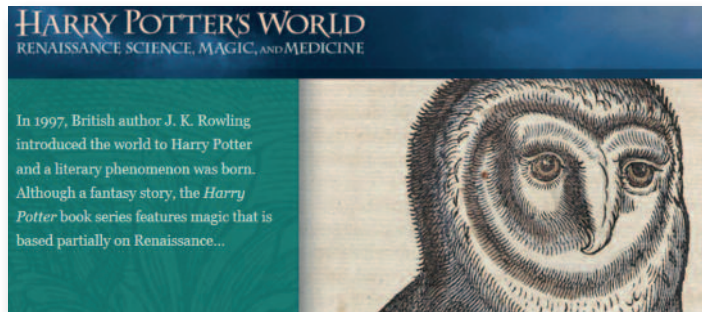
Prior to joining the OECD, Mr. Sheehan held positions as a Senior Program Officer with the Computer Science and Telecommunications Board of the US National Research Council and as an Analyst in the Congressional Office of Technology Assessment. Jerry has been actively involved in international government discussions about intellectual property rights, public access to the results of government-funded research and industry-science relationships. He holds BS (Electrical Engineering) and MS (Technology and Policy) degrees from the Massachusetts Institute of Technology.

New Illustrated History of the National Library of Medicine Published

This new book illustrates the broad history of the NLM from the early 19th century through the late 20th century with over 170 images from our own rich collections, and a handful of others from the US National Archives, the National Museum of Health and Medicine, the Smithsonian Institution Archives, and the Rudolph Matas Library of the Health Sciences at Tulane University. Readers will discover that over the long history of the Library the institution has developed through technical innovation, visionary leadership, and skillful work completed by a diverse and dedicated cadre of civil servants. Its history reflects the history of America and the world – the US Civil War, the world wars, the Cold War, and the dawn of the Information Age. You may download the book, or access original images in NLM's Digital Collections, or. In addition, we serialized the book in a collection of nine posts on *Circulating Now*, the NLM History of Medicine blog.



NLM Celebrates the 20th Anniversary of Harry Potter



We held a week of “magical” events to celebrate Harry Potter’s 20th anniversary including a two part lecture series, both archived and available to watch.

Part 1: *A Look into the Pensieve: Reflections on Harry Potter at Twenty Years*, by Elizabeth Bland, Curator of the Library’s exhibition Harry Potter’s World. In this lecture, Elizabeth revisits the Library’s exhibition

Harry Potter’s World: Renaissance, Science, Magic, and Medicine, including links between author Rowling’s fictional world and writings featured in the collections of the Library; themes from the series that have continued relevance today; and the works’ impact on a now-adult fandom who matured right alongside The Boy Who Lived.

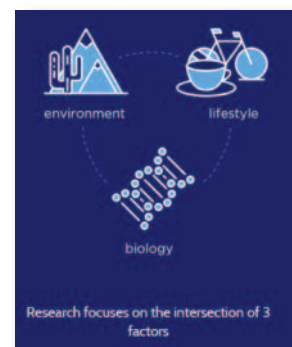
Part 2: *Monsters in the Stacks: How Harry Potter Came to NLM*, by Stephen Greenberg, PhD, Head, Rare Books & Early Manuscripts, NLM. Steve describes how NLM staff became inspired to undertake an exhibition about Harry Potter, drawing on collections of the Library, including works by real historical figures such as the alchemist Nicholas Flamel, who is a key figure in the first Harry Potter novel; the naturalist Conrad Gesner, who wrote about dragons and unicorns; and the mystic and toxicologist Paracelsus, whose potions and prophecies would have made him an excellent addition to the Hogwarts faculty.

I encourage you to travel through our Harry Potters World website to explore the collections of the National Library of Medicine and discover Harry Potter’s world and its roots in Renaissance magic, science, and medicine.

The NIH Precision Medicine Initiative’s All of Us Research Program

The Precision Medicine Initiative (PMI) is a long-term research endeavor, involving the National Institutes of Health (NIH), including NLM, and multiple other research centers which aims to understand how a person's genes, environment, and lifestyle can help determine how best to prevent or treat disease. Precision medicine is a revolutionary approach for disease prevention and treatment that takes into account individual differences.

