



HALIFAX, NOVA SCOTIA
2023

3-5 June, 2023





Table of contents

Table of contents	2
Welcome from Co-Chairs and Planning Committee / Bienvenue des coprésidents et du comité de planification !	3
Welcome From the President of CHLA / Bienvenue de la présidente de l'ABSC	6
Conference Planning Committee and Board of Directors	8
Message from the Mayor of Halifax	9
Message from Michelle Thompson, Minister of Health and Wellness	10
CHLA/ABSC 2023 Annual General Meeting	11
Schedule of Events	12
Continuing Education	12
Tuesday, May 9	12
Climate Justice and Data Management (Online)	12
Wednesday, May 24	12
Learning Canadian Legal Literature in the Health Care Context (Online)	12
Friday, June 2	13
Supporting the Development and Content Management of Policy Documents in Healthcare Organizations: Roles for Library Professionals (in-person)	13
Conference Program	14
Friday, June 2	14
Saturday, June 3	14
Sunday, June 4	18
Monday, June 5	22
Abstracts - Contributed Papers	24
Abstracts - Lightning Talks	44
Abstracts - Posters	52
Salute to Sponsors	60
Platinum Sponsors	60
Gold Sponsors	60
Silver Sponsor	61
Thank you to our volunteers!	62
Exhibit Hall Floorplan	63
Halifax Marriott Harbourfront Hotel Floor Map	65
Biographies	66
Program at a Glance	78
Photo credits	83



Welcome from Co-Chairs and Planning Committee / Bienvenue des coprésidents et du comité de planification !

What a journey it has been! In 2017, the Maritimes Health Libraries Association put in the bid to host a conference in Halifax, and we gamely volunteered ourselves to be the co-chairs once our bid was successfully approved in 2018. We had no idea what lay ahead. After many years of planning, a pandemic, and rescheduling from 2022, we are delighted to welcome everyone to Halifax (also known as Kijipuktuk, or the Great Harbour).

The CHLA/ABSC 2023 Conference Planning Committee (CPC) acknowledges that we are meeting in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq and we pay respect to the Indigenous knowledges held by the Mi'kmaq, and to the wisdom of their Elders past and present. This includes important health knowledge perspectives, such as [Two-Eyed Seeing](#), introduced by Mi'kmaw Elders Albert and Murdena Marshall, which can shift our assumptions regarding the relations between health, knowledge, the environment, and our communities. We honour the Indigenous relational framework, "all my relations," expressed in Mi'kmaq as "Msit No'Kmaq."

As the CPC co-chairs and settler residents of Mi'kma'ki, we are committed to ongoing learning regarding the Peace and Friendship Treaties signed by the Mi'kmaq People with the Crown, and section 35 of the Constitution Act, 1982, which recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The CHLA/ABSC 2023 CPC also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years. The links between [health equity](#) and environmental issues in long-standing African Nova Scotian communities, such as those described in the [book](#) and [documentary](#), *There's Something in the Water*, contributed to the inspirations for the theme for this year's conference.

That theme is **From information to action / De l'information à l'action**, highlighting the role health libraries and library workers play in charting a sustainable future for research, services and spaces. We invited attendees and keynote speakers to highlight themes in their work and research related to various aspects of sustainability, active participation, and engagement to create solutions to challenges faced by health libraries, our broader communities, and beyond. We are thrilled to welcome presenters from near and far to connect and inspire each other with new ideas to take back to our home institutions and communities.

We would not have been able to plan the conference without the support and hard work of all who stepped up to join the planning committee, from those who were in the room with us back in 2018 to those who came on board a bit later. The conference planning committee has worked diligently, been willing to make tough decisions on the fly, and most of all, have never wavered from the goal of wanting to showcase Halifax to all attendees. We come together at our annual conference to share and learn, but we also come to see the different territories and contexts in which our colleagues practice. Our conference planning committee is full of proud Maritimers (and Maritimes enthusiasts), and we are so happy you're finally here with us.



Quel chemin parcouru ! La « Maritimes Health Libraries Association » a proposé d'organiser une conférence à Halifax en 2017 et nous nous sommes portés volontaires pour être les coprésidents, après que notre proposition a été approuvée en 2018. Nous n'avions aucune idée de ce qui nous attendait. Après de nombreuses années de planification, une pandémie et un report de la date de 2022, nous sommes ravis d'accueillir tout le monde à Halifax (également connue sous le nom de Kijipuktuk, ou le Grand Port).

Le Comité de planification du congrès 2023 de l'ABSC / CHLA (CPC) reconnaît que nous nous réunissons à Mi'kma'ki, le territoire ancestral et non cédé des Mi'kmaq, et nous respectons les connaissances autochtones détenues par les Mi'kmaq, ainsi que la sagesse de ses aînés passés et présents. Cela inclut d'importantes perspectives de connaissances en matière de santé, telles que la vision à deux yeux, introduite par les aînés Mi'kmaq Albert et Murdena Marshall, qui peut modifier nos hypothèses concernant les relations entre la santé, la connaissance, l'environnement et nos communautés. Nous honorons le cadre relationnel autochtone, « toutes mes relations », exprimé en micmac : Msit No'Kmaq.

En tant que coprésidents du CPC et résidents colons de Mi'kma'ki, nous nous engageons à poursuivre notre apprentissage des traités de paix et d'amitié signés par le peuple mi'kmaq avec la Couronne, ainsi que de l'article 35 de la Loi constitutionnelle de 1982, qui reconnaît et affirme les droits ancestraux et issus de traités. Nous sommes tous des signataires de traités. Le CPC de l'ABSC / CHLA 2023 reconnaît également l'histoire, les contributions et l'héritage des Néo-Écossais d'origine africaine, qui vivent ici depuis plus de 400 ans. Les liens entre [l'équité en matière de santé](#) et les questions environnementales dans les communautés afro-néo-écossaises de longue date, tels que ceux décrits dans le [livre](#) et le [documentaire](#) *There's Something in the Water*, ont contribué à inspirer le thème de la conférence de cette année.

Ce thème, **From information to action / De l'information à l'action**, souligne le rôle que jouent les bibliothèques de santé et les bibliothécaires dans l'élaboration d'un avenir durable pour la recherche, les services et les espaces. Nous avons invité les participantes et les participants ainsi que les oratrices et orateurs principaux à mettre en lumière les thèmes de leurs travaux et de leurs recherches liés à divers aspects de la durabilité, de la participation active et de l'engagement pour créer des solutions aux défis auxquels sont confrontées les bibliothèques de santé, nos communautés au sens large et au-delà. Nous sommes ravis d'accueillir ces personnes venues de près et de loin pour animer des présentations qui nous permettront de nous connecter et de nous inspirer les uns les autres avec de nouvelles idées à ramener dans nos institutions et communautés d'origine.

Nous n'aurions pas été en mesure de planifier la conférence sans le soutien et le travail acharné de tous ceux qui se sont portés volontaires pour rejoindre le comité de planification, de ceux qui étaient dans la salle avec nous en 2018 à ceux qui se sont joints à nous un peu plus tard. Le comité de planification de la conférence a travaillé avec diligence, a été prêt à prendre des décisions difficiles à la volée et, surtout, n'a jamais dérogé à l'objectif de mettre Halifax en valeur auprès de tous les participants. Nous nous réunissons à l'occasion de notre conférence annuelle pour partager et apprendre, mais aussi pour découvrir les



différents territoires et contextes dans lesquels nos collègues exercent leur profession. Notre comité de planification de la conférence est composé de fiers habitants des Maritimes (et de passionnés des Maritimes), et nous sommes très heureux que vous soyez enfin parmi nous.

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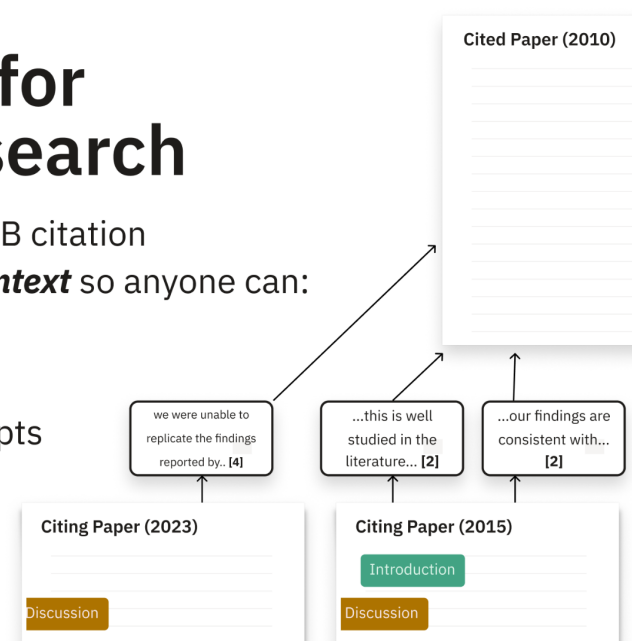
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Welcome From the President of CHLA / Bienvenue de la présidente de l'ABSC

Welcome to the 46th annual CHLA/ABSC conference! Nothing is more delightful than our annual conference returning to Halifax, Nova Scotia, after 15 years. The 'From Information to Action' theme is timely as we continue to face many challenges requiring active participation and innovative solutions for a sustainable future in research, services and spaces.

