

Journal of EAHIL

**Memories from the EAHIL
25th Anniversary Conference
Health Information without
Frontiers, 4-6 July 2012,
Brussels, Belgium**

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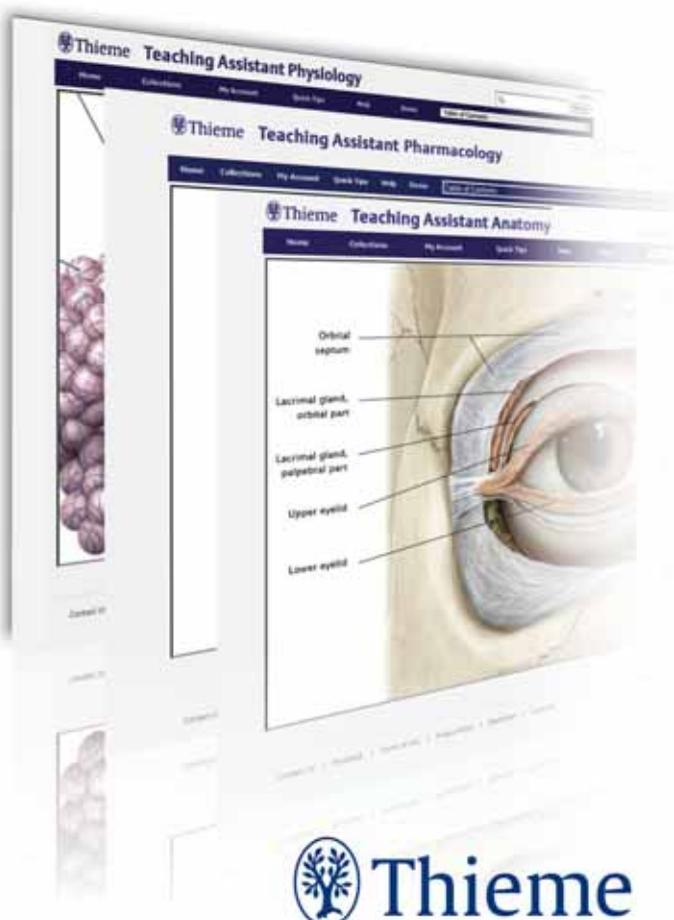
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Editorial



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Hello Everyone,

The first EAHIL Conference was held in Brussels and now in 2012 the 25th anniversary conference has returned to its roots! EAHIL celebrated its 25th anniversary, always a milestone anniversary, in July in Brussels, in the very heart of Europe, with a Conference which saw the enthusiastic participation of about 250 delegates from 33 European and non European countries. The Conference was entitled “Health Information without frontiers”, a splendid title which represents exactly the true spirit of EAHIL, a cooperation between professionals which goes beyond national boundaries.

It was a wonderful occasion both to remember the past of EAHIL and to look ahead to the future. A future that does not seem so bright at the moment (the economic crisis is far being solved), but which can only be brighter if we strengthen our collaboration as colleagues and as friends.

This issue of *JEAHIL* is totally dedicated to this Silver Jubilee celebration. It contains best oral and poster presentations, as well as reports on the CECs, SIGs meetings, impressions from first timers and scholarship recipients, memories from social events, photographs from participants. To mark this special occasion, a special project grant was awarded and a “25 for 25th” initiative was offered by the *Health Information and Libraries Journal*.

Congratulations to the Organisers for this anniversary conference and thanks also to Tuulevi Ovaska and Oliver Obst for helping us gathering all the material for this issue. The success of this depended on their work.

The last issue for this year will have the subject *E-readers and libraries: competition or integration*. The deadline is the 5th November so I look forward to receiving your contributions.

ISSUE 2012	THEME	DEADLINE
December	E-readers and libraries: competition or integration	5 th November

ISSUE 2012	THEME	DEADLINE
March	No theme: any subject	5 th February
June	International cooperation and networking	5 th May
September	Memories from Stockholm Workshop	5 th August
December	Outreach: go to customer!	5 th November

Together, both Federica and myself, echo the best wishes from all members: *Happy anniversary EAHIL!*

Sally Wood-Lamont

Award for the Best Oral Presentation

Librarian teachers on the move: are video tutorials an effective alternative tool for library information literacy instruction? A case study

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Abstract

The Ghent Biomedical Library research group has performed research over the last year on teaching information literacy in the Biomedical curriculum. The impact of a differentiated teaching methodology was studied in a framework of blended learning, with the first year university students acquiring information literacy competences. First year Bachelor students in Biomedical Sciences at Ghent University were asked to study video tutorials as a possible alternative teaching methodology to other educational formats. The EAHIL 2012 meeting offered the occasion to present two related items. Ann De Meulemeester presented "Self-efficacy tests are helpful in the acquisition of information literacy. A study in first year bachelor students." The results of this research laid at the base of "Librarians on the move", a new study concerning best practices regarding innovative teaching methodologies in information literacy. The preliminary results were presented in a question-based approach in dialog with the audience. This approach had the advantage of unlocking the potential within the audience, bringing them to reflect on their own teaching methods on information literacy. The article reflects on the presentation held at EAHIL, more detailed results will be presented later in 2012.

Key words: interactive tutorial; information literacy competences; information literacy instruction; blended learning; training methods.

Most relevant questions presented at EAHIL

Which challenges influence the teaching of "Information literacy competences" (ILC)?

An important challenge resides in the learning process of the students and the continuous changes in both context and content of ILC-teaching. The "contextuality" of the desired information literacy competences (ILC) is itself an essential acquisition as students in their future studies and careers will have to be constantly changing and adapting to the new demands of the knowledge society. Teacher librarians are therefore constantly "on the move" to find a reply to perpetual innovations.

Can we identify some particular changes which question the role and tools of the teacher librarian?

In the past "resources oriented demonstrations" were standard. In this methodology students were too often given answers to remember, rather than problems to

solve. In the end students were left with a very poor idea on how to build a good research question and how to process it. Instead they learned essentially about the bibliographic treasures kept in the library. Gradually the idea arose that we should develop a profoundly different perception and understanding of the ILC competences to be acquired by the students. This change has been a catalyzer why teacher librarians are now so actively on the move towards newer teaching methodologies.

This change of perception was initiated by:

- *an increasing student population:* the person-to-person trainings in small groups had become almost impossible with the increasing student population. Information literacy trainings in the PC room for large groups (40 - up to more than 100 students) are becoming a standard in our faculty nowadays;

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- an increasing awareness for the importance of ILC within our faculty was responsible for a substantial raise in teaching and training time;
- an increasing demand of customer tailored courses adapted to specific learning paths and curricula.
- a competition of internet resources: which are 24/24 accessible and offer a variety of learning devices (webinars) to our customers. Unfortunately, the quality of those resources is not always identifiable by the customer.

These changes induced a higher workload to the reference librarians engaged in teaching. Leaving us with the question, how to cope with this workload given the limited staff. A substantial change in methodology was inevitable. Nowadays the Ghent ILC instructions are focused on processing content and academic skills, instead of showing off the library content. We try to teach as interactively as possible, with a substantial interest for monitoring the learning process and devices. To motivate the students and maximize the impact we favor continuous integration of ILC courses in each year of the curriculum, rather than limited trainings at the beginning of the curriculum. ILC acquisition should be embedded in other courses and focus on integrated topics to optimize the students motivation. This implies that we have to collaborate with other teachers and are no longer the only responsible in charge for ILC. Different assessments are administered during and after the courses. Due to these, the students as well as the teachers, can track their own advancements and engage themselves in self-assessing their progress and its benefits.

Gradually we realized the importance of the differences in the learning styles of the students. Literature research indicates that “How we learn is individually different, sustainable effective education takes as much as possible these differences into account”. (Dumont H., 2010-OECD) The possibilities of multimedia devices, to support a sustainable learning process, are easily present and accessible in today’s society and learning environments. Therefore it has never been easier and difficult at the same time, because of the abundance of possibilities, to take differences in learning styles into account and to provide differentiated “personalized” trainings.

How can teacher librarians meet these challenges and help users to achieve higher ILC?

If we want to prepare our students to be the professionals of tomorrow in a fast moving knowledge society, we not only have to equip them with a backpack containing the necessary tools but we must also work on

their self-efficacy (a good perception of their own level of performance) so they are able to cope with the information overload, which is a necessary step on the path of lifelong learning and professionalization. We try to support this idea in our teaching methodology by a conscious awareness for:

- the teaching methodology and interactivity: activate, motivate, level differentiation, continuous training, differences in learning styles, research on these topics;
- the IL competences to be achieved rather than showing off information resources offered by the library;
- implementing innovation: through integrating and blending new competences and devices as video tutorials, voting systems and ally with web tools rather than compete with them.

What is this study about?

The acquirement of ILC, through the use of video tutorials, was studied within a setting of blended learning while using a variety of other active learning tools and formal information literacy instruction (ILI) in a classroom environment. The curricular course consisted of 15 hours of theory and 15 hours of practical training on PC. The digital learning environment was used to communicate with the students, to provide learning materials and to perform digital assessments. The final study cohort consisted of 141 students, which were divided into two practice groups (a test group and a control group).

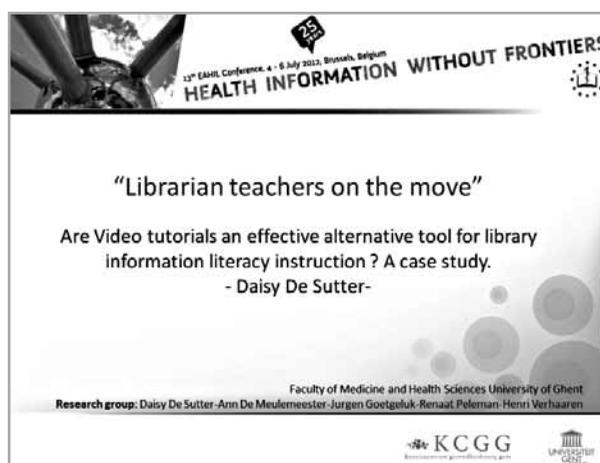


Fig. 1. The presentation’s opening slide.

The studied interventions were:

In October 2011 test group 1 received a self-study assignment on PubMed using a selection of online video tutorials. The control group 2 received a hands-on and

example guided instruction by the information specialist. Immediately afterwards a self-assessment test was administered to both groups. In December 2011 a cross-over with a similar division of the groups was applied. Group 1 became the control group and received formal ILI on Web of Science with an example guided instruction by the information specialist. Group 2 in this setting the test group, was engaged in a self-study with a selection of video tutorials on Web of Science. Again, immediately afterwards a self-assessment test was administered to both groups. In the theory course, students were activated by the use of voting devices. Finally, self-assessment tasks, which were provided on the digital learning platform, allowed students to keep on training and track their progress.

Are video tutorials useful to the information literacy instruction of large groups?

Preliminary results indicate no substantial differences in the learning outcomes between both groups, although a more profound statistical analysis still has to be performed. We became more convinced that video tutorials are a possible alternative for ILI in large groups. Within a blended learning environment the information specialist should be able to design and use a diversity of tools which leads towards sustainable education.

Are video tutorials, as active learning device, better suited to acquire ILC's?

We can be positive about the fact that video tutorials can be used in large groups of students to bring the whole group of students to a similar basic level, and to limit rehearsing in formal courses. To combine the best of both worlds the students are set off with the self-study assignment with tutorials to acquire basic searching skills. In formal courses we remediate on problems and train the more advanced skills in an example-guided instruction. Because the students in these formal course, started on an approximately equal basic knowledge level, the progressing speed afterwards turned out to be higher.

What is the impact of our findings on the role and the competences of the teacher librarian and in particular on our personal teaching methodology?

The consequences of our study have an impact on the educational methodology in information sciences, as well as on the role of the information specialists within training as for the design of educational tools. A blended learning environment with differentiation of methodology can be an important asset to a sustainable information literacy instruction, which aims ILC's as high as possible among our students. The competences of the teacher librarian must be equally and constantly developed to cope with this evolution.

Do we possess the "magic recipe" to make the perfect blend?

We stay on the move towards integrating new content and innovative devices in our methodology. Educational research is a continuing feedback and change process. Like every blend it needs to be processed, reshaped, rebled and matured over the next years. Reflecting on this with the audience at EAHIL we realized that most of us are struggling with it in the same way and many centers start performing research. Through this presentation we hope to inspire all librarians engaged in teaching, to reflect on the content and the process, in order to achieve higher learning outcomes on ILC among their students. This is a first step towards self-efficacy when processing information, lifelong learning and up-to date professionalization.

Some personal thoughts to conclude

Being a EAHIL first timer I came to the congress without any expectations and without knowing anybody. Now I look back on it with warm thoughts and wish to thank especially all of you who encouraged and stimulated me to continue this research work. Thanks EAHIL for great networking possibilities, a positive interchange climate, opportunities for triggering discussions with peers and for giving me such a great boost! I hope to meet you all again sometime on a next EAHIL event.

Submitted on invitation Accepted 29.07.2012.

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Award for the Best Poster Presentation

Getting started – reaching out to the Uppsala University hospital

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Abstract

The poster describes the results of an outreach project at the Medical Library at Uppsala University library. During one year many different approaches were tested to increase the knowledge of the hospital staff's needs, and to create new ways to communicate with them. Activities tried include lunch-time information meetings, "info point", reference group discussions, Facebook and 15 minutes – short presentations for clinic meetings. The activities were evaluated and some will become a part of the regular library workflow. The poster highlights the fact that libraries can test many different approaches on a small scale, to see which are suitable for their library.