A key element of the Precision Medicine Initiative is the All of Us Research Program, a historic effort to gather data from one million children and adults living in the United States. According to Eric Dishman, Director of the All of Us Program, “We want the All of Us community to be as diverse as our country, so that the knowledge we gain from the research will benefit everyone — including groups that haven’t been well represented in biomedical research before.”



Through advances in research, technology, and policies that empower patients, this program will enable a new era of medicine in which researchers, health care providers, and patients work together to develop individualized care.

The NLM looks forward to supporting the participants, researchers, standards and data of the Program!

[collected during May to July 2017]



Benoit Thirion

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The goal of this section is to have a look at references from non-medical librarian journals, but interesting for medical librarians. Acknowledgement to **Informed Librarian Online**.

FREE ACCESS

- 1. Anyaoku, Ebele N. and Nwosu, Obiora C. Extent of Access to Health Information and Sources for Chronic Disease Patients in Tertiary Health Institutions in South East Nigeria: Implications for Libraries Role**

Library Philosophy and Practice (e-journal) 2017 1504

Major source of health information were health professionals. Internet, books, newspapers, pamphlets were also sources of health information. Health information providers can consider areas of low information access for possible focus when planning health information disseminating activities. For medical and public libraries in the zone, sequel to building good consumer health information collections, they should extend their services by engaging in outreach programmes to their user communities. This will serve the dual purpose of creating awareness of their collections and also improve access to quality health information to patients with chronic diseases.

<http://digitalcommons.unl.edu/libphilprac/1504/>

- 2. Aquil Ahmed. Knowledge and Use of Electronic Information Resources by Medical Students at Al-Jouf University in Saudi Arabia**

Library Philosophy and Practice (e-journal) 2017 1524

Electronic resources are becoming an integral part of the modern education system, especially in higher education settings. Due to the need of medical professionals for high quality, authoritative, relevant, accurate and timely information, students studying in healthcare institutions need to know the various e-resources and the best suitable way to track and access them in order to support their learning and evidence-based medical practice. The present study has tried to assess and compare the awareness and usability level of medical students of two different colleges at Al-Jouf University in using the subscribed electronic resources. The main purpose was to determine students' knowledge and use of e-databases, and to identify the areas in which further training and research needed.

<http://digitalcommons.unl.edu/libphilprac/1524/>

- 3. S Thanuskodi. Usage of Electronic Resources among Ophthalmologists**

Library Philosophy and Practice (e-journal) 2017 1491

The researcher suggested conducting orientation and information literacy programs in order to eradicate lack of awareness. Providing supporting facilities for access, Selective Dissemination of Information and identifying the problems before rectifying are the notable aspects suggested by the researcher. The researcher also insists on

the role of libraries and ophthalmology associations regarding the effective usage of electronic and online resources.

<http://digitalcommons.unl.edu/libphilprac/1491/>

4. Chuks Daniel Oriogu, Roselyn Esoname Subair, Darlina Chima Oriogu-Ogbuiyi. **Use of Internet Health Information Resources and Information Seeking Behaviour among Health Professionals in Federal Medical Center, Abuja**

Library Philosophy and Practice (e-journal) 2017 1511

The advent of Internet have given rise to the exponential growth of health information resources which has invariably provided a wider means of access to health professional in meeting their immediate information needs. The study investigated the use of internet health information resources and information seeking behaviour among health professionals in federal medical center, Abuja.

<http://digitalcommons.unl.edu/libphilprac/1511/>

5. Molly Higgins *et al.* **Better Together: An Examination of Collaborative Publishing between Librarians and STEM and Health Sciences Faculty**

Issues in Science and Technology Librarianship Spring 2017

Collaborative research is standard practice in many academic disciplines as it has been shown to increase author productivity, article quality, and publication rate. Even so, little is known about publishing patterns among academic librarians and non-library faculty who have collaborated on research. With whom are academic librarians partnering? Are there certain subjects that lend themselves to collaboration opportunities between non-library faculty and librarians? This study attempts to fill that knowledge gap by examining the nature, trends, and subject matter of peer-reviewed articles co-authored by academic librarians and non-library faculty within STEM and the health sciences

<http://www.istl.org/17-spring/refereed2.html>

ABSTRACTS ONLY

1. Husain F. Ghuloum, Waleed M. Alyacoub. **Activating the role of the public library towards Autism Spectrum Disorder (ASD) in Kuwait**

Information Development Volume 33, Issue 4, September 2017 - First Published August 18, 2016; pp. 406-417

Although individuals with ASD are considered an important part of the population of the State of Kuwait, libraries and public libraries, in particular, do not pay attention to this segment for several reasons, such as lack of sufficient awareness of ASD. Public libraries` services to individuals with ASD are not clear and need to be investigated. This research attempts to investigate the new role of public libraries in order to serve individuals with ASD and their families in the Kuwait. Data was gathered from individuals with ASD and/or their families by using questionnaires and by interviews with 27 librarians in Kuwaiti public libraries.

