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The Edinburgh 2015 Workshop

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I am writing this editorial in the sweltering and oppressive heat of Rome whilst my mind is back in beautiful and cool Edinburgh where the EAHIL+ICAHIS+ICLC Workshop was hosted. We were expecting typical dour Scottish weather with plenty of rain and low temperatures instead we were treated to a glorious fresh and sunny week catching many members by surprise.

This delightful climate and joyful atmosphere accompanied the EAHIL members through a truly intense and stimulating week, with many workshop sessions (more than 40), meetings, satellite conferences, activities and memorable events. I felt that time flew and before I knew where I was, the workshop was drawing to a close.

As you can imagine, with such an abundance of possible contributions to publish and so many people to contact, it was not easy to put together this issue of the journal. I would not have made it without the help of the Editorial Board (EB) members who participated at the Workshop and helped me in collecting the papers: Fiona Brown, Katri Larmo, Oliver Obst and Michelle Wake. Thank you all! I wish also to thank Petra Björk for her work with the *JEAHIL* website! Two more members have now joined the Editorial Board: Gerhard Bissels (Universitätsbibliothek, Bern) and Letizia Sampaolo (National Institute of Health, Rome). Welcome on board!

In the first part of this *JEAHIL* issue you will find the reports written by leaders of the workshop sessions who agreed to contribute. They are an incredible source of inspiration for conducting research, improving techniques and exploring new paths in the profession. A number of pleasant memories and amusing anecdotes from the social events and from the scholarship recipients will help us treasure the hours spent in Edinburgh with the "EAHIL family".

The News from EAHIL is introduced, as usual, by the Letter from the President, Marshall Dozier. These pages are not to be missed as they allow you to keep updated with what is going on in the Association. A Call for applications for EAHIL project grants is announced. Grasp this great opportunity offered by EAHIL to support your research! Apply before the 15th of December 2015.

JEAHIL next issue
December 2015: "Marketing and impact of libraries" edited by Michelle Wake. Contact: m.wake@ucl.ac.uk. Deadline 5th of November 2015.

I wish you a research-minded and happy reading!
Federica

An overview of the role of librarians in systematic reviews: from expert search to project manager

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Abstract

This article will cover the content provided in two workshops offered at the EAHIL+ICAHIS+ICLC 2015 in Edinburgh, Scotland: Introduction to systematic reviews and the role of the librarian and Project and data management in systematic reviews
Throughout the process of conducting the review, a librarians role can vary from a search expert to project leader depending on the needs of the researchers. This paper will cover all of the steps of the review, describing potential roles for librarians, as well as project and/or data management issues to consider. In addition, negotiating authorship and defining a systematic review service will be discussed.

Key words: systematic reviews; project management; data management; librarians, authorship.

Introduction

Systematic reviews have become a vital part of medical research and evidence-based practices. This research method "attempts to collate all empirical evidence that fits pre-specified eligibility criteria in order to answer a specific research question" (1). There has been a sharp rise in publication of systematic reviews due to the increased call for evidence-based research; high publication rate of primary studies, growing number of professional organizations promoting systematic reviews, and high number of tools available to conduct review. The upsurge in reviews has led to more researchers seeking the assistance of librarians. The importance of including a librarian a systematic review, especially the search process, has been documented and evaluated (1-3). The value of librarians was recognized by the Institute of Medicine of the National Academies when it published its Standards for Systematic Reviews which require that a librarian plan the search strategy.

Throughout the process of conducting the review, a librarian's role can vary from a search expert to project leader. Project management is the process of planning and managing resources and tasks towards a specific goal while predicting and mitigating potential risks. Fortunately, review methods provide a "ready-made phased structure for planning and conducting a review" (4). The main phases or steps of the review are: planning the review, search, selection, risk of bias assessment, coding, and writing the report. The biggest challenge that most review authors identify is time, followed by financial support, method issues, group dynamics, and communication. With each step of the process, it is valuable to pilot processes, evaluate levels of agreement (when appropriate), and obtain expert advice when needed. Data management is the process of controlling the information generated during a research project and archiving disseminating data. While conducting the review, anticipate the needs of those who will re-use the data and at the end publish the data in a useful repository.

Step 1. Planning the review

In the initial reference interview, there are several open questions that are useful in determining needs of the client(s). First, establish that the client's definition of a systematic review matches the standard definition. Next, focus on the main objective(s) and eligibility criteria, asking open

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questions to ensure clarity of the objective. Be sure to inquire if any articles have already been located that would include and if related reviews were found. The question or objective of the review needs to be appropriately specific. Several standards call for the use of the Population, Intervention, Comparison, Outcome (PICO) framework for reviews of effectiveness. However, there are many other types of questions that can be answered with a systematic review, and different frameworks may be more appropriate such as SPICE, ProPHEt (5). The framework selected does not matter as much as the question appropriately defined. The eligibility criteria needs to be clearly described, using definitions and citations as appropriate.

Lastly, discuss project management issues including: the role of the librarian, method of providing search results, expected timeline and output of the review, and potential software to collect citations, manage files, communicate, and software specific for review. Table 1 provides a list of software specifically designed for reviews. It is important to discuss the time commitment of the review with a potential author to mitigate unrealistic expectations of the length of time it will take to complete the review. A sample timetable is provided in section 2.3 of the Cochrane Handbook (8). The need for at least two members on the review team should also be discussed. If the review is focused on an effectiveness question, it is recommended that the protocol of the review is registered.

Feasibility and scope of the review objective

The process of scoping a review question is the most difficult and critical step. To determine the feasibility of a question, deliberate over the: novelty of the research question, number of available studies, and amount of time to complete the review. The uniqueness of the question will be determined by searching for related reviews in subject databases (using validated search filters) and databases of reviews (e.g. Cochrane Library, Joanna Briggs Institute, Health Evidence, PubMed Health). When a related review has been located, note its objective and eligibility criteria, resources searched and years covered by the search, and quality of its methods and report. Related reviews need to be described in introduction and findings of these reviews should be compared review in discussion. Some have called for better guidance and standards for integrating previous reviews in reviews (6).

The scoping search is a quick search to determine the estimate amount of articles that will need to be screened. Depending on the amount of time, funding, and team members, the scope of the question may need to alter. Another scenario is that no studies are found on the topic or that a group of similar studies is not located. A different type of review method maybe need to be considered such as a scoping review which aims to address an exploratory research question in order to map key concepts, types of evidence, and gaps in research related to a defined area or field (7).

Name	Developer	Link
Covidence*	The Alfred Hospital, Monash University, National ICT Australia and the University of London	https://www.covidence.org/
Distiller SR	Evidence Partners	https://distillercer.com/
EPPI-Reviewer	Evidence for Policy and Practice Information and Co-ordinating Centre	http://eppi.ioe.ac.uk/cms/Default.aspx?alias=eppi.ioe.ac.uk/cms/er4
RevMan*	Cochrane Collaboration	http://tech.cochrane.org/revman
Sumari	Joanna Briggs Institute (JBI)	http://joannabriggs.org/sumari.html
Systematic Review Data Repository (SRDR)*	Agency for Healthcare Research Quality (AHRQ)	http://srdr.ahrq.gov/

Table 1. *Review specific software*

Step 2. The search

When developing the search, consider what makes this search different: it must be documented, all articles retrieved by the search should be collected and labeled, sensitivity is more important than specificity, and bias during the search is one of the biggest threats to the review. To keep bias to a minimum, follow the most relevant standard appropriate for the type of review, potential journal of publication, or discipline of the topic. For this paper, the Methodological Expectations of Cochrane Intervention Reviews (MECIR) from the Cochrane Collaboration will be used in describing the search and Preferred Reported Items for Systematic reviews and Meta-Analysis (PRISMA) standards for reporting (8-10).

Select resources

The first step of the search is to determine the resources to be searched, starting with bibliographic databases. MECIR requires that MEDLINE, EMBASE, and Cochrane CENTRAL are searched, in an addition to other relevant databases. MECIR also requires that two clinical trial registries are searched: clinicaltrials.gov and World Health Organization (WHO) International Clinical Trials Registry Platform (ICTRP). Appropriate grey literature resources should be searched including reports, dissertations, and conferences. If there are relevant journal titles which are not indexed well, search relevant years and/or sections by hand or browsing. After selection phase, the references of included articles, previous reviews, and other highly relevant articles should be screened. In addition, requests for eligible studies could be sent to appropriate authors, websites, blogs, or professional organizations.

Develop the search

MECIR describes the structure of search to consist of 3 criteria: 1) terms for the health condition and/or population; 2) terms for the intervention(s) evaluated; 3) terms for the types of study design to be included (8). This structure is appropriate for effectiveness reviews and may not make sense to add method types. For each concept of the search, collect all appropriate synonyms, considering: terms used in related reviews, articles found in scoping review, articles published internationally for variations of terms, variations between disciplines for the concept, and historical changes. Cochrane suggests that for each concept, thesaurus terms from the database are combined with keywords in titles/abstracts. Tips for searching:

- when using thesaurus terms, check scope notes;
- in MEDLINE, do not limit by subheadings, although subheadings could be searched;
- use advanced searching techniques as appropriate: truncation, wildcards, proximity searching, and phrase searching;
- do not limit humans, instead limit out animals;
- for study type, use a validated search filter, such as the randomized trials filter within the Cochrane Handbook, section 6.4.11 (8).

Evaluate the search

Next, compare the results with articles previously identified and have the client(s) evaluate the search be screening first 50 retrieved articles. In addition, it is useful to request the search is peer reviewed by another librarian, with the Peer Review of Electronic Search Strategies (PRESS) checklist developed by the Canadian Agency for Drugs and Technologies in Health (11). Modify the search as appropriate, and then work through the other resources to be searched. It is useful to set a date to stop searching but the search may need to be updated within 6-12 months of publication.

Step 3. Selection

Selection is usually divided into two parts: title/abstract screening and selection by full text, which should be completed independently by at least two authors. To start, use the eligibility criteria to create this list of yes or no questions that could be used to sort the abstracts into relevant and irrelevant. Then use the full set of eligibility criteria to screen the relevant articles, labeling reasons for each article that is excluded. The number of articles excluded and reasons for exclusion are added to the PRISMA Flowchart (10). The sorting could be done within citation software, review software, or MS Excel depending on needs of authors. For quality assurance, pilot testing of each process is suggested to ensure a high level of inter-rater reliability between evaluators. Librarians can provide an explanation of the overall process and suggest software.

Step 4. Risk of bias assessment

Risk of bias assessment, also called critical appraisal or assessment, is "the process of assessing and interpreting evidence by systematically considering its validity, results, and evidence" (12). Review authors need to identify included studies' flaws, and then determine the impact of these flaws on the findings of individual study and to findings of review. The Cochrane Collaboration calls for the use of component lists such as the one provided for randomized controlled trials in section 8.5 of the *Cochrane Handbook*. Another source of lists is the Joanna Briggs Institute which has lists for descriptive/case series, qualitative studies, cohort studies, and case control studies. After selecting validated assessment tool, choose a tool for implementing the tool with at least 2 evaluators, such as paper/pencil, web-based survey, RevMan, Covidence, or MS Excel.

A librarian could provide a list of validated risk of bias component lists and provide advice on software.

Step 5. Coding

Coding or data abstraction is the process of systematically collecting characteristics from each study. Each review should have its own unique coding form, but *Cochrane Handbook* does provide a potential list of characteristics in section 7.3 (8). The first step is to select the tool (such as paper/pencil, MS Access, web-based survey software, Systematic Review Data Repository (SRDR), Covidence) and then develop the data collection form. The form should be piloted with a few studies to determine the level of agreement between authors, and then each study should be coded independently by at least two authors (13). Librarians can guide authors to examples of coding forms and discuss the various tools (14). Example coding forms are available from the full reports of reviews from agencies such as Cochrane Collaboration and Agency for Healthcare Research Quality (AHRQ).

Step 6. Writing the report

The final step is summarizing the review into a report. To be author on the paper, the International Committee of Medical Journal Editors recommends that authors meet four conditions: a) contribute to the conception and design or acquisition of data or analyze data; b) draft article or revise; c) approval of final version; d) "agree to be accountable for all aspects of the work" (15). Librarians can meet these requirements by developing the search, writing appropriate sections in the methods/results section, and approving the final report. Additional participation in the review should lead to be listed in a higher place in the order of authors.

There are two sections that a librarian should complete when playing the typical role in a review. First, in the methods section:

- describe the resources including date that search ended;
- describe the concepts included in search and limits and any search filters used;
- describe additional search strategies such as reference searching or requesting articles;
- provide a copy of the MEDLINE search (or most relevant database) for use within the publication, and all other databases (which will most likely be listed in the appendix if published at all).

In the discussion section, there should be a description of the level of confidence that all potentially eligible studies where located. Examine whether limits to the search may have blocked relevant results or other appropriate resources could have been searched.

Systematic review services in libraries

When defining a service, there are several topics to establish. First, clarify the types of services to be offered such as: assisting in determining the objective/scope of a review, developing the search, project management, and/or other parts of the process. Next, determine who will be able to use the services, if payment will be required, and level of work to be completed by client(s) before consultation, e.g. no preparation required, filling out a form, full protocol. Also, develop a list potential ways to provide retrieved articles to client(s) and method to negotiate authorship. Lastly, decide how the service will be marketed and evaluated.

Conclusion

Systematic review authors benefit from a librarian's involvement especially if the librarian has advanced training for reviews (1). Through training and practice, librarians can build skills required for conducting systematic reviews to play a great collaborative role with clients they serve.

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Reducing systematic review workload using text mining: opportunities and pitfalls

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Abstract
This EAHIL workshop focussed on three applications of text mining to assist with screening citations for systematic reviews, and encouraged participants to discuss issues affecting their adoption. This paper outlines these applications and summarises the factors raised by participants in relation to their uptake. Key aspects to uptake include having an accepted advantage over existing approaches, coupled with training and user support.

Key words: systematic reviews; text mining; study selection; automation.

Introduction

This workshop focussed on using text mining to assist with citation screening, which is a necessary but time-consuming step in conducting a systematic review. The first half of the session described the processes and applications, which was followed by group discussions on challenges of adopting this technology for the different applications. We were pleased to have such an interested group and the 45 participants fully engaged in the discussions. The issues they raised will feed into guidance that the EPPI-Centre is developing on when and how to use this technology.

Overview

The citation screening process in a systematic review involves checking a citation against specific criteria to assess whether it is suitable for answering the review's research questions. Typically this is carried out on the titles and abstracts of citations that have been identified through systematic searches, before the full-text documents of relevant citations are retrieved. This can be a laborious and time-consuming process, with potentially tens of thousands of citations to be screened.

Text mining has the potential to automate at least some of this process with potential benefits including a) reducing the time spent screening; b)

ranking the citations so the most relevant items are identified early on in the screening process; and c) providing a second-check to ensure relevant studies are not missed by human reviewers. Moreover, if screening time is reduced it also offers the possibility of conducting more sensitive searching as larger numbers of citations can be "screened". Putting all this together, this can change the approach to systematic reviewing. Such technology does not reduce the need for skilled information professionals in developing search strategies, as performance relies on good training data of a suitable sample of relevant and irrelevant studies. Some of the processes, however, currently have some limitations and need further evaluation.

Current research and opportunities

At the 2015 EAHIL Workshop, James Thomas presented an overview of the technologies and evaluations of their performance, and a live demonstration was performed on a participants' Cochrane register. We also had time for a brief snapshot on other applications of text mining: developing search strategies and mapping (obtaining an overview of the topics in a group of citations). An overview of the technology for use in systematic reviews that were discussed is shown in *Figure 1.*

In *Figure 1*, the technology for term recognition and

automatic clustering are based on the corpus of text under analysis. In contrast, automatic classification analyses both text and decisions from a human screener so it can assign levels of relevance to the citations. Essentially it is trained by a human on a randomised sample of citations, though it needs a sufficient number of relevant and irrelevant citations for optimal performance. When a human continues screening, the automatic classifier is retrained. A register of studies that have previously been classified by humans may also provide this training data.

	Technology		
	Term recognition / text analytics	Automatic clustering	Automatic classification
Developing search strategies	☑	☑	
'Mapping' research literature quickly		☑	☑
Reducing workload during citation screening		☑	☑

(left margin label: Use in a review)

Figure 1. *Overview: how text mining can be used in systematic reviews*

Focusing specifically on the screening stage in systematic reviews, there are currently three main applications:

- *Screening prioritisation.* Using text mining to prioritise the order in which items are screened. After being "trained" by a human on a subset of known includes and excludes, the machine identifies words (and combinations of words) that are associated with includes and those with excludes, and lists all studies in order of likelihood of inclusion for the human/s to screen.
- *Double screening.* The use of text mining as a "second screener". At least one human screens the studies and their decisions are compared with the include/exclude recommendations of the machine. The researcher can specify how any conflicts are dealt with.
- (Semi-)automatic classification. The use of text mining to eliminate studies automatically or semi-automatically. After being "trained" by a human on a subset of known includes and excludes, the machine classifies all records as either includes or excludes.

Each of these three approaches has pros and cons, which were the focus of the group discussion (summarised later in this paper). Additionally, the

research in this area is very new and fairly small, as highlighted in a systematic review of the methods used in text mining for screening (1). This review concluded that text mining to prioritise the order in which items are screened is suitable for use in reviews, and using text mining as a "second screener" may also be used cautiously. Using text mining to automatically classify studies should be considered promising, but its utility is not fully proven. In highly technical/ clinical areas, it may be used with a high degree of confidence; but more developmental and evaluative work is needed in other disciplines. One opportunity being investigated is part of the Cochrane Collaborations' Transform Project. Potentially, randomised controlled trials collected from crowdsourcing initiatives could be automatically directed to the most relevant Cochrane review group or systematic review (2).

Issues for adoption

Some of these applications raise questions on processes that are inherent for traditional systematic reviews. For example, is it acceptable to not screen all of the studies identified through searches? Does the technology perform sufficiently well to use? Does it actually save time?

This is also coupled with issues on adopting new innovations in general. Despite being available to systematic reviewers since 2006, text mining has not been widely adopted (3). Rogers (4) proposed five characteristics that affect the rate of adoption of innovations, which might be considered to explain the low uptake (Box 1). At the Edinburgh workshop, the groups discussed their relative importance in uptake of text mining for screening citations.

1. *Perceived relative advantage* (does it appear to have benefits to the user?)
2. *Compatibility* (is it consistent with past experiences and the needs/values of the user?)
3. *Trialability* (can the user try it out in their own work?)
4. *Observability* (are the results of the innovation visible to others?)
5. *Complexity* (is it perceived as easy to understand and use?)

Box 1. *Characteristics that affect the rate of adoption of innovations (adapted from Rogers 2003)*

Outcomes of group discussion on text mining for screening citations

The overall impression from the group discussions were that people were positive about the benefits of the technology and were open to exploring issues on its application. Participants expressed that perceived relative advantage was seen as most critical to uptake. Librarians and information scientists need to be able to demonstrate advantage to the reviewers. There were concerns that using new methods for a systematic review would also need general acceptance by publishers of reviews.

Trialability was considered important, which includes having an understanding of the technology to try it out without needing computer programmers. This was combined with specific concerns about access to software: is it open source or licensed; off-the-shelf or do they have to program themselves; and what support is needed to use it.

Training was seen as essential, and the development of guidance on its use was welcomed. There were also concerns about transparency: how would one know if a mistake had been made given that it is complex to understand how one has obtained the results. There is also perhaps a need to communicate differences between trained automatic classification and the relevance-ranking function that exists in commercial bibliographic databases.

Other issues included concern about literature in different languages, misspellings and symbols. Ease of importing datasets and the appropriateness for the topic area were also raised. One participant observed it might mean no need for removal of duplicates, and another participant was relieved that it would not be the end of manual screening all together.

Conclusion

We enjoyed discussing text mining with so many health librarians and information scientists. It was particularly useful to discover that people were generally open to the use of these technologies, with caveats related to the issues on adoption and use. Acceptance that the technologies had a relative advantage over existing approaches, coupled with thorough training and user support, were seen as critical to uptake. We aim to publish guidance on using these technologies in 2016.

Declaration

James Thomas is co-lead of the Cochrane "Transform" project, which is implementing some of the technologies discussed here. He also directs development and management of EPPI-Reviewer, the EPPI-Centre's software for systematic reviews. The research project used for illustration was funded by the Medical Research Council, UK. The views and opinions expressed by authors are those of the authors and do not necessarily reflect those of the MRC.

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Sharing literature search blocks: status and ideas for a cooperative solution

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Abstract
Sharing and reusing search blocks was the theme of the workshop session at EAHIL-ICAHIS-ICLC in Edinburgh, June 2015. Most of the participants used to save and reuse literature search blocks. Several web pages for sharing search blocks were presented. The discussion on quality issues resulted in a list of requirements for sharing search blocks; these data would contribute to a better understanding of the search and the context of it, and therefore a higher confidence when reusing it. The best format for sharing search blocks was not easy to agree upon. Future work will include setting up a network of initiators for search block sites aiming on finding good and flexible solutions for sharing search blocks.

Key words: information dissemination; information storage and retrieval; review literature as topic; information seeking behavior; professional competence.

Introduction

One of the first steps of systematic searching is finding search terms. Checking subject headings and finding relevant free text words can be challenging, because of the uncertainty of missing some relevant terms. In addition it is a time-consuming work. Many librarians and information specialists have experienced that some elements or concepts of search strategies can be reused in a search for another researchers work. A solution for sharing and reusing so-called "search blocks" could ease our work, make it more efficient, and make literature searchers more confident.
The purpose of the workshop session at EAHIL-ICAHIS-ICLC in Edinburgh, June 2015, was to gather and share knowledge about sharing literature search blocks and to find out how we can take more advantage of sharing and reusing search blocks.

Definitions

We distinguished between search filters and common literature search blocks. Both consist of search terms to retrieve a selection of records within a given concept. Filters are a type of search block developed for specific purposes e.g. finding studies within a clinical concept, like diagnosis, prognosis or therapy. Examples for such filters are those by

Nancy L. Wilczynski, R. Brian Haynes and co-authors at McMaster University (1) for PubMed and some Ovid databases. These filters mainly consist of search terms which describe the study design, making use of the fact that different clinical questions require different study design. Search filters for publication type, study type, age groups, publication period or other general topics, are often available in a database and can be used only within that specific database. Other search filters about clinical concepts are published and validated after critical assessment and can be found by searching systematically within literature databases (2).
Common literature search blocks are search strategies for a subject, not (yet) validated and published. Here, the subject consists of one main concept. These search blocks are thoroughly worked out search strategies for one subject in one or several specific database(s) developed by one or more information specialist(s). Reuse of these search blocks means either to run the same search block or run a slightly modified search strategy based on the saved search block.