Key words: outreach activities; libraries; hospital staff.

Introduction

The Medical library at Uppsala university library is a combined library for both Uppsala University and for Uppsala University hospital and the Uppsala County Council. In the past, much of the focus of the library has been towards the university and the needs of the researchers and students. The library and the hospital belong to different organizations, and therefore it has been difficult to get information about their organization, and getting in contact with the right people. Much of our work towards hospital staff, though much appreciated, was done *ad hoc* and with no evaluation.

Objectives

In January 2011 we started a project to investigate and evaluate new ways to reach the hospital staff, and get a better understanding of their library and information needs. The goal was to have a number of well working methods to incorporate in our normal day-to-day work, based on our deepened knowledge of our users' needs.

Methods

Initially we gathered information and experiences from other hospital libraries, mostly through reading articles and conference presentations. We chose a number of methods suggested in earlier studies, and our approach was to test as many new activities as possible, to see which was right for us. Our main idea was the "Info-point". It is

a portable table that can be set up anywhere, as a way to make the library more visible. This type of activity has been tried at other libraries before, and we thought it would be a good thing to try (1). We first set up the "Info-point" outside the hospital restaurant and later at local hospital conferences. Before starting with the *Info-point* we prepared a small brochure about the library and library services, pens with the library name and e-mail address, and a roll-up. We also had other information on library resources and activities, a lap top with internet connection and candy. With the lap top we got an opportunity to show library website and online resources. During *Info-point* sessions we also promoted in-library activities such as lunch-time information meetings and our facebook page. As a part of the project we organized lunch meetings for hospital staff on different topics, for example standards, evidence-based medicine, reference management and clinical support tools, such as UpToDate. During the lunch we offered participants a free lunch sandwich. We re-named our information sessions for clinics *15 minutes*, inspired by Karolinska University hospital (2), and set up an easy web form on the library web page on the hospital intranet. Unfortunately, the form did not work at first, so we have not been able to evaluate the full effect of these changes.

The whole intranet web page was improved and updated, and we also started a Facebook page to reach

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hospital staff. We used Facebook to promote lunch meetings and inform about new resources. One important part of the project was to get more knowledge about the information needs and work situation of hospital staff. In order to obtain that, we organized small reference groups meetings. We invited a few people in key positions, such as coordinators and educators. In total we met with seven people on two occasions, offering a free lunch sandwich.

Results

After testing many new activities we found a few that worked really well. Our most successful activity was the *Info-point* which proved to be an easy way to let the library be visible and to connect with the staff. We found that even a brief meeting can be an important to spread a positive image of the library. During the first eight sessions, we spoke to over 200 users, with a longer talk to 25% of them. Many appreciated to see us outside of the library and many were reminded of questions they had “planned to ask”. The lap top was very handy as we were able to directly show our online resources and website. We will continue to use the *Info-point*, and especially to look for hospital conferences that could be relevant. Our reference groups showed that our users are really glad to give their opinions. The meetings gave us not only a better understanding of their information needs, but also about the organization and names of important key people. We also got detailed tips on changes to the website and other services, such as a suggestion to add short instructional films on searching the website. The hospital staff also mentioned that the meetings had been valuable for them too, and all participants were willing to discuss other subjects in the future. A concrete result of these discussions is that the library is now involved in an in-house training program for physical therapists.

Lunch meetings in the library were appreciated, but did not get so many attendees as we hoped. The problem was to get out with the information, and we didn't quite succeed. In the future we will coordinate hospital and university lunch meetings to get a higher attendance rate. We might also try breakfast time meetings to see if

that is a better time for hospital staff. Lunch meetings are a good way to get users into the library, and also being able to inform about relevant resources. The short 15-minutes information sessions have not quite taken off yet, but we will continue to use the web form and to increase the marketing. The delay in getting the form to work was due to the fact that the library and hospital are in different organizations. Our university e-mail was not accepted as a recipient of the form. We ended up having to make a separate form on the university web site, with a link from the hospital intranet. Facebook did not work well as an information channel; the page received very few followers (mostly librarians) and it was discontinued after the project.

Conclusions

There is a multitude of different ways for libraries to increase outreach activities, but which one will suit your library? We decided to try many different methods, and to evaluate which methods were good for us. The project also put the focus on hospital staff and all the different ways we serve them.

The remaining problem for us is to find the right information channels for distributing information about news and events. This is a key issue for us and crucial for succeeding in our outreach ambitions. Our plan is to set up a flow chart with recommended steps when trying to market an event or distribute news. We will also list key people and positions to contact. The project was a positive experience for the library staff as well. We got a lot of energy from it, and were able to try new things. In the project environment it was OK if a new activity did not work well: our main objective was to investigate and learn. From the beginning we had set an internal goal to present the project at EAHIL 2012 which also gave us an extra push to test and evaluate activities in a structured fashion. After the project we now have a structured plan ahead. We have a few functioning and well tested activities to use in the future. Of course we realize that we have not taken any giant leaps, but for us the many small steps have taken us a long way.

Submitted on invitation Accepted 26.07.2012.

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Getting started!

Reaching out to the Uppsala University Hospital

Reference group

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Info Point

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Lunch meetings

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By Karin Byström, Ulla Jakobsson & Niklas Willén
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Award for the Best First-Timer Poster Presentation

Teaching Health Sciences Librarianship with a very large team: breaking the borders of the one instructor model

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Abstract

Eleven practicing academic health librarians at the University of Alberta taught LIS 520: Introduction to Health Sciences Librarianship as a large team. This study evaluated the students' responses to being taught by a large team and the librarians' responses to teaching in a large team. Overall, both groups were positive about the experience. The librarians documented best practices for teaching with a large team.

Key words: teaching-methods; librarians; education, graduate.

Introduction

Late in the summer of 2011, eleven librarians from the John W. Scott Health Sciences Library at the University of Alberta responded to a request from the School of Library and Information studies for an instructor to teach LIS 520: *Introduction to Health Sciences Librarianship*. Because none of the librarians, individually, was able to free up sufficient time to draft a curriculum and teach the entire course, they agreed to teach as a large team. All are co-workers, with a minimum of two years experience working with the team. All are professional colleagues, each holding a graduate degree in librarianship and/or information science. All are experienced teachers, with experience ranging from several who had taught or co-taught post-secondary level courses, to those who had extensive experience teaching information literacy sessions to students and Faculty.

A review of the literature revealed that while there were many articles about "team teaching", most referred to two or three people teaching a course. Two articles, George and Davis-Wiley(1) and Cruz and Zaragoza(2) offered best practices for two and three member teaching teams, respectively. No articles addressed teaching with large teams in health sciences librarianship education. Other articles did describe

courses organized by one instructor who invited multiple guest lecturers. Large team teaching differs from this method in that all team members are involved in and responsible for the delivery of the course from beginning to end. Unlike a guest lecturer, who comes to the class, delivers a session and then leaves, members of a large team have ongoing roles through the life of the course. To a greater or lesser extent, they may take part in curriculum development and course continuity, communicate with each other about the progress of the course, perform multiple roles in the course and may take part in student evaluation and course evaluation.

Because of the paucity of literature on teaching with large teams, the team decided to formally study the project sought and received research ethics approval to be able to report on the project and on best practices that would arise from the experience.

Approach to the course

LIS 520 was scheduled for thirteen weeks, in the fall term of 2011 with classes taught in a three-hour block once per week. Recognizing that teaching with such a large team has inherent challenges, one librarian agreed to be responsible for administrative coordination for the course, and another for curriculum coordination. Several of the librarians drafted an initial curriculum and the

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team met in mid-August to finalize the course content. Instructors volunteered individually, or in pairs, to teach classes based on their disciplinary strengths or interests. Instructors worked together to incorporate strong active learning components in the course. These included hands-on database searching, discussion, in-class small group critical appraisal of an article, a tour of the health sciences special collection and games. The course also required several marked out-of-class assignments. Among these were class presentations which were observed and graded by some of the librarians and a documented systematic review search, which required students to work directly with individual librarians acting as “principal investigators”. Marks from these assignments contributed to the final grade.

Issues highlighted by the teaching team

The team met before the beginning of the course to discuss issues that might arise from the large team instructional format. Communication, both among instructors and between instructors and students, was identified as a primary concern. Other areas of concern included overlaps or gaps in content and consistency and fairness in the assignment of grades. To ensure strong communication among the instructors, who are rarely have the luxury of meeting as a whole group, an intranet space was created to house both teaching materials and materials related to the research project. This allowed instructors to review what had been taught in previous classes and to re-use PowerPoint slides to reinforce previously-taught concepts. In addition, instructors were encouraged to communicate directly among themselves, particularly in areas of overlap among their classes.

To ensure strong communication between the teaching team and the students, several strategies were put in place. First, the team agreed that the librarian coordinating administrative aspects of the course should be present at most classes to introduce the other librarians and would be the main conduit through which general information from all the instructors would flow to the class. Second, the course coordinator also ensured that the course web-page hosted by the School of Library and Information Studies was updated with the new course outline, course timetable, list of assignments and readings submitted by each of the instructors. Third, the course coordinator also maintained an e-mail list for broadcasting messages to the whole class. Students were encouraged to e-mail the course coordinator regarding any concerns. A separate Library web-page was created to provide additional information and course materials.

While all librarians involved in the course were experienced with instruction, they had not all been involved previously in grading assignments. To ensure consistency, objectivity, and fairness in the assignment of grades, each assignment was graded by two librarians. In advance of the assignment deadline, the two librarians collaborated to develop a grading rubric that was then used to evaluate the students’ work. The librarians assessed the students individually before getting together to discuss the evaluations and to assign grades. The course coordinator, having attended most of the classes was best able to assess the students’ levels of engagement with the course and therefore assigned the participation grade by herself. The course coordinator tabulated the final results and submitted the students’ letter grades to the School of Library and Information Studies.

Evaluation of LIS 520

Student surveys

Both students and librarians were asked to evaluate the course. Early in the term, the team met (including some members by teleconference), to develop two evaluative surveys for administration to the students: a mid-point evaluation and an end-of-course survey. These surveys were delivered in addition to the mandatory evaluation administered by the University.

The anonymous survey questionnaires, with cover letters describing the research project were given to the students at the end of the class in Week 8 and on the final day of classes. The students were assured both in the cover letters and verbally that the surveys were not a part of the course activities, that completing them was voluntary and that choosing to complete them or not complete them would have no impact on their grades in the course. The survey forms were placed in an envelope and returned to the course coordinator.

Instructors’ feedback

A final instructors’ meeting was held during which instructors responded verbally in a round-robin style to a series of printed questions. Two instructors attended by teleconference. Two others who could not attend were given the questions and had the option of responding asynchronously. One librarian recorded and collated the responses into themes.

Results

Student evaluations

The students found this course to be a very positive experience. In all areas queried they found the instruction by the large team to be “about the same” or better than

being taught by one instructor or a team of one to three instructors (Table 1). The greatest benefits for the students were that they were exposed to many practicing health librarians through the course and were able to benefit from the rich knowledge base that the team brought to the course (Table 2). While the students identified potential drawbacks to being taught by a large team, only one identified a specific instance related to instructor knowledge of what had been taught previously (Table 3).

Areas of Instructor Performance	Better	About the same
Mastery of Material Presented	4	3
Maintaining Student Interest in Class	5	2
Range of Learning Activity Types	4	3
Communication with Students	3	4

Table 1. Student ratings of large team instructor performance when compared previous experience in other courses having 3 or fewer instructors.

Student Feedback: Positive
<ul style="list-style-type: none"> • “learn from a broad knowledge base” • “variety of voices/input” • “teaching of topics by subject experts” • “best class I have taken” • Also liked <ul style="list-style-type: none"> ○ Practical hands-on exercises (some in class and assignments which helped students learn ○ small class size (7)

Table 2. Student commentary on the things that they liked best about the course as taught by the large team.

Student Feedback: Drawbacks
<ul style="list-style-type: none"> • “a danger of sections being disconnected” • “not when it is well-taught like this class was” • “if properly coordinated, no” • “differences in the amount of material presented” • “instructors in one session assumed familiarity (with material that had not previously been taught)”

Table 3. Student commentary on whether or not they saw drawbacks to being taught by a large team.

References

1. George, MA, Davis-Wiley P. Team Teaching a Graduate Course. Coll Teach. [Internet]. 2000, Spring [cited 22 May, 2012] Vol. 48, Issue 2, p. 75-81. Available from JSTOR <http://www.jstor.org/stable/27558993>
2. Cruz BC, Zaragoza N. Team teaching in teacher education: Intra-college partnerships. Teacher Education Quarterly. 1998 Spr;25(2):53-62.

Instructor evaluations

For the librarians, the primary benefits were the opportunity to undertake graduate level instruction without having to take responsibility for the entire course and the opportunity to learn both in enhanced subject knowledge and in teaching techniques. All of the librarians valued being able to teach in their own field (Table 4). The only drawbacks identified by the librarians were not getting to know the students as well as an individual instructor might and the amount of time require for marking assignments (Table 5).

Instructor Feedback: Positive
<ul style="list-style-type: none"> • “not something that I would have done on my own” • “more creative instruction because of different teaching styles and knowledge” • “liked working with a partner” • “liked teaching within my own profession” • “liked having a coordinator to maintain quality and consistency”

Table 4. Instructor commentary on the things that they liked most about teaching in a large team environment.

Instructor Feedback: Downsides and Surprises
<ul style="list-style-type: none"> • “don’t get to know the students like you would if you were the only instructor” • “surprised by the amount of time and labour required for marking”

Table 5. Instructor commentary about the things that they liked least about teaching in a large team environment.

