

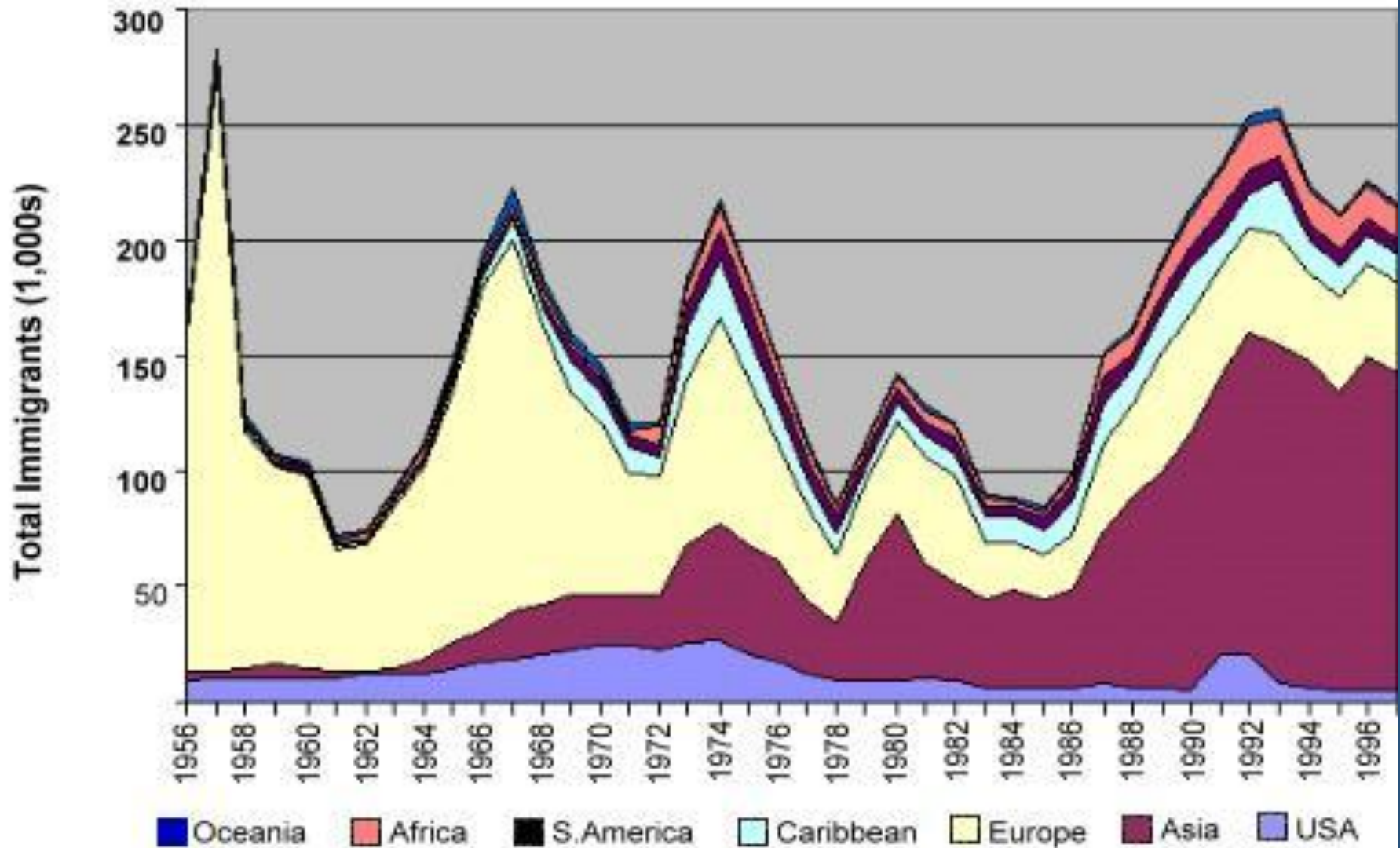
The Education, Training, and Continuing Development of the Health Library & Information Workforce: Pathways to New Roles

Medical Librarians and Research: Myths, Realities, and Opportunities

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Immigration to Canada





My background

- Librarian for 35 years
- With a research department at McMaster University for 25 years
 - Done research (e.g., PubMed Clinical Queries)
 - Produced information resources
- Obtained PhD in medical informatics in 2005



Core Values of Librarians

- Provide access to health information for all who need to use it
- Work to improve information literacy and health information literacy
- Assure the preservation of the literature of health sciences

...Frances Groen, McGill University

Historically

- Collected and controlled access to scarce resources
- Importance is based on quality—various measures
- Provide access and training to resources
- Can handle the technology

Currently

- Almost limitless amounts of information from everywhere
- Importance is based on popularity (counts, hits, stars, etc)
- Provide access and training to some resources
- Technology is increasing faster than we can imagine



PubMed PubReMiner

[Start New Search](#)

Your query resulted in 685 references

[Goto PubMed](#) with query

Manual adjustment:

AbstractLimit:

Click on a hyperlink to add that element to your query and Re-Mine or select terms (OR boxes) and press 'Search Again'
Click on the [P](#) to directly goto PubMed and view ALL references for that element

[Save the results as a txt-file](#)

Operator: Merge similar words: Minimalcount:

#	OR	Year	#	OR	Journal	#	OR	Author	#	Count	OR	Word	#	OR	Mesh		
32	<input type="checkbox"/>	2007	41	<input type="checkbox"/>	Przegl Lek	P	13	<input type="checkbox"/>	ET AL	P	682	984	<input type="checkbox"/>	POLAND	658	<input type="checkbox"/>	Humans
78	<input type="checkbox"/>	2006	26	<input type="checkbox"/>	Ginekol Pol	P	13	<input type="checkbox"/>	SZESZENIA-DABROWSKA N	P	663	740	<input type="checkbox"/>	HUMAN *	465	<input type="checkbox"/>	Female
69	<input type="checkbox"/>	2005	25	<input type="checkbox"/>	Wiad Lek	P	12	<input type="checkbox"/>	KAWECKA-JASZCZ K	P	467	544	<input type="checkbox"/>	FEMALE *	440	<input type="checkbox"/>	Male
84	<input type="checkbox"/>	2004	21	<input type="checkbox"/>	Pol Merkur Lekarski	P	11	<input type="checkbox"/>	CHYBICKA A	P	441	524	<input type="checkbox"/>	MALE *	353	<input type="checkbox"/>	Adult
43	<input type="checkbox"/>	2003	19	<input type="checkbox"/>	Psychiatr Pol	P	10	<input type="checkbox"/>	KOWALCZYK J	P	424	1055	<input type="checkbox"/>	AGE *	320	<input type="checkbox"/>	Middle Aged
45	<input type="checkbox"/>	2002	18	<input type="checkbox"/>	Med Wieku Rozwoj	P	10	<input type="checkbox"/>	WYSOCKI M	P	394	1890	<input type="checkbox"/>	PATIENT *	313	<input type="checkbox"/>	Poland
44	<input type="checkbox"/>	2001	18	<input type="checkbox"/>	Pol Arch Med Wewn	P	9	<input type="checkbox"/>	BALCERSKA A	P	360	402	<input type="checkbox"/>	ADULT *	211	<input type="checkbox"/>	Aged
31	<input type="checkbox"/>	2000	18	<input type="checkbox"/>	Pol Tyg Lek	P	9	<input type="checkbox"/>	BALWIERZ W	P	333	564	<input type="checkbox"/>	METHOD *	164	<input type="checkbox"/>	Poland/epidemiology
37	<input type="checkbox"/>	1999	14	<input type="checkbox"/>	Med Pr	P	9	<input type="checkbox"/>	BOFFETTA P	P	332	824	<input type="checkbox"/>	THERAPY *	141	<input type="checkbox"/>	Adolescent
24	<input type="checkbox"/>	1998	13	<input type="checkbox"/>	Kardiol Pol	P	9	<input type="checkbox"/>	BRENNAN P	P	327	994	<input type="checkbox"/>	TREAT *	135	<input type="checkbox"/>	Treatment Outcome
39	<input type="checkbox"/>	1997	11	<input type="checkbox"/>	Ann Univ Mariae Curie Skłodowska [Med]	P	9	<input type="checkbox"/>	MATES D	P	326	337	<input type="checkbox"/>	MIDDLE	113	<input type="checkbox"/>	Child
26	<input type="checkbox"/>	1996	10	<input type="checkbox"/>	Neurol Neurochir Pol	P	9	<input type="checkbox"/>	PAJAK A	P	309	893	<input type="checkbox"/>	GROUP *	91	<input type="checkbox"/>	Risk Factors
15	<input type="checkbox"/>	1995	10	<input type="checkbox"/>	Pneumonol Alergol Pol	P	9	<input type="checkbox"/>	ZARIDZE D	P	306	532	<input type="checkbox"/>	CLINIC *	80	<input type="checkbox"/>	Time Factors
11	<input type="checkbox"/>	1994	8	<input type="checkbox"/>	Am J Epidemiol	P	8	<input type="checkbox"/>	FABIANOVA E	P	277	801	<input type="checkbox"/>	DRUG *	77	<input type="checkbox"/>	Clinical Trials
10	<input type="checkbox"/>	1993	8	<input type="checkbox"/>	Int J Occup Med Environ Health	P	8	<input type="checkbox"/>	JEDRYCHOWSKI W	P	267	660	<input type="checkbox"/>	EFFECT *	64	<input type="checkbox"/>	Prospective Studies
12	<input type="checkbox"/>	1992	8	<input type="checkbox"/>	KIEJNA A	P	8	<input type="checkbox"/>	KIEJNA A	P	267	576	<input type="checkbox"/>	YEAR *	63	<input type="checkbox"/>	Child, Preschool

Rethinking Information Work



We have to “port” our existing skill sets into new opportunities that we identify or build to keep our profession strong and our jobs secure

...Kim Dority

How to do this?