The conference includes a series of inspiring keynote speakers, stimulating workshops, presentations, posters, lightning talks, and many networking opportunities.

Outstanding speakers will deliver the keynote sessions. We have the pleasure of hearing from Dr. Gaynor Watson-Creed, who is a leader and public health physician; Dr. Barb Hamilton-Hinch, an expert in implementing equity and inclusion practices and improving the health outcomes of people of African descent and enhancing diversity among academic leaders; and finally, Kolade Kolawole-Boboye who will be presenting Hope Blooms, a local community-led NGO that positively impacts the community. All speakers will cover content that is particularly relevant to the current state of the world and the challenges we face as socially responsible health information professionals.

The conference program offers a wide range of sessions on topics related to knowledge synthesis, library management and services, artificial intelligence, equity and inclusion, publishing, and more in the form of presentations, posters, and lightning talks presented by different information professionals, including students, library technicians, and librarians.

After nearly four years, this is the largest gathering of health information professionals in Canada. I encourage you to take this as an opportunity to connect with colleagues and friends, join in the many social events planned, take a break in the Exhibit Hall, learn about new information products, and visit our many industry partners that support this conference.

On behalf of the CHLA/ABSC Board of Directors, I would like to thank the 2023 Conference Planning Committee and the Conference Co-Chairs, Robin Parker and Alison Manley, for their dedication, thoughtfulness, and perseverance in planning for this conference!

Naz Torabi

President, CHLA/ABSC



Bienvenue à la 46e conférence annuelle de l'ABSC / CHLA ! Rien n'est plus agréable que le retour de notre conférence annuelle à Halifax, en Nouvelle-Écosse, après 15 ans. Le thème « De l'information à l'action » est d'actualité, car nous continuons à faire face à de nombreux défis qui requièrent une participation active et des solutions innovantes pour un avenir durable en matière de recherche, de services et d'espaces.

La conférence comprend une série de présentations faites par des personnes inspirantes, des ateliers stimulants, des présentations, des affiches, des conférences éclair et de nombreuses opportunités de réseautage.

Des oratrices et orateurs exceptionnels animeront les sessions d'ouverture. Nous aurons le plaisir d'entendre la Dre Gaynor Watson-Creed, leader et médecin de santé publique; la Dre Barb Hamilton-Hinch, experte dans la mise en œuvre de pratiques d'équité et d'inclusion, l'amélioration des résultats de santé des personnes d'ascendance africaine et le renforcement de la diversité parmi les leaders universitaires; et, enfin, Kolade Kolawole-Boboeye qui présentera Hope Blooms, une ONG locale dirigée par la communauté qui a un impact positif sur la communauté. Tous les orateurs et oratrices aborderont des sujets particulièrement pertinents par rapport à l'état actuel du monde et aux défis auxquels nous sommes confrontés en tant que professionnels et professionnelles de l'information sur la santé socialement responsables.

Le programme de la conférence offre un large éventail de sessions sur des sujets liés à la synthèse des connaissances, à la gestion et aux services de bibliothèque, à l'intelligence artificielle, à l'équité et à l'inclusion, à l'édition, et plus encore, sous la forme de présentations, d'affiches et de conférences éclair présentées par différents professionnels et professionnelles de l'information, y compris des étudiantes et des étudiants, des techniciens et techniciennes de bibliothèque et des bibliothécaires.

Après presque quatre ans, il s'agit du plus grand rassemblement de personnes professionnelles de l'information sur la santé au Canada. Je vous encourage à profiter de cette occasion pour rencontrer vos collègues et amis, participer aux nombreux événements sociaux prévus, faire une pause dans le hall d'exposition, découvrir de nouveaux produits d'information et rendre visite à nos nombreux partenaires industriels qui soutiennent cette conférence.

Au nom du conseil d'administration de l'ABSC / CHLA, je tiens à remercier le comité de planification de la conférence 2023 et les coprésidents de la conférence, Robin Parker et Alison Manley, pour leur dévouement, leur réflexion et leur persévérance dans la planification de cette conférence !

Naz Torabi
Président, ABSC/CHLA



Conference Planning Committee and Board of Directors

2023 Conference Planning Committee	CHLA/ABSC Board of Directors
Co-Chairs Alison Manley Robin Parker	President Naz Torabi
Programming Roxanne MacMillan Katie McLean	Vice-President Lance Fox
CE coordinators Fiona Inglis Kaitlin Fuller Lydia Thorne	Past-President Tara Landry
Financial coordinator Liza Chan	Treasurer Liza Chan
Communications Sadaf Ullah	Director, Public Relations Jessica Babineau
Volunteer coordinators Alex Goudreau Kristy Hancock	Director, Continuing Education Melissa Helwig
Hospitality Melissa Helwig Lara Killian	Secretary Glyneva Bradley-Ridout
EDI and Indigenous Matters Liaison Martine Gagnon	Appointed Board Members
2024 Conference Chair Nicole Askin	Partner Relations Juanita Richardson
Webmanager Ron MacPherson	Webmanager Ron MacPherson
Past Chairs Juanita Richardson Tim Tripp	

We would also like to thank Margaret Vail and Michael Myers for their contributions to the planning committee.



Message from the Mayor of Halifax



Greetings

from the Mayor



As Mayor of Halifax and on behalf of Regional Council it is my distinct pleasure to extend warm greetings and a special welcome to all attending the Canadian Health Libraries Association 2023 annual conference taking place at the Halifax Marriott Harbourfront Hotel.

The conference, *From Information to Action*, will provide association members, delegates and stakeholders with an excellent opportunity to come together to exchange information relevant to health information and library practice.

Halifax is the place to be with its dynamic and intriguing mix of heritage and culture. A marquee destination embracing a diversity of people, communities, shops, restaurants and nightlife, our city will present you with a truly original experience. Our culturally rich and historic port city has been entertaining guests for almost 275 years and we take pride in our reputation as one of the world's most hospitable and welcoming destinations.

I want to acknowledge with gratitude the Canadian Health Libraries Association, the Organizing Committee, its membership, sponsors and exhibitors for hosting CHLA 2023 here in our region.

I wish you much success and trust your visit will be a truly memorable experience.

Kindest regards,

Mike Savage
Mayor



Message from Michelle Thompson, Minister of Health and Wellness



Health and Wellness
Office of the Minister

PO Box 488, Halifax, Nova Scotia, Canada B3J 2P8 • Telephone 902-424-5818 Fax 902-424-0559 • Health.Minister@novascotia.ca

June 2023

Dear Attendees:

I wish you a warm welcome to the 2023 Canadian Health Libraries Association Conference. I am so pleased you have chosen Halifax as this year's location.

I'd like to take this opportunity to acknowledge the hard work of the CHLA and its members. Improving healthcare systems is a focus across Canada, and each of you are an integral part of ensuring health information and library services and resources are meeting the standards required to do just that. Your network demonstrates the type of collaboration that will help advance health systems to meet the needs of healthcare professionals and their patients.

Please accept my best wishes for a successful conference. And, on behalf of all Nova Scotians, thank you for your dedication to high quality health information and library services. I wish you continued success.

Sincerely,

Michelle Thompson
Minister of Health and Wellness



CHLA/ABSC 2023 Annual General Meeting

The CHLA/ABSC 2023 Annual General Meeting (AGM) was held on Tuesday, May 23, 2023, via Zoom. The documents for the 2023 Annual General Meeting can be found on the CHLA/ABSC website:

<https://www.memberleap.com/members/secure/filearchive/filelist.php?fac=10069>

(NOTE: this is a members only area of the website)

Registration & Hospitality Desk

The registration and hospitality desk is located at the coat check room on the same level as the exhibit hall, near the Nova Scotia Ballroom Foyer. Volunteers and staff will be available to help answer your questions about registration, the conference program, the hotel, networking events, attractions around Halifax, the dine-around dinners, and much more. We're here to help you find the information you need to make the most of the conference and your stay in Halifax!

Registration Desk Hours:

Friday, June 2	7:00am - 6:00pm
Saturday, June 3	7:00am - 4:30pm
Sunday, June 4	7:00am - 6:00pm
Monday, June 5	8:00am - 10:30am



Schedule of Events

Continuing Education

Tuesday, May 9

Climate Justice and Data Management (Online)

Instructors	Jo Lindsay Walton, Research Fellow in Arts, Climate and Technology at the Sussex Humanities Lab, University of Sussex
Start Time	5pm BST (9am PDT, 10am CST/MDT, 11am CDT, 12pm EDT, 1pm ADT, 1:30pm NDT)
Workshop Length	2.5 hours (includes a short break)
CE Credit*	2 hours

Course Description

Climate change has sometimes been described as ‘everything change’: its implications are wide-ranging across society, including for healthcare and its associated information services. Measuring or estimating the carbon emissions of digital infrastructure is challenging, and currently the methods and resources to do so are often lacking. The choices we make always have ethical dimensions, especially in our interconnected world, where exposure to climate impacts is unevenly distributed. An appreciation of essential concepts and issues will help health information professionals to make informed judgments within their local contexts, to develop and share best practices, and where necessary to flag up obstacles and advocate for institutional policy changes.

*A recording will be available to registered participants for 60 days following the session.