Methods

A questionnaire was sent to all participants by e-mail before the workshop, asking about their experience

with saving and reusing literature search blocks. The answers were summarized and presented at the workshop session. Based on the input from the questionnaire two questions were discussed at the workshop: One about quality issues and another about best practice.

Results of the survey

There were 22 participants in the workshop. 86% (19 of 22) of the participants responded to the questionnaire. 14 participants (63%) reused their own literature search blocks. They mainly saved search strategies in own accounts at the database providers web site, or used reference manager software, text files, their library's website, intranet, or a local blog.

Relevant databases for sharing and reuse are shown in *Table 1*. The respondents reused search strategies for the most common medical databases, with PubMed on top of the list. Nearly the same resources were mentioned when asking which database they would like to share search blocks in; CINAHL was listed by 10 respondents.

Subjects which the participants would like to share search blocks about covered all medical and health disciplines (e.g. medicine, physiotherapy, nursing) and all hospital specialties. Participants were interested in diseases and substances, diagnostics, therapy, medical education and service improvement. Several respondents mentioned patient issues in one way or another: Patient attitudes, patient education, patient involvement, nurse-patient communication, quality of life, patient preferences, patient reported outcome measures (PROMS), length of stay.

Examples of already existing websites with search blocks for reuse

The following web sites where literature search blocks are saved or referred to, were shown as examples. The InterTASC Information Specialists' Sub-Group Search Filter Resource (ISSG) (2) contains filters and evaluations of these filters for methods, age, animal studies, geographic areas, but also cover a few issues which could be seen as literature search blocks e.g. on quality of life, and on quality improvement. The filters are developed for one or several databases, often Medline, PubMed and Embase. The filters are validated.

Easily to find on the internet is Cindy Schmidt's Blog of searches on concepts in PubMed (3). It is a straightforward format to find search strategies on frequently used issues in health sciences made by a group of six experienced literature searchers and about 80 followers for reusing and commenting. You are expected to reuse these search strategies with care and fair. You are also invited to give comments or join the group.

The Health Science Library Systems (HSLS) of the University of Pittsburgh has a sharing site for search strategies called Medterm Search Assist (4). It is freely accessible. Medterm Search Assist seems to focus on internal use within the HSLS. Its format is simple, easy to add terms or comments. It is small and gives no clear information about the creators of searches or term suggestions.

The Dutch working group on electronic sources and searching (WEB&Z) has been sharing search blocks for several years (5). The site is freely accessible via the website of the Biomedical Information Group, but not possible to find directly via the internet. The

Have reused search blocks in:	Would like to share search blocks in:
Pubmed 11	Cinahl (Ebsco) 10
Medline (Ovid, NHS) 6	PubMed 6
Embase (Ovid, embase.com) 5	Embase (Ovid, embase.com) 6
Cinahl (Ebsco) 5	Cochrane (Wiley) 5
Cochrane (Wiley) 4	Medline (Ovid) 3
PsycInfo 3 (Ovid, Ebsco)	PsycInfo (Ovid, Ebsco)3
Scopus 2	Web of Science 3
Web of Science 1	Sociological abstracts 1
HDAS (Healthcare databases advanced search) via NHS 1	Tripdatabase 1
Pedro 1,	Compendex 1
Compendex 1	Ovid-databases, Ebsco-databases 1

Table 1. *Databases which participants have reused or would like to share search blocks in, sorted by the number of respondents.*

preliminary format is a Word document with an index for searching on alphabetical terms. Each concept is given in a search strategy for one or more databases (e.g. PubMed, Medline (Ovid), PsycInfo (Ovid), Embase (.com, Ovid). Reusing is permitted under Creative Commons 4.0 International License. In the first place the site was intended for national use. The original author(s) of each search strategy is mentioned, as well as comments from colleagues in the period when the format used to be a wiki. The site will be transformed into a format which allows easier feedback and adding search blocks. Now the site relies too much on one active webmaster and the threshold to add is too high.

At the web site of The Norwegian Electronic Health Library search strategies are reported for clinical procedures (6) and for a newly established search service for clinicians (7). The overall purpose for sharing search strategies on these sites is documentation and transparency, and in case of updating procedures or other options, the possibility for reusing them. The resources searched in are limited to clinical resources as guidelines, summaries and syntheses.

Whenever the language is not English, such sites are difficult to find and use by others.

According to the common knowledge of participants of the workshop, there is no single site which summarizes or links to the mentioned sites, nor an overall web site or database combining all these search block strategies. In our daily search work, this means that we do have to check each of them separately.

Quality issues
To validate a literature search block will be a time consuming effort. Normally, we cannot expect validated literature search blocks. However, together with the search blocks there should be given information about specific issues, for a better understanding of the search and the context it was used in. In the discussion about quality aspects the following requirements of data were mentioned to store together with the search blocks:

- name of the author/builder(s) of the search block;
- date when the search has been run;
- name of database and/or provider (e.g. PubMed, Ovid, Ebsco);
- research question;
- purpose of the search (systematic review, narrative review, clinical procedure or critically appraisal topic, CAT);

- comments from the author(s) on choices which have been made (e.g. on subject headings);
- is the search strategy peer reviewed / critically appraised? By whom? When?
- has the search block been validated? If yes, how? Give the reference.

In addition, there should be a possibility to give feedback to the author(s). The search should also be indexed by comprehensive metadata on its content for easy retrieval at the site, e.g. by standardized subject headings as Medical Subject Headings (MeSH).

Regarding peer-review one recommendation was to become a member of the PRESS forum group and obtain peer-review of own search strategies (8).

Best practice
Another discussion at the workshop was about formats for sharing search blocks. The format should be easy to find, open accessible and easy for everyone to contribute and share own strategies, like a blog or a Wiki. On the other hand, for writing, a word document would be a familiar format, even if it is not easy to navigate in a long word document. Google docs and Google group was mentioned as another option.

Apart from these requirements, there should be a control mechanism that the data include the necessary information and metadata. This can be solved by a kind of structured document, a form to fill in, or a database.

The language of the site must be English.

About the reuse of search blocks by other people it was pointed out that a search block should be reused in a proper way. Author rights and citation rules should be clarified to guarantee good use and avoid misuse of search blocks.

Discussion
Almost everyone is trusting his or her own search blocks for reuse, but is uncertain about reusing the search blocks of colleagues. When sharing between colleagues has been made possible, as in the Dutch initiative (5), the colleagues are reusing the search blocks to save time and to get better quality in their searches.

All participants of the workshop want to share more and better, and are looking forward to better solutions than the locally saved search blocks or hardly to find open access search blocks sites.

At this moment the sites for sharing are very

different concerning validating or validated searches, e.g. ISSG (2), critical appraising among colleagues of literature searching specialists, e.g. PRESS (9), or within an organization with the possibility of analyzing all clinical search strategies, e.g. Florida University (10).

A better way of sharing searches or parts of searches (concepts) on international level is desirable and needed to come closer to more evidence based librarianship. However, to validate each common search block will not be practically realistic. Some level of appraisal should satisfy, e.g. checking own search strategy according to the PRESS guidelines (9).

It lies in the nature of a workshop session that there is a limited number of participants; their possibly limited common knowledge on the subject may be a limitation of this paper. However, several participants were experienced searchers. Therefore, we feel that we have got a quite comprehensive common understanding of this issue and are able to discuss and suggest further enhancements for sharing literature search blocks.

Conclusion and further work

We should not stop to share search blocks on our local and national sites. Many subjects within medicine and health sciences are not yet covered, and pointed out from several workshop participants, search blocks on patient issues were highly demanded.

At the same time, we continue working for better solutions. On several sites some solutions for better sharing are made, especially on local (institutional) or national level. To realize a solution, we should start to combine the existing initiatives by setting up a network of initiators and sites and discuss how better ways of sharing can be made possible without creating new thresholds for input and giving feedback.

We do not know the best way yet, but want to start the work to create easier and more flexible solutions together with our colleagues. Colleagues who are interested in collaboration, and do have relevant expertise, or necessary skills in ICT, or both, please get in touch.

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A match made in EAHIL+ICAHIS+ICLC 2015 – experiences of a research-minded initiative at the Workshop in Edinburgh

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Abstract

A match made in EAHIL+ICAHIS+ICLC 2015" – a combination of handouts, a bulletin board and some post-it-notes, announcements in Facebook and Twitter, and a workshop session – was an initiative at the EAHIL+ICAHIS+ICLC 2015 Workshop in Edinburgh. As members of the International Programme Committee (IPC) the authors formed a sub-group that organized a possibility for the workshop delegates to find partners for their research projects.

Key words: communication; cooperation; innovation; partnership; research; workshop methods.

Introduction

The authors were members of the IPC of the Workshop and formed a subgroup that was assigned to organize an initiative for the delegates to find partners for their (research) projects, hopefully inspired by the Workshop theme and session. The group communicated by email and Skype. After considering several online solutions, the group decided that a physical bulletin board in the conference venue, succeeded with a speed-dating session, would be appropriate and straightforward to implement.

Showcard for the delegates

As the major tool to advertise this side activity of the Workshop, the authors decided to prepare a showcard (*Figure 1*). This card served two purposes. First, delegates would receive a print copy of this card in their conference bags. Second, the same design would be widely used on social media as a graphical design.

The authors agreed on not to crowd the wording on the card but to give all necessary pieces of information such as who should take part, what the method is, where the bulletin board is located and for when the speed-dating is scheduled.

The card had the Workshop logo as a background to keep the unity with Workshop website and all other printed materials. Description of the colour scheme for post-it notes, and how to use them, was described on the card. The readability were discussed and a revised version with an improved background, offered better readability.

Figure 1. *Showcard for a match made in EAHIL+ICAHIS+ICLC. The authors acknowledge the graphical designer Sina Mater from Ko University Library for his design.*
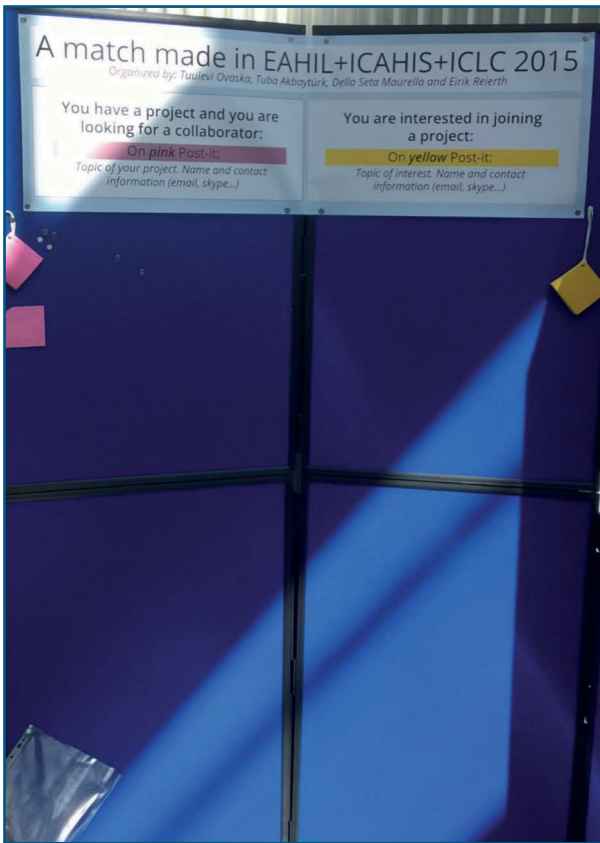
Figure 2. *The bulletin board waiting for delegates post-it notes. Headline poster produced in UiT The Arctic University of Norway.*

Putting up the bulletin board and follow-up

A bulletin board layout (poster style), with a heading and the space below the heading divided into two sides, where designed and brought to Edinburgh (*Figure 2*). Each side had a pad of post-it notes on the top, with different colour for the two sides. Sub heading for the left hand side, read: *You have a project and you are looking for a collaborator*. Sub heading for the right hand side, read: *You are interested in joining a project*. The overall idea was that delegates looking for collaborators to project/delegates interested in joining a project, should put down contact info on a Post-it note, and stick it to the bulletin board. The group members monitored the bulletin board as much as they could between the workshop sessions, and made efforts to encourage the delegates to use it. The members that had tasks as introducers, at different workshop sessions, used this as an opportunity to further promote this project.

Social media tools used

Facebook and Twitter were used to advertise the possibility to use the bulletin board and to attend the speed-dating session.

Facebook

In the Facebook event page https://www.facebook.com/events/1014174828599539/ it was announced on June 26:

> *A match made in EAHIL+ICAHIS+ICLC 2015. Are you looking for a partner for your (research) project or interested in being a project partner? Pick a post-it note and stick it to the bulletin board near the registration desk in Appleton Hall! Pink = you have a project and you are looking for a collaborator Yellow = you are interested in joining a project. Speed-dating session for new partners to meet for the first time: June 12, 2015, at 13:00 in room G5, ground floor of Appleton Tower.*

June 10 morning the message was:

> *Did you find the card about a match made in EAHIL+ICAHIS+ICLC 2015 in the envelope in your conference bag? Pick a post-it note and stick it to the bulletin board near the registration desk in Appleton Tower if youre looking for a research-minded partner for your research project or a project to join in!*

And June 10 afternoon a short video (https://www.facebook.com/video.php?v=10152791048851021) showing the location of the bulletin board with the message

> *Did you see the bulletin board for a match made in EAHIL+ICAHIS+ICLC 2015?* was published.

On June 11 there was one more message – published with a photograph of the showcard – on the event page, saying

> *Got an idea for a project in one the workshop sessions? Looking for partners and cooperation? Remember this? Theres still room at the bulletin board!*

Twitter

The Twitter account of EAHIL+ICAHIS+ICLC (@EAHIL2015) was used to tweet about the initiative. Before the Workshop week, on May 26, there was the first tweet:

> *A match made in EAHIL+ICAHIS+ICLC 2015? Looking for a partner for your project or interested in being a project partner? #researchminded.*

On Tuesday June 9, it was tweeted:

> *Want to become #researchminded partner in someones project? Take a look at your conf bag tomorrow for a match made in EAHIL+ICAHIS+ICLC 2015.*

And on Wednesday June 10 there were two tweets:

Saw the card about a match made in EAHIL+ICAHIS+ICLC in your conf bag? Found the #researchminded bulletin board?

Looking for the bulletin board of a match made in EAHIL+ICAHIS+ICLC 2015? Its opposite the registration desk!

The speed-dating session

The actual in-presence session took place on Friday June 12, at 13.00 in the Workshop venue, and saw the participation of eight delegates plus the organizers of the event. We were pleased to welcome two persons from Africa (Tanzania and Uganda), while the other participants came from Turkey, France, Italy, Spain and The Netherlands.

On the bulletin board, before the session, we had found seven yellow post-it (persons interested in joining a project) and six pink post-it (persons looking for a collaborator in the project). In *Table 1* and *2* a summary of topics of interest can be found.

Anyone interested in the above mentioned topics/projects can contact the authors of the article to be put in touch with the proposers.

• Use and access to electronic materials in a community or rural setting
• Education/Staff developments of medical and health librarians
• Bibliometrics and altmetrics
• Health Information Literacy/Systematic reviews
• Research on International Evidence Based Library and Information Practice (EBLIP)
• Teaching, digitalization and repositories
• Health information projects needing a partner from Africa

Table 1. *Summary of yellow post-it topics - I want to join an existing project.*

• New Association of College and Research Libraries (ACRL) Information Literacy Framework
• Use of self-discovery services in health libraries
• Information literacy teaching to nurses
• Sewing and knitting as therapy for breast cancer patients
• Survey/Questionnaire for researchers about library searching support
• Testing and comparing methods for systematic reviews
• Information searching/Systematic reviews

Table 2. *Summary of pink post-it topics - I have a project, I am searching for partners.*

Conclusion

We found the collaborative task an interesting and enjoyable experience. For our group this initiative was one demonstration of the theme of the Workshop.

It would be very interesting to read for example in this journal about the future of a match or the matches made in EAHIL+ICAHIS+ICLC 2015 or hear about them in the future EAHIL events.

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Fitting research into your day job. Open space session at the EAHIL 2015 Workshop in Edinburgh

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Abstract

The aim of the session was to make the participants discuss and aggregate ideas and inspiration on how to fit research into your busy working schedule. By using ideas from the open space method participants had the opportunity to, at their own pace, discuss a number of issues regarding this topic. This paper describes the methods used in the session, the outcomes and the usefulness in everyday practice.

Key words: libraries; medical research; library science.

Introduction

Open space is a method that is often used to explore a subject [1]. In its purest form it is up to the participants to decide on the subject/s to be discussed, and the discussion is self-moderated as all participants move between subject areas at their own pace. The subject of this session was initially broken down into five areas for discussion by the session leader:

- My boss doesn't support my research efforts …
- I find it hard to prioritise research projects …
- I lack the needed research skills …
- My colleagues doesn't support my work …
- I lack the motivation, what's in it for me?

A total of 33 people had signed up for the session, and approximately 25 participated. At the beginning of the 60 minute session, the session leader explained the aim and the method, having prepared five flipcharts with the subject areas listed above and two empty flipcharts for the participants to add new subject areas to discuss.

During the session the participants moved around the room, forming new discussion groups and adding suggestions for solutions to the flipcharts. To some extent, the subjects overlapped as described below.

Discussion outcomes

On the topic of having a **boss who doesn't support** you doing research, there were a lot of interesting ideas to take home, including identifying what's in it for the boss; tweaking what you want to do to make links with the boss' priorities; showing the boss the advantages or new skills that you learned in your research, as well as involving your boss in your research work. There were also comments that medical librarians *should* participate in the research projects of the medical faculty, adding information about the value of this [2, 3].

During the discussion about **prioritising research projects** it was noted that research is not (officially) included in job descriptions, making it feel like you "steal" time from other tasks that need to be done. The focus of this subject area was time management, and that if you have a good structure you might get time for research, e.g. setting aside the first 30 minutes of your working day every day for research/writing. If you are able to set up a research objective as part of your personal development plan, it will help you not to set your own limitations. An important opinion regarding this is that academic librarians should know how science makes progress, and one way is to do science yourself, and make errors along the way. You need to integrate research projects into your routines and use project management methods (e.g. Agile [4]), action research, evidence based practice and incorporate this into your everyday practice. A way forward could be to start up international collaboration projects with libraries of different sizes and in different settings. For overcoming the threshold of writing up your research for publication you could use writing retreats, for individuals or groups.

The discussion about **lacking the needed research skills** got the longest list of suggestions for solutions, not surprisingly considering the overall workshop topic. A number of suggestions

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were discussed: collaboration to get started; internationality; forming "nurseries" for research projects, both nationally and internationally; networking with researchers, becoming part of their projects; but also starting on a small scale, making poster presentations and writing in your own language. There was also a strong sense of encouragement: the need to build confidence to do our own research, and also to connect with faculty/researchers to dare to put our skills into practice. Perhaps it would be easier to do your own research if you didn't call it research? Maybe the label "development work" (as in R&D) would make it easier to have the courage? Some participants felt the lack of knowledge in certain areas of research, e.g. statistics and excel, and suggested ways of overcoming this: find colleagues that have the skills; participate in lectures for undergraduates on methodology, statistics etc. if it is ok with the teacher; MOOCHs and other online learning resources could be valuable; and of course practice, practice, practice …

The topic "my colleagues doesn't support my work" was changed into "**my colleague/s doesn't support my work**" acknowledging that some librarians work in small medical libraries and have no colleagues. A lot of the discussion was along the lines of making your enemies your allies; finding out what part of the job your colleagues think is important and researching that, collaborating with your colleagues making them co-authors. To market research and research work you could use journal clubs, exchange practices, market research ideas/projects, add research as a standing item on work place meeting agendas to build a research culture.

The fifth topic "I lack the motivation, **what's in it for me?**" was also changed, into "what's in it for me?" at the very beginning of the session, giving a lot of examples of positive effects of doing research on the job:
* personal satisfaction;
* time for reflection;
* credibility with other professional groups/students, adding value and trust to the library (if I teach EBM classes, shouldn't I be an evidence based librarian?);
* wage increase;
* advancing your career;
* promoting your institution;
* increasing the quality of your library services as well as your professional competency;
* project ➔ conference presentation ➔ travel!! ➔

meet colleagues ➔ new ideas/new projects. Someone also suggested establishing the fact that research is what you do might get you off tasks in the library that you find less interesting?!

Given the possibility to add one or two additional questions/problems to discuss, we ended up with a list of new challenges: "I don't get travel money to meet other researchers" (to this someone added the solutions of travel grants and/or scholarships); "I don't know my research gaps"; "When and where to start" (organisational challenge); "No time to *read* research"; "Making ideas *doable*"; "How to be legitimate to do research in an academic environment when we don't have PhD degree".

At the end of one of these flipcharts someone added the information – that could fit under more than one of the initial five topics – that when researchers apply for writing a Cochrane review, it is more likely that it will get approved when they state that they can collaborate with a medical librarian. An excellent opportunity to involve yourself in a research project and start learning.

Summing up

It was a very active session with all participants taking part in discussions, even though the method was new to many of them, being more used to someone giving a lecture with all the answers. The complete list of suggestions were distributed to all the participants after the workshop. The author hopes that EAHIL members will find this paper useful in their daily practice, even though you didn't participate in the session.

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Delphi technique: the methods behind the Horizon Report

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Abstract

At the EAHIL Workshop in Edinburgh Guus van den Brekel and Rudolf Mumenthaler have presented the Delphi method, which is used for the Horizon Report (http://www.nmc.org/nmc-horizon/). The workshop session was titled Delphi technique: The methods behind the Horizon Report Library Edition and was held on Thursday the 11th of June. The authors of this report, as session leaders, ran through a smaller version of a Delphi process, although they actually had little time, the result was nevertheless very interesting.