Research



Being involved in producing research and applying the findings from the best-possible research is the way that we transform and enhance our profession and our institutions.

Research



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NOT saying that everyone must do research but that we all need to respect, use, contribute to, and publish research within and without librarianship.



Research and Librarians

- Respect research
 - Daily jobs and within ourselves
 - Conference recognition
 - Support our colleagues and expect support from them
- Use research
 - Evidence based library and information practice
- Produce research
 - Feed into the research process
 - Do research (or evaluation) ourselves
- Publish findings—often and widely

We have been involved in producing research in 4 areas



1. Providing support for others research projects—eg writing papers and grants
2. Doing our own library/information practice research—eg evaluating library programs
3. Doing non-library research outside library/information practice
4. Doing research collaboratively with other researchers

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Health Technology Assessment International

An International Society for the
Promotion of Health Technology Assessment

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Welcome to the HTAi Website!

Welcome to our Society, Health Technology Assessment International (HTAi), and our website.












Health technology assessment (HTA) plays an essential role in modern health care by supporting evidence based decision making in health care policy and practice. There is a vibrant and growing community around the world of those who develop and use HTA. HTAi's mission is to support the growth of that community by providing a forum for the exchange of information, methods and expertise amongst members of the HTA community.

HTAi is unique - it is the only international professional society focusing specifically on HTA and embracing all those who do and use it, whether in academic institutions, health care facilities, industry, business, the voluntary sector, or government.

You can learn more about HTAi by going to the About HTAi section of this website. This includes a short statement of our mission and aims, and the full text of our Constitution and Corporate Strategy.



HTAi Vortal

- +  About HTA
- +  Emerging Technologies / Horizon Scanning
- +  How to Do HTA
- +  HTA Agencies and Organizations
- +  HTA Data Sets
- +  HTA Glossaries
- +  HTA Information Resources
- +  Keeping Up: Stuff for Librarians & Information Professionals
- +  Medical Devices
- +  Methodology Information Resources
- +  Pharmacogenomics
- +  Web Usability

The HTAi IRG is developing a new federated search application using Google that searches across all public-access web sites currently listed in the HTAi Vortal.

Use the [Google search tips](#) to refine your search. Your results list will appear as Google pages.

Questions/Feedback? Email alligoode67@verizon.net

Try out the Vortal custom search box to search multiple HTA and related web sites:

Google™ Custom Search

Search

Welcome to the HTAi Information Resources Vortal

The HTAi Information Resources Vortal comprises a large and growing group of HTA-related web site links organized according to HTA-related subject category. Presented here is just the first step in its development. The HTAi Information Resources Group is committed to continuously building on its contents to ensure that this dynamic HTA resource contains the latest information. In the coming months, the searchable pages on the right side of the screen will evolve into descriptions and keywords allowing users to search for websites by text words. The organization and structure of the information may also change in response to user feedback.

This vortal is meant to be a "sticky" site - one that users go to first and then frequently return to when looking for HTA-related information.

For further information, please click on [FAQ--Frequently Asked Questions](#) and [How To Search the Vortal](#). To send comments, suggestions, and questions to the Information Resources Group, please click on [Feedback](#).

We have been involved in producing research in 4 areas



1. Providing support for others research projects—eg writing papers and grants
2. Doing our own library/information practice research—eg evaluating library programs
3. Doing non-library research outside library/information practice
4. Doing research collaboratively with other researchers (*Stephan Darmoni, Rouen*)

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Research Myths for Librarians



Asked colleagues

- Librarians
- Non librarians

Children and their peers

Research Myths for Librarians



1. Librarians only work in libraries
2. Librarians cannot do research
3. Librarians can do research
4. Research can be done without librarians

Research Myths for Librarians



1. Librarians only work in libraries

We need to remember that...

- ...others still see us with “old” eyes

- ...those of us with non-traditional jobs need to keep communicating

- ...we need to keep marketing ourselves

Research Myths for Librarians



2. Librarians cannot do research

We can...

...however we have some prerequisites



We Need:

- Strong grounding in our profession and jobs
- Good ideas based on reality and needs
- Willingness to ask tough and important questions
- Institutional support
 - Time, energy, resources, and money
 - Research culture, respect, and implementation potential
- Research knowledge and skills
 - Within self—courses, mentors, degrees, apprenticeships
 - Within others—those who may collaborate on projects

Research Myths for Librarians



3. Librarians can do research

Librarians are used to working in unknown areas...

... if we want to be taken seriously in the research world
we need to committ to

- Doing the best reseach we can
- In the best possible manner—*by other's standards*
- Publising our findings and publishing widely

Research Myths for Librarians



4. Research can be done without librarians

...I don't think so...

....but we need to **act on or produce**
opportunities



Some Opportunities

- Knowledge translation and knowledge syntheses
- Boomers who will retire and taken their accumulated skills and experiences
- Growing needs in clinical care—complexity and time constraints
- Health literacy training and service—work with public librarians and public health peers

Summary



Research opportunity is, and will be, knocking at our doors—we need to be ready, willing, and able to answer this call to rejuveniate and build our profession



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