Wednesday, May 24

Learning Canadian Legal Literature in the Health Care Context (Online)

Instructors	Dr. David H. Michels, Sir James Dunn Law Library, Schulich School of Law
Start Time	2pm ADT (10am PDT, 11am CST/MDT, 12pm CDT, 1pm EDT, 2:30pm NDT)
Workshop Length	2.5 hours (includes a short break)



CE Credit*

2 hours

Course Description

We live in a highly regulated society, and inevitably we will encounter a legal problem. Although many issues will require a lawyer's expertise, having some legal literacy can better help us address or avoid a legal problem. In this workshop, I will introduce participants to Canadian legal literature through case studies in health care contexts, and I will demonstrate research tools that will allow participants to explore these legal issues, and I will provide participants opportunities to use these tools to explore these legal issues on their own.

*A recording will be available to registered participants for 60 days following the session.

Friday, June 2

Supporting the Development and Content Management of Policy Documents in Healthcare Organizations: Roles for Library Professionals (in-person)

Location Acadia A

Instructors [Michelle Helliwell, Director of Policy, Nova Scotia Health Policy Office](#)

Start Time 1pm ADT

Workshop Length 2.5 hours (includes a short break)

CE Credit* 2.10 hours

Course Description

Policy... it's as dry as stale toast and only slightly less exciting... or is it? Don't miss out on key opportunities to help your organization develop and manage these mission critical documents that translate strategic and operational direction. Creating and managing them takes considerable resources and expertise -- and Library Professionals have specialized skills and knowledge sets that help healthcare organizations to do it better. Your organization may not know this, but they need you to help!

We would like to thank David Michels and Michelle Helliwell, who generously donated their speaker fees to provide a number of attendees with registration fee support. Thanks to their donations, a number of people who might not have been able to attend the CE sessions were able to engage in this learning.



Conference Program

Friday, June 2

11:00AM - 6:00PM	Registration Desk Open	Coat Check 2nd Floor
8:00AM - 4:00PM	CHLA/ABSC Board of Directors Meeting	
1:00PM - 3:00PM	<u>Continuing Education: Supporting the Development and Content Management of Policy Documents in Healthcare Organizations: Roles for Library Professionals</u>	Acadia A
3:30PM - 4:30PM	Knowledge Synthesis Interest Group Meeting	Acadia A
5:00PM - 5:30PM	First Timers' Reception	Sable CD
5:30PM - 7:30PM	Opening Reception	Sable CD

Saturday, June 3

6:30AM - 7:30AM	Waterfront walk or run (meet in the hotel lobby)	
7:00AM - 4:30PM	Registration Desk Open	Coat Check 2nd Fl
8:00AM - 9:00AM	Breakfast Vendor Talks <ul style="list-style-type: none"> • EBSCO • iOS Press • Karger 	Nova Scotia Ballroom
9:00AM - 10:30AM	Welcome Opening Keynote	Sable Ballroom



Dr. Gaynor Watson-Creed, MD, MSc, CCFP, FRCPC, DSc (hc)

Dr. Gaynor Watson-Creed is the Associate Dean of Serving and Engaging Society for Dalhousie University's Faculty of Medicine, and past Chair of the Board of Engage Nova Scotia. She is a public health specialist physician with 17 years of experience, having served as the former Medical Officer of Health for the Halifax area and Deputy Chief Medical Officer of Health for Nova Scotia. She served as a member of the One Nova Scotia Coalition economic strategy table in Nova Scotia and was recently a member of the federal Task Force on Women in the Economy. Dr. Watson-Creed has an MD from Dalhousie University, an MSc from the University of Guelph, a BSc from the University of Prince Edward Island, and an honorary doctorate from Acadia University. She also sits as chair or member of several national population health councils and boards and is a passionate advocate for high-quality public health services in Canada.

Twitter: [@gwchealth](https://twitter.com/gwchealth)

10:30AM - 11:00AM Break in the Exhibit Hall
Posters #1

Nova Scotia Ballroom

[Required, not suggested: Creating a rigorous protocol template for improved uptake and efficacy](#)

[Sabine Calleja](#), Unity Health Toronto; Carolyn Zeigler, Unity Health Toronto

[Scaffolding IL learning and EBP exploration in a semester-long journal club: Impact on nursing student self-efficacy](#)

[Jody Nelson](#), MacEwan University; Hanneke Croxen, MacEwan University; Lisa McKendrick-Calder, MacEwan University; Lam Ha, MacEwan University; Wanhua Su, MacEwan University

[Usability and potential impact of a literacy-oriented intervention for patients with complex care needs: A case study](#)

Pierre Pluye, McGill University; Virginie Paquet, Universite de Montreal; [Vera Granikov](#), McGill University; Francesca Frati, McGill University; Fabio Balli, Concordia University; Carrie Dai, McGill University; Reem Ell Sherif, McGill University; Quan Nha Hong, Universite de Montreal; Rolan Grad, McGill University



[COVID-19 journal articles indexing in web-scale discovery services: An event history analysis](#)

[Michelle Swab](#), Memorial University

[The role of paywalls in the online information-seeking behaviour of Canadian midwives: Preliminary results](#)

[Richmond Yeboah](#), McGill University; [Joan Bartlett](#), McGill University

11:00 AM – 12:20 PM Contributed Session #1: COVID-19 theme

Sable Ballroom

[Advocating online for better knowledge translation in New Brunswick and beyond during the COVID-19 pandemic: I tried.](#)

[Kathleen Gadd](#); Cheryl Johnson

[Finding our way in a time of uncertainty: Collaboration and the COVID-19 Hub](#)

Joanne Hodder, Nova Scotia Health Authority; Michelle Helliwell, Nova Scotia Health Authority; Kate Mercer, Nova Scotia Health Authority; Chelsey Millen, Nova Scotia Health Authority; Noella Whelan, Nova Scotia Health Authority; Ashley Daurie, Nova Scotia Health Authority; [Leah MacDonald](#), Nova Scotia Health Authority; [Katie McLean](#), Nova Scotia Health Authority; [Katie Puxley](#), Nova Scotia College of Art & Design

[Comparison of asynchronous online versus in-person library instruction methods for teaching literature searching](#)

[Sandra McKeown](#), Queen's University; [Angélique Roy](#), Queen's University

[Methods to support evidence-informed decision-making in public health: creation and evolution of a rapid review service](#)

[Leah Hagerman](#), The National Collaborating Centre for Methods and Tools; Choudhry Nayab, The National Collaborating Centre for Methods and Tools; Sarah Neil-Sztramko, The National Collaborating Centre for Methods and Tools; Emily Clark, The National Collaborating Centre for Methods and Tools; Susan Snelling, The National Collaborating Centre for Methods and Tools; Robyn Traynor, The National Collaborating Centre for Methods and Tools; Maureen Dobbins, The National Collaborating Centre for Methods and Tools

12:20PM - 1:30PM Lunch in the Exhibits

Nova Scotia Ballroom

1:30PM - 3:00PM Concurrent Sessions #2

Halifax A

Papers 2 (A) - Instruction

[Librarian teaching practices in support of knowledge syntheses projects: Preliminary results of an environmental scan](#)

Glyneva Bradley-Ridout, Gerstein Science Information Centre, University of Toronto; Robin Parker, Dalhousie University; [Andrea Quaiattini](#), McGill



University; Maggie Nevison, University of Toronto; Lindsey Sikora, University of Ottawa; [Kaitlin Fuller](#), St. Francis Xavier University

[Perceptions and behaviours of first year health sciences undergraduate students conducting online research](#)

[Susanna Galbraith](#), McMaster University

[Embedding information literacy within a required undergraduate curriculum](#)

[Denise Smith](#), McMaster University; [Stephanie Sanger](#), McMaster University

[Repositioning a college library in response to user needs: a case study.](#)

[Natalia Tukhareli](#), Canadian Chiropractic Memorial College in Toronto

Papers 2(B) - Outreach

Halifax BC

[Single & ready to mingle: Forging connections & the silver lining of solo librarianship](#)

[Jeanna Hough](#), Halton Healthcare

[A tale of two studies: From research to action with researcher profile systems](#)

[Caroline Monnin](#), University of Manitoba; [Justin Fuhr](#), University of Manitoba

[The ol' medical colouring book: Library outreach through play](#)

[Angélique Roy](#), Queen's University; Brendan Edwards, Queen's University

[Preliminary results of a longitudinal study of health information-seeking behaviour pre- and post-COVID](#)

[Joan Bartlett](#), McGill University; Aaron Bowen-Ziecheck, McGill University

3:00PM - 3:30PM

Break in the Exhibit Hall
Posters #2

Nova Scotia Ballroom

[A hot topic: Burnout in health sciences literature, 2012-2022](#)

[Madelaine Hare](#), Dalhousie University; [Courtney Svab](#), Dalhousie University

[The Journal Selector Tool](#)

[Margaret Hoogland](#), University of Toledo

[Partner in innovation journey](#)

[Alla Iansavitchene](#), London Health Sciences Centre; [Maureen Doherty](#)

[Nielsen](#), London Health Sciences Centre

[Developing a machine learning tool to optimize literature surveillance in PubMed](#)

[Tamara Navarro-Ruan](#), McMaster University; Patricia Kavanagh, EBSCO Health; Peter LaVita; EBSCO Health; Rick Parrish, McMaster University; Lori Linkins, McMaster University; Alfonso Iorio, McMaster University



'Available upon reasonable request': Search strategy sharing statements and practices in published systematic reviews

[Christine Neilson](#), University of Manitoba; [Zahra Premji](#), University of Victoria

Tiny? Make it mighty! Maximizing a limited-budget upgrade of a pint-sized hospital library using UX methods

[Sarah Visintini](#), University of Ottawa Heart Institute; [Jessica McEwan](#), University of Ottawa

3:30PM - 4:30PM Lightning Talks (4) + Panel: Equity and Inclusion Theme
Sable Ballroom

Diversity audits in health library collections: A methodological exploration

[Nicole Askin](#), University of Manitoba

How can hospital libraries incorporate principles of equity and social justice in collection development?