Key words: libraries; trend analysis; Delphi method.

The course of the workshop – the mini-Delphi study

First, I have to admit that the workshop session was really fun. The workshop variant of a Delphi study is also called mini-Delphi. If you want to carry it out seriously, more time is needed. I think with about 2 hours you can play through each stage correctly, 3 hours would be more appropriate. We proceeded as follows: first, we introduced the method, as used in the Horizon Report. Then we carried out the various stages with about 25 participants (*Figure 1*).

Figure 1. *Participants at the workshop session on the Delphi technique*

We wanted to answer the following questions: what are the most important trends and challenges for medical libraries? So our aim was a kind of a Horizon Report Medical Libraries Edition, created by the attending experts. And this was the course of the workshop:

- short presentation of the topics of the Horizon Report Library Edition;
- statements on relevant issues by the participants (short presentation);
- detecting the issues on flipchart;
- first round voting and selection: each participant had three coloured dots to stick on to his favourite subjects on the flipchart;
- the seven themes with the most points (more than two) were written on a card and each assigned a table;
- the topics were discussed in groups at the tables (ideal here would be a World-café where you have about 60 minutes to discuss each 15 or 20 minutes at a table. The results are displayed on cards/flipchart/tablecloths);
- brief summary of the discussions in plenary;
- second vote: each participant receives two points, which he can stick on the flipchart with the topics discussed;
- and the winner is ....

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The result of the workshop

In our workshop the new topics have already been discussed lively, the list included quickly 10 issues. Surprisingly then one of the new themes – Strategic Thinking – managed to get the second place in the first round voting. Several proposals could be subsumed under an existing topic. This process (summarizing related topics, separating different aspects) is an important task of the editors also for the "real" Horizon Report. This represents a certain procedure which is important for subsequent review – though not all experts may be in complete agreement with the editorial reworking. In our workshop topics were mentioned several times that we subsumed under the title "Rethinking Roles and skills of librarians". This subject got in the first round and most votes.

Subsequently, the issues were discussed in groups, especially lively, the two already mentioned: "strategic thinking" and "new roles for librarians". An intended effect of the Delphi method is that the opinions of the experts can change and consolidate during these discussions. And this effect occurred indeed: the group that dealt with strategic thinking argued convincingly. A strategic approach is very important for libraries (not only medical). One must be able to convince funding bodies and stakeholders. And this can only be achieved if you have a clear strategy. Strategic thinking means also that you deal with future developments and that the library is prepared for changes (as much as possible).

One must, for example, follow developments in the field of publication systems and research policy in order to possibly point the researchers to new requirements or changes in these areas.

And this was the final result of our mini-Delphi study (*Figure 2*):

1. Strategic thinking
2. New roles and skills for librarians
3. Collaboration/Interoperability
4. Radical change
5. Accessibility/Visibility
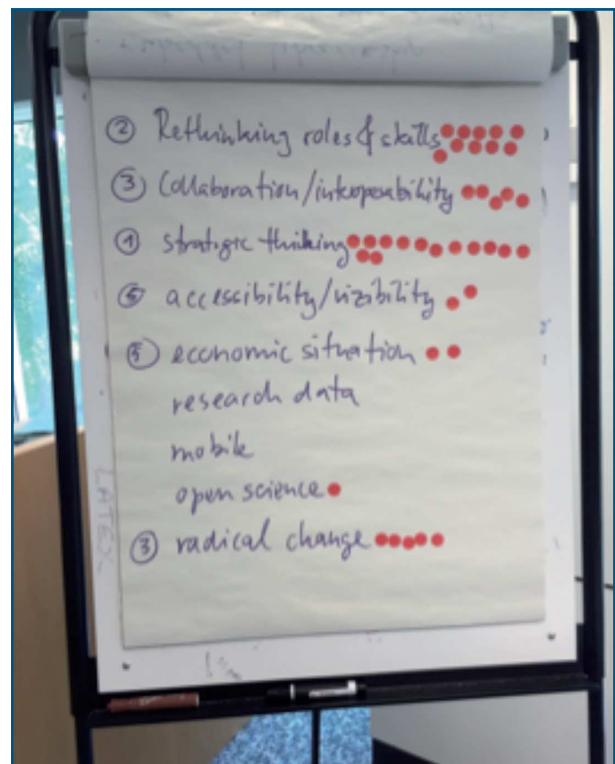6. Economic situation (as a general challenge)
7. Open science

Figure 2. *Final results of the mini-Delphi study*

Running a journal club

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Abstract
This article outlines elements in a workshop on running a journal club. The session took place during the EAHIL+ ICAHIS+ICLC workshop in Edinburgh, in June 2015. The article includes a summary of advice and issues raised by workshop participants, and a bibliography of articles about journal clubs in the library and the healthcare sectors.

Key words: journal clubs; evidence-based practice; continuing professional development.

The aim of this workshop session was to provide insight into the practicalities and issues concerned with running or supporting a journal club. The workshop consisted of an introduction, a short journal club session, and participant discussion in small groups.

A journal club is formed in order for the journal club members to meet periodically and discuss items from the literature, usually research articles. In the healthcare context, journal clubs have been identified as "a mechanism by which healthcare professionals can update their knowledge, promote critical thinking and research, assess the validity and applicability of the literature, improve skills in critical appraisal, increase the use of literature in clinical practice and to influence changes in care practices" (1).

Library and information professionals may run journal clubs for themselves, to discuss articles relevant to their own professional development. They may also support journal clubs in their institution which are organised primarily for the benefit of other employee groups e.g. nurses or clinicians. To accompany the workshop we provided a bibliography of articles in both these areas (i.e. librarian-focused journal clubs and journal clubs for healthcare professionals). We also listed some librarian websites related to journal clubs, including ones which hosted journal clubs and ones which had material to support journal clubs: these links are available at http://infolitjournalclub.blogspot.co.uk/

2015/08/links-concerning-journal-clubs.html.
In the introduction to the workshop we identified that there were the issues of, firstly, managing the journal club (i.e. starting it up and keeping it going) and, secondly, of facilitating the journal club sessions themselves. The literature tends to focus more on the former: in terms of the latter, one can turn to articles about facilitating small group discussion, face to face or online. For example Rovai (2) summarises research into facilitating online discussion in a formal education context.

The article (3) which we had chosen for the short journal club discussion was written by a librarian who supported a number of online journal clubs for groups of nurses in her workplace (a hospital in the United States). She aimed to assess the librarian's role and determine the impact of librarian participation in the journal clubs. We introduced the article with slides outlining context, aims, methods, and results and presented some questions for discussion by participants.

As well as critiquing the article, the ensuing discussion raised some interesting issues, for example: do we always need to discuss methodologically sound articles, or could articles with methodology that was open to criticism stimulate important discussion around the perceived problems.

Following on from the discussion, participants worked in groups to share tips about journal clubs (some participants already had a good deal of

experience, whilst others were new to them). Tips included:

- define your purpose;
- keep your aims clear;
- don't assume everyone has read the article;
- be loud and clear;
- provide beer! (as an incentive to attend, as suggested by Mattingly (4);
- summarise the article;
- start with a comment round;
- try to make it fun every now and then;
- make sure the senior staff support and attend;
- finalise the comments on an article in a letter to the editor!

Participants noted that journal clubs could be a great opportunity for librarians to increase the relationship between librarians and healthcare workers and get to know patrons' problems. It could make librarians' competences more visible, including the importance of searching. However, running it with health professionals could be challenging, and maintaining the club required motivation and effort.

In terms of the medium for the journal club, some participants mentioned online learning applications such as Abode Connect and Blackboard Collaborate, and others thought a blended approach could be effective: a "B-journal club".

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Research data management: why is it important?

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Abstract

Research Data Management is a hot topic these days, with research funders making it a requirement for institutions that they fund. This report will give an overview of research data management (RDM) activities, Data Curation Profiles (DCPs) and RDM training for librarians and support staff. It will focus on the importance of planning for both data preservation and data sharing from the very start of a research project, and the various ethical issues relating to the subsequent sharing of data that is increasingly a research funder requirement. Finally, it will highlight the range of potential RDM support roles that might emerge within institutions, and the requirement for adequate training of librarians and other support staff to enable them to meet the challenges that these new activities and responsibilities might present.

Key words: research data management (RDM); data sharing; data curation profiles (DCPs); RDM support; librarian training; MANTRA.

This workshop aimed at offering guidance to those who are getting involved with research data management (RDM) support activity for the first time. We kicked off with a clear explanation and description of research data for the uninitiated – what they are and why they are important. As data often have a lifespan that extends beyond the research project for which they are created, the various stages that make up the data life cycle were also explored, together with the many challenges that RDM presents, for both researchers and support staff.

Research funders now also place substantial requirements on researchers as to how their data should be managed, both throughout the research project that is being funded by them and beyond. We, therefore, emphasised the importance of good data management planning, outlined the process and detailed the activity through which this can be achieved. We also discussed the importance of planning for both data preservation and data sharing from the very start of a research project. Specifically, we considered the various ethical issues relating to the subsequent sharing of data that is increasingly a research funder requirement, while acknowledging and addressing some of the many valid concerns

about the latter. This part of our presentation was augmented by some hands-on exercises for the participants.

We talked about Data Curation Profiles (DCPs) which are essentially an outline of the 'story' of a data set or collection, describing its origin and lifecycle within a research project. We discussed how DCPs can help librarians understand the 'business' of the academic discipline they support, get to develop strategies to support research staff in their academic area, and give them confidence in speaking to academics about their research and the data that underpin it.

We gave highlights from the Toolkit that we developed at the University of Edinburgh (http://datablog.is.ed.ac.uk/?s=First+Data+Curation +Profile&submit=Search) together with the DCP interviews, the outcome of these interviews and reported on the very positive response from those Academic Support Librarians at Edinburgh who had both undergone the training and participated in the DCP exercise.

Finally, we discussed the range of potential RDM support roles that might emerge within institutions and the requirement for adequate training of librarians and other support staff to enable them to meet the challenges that these new activities and

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responsibilities might present. We also emphasised that rather than being the sole source of RDM support at Edinburgh, our Librarians form part of a collaborative network – that includes research officers, IT support, senior managers and researchers themselves – that are all working together across the University of Edinburgh to make good RDM a reality.

We concluded our presentation with a mention of the internationally successfully MANTRA course, that was developed by the Data Library Team at the University of Edinburgh (http://datalib.edina.ac.uk/mantra/) and which offers self-paced, interactive training on all aspects of RDM, together with practical exercises to assist researchers and their staff with the day-to-day handling and management of their research data.
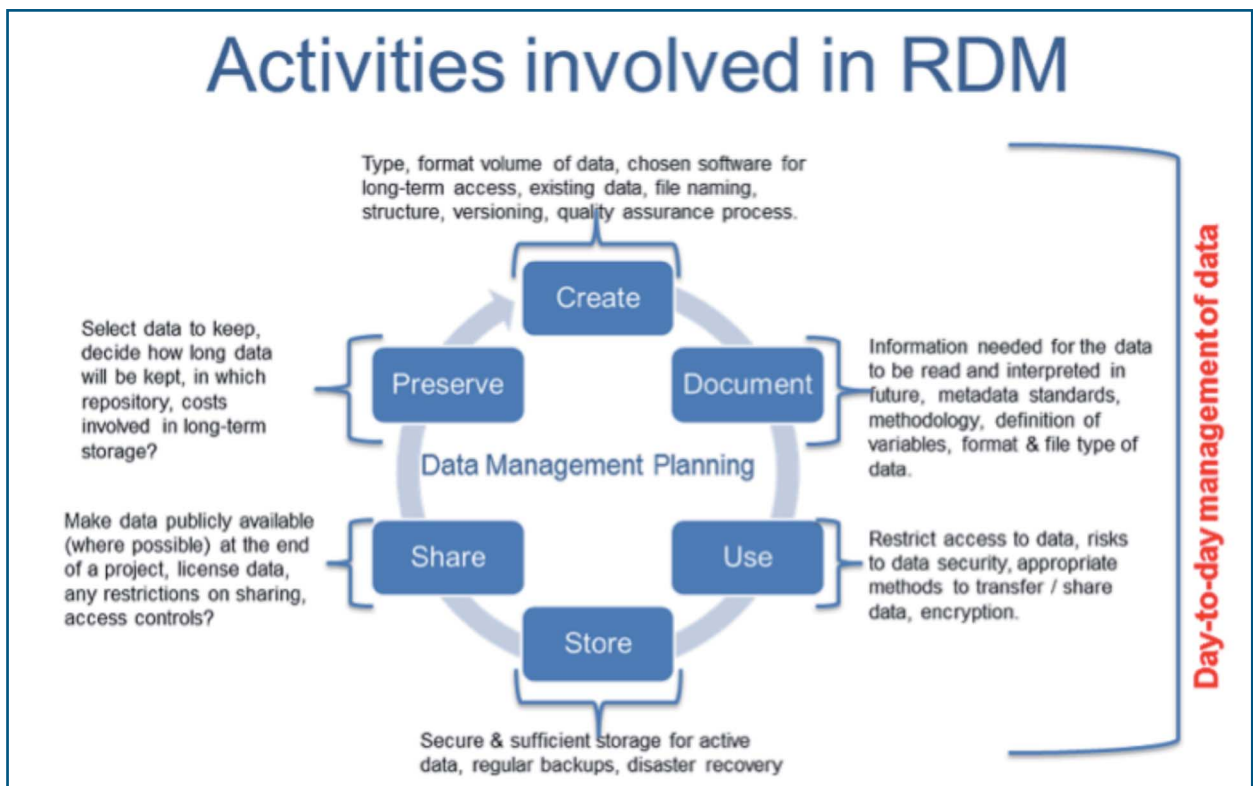
An introduction to phenomenographic research

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Abstract
This article describes the structure of the workshop on phenomenography which was presented at the EAHIL+ICAHIS+ICLC workshop in Edinburgh, in June 2015. Phenomenography is a qualitative research approach, used to discover variation in peoples conceptions of a phenomenon. After introducing this research approach, there was a discussion of a phenomenographic study and the workshop finished with participants coding an example transcript as practice for data analysis.

Key words: phenomenography; research; data analysis.

In this workshop the facilitators (Webber and Johnston) started by giving a brief overview of what phenomenography was, and some examples of phenomenographic research. Marton (1) defined phenomenography as: "the empirical study of the differing ways in which people experience, perceive, apprehend, understand, conceptualise various phenomena in and aspects of the world around us". Thus it is a qualitative research approach which provides insights into the variation of conceptions or experiences that people have of a phenomenon. The phenomenon might be, for example, learning (as in Marton's original studies), information literacy, or, in the medical context, a specific illness, or (2) operating room efficiency. Data is normally gathered via interviews, in which you are aiming to find out how the person you are interviewing conceives of the phenomenon you are investigating. You pool all the interview transcripts and analyse them together, so you can describe concisely the different ways in which your interviewees, between them, think about or experience the phenomenon. Some examples of phenomenographic studies carried out by researchers in the information and library field are: Wheeler's (3) study of librarians' conceptions of themselves as teachers; the facilitators' own research into academics'

conceptions of information literacy, and pedagogy for information literacy (4, 5); Yates et al.'s (6) investigation into older Australians' experiences of health information literacy and Hornung's (7) research into Irish solo librarians' conceptions of Continuing Professional Development.

In the next section of the workshop, participants discussed an article which they had been asked to read in advance, a Swedish study (8) investigating nurses' conceptions of caring. The article provided a description of the context and rationale for the study, the methods, and the results. The authors discovered four conceptions of caring (caring as person-centredness, caring as safeguarding the patient's best interests, caring as nursing interventions and caring as contextually intertwined). The researchers also discussed practical implications: this flagged up the fact that phenomenographic results can be used to inform policy, professional development and practice.

After this exercise, the facilitators worked through some key aspects of phenomenography (e.g. shaping the research question, identifying the sample and carrying out the interview). A phenomenographic study should result, firstly, in categories of description (identifying each of the different ways in which people conceive of the phenomenon) and,

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secondly, an outcome space that shows how the categories are related. In this workshop, the facilitators concentrated on the first type of analysis. The participants were given an example interview transcript, and asked to identify quotations which they thought exemplified some aspect of the interviewee's conception(s) of information literacy. Following on from this, they were asked to share and compare their insights, and then there was a whole-group discussion.

Points that were raised included the importance (and sometimes, difficulty) of "bracketing" (putting to one side) your own opinions about the phenomenon you were investigating when you were interviewing and analysing (9). The value of the interview itself was also highlighted. Just asking someone to talk about the phenomenon could raise their awareness of it, and provide insights that might enable you to collaborate more effectively with the interviewee.

The slides for the workshop presentation are on the conference website and also at http://www.slideshare.net/sheilawebber/an-introduction-to-phenomenographic-research

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Observation research techniques

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Abstract

This paper outlines the aims of the observation techniques workshop delivered on 11 June 2015, and discusses the experience of the group work sessions. Some participants explained their own experience of observation research, and participants discussed sampling, methods used to collect data and the ethics of observation research. The session participants concluded that observation research was a useful complementary technique for library research. More research published by library and information science practitioners and researchers would help to establish best practice in observation research.

Key words: observation; research design; research ethics; library surveys.

Introduction

When planning the session, I wanted to cover the "How, when, where, why, what" type of questions. At the end of the session I hoped that participants would be able to explain some advantages and disadvantages of observation methods, and define what is meant by unstructured versus structured observation, non-participant versus participant observation. Observation can be a very obtrusive research method, and the ethical aspects of observation research need attention. I also wanted the participants to be able to recognise and critique some of the methods such as the use of observation checklists, and the use of photographs or videos.

I was surprised when checking the recent research literature in library and information science how little research discussed observation as a major part of the research methodology. One possible reason for the problem is that observation techniques often complement other research methods used in a research study, and observation may be the minor method used, and not fully indexed. Another possible reason is that the participant observation methods of ethnographic research are usually only feasible for doctoral student research as such research can be very time-consuming. My own experience of research had taught me that

observation was very useful. Often I had not used observation formally, but I realised how much I had learnt about the research contexts through informal observation of the surroundings, and notes taken about the way the library was managed, and used. I was therefore keen that the workshop participants should be inspired to use observation techniques themselves. In addition to the workshop slide presentation, all participants were supplied with a list of references, with author abstracts, on observation techniques, so that they had some sources of advice for use in the future.

Organisation of the workshop

We started with some videos on the problems of selective attention from www.theinvisiblegorilla.com (1). Most of us have seen the YouTube clip of the gorilla walking around the basketball players, invisible to us when we are concentrating on counting the ball passes, but very visible when we are advised that there is a gorilla there. There are other videos from the website that demonstrate the problem of selective attention and that our observation may not be as good as we believe. This is a problem for observation research, but such selective attention can also make other research methods such as interviewing less effective. We may

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be focusing on the interview questions and forget to be aware of how the interviewee is responding.

Next came the definitions of structured or systematic observation, where rules (often with checklist) are used to observe behaviour. In "simple observation" the observer just observes what is happening, but in "contrived observation", the observer adjusts the situation and watches what happens. Looking at people doing a searching task set by the researcher is a type of contrived observation. Non-participant observation means that the observer is "looking on", and not playing an active role. In unstructured, ethnographic observation research the researcher is open to observing what really happens, and the researchers may have some role in the situation – they are participant observers.

The first group work task was to discuss how the participants would use observation techniques to study knowledge sharing among health professionals for discharge of patients with hip fracture or stroke from hospital to the community. What sort of "sampling" was necessary for observation? How, practically, could the research be managed? And what were some of the ethical issues? Group discussions highlighted the different health care delivery structures in different countries, that would affect the sampling, and when observation could take place. We agreed that observation would need to be accompanied by other research methods, and discussed the problems of doing research on, and with, busy health professionals. This task was based on actual research conducted in the UK (2), in which observers studied patient/professional interactions, multidisciplinary team meetings, and work shadowing of particular staff. They were non-participant observers, but not silent. There are several dimensions to thinking about the relationship between the researcher and those being observed (similarity of work background/experience, or gender/race/religion, or extent of involvement in the activities of the participants, or empathy with political/social agendas) (3).

The second group task was to plan observation research for a library space problem of interest to the group. At this point, it was clear that many of us have done such research, although the work may be considered part of normal monitoring and evaluation (audit). An example from the library literature is the research by Hursh on use of a music library (4). The exploratory phase for this research used library staff to make observations: "Observers were asked to indicate the apparent gender, ethnicity, and age of each subject in the description area. They were given the freedom to choose just a few patrons in an area to follow for the duration of the flip book if the number of people in that area was so great that making accurate observations was difficult or impossible. The absence of a checklist meant participant observers had to be instructed to: 1) not ignore some things they might normally ignore (i.e., remain open to the full range of possible characteristics, behaviors, and activities), and 2) clearly and consistently record what they saw."

We debated the pros and cons of using library staff to do the research, and how (or whether) to inform library users that research on library space use was going on. In the study of the music library, Hursh devised an observation checklist with categories derived from the qualitative data analysis of the exploratory phase. This then allowed observers in the second phase to record activity in five minute "sweeps" of particular zones, moving from one zone to the next and then back to the first zone. We discussed the practicalities of this method, noting the need for clear, independent categories (as observers had to make quick coding choices), and how the quick exit interviews with library users might help gain additional information. The exit interview also encourages library users to appreciate that the library was working for better services for them. We were not too surprised that Hursh found that female patrons were much more likely to multitask at their private laptops than male patrons!

In the last part of the workshop we discussed research using visual methods. Such research is much older than "selfies", although as a research data collection tool, phones, and digital recorders are now cheap and convenient. It is easy to obtain a video diary. On the other hand, we still have to do the data analysis, whether it is a video diary or a written diary. We have to think about the ethical issues as well, the cultural issues, and whether we are researching on the participants, or researching

about (and with) the participants. Trust is very important with any type of observation research (5), and vital when using visual data such as video.

Conclusions

The final messages of the workshop were:

- observation research is useful, feasible for practitioners, and can be combined with other types of data collection methods;
- observation research can obtain uniquely reliable and valid answers to some library problems;
- we have to think carefully about the ethical aspects of data collection and analysis for observation research.