<http://journals.sagepub.com/doi/full/10.1177/0266666916665436>

2. Selenay Aytac & Bruce Slutsky. **Authorship Trends of Research Articles Published in Seven Scientific, Technical, Engineering, and Medical (STEM) Library Journals: Analysis of STEM Library Research from 2011-2015**

Science & Technology Libraries Volume 36, 2017 - Issue 2 pp. 114-134

The purpose of this study is to examine the authorship patterns of research articles published in seven Scientific, Technical, Engineering, and Medical (STEM) library science journals. The following journals – Science & Technology Libraries, Issues in Science & Technology Librarianship, Journal of eScience Librarianship, Journal of Hospital Librarianship, Journal of the Medical Library Association, Medical Reference Services Quarterly, and Health Information and Libraries Journal – were studied by using bibliometric techniques for the five years from 2011 through 2015.

<http://dx.doi.org/10.1080/0194262X.2017.1323070>

- 3.** Linda Fuselier, Robert Detmering & Toccara Porter. **Contextualizing and Scaling up Science Information Literacy in Introductory Biology Laboratories**
Science & Technology Libraries Volume 36, 2017 - Issue 2 pp. 135-52
Contributing to ongoing research on the pedagogy of science information literacy, this article describes the contextualization of instruction within a consequential, biology-related public health issue and assesses the impact of this approach on student learning across a large number of course sections.
<http://dx.doi.org/10.1080/0194262X.2017.1307158>
- 4.** Henry Small. **A tribute to Eugene Garfield: Information innovator and idealist**
Journal of Informetrics Volume 11, Issue 3, August 2017, pp. 599-612
No other individual has had a greater influence on the fields of scientometrics, informetrics, and information science generally than Eugene Garfield. Most of his contributions over the decades are found to have had their origins very early in his career. Chemistry and chemical information launched his career and led to his involvement with medical information, computing technology, and the field of documentation
<http://www.sciencedirect.com/science/article/pii/S1751157717301463>
- 5.** Gali Halevi *et al.* **Suitability of Google Scholar as a source of scientific information and as a source of data for scientific evaluation – Review of the Literature**
Journal of Informetrics Volume 11, Issue 3, August 2017, pp. 823-834
As Google Scholar (GS) gains more ground as free scholarly literature retrieval source it's becoming important to understand its quality and reliability in terms of scope and content. Studies comparing GS to controlled databases such as Scopus, Web of Science (WOS) and others have been published almost since GS inception. These studies focus on its coverage, quality and ability to replace controlled databases as a source of reliable scientific literature. In addition, GS introduction of citations tracking and journal metrics have spurred a body of literature focusing on its ability to produce reliable metrics
<http://www.sciencedirect.com/science/article/pii/S1751157717300676>
- 6.** Whitney, Wanda, Keselman, Alla, Humphreys, Betsy. **Libraries and librarians: Key partners for progress in health literacy research and practice**
Information Services & Use, vol. 37, no. 1, pp. 85-100, 2017
This chapter provides an overview of health literacy and health information literacy efforts in U.S. libraries over the past two decades. The chapter begins with the description of the role of the U.S. National Library of Medicine in developing resources, programs, and partnerships serving health information needs of the public. It then overviews special training programs for increasing librarians' expertise with health information and health literacy support. The narrative also presents different models of health information outreach programs in diverse communities, focusing on serving special populations that may suffer from health disparities. The second half of the chapter describes libraries' and librarians' health information response to continuously evolving contexts, mediums, and requirements.
<http://content.iospress.com/articles/information-services-and-use/isu821>
- 7.** Luís A. B. Novo. **Could Sci-Hub become a quicksand for authors?**
Information Development Vol. 33, No. 3, June 1, 2017
Sci-Hub has shaken the pillars of scholarly publishing, providing free access to millions of paywall-protected scientific articles. Along the way, it has also challenged the hegemony of major publishers and a system propelled by scientometrics. Here we posit a scenario in which the myriad of papers offered by Sci-Hub could trigger a sudden flip to gold open-access, dragging authors into an even more restricting paywall.
<http://journals.sagepub.com/doi/abs/10.1177/0266666917703638>