[Caleb Nault](#), University Health Network

Decolonizing bibliographic citations?

[Beata Pach](#), Public Health Ontario; [Lindsay Harker](#), Public Health Ontario; [Hannah Skinner](#), Public Health Ontario; [Allison McArther](#), Public Health Ontario; [Domna Kapetanios](#), Public Health Ontario; [Susan Massarella](#), Public Health Ontario

Update and re-validation of search filters for LGBTQIA+ populations

[Hannah Schilperoort](#), University of Southern California; [Andy Hickner](#), Weill Cornell Medicine; [Margaret Foster](#), Texas A&M; [Chelsea Misquith](#), Brown University; [Jane Morgan-Daniel](#), University of Florida; [Kate Saylor](#), University of Michigan; [Tracy Shields](#), Naval Medical Center Portsmouth; [Francis Toole](#), Dalhousie University; [Robin Parker](#), Dalhousie University

4:30PM - 6:30PM Meetings

- Standards Committee
- Oral Interest Health Group

6:30PM - 9:00PM Dine Around Dinners (various restaurants)
NOTE: leaving from the hotel 6:00-6:15PM for dinners

Sunday, June 4

6:45AM - 7:30AM Chair Yoga Taught by Jackie Phinney Annapolis Room
no equipment required

7:00AM - 6:00PM Registration Desk Opens Coat Check 2nd Fl



8:00AM - 9:00AM	Breakfast Vendor Talks <ul style="list-style-type: none"> • SCITE_ • Wolters Kluwer • Elsevier • Login 	Nova Scotia Ballroom
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9:00 AM - 10:30AM	Sunday Keynote	Sable Ballroom
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Dr. Barb Hamilton-Hinch, PhD

Dr. Hamilton-Hinch is an Assistant Professor in the School of Health and Human Performance and Assistant Vice-Provost Equity and Inclusion at Dalhousie University. Her work examines the impact of structural, systemic and institutional racism on diverse populations, particularly people of African descent. Dr. Hamilton-Hinch is the Healthy Populations Institute Flagship Project co-lead, Improving the Health Outcomes of People of African Descent, one of the founders of the Imhotep Legacy Academy, co-chair of the Promoting Leadership in Health for African Nova Scotians (PLANS) Program, and co-chair of the Faculty of Health Diversity and Inclusion Committee.

Source:
https://www.dal.ca/faculty/health/news-events/news/2021/02/01/dr_barb_hamilton_hinch_appointed_assistant_vice_provost_equity_and_inclusion.html

10:30AM -11:00AM	Break in the Exhibit Hall	Nova Scotia Ballroom
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11:00AM - 12:20AM	Concurrent Sessions #3 Papers 3(A) – Library Management & Services	Halifax A
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[It's broken, and we gotta fix it: Developing a new library service model in a multi-site hospital network](#)

[Zachary Osborne](#), Unity Health Toronto; [Sabine Calleja](#), Unity Health Toronto; [Michael Myers](#), Seneca College; [Carolyn Ziegler](#), Unity Health Toronto

[Advocating for space in a hospital: One library's experience](#)



[Sarah Gleeson](#), Fraser Health; [Ashley Lavoie](#), Fraser Health

[Why is access to library resources so complicated? A case study of library technology](#)

[Kelly Thormodson](#), Penn State University; Ben Hoover, Penn State University

[Change-readiness scale for library managers: Development and analysis](#)

[Efren Jr Torres](#), De La Salle University; [Christine Abrigo](#), De La Salle University

Papers 3(B) – Searching & Citation Management

Halifax BC

[Subduing the 'moral panic': sustaining a nuanced conversation about predatory publishing](#)

[Elizabeth Yates](#), Brock University

[Extending the Bramer Method with EndNote 20: Deduplicating with DOI](#)

[Emilia Main](#), Sunnybrook Health Sciences Centre

[Beyond the barriers: Health information seeking behaviour of transgender identifying people in Nova Scotia, Canada](#)

[Francis Toole](#), Dalhousie University

[Evaluating the performance of RefWorks and Deduklick for de-duplicating references](#)

[Sandra McKeown](#), Queen's University; Zuhaib Mir, Queen's University

12:20PM - 1:30PM Lunch in the Exhibit Hall

Nova Scotia Ballroom

1:30PM - 3:00PM Lightning Talks

Sable Ballroom

[Factoring into impact: Librarian involvement on knowledge synthesis projects and relationship to journal impact factor](#)

[Krista Alexander](#), Concordia University; Katharine Hall, Concordia University

[The challenge of accurately formatted references: Does Medline get it right?](#)

[Sunny Chung](#), Stony Brook University; [Laurel Scheinfeld](#), Stony Brook University

[Charting our sustainable future: Librarian philosophies to discover meaning in what we do](#)

[Justin Fuhr](#), University of Manitoba

[Building critical health literacy capacity in partnership with communities: Research in progress](#)

[Vera Granikov](#), Centre de recherche du CHUM

[Expanded information services during COVID-19: living background summaries to support drug approval](#)



[Kristy Hancock](#), Maritime SPOR SUPPORT Unit; Leah Boulos, Maritime SPOR SUPPORT Unit

[The Canadian perspective on the professional development dilemma: A pilot study](#)

[Margaret Hoogland](#), University of Toledo; [Angela Spencer](#), Saint Louis University; Tara Brigham, Mayo Clinic-Florida

[Librarian residency - A response to hybrid work](#)

[Jennifer McKinnell](#), McMaster University

[Accrediting library education sessions](#)

[Stephanie Sanger](#), McMaster University

3:00PM - 3:30PM Break in the Exhibit Hall Nova Scotia Ballroom

3:30PM – 4:30PM Concurrent Sessions #4

Papers 4(A) – Knowledge Synthesis Halifax A

[Credit where credit is due: A content analysis of librarians' roles in knowledge syntheses](#)

[Caroline Monnin](#), University of Manitoba; [Mê-Linh Lê](#), University of Manitoba

[Putting a sustainable systematic review service into action](#)

[Sunny Chung](#), Stony Brook University; [Laurel Scheinfeld](#), Stony Brook University; Jessica Koos, Stony Brook University; Jamie Saragossi, Stony Brook University

[An environmental scan of librarian involvement in systematic reviews and scoping reviews at the University of Ottawa](#)

[Peter Farrell](#), University of Ottawa; Victoria Cole, University of Ottawa; Emily DaSilva, University of Ottawa; Valentina Ly, University of Ottawa; Nicholas Dehler, University of Ottawa; Alain El Hofi, University of Ottawa; Evan Sterling, University of Ottawa; Téa Rokolj, University of Ottawa; Sarah Visintini, University of Ottawa; Patrick Labelle, University of Ottawa; Lindsay Sikora, University of Ottawa

Papers (B) – Artificial Intelligence Halifax BC

[Learning on the job: Using artificial intelligence and natural language processing to support rapid review methods](#)

[Leah Hagerman](#), The National Collaborating Centre for Methods and Tools; Sarah Neil-Sztramko, The National Collaborating Centre for Methods and Tools; Maureen Dobbins, The National Collaborating Centre for Methods and Tools

[Can GPT-3 tools accurately find and analyze articles for systematic reviews? A \(very\) preliminary assessment](#)

[Gary Atwood](#), University of Vermont

[Exploring the impact of automated indexing on completeness of MeSH terms](#)



[Alexandre Amar-Zifkin](#), Université de Montréal; [Virginie Paquet](#), Université de Montréal; [Taline Ekmekjian](#), Université de Montréal; [Tara Landry](#), Université de Montréal

4:30PM - 5:30PM Dalhousie School of Information Management Alumni Event
Kellogg Library Intern Reunion
Maritime Suite

6:00PM - 9:00PM Awards Banquet Sable Ballroom

Monday, June 5

6:45AM - 7:45AM Waterfront walk or run (meet in the hotel lobby)

8:00AM - 10:30AM Registration Desk Open Coat Check 2nd FI

8:15AM - 9:15AM Breakfast Nova Scotia Ballroom

9:15AM - 10:45 AM Concurrent Sessions #5

Workshop 5(A) – Publishing Halifax A

Friends don't let friends provide bad peer reviews: A hands-on workshop in reviewing manuscripts – [Jill Boruff](#), McGill University; [Caitlin Bakker](#), University of Regina; [Alex Carroll](#), Vanderbilt University; [Nicole Askin](#), University of Manitoba; [Thane Chambers](#), University of Alberta; [Jessica Lange](#), McGill University; [Sandra McKeown](#), Queens University; [Michell Kraft](#), Cleveland Clinic Libraries; [Alanna Campbell](#), Northern Ontario School of Medicine

Peer review is a vital component of scholarly publishing and can provide opportunities for individuals to make meaningful contributions to research while improving their own understanding of their field. However, providing a constructive and substantial critique of a manuscript can be a challenge, particularly given that few librarians are trained to do so. This hands-on workshop will outline the peer review process and will teach participants how to effectively appraise a manuscript and structure their feedback.