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Supporting biomedical research and evaluation: bibliometrics for information specialists

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Abstract
Supporting research is one of the most important tasks for biomedical librarians and information specialists. This support can be offered in several ways. Libraries are responsible for access to information, covered by the more traditional activities as Resources Purchases and Subscriptions Management, Document Supply and Interlibrary Loan Services, or Reference Service. Moreover, libraries can assist researchers on their needs related to the assessment and evaluation of their scientific research.
The aim of the EAHIL workshop session on Bibliometrics was to introduce biomedical librarians to the fundamentals of this discipline and to provide them with tools, techniques and methodologies on this subject in order to improve their services.

Key words: bibliometrics; research support; research evaluation.

Introduction

One of the most significant areas in universities and research institutions nowadays is to monitor and measure the impact of research outcome, based on informetric methodologies and tools. Informetrics is defined as the study of the quantitative aspects of information, and covers the production, dissemination, and use of all forms of information. This includes Bibliometrics, Scientometrics, Cyber- and Webometrics (1). Moreover, with the impact of social web and the new technologies and new communication forms, alternative metrics have also been developed in order to cover other aspects of the impact such as article views, downloads, or mentions in social media and news, the Altmetrics. Biomedical librarians find themselves more and more often in situations where they need to provide researchers or institution's managers with information to measure the impact of research outcome. That's why it is essential for them to know about the fundamentals, methodologies and sources related to bibliometrics. Additionally, librarians need to be updated about new trends and the development of indicators and resources in order to be able to offer top assessment services, beyond

simple impact factors, citation counts and h-index values.

The workshop session on bibliometrics was intended to provide guidance about the potential services librarians can provide in the context of assessment and scientific research evaluation, as well as go through the commonly used evaluation tools and resources, offering some hands-on practice. As no prior knowledge was needed, we slightly revised general concepts before going in depth into the possible services librarians' can offer.

Some details about indicators

An "indicator" can be defined as a sign or a value that shows a measurement both in qualitative and quantitative ways. Bibliometrics was defined by Pritchard in 1969 (2) as "the application of mathematical and statistical methods to books and other media of communication data". Bibliometric basic indicators are for instance the number of publications, citations or basic journal metrics as the Impact Factor (IF), which was introduced by Garfield in 1955 (3).

Although the journal IF is a universally recognized measure which indicates that the papers published

in that journal have passed quality filters, this cannot be the only indicator of the quality of publications (4). There are other impact indicators as the quartil and decil classification of journals, the immediacy index or the Eigenfactor score, among others, that should also be taken into account (5). The same occurs with citations counts and other consequent indicators, as the h-index. There are other indicators such as the article influence score, normalized and relative citation rates, or the g-index, which depends on the full citation count of very highly cited papers, not on the age of the author (6). As an example, while the h-index increases with the age, the g-index corrects the disadvantages that the first presents for younger authors.

In conclusion a combination of several indicators should be used to define the quality and to evaluate researchers and institutions; and librarians have to be aware about these more specific metrics. This data can also be complemented with new metrics, as usage indicators, including downloads and views, as well as altmetric indicators considering counts or mentions in social media.

Main resources and tools

It was a requisite of the workshop to cover commonly used evaluation tools and resources and offer some hands-on practice. First, we talked about the two main citation databases: Web of Science and Scopus, not forgetting Google Scholar, with its pros and cons: poor quality control and no standardization versus broader coverage and a greater y as a results of its condition as a resource free-of-charge. Other basic resources to be familiar with for the evaluation of journals are the Essential Science Indicators, the Journal Citation Index (Thomson Reuters) or the Scimago Journal Rank (Elsevier), and applications that allow forward-looking metrics such as InCites (Thomson Reuters) and SciVal (Elsevier). Finally, we should also bear in mind the Book Citation Index and the Data Citation Index for other document types.

Assessing and supporting evaluation given by the library

Libraries can offer an important support using bibliometric information. Main activities could be to monitor the institution's scientific output, including an internal alerts workflow that allows the register of the publications signed by the institution, and developing bibliometric reports. The most significant indicators evaluated could be associated to:

- Productivity / Activity → number of publications to reflect the research output
- Visibility → count of publications in recognized databases; number of articles in peer reviewed journals; measurement of IF; quartiles or deciles
- Collaboration → number of co-authors or co-affiliations to reflect national and international networking
- Impact → citation rates (several citation indicators)
- Cognitive structures → co-occurrences of words, classifications relations between citations, etc.
- Others → main authorship, percentage of contribution, characterization of publications and disciplines, disciplinary vs cross-disciplinary vs interdisciplinary etc.

In addition, in a broader context, we can offer other forms of assessment:

- Identify new research lines and possibilities for collaboration, as well as front research subjects or investigate citation patterns between research groups or journals
- Evaluate external candidates and assist researchers with evaluations or grants requests
- Assess researchers regarding publication sources and strategies
- Evaluate the differences in citation tendencies between research fields
- Do benchmarking comparing research groups or institutions
- Evaluate the technological impact of research through patent citation to journal articles, etc.

Further Library assessment should include help researchers in preparing CVs for appraisals and funding applications, support researchers filling out profiles as Science Experts Network Curriculum Vitae (SciENcv), or in managing their unique digital identifiers as Researcher ID, Orcid, Scopus ID. As a final point, questions related to open access should also be considered, offering consultancy on the available publishing options and how to manage self-archiving, as well as in the evaluation of the impact of open access in research.

Conclusion

Bibliometric assessment can turn out to be an indispensable activity for biomedical librarians. Therefore information specialists need to have a good command of these concepts and practices. In addition, talking about bibliometrics there are some questions regarding the use of metrics in assessing research performance that we should care about. Some of the issues are include in the statement on the "Publication practices and indices and the role of peer review in research assessment", published by the Committee on Freedom and Responsibility in the conduct of Science (CFRS) of the International Council for Science (ICSU):

- Consider the optimal balance between direct peer reviewing, and the use of quantitative measures.
- Consider the weight applied to the number of publications, the type of publications (primary publication vs review) and other journal or article metrics (IF, quartile, citations, normalized citation impact, etc.)
- Consider the order or the number of authors, as well as the order of signing (first or last, middle, or corresponding authorship), depending on the discipline.
- Consider the weight that should be given to other quantitative measures of research output, such as patent applications, patents granted or patents licensed.
- Consider possible penalizations for authors with more than, say, 20 publications per year or publications with more than perhaps 20 authors.

Summarizing, bibliometric data per se is not enough to evaluate a researcher or an institution, and should be complemented in order to obtain research evaluation results. The principles collected and released this year in the Leiden Manifesto (7) also remind that research evaluations has to be balanced, based in both, quantitative and qualitative evidence.

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Altmetrics: how librarians can support researchers in improving their impact

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Abstract

In the last year, the development of tools even more web 2.0 oriented has profoundly changed the scientific communication process. Many web tools have emerged including the so-called social media and social network. From here the need for new indicators to measure the influence of these tools on the scientific community and the emergence of alternative metrics. Altmetrics combines the traditional bibliometrics tool with the use of the web. Aim of the workshop was to show how a librarian can support researchers in improving their impact on the society and on the academic world, using alternative metric tools.

Key words: altmetrics; alternative metrics; bibliometrics; librarian role.

Introduction

This half-block session held at the Edinburgh EAHIL workshop was entitled *Altmetrics: how librarians can support researchers in improving their impact*. With my great surprise, it was fully booked with 25 participants and I would like to thank the session participants for their attention. The idea behind this workshop was to introduce the Alternative Metrics concept and how librarians can use this new metrics in their daily work with researchers *(Figure 1)*. I proposed this topic to the

Figure 1. *Altmetrics Workshop.*

EAHIL survey on November and it was accepted by the International Programme Committee for the joint EAHIL+ICAHIS+ICLC 2015 Workshop.

The goal of biomedical research is to make a difference in people's life. Patients and the whole society are in fact key stakeholders in research issues and should be involved in setting the health research agenda, assessing whether research results are important. To "measure" how the public perceives and understand biomedical research is a very complex issue; however, Altmetrics can be a valid tool. For this reason, I am interested in showing from a practical perspective – that is, using alternative metric tools – how librarians can support researchers in improving their impact on academy and society.

Statistics, Bibliometrics and Altmetrics are increasingly on a scientific library's agenda. In an era of resources rationalization, these parameters become a valuable ally to decision making. But they also become indispensable tools for assessing and quantifying our daily work, as Bibliometric indices are increasingly called upon to evaluate the work and impact of researchers.

What is Altmetrics?

The term "Altmetrics" is short for "Alternative Metrics" or "Article Levels Metrics". These are a range of nontraditional metrics that can be used to assess the impact that scholars have on research in their areas of study. They can include the number of article downloads, citation of research in online news/social media sources, bookmarks and nontraditional forms of scholarship. This is a great opportunity for younger scientists who do not have many publications in their portfolio.

Altmetrics and librarians

In the last five years, Altmetrics has taken its place alongside well known terms such as H-index or Impact Factor. Understanding and learning these new indices opens the way to a more and more web 2.0 oriented library, able to interact with social networks and the wider society. Alternative metrics are aimed at measuring the societal impact of scientific production, and include data obtained from the WWW. There are a number of alternative metrics, the main ones being PlumAnalytics, ImpactStory, Altmetrics.com. Aside from individual differences in the calculation algorithms and output metrics, they all basically aggregate data from social media networks such as Facebook, Twitter, Mendeley, Cross-Ref, ResearchGate, Slideshare and many others (sometimes also including data from newspapers, blogs, forums and news sites) *(Figure 2)*. I was interested in showing from a practical perspective how librarians can support researchers in improving their impact the academic world (and society as a whole), using alternative metric tools.
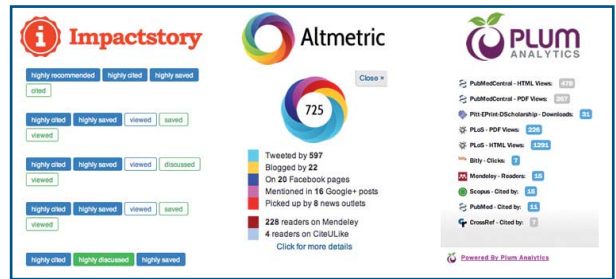

Figure 2. *The major portals that aggregate Altmetrics data (http://www.wellesley.edu/sites/default/files/altmetrics-ris.png).*

My personal intent with this workshop was to give an overview of the main bibliometric tools, their calculation, their practical application and their relative strengths and limitations.

Conclusions

In my opinion, the task of the librarians should be first of all learning, training and updating their own skills in order to validly support both researchers and institutions. Therefore, a pivotal role for us librarians is being able to transfer knowledge to researchers and institutions, in order to take an active part in these changes. Especially for the next generation of users: digital natives!

During the conference's day I spoke with Alicia Fátima Gómez-Sánchez, session leader of the course *Bibliometrics for Information Specialists: Supporting Biomedical Research and Evaluation*. We agreed on the need for greater discussion on bibliometrics' themes inside EAHIL, for which the next conference in Seville would be a great starting point.

Report from the International Conference of Animal Health Information Specialists
ICAHIS Satellite Day

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The authors of this paper are ICAHIS IPC members

Abstract
The International Conference of Animal Health Information Specialists (ICAHIS) held a Satellite meeting ahead of the joint EAHIL+ICAHIS+ICLC Workshop in June 2015. This brief report summarises the day and gives a synopsis of the presentation given by the invited speaker.

Key words: librarians; information services; evidence-based practice; veterinary information; education, veterinary.

The International Conference of Animal Health Information Specialists (ICAHIS) meets every two to five years. Alongside being a partner in the EAHIL+ICAHIS+ICLC Workshop ICAHIS held a Satellite Day to discuss some specific animal health themes. The day was hosted by AHIS (UK and Ireland) and 30 attendees from nine different countries (across three continents) met at the Royal (Dick) School of Veterinary Studies (known as the Dick Vet) at the University of Edinburgh's Easter Bush Campus, seven miles outside Edinburgh. ICAHIS would like to thank AHIS (UK and Ireland) for making the Satellite Day possible. We would also like to thank everyone involved in organising the EAHIL+ICAHIS+ICLC Workshop. The day opened with a presentation from Tim King, Deputy Head of the Dick Vet. Tim welcomed delegates and gave an overview of the teaching and research carried out by the Dick Vet and by Roslin Institute. He spoke about some of the School's collaborations, such as with the Edinburgh College of Art where veterinary and art students are encouraged to work together on joint projects; and some of the innovative use of new technologies, for example with 3D printers and with QR coding of resources around the School.

The invited speaker was Kristen Reyher from the University of Bristol. She gave a veterinarian's perspective on evidence-based veterinary medicine and spoke about the GROEL (A Global Resource for Online EBVM Learning) project. The GROEL project is an international collaboration to provide open-source learning which will align with existing resources, such as the RCVS Knowledge (Royal College of Veterinary Surgeons) EBVM Toolkit http://knowledge.rcvs.org.uk/evidence-based-veterinary-medicine/ebvm-toolkit/. The project includes veterinary librarians and aims to build a community of practice.

There were presentations from delegates on evidence-based veterinary medicine, information services, the 3Rs and research support. The fascinating and thought provoking presentations led to further discussions during the day and over dinner in the evening. These presentations are available on the workshop website at: https://eahil2015.wordpress.com/icahis/

Over lunch there was a tour of the Teaching

Building. The building was opened in 2011, bringing the Dick Vet together on one campus. Prior to this it had been split between the Easter Bush Campus and the Summerhall building in Edinburgh. The tour took in the teaching and learning spaces such as the teaching labs, clinical skills suite, dissection room and post-mortem viewing room. The latter allows students to view the post mortem room without having to enter, meeting biosafety and biosecurity concerns. The two-way intercom and moveable camera allows interactions with the pathologists. The post mortem table is custom built and adjustable, to take animals of all sizes. The tour also visited the Lady Smith of Kelvin Veterinary Library and the Study Landscape, which has specimens and veterinary equipment which students can use to help improve their understanding.

The day ended with dinner at Howie's restaurant on Waterloo Place in Edinburgh. The building which is now Howie's restaurant was originally the Calton Convening Rooms and it was here that William Dick, the founder of the Dick Vet, gave his founding lectures in 1823.
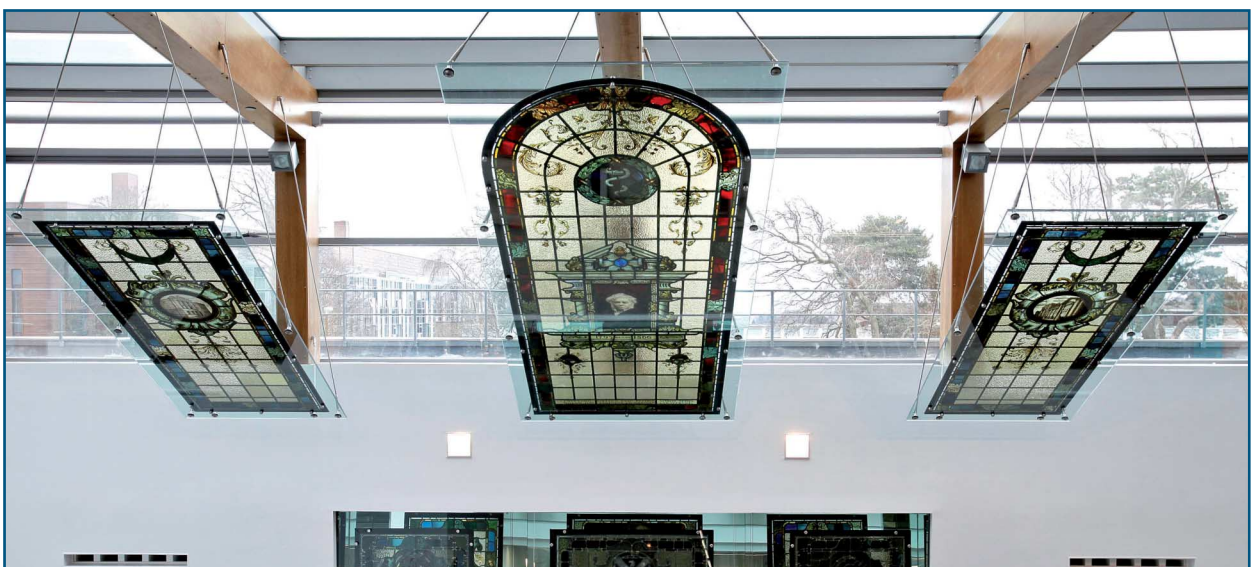

Figure 1. *ICAHIS Group*

Figure 2. *Stained glass at The Royal (Dick) School of Veterinary Studies*

Report from the International Clinical Librarian Conference
University of Edinburgh
10-12 June 2015, Edinburgh

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Abstract
The EAHIL 2015 Workshop provided an opportunity for the International Clinical Librarian Conference (ICLC) to run a satellite conference before the official opening of the Workshop. ICLC aim to hold bi-annual conferences either stand alone, or in collaboration with another meeting. Aimed at those with an interest in clinical or outreach librarianship the 2015 ICLC welcomed a range of presentations on this field of work.

Key words: clinical librarian; ICLC; outreach; conference; informationist.

Introduction

The International Clinical Librarian Conference (ICLC) was held on the first morning of the Workshop and was led by co-chairs Louise Hull and Pip Divall. Over 50 delegates attended with representation from a wide range of countries including Australia, USA, Turkey, Italy, The Netherlands and the United Kingdom.

We were extremely honoured to have Blair Anton from the Welch Medical Library at Johns Hopkins University as our keynote speaker. She gave a talk on their study into how often clinical questions get answered when they arise during hospital shifts (see here for the full paper http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4076130/). They found that many questions carried over from shift to shift with 38% never knowingly being resolved.

Catherine Voutier from the Royal Melbourne Hospital talked next about the HLA Journal Club. She showed us the website and described how the journal club (aimed at medical librarians) worked, with a new article to appraise every month. There are a number of headings to consider in each article including objectives, population, study design, bias, results and conclusion. Participants can add their comments on an article at the bottom of each page, for others to view. There was some interest from delegates to get involved if the opportunity arose.

A quick switch around of the programme due to technical issues led us to hear from Steve Glover and Jo Whitcombe from Central Manchester University Hospitals NHS Foundation Trust. They talked about their involvement in a Stillbirth Priority Setting Partnership, who had requested the libraries help once the project was underway (leading to a short timescale)! 261 questions were identified to be answered via literature searches, within a month. It was useful to hear that they had costed the time involved which then led to income generation for the library. They also found it to be good to raise the profile of the library and their subject knowledge in this area.

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Gussun Gunes was next up presenting her work with nurse researchers, specifically on the topic of breast cancer screening. She helped with the whole systematic review process, leading nurses through the stages of literature searching, critically appraising, as well as reviewing the final draft. The main problems she mentioned were that nurse researchers lack time and skills for database searching. She highlighted the rewards of this type of work by being named as an author on the final paper.

Our penultimate talk was from a Librarian/Medical Student pairing of Tom Roper and Kathryn Crook from Brighton and Sussex. They discussed the evaluation and impact of the role of the Clinical Librarian, which is always a hot topic in this field. They looked at identifying those utilising the CL service as well as the outcome of searches, then evaluating the literature searches and looking for a link between the searches and documentation. They found searches were used for multiple purposes and many in documentation, gaining some very useful feedback in the process.

Imrana Ghumra from Health Education England (HEE) was our last speaker. She talked about how HEE are currently carrying out work into transforming knowledge services and need help from Clinical Librarians to shape competencies for workforce development. There are a number of workstreams that are helping to progress this work and any comments or feedback on their visions would be most welcome. Further information available here http://hee.nhs.uk/wp-content/ blogs.dir/321/files/2014/12/Knowledge-forhealthca re-framework.pdf and here https://hee.nhs. uk/work-programmes/library-and-knowledge-services/

ICLC closed with a short video encouraging participation in our next conference, a joint meeting with MLA, CHLA and ABSC in Toronto, Canada in 2016. We hope to see as many of you there as possible! On behalf of ICLC we would like to extend our thanks to everyone involved in the organising of EAHIL 2015, particularly Marshall Dozier. We loved our time in sunny Edinburgh, and thoroughly enjoyed the rest of the Workshop.

WHAT IS EAHIL?

The European Association for Health Information and Libraries (EAHIL) is an active non-profit professional association uniting and motivating librarians and information officers working in the medical and health science libraries in Europe.

Founded in Brighton, UK in 1987, EAHIL seeks

- to encourage professional development
- to enable exchanges of experience amongst its members
- to improve cooperation among health care libraries
- to strengthen links with medical and health libraries in Eastern and Central Europe
- to raise standards of provision and practice in the healthcare and medical research libraries
- to keep health librarians and information officers professionally informed
- to encourage mobility and continuing education
- to represent health librarians at European level, particularly at European institutions and WHO

THE JOURNAL OF EAHIL

The Journal of EAHIL (JEAHIL) is the quarterly official journal of the Association, available online. Printed copies on request.

JEAHIL publishes
- original articles
- reviews
- theme issues
- news from EAHIL
- meeting reports
- special interest groups reports
- opinion and discussion papers
- news from other medical library associations (such as US MLA)

MEMBERSHIP OF EAHIL

Membership of EAHIL is free for European biomedical information professionals (librarians and similar people).
Application of membership use: www.formdesk.com/EAHIL/membership
New members, please check the button "New visitors"

HOW TO PUBLISH IN JEAHIL

Original manuscripts should be submitted to Chief Editor Federica Napolitani at federica.napolitani@iss.it; *Instructions* and a *Checklist for Authors* are available at www.eahil.eu

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- Outreach: go to customer!
- Research support and scientific communication
- The librarian of the future: education, skills, expectations
- Use of mobile and technologies in medical libraries

FUTURE THEME ISSUES
2015
December: Marketing and impact of libraries
2016
March: no-theme issue
June: Open science 1: open access
September: Memories from Seville
December: Open science 2: research data

EAHIL CONFERENCES
EAHIL 2016 Conference, "Knowledge, Research, Innovation...eHealth" 8-10 June 2016, Seville, Spain

www.eahil.eu

Memories from EAHIL+ICAHIS+ICLC Workshop
Edinburgh, 10-12 June 2015

The Welcome Reception

When EAHIL members gathered for the Welcome Reception at the end of their first day in Edinburgh, the northern sun and the sound of bagpipes created a very special atmosphere in the courtyard of Old College. The evening sun lit up Playfair Library Hall, too, when we came upstairs – a splendid classicist room that is now used for events only, and is not an active library any longer. The welcoming speeches by our hosts showed how well Marshall and the medical team are embedded in and supported by Edinburgh Library Services.