Publications and new products



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Dear Friends

Those hot lazy days are gone although we all wish they could stay forever. Whether you spent them at the beach, the pool, or in the mountain, I am sure you now are ready for new suggestions and plans for the coming season. Enjoy the read and the last few summer days!

JOURNAL ISSUES

Health Information and Libraries Journal: Contents of July issue 2017

Editorials

Health Information practice: integrating, inspiring and innovating.

Marshall A

Engaging in research: challenges and opportunities for health library and information professionals

Murphy J

The role of the health information professional

Marshall A

Editorial: patient information comes of age

Murphy J

Increasing impact in a time of decreasing budgets

Sutton A

Meeting the challenges of clinical information provision

Spring H

Celebrating the role of health information

Grant MJ

Review Articles

Barriers to using electronic evidence based literature in nursing practice: a systematised review.

Sadoughi F, Azadi T, Azadi, Tannaz

Original articles

The Medline UK filter: development and validation of a geographic search filter to retrieve research about the UK from OVID Medline

Ayiku L, Levay P, Hudson T, Craven J, Barrett E, Finnegan A, Adams R

Is there an optimum number needed to retrieve to justify inclusion of a database in a systematic review search?

Ross-White A, Godfrey C

NExT: creating an interdisciplinary alliance to diminish informational barriers for public health nursing.

Johnson EM, Jones K, Eathington P, Howard C, Raszewski R, Twigg NM

Effects of argument quality, source credibility and self-reported diabetes knowledge on message attitudes: an experiment using diabetes related messages.

Lin TC, Hwang LL, Lai YJ

Knowledge Into Action – supporting the implementation of evidence into practice in Scotland.

Herbert, S. Davies, A. Wales, K. Ritchie, S. Wilson, L. Dobie, A. Thain

Regular features

- **International perspectives and initiatives**

New Directions in Health Sciences Libraries in Canada: Research and Evidence based Practice Are Key.

Ganshorn H, Giustini D

FROM THE WEB

- **The Institute of Museum and Library Services (<https://www.ims.gov>)**

The Institute of Museum and Library Services is the primary source of federal support for the US's approximately 123,000 libraries and 35,000 museums. Their mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. Their grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to increase. To learn more, visit www.ims.gov or follow IMLS on Facebook (<https://www.facebook.com/USIMLS>) and Twitter (https://twitter.com/us_ims).

- **MAGIC: Making GRADE the Irresistible Choice**

MAGIC is a research and innovation programme and non-profit initiative within the health sector, working to improve the creation, dissemination and dynamic updating of clinical practice guidelines, evidence summaries and decision aids. MAGIC has been realized using GRADE methodology and through international collaboration, combined with the latest web technology, intuitive design and emphasis on open and linked digitally structured data. It allows the creation of trustworthy guidelines, evidence summaries and decision aids that everybody can use and share.

MAGICapp is brought by MAGIC, which is a non-profit organization backed by an international team of doctors and researchers (GRADE Working Group, BMJ) to develop and publish well-structured

electronic guidelines, to improve their authoring, adaptation, presentation, dynamic updating, and dissemination using the GRADE methodology. No install or setup are required.

After signing up, any organization can:

- Create, publish, and dynamically update guidelines and evidence summaries branded with one's own logo and name
- Manage the entire process, from setting up author teams to following up on external reviews
- Develop user-friendly, structured guidelines in an universal format, using the GRADE methodology
- Automatically generate Decision Aids from one's content
- Use the full version control and access restrictions. 9 languages available
- Use the site to publish content on all platforms and devices, online and offline
- Use the extensive API to integrate and export content to one's own site
- Collaborate easily with all members of the team

The created content belongs to the author, only the platform is provided. To learn more about all of the features in the MAGIC research project visit the project website (<http://magicproject.org/>).