By the end of this workshop, participants will be able to list the stages of the peer review process; describe the components of constructive peer review; employ peer review guidelines to provide authors with meaningful and actionable feedback; and distinguish between effective and ineffective review comments and strategies.

The workshop will utilize a blend of didactic lecture, group discussion and individual and small group activities to explore peer review feedback.



Participants will discuss the provided examples of peer review responses to familiarize themselves with different approaches to feedback and will apply reviewer guidelines to example manuscripts to evaluate the strengths and weaknesses. This session will prepare participants to provide constructive criticism on manuscripts and improve the quality of peer review across the profession.

Target Audience: Anyone interested in learning more about the peer review process for journal articles, including new and experienced authors, peer reviewers, and journal editors.

Papers 5(B) – Publishing

Halifax BC

[Factors and outcomes of collaboration in keeping up to date: An exploratory multiple case study](#)

[Vera Granikov](#), Centre de recherche du CHUM; [France Bouthillier](#), School of Information Studies, McGill University; [Pierre Pluye](#), Department of Family Medicine, McGill University

[Measuring institutional research impact with Wikipedia citations](#)

[Denise Smith](#), McMaster University; [Jack Young](#), McMaster University; [Jennifer McKinnell](#), McMaster University

[Pointers for preprints: Searching for medical preprints and comparing aggregators](#)

[Sarah C. McGill](#), CADTH

[How “open” are we? A content analysis of journal policies in library and information science](#)

[Marisa Tutt](#), Island Health

10:45AM - 11:00AM Break

Sable Ballroom

11:00AM - 12:30PM Closing Keynote

Sable Ballroom



Kolade Kolawole-Boboye

Kolade Kolawole-Boboye is the Co-founder & Brand Management of LDN Records INC, a Director and Alumni at Hope Blooms. Kolade sees himself as a lifelong learner that wants to build relationships with others through creative entrepreneurial collaborations. Kolade is a member of the Hope Blooms Board of Directors, a recipient of the Lieutenant Governor's Architecture Award for Outstanding Design in Greenhouse, successfully pitched to the CBC's Dragons Den & a Recipient of CBC's Dragons Den Top Pitches of all Time 2016, Hosted the 1st outdoor musical performance on Spring Garden in collaboration with Spring Garden Business Admin. Kolade is a creative, outgoing, dedicated individual who wants to build and expand his experience through creative work.

12:30PM - 1:30PM

Closing Remarks
2024 Presentation

Sable Ballroom

Abstracts - Contributed Papers

Exploring the impact of automated indexing on completeness of MeSH terms

[Alexandre Amar-Zifkin](#), Université de Montréal; *Virginie Paquet*, Université de Montréal;
Taline Ekmekjian, Université de Montréal; *Tara Landry*, Université de Montréal

Introduction: The use of controlled vocabulary to identify relevant articles is a central element of bibliographic database instruction in health sciences. Students learning to search MEDLINE are taught that MeSH yields precise results, and that



MeSH indexing increases an article's findability, reliably describing an article's contents.

Indexing for MEDLINE was done completely by human indexers until 2011. Since April 2022, all articles are assigned MeSH via automated indexing (AI). Per the NLM, MeSH assigned by AI are determined based on terms in title, abstract, and terms and indexing of 'related records', with human review and curation of results "as appropriate".

As MEDLINE instruction typically starts with teaching learners to identify key elements or concepts in their research question and find appropriate MeSH for them, we sought to explore the following: how well does AI identify key concepts of an article? Are concepts missed more or less when compared to human indexers? Drawing on the PICO framework, are missing concepts more often any particular PICO element?

Methods: We reviewed samples of automated and human-indexed records from shortly before April 2022, and some entirely-automated from later, to determine whether their main concepts were adequately represented with MeSH. Working in pairs, our team used a web form to assign key concepts (based on the PICO framework) that, per our experience, would be used to find it and similar articles based on title and abstract.

Assigned MeSH were then displayed and analyzed to determine whether they adequately represented the key concepts of each record.

Results & Conclusion: As the study is ongoing, results are forthcoming. Potential impacts of Automated Indexing on library instruction and basic searching will be discussed.

Can GPT-3 tools accurately find and analyze articles for systematic reviews? A (very) preliminary assessment

[Gary Atwood](#), *University of Vermont*

Introduction: GPT-3 is a large language model that uses artificial intelligence to generate textual responses to prompts and questions. GPT-3 technology has been used to create several interesting tools including the widely reported chatbot ChatGPT-3, which was released in November 2022. Inspired by the initial success of GPT-3, several organizations have started to build tools designed to assist with tasks associated with the systematic review research process. This project will analyze how successful these tools are in completing two specific tasks: searching for research articles and analyzing individual articles.

Methods/Description: This project consists of two parts. In part one, the research question from a previously published systematic review will be used to conduct a search in two GPT-3 based tools for relevant research articles. In part two, each GPT-3 tool will be used to analyze a single research article to determine if it is relevant to the research question.



Results/outcomes: For part one, the results will be based on how effective and efficient each tool is at finding relevant research articles. Results will be compared to the set of articles included in the original review as a measure of success. For part two, each tool will be used to pull evaluative information from the sample article. This information will be compared to a manual assessment completed by the author.

Discussion: This project will provide researchers with guidance on how to integrate GPT-3 based tools into their systematic review workflow. It will include a brief discussion of strengths and weaknesses and how they can impact potential results.

Preliminary results of a longitudinal study of health information-seeking behaviour pre- and post-COVID

[Joan Bartlett](#), *McGill University*; Aaron Bowen-Ziecheck, *McGill University*

Introduction: As we pass three years since the declaration of the COVID-19 pandemic, the question persists as to how 'normal' has evolved since then. Recent research into health information-seeking behaviour (ISB) has found evidence of differences related to the COVID-19 pandemic. Our pre-pandemic research into undergraduate students' ISB identified a mismatch between the rating of a resource's credibility, and the frequency of its use. In contrast, since the pandemic started, students report taking a more critical approach to selecting and appraising health information, including checking information against other sources, verifying if information is up-to-date, and assessing the author/institution to check for bias. Here, we present a longitudinal study of health ISB before and after the pandemic started to determine: 1) if/how health ISB has changed from before the pandemic, and 2) whether health ISB differs for everyday health issues, and those specifically related to COVID-19.

Methods: Data collection involves two online surveys of McGill University undergraduate students, the first before the pandemic, and a replicate survey in early 2023. The pre-pandemic survey (in the context of everyday health issues) yielded over 3500 responses. The follow-up survey includes the same questions regarding frequency of resource use, and assessment of resource credibility. The questions are repeated for two contexts: everyday health issues, and specifically related to COVID-19.

Results: Data collection and analysis are in progress; preliminary results of the post-pandemic survey, with comparison to the pre-pandemic survey will be presented.

Discussion: We will discuss the implications of the preliminary findings for health librarianship, with focus on how health ISB has evolved during the pandemic, and the implications for the 'new normal' of the future.

Librarian teaching practices in support of knowledge syntheses projects: Preliminary results of an environmental scan

Glyneva Bradley-Rideout, *Gerstein Science Information Centre, University of Toronto*; Robin Parker, *Dalhousie University*; [Andrea Quaiattini](#), *McGill University*; Maggie Nevison,



University of Toronto; Lindsey Sikora, University of Ottawa; [Kaitlin Fuller](#), St. Francis Xavier University

Introduction: Previous program descriptions describe that Health Sciences librarians teach search skills for knowledge synthesis (KS) projects. Yet, little research discusses instructional practices and approaches. We conducted an environmental scan to address this gap. Our questions were: Do health science librarians teach searching methods for KS projects in groups of three or more learners? For those that do, what tools and approaches are employed?

Methods: Following ethics approval, we developed a survey that included closed-ended, scaled, and open-ended responses. After piloting and incorporating feedback from three librarians, the online survey was distributed through social media and email lists. The survey was open to any librarian working directly with health sciences students and faculty.

Results: We received 114 total responses to our survey from 10 different countries, with most respondents coming from Canada and the United States. This presentation will focus on the quantitative data analyzed using descriptive statistics, including topics covered and approaches for instructional delivery and assessment. The results reflect an emphasis on actionable searching skills in librarian instruction, but also inclusion of conceptual ideas and other steps of the review process. Analysis of results is ongoing and a selection of the results will be shared.

Discussion: These selected results will be of interest to health library and information professionals wanting to know more about instructional practices used in group settings by librarians to help learners develop comprehensive searching skills for KS projects. We will discuss the results in the context of pedagogical practices and adult learning theories.