Listening to the speeches and talking to colleagues from all parts of Europe, something struck me even more this time than at previous EAHIL gatherings: that incredible amount of mutual respect and professional solidarity which sets EAHIL gatherings apart from "ordinary" professional conferences. We medical librarians seem to be almost religiously committed to our cause, and we practice a level of mutual support that other disciplines envy us for. The more we struggle with growing expectations on one hand, and budget cuts on the other, the more we are prepared to join forces and help each other out. I certainly left that reception with a kind colleague's offer to come to Bern for a day and deliver a challenging PhD students' training course. And I promise, I'll try and give something back to our community – next year, in Seville!

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Gala Dinner and Ceilidh

I would like to state a conflict of interest right at the start of this reminiscence of the 2015 EAHIL conference and Ceilidh: I am a Scottish person who has never attended a Ceilidh I didn't enjoy. This may make some people think that my view of this (tremendous) evening's (fantastic) entertainment is slightly biased. But what makes me perhaps eligible to make a judgement is that I do enjoy a Ceilidh. But I've never danced to a band like Teannaich Ceilidhs – this means that I've never danced Strip the willow to a "God Save The Queen" by the Sex Pistols. I think that many others there had never dance Strip the willow (or any of the other dances) at all, and yet that they did so brilliantly, and seemed to be enjoying themselves too speaks volumes. We were all led through the steps by the seriously good caller, and no one broke any ankles: I call this a success!

This was all preceded by a lovely time chatting with friends and colleagues in the very dramatic entrance hall to the National Museum of Scotland, and then a delicious meal of fine Scottish produce (see previous disclaimer, but I'm sure we can all agree that chocolate with salted caramel was divine.) Thanks to all my dance partners (you know who you are!) and in particular the organising committee for the most inclusive, and pleasurable of evenings.

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Visit to the Signet Library

After the address on the final day, on June 12th 2015, those of us visiting the town centre libraries assembled to catch the walking bus outside the Appleton Tower, and made our way through the streets to Edinburgh old town in glorious weather. The location of the Signet library, opposite the church of St Giles, in Parliament Square was soon reached,

and we met James Hamilton, our tour guide, in the reception area. After listening to the history of how the WS (Society of Writers to Her Majesty's Signet) came about, and hearing the story of how the building was designed, we admired the magnificent staircase as we ascended to landing which led to the upper library. James explained the reason why we could not enter the upper library via the right hand door. The reason became evident once we entered the grand colonnaded space beyond and turned back to see the architectural deceit. We made our way through the room, out and down the service staircase from the far end of the upper library. In the Board room we stopped to hear a ghost story and inspected the bookcases containing among other things, the Roughead collection. James led us on to the Minto room where we sat around the table and were allowed to inspect various examples from the collection including a 1000 year old piece of music, and a list of the political affiliation of the Ladies of Edinburgh dating to the mid 1700's. The Lower library, another magnificent colonnaded room, currently being used to serve teas to the public, was our final stop before returning to the reception area. We said our goodbyes to our fellow travellers.

Thanks to our guide James Hamilton for the tour. James is Research Principal at The Society of Writers to Her Majesty's Signet

The WS website library page: http://www.wssociety.co.uk/index.asp?cat=Library

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Remembering Edinburgh

It was not my first time in Edinburgh. I had visited Edinburgh, Scotland and England 25 years earlier in 1988 for tourism with my family and relatives. From that time I saved a very good memory of Scotland, very kind people and evocative landscape. The EAHIL Workshop in 2015 was great: very innovative indeed in its organization, topics, and colleagues. At the same time, it was located in a town where libraries have great tradition and power because of their role in drawing together past and present to build the future. On the other hand, it was also an opportunity to visit Edinburgh again. My memory of Edinburgh is associated with a new discovery of the city whole architecture and particularly of three historical-mythological aspects: a) the Witch trials, b) the Greyfriars Bobby and c)the story of dr Jekyll and Mr Hyde.

a) Many hundreds of women were put on trial during the sixteenth and seventeenth centuries. Any excuse would do for an accusation, often there was no excuse at all, as it was simply an attempt to settle old scores. Once found "guilty" – almost certain to happen if they survived the interrogation and "tests" such as ducking – the alleged witches were usually burnt alive at the stake on Edinburgh Castle hill.

b) The story of Greyfriars Bobby, a Skye Terrier that belonged to John Gray, a night policeman, better known as Auld Jock. The two were inseparable for approximately two years. After John's death in 1858 for tuberculosis, despite the efforts of the local people to keep the little dog away from the graveside, it returned and refused to leave for fourteen years, whatever the weather conditions. Although dogs were not allowed in the graveyard, the people built a shelter for Bobby and there it stayed, guarding Auld Jock forever.

c) The link between the novel by Robert Louis Stevenson "Strange Case of Dr. Jekyll and Mr. Hyde", 1886 and the Burke and Hare' murders, a series of murders committed in Edinburgh, over a period of about ten months in 1828, that very likely satisfied the need for cadavers of the Edinburgh Medical School of Anatomy!

There are many other ways for Edinburgh to be told. It seems to me that being the birthplace of Harry Potter, and of his author JK Rowling, is an excellent synopsis of past and future.

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Visit to the Library of the Royal College of Physicians Edinburgh

We were about 15-20 EAHIL Workshop attendees to embark on a visit to the Royal College of Physicians of Edinburgh, attracted, no doubt, by the promised splendours of the history of medicine. The very façade of the building situated in Queen Street, practically in the city centre, speaks of the roots of medicine, with the three majestic statues of Aesculapius, Hippocrates and Hygieia standing above the entrance.

We were met on the steps by the Iain Milne, the Head of the Library, who was to be our enthusiastic and humorous guide. As it is known the Royal College of Physicians is a professional body in the UK that sets medical training standards. The RCP of Edinburgh was founded by the Scottish physician Robert Sibbald and established by Royal Charter in 1681. The Library bears his name. The current building dates from 1844, while the adjoining building, acquired as an extension, is by the famous Edinburgh architect John Adam and was built in 1771.

We toured the beautiful rooms one after the other, not knowing what to admire first: the decorated walls and ceilings, the encased shelves full of old books, the furniture, the gallery of portraits of illustrious physicians... The so called New Library (picture) was one of the highlights. The visit was accompanied by Iain Milne's explanations and interesting stories about the eminent scientists, like William Cullen and Joseph Black. Without missing of course the view of some of the library gems, rare books and exquisitely hand-drawn atlases.

Stepping out of the building was like stepping out of a wonderful world and a lesson of Scottish medical history.

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Photograph of the New Library: ©RCPE, reproduced with kind permission

Walking tour of historic Edinburgh Veterinary locations

On a beautiful sunny afternoon, Alastair Macdonald and Colin Warwick, from the University of Edinburgh's Royal (Dick) School of Veterinary Studies (known as the Dick Vet) led us on a fascinating two-hour walking tour of Edinburgh, highlighting some key locations in the development of veterinary education in Edinburgh.

The tour began at the foot of the Royal Mile, next to Holyrood Palace. Here we were given a brief history of the foundation of Holyrood Abbey and its sanctuary before visiting the birthplace of William Dick, the founder of the Dick Vet in Edinburgh. Dick was born in White Horse Close, a small and quiet courtyard just off the Royal Mile. This was named after the 17th century White Horse Inn, but prior to that the location was the royal stables for Mary Queen of Scots. Dick's father was a blacksmith and had a forge in the close. Dick learned the farriery trade here prior to studying veterinary medicine at the Royal Veterinary College in London. Farriers were the forerunners of veterinary surgeons.

The tour then moved to Canongate Kirkyard (churchyard) where we saw the graves of Adam Smith and several famous blacksmiths and veterinary surgeons. Here we also saw the grave of Nancy McLehose who Robert Burns (Scotland's national poet) called Clarinda. Burns wrote the poem "Ae fond kiss" for Clarinda.

We then stopped at another court, just off the Royal Mile. In Chessels Court there was a hotel and horse stables owned by the Farrier to Queen Victoria. The hotel later became a tax office. Deacon Brodie, a famous Edinburgh 'gentleman thief' planned a raid on the tax office and this led to his capture and ultimate execution. Deacon Brodie was the inspiration for RL Stevenson's Dr Jekyll and Mr Hyde. We continued on to Surgeon's Square, where Dick studied comparative anatomy.

The tour ended at Summerhall. This was the location of the Dick Vet from 1916-2011 and is now home to "The Royal Dick" bar. They brew their own beer and distil their own gin on the premises. This was an excellent place to end the tour as we were ready for refreshments and some Summerhall ale (or gin)!

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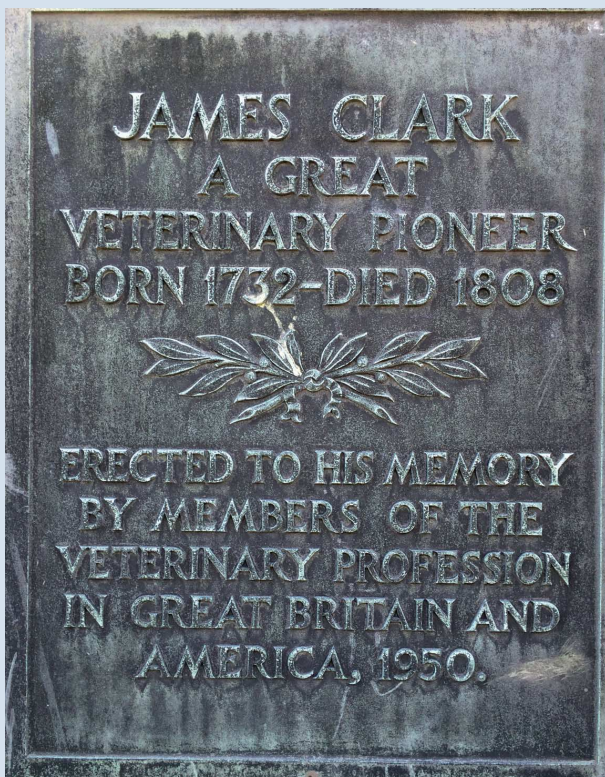
Tour to St Andrews and the East Neuk of Fife

Saturday a fully booked tour of EAHIL participants and guests travelled the scenic routes to visit the town of St. Andrews, St. Andrews University, their library's Special Collections, and Anstruther hosted by Vicki Cormie, a native of Fife and librarian at the university.

St. Andrews, famous for their "Old Course' golf, is also home to Scotland's oldest university, St. Andrews, founded in 1413. The library has been collecting for six centuries and their special collections, http://www.st-andrews.ac.uk/library/specialcollections, truly inspire awe. Medicine was one of the higher faculties mentioned at the time of founding and the library still holds some of the original copies of works used in the early years of medical instruction. For our tour the staff displayed a selection of their medically themed treasures. The tour also included the Thomson Reading Room in the Martyrs Kirk Research Library, which was a particular treat because it is a converted chapel replete with stained glass windows and pipe organ. The organ has been removed although the pipes remain. Inside the organ is now a photocopy/scanning room.

After our tour we explored the town before moving on to Anstruther, a working fishing village and home to the Scottish Fisheries Museum and Anstruther Fish Bar (winner: UK Fish and Chips shop of the year)

On a personal note, Vicki told us that the tours to the Isle of May, a National Nature Reserve, embark from Anstruther. Towo of us took her advice, booked tickets, and traveled back a few days later for a boat trip across the Firth of Forth to the island which is home to 250,000 seabirds including 49,000 pairs of breeding puffins. If you can't visit the reserve in person, you can virtually at http://www.nnr-scotland.org.uk/isle-of-may/
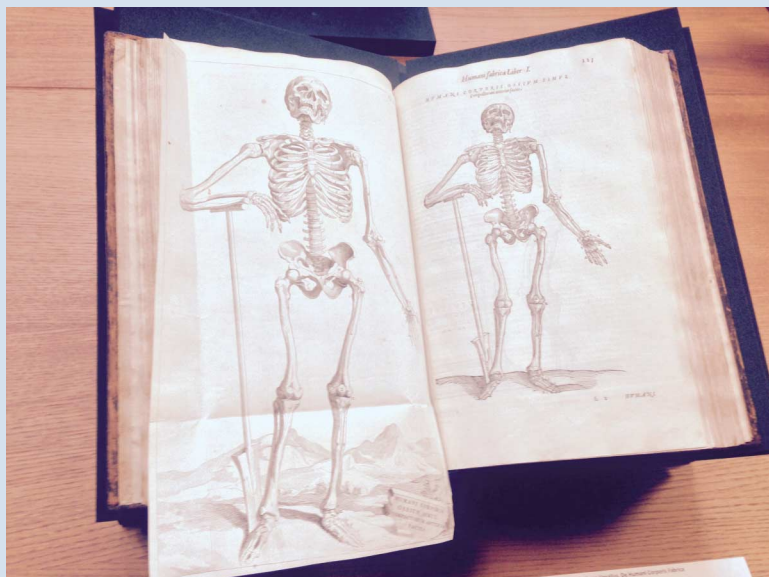
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Royal Botanic Garden of Edinburgh Library and Archive

Those delegates who made the journey across Edinburgh to the Royal Botanic Garden Edinburgh's (RGBE) Library and Archive enjoyed a rich and fascinating afternoon. Lorna Mitchell and her colleague Graham Hardy had prepared some of their treasures for us and explained these in the context of the history of the garden and its collections, showing for example, the first catalogue of plants in the garden, the 1683 Hortus Medicus Edinburgensis.

As well as their collection of rare books, they also showed us exquisitely beautiful examples from their collections of plant illustrations and told us about the role of the Library and Archive in the RGBE's scientific work The visit was made even more exciting as Lorna gave the news that the garden's Titan Arum, Amorphophallus titanium, vulgarly known as the corpse flower, because of its distinctive and unpleasant smell of decomposing flesh, was about to flower. The arum has its own Twitter account as @TitanArumRBGE.

Lorna and Graham told us about how the Library and Archive supports the RGBE's extensive publications programme. We are most grateful to them and to the RGBE for their hospitality and for a fascinating afternoon. http://www.rbge.org.uk/science/library-and-archives

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St Andrews

Edinburgh Workshop in numbers

283	participants
96	first time attendees
52	session leaders
43	workshop sessions
33	countries represented
28	exhibitor/sponsor representatives
19	IPC members
16	rooms/lecture theatres being used
11	exhibitor stalls
9	LOC members
4	keynote speakers
3	plenary sessions
3	int. org. combining for the Workshop
2	satellite conferences
1	bag-piper
1	Ceilidh band

Participants by country

Country		Country	
Australia	2	Norway	19
Belgium	2	Poland	2
Bosnia and Herzegovina	1	Portugal	2
Canada	1	Romania	1
Croatia	1	Russian Federation	1
Czech Republic	3	Rwanda	1
Denmark	7	Slovenia	2
Estonia	1	South Africa	2
Finland	12	Spain	5
France	6	Sweden	31
Germany	9	Switzerland	12
Hungary	2	Tanzania	1
Ireland	3	Turkey	4
Italy	12	Uganda	1
Lithuania	1	United Kingdom	105
Netherlands	22	United States	8
Netherlands, Dutch Caribbean	1		
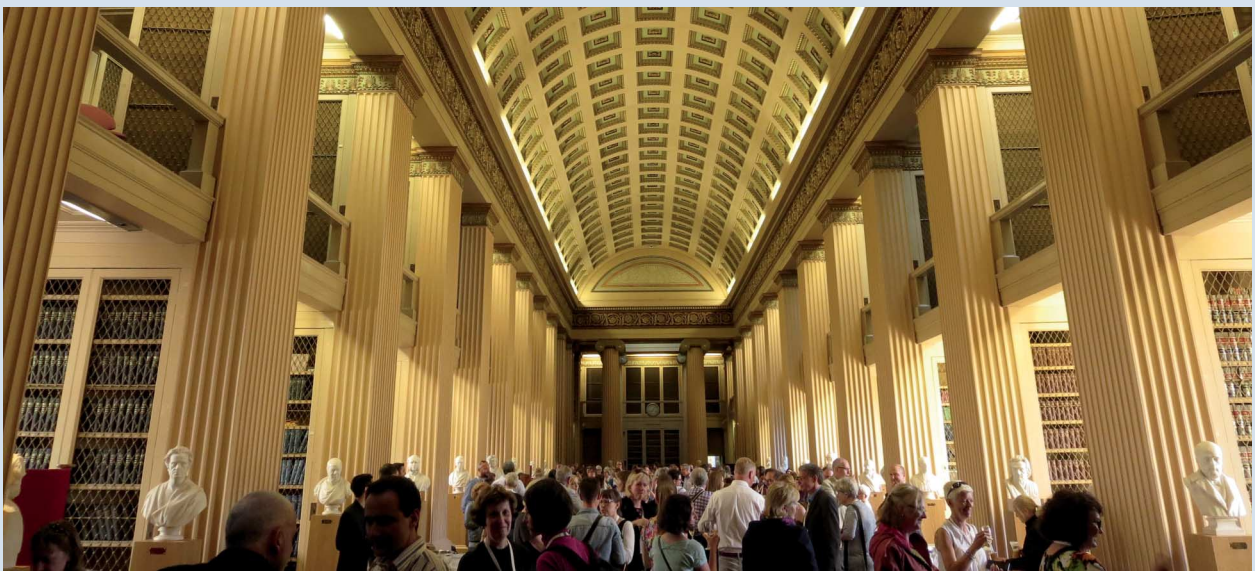
"I'll tak' the low road"
The day trip for the accompanying persons, EAHIL 2015

The background

Research minded as I am and locked out of all the EAHIL workshops, due to my own late booking, I decided to investigate the accompanying person's day trip to see Rosslyn Chapel and the Borders. Thus, in one fell swoop I added to my travel experiences and brought to life my reading and cinema viewing. This proved to be an excellent decision; the sun shone brightly, sandwiches were packed and we sped off down the road, we happy band of travellers.   It rapidly became clear that our guide was an energetic person as at 9.25 am she declared "We can still make the 10.00 am talk at Rosslyn if we leave now". The driver duly obeyed and remained a stoic presence in the light of 16 people back-seat driving his mini bus throughout the day.

The sample population

As a regular conference delegate you might well be wondering who usually goes on these trips? Well I was also suitably intrigued. Let me enlighten you. There is an old saying that when you "assume" it makes an ass out of you and me. Well, dear reader, this was the case on this trip for me. I had assumed that all of the accompanying persons would all be the husband or wife of an EAHIL conference delegate. "Au contraire", as I soon discovered this was not the case. We were a mixed bunch of relatives, friends and partners of the EAHIL delegates, amongst them a Son, a Niece, a Husband, a Wife, a Partner and a couple of truanting EAHIL delegates. This was a good mix as there was plenty of conversation about the sights and not the office.

Rosslyn Chapel

Our first stop was at the Rosslyn Chapel and we did indeed arrive at in time for the 10.00 am talk. The Chapel was formally known as the Collegiate Chapel of St Matthew. It is situated in the village of Roslin, Midlothian, Scotland and owned by the Earl and Countess of Rosslyn. The two different spellings of the village and Chapel gave rise to some confusion and before we arrived I wondered if they were actually in the same place. Happily they were and we sat down in the pews to listen to the history of the Rosslyn Chapel.

The talk was given by a competent young French woman. She would not have been out of place at the EAHIL workshop as she could speak confidently and easily on her subject. She did this with no microphone whilst a hoard of   French school children were running around the place trying to complete their workbooks, and a large group of wandering Japanese tourists with 30cm long lenses protruding from their cameras. Delightfully one of the members of our group had the resident cat sit on her lap during the entire talk. I think animals have a sixth sense; cats and Librarians, need I say more!

Now back to the Rosslyn … we learnt that the chapel had been build some 500 years ago probably in 1446. The structure is entirely built in stone there has never been any timber used in the construction. It has been said that "Rosslyn is a Tapestry in Stone". The tale of the murdered apprentice Stonemason certainly bears this out. Once upon a time a Master Stonemason had no inspiration for his carving; he went to Rome to seek inspiration for his carving from the Pope. When he returned, he found that his ambitious apprentice had completed the pillar, and made an exquisite masterpiece out of it. Enraged, he is said to have struck him dead on the spot in a fit of jealousy. Whether this is pure myth or based on a real event is not known.

On hearing this tale I thought that Dan Brown had got it absolutely right for the setting of his novel The Da Vinci Code. Treachery and suspicion is abundant in the history of this Chapel and yet, conversely, the overwhelming aspects of the carvings are the hundreds of Angels. There are carvings of them everywhere you look and I mean everywhere. The Chapel is tiny and the growing number of visitors since the publication of Dan Brown's book and subsequent film starring the gorgeous Tom Hanks has obviously been a blessing, bringing many more tourists to the sight. We were privileged to visit and see it in all it's glory on a perfect summer's day.

The Borders

From the Rosslyn Chapel we ventured on to Melrose a beautiful little town in the Borders. The "Borders", obviously enough, are considered to be the countryside and towns between England and Scotland, i.e. just south of Edinburgh. Once we entered Melrose I spied a notice for a Book Fair but sadly we did not have enough time to participate in this event.

Standing in Melrose are the ruins of Melrose Abbey founded in 1136 by Cistercian monks and built on the request of King David I of Scotland. Our guide agreed to lead a tour around the Abbey if anybody wished to visit. Several members of the group did and thoroughly enjoyed it. It is claimed to be the home of the buried heart of a King of Scotland, Robert the Bruce. Derick, Herman and I however, were happy enough to chat whilst sitting in the sunshine enjoying a reviving drink in a beer garden!

Scott's View

With no time to lose we headed back to our mini bus and on to Scott's View, near St. Boswells. This is truly a wonderful sight over the valley, plus we had an added bonus of being able to see the three Eildon Hills in the distance very clearly. It is reported that Scott loved this view so much that his funeral cortege stopped here to give him a chance of one last look. Our Scottish Safari continued as some lovely wild life came out to see us. Sheep were in abundance, posing quite happily for many a photo shoot. Regrettably the Haggis are nesting in June so none were seen at anytime during the day!