Conclusion

Both the students and the librarians found this course to be a very positive experience. All of the librarians believe that there is value in team teaching the course again and all would volunteer to be part of the teaching team again. Both librarians and students were concerned about consistency in grading. The greatest benefits for the students were that they were exposed to many practicing health librarians through the course and were able to benefit from the rich knowledge base that the team brought to the course. For the librarians the primary benefits were the opportunity to undertake graduate level instruction without having to take responsibility for the entire course and the opportunity to learn both in enhanced subject knowledge and in teaching techniques. The librarians were able to identify best practices for teaching with a large team (Appendix A).

Appendix A: Best practices for teaching with a large team

1. Ensure that one or more team members take on the role of coordinating team efforts, so that there is consistency and efficiency across the course.
2. Make one person the primary communications point for the students.
3. In advance, establish within the team how grading will be done. Ensure that the students know how consistency and fairness will be maintained in the assignment of grades.
4. Ensure that members of the teaching team have the opportunity to get to know each other. If team members do not have prior experience with each other, there may need to be some team building exercises in advance of the course.
5. Ensure that multiple methods of communication are encouraged and used within the team.
6. Ensure that all members of the team have the opportunity to contribute to the development of the curriculum, including the assignments, so that all instructors have a broad understanding of the course and the workload required of the students.
7. Come to consensus on who will teach what, allowing team members to choose to teach either in their areas of expertise, or perhaps with another instructor in an area in which they would like to develop expertise.
8. Involve the instructors to the level that they can be/want to be involved. One of the benefits of a large team is that people can contribute more or less, depending upon their skills, knowledge, abilities and available time.
9. Build in multiple points of contact between the students and the various instructors, so that the students have the opportunity to get to know more of the instructors.
10. Ensure that all instructors place their teaching materials into a repository that is accessible by all, so that instructors can see what the students have already covered.
11. Allow the instructors to introduce their own teaching methods and styles to take advantage of the breadth of teaching skill that the team members bring to the course.
12. Incorporate a de-briefing session so that instructors can reflect upon the team's work and offer suggestions for improvement.
13. Have fun and find ways for the students to have fun.

EAHIL EBSCO Scholarships 2012

London – 23 July 2012 – The European Association for Health Information and Libraries (EAHIL) has awarded another six scholarship grants, including two more sponsored by EBSCO, to assist with travel and conference-related expenses in attending the EAHIL 25th Anniversary annual meeting in Brussels, Belgium on 4-6 July 2012.

EBSCO has a long-standing relationship with EAHIL and is a strong supporter of its aims through attendance at its annual conferences, the scholarship programme, and sponsorship of its journal.

The scholarships of up to €500 each were presented to librarians who are still getting established in the profession. This year's recipients are:

Zane	BRUVERE	Latvia
Karin	BYSTRÖM	Sweden
Chiara	CIPOLAT MIS	Italy
Susana	HENRIQUES	Portugal
Rebeca	ISABEL-GOMEZ	Spain
Riina	KUIK	Estonia

The recipients were recognised in front of EAHIL members, following the General Assembly of an EAHIL business meeting. The President of EAHIL, Peter Morgan, together with Hans-Peter Meulekamp, EBSCO Publishing's Regional Sales Manager, Corporate and Biomedical, Benelux and Scandinavia, presented certificates and reimbursed travel and related costs to the two librarians.

The grants supported these health information professionals to attend this year's meeting, which provided an opportunity for health sciences librarians for continuing education, and to present and discuss papers, posters, applied research, and important issues related to health sciences information management.

To be considered for the EAHIL EBSCO award, applicants must be currently employed in a health sciences library and should still be getting established in the profession. Each candidate completed an application form and wrote short essays answering the questions: *Please let us know how attending the EAHIL conference will benefit you?* and *Please formulate what you expect to contribute to EAHIL.* Their applications were considered in confidence and were judged, by the seven members of EAHIL's Board, on the merits of the case submitted by each applicant.

The scholarships, which are sponsored by the generous support of EBSCO, are 500 Euros maximum. Applications were made using the online application form at <http://www.formdesk.com/eahil/scholarship2012> and had to be submitted online not later than the closing date of 31st March 2012. Additional information about the grant and application process for is on the EAHIL website under Policy Statement No. 8: www.eahil.net/EAHIL%20Policy%20Statements.pdf

About EAHIL

The European Association for Health Information and Libraries (EAHIL) is an active professional association uniting and motivating 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. The association, founded in 1987 in Brighton, counts nowadays about 1 500 members from about 30 European countries.

About EBSCO

Established in 1944, EBSCO is the world's leading information intermediary, providing consultative services and cutting-edge technology for managing and accessing high-quality content, including print and e-journals, e-packages, research databases, e-books, and more. The company's e-resource renewal and management tools help librarians accomplish in hours what once took weeks. EBSCO serves clients through our 30 offices worldwide and has more than 140 librarians on our staff. To learn more about EBSCO's products and services, please visit www.ebsco.com.



Hans-Peter Meulekamp (EBSCO Publishing) handing over 3 of the 6 scholarship certificates to winners or their representatives. From left to right: Karin Byström (Sweden), Susana Henriques (Portugal), and Alicia Gomez collecting the certificate on behalf of Rebeca Isabel-Gomez (Spain), at the end of the EAHIL General Assembly.

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www.twitter.com/EBSCOInfoSves

Impressions from the EAHIL 25th Anniversary Conference

Participants' impressions



Elaine Watson

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I am exceptionally grateful to my sponsor Jil Fairclough at the Brighton and Sussex Medical School for giving an NHS librarian the wonderful opportunity to attend the EAHIL 2012 conference. The conference provided an excellent opportunity to find out the new trends and practices in medical and health library across the European community. With such a full and varied programme of speakers, it is difficult to pick out any favourites. Following the conference title of *Health Information Without Frontiers* the session facilitated by Karen Buset, Guus van den Brekel and Isla Kuhn on *23 Things for EAHIL* was a project without frontiers. Colleagues across Europe had contributed to a resource we will all be able to use after its launch in August 2012. There were also frontiers waiting to be crossed in medical education as Prof. Dr Martin Valcke in his energetic session: *Libraries as a catalyst in redesign of courses based on Research Based Learning* outlined how the introduction of Research Based Learning opened up opportunities for libraries to be embedded into the process. Our exceptional hosts also organised an extensive social programme and I was able to enjoy a rapid but engrossing tour of the Bibliothèque Royale de Belgique. This included a peek in the „inferno“; a collection of books once locked out of sight as morally wrong but now available to borrow and browse in our more liberal times. The welcome reception at BZAR Centre for Fine Arts and the Gala dinner at Aula Magna provided ample opportunity to meet and network with other delegates in beautiful and inspiring surroundings. I must thank our hosts for the care and attention taken to make the events of so successful and hope I might be lucky enough to attend another motivating EAHIL conference and meet my new friends again.



Rebeca Isabel Gómez

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First of all, I would like to express my gratitude for having been granted one of the EBSCO-EAHIL scholarships, which allowed me to attend and participate in the 13th EAHIL Conference in Brussels 2012. The first timer's reception was great and allowed those of us who had never attended any EAHIL conference, to meet and share some first impressions, which greatly favored our progressive incorporation into the "EAHIL family". The choice of the "Centre for Fine Arts" for the celebration of the "Welcome Reception" seemed truly exceptional to me. The chance to meet other colleagues of diverse nationalities, while enjoying such splendid galleries was simply great. Every day during the Congress, I could see how the expressions of friendship and cooperation ruled the environment, accompanied by ongoing reunions between people who have long ago surpassed the barrier of collaboration and have developed great friendships.

Impressions from the EAHIL 25th Anniversary Conference

It was very difficult to choose from the many submissions that were presented. I believe the Scientific Committee did a great job of selection for quality and variety in the topics. Of all communications that I attended, I did greatly enjoy *The EHTOP: indexing multi-terminology/ontology health resources in a world and across lingual*. I had the opportunity to discover the treasures that awaited us at the Royal Library, and although it finally was a very quick visit, there were multiple images that will stay in my mind, with a mixture of aromas (quite familiar to all of us who, at some point, have worked in large deposits of rows and rows of books) and the feeling that we were contemplating silent history witnesses of great value. One of my main interests when attending the EAHIL Conference was the creation and consolidation of a network to exchange experiences and concerns, ensure collaborations and continue my professional development and training. I think it was worth, not only meeting with professionals, but with the people behind them. I congratulate the organization for their excellent work in designing both the Social and the Scientific Program. Finally, I would like to thank everyone who made our stay unforgettable, making us feel totally welcome and guiding us at all times. I hope that little by little, those like me, who have attended for the first time on this occasion, and who were total strangers, could meet again as real friends in the following years.



Karin Byström

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This year I was honored with an EBSCO/EAHIL scholarship and I would like to express my deepest gratitude to the EAHIL Board for providing me the opportunity of participating in the EAHIL 2012 Conference in Brussels. As it was the 25th anniversary of the first EAHIL Conference (also held in Brussels), so it was an extra special occasion. I was also very excited to go as this was my first time presenting at an international conference. The most memorable session for me was the first keynote from Françoise van Doreen with a very interesting lecture on copyright issues and library implications. She made it very clear that copyright is very complicated and complex with implications for inter-library loans, repositories and digitization. Another great presentation was given by Denise Koufogiannakis on sources on evidence used by academic librarians. In trying to have an evidence-based approach to librarianship, she discussed what is considered “evidence” by librarians. Turned out most librarians were unsure of the definition!

I also attended two of the Continuing Education Courses. The first one was called Linking Librarians held by Bonnie Heim, and she encouraged us to not only meet people at conferences, but to connect! The other CEC was about creating “23 things” for EAHIL libraries, held by Karen Buset, Guus van den Brekel and Isla Kuhn. All participants were involved in the making the 23 things, everyone was a “champion” for one thing. What was particularly interesting for me was the collaborative idea behind it, 23 things is not just a product handed to us, but something we create ourselves. Both CEC’s were very interesting, and I would recommend to others to take time to attend the CEC’s. It is a good opportunity to really work on a specific issue in a smaller group.

The venue for the Conference was located just outside the city of Brussels at the Université Catholique de Louvain. I went to a library visit in Louvain-la-Neuve, a city built in the 1970’s. The building will be turned into a museum, and the library will have a new location. The Gala Dinner at the fantastic Aula Magna in Louvain-la-Neuve was fantastic, with lots of good food, wine and dancing! I appreciate the wide range of presentations and presenters from all parts of Europe, and I believe that EAHIL is a good starting point if you want to start presenting at conferences. Together with a colleague I had a poster session on a local outreach project, for which we were proud to win the Best Poster award! I also held a presentation on e-book usage statistics, and although I was very nervous, all went well and it was fun! I really appreciated all good feed-back and nice comments from Conference participants! I’m very glad to have been a part of the EAHIL Conference, and to really participate with experiences from my own library. It is really rewarding and makes it easier to make new connections and to find new partners to collaborate with in the future – a real life example of “linking librarians”. Next year the EAHIL workshop will be held in Stockholm, and I encourage you all to be active and share your experiences there. See you next year in Stockholm!

Impressions from the EAHIL 25th Anniversary Conference



Chiara Cipolat

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I was so glad to receive Peter Morgan's mail and the news that I had won a scholarship! This chance gave me the opportunity to attend the workshop, to be independent of the Institute cost evaluation... and in this era, to have a scholarship is an important benefit! So, I have had the occasion to go deeper into the EAHIL world. Attending the EAHIL workshop is a good chance to exchange work experience with colleagues and to see other realities. These events represent a culturally bright context, full of challenge, essential to improve patient library service and gives me the opportunity to improve my professional skills and self confidence. EAHIL workshops were my first international work experience (the first in Istanbul and the last one in Brussels)... I suppose there are no better ways of starting to travel round the world, working with pleasant people and having fun learning a lot!!

In November I was in Toronto at Princess Margaret Hospital, to learn about patient education and public/patient health information and it was the right occasion to plan the project research for EAHIL! My Canadian colleagues and I worked so much and it was not so easy, especially for the difficulties due to the different time zone and the various work habits, but... to have a specific and definite objective (the EAHIL presentation) gave us the opportunity to create good synergy and realize an international project. So...thank you EAHIL!

The workshop was a perfect occasion to get to know new people and meet colleagues known only by email! It was interesting attending the PHIG meeting: the sharing of ideas and the promise of projects and collaborations with a small group of people was truly inspiring!! Especially due to the friendliness of the colleagues! It was surprising to run into a colleague the night of July 3 in the Grand-Palace! The commemoration was in progress: a spectacular procession leading to the Grand Palace. Involving about 1400 participants dressed in 16th-century costume, plus horses, flag-throwing, musicians and stage performances; it's a colourful reconstruction of a pageant laid on for Emperor Charles V and his family in 1549...and in the middle of this event, with thousands of people gathered for the event, I saw an EAHIL bag! EAHIL: a surprising magnet for people!



Zane Bruvere

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The four days at EAHIL's 2012 Conference in Brussels were wonderful and full of impressions. I would like to thank the EAHIL Board for the unique opportunity to attend the EAHIL Conference and Continuing Education Courses. I am much obliged to the Local Organizing Committee, who organized all social activities and helped everyone if there were any questions. Many thanks!