- **EBLIDA – European Bureau of Library, Information and Documentation Associations – The voice of Libraries in Europe!**

EBLIDA is an independent umbrella association of library, information, documentation and archive associations and institutions in Europe whose main goal since 1992 is to lobby for libraries in Europe. EBLIDA in fact acts to defend and promote the interests of the library, archive and information sectors and professionals in Europe, mainly following the policy agenda of the European Commission. Its efforts operate in two ways: influencing the European and International institutions and organisations, and providing support to national member organisations. The subjects on which EBLIDA concentrates are European information society issues, including copyright and licensing, culture and education. EBLIDA mainly acts through its Secretariat.

EBLIDA celebrated 25 years of Library Advocacy in Europe on the occasion of EBLIDA NAPLE Conference 2017, as a wonderful opportunity to reflect on the activities promoted throughout the years. Take a look at EBLIDA website and learn about its history and many other topics (<http://www.eblida.org/>).

- **LIBER – Ligue des Bibliothèques Européennes de Recherche**

LIBER (<http://libereurope.eu/>) is Europe's largest network of research libraries, with over 400 members. It was founded as an association in 1971 under the auspices of the Council of Europe. At the beginning it was a small dedicated group of European librarians, led by Jean-Pierre Clavel, Director of the Bibliothèque Cantonale et Universitaire, Lausanne, and the goal was to give European research libraries, national and university, a distinctive and compelling voice in the international library community. The chosen name LIBER was indicative of both books and freedom. In 2009, LIBER became a Foundation under Dutch law with its registered office in The Hague, the Netherlands. Since that time, its scope of activities has expanded greatly to include participation in many EU-funded projects and high-profile lobbying on issues of importance to research libraries such as text and data mining, copyright reform, open access, library infrastructures, and digitisation.

LIBER's Strategy Plan 2017 includes: finalising the Roadmap for the LIBER Strategy 2018-22; reforming copyright to support research and innovation; launching a Digital Humanities Working Group to facilitate existing activities and to encourage interested libraries to participate in this growing group of scholars; leading the engagement activities of the European Open Science Cloud (EOSC), and defining the rules of engagement for the cloud and the launching of community pilots.

A complete overview of LIBER can be found in the book *The History of LIBER* (<http://libereurope.eu/wp->

content/uploads/LIBER%20History%20_OrderForm.pdf) by Professor Esko Häkli, former President of LIBER. It documents LIBER's history as well as the information technology revolution in European research libraries and its profound effects on how libraries serve their users.

NOT ONLY BOOKS

A large part of the mission of the National Cancer Institute, NCI, (USA) is to share information and updates with the public and cancer research community. Social media is an ideal platform for connecting with people, and NCI participate in live social media events like Twitter chats. For example, on July 26, a Facebook Live event was held to discuss the importance of research in understanding cancer survivorship (<https://youtu.be/M5FCjnv6Xo>). For the discussion, Dr. Julia Rowland, Director of NCI's Office of Cancer Survivorship was joined by Shelley Fuld Nasso, Chief Executive Officer of the National Coalition for Cancer Survivorship and Liza Fues, patient advocate at The George Washington University Cancer Center. If you are interested in having more information about NCI and related events, please follow NCI social medial channels (<https://www.cancer.gov/social-media>).

BOOKS

The Public Library: A Photographic Essay. Princeton Architectural Press, New York, US (2014). ISBN 10: 161689217X / ISBN 13: 9781616892173. Hardcover \$18.04. Paperback from \$61.00



The San Francisco-based photographer Robert Dawson's photographs have been recognized by a Fellowship from the National Endowment for the Arts and the Dorothea Lange-Paul Taylor Prize. He is an instructor of photography at San Jose State University and Stanford University. One of his last projects, *The Public Library*, contains photographs of nearly 700 libraries across 48 states in the USA, making it a gorgeous document of the many faces of the American public library. It also includes reflections by Isaac Asimov, Barbara Kingsolver, Anne Lamott, Philip Levine, Dr. Seuss, Charles Simic, Amy Tan, EB White and others (<http://www.robertdawson.com/index-slides.html?gallery=Public%20Library%3a%20An%20American%20Commons&folio=Projects>). The Library of Congress highly appreciated

his work and purchased a full collection of his American public library photographs as part of its permanent archive.