William Wallace statue

Pressing on we headed up a rather non-descript road in the Dryburgh area and came to an abrupt halt in a small car park. "Follow me" said our guide and we did, along a small wooded track, with wild garlic and flowers on all sides. We walked for about 10 minutes then on rounding a corner we saw "it". "It" being a statue of William Wallace. It is enormous and stands over 30 feet or 10 metres tall. Wallace was reported to be only 5ft 3in (160 cm). It is fabled that he was 6ft 5in (195 cm) as he often rode a Shetland pony to create an image of his perceived size but never the less the statue is out of all proportion. The statue is orange looking and very scary, apparently built out of sandstone.

William Wallace was the Scottish Clan Chief who led the Scots into battle against the English. The reasons for the war are complicated but mainly due to the tyranny used by Edward I to rule Scotland. When the two countries faced each other at the Battle of Stirling Bridge in 1297, Scotland was led to victory by William Wallace. A truly national hero.

Below the statue, on the plinth, the following words are inscribed:
Sacred to the memory of Wallace
The peerless Knight of Ellerslie
Who wav'd on Ayr's Romantic shore
The beamy torch of Liberty
And roaming round from Sea to Sea
From Glade obscure of gloomy Rock
His bold companions call'd to free
The Realm from Edward's Iron Yoke.

If I were numbered amongst the English Sassenachs invading Scotland I too would have been afraid, very afraid. You can almost hear the battle cries around you. He truly is ruler of all he surveys.

I think that Braveheart – Mel Gibson – moulded his looks on this statue.
As you can imagine it was a unanimous decision to have the group photograph taken here. NB: there has been no Photo Shop activity on this image; we really were dwarfed beside the Wallace statue.
After this stupendous and unexpected discovery we found ourselves heading home with happy memories of a good day's sightseeing and the thought of the conference dinner in front of us. What great memories we were taking with us of Scottish heritage and history. It was a trip and a half and I can thoroughly recommend this EAHIL accompanying person's event.

Conclusions

At the next EAHIL conference why don't you take a day off and go on one of these trips yourself? However, perhaps not as we would have to rename the event and besides shhhh!, the accompanying people want to keep these special trips to themselves whilst we work!
Finally after my small adventure with the EAHIL non-delegates I would like to suggest that we do away with the words "accompanying person", call these lovely people, "Supporters of EAHIL", because that is who they really are and they are a big part of the International EAHIL family.

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Some of the photographs published in these central pages are from EAHIL members: Brigitte Boulay-Neveu, Anna Kagedal, Federica Napolitani, Ludmilla Sööt, Franco Toni and Guus van den Brekel

EAHIL 2016 Conference

"Knowledge, Research, Innovation...eHealth"
8-10 June 2016, Seville, Spain
http://www.eahil2016.com

Memories from EBSCO Scholarship recipients 2015 Edinburgh Workshop

Jannicke Rusnes Barnes

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I was very fortunate to receive one of the EAHIL/EBSCO scholarships to attend the recent Workshop in Edinburgh. I would like to say a special thank you to EAHIL and EBSCO for this opportunity, and also to the Norwegian SMH-group who supported my travel to the Workshop. It was my first time attending an EAHIL conference, and I also became an EAHIL Council member this year, so I got to attend my first Council meeting as well. Attending the Council meeting gave me the opportunity to meet the Board as well as other Council members. Afterwards I attended the first-timers event which was a great laid back event that gave us the chance to mingle with other first-timers and share expectations for the Workshop.

The keynote speaker for the opening of the Workshop, Hazel Hall, did a great job welcoming us to Edinburgh. She presented ideas around how to stay research minded and shared some of her own experiences from projects such as LISResearch.

I had especially been looking forward to my first breakout session. The session was on mobile apps and ways to keep up to date led by Guus van den Brekel. I regularly teach a short session on ways to keep up to date for different groups of staff at the hospital and was keen to explore some new tools. I was introduced to a number of new apps and we discussed and compared them in groups. We looked at the apps Browzine, DocNews, Docphin og Real QXMD, all apps where you can keep up to date with journal content in different ways. Browzine was the overall favourite. One of its strengths is that you connect it to the library's journal collection and it can help promote the collection and make the journals more visible to the end user. It was very helpful to discuss in groups what we thought worked well and what didn't work so well. I ended up bringing a lot of new ideas back home that I will incorporate into the session I teach.

The second day I attended several interesting sessions. The first one was on how to reduce systematic review workload and held by Prof. James Thomas and Claire Stansfield from EPPI-Centre. The session introduced text mining tools and showcased some of the ways they work with text mining at the EPPI-Centre. The session gave a good overview of some of the tools that exist and the session holders where interested in finding out what support tools or guides would be helpful for libraries that wished to use text mining methods.

One of my favourite memories from the Workshop was talking to other professionals from countries all over Europe, hearing all about their workplace and the focus of their libraries. There were perhaps not so surprisingly a number of similarities, but equally interesting was learning about the differences. The gala dinner was held in the wonderful National Museum of Scotland where everyone got to show off their dancing skills and have a go at Scottish Ceilidh.

One of my aims for the Workshop was to meet and connect with other professionals and I feel I have gained a lot of new connections from across all of Europe. It was a wonderful Workshop with a great atmosphere and I look forward to next year's conference in Sevilla.

Vesna Cafuta

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The first announcement of the 2015 EAHIL Workshop "Research-Minded: understanding, supporting, conducting research" immediately aroused my attention and a wish to participate in the event started to grow in me. I was so grateful when I was awarded EAHIL/EBSCO scholarship! It enabled me to participate at the wonderful Workshop with highly experienced session leaders and a great organisation.

There was a big diversity of appealing sessions to choose from and I must admit I had some difficulties with deciding which sessions to attend. However, since my library is planning to offer our users a systematic review (SR) service in the future, I attended sessions that covered everything connected to SRs: project and data management, efficient searching and text mining. I was impressed by the lecturers' knowledge and the fact that they were so opened and willing to share the valuable experience they gained through time. They also showed us some innovative approaches, which will have a great impact on my future work. Wichor M. Bramer showed us how to speed-up the process of search strategy formation and translation to other databases, which usually takes too much time. He also let us know that you can use a different and better approach to search strategy design instead of PICO, which can be quite restrictive and may compromise the important part of literature searching for SRs - sensitivity! That was really an eye-opener. He emphasized the importance of first steps, determining and evaluating every element you use in a strategy. Margaret J. Foster shared with us her comprehensive RIGOR Excel document that contains everything you need for project and data management when doing SRs. She presented her SR service with lots of useful details for every stage of the SR process and explained what it takes to become a project leader. James Thomas introduced a sophisticated software called EPPI Reviewer, which among other things uses text mining technologies that help to reduce workload during citation screening for SRs. It is really useful since it constantly re-orders articles from more relevant to less relevant, based on manual screening choices. Text mining can also be used in developing search strategies and in mapping research literature. All sessions were so inspiring and I could listen to session leaders for much longer! I hope similar topics will be also available in future EAHIL events.

I would like to congratulate the Organizing Committee for organizing an excellent Workshop and express my thanks for the kind support before, during and after it.

To sum up, EAHIL Edinburgh Workshop has exceeded my expectations. Opportunity to learn new things and to network with other EAHIL members, the Ceilidh dance and the magical sounds of the pipes will always remind me of this EAHIL event and beautiful Edinburgh.

Memories from EBSCO Scholarship recipients

Valeria Scotti

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First of all, I would like to express my gratitude to the EAHIL Board for awarding me one of the EBSCO scholarships. The conference was an important moment for me to meet colleagues from other countries, share my experience and learn more about 'research minded' librarians. This was my first participation to the EAHIL Council meetings, held on the morning before the conference start. I arrived to the meeting with Italian Board members and they introduced me to the Council rules. Let me said that I was very proud and excited to be there with other Council representatives from all Europe. At the EAHIL we truly are a "great family".

After the main conference session and keynotes speakers, the workshop sessions begun. I attended a full-block session on Systematic Reviews provided by Margaret J. Foster, with the title Introduction to Systematic Reviews and the role of the librarian. It was a very interesting session and Margaret gave us a lot of strategic tips to improve our skill set for this important part of our daily work. The second day Louise Cooke introduced us to the world of social media, with Social Network Analysis – what, why and how? I was very inspired by this presentation, and I also found that these themes were applicable to my study about Alternative and new Metrics based on the use of social media networks. Then we relaxed with a delicious dinner and very funny Ceilidh dance.

The last day I also very much enjoyed the session with the theme Create a great poster by Witold Kozakiewicz and Federica Napolitani. The participants were divided into groups and we created some posters with newspapers and magazines that the session leaders gave to us and then we voted the great one. Librarian creativity power!

A very special thanks also to the organizers for having put together such an interesting session schedule, and also for choosing such a wonderful location. Edinburgh indeed is a lovely place for a conference! I hope that we will meet all again to the next EAHIL Conference 2016 at Seville.

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It was a great honor and pleasure to participate in EAHIL 2015 in Edinburgh. I should stress that without the scholarship, which I was assigned by EBSCO EAHIL I would not be able to attend this conference. Besides the financial support, I got a strong sense of belonging to this association and this profession.

The main conference sessions opened with a keynote from Prof Hazel Hall, Director of the Centre for Social Informatics within the Institute for Informatics and Digital Innovation at Edinburgh Napier University, UK.

The full program of the conference was interesting for all who deal with medical information. The first workshop that I attended was *Measuring impact in health library services*. The leader was Alison Brettle who

provided a brief overview of theories relating to measuring impact and presented a large scale evaluation of clinical librarian services to illustrate how impact can be measured in practice.

Next workshop that I attended was *Social network Analysis what, way and how?* The leader was Louise Cooke. She introduced the SNA to us, which is often poorly understood research technique and can be used for much more than analysis of our Facebook, Twitter or Instagram activities. At the workshop we learned about this method and what we might be able to use it for in our professional life.

Very useful workshop *Data management plans for application: what are they and why are they important?* was presented by Stuart Macdonald. He talked to us about the growing importance of use of data management plans for research and we learned what is data management plan and how to make one for grant applications.

As for social program, we had the first day of socializing with colleagues who for the first time attended the conference. The second day a Workshop dinner&dance was organized in the beautiful surroundings of the National Museum of Scotland. Learning Scottish dances with dear colleagues who I've just met is something that I will remember for a lifetime. The third day we went on a tour to the National Library of Scotland, a major research centre in Europe, where we met the infrastructure and organization of library materials of this unique institution.

Although I was the only one from Bosnia and Herzegovina, I felt like I was in my Mostar. Finally, I would once again like to thank the hosts, they did everything to facilitate my arrival and stay in Edinburgh.

Since I had a chance to meet wonderful colleagues from Spain who are organizing a conference next year, and after the experience of Edinburgh, I want to tell everyone: Sevilla must not be missed!
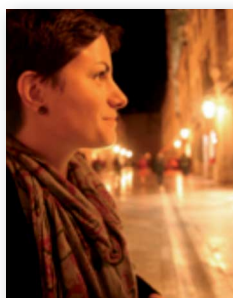
Dina Vrkić

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A tribe called #researchminded

"Conferences are tribal gatherings" was a part of the tweet that Saga Pohjola-Ahlin (@SagaViveka) posted on Twitter. Well that is the best description of this year's Workshop – tribal gathering. A tribe consisted of amazing information professionals working in the health environment. Well, how was it? I have been at a quite few conferences and workshops by now, but in Edinburgh I felt very welcomed and equal. From the first timers' cocktail to the end of the workshop and the (few) beer(s) at pub(s) there was incredible and positive vibe. All sessions, especially those that we were focused on active problem solving I found them very inspiriting, influential and applicable to my work and my PhD research.

My opinion was that the conference's focal point was directed towards young professionals, from the librarian's point of view. Why? I have not seen so much of senior colleagues that are full of the energy striving to improve young ones to dig into this kind of specific librarianship. For that, thank you all! Organization of the workshop was faultless. Local organization team, you were wonderful hosts and because of all of you I will return to Edinburgh.

My highlights of the workshop were: gained motivation through this amazing experience and new colleagues that I met (or should I say new tribe members). So many amazing people ready to discuss, to exchange experiences, and ready for potentially collaboration on some future project(s).

All and all, I have not enjoyed a conference, I had a blast!! At the end, I want to say in my name, and in the name of all EAHIL and EBSCO scholarships winners thank you for this opportunity and great experience for attending Workshop.

And see you soon at the next EAHIL event!

Letter from the President, September 2015

Marshall Dozier

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Dear Colleagues,

In keeping with the theme of this issue, I'd like to use this letter to reflect on what I learned from being a part of the organising team of the Workshop. In a way, this is a letter to future conference and workshop organisers but I hope the points could be extrapolated more generally too.

It helps to reduce the number of uncertainties
I extrapolate this learning point from a tip given to us by the conference management team who managed the delegate registration process for us: they suggested adding to the registration form a question about whether the registrant planned to attend the Welcome Reception or the dinner-dance. This way, instead of paying the caterers in advance for all delegates, we would have a better idea of the actual numbers and cost. We then tried to extend this principle to information sent out in advance to delegates, trying to provide enough information so that everyone would know what to expect at each event – for example, that there would be snacks but not a full meal at the Welcome Reception.

What is a business continuity plan?
Basically, be prepared for things not to work and build in extra time or plan for alternatives. There are a lot of estimates and guesses even after trying to reduce the uncertainties, and of course it is impossible to know what will go well and what will not go to plan, so for me the key learning point is: allow even more extra time for getting things done than the extra time you think should be enough. I think this is a lesson I will continue to re-learn in the future. Along similar lines, build in safety-nets: for example, we arranged to have an IT and audio-visual technician available throughout the Workshop to deal with any problems with equipment. Knowing the typical weather in Scotland, we worked on the assumption that it would be raining a lot. And of course the weather was better than anyone could have imagined.

Some things will go wrong, no matter how much you plan
It is really disappointing when things do not go perfectly after months (years) of planning. After thinking (probably too much) about what did not go perfectly, I have two main thoughts: firstly, it is important to recognise that some "snags" are unavoidable when there are so many factors involved, and secondly, it is important not to let the problems make it feel as though the whole event were a failure. So my main learning point is to accept that there will be disappointments, even while working to avoid them.

Social media are great, but assume no one uses them
We tried to use FaceBook and Twitter to augment the Workshop website in two main ways: to draw people to the website (either to attract potential delegates or to give links to information for people already registered), and to provide a place for discussion and sharing more playful information (e.g. what novels to

read to get in the mood for coming to Edinburgh?). We got good feedback about the way FaceBook especially was used, but a few questions received by email or during the Workshop made me very aware that about 70% of the delegates were completely unaware of the dialogue on social media. A trick, then, is to duplicate the core information shared on social media across the other modes of communication (email, website, face-to-face announcements during plenaries) but to avoid drowning everyone in more information than they need at any one time.

It is such a joy to work with a team

I was chair of the international programme committee as well as a member of the local organising committee, so I could see the work of both groups (in fact there were four of us on both committees, which I think helped a lot for keeping things coordinated). There are of course immediate practical benefits from working in collaboration or cooperation to get jobs done, having team members take the lead on particular areas, and collectively solving problems with combined wisdom. It is a well-worn saying that for a team, the whole is greater than the sum of its parts, but there is more: there is an unexpected joy that grows out of the trust in one another as a team.

Also, there are the beneficial side effects which go beyond the immediate project: you get to work more closely than you might have done before with colleagues from other organisations, and that can be a real blessing and advantageous to your "day job".

Ask for help without expecting obligation, and do not feel guilty about asking

Sometimes it feels difficult to ask others for help – especially if the job might be boring, or if it could be a burden. But there is no harm in asking, and I continue to be pleasantly surprised by how willing people are to help when asked. We also had offers of help from local colleagues to help share out many different types of work – we hadn't anticipated it but looking back, all those offers really helped share the load. I think it is important not to feel guilty about accepting or asking for help, and that someone who cannot help should not feel guilty about saying No, but I am not confident we always achieve this.

Allow time "off duty" during the Workshop, even just for an hour

The days of a big event like the Workshop are a complete whirl of activity. For those of us on the local organising committee, we made a timetable for being "on duty" and "off duty". The off duty times were for attending sessions or resting. By building in some resting times, my feeling is that we were able to pace ourselves and keep energy up during the week.

There is a lot of fun to be had…

It is easy to get caught up in the amazing amount of detail that goes into an event, and that can be intimidating and stressful. But, many of the details also offer chances to learn something, try new things – lots of little adventures. Even mundane activities can be enjoyable, like the half-day spent wrapping about 60 gifts for session leaders was made fun by telling jokes, coffee treats, and pretty paper…

Huge thanks to all the International Programme Committee and Local Organising Committee members, the session leaders and speakers, colleagues who gave and offered help, and all the enthusiastic and friendly Workshop participants – thank you for the rewarding experience!

Kindest wishes,

Marshall

Call for EAHIL project grant applications

Introduction

Building on the success of the EAHIL 25th Anniversary research grants, the EAHIL Board wishes to continue to encourage and support members in developing both as a profession and as individuals. To this end, we invite proposals for projects which EAHIL may fund. For the latest news about the application process and access to the submission form, please visit the EAHIL website at eahil.eu/call-for-eahil-project-grant-applications.

Objectives

Proposals should be strongly related to activities and aims of EAHIL and they should develop and complete the competences of the applicants and be of benefit to his/her institution and to EAHIL.

Applicants

Applicants must be EAHIL individual members. The applicant's employer, if any, must indicate support of the applicant's proposal.

Topics

For example, the themes of the proposals could include:
- Development of resources, tools, products, processes that will improve the operational efficiency and effectiveness on the job
- The use of Web 2.0 tools to create a network in the Health Sciences community
- Patient and caregiver tools for navigating the Health Information resources; one of the languages used has to be English
- The criteria for the design and creation of a platform for distance learning
- The building and management of open archives for Health Information

Project duration

Two years maximum. A detailed progress report must be provided by the grant recipient at the half-way point of the project duration, as a requirement to receive the second portion of the grant funds.

Funds available

A total of 25000 Euro are available. The funds will be split up between a maximum of four successful project bids – for example, three successful bids could be awarded at €10000, €10000 and €5000. The applicant will bid for the amount money he/she deems necessary to run the project, though the selection committee may choose to grant a different amount than what is requested.

Payments

40% of the granted funds will be paid after the approval and signature of a formal agreement between EAHIL and the winner /winner's organization. 40% of the grant will be paid at the half-way point of the project period upon presentation of a satisfactory progress report. The remaining 20% is paid upon delivery of the final report.

Proposal submission

The submission period will open on 1 October and close on 15 December 2015 at 23:59 Central European Time. The proposal must contain responses to each section in the application headings listed below. Submission will be online, via the EAHIL website http//eahil.eu/call-for-eahil-project-grant-applications.

The system will automatically acknowledge receipt of the proposal.

Winners will be informed via e-mail, and successful proposals will be made public via JEAHIL, General Assembly and other communication fora.

Proposal evaluation will be made by a committee consisting of five experts chosen among EAHIL's Councillors. The evaluation committee will present the selected projects to the Board for final evaluation.

Requisites

Any publications, publicity or announcements about outcomes from the project will officially mention EAHIL's contribution to its creation.

Exclusion

The institutions in which EAHIL Board members and Evaluation committee members are active are not allowed to participate.

Dissemination of results

The project results will be the subject of an oral presentation during an EAHIL Conference or Workshop, and will be published in JEAHIL

Application form headings

- Project Title
- Project responsible person
- Institution and its director
- Topic area(s) of interest
- Rationale for the proposal (supported with evidence from literature and/or current practice)
- Project description (timelines, aims, activities, methods, and proposed outcome(s))
- Internal partners (if any)
- External partners (if any)
- Location where the project is to be conducted
- Applicant's role and current activities (Curriculum vitae)

Manuela Colombi, leader of EAHIL project grants programme
Pharmacovigilance & Scientific Documentation Mgr
Janssen-Cilag SpA

Report from the European Veterinary Libraries Group (EVLG)

Michael Eklund, chair EVLG

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The European Veterinary Libraries Group (EVLG) met in one of the University of Edinburgh Main Library meeting rooms, with a view over the Meadows. There were seventeen attendees from nine countries.

Michael Eklund (Sweden), EVLG President reported that the Facebook pages and the EVLG homepage had improved the group's communication over the last year.

Anne-Cathrine Munthe, the chair of the bylaws committee, presented the draft bylaws and this draft was discussed by the group.

It was agreed that one member of the group should be responsible for membership. The President suggested Derek Halling (USA) take on this role and this was agreed by the group.

The President would like the homepage to include a short history of EVLG and Trenton Boyd (USA) agreed to work on this.

It was agreed that EVLG would work the Veterinary Medical Libraries Section (VMLS) of the Medical Library Association (MLA) in the USA to update the international veterinary libraries directory.

The President presented Trenton Boyd with an Honorary Award "For outstanding contribution, work and activity for the EVLG and the European community of veterinary librarians". Trenton, who is Distinguished Librarian Curator of the Medical and Veterinary Historical Collections at the University of Missouri, has been a constant member of EVLG since its foundation in 1994 and has been extremely supportive of EVLG and its work.

EVLG members are looking forward to the EAHIL Conference 2016 in Seville.

The 9th ICAHIS (International Conference of Animal Health Information Specialists) will be held in 2017 and will be hosted by the Veterinary Science Library, Archives and Museum, Szent Istvan University, Budapest. EVLG members are delighted to be going to Budapest again and would like to thank Eva Orban and colleagues for their hospitality.

Report on Special Interest Group on MeSH EAHIL + ICAHIS + ICLC Workshop Edinburgh, June 11th 2015

Maurella Della Seta

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The Special Interest Group (SIG) on Medical Subject Headings (MeSH) met on June 11, 2015 at lunch time in the beautiful venue of the Main Library at Edinburgh University. In every meeting room of the Main Library there is a portrait and the biography of a woman who studied in Edinburgh and especially distinguished herself in the field of science and/or medicine, despite prejudices and difficulties met at her own time (*Figure 1*).

The 2015 SIG on MeSH, saw the participation of almost thirty Workshop delegates from Belgium, Croatia, Denmark, Estonia, France, Germany, Italy, The Netherlands, Romania, Rwanda, Spain, Sweden, Tanzania, Turkey, United Kingdom and USA, who skipped their lunch or brought it with them in order to know more about important MeSH and PubMed developments. Most of the participants in the meeting were not MeSH translators, but rather information specialists and librarians interested in PubMed, medical terminologies, and more generally in National Library of Medicine (NLM) electronic resources.