Impressions from the EAHIL 25th Anniversary Conference

New acquaintances amongst medical librarians from all over the world, incessant conversations and discussions, new knowledge – it seems that I spent a much longer time than four days in Brussels – this time was so full with good emotions and new knowledge. I think this was the answer to the CE course trainer Bonnie Heim's question in the course *Linking Librarians*: "Why do you need to meet others?" The Conference provided a great opportunity to meet people who have similar interests, who want to share their knowledge and experience with others, improve practical skills and to express their opinions and develop new ideas. I also attended Tomas Allen's course *Checklist Quality In-Depth Searching for Systematic Reviews*, and this course taught me that I should think more critically when making literature and information search strategy.

As a first timer it was very interesting for me to listen and find out facts about EAHIL history, which were described by Elisabeth Husem in an exciting and fascinating way. Very useful for me was and will be these particular presentation sessions: *Servicing our users*; *Outreach*; *New technologies*; *Library management and Evidence-based library and information practice* from which I got new ideas for my daily work, improving my knowledge, and listening to experience stories from my colleagues. I was glad about the posters' exhibition – it was interesting to find out more about various projects and research, and to speak face to face with the authors. From the library tours I chose to attend The National Bank of Belgium's library and I was excited to watch the film and listen to the story about the building's history and architecture, and to see its beauty and gorgeousness with my own eyes. The atmosphere was very friendly and amazing through all the days of the conference! Thank you all!



Riina Kuik

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This year I was one of the EBSCO-EAHIL scholarship winners. It made my participation in the EAHIL 2012 conference so much easier and I am very grateful to the EAHIL Board for the great opportunity of participating in the EAHIL 2012 Conference in Brussels, Belgium.

The days of the conference passed by very fast. On Wednesday I attended the Parallel Session B – *Servicing Our Users*. Among the other lectures, I found the lecture of our Finnish colleagues - *The Finnish Terveystietä Health Portal - Nationwide access to quality medical information* one of the most interesting. This kind of portal makes all kind of health and medical information easy to access.

I think that the most challenging part of my everyday work as an information specialist is outreaching to our clients - physicians et al. That is why I tried to pay attention to the Parallel Session C. Since I had attended earlier the Project of our Norwegian colleagues *Transfer of Knowledge*, it was very interesting to find out the successive progress of the project.

The sponsors of the conference always play an important role – that is why I found the sponsor's session on Thursday also very useful and interesting. In Parallel Session F I found the lecture concerning the self-efficacy tests by Ann DeMeulemeester from the University of Ghent the most interesting. Their experience is definitely worth following.

On Friday the course regarding 23 Things for EAHIL and the 1-Minute Poster Madness session were very professionally performed. I always admire professionals in any field of operation.

Impressions from the EAHIL 25th Anniversary Conference

One of my most important parts of my everyday work is to carry out courses in Evidence-Based Medicine and this is the reason I followed the Parallel Session H: *Teaching Information Literacy* very carefully. All of the courses contributed something useful and interesting, especially the lecture *Limits of Evidence-Based Medicine Revisited* by Guillemette Utard from Paris.

In addition to attending lectures, I presented a poster concerning the database of the publications by Estonian medical scientists. Unfortunately the presenting author of the poster Mrs Keiu Saarniit could not attend the conference this year.

As I mentioned before - the conference in Brussels was perfectly organised and the food was excellent. I believe that all participants felt the hospitality and kind atmosphere of the conference as much as I did. It is always great to attend this kind of event, meet the colleagues from other countries and share experiences and impressions. I will forever remember the beautiful days in Brussels and look forward to the next EAHIL event in Stockholm in 2013. Thank you, EAHIL!



Susana Henriques

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Attending EAHIL's 2012 Conference "Health Information Without Frontiers", at the Université Catholique de Louvain, Brussels, was a great opportunity for sharing experiences, meeting colleagues from other countries, and most of all learning and improving our skills as health librarians.

I would like to say thank you for all the support given by the EAHIL that honored me with a scholarship, made my participation possible, and gave me the opportunity of celebrating the EAHIL 25th anniversary in the very heart of Europe, surrounded by colleagues from different countries: the EAHIL family without frontiers.

It was a great scientific programme, thanks to the IPC. I am particularly interested in Information Literacy projects, because they pertain to the work I'm developing. Due to this, I've learnt a lot with the presented experiences. I especially liked the study presented by Ann de Meulemeester: *Self-efficacy tests are helpful in the acquisition of information literacy: A study in first year bachelor students*. I've returned home with new ideas that I can certainly apply at FMUL.

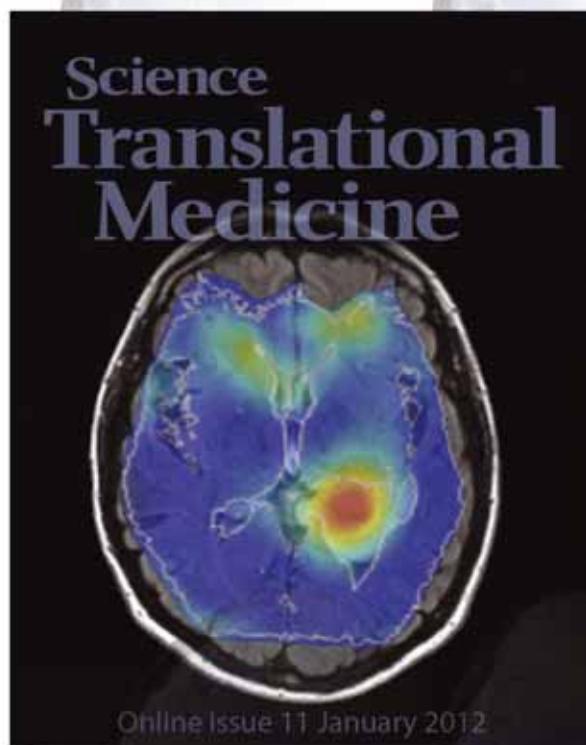
This was a special conference for me because I made my first ever international oral communication and my first "one minute madness". I have to express my deepest gratitude to Gus Van den Brekel, and Ann de Meulemeester, both of whom supported me. A special word to Ghislaine Declève and all the Local Organization Committee who were very professional and received us very well. I cannot finish without mentioning Dr. Henri Pastor Verhaaren, Chair of the International Programme Committee, who played an important role during these unforgettable days in Brussels, being a true ambassador not only of the conference, but also of the history and culture of Belgium.

Thank you all; I hope we can meet next year in Sweden.

Science Translational Medicine

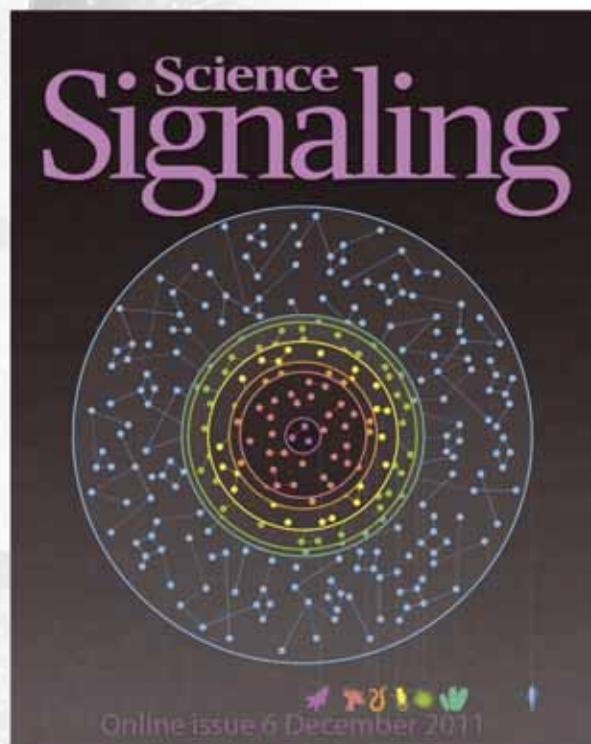
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EAHIL 25th Anniversary Conference

2-6 July 2012,
Brussels – Belgium:

*Health information
without frontiers*

Memories from Brussels

Welcome Reception

Following a day of discussions and workshops on day one of the conference, all delegates welcomed the chance to get together in a more relaxing environment. The welcome reception at the BOZAR in the City Centre of Brussels was just the place we needed. The Centre for Fine Arts has as a mission that *art and people must find and recognize each other, must interact with and enrich each other - for the greater happiness of all*. The ambience of the Centre certainly was felt by the EAHIL librarians who attended the welcome reception. There was a lively atmosphere and a buzz from people discussing the day's conference with friends old and new. The relaxed atmosphere, good food and wine gave us all a very enjoyable evening amidst splendid surroundings. Congratulations to the conference organisers for having the reception in such a wonderful place. Find out more about the history of Bozar at <http://www.bozar.be/home.php?bozar=home>

Sue Thomas

Health Promotion Library, Wales

Discussions round a Belgian Beer

It seemed like a great way to start a conference – a chance to meet up with colleagues, catch up on current issues and trends, while sampling the local products that have put Brussels well and truly on the beer lovers map. Being a visitor in a European capital can also lead to some hit and miss experiences, so even better to have the hard work of researching the best venues done for you, and not to have to worry about finding a seat! So, off to the first bar on the list – La Becasse – and the first example of the benefit of local knowledge – tucked away down a small alley, only the flickering neon sign pointing the way. It might not have been the first choice of a wary tourist. But once inside, all was well, with a welcoming host, familiar faces and new colleagues, ready to provide an evidence-based appraisal of the beers on offer. Despite some confusion about who should be paying for what, a not unfamiliar problem in a group outing, the first beers were consumed, and then off to the next on the list. At this stage the group went different ways, but turning up at our next choice, Falstaff, we found other EAHIL beer lovers already there, including a group of very cheerful veterinary librarians sitting outside in the warm Brussels evening, chewing the cud, as it were, on matters professional and other. And so on to another venue, admittedly the group getting slightly smaller each time – but of course I felt that I should stay to the end, in my capacity of scribe!



La Becasse

Ann Brice

NHS National Knowledge Service
Oxford, UK

Visibility and impact: how the library can promote the researcher's work: a CE course at the EAHIL Conference

It is a truth universally acknowledged that a researcher who has authored an article must want to promote the work within the scientific community to keep the research active, as well as to receive research funding. Tiina Heino and Katri Larmo (Information Specialists at Terkko – Meilahti Campus Library, University of Helsinki, Finland) stated in the abstract for their CE Course that the library “can be an integral part of promoting a researcher's work”. I was thus enticed to attend their presentation as the idea that a library can play a role in the publishing process, appealed to me. The presentation began with an introductory powerpoint presentation of the publishing process, including an overview of some social media tools that get scientists' *work noticed*. The sites mentioned were ORCID (Open Researcher & Contributor ID), F1000 Posters, Pinterest. We then had a demonstration of the services developed at Terkko library to promote their researchers' work. Lastly, but very important for my kinesthetic learning style, we had hands-on practice. For the hands-on session, the presenters had created a Wiki space, *visibility 2012*. This Wiki had all the participants' names, and the links to the social bookmarking tools we would be using in class: CiteULike, Connotea (Nature Publishing group), Mendeley and Altmetric. These free tools, designed for scientific collaboration and promotion, allowed us to store, organize, and share scholarly papers. While the instructors moved around the room to answer questions, the attendees had the opportunity to build a Wiki together. We created accounts with each visibility tool, and put their bookmarking buttons in the browser toolbar. We did an author search on Pubmed, selected one paper, and then, at a click of a button, added it to our *personal* library. Articles were imported one at a time, as it is not possible to select many at once. The citation details of the article were automatically saved for further reference. The entries can be tagged for an organized access later. The URL of these listings can be shared for others to access the articles. Mendeley, and CiteULike can be synchronized. Altmetrics was a fun metric tool for citations. It tracks the impact, around the world, of online scholarly articles on Facebook, Twitter, Blogs, Pinterest, Google+, CiteULike, Mendeley, and Connotea. The well organized pace of the course allowed for a practical introduction and easy exploration of some of the many impact resources available. The Terkko Library's team uses these tools to keep track of articles written by both medical researchers at the University of Helsinki and the University hospital. Making these links available on their Library's and the Medical Faculty's webpage is a marker to the importance that what happens after the research has been published, is an established truth, well fixed in the minds of scientists.

Ana Maria Ferrinho

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One Minute Madness - Friday 6th July 10.30-11.30

EAHIL introduced a new kind of plenary session this year, the *One Minute Madness* session. The session gave participants, especially those without an oral presentation, the opportunity also to present their project in 1 minute. At first, before the start of the conference, the possibility was offered to poster presenters to register for this *One Minute Madness* session. As not many participants registered, we decided to open the floor to all delegates who wanted to experience the same madness feeling and who wanted to inform their colleagues about a specific topic. How did we proceed? Every participant got one minute to make his point.



Countdown clock

The session leader kept track of the speaking time with a visual timer, a bell and the support of an interactive audience which encouraged the speaker at the start with 'Go for it' and gave a big applause when the speakers' time was up. For a lot of the presenters it certainly was a little stressful but this was unnecessary, because all the presenters did a perfect job, some in time and others, well... they really would have loved another minute. Fourteen poster presenters made the step to become famous: Kozakiewicz Witold, Astrid Kilvik, Sandy Campbell, Karina Sjögren, Raisa Livonen, Frederica Napolitani, Denise Koufogiannakis, Alison Brettle, Susana Henriques, Silvia Lopes, Sylvie Godel, Isabelle de Kaenel, Johanna Kuhn and finally Patrice Challon.



*A participant
at the 1 Minute Madness Session*

Medical Librarians Of the World, a platform *About what interests Health & Medical Librarians, developments and Trends* (<http://www.scoop.it/t/melow>), presented by Guus van den Brekel.