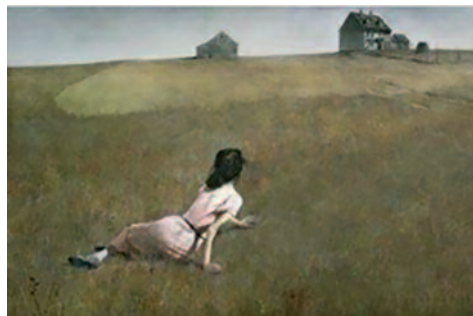
Patients as Art: 40,000 Years of Medical History in Drawings, Paintings, and Sculpture

To introduce this **upcoming** fascinating book from Philip Mackowiak focusing on many historical questions, I will mention part of Dabby Olena's interesting article *Art's Diagnosticians* published last June 12, on the online magazine *The Scientist* (<http://www.the-scientist.com/?articles.view/articleNo/49640/title/Art-s-Diagnosticians/>), about physicians who peer into the subjects of artistic masterpieces, and find new perspective on their own approach to diagnosing maladies. Mackowiak is the physician who founded the Historical Clinicopathological Conference at the University of Maryland, USA. In the book, Mackowiak will explore many historical questions and concepts of health and disease through an examination of more than 200 works of art.

One example is the following. Last year, Marc Patterson, a neurologist at the Mayo Clinic in Rochester, Minnesota, diagnosed Anna Christina Olson, a middle-aged woman from New England, with Charcot-Marie-Tooth disease – a family of progressive disorders that affects the peripheral nerves and often results

in problems with balance and the inability to walk. He made his assessment based on Olson's medical history, which detailed the onset and progression of her peculiar posture and way of moving.

But Olson was not Patterson's patient. In fact, he never even met her – she died decades earlier.



Instead, she was the subject of the painting *Christina's World*, created by American realist painter Andrew Wyeth in 1948. Patterson made his conclusions as part of the annual Historical Clinicopathological Conference at the University of Maryland, where each year a physician receives the clinical history of an unnamed historical figure and then makes and presents a diagnosis in the style of medical grand rounds and guesses who the historical figure is.

Patterson's diagnosis was published in the *Journal of Child Neurology* last March. In the paper, he and his coauthors discuss why Charcot-Marie-Tooth disease is more likely to be the source of Olson's symptoms than polio, which historians had previously proposed was the cause.

If you are willing to know the other works of art discussed in the book, check it out, it will be available soon.

FORTHCOMING EVENTS

August 12-28, 2017, Edinburgh, Scotland, UK

Edinburgh International Book Festival

For further information: <http://www.eblida.org/freeze-url/edinburgh-international-book-festival.html>

August 19-25, 2017, Wroclaw, Poland

WLIC 2017 IFLA World Library and Information Congress - 83rd IFLA General Conference and Assembly

For further information: <http://www.eblida.org/freeze-url/wlic2016.html>

August 23-25, 2017, Helsinki, Finland

The 8th Nordic Conference on Cultural Policy Research – NCCPR 2017

For further information: <http://www.eblida.org/freeze-url/nccpr-2017.html>

September 4-8, 2017, Barcelona, Spain

11th European Summer School in Information Retrieval (ESSIR 2017)

For further information: <http://www.eblida.org/freeze-url/vision-2017.html>

September 11-14, Amsterdam, Netherlands

SEMANTiCS 2017 – The Linked Data Conference – 13th International conference on Semantic Systems

For further information: <http://www.eblida.org/freeze-url/semantics-2017.html>

September 18-21, 2017, Saint-Malo, France

5th European conference on Information Literacy (ECIL 2017)

For further information: <http://www.eblida.org/freeze-url/ecil-2017.html>

September 21-22, 2017, Leicester, UK

9th International Clinical Librarian Conference

For further information: <http://www.uhl-library.nhs.uk/iclc/index.html>

October 4-6, 2017, Paris, France

15th Interlending and Document Supply Conference

For further information: <http://www.eblida.org/freeze-url/ilds-2017.html>

October 9-11, 2018, Kraków, Poland

ISIC 2018 – The Information Conference

For further information: <http://www.isic2018.com/>, <https://www.facebook.com/isic2018/>,
<https://twitter.com/ISIC2018>

October 9-14, 2017, London, UK

Libraries Week – United Kingdom

For further information: <http://www.eblida.org/freeze-url/uk-libraries-week-2017.html>