Putting a sustainable systematic review into action

[Sunny Chung](#), Stony Brook University; [Laurel Scheinfeld](#), Stony Brook University; Jessica Koos, Stony Brook University; Jamie Saragossi, Stony Brook University

Introduction: The Stony Brook University Health Sciences Library has been supporting systematic reviews for a number of years, however, no formal policies or workflows were in place. There has also been a high number of uncompleted reviews, and no triaging system for distribution. A systematic review task force was established to create formal documents and policies, and streamline workflows so any librarian can step in and continue the review process.

Methods/Description: Prior to meeting with a librarian, research teams are encouraged to complete the intake form so the librarians can determine who will take on the project. After the initial meeting, the team leader and librarian will sign a memorandum of understanding so that both parties understand their responsibilities before the search strategy is created. Next, the researcher(s) will need to complete the protocol template. To gauge the effectiveness of this new model, librarian satisfaction will be examined as well as the rate of project completion in the future.



Results/Outcomes: The newly created systematic review service has fostered a better understanding and collaboration between the librarian and the research team. The new triaging system has formalized the internal workflow, resulting in increased awareness of ongoing systematic review projects among the librarian team. The adoption of a project management tool has facilitated efficient time management and allocation of resources. The health sciences librarians plan to continue using the newly implemented documents and policies as an integral part of our workflow. The systematic review task force will continue to monitor trends and modify these documents as needed.

An environmental scan of librarian involvement in systematic reviews and scoping reviews at the University of Ottawa

[Peter Farrell](#), University of Ottawa; Victoria Cole, University of Ottawa; Emily DaSilva, University of Ottawa; Valentina Ly, University of Ottawa; Nicholas Dehler, University of Ottawa; Alain El Hofi, University of Ottawa; Evan Sterling, University of Ottawa; Téa Rokolj, University of Ottawa; Sarah Visintini, University of Ottawa; Patrick Labelle, University of Ottawa; Lindsay Sikora, University of Ottawa

Introduction: Requests for librarian collaboration on knowledge synthesis projects at the University of Ottawa have increased over time. Despite having significant impact on workload, the intellectual contributions of librarians are not always recognized through authorship or acknowledgement. We conducted an environmental scan to establish a baseline for how librarian involvement is reported in all systematic and scoping reviews published by authors affiliated with the University of Ottawa. Specifically, we wanted to better understand the publication volume, workload implications, and extent of reported librarian involvement.

Methods: We searched 18 databases across various subject areas. Keyword and publication-type searches were combined with affiliation searches for the University of Ottawa or affiliated research institutes/centres. Published systematic reviews, scoping reviews, meta-analyses, and published protocols for these methodologies were included. All other review methodologies were excluded. Data extraction focused on bibliographic information, librarian involvement, funding, uOttawa affiliation, and the type of review. (Protocol available here: <https://osf.io/bqd26/>)

Results: Search results yielded 20,270 records. After duplicates were removed, 8,805 records were screened by title and abstract. 6,049 records passed to full-text screening (currently underway). Preliminary results show reviews from a greater diversity of disciplines than originally anticipated. Consistency of review nomenclature varies greatly between disciplines and poses a challenge in ensuring consistency during screening.

Discussion: This environmental scan maps systematic and scoping review publications across disciplines at the University of Ottawa. Better understanding the proportion of reviews with librarian involvement will help guide policy and procedure development around knowledge synthesis services, and enable us to project resourcing needs in the future.



Advocating online for better knowledge translation in New Brunswick and beyond during the COVID-19 pandemic: I tried.

[Kathleen Gadd](#); Cheryl Johnson

This paper is a description of a non-traditional program, accessible to all in English and a bit of French, undertaken virtually from my home while I cared for three young children during the first three years of the COVID-19 pandemic. Health sciences librarians recognized a need for information during the pandemic. As an independent librarian no longer working for an institution, I started a social media account and eventually an advocacy group to help others find high-quality information, and to disseminate the information provincial Public Health was declining to share. The failure of our governments to recognize airborne (inhalation) transmission of SARS-CoV-2 has been one of the most significant tragedies of the pandemic. As one librarian, and then as part of a team of multidisciplinary volunteers, I tried - we tried - to make a difference in the province of New Brunswick and beyond by engaging as many people as possible with links to high-quality citations, webinars, and other sources of evidence during a time of dangerous disinformation by various forces - and cruel silence by our provincial governments, who declined to inform departments, healthcare providers, or the public about airborne transmission, long COVID, and other vital findings in the literature. Without clear communication about these findings, without effective knowledge translation, people in New Brunswick and across Canada suffered needlessly. It didn't have to be this way. We tried. So far, knowledge alone hasn't been enough to effect systemic change. This paper details our efforts; making our work public in this way serves as a record that some fought back (with citations!) against mass infection - we hope it inspires, too.

Perceptions and behaviours of first year health sciences undergraduate students conducting online research

[Susanna Galbraith](#), McMaster University

Objectives: To explore the perceptions and behaviours of first year health sciences undergraduate students when conducting online research during their transition from secondary school into university. The aim of this research is to explore creative solutions to meeting the needs of today's pandemic affected students and their unique perceptions and behaviours.

Methods: An ethics-board approved qualitative ethnographic study is underway using semi-structured interviews. Students were recruited from an introductory first year health sciences course. They were screened to ensure they are first year students and have no prior higher education experience. 13 students were successfully recruited. These students provided a 1-hour interview using Zoom during the first weeks of their undergraduate degree in the fall of 2022. Transcriptions have been verified by the principal investigator. The data is currently being analyzed using inductive coding methods, and will undergo multiple rounds of coding. Following this a survey will be developed and sent to participants in early 2023 to learn how their experience has changed over time.



Results: Initial results are very preliminary at the time of this submission. The students interviewed described in detail all aspects of their online research process including: how they made decisions when searching Google; whether they tended to go to peers, instructors or online communities for support; when and why they would turn to YouTube; determining credibility of resources identified through Google; information literacy instruction they received during their secondary school years.

Conclusions: The data is currently being analyzed, however much can be learned from this study. The conclusions will help to inform information literacy instruction for health sciences undergraduates, collection development and user experience design of library websites.

Advocating for space in a hospital: one library's experience

[Sarah Gleeson](#), *Fraser Health*; [Ashley Lavoie](#), *Fraser Health*

Hospital Libraries are always having to justify their existence within a hospital. With Covid-19 adding additional spacing requirements, our library was closed to facilitate increased social distancing for staff. In our search for a new space within the hospital, many lessons were learned along the way.

Finding a new space for a library proved more difficult than the administration anticipated. In the design, physical limitations, such as weight restrictions, air quality, and noise levels needed to be met. Space is always at a premium in a hospital environment and there are many different stakeholders within a single hospital. Our move required navigating all the different players, offered spaces, and building requirements.

Through reflection and user feedback, we were able to identify three key aspects that our hospital library required. We needed library office space, physical materials space, and also most importantly a community space. These three pieces became pivotal to our library designs.

Library staff were able to liaise with multiple stakeholders for advocacy and design support. The language used in the residency accreditation was also key in communicating the value that library services provides to the hospital. Cooperative development was crucial in moving the project forward.

Moving a library is never a simple task; however, by working with stakeholders that have shared values, we were able to create a solution that allowed us to open a library that is sustainable for the future.

Factors and outcomes of collaboration in keeping up to date: An exploratory multiple case study

[Vera Granikov](#), *Centre de recherche du CHUM*; *France Bouthillier*, *School of Information Studies, McGill University*; *Pierre Pluye*, *Department of Family Medicine, McGill University*



Introduction: Keeping up to date is fundamental for acquiring new knowledge and informing future action. Yet, it remains a challenge. Faced with information overload, researchers, information professionals, and health professionals have little time to continuously monitor and filter scholarly publications. This is particularly true for complex multidisciplinary fields like Patient Oriented Research (POR). Using collaboration to share the monitoring effort among group members may be a solution. The present study explored the factors and outcomes of collaborative information monitoring from the perspective of POR stakeholders using a dedicated information monitoring system.

Methods: A multiple case study was conducted. Each monitoring project implemented in the system constituted a case. Data were collected using individual semi-structured interviews with researchers, research professionals, and health professionals. Interview data were corroborated with project documents and system logs. Data were analysed using deductive-inductive thematic analysis in two stages, within and across cases.

Results: Seven cases were included. Results supported seven types of factors (personal, group, organizational, informational environment, information sources, system, task) and five types of outcomes (performance, behavioural, cognitive, affective, relational), which were identified in previous research. New sub-types were generated, 19 for factors and 12 for outcomes.

Discussion: This research is innovative as it extends knowledge on collaboration in information monitoring. It offers actionable recommendations useful for implementing, supporting, and evaluating collaborative information projects, potentially helping POR stakeholders, as well as professionals in other fields, keep up to date. Moreover, the findings can inform the development of future information services and tools to support collaborative information monitoring, as well as information professionals' own collaborative projects.

Learning on the job: Using artificial intelligence and natural language processing to support rapid review methods

[Leah Hagerman](#), *The National Collaborating Centre for Methods and Tools*; Sarah Neil-Sztramko, *The National Collaborating Centre for Methods and Tools*; Maureen Dobbins, *The National Collaborating Centre for Methods and Tools*

Introduction: The Rapid Evidence Service (RES) responds to the needs of public health decision-makers by answering priority questions using rapid review methods. The vast quantity of literature available makes it challenging to identify relevant research using manual screening under rapid review timelines. Our team has integrated Artificial Intelligence (AI) to support screening for rapid reviews.