So, next time you see a “1 Minute Madness Session” on the program, do not hesitate or be shy, it is really fun to do and a great opportunity to place your project in the spotlights!

Ann De Meulemeester

Chair of the One Minute Madness Session

Visit to the National Bank of Belgium Library

This historical building dating from the late 19th century was recently refurbished and is now a splendid place. The National Bank library has been permanently based on the premises since 2010. It specializes in economics, finance and monetary policy. We had the pleasure of being shown the whole building thanks to a nice and enthusiastic librarian. We started the visit in the cellars, surrounded by private safe boxes, where we learned that the bank was designed by an architect from Brussels, Désiré de Keyser. The style of the building is eclectic with neo-Gothic influence as well as the use of modern building techniques such as the metal framework for the domes. The central window is 18 m high and is supported by a steel structure that forms a barrel vault. Two beautiful domes with window panes overlook the hall and the former counter room. Thanks to our guide, we could see these from the top by climbing up a narrow staircase into the attic where we could admire the counter room dome and its window panes. The most courageous ones climbed a ladder up to the rooftop and discovered the hall window panes. On our way back down to the hall we were able to appreciate the decorative sculptures which are perfect replicas of the old ones. Looking down to the floor we could see magnificent ceramic tiles in 19th century style. A contemporary touch of decoration was added with a colossal tapestry hanging in the banking hall designed by the young artist Pieter Vermeersh, on the theme of reflection and memory. The library has a unique collection of ancient books, as well as more than 100,000 specialized publications and subscriptions to 700 reviews, and also offers a large collection of online resources. The catalogue can be consulted on the library internet site. Anyone can visit the building; the reading room and the use of the library services are reserved for registered readers. Everybody enjoyed the visit—a lot of photos of ladies coming down the beautiful staircase with its bronze chandeliers were taken. This interesting building is located in a street whose name is full of reminiscences from the past: the Herbs Mountain Street:

Rue Montagne aux Herbes Potagères 57 - BE-1000 Brussels

00 32 (0)22 21 24 10

www.nbb.be/library

email: documentation@nbb.be

Guillemette Utard

Bibliothèque InterUniversitaire de Santé
Paris, France

Visit to the Royal Library of Belgium

The EAHIL conference participants were extremely lucky to visit The Royal Library of Belgium, sometimes nicknamed Albertina which is one of the most important cultural institutions in Belgium.



The Royal Library of Belgium

Its history dates back to the 15th century, under the reign of the Dukes of Burgundy. In 1839 it was first opened to the public. A hundred years later, the Belgian government decided to build a new library in memory of King Albert 1st. The cornerstone was laid in 1954 and the new building was inaugurated in 1969. It is noteworthy that the architects preserved the original Nassau Chapel which houses contemporary exhibitions. Just a few facts about its rich collections: more than 5 million books; 35,000; 200,000 maps, atlases and globes; newspapers; currencies; cards; music; archives; a museum of literature. The library is the depository for all books ever published in Belgium or abroad by Belgian authors.

We followed our enthusiastic guide round the library stacks and shelves including Libri prohibiti! We could were able to admire a permanent exhibition dedicated to the history of the culture of the book and the written word - LIBRARIUM – with its original and contemporary scenographic presentation, covering the history of the book, the variety of scripts and styles of writing, the link between text and image. The exhibition opened in 2010 shows libraries as places of knowledge preservation and a memorial to mankind.

Jarmila Potomkova

Palacky University Medical Library, Olomouc, Czech Republic

Library Visit - our impressions (Université Libre de Bruxelles, Humanities Library)

On Thursday July 5, in the afternoon, a group of 14 colleagues travelled by metro and tramway from the Université Catholique de Louvain campus in Brussels to the Free University of Brussels main campus. They all had an appointment with a local librarian, Luc Verdebout, to visit the Humanities Library building. This is located in the middle of the main University campus, indicating the essential role adopted by libraries in contemporary university institutions.

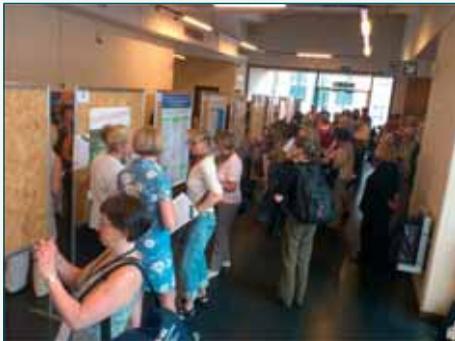
The building housing the library, erected in 1993-1994, is attached to the central section of the University's historic building. The building's innovative design – a triangle shape – is sub-divided into theme-based levels. The EAHIL conference participants were shown some remarkable places in the building: stacks, newspaper room, music room, conference room, social sciences level and, in the old building, the old reading room now with empty shelves. After the library visit, the group



EAHIL participants at the Humanities Library

had a drink in a café nearby the campus, waiting for the Gala Dinner coach to pick them up. They enjoyed a relaxing time just before crossing the campus again, from West to East, under a heavy summer shower, to Louvain-la-Neuve where they were able to experience another chapter of this Conference week.

Ghislaine Declève





25 for 25: EAHIL's 25th Anniversary

Twenty-Five for Twenty-Five: European Content from the Health Information and Libraries Journal

As the leading European peer-reviewed journal for health information and libraries, the *Health Information and Libraries Journal* is delighted to be able to join the *European Association for Health Information and Libraries* in celebrating its 25th anniversary.

Health Information and Libraries Journal (HILJ) has been publishing papers from across Europe since it was first published under the title of *Health Libraries Review* in 1984. We are therefore delighted for this opportunity to share with you a selected collection of 25 papers, representing the breadth of European writing published within *HILJ*, to mark this special occasion.

Maria J. Grant

Editor, Health Information and Libraries Journal

Email: m.j.grant@salford.ac.uk Twitter: [@MariaJGrant](https://twitter.com/MariaJGrant) [@HILJnl](https://twitter.com/HILJnl) [#hilj](https://twitter.com/hilj)

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 2. [The impact of electronic resources and new technology in academic medical libraries in Romania](#)
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 3. [Information literacy in continuing professional development of medical practitioners: a Croatian example](#)
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 5. [Searching the Polish Medical Bibliography \(Polska Bibliografia Lekarska\) for trials](#)
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 6. [Collection policy management for the Kuopio University and Kuopio University Hospital, Finland: detecting the needs of users and developing high-quality collections](#)
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 7. [Health check for Latvia: opportunities for information professionals in a new democracy](#)
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11. [Searching a biomedical bibliographic database from the Ukraine: the Panteleimon database](#)
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EAHIL WORKSHOP June 12-14 2013

Want to know more about what future trends and challenges face health libraries? Want to help come up with strategies to assist your library in meeting these challenges? Then the EAHIL 2013 workshop is for you!

Call for submissions

The EAHIL WORKSHOP 2013 will be organized as interactive discussion sessions on a range of trend topics. This means there will be no regular call for papers or posters.

How would you like to contribute to the workshop? Submit your choice of trend topics below between 1 September and 31 October 2012.

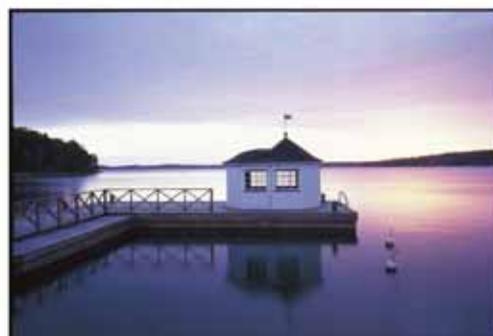


Photo from Vår Gård



Photo from Vår Gård (Thomas Nixon)

Trend Topics

- Technological developments
- Sustainability
- Increasingly heterogeneous user groups
- Funding distributed according to quality
- From teaching to learning
- Scientific communication in change
- Openness and accessibility
- Information overload

The workshop will be held at scenic *Vår Gård*, situated in the beautiful archipelago of Stockholm.

For further details please visit the Workshop website kib.ki.se/eahil2013

[Collected during May 2012 to July, 2012]



Benoit Thirion

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The goal of this section is to have a look at references from non-medical librarian journals, but interesting for medical librarians (for lists and TOC's alerts from medical librarian journals, see: <http://www.chu-rouen.fr/documed/eahil67.html>)

Free full text

1. Pasceri E. **Analyzing rare diseases terms in biomedical terminologies**
JLIS.it - the Italian Journal of Library and Information Science 2012 [cited 2012 July 13];3(1)
Rare disease patients too often face common problems, including the lack of access to correct diagnosis, lack of quality information on the disease, lack of scientific knowledge of the disease, inequities and difficulties in access to treatment and care. These things could be changed by implementing a comprehensive approach to rare diseases, increasing international cooperation in scientific research, by gaining and sharing scientific knowledge about and by developing tools for extracting and sharing knowledge. A significant aspect to analyze is the organization of knowledge in the biomedical field for the proper management and recovery of health information. For these purposes, the sources needed have been acquired from the Office of Rare Diseases Research, the National Organization of Rare Disorders and Orphanet, organizations that provide information to patients and physicians and facilitate the exchange of information among different actors involved in this field. The present paper shows the representation of rare diseases terms in biomedical terminologies such as MeSH, ICD-10, SNOMED CT and OMIM, leveraging the fact that these terminologies are integrated in the UMLS. At the first level, it was analyzed the overlap among sources and at a second level, the presence of rare diseases terms in target sources included in UMLS, working at the term and concept level. We found that MeSH has the best representation of rare diseases terms.
Available from: <http://leo.cilea.it/index.php/jlis/article/view/urn%3Anbn%3Ait%3Aunifi-3869>
2. Alison KA *et al.* **Factors affecting utilisation of electronic health information resources in universities in Uganda**
Annals of Library and Information Studies 2012 [cited 2012 July 13];59(2):90-6
This article reports on a study done on electronic health information resources (e-resources) usage in three universities offering medical education in Uganda. One of the objectives of the study was to investigate factors influencing utilisation of e-resources, which this paper set out to examine. Data was gathered through

interviews, questionnaires and citation analysis. Graduate students, teaching staff/ researchers, heads of departments and librarians participated. The ATLAS.ti and Excel programs were used to analyse the qualitative and quantitative data respectively. The study revealed that utilisation of e-resources was influenced by human and institutional factors. While usage was low, there was a significant relationship between usage and information literacy. Addressing factors that affect utilisation of e-resources improves study, research, and ultimately patient care. While healthcare providers will make informed clinical decisions, quality of research and student grades will improve. It will guide curriculum development and/or revision in those fields and guide policy formulation in setting up minimum standards for libraries in universities. E-resources are important in medical education because they support study and research. Addressing their utilisation therefore improves library services, study, research and ultimately, healthcare.
Available from: <http://nopr.niscair.res.in/handle/123456789/14435>

3. Gokhale P *et al.* **Retrieving patents: an overview for pharmaceutical industry**
DESIDOC Journal of Library & Information Technology 2012 [cited 2012 June 5];32(3):220-7
Patent system worldwide, as known today, is about two hundred years old and existed in some format least about four hundred years ago in parts of Europe. However, over the last twenty years the volume of patents has grown phenomenally with interdisciplinary and complex subjects and the existence of internet makes most of the information available in some form or the other and has thus made the searchers' quest more difficult. Thus, patent search has attained much greater significance as it is always interlinked with commercial gains. India too has observed a quantum leap in patent applications in the last decade. Organisations are attaching greater importance to patent filing and thus for patent searching too. Patent search, as a profession has attained a significant position in the area of intellectual property. There has been several attempts to simplify and make the patent search more efficient and effective. The present paper provides an overview of the same.
Available from: <http://publications.drdo.gov.in/ojs/index.php/djlit/article/view/2378>
4. Kumar K. **Establishment of institutional mechanism for building national repository in Health Sciences**
DESIDOC Journal of Library & Information Technology 2012 [cited 2012 June 5];32(3):277-284
National consolidation of published and unpublished literature in the field of biomedical sciences can play a major role in scholarly communication to help the end users in providing research published in the country. Institutional repositories are a good approach for a cost-effective publishing with a cooperation and participation of each institution for capturing, preserving, managing, and nurturing the discussion. In turn, metadata can be harvested centrally to access the digital information of common interest whereas individual libraries should be able to preserve digital assets. Institutionalisation mode has been recommended for building national digital repository system for the country. The public funding should be provided to apex body so as to formulate the requisite policies for the spread of open access movement in the country and also formulate a long term sustainable model for building national level system in the country.
Available from: <http://publications.drdo.gov.in/ojs/index.php/djlit/article/view/2386/1267>

Abstracts only

1. Beck S *et al.* **Partnership for the advancement of information literacy in a nursing program**
Community & Junior College Libraries 2012 [cited 2012 July 13];18(1):3-11
Nursing educators know that healthcare stakeholders expect nursing graduates to be able to manage information. Consequently, many nursing education programs are exploring ways of integrating information literacy across the curriculum not only to bolster evidence-based practice, but also to enhance professional development and encourage lifelong learning. By adding collaborative efforts between librarians and nursing educators, nursing students will be better prepared to meet workforce expectations, complete high stakes writing assignments, and will become active decision makers. This study describes a collaborative effort between nursing and library faculty in the quest to integrate information literacy in an Associate Degree nursing program.
Available from: <http://www.tandfonline.com/doi/abs/10.1080/02763915.2012.651957>