November 28-December 1, 2017, Tallin, Estonia

11th International conference on Metadata and Semantics Research

For further information: <http://www.eblida.org/freeze-url/11th-international-conference-on-metadata-and-semantics-research.html>

December 4-6, 2017, Hamburg, Germany

SWIB17 – Semantic Web in Libraries Conference

For further information: <http://www.eblida.org/freeze-url/swib17.html>

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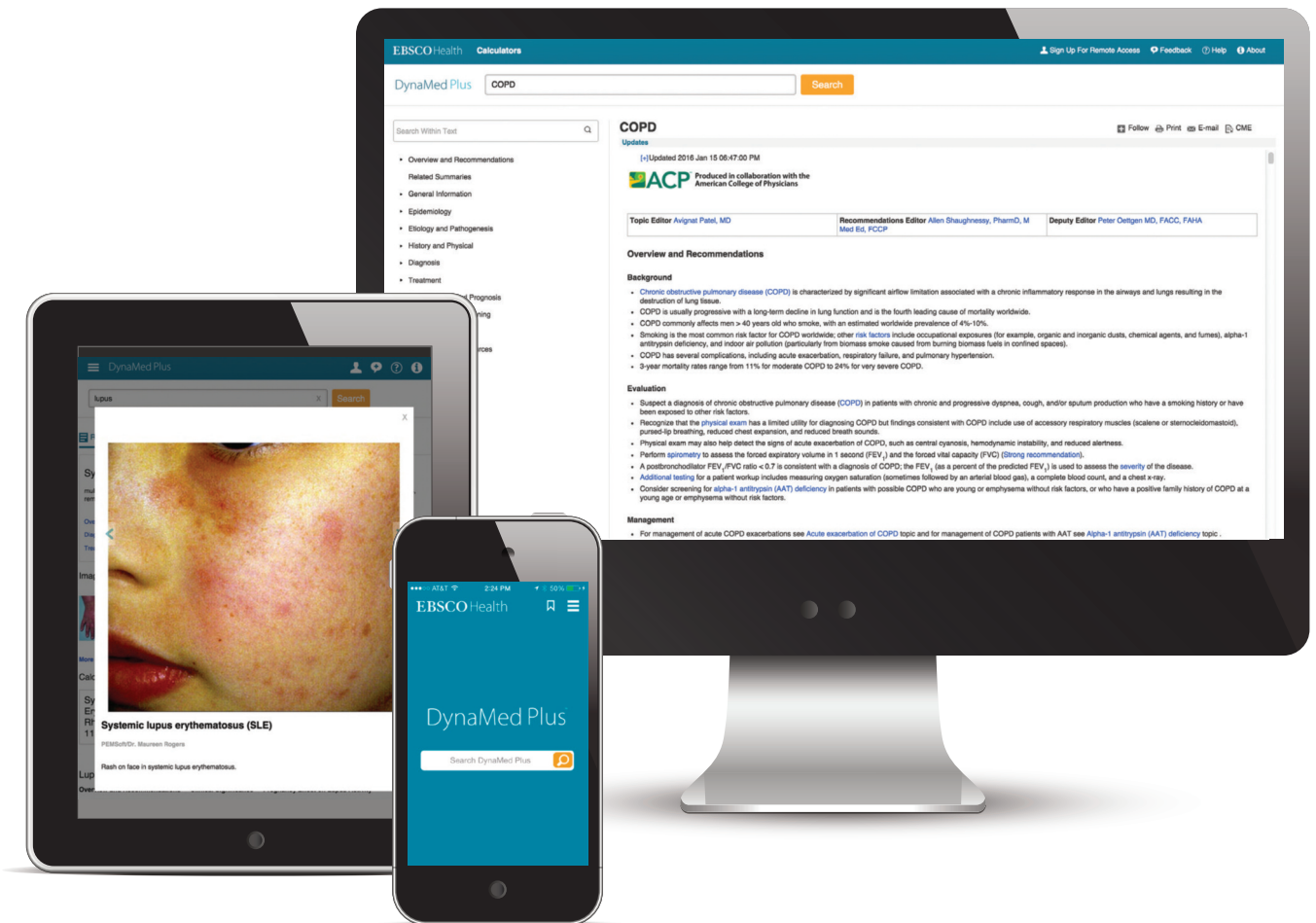
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