Methods: Four AI features offered by DistillerSR have been integrated into our screening methods: DAISY Rank, which uses Natural Language Processing to learn manual screening patterns and apply those to the remaining references to be screened, thereby predicting which studies will be most relevant; Re-Rank Report, which predicts the total number of included studies based on previous screening patterns; AI Screening, which automatically screens studies based on prediction



scores; and Check for Screening Errors, which identifies studies that were potentially falsely excluded.

Results: We have used DAISY Rank on 30 rapid reviews on 18 topics, allowing full text screening and data extraction to proceed by identifying the most relevant studies early. Use of the Re-Rank Report and Check for Screening Errors functions have informed decisions to move to AI Screening. To date, we have integrated AI Screening into five rapid reviews, including three living reviews. In one rapid review update, AI Screening automatically excluded 5,744 of 7,196 studies, thus saving time in manual screening.

Discussion: Integrating AI into rapid review methods has saved time spent on manual screening, allowing reviews to progress faster. Our methods are transferable across most RES topics.

Methods to support evidence-informed decision-making in public health: creation and evolution of a rapid review service

[Leah Hagerman](#), *The National Collaborating Centre for Methods and Tools*; Choudhry Nayab, *The National Collaborating Centre for Methods and Tools*; Sarah Neil-Sztramko, *The National Collaborating Centre for Methods and Tools*; Emily Clark, *The National Collaborating Centre for Methods and Tools*; Susan Snelling, *The National Collaborating Centre for Methods and Tools*; Robyn Traynor, *The National Collaborating Centre for Methods and Tools*; Maureen Dobbins, *The National Collaborating Centre for Methods and Tools*

Introduction: The explosion of research literature that occurred in response to the COVID-19 pandemic resulted in the need for public health decision-makers to access high-quality synthesized evidence for policy and practice decisions. Our team quickly responded to the needs of decision makers by developing the Rapid Evidence Service (RES). The RES builds upon internationally accepted rapid review methodologies to synthesize the best available evidence on priority COVID-19 public health questions for local, regional and national public health decision makers.

Methods: Our process involves: receiving and prioritizing public health decision makers' questions, collaboratively developing clearly-focused questions; developing and conducting a comprehensive search; rapid screening of evidence; critically appraising relevant evidence using validated tools; summarizing key findings; GRADE-ing the evidence; and synthesizing the findings into a final report which includes an executive summary. To ensure the needs of those most affected by subsequent decisions are represented, public partners are invited to provide their perspectives and lived experience.

Results: Since May 2020, we have completed 82 rapid reviews on 44 priority public health topics. We continue to update reviews as new evidence emerges through both updates and maintaining living rapid reviews. We have answered questions from and worked collaboratively with regional, national, and international organizations.

Discussion: The rapid review process is a real-world example of how review-level evidence can be mobilized quickly in response to decision-makers' needs. Our



process has evolved to ensure feasibility, accuracy, and efficiency in response to and support recovery from the COVID-19 pandemic.

Finding our way in a time of uncertainty: collaboration and the COVID-19 Hub

Joanne Hodder, Nova Scotia Health Authority; Michelle Helliwell, Nova Scotia Health Authority; Kate Mercer, Nova Scotia Health Authority; Chelsey Millen, Nova Scotia Health Authority; Noella Whelan, Nova Scotia Health Authority; Ashley Daurie, Nova Scotia Health Authority; [Leah MacDonald](#), Nova Scotia Health Authority; [Katie McLean](#), Nova Scotia Health Authority; [Katie Puxley](#), Nova Scotia College of Art & Design

Introduction: In March 2020, the rapidity of internal documentation being created and released due to COVID-19 was straining the health authority's existing content management systems.

Description: Staff showed signs of information overload and anxiety, doubt about the currency and authoritativeness of the documents being accessed was growing, and confusion related to clinical practice guidelines for the provision of safe, person centred care. At the same time, partner organizations and external provincial health teams without access to the organization's intranet required access to the same information, tools, and resources, which created additional pressure to find a solution.

Outcomes: In response, an interprofessional team comprising of Policy, Library, Interprofessional Practice & Learning, and Communications, with approval through the COVID-19 Clinical Medical Advisory Committee (CMAC) and the Emergency Operations Centre (EOC), was struck to resolve this problem; Policy Office and Library Services leaders co-led the project. Due to the collaborative structure of this team, gaps and potential bottlenecks identified and addressed, and a content management solution was conceptualized, built, and implemented that remains at core of the province's COVID-19 response today.

Discussion: Through this paper, we will share the finer points of this journey: mapping out efficient and sustainable practices, the bumps felt along the way, how early and constant user feedback was critical, our successes, where we are today, and where we are headed with this specific content management system.

Single & ready to mingle: Forging connections & the silver lining of solo librarianship

[Jeanna Hough](#), Halton Healthcare

Introduction: I've been a solo Librarian for 13 years. While difficult, I will look at how this allows a unique professional freedom and forging connections through program planning outside the traditional Library walls. One interwoven theme will be how we frame/view our circumstances and align our limitations/ resources, including how the Pandemic has offered additional opportunities.

Description: I will summarize some partnerships/programs such as:

- External partnership with iMD: consumer health tool
- Public Library partnerships: Health literacy talks, Welcome Baby program for early health literacy
- Inter-hospital partnerships: With Holland-Bloorview in Toronto with their neurodevelopmental video game lending program for kids



- Department connections: managing a team of 25 PPE superusers during the Pandemic
- Internal hospital projects: Heading up Patient Education policy making
- Leading the education portfolio on the bedside entertainment terminals
- Integrating POC tools and Patient Education into our updated EMR.

While these partnerships/programs are additional for a solo Librarian, they continue to reinforce the Library and Librarian as highly valued partners in the hospital. Additionally it increases the visibility as a leader and information expert, and improved usage statistics.

Outcomes: I will touch on how the programs are going, look at numbers if applicable or available as well as discuss impacts to professional capacity.

Discussion: The programs are ongoing and will be assessed further and used as jumping grounds for additional connection building and program planning. Discussion will also touch on the value add for a Librarian personally and professionally.

Extending the Bramer Method with EndNote 20: Deduplicating with DOI

[*Emilia Main*](#), Sunnybrook Health Sciences Centre

Introduction: Since comprehensive searching for knowledge syntheses requires searching in multiple databases with overlapping content, record deduplication is an important step in the review process. Manual deduplication is time-consuming, and although automated options exist, these are not always accurate or available. The method published by Bramer et al. in 2016 ('Bramer Method') combines manual and automated deduplication using the reference management software EndNote to systematically and reproducibly deduplicate records.

Description: Researchers conducting knowledge syntheses at our institution were accustomed to having records deduplicated by library staff. However, due to staffing reductions, this service was unlikely to be sustainable as it was. Instead of cancelling the service, staff adapted the Bramer Method to deduplicate records by Digital Object Identifier (DOI) using EndNote 20. This presentation will outline the time-saving steps used to deduplicate database records in EndNote 20, as well as lessons learned during the process.

Outcomes: While this extended method requires a few additional steps, the duration of the deduplication process has been reduced to almost half of the time taken using the original Bramer Method.

Discussion: Record deduplication is a time-consuming process, and it may be challenging for library staff to offer this service amid staffing changes and increasing workloads. However, accurate and efficient deduplication is a useful skill that adds additional value to the information professional's role on a knowledge synthesis team.

Pointers for preprints: Searching for medical preprints and comparing aggregators

[*Sarah C. McGill*](#), CADTH

Introduction: Preprints share emerging research developments months before a final publication, and their production and dissemination exploded during the



COVID-19 pandemic. Though preprints are not peer reviewed, they can provide important information about upcoming research and confirm research gaps. Since 2020, CADTH has added a preprint search for our COVID-19 reports and evidence syntheses.

Purpose: We will discuss search approaches for preprints, including advising systematic review teams, managing citations, and selecting search aggregators. We will describe the approach for a recent long COVID scoping review that included preprints.

Suggestions and Discussion: Where preprints are of importance, a preprint-specific aggregator should be added to the search rather than relying on traditional bibliographic databases because the latter currently have limited numbers of preprints. Preprint aggregators, such as Europe PMC, OSF Preprints, and preVIEW, compile multiple preprint servers and have individual advantages, such as free web-based platforms and advanced Boolean search, as well as disadvantages like variable options for limiting and saving searches. As preprints are plentiful but transitional, some developers are exploring user annotations or subject headings tagged by artificial intelligence. Even as COVID-19 evolves, preprint aggregators develop new search features. We will provide a comparison table to help decide which preprint aggregator is best for your search.

Comparison of asynchronous online versus in-person library instruction methods for teaching literature searching

[*Sandra McKeown*](#), *Queen's University*; [*Angélique Roy*](#), *Queen's University*

Objectives: University instructors were abruptly thrust into an online learning environment at the beginning of the COVID-19 pandemic in 2020. The liaison librarian for graduate medicine at a Canadian university adapted an in-person library session on literature searching in bibliographic databases to a form of asynchronous online instruction during this period. Students returning to campus in 2022 presented an opportunity for the librarian to compare the effectiveness of the traditional in-person library session with this new form of online instruction. The primary objective of this study was to compare the effectiveness of traditional in-person library instruction with asynchronous online library instruction for teaching literature searching skills to students enrolled in a translational medicine graduate course. The secondary objective is to determine the students' perceived effectiveness of the different instruction methods and their attitudes towards different teaching formats for learning literature searching skills.