2. Keogh P. **Resource use by pharmacy graduate students: dissertations and theses as collection development tools**
 Science & Technology Libraries 2012 [cited 2012 July 13];31(2):200-229
This citation analysis of locally produced theses and dissertations was undertaken to discover the identity and characteristics of resources most used by graduate students in the College of Pharmacy. Resources are examined for material type, age, and subject dispersion. Core lists of frequently used titles – both journals and monographs – were developed. The presented data should assist in decisions regarding acquisition and retention. The study may interest others who are planning local citation analyses as well as those interested in pharmaceuticals.
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3. Stankus T *et al.* **The anatomy of nursing LibGuides**
 Science & Technology Libraries 2012 [cited 2012 July 13];31(2):242-255
This analysis compares LibGuides in nursing from 50 different US institutions, spread across 30 states and balanced in terms of regions. It has equal shares of US News & World Report top-rated and unrated schools of nursing and includes associate degree in nursing, bachelor of science in nursing, and graduate programs. Data on LibGuides authorship and ranking of the most common instant messaging services, databases, point-of-care resources, books, journals, nursing-related websites, and instructional videos recommended within these LibGuides are presented. Though larger, nationally rated university nursing schools with graduate programs that share libraries with medical schools tend to feature more research resources on average, the organization and visual appeal of LibGuides seems more likely dependent on the personal design preferences of its librarian authors rather than institutional type, size, or ranking status. Evidence-based nursing, however, has become one of the most commonly emphasized themes in virtually all LibGuides from whatever program.
 Available from: <http://www.tandfonline.com/doi/abs/10.1080/0194262X.2012.678222>

4. Jacsó P. **Using Google Scholar for journal impact factors and the h-index in nationwide publishing assessments in academia – siren songs and air-raid sirens**
 Online Information Review 2012 [cited 2012 June 25];36(3):462-78
Purpose – Google Scholar has been increasingly used in the past six to seven years as a highly efficient information source and service by librarians and other information professionals. The problem is when Google Scholar is touted and used as a bibliometric/scientometric tool and resource in the assessment of the quantity (productivity) and quality (impact) of research publications, in formal and informal ways, for decisions related to tenure, promotion and grant applications of individual researchers and research groups, as well as in journal subscriptions and cancellations. This paper aims to examine this issue. Design/methodology/approach – The paper discusses the use of Google Scholar for journal impact factors and the h-index in nationwide publishing assessments in academia. It focuses on the issues of access and excess in Google Scholar: the innate limits of Google Scholar and those imposed by its developers on the users. Findings – The paper reveals that issues of access and excess in Google Scholar prevent the researchers from doing appropriate content analysis that the best librarians and other information professionals do systematically to discover the pros and cons of databases. The excess content grossly dilutes the originally worthy collection of scholarly publications. The accuracy, reliability and reproducibility are essential for realistic research assessment through the prism of the quantity (publication counts) and quality (citation counts) of scholarly works. Unfortunately the metadata created by Google Scholar is substandard, neither reliable nor reproducible and it distorts the metric indicators at the individual, corporate and journal levels. Originality/value – The paper provides useful information on the use of Google Scholar for journal impact factors and the h-index in academic publishing.
 Available from: <http://dx.doi.org/10.1108/14684521211241503>

5. Hightower BE *et al.* **Weeding nursing e-books in an academic library**
 Library Collections, Acquisitions, and Technical Services 2012 [cited 2012 May 4];36(1-2):53-7
Libraries supporting health sciences programs must periodically weed collections to remove outdated materials. Both print and e-book collections should be weeded. This article outlines the process Auburn Montgomery librarians followed to weed the NetLibrary e-book collection supporting the School of Nursing curriculum. The nursing courses are taught primarily online or as hybrid courses, increasing reliance on remotely accessible electronic resources. While this e-book weeding project is focused on a specific subject area and the number of e-books weeded is small, the basic method can be applied to larger e-book weeding projects in subject areas other than nursing.
 Available from: <http://www.sciencedirect.com/science/article/pii/S1464905511000686>

The library is my Google



Oliver Obst

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A lesson in team-building and critical thinking

Are you the head of a library? Have you been trained in leadership? I studied for almost nine years, but there was no information on this subject – neither at the Biological Sciences Faculty or at the library school. All of a sudden I was Head of a faculty library with a staff of 12 people. Nobody told me how to motivate them, how to inspire them, how to convince them that I knew everything and that they should follow me without question. I tried to convince them using my knowledge, but nobody completely bought that. To my big surprise they did not blindly follow the ideas of this newbie, but were rather critical towards them – you cannot imagine my frustration! And that happened to almost all my ideas – even the most promising ones. So my way of becoming a leader was a stony path of trial and error and learning by doing. Yes, this takes years of experience and I am still learning. A bit more insight and training in leadership and team-building at the beginning would have been highly beneficial for both me and my staff. One thing is clear, I learnt that satisfied, thoughtful employees are crucial for providing high quality services, especially in this fast changing information environment and this is where good leadership is essential. As part of this journey, I decided to get some professional support to overhaul our services using a team approach. We were pleased to secure the expertise of an experienced knowledge and project manager for leading European academic libraries from Proud2Know (1) to lead the workshop. The staff of the Branch Library of Medicine, Münster (2) spent an entire day working intensively on ways and means to improve current library services, particularly focussing on how to better understand and meet the information needs of the over 1,200 faculty researchers and physicians.

The team as a strong unit

The workshop began with a team-building exercise, consisting of a game which identified staff strengths. This served to help empower each participant to engage in the process of change during the workshop. Two other measures were set in place to support that goal: first, all library staff members took part in the workshop to ensure that everyone could provide input, and second, the head of the library was generally banned from talking, apart from acting as a recorder of the events.

Learning from experience

The team began by working out what a typical working day of selected medical faculty looks like and where, over that day, the library currently offers its services. As preparation, the library had interviewed several researchers such as a pathologist and an orthodontist about their typical working day and presented the results to the group.



Fig. 1. Staff of the Branch Library of Medicine Münster at the workshop.

Strengths and weaknesses

Library staff then explored the current complete service offer, highlighting the library's strengths and weaknesses based both on evidence from systematic evaluations and anecdotal feedback. For this purpose, each staff member wrote down the services he/she was involved in. All services were then mapped to a Venn diagram's overlapping circles of 1) what was important to the researcher, 2) what the Library was good at and 3) what services were unique. It turned out, after some discussion, that most services were regarded both as important and good. Services which were important but not good were marked for improvement, such as the structure and content of the homepage. The accuracy and speed of the services were mentioned too. Literature searches were regarded as good but not important, because almost all researchers are performing these by themselves. Two services were regarded as unique: a fast document delivery service called RAPIDOC, and iPad lending.

The researcher's viewpoint

A role-playing exercise closed the session on the current status of library services, with staff putting themselves in the researcher's shoes to observe how they communicated, perceived and interacted with the current library services. Results from this session showed that researchers are unaware of some services such as E-Books, article delivery, and IT support. These were joined with other findings of the day as a basis for future improvement plans for the library. Pragmatic solutions to the questions raised came from all levels of the organization, which will help by feeding into plans for improvement. For example, better marketing, alerting services, lunch and learn sessions, and a library appliance for smartphones.



Fig. 2. Staff members explaining the working day of a clinician.

The library is my Google

Before future planning began, the team had a brainstorm session to develop a slogan to reflect what the library would like to be known as by its researchers in the future. Some of the statements thrown up were: "The Library is my personal literature adviser", "The Library is absolutely indispensable" and "The Library is my Google". A very positive outcome was the enthusiasm of the staff. Almost all regarded their job as highly valuable and the library as a real treasure for the faculty.

Onto the next level

The rest of the day was dedicated to building on the lessons learnt on the status quo of current research support services. Questions were raised such as *What are our limits for satisfying the never ending demands of the researcher? As we have been educated as librarians not as physicians, can we provide medical information?* Before discussing brand new services, and based on the earlier Venn diagram results, staff then voted for an existing service that could be terminated or at least reconsidered to make room for new services. Not surprisingly, almost everyone hesitated to cut services, especially the ones they provide themselves. New services mentioned ranged from a mobile lending unit, a wellness space with no access to phone lines and the internet, and subject specific alerting services.

Conclusion

To summarize, it was very beneficial for the library team to have the space and opportunity to share their opinions on how to improve library services without the librarian dominating the discussion. By the end of the day we were impressed by the amount of knowledge we held collectively and how much we had learnt about the researcher's viewpoint. I believe the staff is now very much more motivated and excited about what is ahead and keen to take the library a step forward in future. As one staff member put it: *Today brought new energy into the library. Let's continue with it.*

We have since installed some internal task forces to take plans forward. We also plan to have such workshops on a regular basis. Fortunately, the Faculty is proud of the library and supports us on our journey ahead.

Reference

1. www.proud2know.eu
2. www.zbmed.ms

Letter from the President



Peter Morgan

Medical Library
Cambridge University Library, Cambridge, UK
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Dear Colleagues,

In some respects the memories of our 25th Anniversary Conference held early in July in Brussels are already fading all too fast, but I'm sure all who attended will have taken enormous pleasure from the event, enjoying the stimulating programme, making new friends, and savouring the cultural delights of Brussels, and many of these memories will linger long. Ghislaine Declève and the Local Organising Committee are to be congratulated on rising so successfully to the challenge of hosting the event. EAHIL prides itself on being a forward-looking organisation but our 2012 annual meeting was noteworthy *inter alia* because in addition to the usual range of conference activities it was an occasion to celebrate our past, with two events in particular standing out. First, Elisabeth Husem, one of EAHIL's most distinguished Past Presidents, opened the conference with a review of the past 25 years. She recounted the discussions that led to the Association's foundation meeting at IFLA in Brighton in 1987, and described the rapid growth in its membership and range of activities during the subsequent years, with landmarks such as the expansion of interest among East European colleagues, the first conference in 1988 (also in Brussels), the transformation of the Newsletter into a Journal, and the highly successful decision to abandon subscription-based membership in favour of a free membership structure that preserved the Association's financial stability. (You can find more detailed information on EAHIL's history in a series of articles published in the 20th Anniversary issue of the Journal of EAHIL [1].)

Then, during the 2012 General Assembly, we were able to announce the winners of the two 25th Anniversary Research Grants, each worth 10,000 euros for a 1-year project. The Board had announced these grants (the brainchild of our Treasurer, Manuela Colombi) as a special Anniversary initiative, appointing an international panel of expert assessors (Chiara Bassi, Alison Brettell, Ulrich Korwitz, Jarmila Potomkova, and Franco Toni) to evaluate the applications against a range of criteria, including feasibility, originality, and the potential benefits both for EAHIL and for the participant's institution. We were delighted to receive thirteen project proposals, from which the panel eventually selected two winners. They are Janet Harrison from Loughborough University (UK) for a project entitled "European Health Library Quality Standards: A Model"; and Barbara Sen from the University of Sheffield (UK), for a project entitled "Health Information Professionals, Their Roles, and Contribution to Health Care".

The General Assembly was also the occasion of a number of other awards. They included certificates for the recipients of the six 2012 Scholarships sponsored by EAHIL and EBSCO, each being worth 500 euros towards the cost of attending the Conference. These scholarships are awarded competitively and this year's winners,

selected by the Board, were Zane Bruvere (Latvia), Karin Byström (Sweden), Chiara Cipolat Mis (Italy), Susana Henriques (Portugal), Rebeca Isabel (Spain), and Riina Kuik (Estonia). For the second year a JEAHIL Scholarship, also for 500 euros, was awarded by the Journal editors to the author of the best paper published in 2011, Maurella della Seta (Italy).

As at every annual meeting, there were awards for the participants who were judged by panels of assessors to have contributed the best presentations and posters. This year's winners were: Best Oral Presentation: Daisy de Sutter (Belgium); Best Oral Presentation by a First-Time Attendee: Denise Koufogiannakis (Canada); Best Poster: Karin Byström (Sweden); Best Poster by a First-Time Attendee: Sandy Campbell (Canada). Sandy's poster also won an additional prize (an iPad) in this same category awarded for the first time by SAGE Publications. There was a further commendation in the Best Poster category for the poster submitted by Jarmila Potomkova (Czech Republic), who was not eligible to receive an award as she was a member of the panel of assessors.

The General Assembly culminated in the announcement of the two latest EAHIL Awards, which are given annually by the Board to honour outstanding service to EAHIL and to European health-care librarianship. The EAHIL Award for 2011 was given to Päivi Pekkarinen (Finland) in recognition of her long-term contribution to international librarianship, and in particular for her instrumental role in starting EAHIL's Public Health Special Interest Group and for acting as EAHIL's representative to IFLA. Unfortunately Päivi was unable to be present as she was fulfilling a commitment to help with the organisation of this year's IFLA Conference in Helsinki; but we were able to inform her in advance, and to relay her message of thanks to the audience in Brussels. The EAHIL Award for 2012 was given to Pat Flor (Norway) in recognition of her tireless work on EAHIL's behalf, particularly in organising Continuing Education Courses and in serving as an indispensable member of International Programme Committees for a long succession of EAHIL's annual meetings.

We were delighted to be able to report a further imaginative and very welcome initiative launched to mark our 25th Anniversary. Following discussions with the editorial staff of the *Journal of EAHIL*, the *Health Information and Libraries Journal (HILJ)*, published by Wiley, announced that it would contribute to the celebration by providing free access to a selection of 25 papers from across Europe that *HILJ* and its predecessor *Health Libraries Review* had published. The full list of papers appears elsewhere in this issue and can be accessed directly via the *HILJ* website (2).