After a brief welcome introduction by Maurella Della Seta – Chair of the SIG on MeSH, who invited the participants to present themselves – Dianne Babski, Deputy Associate Director, Library Operations, US National Library of Medicine, took the floor to explain various innovations planned in the near future. She started her speech talking about MeSH: often authors of scientific papers have difficulties in assigning the right key words taken from the NLM controlled vocabulary. NLM developed "MeSH on Demand", a tool which assigns machine-generated terms to a block of text, using the NLM Medical Text Indexer (MTI) program[1].

Dianne Babski also announced the coming exciting news about MeSH, by the release of two beta versions (November 2014, June 2015) of MeSH RDF. RDF (Resource Description Framework) is a well-known standard for representing structured data on the Web[2]. Systems that use RDF are often called

Figure 1. *Portrait and biography of James Miranda Barry (c. 1789-1799 25 July 1865, born Margaret Ann Bulkley) who graduated at University of Edinburgh Medical School. Main Library, University of Edinburgh.*

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[1] For more information and for trying this tool see <http://www.nlm.nih.gov/mesh/MeSHonDemand.html>. Last visited on July 31st 2015.
[2] RDF is a general framework for describing website metadata. It provides interoperability between applications that exchange machine-understandable information on the Web.

Linked Data because of RDF emphasis on well-described links between resources. The goals of this NLM initiative can be summarized as follows:

- provide authoritative MeSH RDF and ensure its maintenance and preservation;
- develop an infrastructure for publishing NLM linked data;
- increase NLM knowledge of how people and institutions use MeSH[3].

A goal is to have MeSH RDF data in sync with MeSH XML, including the Supplementary Concept Records (SCRs). MeSH (Descriptors and Qualifiers) is updated annually, but there have been occurrences for additional updates.

Linked Data is Web 3.0 resource which allows to connect related data not previously linked. More specifically, Wikipedia defines Linked Data as a term used to describe a recommended best practice for exposing, sharing, and connecting pieces of data, information, and knowledge on the Semantic Web using URIs (Uniform Resource Identifier – string of characters used to identify a name or a resource on the Internet) and RDF[5]. MedlinePlus continues to be the consumer health information pillar, linking out to reliable web resources. NLM provides also a free service called MedlinePlus Connect6, that provides linking to consumer health information to systems such as patient portals and Electronic Health Records (EHRs). MedlinePlus is produced in English and Spanish, but also contains links to some topics in a variety of languages (see: https://www.nlm.nih.gov/medlineplus/languages/languages.html). Many NLM systems and pages are being responsively designed. This means that no matter how users view NLM resources, they will see the best view, whether a mobile device, tablet or regular computer screen.

The NLM Technical Bulletin is a good resource to subscribe to since you can find information on changes to NLM data and systems. Last but not least Dianne Babski talked about open access to research data. Based on the principle that government funded publications must be open to the public, NLM some years ago developed PubMed Central, a public access repository of scientific papers. An initiative called Big Data to Knowledge (BD2K)[7] was launched by the US National Institutes of Health (NIH) in 2012, to harvest the wealth of information contained in biomedical Big Data. Biomedical Big Data include imaging, phenotypic, molecular, exposure, health, behavioral, and many other types of data. These data could be used to discover new drugs or to determine the genetic and environmental causes of human disease. The goal of the BD2K program is to build a common research platform, including well-structured data. The BD2K NIH Standards Information Resource (NSIR) Working Group is working towards establishing coordination and information center focused on biomedical data and metadata standards. It will bring together information about the diverse standards relevant to biomedical research. The NSIR will work closely with national and international standards bodies and resources to be complementary to other on-going efforts. In the future, grant seekers creating data management plans will be pointed to this NSIR for guidance on which standards may be appropriate for their research. Standards referenced in NSIR will link to other relevant BD2K and NIH resources. Next year every researcher must have a plan on how to effectively share his/her research data.

With this exciting announcement the SIG on MeSH closed, also because the Edinburgh Workshop was full of interesting events, and other delegates were knocking at the door of the classroom, claiming space for their statements, without giving a chance to hold a discussion on the issues that had been considered.

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[3] NLM Technical Bulletin, 2015 May-June n. 404 <http://www.nlm.nih.gov/pubs/techbull/mj15/mj15_mesh_rdf.html>. Last visited on July 31st 2015.

[5] "In computing, linked data (often capitalized as Linked Data) describes a method of publishing structured data so that it can be interlinked and become more useful through semantic queries. It builds upon standard Web technologies such as HTTP, RDF and URIs, but rather than using them to serve web pages for human readers, it extends them to share information in a way that can be read automatically by computers. This enables data from different sources to be connected and queried". Wikipedia, the free encyclopedia. < https://en.wikipedia.org/wiki/Linked_data>. Last visited on July 31st 2015.

[6] http://www.nlm.nih.gov/medlineplus/connect/overview.html>. Last visited on July 31st 2015.

[7] https://datascience.nih.gov/bd2k>. Last visited on July 31st 2015.

Maurella Della Seta had just the time to briefly talk about a possible future revision of the MeSH terms related to the issue of bioresources and biobanks (*Figure 2*). This is a topic of great actuality which is developing fast and is becoming an important emerging area of research in the scientific community. She also mentioned a future workshop (Toulouse, October 9, 2015) organized by the European Association of Science Editors (EASE) and by the Bioresource Research Impact Factor (BRIF) initiative, to discuss the role of journal editors to promote best practice in research, including the importance of MeSH key words in journal articles (more info at http://www.ease.org.uk/ease-events/ease-brif-workshop-october-2015) .

See you in Seville, the next stop of our SIG group meeting.

La ricerca ha reperito 1 record			
Codice Mesh	**NLM Mesh Browser**	**Traduzione italiana**	**Cerca in PubMed**
D018070	Biological Specimen Banks	Banche di campioni biologici	Biological Specimen Banks

Sinonimi	**Lingua**	**Termini Preferenziali**
Biological Specimen Banks	ENG	Pref
Specimen Banks, Biological	ENG	
Bank, Biological Substance	ENG	
Banks, Biological Substance	ENG	
Biological Specimen Bank	ENG	
Substance Bank, Biological	ENG	
Substance Banks, Biological	ENG	
Biological Substance Banks	ENG	
Bank, Biological Specimen	ENG	
Banks, Biological Specimen	ENG	
Specimen Bank, Biological	ENG	
Biological Substance Bank	ENG	
Banche di campioni biologici	ITA	Pref
Banca di campioni biologici	ITA	
Banca di sostanze biologiche	ITA	
Banche di sostanze biologiche	ITA	
Biobanca	ITA	
Biobanche	ITA	

Figure 2. *The Italian translation of MeSH (www.iss.it/site/mesh): record for Biological Specimen Banks*

Report from Public Health Information Group's Meeting in EAHIL 2015 Edinburgh Workshop

Susan J. Thomas (a), Tomas Allen (b) and Katri Larmo * (c)

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*in the photograph

The Public Health Information Group gathered on Thursday 11th in the Main Library. The meeting was led by Co-Chairs Tomas Allen (WHO, Switzerland) and Sue Thomas (Wales, UK). We had 19 participants and the countries represented were Czech Republic, Finland, The Netherlands, Dutch Caribbean, Russia, Slovenia, Sweden, Switzerland, Uganda and United Kingdom.

After the round of introductions, we reviewed last year's discussions. In Rome Tomas promised to give a WebEx training on WHO Digital Library IRIS / Global IRIS (IRIS is WHO's institutional repository of WHO's e-publications; Global IRIS means that also WHO's Regional Offices' materials can be searched through the same interface). The course was carried out successfully, and Tomas will give a re-run of the training for those who could not participate in the first time. The new date will be announced in the Public Health Group mailing list.

Vesna Cafuta (Slovenia) gave us an update from Anamarija Rozic, on the Health Corners in public libraries in Slovenia. The project has widened further: Health Corners with trained staff will be established in some other public libraries, after the training in health information seeking for librarians. Also a Health for everyone website is further developed. The group was happy to hear the successful work continues.

We had an interesting discussion related to the challenges in finding high quality patient information in patient's own language. Samuel Johnson (Netherlands, Dutch Caribbean) agreed to do some investigation on the matter. He was fast to keep his promise, and soon after the meeting we got tips to useful information sources such as Medline Plus' Health Information in Multiple Languages (http://www.nlm.nih.gov/medlineplus/languages/languages.html) and Health Reach – Health Information in Many Languages (https://healthreach.nlm.nih.gov/). Also Ivana Truccolo's team has been doing great work on patient information and education in Italian (just to mention one example). At the end of the meeting we made some ideas for the future: we are striving to get a public health dedicated session or pre-conference in some of the future EAHIL events.

More details on our discussion can be read on the minutes, published on the Public Health Group's Slide Share: http://www.slideshare.net/EAHILPHIG/phig-minutes2015edinburgh

Many warm thanks to the organizers of EAHIL 2015 Edinburgh Workshop! Once again we got inspired, learned a lot and got many great memories!

Figure 1. *The Public Health Information Group meeting in Edinburgh in 2015.*

Obituary
EAHIL 2015: Guillemette Utard-Wlerick would have enjoyed it

Guillemette Utard-Wlerick
born 1 September 1951, died 12 June 2015

I met Guillemette Utard-Wlerick a few years ago at the "Réseau National des Documentalistes Hospitaliers".

Very quickly she convinced me to join the "European Association for Health Information and Libraries" (EAHIL). Guillemette had been a member of EAHIL since 1997 in Budapest and she and I shared experience of the organisation from the time of the Brussels meeting in July 2012 onwards. At that time, she was to deliver an oral presentation on "Evidence-Based Medicine: a critical approach" in Brussels. I realised afterwards how courageous it was, opening a debate with all those who supported evidence-based medicine in practice, and to deliver an analysis criticising it. And this fact reveals Guillemette's character. She was always keen to determine what was good and what was wrong, the positive and negative side of each theory, idea and method. This is why she enjoyed coming to EAHIL so much every year, it was such an intellectual challenge to her but also it was a great pleasure to meet old friends. She has been a council member of the organisation for some time and has represented France in this capacity.

Guillemette was convinced of the essential role to be played by medical librarians and also of the importance of the relationship between the librarian and the customer. During her entire career as an information specialist, she was focussed on listening to their needs, and she facilitated many learning sessions. And this is how she made a great many friends amongst doctors and researchers, one of them living now in the United States who remembers the day he met her at the medical library just as he arrived from India as a young post-graduate doctor in biology, and was at a loss to get the information he needed. This friendship has lasted for 32 years.

Guillemette loved life; she enjoyed exploring all these wonderful cities each time we attended a conference or a workshop, tasting different kinds of food, matching her dress with her bag and shoes, and dancing at each reception dinner. Many members of our Association have known Guillemette for years and we, her colleagues, feel her loss deeply. She died suddenly at the time of the EAHIL workshop in Edinburgh. She had had a stroke while she was at home preparing her trip, and died shortly afterwards of a heart attack. She leaves behind her husband Jean-Claude and her two children Vincent and Frédéric and now my thoughts are for them, as I am sure are yours.

As members EAHIL, I'm sure we will all particularly remember Guillemette's "joie de vivre" .

A few articles and tutorials in which Guillemette participated:

- Dollfuss H, Bauer B, Declève G, Verhaaren H, Utard-Wlerick G, Bakker S, Leclerq E, Murphy J. International trends in health science librarianship: Part 2--Northern Europe.
Health Info Libr J. 2012 Jun;29(2):166-71. doi: 10.1111/j.1471-1842.2011.00986.x.

- Ornetti P, Brandt K, Hellio-Le Graverand MP, Hochberg M, Hunter DJ, Kloppenburg M, Lane N, Maillefert JF, Mazzuca SA, Spector T, Utard-Wlerick G, Vignon E, Dougados M.
OARSI-OMERACT definition of relevant radiological progression in hip/knee osteoarthritis.Osteoarthritis Cartilage. 2009 Jul;17(7):856-63. doi:10.1016/j.joca.2009.01.007. Epub 2009 Feb 9.

- Patrice Benoit, Alexandre Boutet, Benjamin Macé, Guillemette Utard-Wlérick. PUBMED tutoriel. Paris: Université Paris Descartes, Bibliothèque Interuniversitaire de Santé; avril 2015. http://www.biusante.parisdescartes.fr/medecine/formation/pubmed1-tutoriel-biusante.pdf

Brigitte Boulay-Neveu, Assistance Publique-Hôpitaux de Paris

National Library of Medicine report for EAHIL

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Future of the National Library of Medicine

While we were hard at work at the Edinburgh Workshop, the National Institutes of Health (NIH) Advisory Committee to the Director (ACD) met on June 11 to share and highlight its final report and recommendations on the future of the National Library of Medicine (NLM). The overarching recommendations in the report will position NLM to capitalize on current and future opportunities and to emerge as a unifying force in biomedicine that promotes and accelerates knowledge generation, dissemination, and understanding in the United States and internationally. Six recommendations were detailed:

> **OBSERVATIONS**
>
> *"The remarkable work of NLM has generated international goodwill and reflected positively on the NIH and the United States. In fact, for many, NLM is the most visible face of NIH."*
>
> *Comment from the NLM Working Group of Advisory Committee to the NIH Director.*

- NLM must continually evolve to remain a leader in assimilating and disseminating accessible and authoritative biomedical research findings and trusted health information to the public, healthcare professionals, and researchers worldwide;
- NLM should lead efforts to support and catalyze open science, data sharing, and research reproducibility, striving to promote the concept that biomedical information and its transparent analysis are public goods;
- NLM should be the intellectual and programmatic epicenter for data science at NIH and stimulate its advancement throughout biomedical research and application;
- NLM should strengthen its role in fostering the future generation of professionals in biomedical informatics, data science, library sciences, and related disciplines through sustained and focused training efforts;
- NLM should maintain, preserve, and make accessible the nation's historical efforts in advancing biomedical research and medicine, thereby ensuring that this legacy is both safe and accessible for long-term use;
- new NLM leadership should evaluate what talent, resources, and organizational structures are required to ensure NLM can fully achieve its mission and best allocate its resources.

For more information about the committee and its recommendations report:
Committee overview and charge: http://acd.od.nih.gov/nlm.htm
Full report of the committee: http://acd.od.nih.gov/reports/Report-NLM-06112015-ACD.pdf
Powerpoint presentation: http://acd.od.nih.gov/reports/Report-NLM-06112015-slides.pdf

MeSH® in RDF now Available!

Medical Subject Headings is the National Library of Medicine's controlled vocabulary. The vocabulary consists of sets of terms naming descriptors in a hierarchical structure that permits searching PubMed/MEDLINE at various levels of specificity. The descriptors are arranged in both an alphabetic and a hierarchical structure. We are now offering a beta version of the MeSH data in RDF (Resource Description Framework). RDF is a well-known standard for representing structured data on the Web. Systems that use RDF are often called Linked Data because of RDF emphasis on well-described links between resources. To download MeSH in RDF, go to: ftp://ftp.nlm.nih.gov/online/mesh/. We encourage users to test this new beta version and provide comments and feedback:

Provide feedback via the NLM Customer Service Form:
http://apps2.nlm.nih.gov/mainweb/siebel/nlm/index.cfm
GitHub for MeSH in RDF code and documentation: https://github.com/HHS/meshrdf

NLM's Digital Resources

Digital Collections is the National Library of Medicine's free online resource of biomedical books and videos. All of the content in Digital Collections is freely available worldwide and, unless otherwise indicated, in the public domain. Digital Collections provides unique access to over 14,000 items spanning eight centuries.

Recently, our participation in the English Short Title Catalog (ESTC) helped us identify the nearly 200 items uniquely held by the NLM and printed in the English-speaking world from 1552 to 1800. The ESTC is a union catalog managed by the British Library which lists books, pamphlets, and other ephemeral material printed in English-speaking countries from 1473 to 1800, containing over 480,000 items reported by over 2,000 libraries from around the world. Titles now available are:

An account of the Westminster New Lying-in Hospital, begun and finished under the patronage of the Right Honorable Earl Percy, president. (London, 1767?). The engraver is Charles Grignion (1720-1810)

- The Anatomy of Melancholy by Robert Burton, published in London in the year 1660, and one of the first books on the issue of depression
- The anonymously penned, Treasure for Poore Men, a popular manual published in London in 1565 and containing recipes such as "A medicine for the eye if it be hurte with a thorne" and "a migraine in the head"
- Reports about various local hospitals and other charitable organizations in Britain during the 18th century, including Guy's Hospital in London (1734), Lying-In Charity for Delivering Poor Women at their Own Habitations (1772), and the Asylum for Orphan Girls (1786)
- Pamphlets advertising patent medicines and popular guides to health and reproduction.

PubMed Central® (PMC), provides free, full-text archive of biomedical and life sciences journal literature, now including 3.5 million articles spanning the early nineteenth century to the present day. Based on a request by the White House's Office of Science and Technology Policy additional agencies will be using PMC to make publicly-funded research, available for the public to find and read. Organizations include:

NIH, CDC, FDA, Veteran Affairs, the Agency for Healthcare Research and Quality (AHRQ), and NASA. The Association for Research Libraries has compiled a plans and policies guide at: http://www.arl.org/storage/documents/US-Government-Agency-and-Canadian-Tri-Agency-Public-Access-Plans-and-Policies.pdf

Europe PMC

Bookshelf PubReader

Europe PMC is part of a network of PMC International (PMCI) repositories that includes PMC Canada. It includes all of the PMC material and:

• Europe PMC full text articles (3.3 million, of which over 1 million are Open Access)

• Patent abstracts (over 4.2 million European, US, and International)

• National Health Service (NHS) clinical guidelines

• Agricola records (580,000)

• Supplemented with Chinese Biological Abstracts

Finally, Bookshelf, is an online collection of full-text books, reports, databases and other documents. It was recently upgraded with PubReader view, which offers a more user-friendly way to read literature.

[Collected during May to June 2015]

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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 (for lists and TOC's alerts from medical librarian journals, see: http://www.chu-rouen.fr/documed/eahil67.html). Acknowledgement to Informed Librarian Online

ABSTRACTS ONLY

1. Kuang-Ming Kuo *et al.* **A structural model of information privacy concerns toward hospital websites**
Program Volume 49, Issue 3 pp. 305-324
Purpose: The purpose of this paper is to propose and empirically test a theoretical model that considers the predictors of an individuals perceptions of information privacy, and also how it relates to his/her behavioral intention toward approaching hospital web sites. Design/methodology/approach: This paper collects data using survey methodology. A total of 331 usable participants are gathered and analyzed via structural equation modeling. Findings: Significant predictors of information privacy concerns include a stated online privacy policy and a hospitals reputation. Further, online privacy policy predicts a hospitals reputation. Finally, hospital reputation and information privacy concerns significantly predict an individuals behavioral intention toward approaching hospital web sites. Research limitations/implications: The study confirmed that an online privacy policy and reputation can effectively alleviate specific information privacy concerns; therefore, this may indicate that these two factors should be considered whenever investigating individuals information privacy concerns. Practical implications: To acquire a good reputation and to diminish individuals information privacy concerns toward hospital web sites, hospitals should pay attention to the posting of an online privacy policy and communicating such policies to given individuals. Originality/value: This paper fulfils the gap of exploring the relationship among online privacy policy, organization reputation, and information privacy concerns. Further, the hypothesized model and its findings could also provide useful information for managers who are intent on boosting hospital web site usage frequency patterns.
Available http://www.emeraldinsight.com/doi/abs/10.1108/PROG-02-2014-0014

2. Vardakas KZ. **An analysis of factors contributing to PubMed's growth**
Journal of Informetrics Volume 9, Issue 3, July 2015, pp. 592-617
We studied the factors (recent and older journals, publication types, electronic or print form, open or subscription access, funding, affiliation, language and home country of publisher) that contributed to the growth of literature in Biomedical and Life Sciences as reflected in PubMed in the period 2004-2013. Only records indexed as journal articles were studied. 7364,633 journal articles were added in PubMed between 2004 and 2013 (48.9% increase from 2003). Recently launched journals showed the greater increase in published articles, but older journals contributed the greater number of articles. The observed growth was mainly attributed to articles to which no other PubMed publication type was assigned. Articles available in both print and electronic form increased substantially (61.1%). Both open (80.8%) and subscription access (54.7%) articles increased significantly. Funding from non-

US government sources also contributed significantly (74.5%). Asian (114%) and European (34.9%) first author affiliation increased at a higher rate than American publications (7.9%). English remained the predominant language of publications. USA- and England-based organizations published a gradually increasing body of literature. Open access, non-US government funding and Asian origin of the first author were the factors contributing to literature growth as depicted in PubMed. A better assignment of publication types is required.
Available from: http://www.sciencedirect.com/science/article/pii/S175115771500053X

3. Yang, WU; Zou, Qianq. **The ethical issues in instructions for authors of Chinese biomedical journals**
Learned Publishing, Volume 28, Number 3, July 2015, pp. 216-222(7)
229 Chinese-language biomedical journals from A Guide to The Core Journals of China were investigated for their guidance on 14 ethical issues. The issues of authorship, duplicate submission, privacy and confidentiality, and integrity of the data were mentioned in more than 50% of the journals. Except for the issues of authorship and protection of animals in research, significant differences were found between Chinese Medical Association Publishing House (CMAPH) journals (n = 67) and non-CMAPH journals (n = 162) (P < 0.05). 66 of the 229 journals did not update their instructions for authors regularly. 196 journal instructions listed authorship criteria, while the other 33 did not. Clinical trial registration policy was required by 26 (11.3%) journals, among which the CONSORT statement for randomized trials was required by 23, and only one journal guided the authors to work in line with the EQUATOR Network. The study concludes that the situation of publishing ethics in the instructions for authors of Chinese biomedical journals is not favorable, and that Chinese biomedical editors should learn more about publishing ethics in order to reduce opportunities for publication problems.
Available from: http://www.ingentaconnect.com/content/alpsp/lp/2015/00000028/00000003/art00007