Among the further highlights of the General Assembly was the announcement that the EAHIL Board had approved a proposal to hold the 2014 Conference in Rome in June. Italy has hosted three previous EAHIL annual meetings (in Bologna, Alghero, and Palermo) and those of us fortunate enough to have attended them will already be looking forward eagerly to another memorable Italian experience. Confirmation of the exact dates and further details will be announced in due course.

The General Assembly also received the confirmed result of the recent elections for President (2013-14) and Executive Board (2013-16). Lotta Haglund (Sweden) has been elected as President with 183 votes, and she will be joined on the Board by Tuulevi Ovaska (Finland), formerly a co-opted Board member (177 votes), Ghislaine Declève (Belgium) (175 votes), and Maurella della Seta (Italy) (172 votes).

Although past elections have been conducted largely via the Journal, shifts in the Journal's publication schedule mean that this year the election process will be conducted largely through the EAHIL-MAILING discussion list, beginning with the call for nominations at the beginning of September. When the elections for President and Board were held earlier this year we were disappointed that there were not more candidates - in fact we had only sufficient candidates to fill the vacancies (and then only thanks to some hard work by the Nomination Committee). The EAHIL Councillors form an important link between the Executive Board and the membership in each country, and we saw a good example of this during the Council meeting held during the Brussels

conference, when there was a very lively and constructive exchange of ideas. Service on the Council can provide an excellent way of becoming more involved in the Association's affairs and can be a good preparation for becoming a Board member. So do think seriously about offering to stand for election, or about persuading a colleague to do so.

One of the topics discussed during the Council meeting was the use of the English language as EAHIL's standard medium of communication. In the Association's early years several EAHIL conferences offered simultaneous translation facilities, and the Newsletter of EAHIL was published in English and French until 2002. But as English has come to dominate our proceedings, so we need to recognise that in consequence a lack of fluency in English has made it harder for some members to play a full part in EAHIL activities such as attending English-only conferences, or becoming Councillors, or writing for the Journal. While there are still strong arguments for using English as the norm, we need to explore ways of ensuring that other languages are not completely ignored. With this in mind the Board have recently agreed that EAHIL should accept an invitation to become an Associate Member of the Civil Society Platform to Promote Multilingualism (3), which is supported by the European Commission. This will enable us to share ideas with other organisations, to learn from their experience, and to contribute our own thoughts on how best to avoid excluding members from participating in all aspects of EAHIL's activities.

References

1. EAHIL 1987-2007: Happy Anniversary! Journal of EAHIL. 2007 August [cited 2012 July]; 3(3), 9-24, 32-3, 41-53 http://www.eahil.net/journal/journal_2007_vol3_n3.pdf
2. Twenty-Five for Twenty-Five: European Content from the Health Information and Libraries Journal. Health Information and Libraries Journal [cited 2012 July]; http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291471-1842/homepage/25_for_25_eahil_s_25th_anniversary.htm
3. European Commission. Civil society platform. [cited 2012 July]; http://ec.europa.eu/languages/orphans/civil-society-platform_en.htm

Elections for the EAHIL Council 2013-16

Elections for the EAHIL Council 2013-16 are being held this Autumn. The call for nominations, lists of candidates, and voting instructions will be issued to all members by email as follows:

- 1 September 2012: Call for nominations
- 15 October 2012: Deadline for receipt of nominations
- 31 October: Deadline for candidates to supply an election statement
- 1 November 2012: Election starts - voting via the EAHIL Membership Database
- 30 November 2012: Election closes

Early December 2012: Announcement of the results.

25th Anniversary of EAHIL foundation EAHIL research project grants

To celebrate the 25th Anniversary of the foundation of EAHIL the Board decided to offer a substantial grant for projects which were to be strongly related to the activities and aims of EAHIL and which should also increase and complete the competences of the applicants and be of benefit of his/her institution and to EAHIL. Announced in the *JEAHIL* in the last issue for 2011, there was an interesting number of applications, from different countries: Albania, Estonia, Finland, Italy, Spain and the UK. The projects were submitted using Formdesk tool, and had to follow a given scheme to describe the area of interest, the scientific reasons to support the project and the scientific evidence of the innovation. The Board identified a panel of experts to evaluate the projects: Mr. Ulrich Korwitz (Germany), Mr. Franco Toni and Mrs. Chiara Bassi (Italy), Mrs. Alison Brettle (UK) and Mrs. Jarmila Potomkova (Czech Republic). They defined a grid to evaluate the proposal consisting of the following items: Form, Originality, Feasibility, Benefits for EAHIL and Benefit for the Institution with marks from 1 to 10 for each item. With 200 and 197.5 points respectively and both with high relevance for EAHIL the two winners were:

- **Mrs Barbara Sen**, University of Sheffield with the project entitled: *Health Information Professional, their roles, and contribution to health care*
- **Mrs Janet Harrison**, Loughborough University with the project entitled: E-HLQS – European health library quality standards: a model.

CONGRATULATIONS!

The Board expects now to see full project management reports, indicating the steps and the timelines to complete the projects in one year. This is of utmost importance as the payment of the grant, in two 6 month *tranches*, is linked to the accomplishment of the project. The Board's expectations are that the winners are able to start actively working on their projects by September 1st, 2012. We all will see the outcome of our colleagues' work in the next issues of *JEAHIL* or at the next EAHIL workshop/conference.

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News from the EAHIL CAM SIG

The CAM SIG was established in June 2010 at the Lisbon EAHIL conference and there were 5 participants at the meeting. The group met a second time in May 2011 in Utrecht (NL). There were 13 participants, as the meeting coincided with the meeting of the Documentation subcommittee of the European Committee for Homeopathy.

In preparation of the CAM SIG meeting in Brussels, we tried to get ourselves known by means of:

- press releases which have been sent to the main CAM journals;
- personal letters which have been sent to the main CAM organisations;
- notes which have been posted to an email list of German librarians.

We received some interested reactions, but only 3 people participated in the CAM SIG meeting in Brussels. This may also have been caused by the unfortunate scheduling of the meeting, a day before the start of the actual conference. From talking to people at the CAM SIG meeting and at the conferences in Lisbon and Brussels, we felt that there is a need for high quality information sources on CAM literature and CAM journals. From the EAHIL survey of 2004 we know that 6.4% of the respondents would like continuing education / professional development in alternative health. 40.2 % indicated they want evidence-based librarianship. We thought we could combine both and offer our expertise to health information professionals. A first step in this direction was done by a poster presentation about a main CAM literature database. The CAM SIG members will discuss, if more information sources could be provided on the EAHIL homepage and whether or not it is useful to continue with the CAM SIG.

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Report from the Public Health Information Group (PHIG) meeting at the EAHIL 2012 25th Anniversary Conference



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The Public Health Group's Meeting on Tuesday 3rd June gathered a group of 12 colleagues from the Czech Republic, Finland, Italy, Netherlands, Russian Federation, Serbia, Slovenia, Switzerland and United Kingdom.

The meeting was chaired by group's Co-Chairs Tomas Allen (WHO Switzerland) and Sue Thomas (Wales, UK). At the beginning, Tomas summarized the situation on the possibility of Switzerland to host EAHIL 2015 Workshop: there is a positive attitude towards it, but due to organizational changes and economically difficult times there is no institution able to take the lead in organizing. So it remains to see if the Workshop will be arranged in Switzerland or in some other country. Tomas also gave an update on current topics in WHO. Just to choose one of the many interesting things: WHO Library is launching the WHO Institutional Repository for Information Sharing (IRIS) as its digital library. IRIS provides free access to the WHO's publications, technical documents and more. Its interface and contents are available in Arabic, Chinese, English, French, Russian and Spanish. Users may also set up RSS feeds to receive alerts of new content. Access to IRIS: <http://www.who.int/iris>.

Chiara Cipolat Mis (Italy) reported about the successful activities in patient information support at the Scientific and Patient library in the National Cancer Institute, Aviano, Italy. The starting point of all is to empower the patient and make the patient the real actor of the care process. At the moment especially Narrative Based Medicine and CIGNOweb – a database of cancer and other patient information in the Italian language are the featured themes. CIGNOweb is a project initiated by Scientific and Patient Library, Centro di Riferimento Oncologico, Aviano, Italy. It will be online from September and the beta version will be presented to IFLA – Health and Biosciences Libraries Section Satellite Meeting on 10th August in Helsinki <http://blogs.helsinki.fi/ifla-satellite/>. Inspired by Chiara's report we also discussed narrative based medicine more generally and took a look at the British website specialized in this: Healthtalkonline <http://www.healthtalkonline.org/>.

The meeting received good news also from Slovenia: Vesna Cafuta (Slovenia) told us about the successful pilot project *Public Libraries for Public Health*. The project was finished with the establishment of Health Corners in two public libraries. They offer a new and more systematic approach to providing better health information service to the users, with a collection of trustful consumer health resources and help from librarians or health professionals trained in information searching and information delivery. The report can be seen on our group's web page: <http://www.eahil.net/PHIG-meetings.html>.

As one of the possible future activities for PHIG, we identified reviewing and complementing MeSH's public health related terminology. This could maybe be done in cooperation with MLA. With regard to the translations of MeSH, there could be possibilities for fruitful cooperation with EAHIL's MeSH SIG. At the meeting we also got a group of active volunteers to coordinate the efforts to make Public Health more visible in the future EAHIL Conference's programme.

The minutes of our meeting have been published on our group's website: <http://www.eahil.net/PHIG-meetings.html>. We would like to thank the Brussels Conference LOCOG for an excellent conference, and also for being always so helpful and friendly with all the arrangements for our meeting!

Medical Library Association report for EAHIL



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MLA 12: May 18th – 23rd Seattle, Washington, USA: Growing Opportunities; Changing our Game.

The MLA in Seattle was a great conference with many interesting papers and excellent presenters and speakers. The first plenary session by Steven Johnson was outstanding and dealt with the topic of where good ideas came from and used some interesting examples to support this conjecture. His use of the work of John Snow in combating cholera in the 19th century was particularly pertinent for me as I work less than a mile away from Broad Street where Snow carried out his work into cholera prevention. He used many interesting examples of collaborative working and the idea of the London coffee houses as places where the Enlightenment started and was nurtured.

Mark Funk was this year's Janet Doe lecturer and his textual analysis of the *Bulletin of the MLA* from 1961 to 2010 was as enlightening as Steven Johnson's talk. As always his talk was very informative, amusing and included audience participation including polling via audience members' smart phones. I would recommend that you try to get a look at his presentation.

The last plenary speaker was T R Reid, a well known documentary maker and reporter. He spoke about the health care reforms in the US and was both knowledgeable and thought provoking on the subject. This was followed by a panel discussion about comparative effectiveness research and the demands of identifying literature in this area.

Alongside the plenary sessions there were the usual array of very good contributed papers and posters, business meetings and CE courses. I particularly enjoyed Dr Jeffrey Drazen's talk about 200 years of the *New England Journal of Medicine*, which was delivered in his usual witty but incredibly well informed style.

The social events were enjoyable as always and the farewell reception at the EMP was unbelievable! Not only was it a stunning location but there was also an exhibition on the history of the guitar and exhibits where you could actually play guitars, pianos and drums – so well worth the entrance fee if you are in Seattle.

Start now to plan your trip to Boston in 2013 not only for MLA but also ICML, ICLC, and ICAHIS!

MLA '13: Update Your Abstract Submission

Have you received an acceptance for a paper or poster for MLA '13? Don't forget to update your results and conclusions, and to make sure your author and coauthor information is complete. The site will be closed to further updates on December 9.

Cunningham Fellow Wraps Up Study in the United States

Midrar Ullah recently completed his 2012 Cunningham Memorial International Fellowship. Librarian and literature search officer at the Army Medical College, National University of Sciences and Technology, Pakistan, Ullah

observed programs and services provided by the Gelman Library of the George Washington University Washington Hospital Center and the National Library of Medicine between May 3 and May 23. Ullah's objectives for this fellowship focused on instructional and outreach services and use of social media for library services. He also attended MLA's annual meeting in Seattle. You can read the report of his visit on MLANET (http://www.mlanet.org/awards/grants/report_on_cmi_fellowship_2012.pdf).

New Funding Opportunity for Small Projects

The National Library of Medicine (NLM) announces a funding opportunity for small projects to improve access to disaster medicine and public health information for health care professionals, first responders, and others who play a role in health-related disaster preparedness, response, and recovery.

NLM is soliciting proposals from partnerships that include at least one library *and* at least one non-library organization that has disaster-related responsibilities. NLM encourages submission of innovative proposals that enhance mutually beneficial collaboration among libraries and disaster-related agencies. For example, projects may increase awareness of health information resources, demonstrate how libraries and librarians can assist planners and responders with disaster-related information needs, show ways in which disaster workers can educate librarians about disaster management, and/or include collaboration among partners in developing information resources that support planning and response to public health emergencies. Summaries of the seven projects funded for 2011–2012 can be viewed on the NLM website.

Contract awards will be offered for a minimum of \$15,000 to a maximum of \$30,000 each for a 1-year project. The deadline for proposals is Wednesday, August 8, at 2:00 p.m., Eastern time. The request for proposal (RFP) for this project has been split into 2 solicitations: one Partial Small Business Set-Aside (RFP no. NIHLM2012411) and one Full and Open (RFP no. NIHLM2012412). For more information and instructions about the Disaster Health Information Outreach and Collaboration Project 2012, please visit the NLM website.

Friends of the National Library of Medicine 2012 FNLM Annual Awards Gala

The honorees will be recognized in Washington, D.C., on September 11. MLA member Anna Ercoli Schnitzer, Disabilities Librarian, Taubman Health Sciences Library, University of Michigan–Ann Arbor, will receive the Michael E. DeBakey Library Outreach Services Award.

Purchase tickets or learn more about Friends of the National Library of Medicine's (FNLM's) programs, including NIH MedlinePlus magazine and Mentoring in Medicine. Other awardees include:

- Paul G. Rogers Public Service Award: the Honorable John Edward Porter, former U.S. congressional representative from Illinois, chair of Research!America and vice-chair of the Foundation for the National Institutes of Health (NIH)
- Distinguished Medical Science Award: Alfred Sommer, MD, MHS, professor, Johns Hopkins University Bloomberg School of Public Health
- Distinguished Health Communications Award: Karen Hunter, senior vice president, Global Academic and Customer Relations, Elsevier

Continuing Education

MLA's "Leveraging Mobile Technologies for Health Sciences Libraries" webcast was a great success. If you missed it, purchase a DVD of the program through the MLANET Online Store.

Publications

Have you added the latest MLA publications to your professional library? Be sure to check out *The Patient Safety Perspective, revised edition (updated for 2012)*. All MLA Dockets and Bibkits are available in both ebook and print editions.

The June/July issue of the MLA News is now online.

Preprints for the July 2012 issue of the *Journal of the Medical Library Association* are now available.

Report from IFLA 2012



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Many of you may still have memories from the 11th EAHIL Conference held in Helsinki in June 2008, ... the Finlandia Hall, the streets and the harbour, the saunas, the long days and “white” nights, and above all our friendly and so welcoming Finnish colleagues. It was a great pleasure to meet them all again, all of them enthusiastic and working hard to make successful the largest event of all librarians in the world, the IFLA World Library and Information Congress. The theme, generous as always, was *Libraries Now! Inspiring, Surprising, Empowering*, and it gathered more than 3000 participants from practically all the countries in the world. The Helsinki Exhibition & Convention Centre, one of the largest in northern Europe and the largest in Finland, came alive between 11 – 17 August with all its facilities, which also included a sauna!

It is not easy to stay focused during an event of this scale, with so many attractive sessions. We, the medical librarians, were very fortunate in this respect, as we all met before the congress actually started, on the occasion of the Satellite Session. It was held in the Biomedicum Center, on the University Campus, and its theme “The future of health information” gathered around 70 participants. The morning session was chaired by Brian Galvin, from the Health Research Board, Dublin, who is also the President of the Standing Committee of the Health and Biosciences Libraries Section (HBLS). The keynote speech was delivered by Risto Renkonen, Dean of the Faculty of Medicine, University of Helsinki, followed by two presentations from USA: Colleen Cuddy – Weil Cornell Medical College, then Jodi L. Phillbrick and Ana D. Cleveland – University of North Texas, Denton. After the lunch break, Terhi Sandgren from the University of Helsinki Library chaired the afternoon session which included three presentations: Ann Ritchie (Australia) with Tiina Heino (Finland), Chiara Cipolat, Mauro Mazzocut, Simone Cocchi (Italy), and Jukka Englund (Finland). The papers were followed by lively debates and discussions which continued in the Terkko Medical Library in a very friendly and relaxed atmosphere. The day ended with an excellent dinner in a restaurant overlooking the harbour.

The first meeting of the HBLS was the next day and we focused on the past and especially future events (EAHIL, MLA and ICML conferences). Be prepared for a very full calendar for 2013, starting with *One Health*, the joint ICML, MLA, ICAHIS and ICLC to be held in Boston between 3-8 May, followed by the *EAHIL Workshop* in Stockholm, 12-14 June, a unique interactive event where everyone will participate, and then the IFLA *WLIC*, 17-23 August, in Singapore!

The main oral presentation session, had the theme “Using assessment to drive change: demonstrating the value of health information” which brought together five papers and a large and enthusiastic audience on Sunday, 12 August. All the papers may be read in full on the IFLA site, please go to session 78 on <http://conference.ifla.org/ifla78/programme-and-proceedings-day/2012-08-12>.

The agenda of the second HBLS meeting included the section goals, action plan and future activities. Ideas for the section theme of the IFLA 2013 were also discussed. Please follow up the Congress site, <http://conference.ifla.org/ifla79>, the theme and the call for papers will be published soon. I certainly hope to meet you in Singapore!

Publications and new products



Giovanna F. Miranda

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Dear Colleagues,

A study commissioned by SAGE and undertaken by LISU, a research and information centre for library and information services, based in the Department of Information Science at Loughborough University, provides examples of best practices, and makes recommendations for how to improve academic libraries' perceived value (<http://libraryvalue.wordpress.com/report>). R. David Lankes, professor and Dean's Scholar for the New Librarianship at Syracuse University's School of Information Studies, in his book and website suggests a new mission for librarians: facilitating knowledge creation in their communities (The atlas of new librarianship. 2011 Ed. R. D.Lankes). The open-access debate has drawn attention away from a deeper issue that is at the heart of the scientific process: that of "open data" (G. Boulton. Nature 2012;486:441).

Giovanna F. Miranda

Journal issues

Since the Journal of June 2012, the following journal issue of *Health Information and Libraries Journal* has been received:

Volume 29 Issue 2

Grant, MJ. Health, sport and nutritional information: tailoring your approach. Editorial. p. 87-89

Gardois P, Colombi N, Grillo G, Villanacci MC. Implementation of Web 2.0 services in academic, medical and research libraries: a scoping review. p. 90-109.

The objective of the study was to find out: the Web 2.0 services implemented by medical, academic and research libraries; study designs, measures and types of data used in included articles to evaluate effectiveness; whether the identified body of literature is amenable to a systematic review of results.

Tahim A, Stokes O, Vedi V. A national survey of UK health libraries investigating the cost of interlibrary loan services and assessing the accessibility to key orthopaedic journals. p. 110-118.

This survey looks at variations in cost of journal article loans and investigates access to particular orthopedic journals across the country.

De Castro P, Marsili D, Poltronieri E, Agudelo Calderón C. Dissemination of public health information: key tools utilised by the NECOBELAC network in Europe and Latin America. p. 119-130.

The paper presents how the involvement of people and institutions is fundamental to create awareness on OA and promote a cultural change.

Enwald HPK, Niemelä RM, Keinänen-Kiukaanniemi S, Leppäluoto J, Jämsä T, Herzig K, Oinas-Kukkonen H, Huotari MA. Human information behaviour and physiological measurements as a basis to tailor health information. An explorative study in a physical activity intervention among prediabetic individuals in Northern Finland. p. 131-140.

Publications and new products

The objective of the study was to explore through an interdisciplinary approach the potential to tailor health information on the basis of human information behavior on par with the results of basic physiological measurements of individuals' health.

Golder S, Loke YK. The performance of adverse effects search filters in Medline and Embase. p. 141-151.

This study measured the sensitivity of using available adverse effects filters to retrieve papers with adverse effects data.

Eisenhauer ER, Mosher EC, Lamson KS, Wolf HA, Schwartz DG. Health education for Somali Bantu refugees via home visits. p. 152-161.

The paper presents the development of an innovative service to raise awareness, especially among local health and social service providers, about the Bantu refugees' presence in the community, their culture, and their information needs.

Books review

The atlas of new librarianship. Ed. R. D.Lankes. The MIT Press, Cambridge, MA, 2011; ISBN 978-0-262-01509; \$55.00, pp. 408.

This book offers a guide describing a new librarianship based on knowledge and learning and suggests a new mission for librarians: facilitating knowledge creation in their communities.

The library marketing toolkit. ED. N. Potter, Facet Publishing, London UK, 2012; ISBN: 978-1-85604-806-4, paperback £49.95 (Price to CILIP members £39.96) pp. 192.

The book is packed with case studies highlighting best practice. It is a practical guide that offers expert coverage of every element of library marketing and branding for all sectors including archives and academic, public and special libraries, providing innovative and easy-to-implement techniques and ideas.

Papers review

Open your minds and share your results.

Boulton G. Nature 2012;48:6441

Top science body calls for open access to research data to maximise their potential for public good.

Torjesen I. BMJ 2012;344:e4363

An innovative use of instant messaging technology to support a library's single-service point.

Horne A.S, et al. Medical Reference Services Quarterly. 2012; 31(2):127

Cloud computing basics for librarians.

Hoy MB. Medical Reference Services Quarterly, 2012; 31(1):84

Wikipedia for academic publishing: advantages and challenges.

Xiao L. & Askin N. Online Information Review. 2012;36(3):359

Using Google Scholar for journal impact factors and the h-index in nationwide publishing assessments in academia – siren songs and air-raid sirens.

Jacsó P. Online Information Review. 2012;36(3):462

News

Working together: evolving value for academic libraries. This is a six-month research project commissioned by SAGE. The study was undertaken by LISU, a national research and information centre based in the Department of Information Science at Loughborough University (UK). It includes data from eight case studies in the United States, United Kingdom and Scandinavia. The report provides examples of best practices, and makes recommendations for how to improve academic libraries' perceived value. The full report can be accessed for free.

<http://libraryvalue.wordpress.com/report/>

Science as an open enterprise. The report aims to identify the principles, opportunities and problems of sharing and disclosing scientific information and asks how scientific information should be managed to support innovative and productive research that reflects public values.

Six key areas for action are highlighted: scientists need to be more open among themselves and with the public and media; greater recognition needs to be given to the value of data gathering, analysis and communication; common standards for sharing information are required to make it widely usable; publishing data in a reusable form to support findings must be mandatory; more experts in managing and supporting the use of digital data are required; new software tools need to be developed to analyze the growing amount of data being gathered.

<http://royalsociety.org/policy/projects/science-public-enterprise/>

Information sources... web based

The atlas of new librarianship. The website, as companion to the book has additional materials, extensions, and navigation tools and can be used to update content in the book.

<http://www.newlibrarianship.org/wordpress/>

The library marketing toolkit. CILIP has produced a website that covers seven key concepts for marketing libraries. The site gives tips, tricks, links and resources to make a great presentation with which to market the library.

<http://www.librarymarketingtoolkit.com/>

GTR. The National Institutes of Health have launched a new free resource: the Genetic Testing Registry. The registry provides a central location for voluntary submission of genetic test information by providers. The scope includes the test's purpose, methodology, validity, evidence of the test's usefulness, and laboratory contacts and credentials. The content of the site is designed to assist health care providers and researchers navigating the landscape of genetic tests. The overarching goal of the GTR is to advance the public health and research into the genetic basis of health and disease.

<http://www.ncbi.nlm.nih.gov/gtr/>

Zoonoses. The New ILRI (International Livestock Research Institute) study maps hotspots of human-animal infectious diseases and emerging disease outbreaks.

<http://www.ilri.org/ilrinenews/index.php/archives/9172>

BioMed Central author academy. The BioMed Central author academy is a guide from BioMed Central and Edanz on writing and publishing a scientific manuscript. This guide helps authors to prepare high quality and simple writing.

<http://www.biomedcentral.com/authors/authoracademy>

News from publishers

Thieme Clinical Collections. Thieme provides online access to Thieme's renowned book program in clinical medicine. The collection is available to purchase on a perpetual access & ownership licensing model.

www.thieme.com/tcc

BioMed Central will be holding the third annual Open Access Africa conference at the University of Cape Town, South Africa, on 4th – 5th November 2012.

www.biomedcentral.com

Scientific Reports is introducing the Creative Commons Attribution (CC-BY) license as an option for authors. The CC-BY license will be available to authors submitting articles on or after 1 July 2012, in addition to the two non-commercial Creative Commons licenses currently on offer.

http://www.nature.com/press_releases/cc-by.html

The JAMA Network is a new editorial/publishing system that closely interconnects JAMA and the 9 Archives Journals. In May, the new JAMA Network website was launched, and soon, The JAMA Network smartphone/tablet app will be available. Effective January 1, 2013, all 9 of the Archives Journals will be officially renamed JAMA Dermatology, JAMA Facial Plastic Surgery, JAMA Internal Medicine, JAMA Neurology, JAMA Ophthalmology, JAMA Otolaryngology–Head & Neck Surgery, JAMA Paediatrics, JAMA Psychiatry, and JAMA Surgery.

<http://jama.jamanetwork.com/article.aspx?articleid=1212189>

Forthcoming events

11-17 August 2012, Helsinki, Finland

78th IFLA General Conference and Assembly

For further information: <http://conference.ifla.org/ifla78>

12-14 September 2012, Dortmund, Germany

IR-2012

Workshop Information Retrieval 2012

For further information: http://lwa2012.cs.tu-dortmund.de/cfp_ir.html

23-27 September 2012, Pafos, Cyprus

The International Conference on Theory and Practice of Digital Libraries

For further information: <http://www.tpd12012.org/>

28-29 September 2012, Rome Italy

EuroIA 2012

Information Architecture Summit

For further information: <http://www.euroia.org/>

1-3 October 2012, Lisbon, Portugal

Pharma-Bio-Med

7th Annual Pharma-Bio-Med, BioSciences & CI Information Conference & Exposition

For further information: <http://www.pharma-bio-med.com/>

1-3 October 2012, Trondheim, Norway

emtacl12

International Conference on emerging technologies in academic libraries 2012

For further information: <http://emtacl.com/>

22-24 October 2012, Monterey, California

Internet Librarian

For further information: <http://infotoday.com/il2012/>

20 November 2012, York (UK)

Advanced Search Techniques for Systematic Reviews, Health Technology Assessment and Guideline Development

HTA Information retrieval courses

For further information <http://php.york.ac.uk/inst/yhec/web/training/index.php>

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