4. Yong J. Yi. **Health literacy and health information behavior of Florida public library users: A mixed methods study**
Journal of Librarianship and Information Science v.47 #1, March 2015
The study aimed to examine users self-perceived health information behavior according to their health literacy ability. The proficiency levels for health literacy were measured by scores on the Short Test of Functional Health Literacy Ability (S-TOFHLA). The study conducted self-administered surveys with 131 public library users and semi-structured intensive interviews with 20 users as a follow-up. Surveys found that most participants had proficient levels of health literacy, and there was an association between health literacy and some demographic characteristics such as gender and educational level. The majority assessed their health information behavior as high. Interviewees identified critical barriers to seeking, evaluating, and using health information delivered by public libraries. Findings provided insights into public libraries for better assistance for their users particular needs such as preferred resources or services. Above all, the findings acknowledged the challenges of current services, and suggested the strategies for coping with them.
Available from: http://lis.sagepub.com/content/47/1/17.abstract

5. Aragudige Nagaraja. **Serials use in post graduates' dissertations of pharmaceutical sciences: Collection building by citation analysis**
Collection Building Volume 34, Issue 3, 2015
Purpose: Books and journals are key resources for any research and academic institution libraries. As the number of resources are more and diverse, collection building is a tough task for librarians. In pharmaceutical science, huge quantities of journals are available to subscribe. Citation analysis is one of the best methods to list the most used resources by the users. In this study, citation analysis of 156 postgraduate dissertations submitted to the RGUHS through ABMRCP has been carried out and prepared the core journal list according to the Bradfords law of scattering. The core list has been compared with the ABMRCP print journal list; HELINET journal list and SJR ranking list, and identified the journals to be subscribed. Design/methodology/approach: Citations of PG dissertations during 2010-2013 (4 years) were compiled and the data about the resources cited in each was

taken and the list of resources used in PG dissertations was prepared. The list of core journals obtained by citation analysis was matched with the list of online journals provided by HELINET of RGUHS as well as print list of journals subscribed by ABMRCP Library, and evaluated the print and online consortia journals used by ABMRCP community. The list of core journals ranking in the SJR list-Pharmaceutical sciences was identified to know the impact of the journals. Findings: The study gives the list of different information resources cited in the pharmacy dissertations. The core list obtained by applying the Bradfords law of scattering in this study has nineteen journals pertaining to pharmacy. After matching the core list with the Keoghs list, it is found that thirty-one journals can be considered very useful in the field of pharmacy. Twelve journals listed in the core list have different positions in the SJR ranking 2013. The results indicate that open access journals with online journals subscribed through HELINET and print holdings have been cited more in the PG dissertations. Originality/value: The topic of journal use in this case may be of greatest interest to those who purchase journals in the sciences, and very specifically the pharmaceutical sciences.
Available from: http://www.emeraldinsight.com/doi/abs/10.1108/CB-02-2015-0004

6. Lumsden CL. **Do medical students assess the credibility of online or downloadable medical reference resources?**
International Journal of Digital Literacy and Digital Competence Volume 6 (2015) Issue 1
This study was designed to elucidate how medical students assess the credibility of online resources and downloadable applications as well as describing trends in resource usage. Methods: 72 students participated in the study and completed an equestionnaire. This was based on a framework by Kapoun which summarises steps that users of online resources should take to ensure credibility using key domains; accuracy, authority, objectivity (where the reader questions the provenance of the material), currency and coverage (questioning appearance, reliability and accessibility of a document). Results: There were variations in the reported use of parameters of credibility with objectivity and currency being the most used widely used credibility measures. The study group were significantly influenced by the cost of resources using free resources if possible. Responses revealed that most of the study group were using open-access sites over commercially-based peer review resources. Conclusion: The widespread availability of mtechnology has increased the accessibility of online medical resources. Medical schools should review what information is provided to students and consider equipping students with the skills to successfully evaluate resource credibility as part of their core curricula.
Available from: http://www.igi-global.com/article/do-medical-students-assess-the-credibility-of-online-or-downloadable-medical-reference-resources/128287

Watch Repairer, Taxi Driver, Librarian: How threatened are our jobs in the digital age?

Oliver Obst

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For 702 different jobs, the Oxford researchers Frey and Osborne examined the degree of susceptibility to computerisation. With a probability of 65%, the occupation "librarian" was calculated as quite good computerisable (1). How does this translates into the reality of our daily work? Do we now all have to be anxious for our jobs? Fearing that our jobs will get lost? That libraries get extinct?

Yes and No. Let's take a closer look at the evidence: 1. The Oxford study was published in September 2013. Since then, 11 libraries were closed in Germany. That's less than 0,1% of the 14.300 German libraries. And the number of employed librarians isn't shrinking either. 2. The usage of libraries is steady or even increasing as well as 3. the budgets. These three observations are a good indication of the lasting attractiveness of libraries. But what about the attractiveness of librarians? For sophisticated library tasks we are desperately looking for candidates, but simple library jobs may definitely be threatened.

To understand this more clearly, let's take a look at some other occupations examined by the Oxford researchers: The Watch Repairers and the Taxi Drivers will both be replaced with a probability of 99% and 98% resp., but the Recreational Therapists and the Computer Systems Analysts are totally safe jobs (0-1%). And this is the key message of the report: Watch Repairers and Taxi Drivers do routinely, simple work, which could be easily replaced by automation (watch building/repairing robots) or smart algorithms/services (Google cars, UBER service). On the other hand, the Recreational Therapist and the Computer Systems Analyst are so highly individual and innovative tasks, that nobody can think of a computer algorithm or robot to replace them.

We as librarians are somewhere in between these two work groups. Some of us already perform highly ambitious tasks, some of us do routinely simple, and some of us do both. The hypothesis of a two-class system in librarianship is supported by the higher susceptibility to computerisation of "Library Assistants" (95%) and "Library Technicians" (99%) in contrary to the normal "Librarian" (65%). (1)

Is our fate predestined then? One way to success, the other to extinction? Yes and No. There is no such thing as Kharma in librarianship. You can switch to other, more future-ready tasks by your capabilities, training or both. Each and any boss would be happy for such a staff member, especially in the present days of rapid change. But: If you work in the acquisition or circulation department it could be somewhat harder. Then you are definitely on the wrong track. Acquisition and cataloguing will be the first tasks to become centralised on a regional or national level; circulation and stacking will be automated by robots resp. replaced by digital content. So my advice would be: If you are in one of these dead ends, ask for transfer to the reference or teaching department or apply for project management for centralisation and automation (remember: be the hammer not the nail).

If you change to the more specialised things such as rare books, that would be really smart. Be sure to collaborate with G.L.A.M. (galleries, libraries, archives, and museums). And if you do old books, mix this up with the latest technology, such as the Bavarian State Library did, which gives away the Gutenberg Bible for free on an iPad (2). And if you are in reference, become specialised. Don't do the routine questions, which could easily be automated (Google) or centralised (nation-wide reference), but the ones which are local, customized, cunning, and of high priority. You will find a list of specialisations in the reference (3).

Be open-minded in everything (especially the needs of your users) and get trained, trained, trained. Not only by the usual library instructors, but by the very experts in the field, world-wide, which are often no librarians (any more). And do not forget research. For academic libraries, it's the core of success. For instance, researchers do not have a clue of data management and if they had, they would love a librarian to do it for them, as the computer scientist Daniel Lemire mentioned: "So I think that librarians should move on to more difficult tasks. For example, we badly need help with what I would call 'meta-science'. For example, we have collections of papers that refer back to data sets. These data sets are typically poorly hosted, partially replicated, and so on. We badly need to clean up this mess. We need data object identifiers. We need help tracking data sets, their transformation and so on. In effect, I would push librarians into data science. That's the next frontier" (4).

To sum-up, let's quote Marc Andreessen, the famous internet entrepreneur: "The spread of computers and the Internet will put jobs in two categories: People who tell computers what to do, and people who are told by computers what to do" (5).

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Publications and new products

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Dear Colleagues,
*There are some precious emotions that sometimes we feel but cannot explain, like **vellichor**, the strange wistfulness of old libraries, which are somehow infused with the passage of time, with thousands of old books, each of which is itself locked in its own era; or **kenopsia**, the eerie, forlorn atmosphere of a place that is usually bustling with people but that is now abandoned and quiet, as the unlit corridors and rooms of a library that once was busy.*
*Hard times bring sorrow for the time that used to be. Well, even if **occhiolism** comes to mind – the awareness of the smallness of your perspective by which you feel you cannot draw any meaningful conclusion to reach a change – the best therapy for these obscure sorrows is renovate, communicate, update, plan and participate!*
Therefore, here are a few suggestions. As usual, enjoy the read!

JOURNAL ISSUES

Health Information and Libraries Journal: Contents of June issue 2015 (Vol. 32, Issue 2)

Editorial
Reporting statistical analyses in peer review journal articles
Richard Stephens and Maria J. Grant

Review Articles
A review of competencies needed for health librarians – a comparison of Irish and international practice
Aoife Lawton and Jane Burns

Original articles
Recording and Accounting for Stakeholder Involvement in Systematic Reviews
Marieke C. Saan, Hennie R. Boeije, Jane N. T. Sattoe, Marjolijn I. Bal, Marjolein Missler and Floryt van Wesel
Fear of cancer is associated with cancer information seeking, scanning and avoiding: a cross-sectional study among cancer diagnosed and non-diagnosed individuals
Sara Nelissen, Kathleen Beullens, Marijke Lemal and Jan Van den Bulck
Parents of children with disabilities in Kuwait: a study of their information seeking behaviour
Sultan M. Al-Daihani and Huda I. Al-Ateeqi
Evaluating effectiveness of small group information literacy instruction for Undergraduate Medical Education students using a pre- and post-survey study design
Caitlin McClurg, Susan Powelson, Eddy Lang, Fariba Aghajafari and Steven Edworthy

Parents of children with disabilities in Kuwait: a study of their information seeking behaviour
Sultan M. Al-Daihani and Huda I. Al-Ateeqi

Regular features
Dissertations into practice
The health information seeking behaviour and needs of community health workers in Chandigarh in Northern India
Sonika Raj, Vijay Lakshmi Sharma, Amarjeet Singh and Sonu Goel
International perspectives and initiatives
International Trends in Health Science Librarianship Part 14: East Africa (Kenya, Uganda, Rwanda)
Nasra Gathoni, Nancy Kamau, Judith Nannozi and Marcel Singirankabo
Learning and Teaching in Action
Professional development through attending conferences: reflections of a health librarian
Ruth Jenkins

Obituary
Peter Craddock (pages 161–162)
Penny Bonnett, David Owen and Linda Houston

INTERNATIONAL INITIATIVES
Enhancing the QUAlity and Transparency Of health Research – EQUATOR Network. This international initiative (http://www.equator-network.org) seeks to improve the reliability and value of published health research literature by promoting transparent and accurate reporting and wider use of robust reporting guidelines. It is an 'umbrella' organization that brings together researchers, medical journal editors, peer reviewers, developers of reporting guidelines, research-funding bodies and other collaborators with mutual interest in improving the quality of research publications and of research itself. Now it is gradually developing into a global initiative covering all areas of health research and all nations, and actively involving all key stakeholders.
EQUATOR Network is the first coordinated attempt to tackle the problems of inadequate reporting systematically and on a global scale; it advances the work done by individual groups over the last 15 years. In 2014, the first three centres that will substantially contribute to expanding the EQUATOR activities were launched: the UK EQUATOR Centre, French EQUATOR Centre and Canadian EQUATOR Centre. The new centres will focus on national activities aimed at raising awareness and supporting adoption of good research reporting practices. All the centres will work with partner organizations and initiatives, and will also contribute to the work of the EQUATOR Network as a whole.
A Librarian Toolkit is being developed (http://www.equator-network.org/toolkits/librarians) which will consist of a variety of resources (documents, presentations, leaflets/posters, videos, e-learning etc.) to help librarians and information specialists promote reporting guidelines, hold research reporting workshops and provide the clinicians with whom they work with the relevant reporting guidelines for their research studies.

FROM THE WEB
BookFinder.com (http://www.bookfinder.com/) is a powerful one-stop ecommerce search engine that searches over 150 million books for sale—new, used, rare, out-of-print, and textbooks that searches every major catalog online and lets you know which booksellers are offering the best prices and selection. Its website is part of the BookFinder.com/JustBooks network, produced by a team of high-tech librarians and programmers based in Berkeley, California, and Düsseldorf, Germany. When a book is found, it can be

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IMMERSIVE EDUCATION

The Immersive Education Initiative (http://immersiveeducation.org/) is a non-profit international collaboration of educational institutions, research institutes, museums, consortia and companies. The Initiative was established in 2005 with the mission to define and develop standards, best practices, technology platforms, training and education programs, and communities of support for virtual worlds, virtual reality, augmented and mixed reality, simulations, game-based learning and training systems, and fully immersive environments such as caves and domes.

Thousands of faculty, researchers, staff and administrators from Schools, Universities, Foundations from all over the world and UNESCO as well are members of the Immersive Education Initiative, who together service millions of academic and corporate learners worldwide.

Chapters support the rapid and continued growth of Immersive Education throughout the world, and constitute the geographically distributed structure of the organization through which regional and local members are supported and enriched. Chapters organize officially sanctioned Summits, Days, workshops, collaborations, seminars, lectures, forums, meetings, public service events and activities, technical groups, technical work items, research, and related activities. - See more at: http://summit.immersiveeducation.org/registration.html#body

BOOKS REVIEW

Strategic data-based wisdom in the big data era. John Girard, Deanna Klein, Kristi Berg. February 2015ISBN13: 978-1-4666-8122-4. $164.00 (hard cover + Free E-Access). $156.00 (E-Access Only). IGI Global. 312 pp.

The ability to uncover, share, and utilize knowledge is one of the most vital components to the success of any organization. While new technologies and techniques of knowledge dissemination are promising, there is still a struggle to derive and circulate meaningful information from large data sets.

Strategic Data-Based Wisdom in the Big Data Era combines the latest empirical research findings, best practices, and applicable theoretical frameworks surrounding data analytics and knowledge acquisition. Providing a multi-disciplinary perspective of the subject area, this book is an essential reference source for professionals and researchers working in the field of knowledge management who would like to improve

their understanding of the strategic role of data-based wisdom in different types of work communities and environments.

NEWS

- **Librarians from EU organizations cooperate on Open Access challenges**. EUROLIB, the collaboration group of libraries of the EU institutions, EU agencies and services, held its 2015 general assembly on 21 and 22 May at Cedefop in Thessaloniki, Greece. Discussions mainly focused on library management tools, collaboration and information sharing. Besides dealing with a common European approach towards issues such as provision of access to EU documentation, EU publications and EU grey literature, the meeting included a workshop focused on an important issue for all EU organizations: the setting-up of Open Access institutional repositories. The participants looked at practical issues, based on testimonials from EUROLIB libraries and identified common challenges. Follow-up actions will include a feasibility study and a technical meeting in autumn in Brussels or Luxembourg. For more information: Eurolib network: http://www.eurolibnet.eu

- **BioMed Central has launched a new journal** with a unique peer-review model to recognize the importance of public input in co-producing knowledge. Research Involvement and Engagement has an Editorial Board that is representative of both patients and academics, with all articles peer reviewed by both groups and carrying equal weight in the Editorial decision.
  For the launch, the journal published a study revealing that research on treatments for health problems, such as diabetes, stroke and schizophrenia, was not being focused on the treatments considered most important by patients and clinicians. Co-authored by Iain Chalmers, one of the founders of the Cochrane Collaboration, the study suggests that current research is instead favoring drug treatments over physical or psychological therapies, the latter of which are priorities for patients and clinicians.

FORTHCOMING EVENTS

CONFERENCES

August 15-21, 2015, Cape Town, South Africa
81st World Library and Information Congress: IFLA General Conference and Assembly
For further information: http://conference.ifla.org/ifla81

September 7-10, 2015, Paris-Sorbonne University, Paris, France
Immersion 2015
For further information: http://immersiveeducation.org/i2015

September 28-30, 2015, John McIntyre Conference Centre, Edinburgh, UK
REWARD / EQUATOR Conference 2015
For further info: http://www.equator-network.org/2014/11/25/research-waste-equator-conference-2015/

October 19-21, 2015, Olympia Conference Centre, London, UK
Dynamic disruption: transforming the library. Internet Librarian International 2015.
For further information: http://www.internet-librarian.com/2015/

November 23-25, 2015, Wilhelmsburg, Hamburg, Germany
Semantic Web in Libraries 2015
For further information: http://swib.org/swib14/

Engaging in Research:

Challenges and Opportunities for Health Library and Information Professionals

To support the 2015 EAHIL Workshop, *Health Information and Libraries Journal* (*HILJ*) has compiled a virtual issue devoted to research. The theme of the 2015 *HILJ* virtual issue is **Engaging in Research: Challenges and Opportunities for Health Library and Information Professionals.** Edited by Jeannette Murphy, the issue contains articles that demonstrate the range of research activities carried out by health librarians and show how research can inform professional practice.

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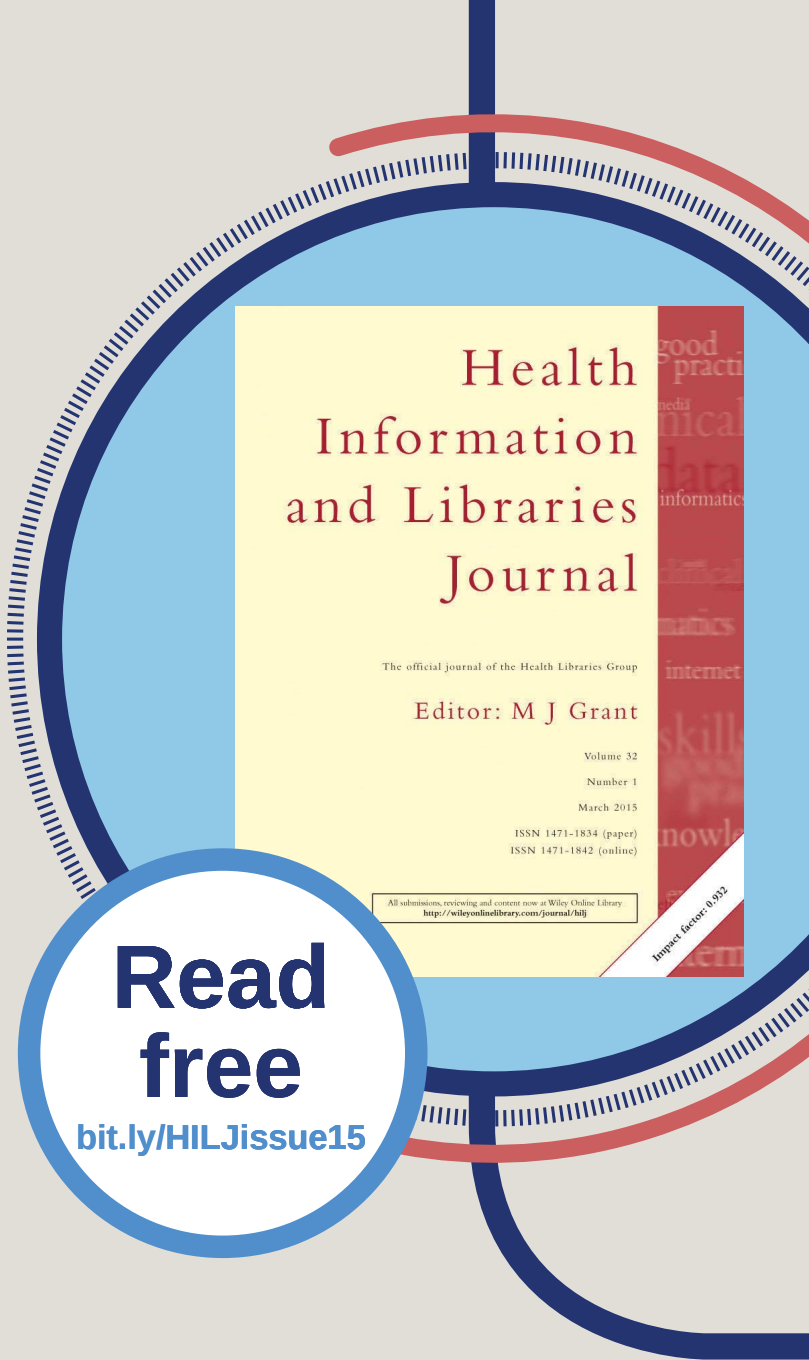
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INSTRUCTIONS FOR AUTHORS JEAHIL

JEAHIL is the official Journal of the European Association for Health Information and Libraries (EAHIL). It publishes original articles, reviews, theme issues and brief communications in the field of health information and libraries. It also publishes news from EAHIL and from other medical library associations, meeting reports, product reviews, opinion and discussion papers and news items. The aim of the European Association for Health Information and Libraries is to unite and motivate librarians and information officers working in medical and health science libraries in Europe. EAHIL encourages professional development, improves cooperation and enables exchanges of experience amongst its members.

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- Manuscripts should be written in good English and as concisely as possible to allow a clear understanding of the text. They should be typed double-spaced and with wide margins - font size 12 points, Times New Roman.
- The title should be followed by the complete name of the Authors, by their affiliation in English (town and country included) and by the "Address for correspondence" (author, address, email of the corresponding author).
- The recommended length for original articles is about 1000-2000 words (4-8 A4 pages) with no more than 20-25 references.
- Original articles should be accompanied by an abstract of up to 120 words and should also include key words, up to a maximum number of five MeSH terms (www.nlm.nih.gov/mesh/MBrowser.html).
- Avoid numbering in titles and subtitles; write titles in bold, subtitles in italics. Latin or foreign words should be in italics.
- Abbreviations should be spelled out in full the first time they occur in the text, followed by the shortened term in parentheses.
- All references in the text must be numbered in brackets and listed at the end of the article. They should be written in Vancouver style according to Uniform Requirements for Manuscript Submitted to Biomedical Journals (www.icmje.org/).
- For sample references refer to: www.nlm.nih.gov/bsd/uniform_requirements.html
- For abbreviations of periodicals refer to PubMed Journals Database (www.pubmed.gov).
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Submittion in electronic format
All manuscripts should be submitted together with an accompanying letter in electronic format. The text should be written in Word or RTF format. Figures and photos (in separate files) should be saved in JPEG, GIF or TIFF and have a resolution of at least 300 dpi.

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