Methods: Students enrolled in a translational medicine graduate course in Fall 2022 were invited to participate in this research study. 12 of 17 students agreed to participate and were randomly assigned to a control group (receiving in-person library instruction), or to an intervention group (receiving a link to a narrated PowerPoint video). Both instructional sessions were 80 minutes and included structured slide content and demonstrations in Ovid MEDLINE. Using Qualtrics online survey tool, participants completed one pre- and two post-tests containing the same 10 multiple choice questions to assess learning and retention, and a survey to



evaluate their perception of the instruction received and their attitudes towards different instruction methods for literature searching.

Results: The ability to analyze pre- and post-test scores was affected by missing data due to the low completion rates among the intervention group. We calculated the change between time points in pre- and post-test scores for each group and then compared the change between the two groups to account for knowledge scores at baseline. While the results were not statistically significant, the in-person group improved more than the video group from pre- to post-test 1, and from pre- to post-test 2. All 6 participants in the intervention group rated the pace of the narrated PowerPoint video as just right, compared to 4 out of 6 in the control group. 4 out of 6 participants in the intervention group found the instruction method mostly effective, and 2 of 6 somewhat effective, compared to 3 of 6 for both mostly effective and somewhat effective among the control group. Ratings for preferred instruction methods and the most important factors identified for learning about literature searching will be discussed.

Conclusions: While many studies have investigated the effectiveness of in-person or online library instruction methods, few compare different instruction methods in a single study. This is the first study to randomly assign students to an intervention and control group for receiving library instruction on literature searching, and the first study to investigate the effectiveness of a narrated PowerPoint video as a form of asynchronous online instruction. However, the sample size for this study is very small and may not be generalizable to other graduation students receiving library instruction for literature searching.

Evaluating the performance of RefWorks and Deduklick for de-duplicating references

[*Sandra McKeown*](#), *Queen's University*; *Zuhaib Mir*, *Queen's University*

Introduction: There are various automated electronic methods for deduplicating references after searching multiple resources during the process of conducting an evidence synthesis including deduplication features in citation managers and systematic review tools. This research examines the performance of default algorithms for deduplicating references in RefWorks (using the revamped deduplication feature released by ProQuest in November 2022), Deduklick (introduced in 2022 as a stand-alone deduplication AI tool), and Systematic Review Accelerator (a suite of automation tools that includes a "Deduplicator" feature).

Methods: Database search strategies from a previously conducted evidence synthesis were used to collect a heterogenous sample of references from the following Ovid databases: MEDLINE, Embase, PsycINFO and Cochrane CENTRAL. Manual abstraction of the sample of references was used to identify duplicates and develop a benchmark for comparing deduplicated references from RefWorks, Deduklick, and Systematic Review Accelerator. The number of false negative and false positive references generated by each program was determined to calculate accuracy, sensitivity, and specificity.



Results: The performance of default settings for deduplicating references in RefWorks, Deduplick, and Systematic Review Accelerator will be presented and directly compared to other citation managers and systematic review software programs, which have been previously evaluated and reported on using the same sample of references and process of analysis.

Conclusions: The performance of electronic methods for deduplicating references should be taken into consideration when conducting evidence syntheses to avoid unintentionally removing eligible studies, which could introduce bias. The cost and availability of programs that deduplicate references may limit and/or exclude their use among researchers, which may have implications for evidence synthesis quality.

A tale of two studies: From research to action with researcher profile systems

[Caroline Monnin](#), University of Manitoba; [Justin Fuhr](#), University of Manitoba

Introduction: Researcher Profile Systems, such as ORCID, ResearchGate, Google Scholar Profiles, and ScopusID, are an integral part of the research life cycle to ensure accurate scientific output and discoverability. Researcher profiles support name disambiguation, accurate bibliometrics, and visibility. Health sciences and hospital librarians are important participants in advocating and supporting these tools to post-secondary and hospital communities. To improve our instruction and bibliometric services, it is important to understand which profiles are being used.

Methods: Our study is comprised of two parts. First, we evaluated synchronous instructional sessions to determine which tools participants opted to use after attending. Second, we used a sample to evaluate use of researcher profiles at our institution, the University of Manitoba. After manually collecting publicly available data, we calculated the statistical correlation between profiles and discipline and rank.

Results: Our health sciences faculty adoption rate is 72.2% for ORCID (+26.7% over reference value), 97.2% for ScopusID (+11.8%), 37.5% for Google Scholar Profiles (-1%), and 72.2% for ResearchGate (+12.1%). Health sciences faculty prefer ORCID and are 8.7x more likely to use it than humanities. ScopusID and ResearchGate are also popular. Use of ORCID and ScopusID increased after attending library workshops.

Discussion: Health sciences staff, faculty, and researchers are busy and maintaining multiple profiles is challenging. Our results will inform library services at our institution and hopefully beyond. With the outcome of our case study, we can revise our instruction to explain the importance of complete and public profiles, develop tutorial and web content to explain discipline-specific choice of profile, with the goal of increasing rate of adoption.

Credit where credit is due: A content analysis of librarians' roles in knowledge syntheses

[Caroline Monnin](#), University of Manitoba; [Mé-Linh Lê](#), University of Manitoba



Introduction: Librarians play a vital role in knowledge synthesis (KS) research from constructing the search strategies to completing the data collection. Depending on the level of support librarians may be given co-authorship, an acknowledgement, or an in-text mention. While building upon previous work that benchmarks KS output at an institution, this work specifically examines KS at the University of Manitoba (UM) wherein our faculty are primary authors and if and how librarians were credited for their work.

Methods: We undertook a content analysis of all KS published between 2017-2022 by UM authors. We searched affiliation in PubMed and Scopus to retrieve 2,602 records. After screening, we had 696 records. From these records we determined the type of KS (e.g., rapid, scoping), the broad topic area (e.g., medicine, nursing, education) whether the primary authors were UM-affiliated, and the credited role of the librarian (if any).

Results: We will calculate the type and number of KS completed during this period, the most popular disciplines, if the project used a librarian and if so, how the librarian was acknowledged. Results will be available in Spring 2023.

Discussion: The information gathered in this research will be turned into action in three ways: 1) Advocating to our administration and faculty on the importance of this work with accurate data on the true scope of KS research at our institution; 2) Identifying [institution]affiliated authors who are doing KS research without the support of librarians and who may be amenable to outreach 3) Quantifying the level of credit librarians are getting for their KS work.

It's broken, and we gotta fix it: Developing a new library service model in a multi-site hospital network

[Zachary Osborne](#), *Unity Health Toronto*; [Sabine Calleja](#), *Unity Health Toronto*; *Michael Myers*, *Seneca College*; *Carolyn Ziegler*, *Unity Health Toronto*

Introduction: How does a library team of 6 support the research, training, and information needs of over 10,000 hospital staff across three different healthcare sites? The answer is: smarter, not harder. In 2022, planning started to determine a new model for library services to ensure outputs remain highly-valued and staff time is occupied meaningfully and equitably. This paper outlines the methods and project planning for a crucial initiative to reimagine the services and staffing at a multi-site hospital library system, proposing a new library service model (LSM).

Description: An in-depth project charter was formulated to define the scope, deliverables, milestones, timelines, and stakeholders of the work. The project team organized deliverables into phases for information gathering, stakeholder engagement, data synthesis, and drafting recommendations. The work of the initial deliverables took shape as reviewing published and grey literature, an environmental scan of peer hospital institution libraries through structured interviews, gathering service statistics and benchmarks, and engaging with internal stakeholders to understand information needs and service gaps. It is anticipated the recommendations for a new proposed LSM will be available in April 2023, and if accepted will be implemented in 2024.



Outcomes: High-level outcomes of this initiative will be shared at the time the paper is presented. Presenters will share reflections on the strengths and lessons learned of methods used to undertake this initiative. It is hoped other hospital libraries considering modifications to how they support their communities will benefit from the approaches and project planning employed in this experience.

Discussion: This session will discuss the methods and approaches used to gather relevant information, and share preliminary details of the proposed new library service model.

The ol' medical colouring book: Library outreach through play

[*Angélique Roy*](#), *Queen's University*; [*Brendan Edwards*](#), *Queen's University*

Introduction: As concerns for students' mental health rises, academic libraries remain essential in providing creative activities and services to help mitigate stress and anxiety (Bladek, 2021; Rose et al., 2015). While adult colouring books thrived in the mid-2010s across disciplines and markets (Blackburn & Chamley, 2016; Dresler & Perera, 2019; Garner et al. 2016), librarians at the Health Sciences and Rare Books libraries at a Canadian university recognized an opportunity to engage with students about library collections through a medical colouring book during the 2022 Fall semester.

Description: The Ol' Medical Colouring Book was intended as a de-stressor activity during exams, featuring images from antiquarian anatomy and botany texts housed in special collections. It was designed primarily for Life Sciences and History of Medicine students by a second-year History student as part of an experiential learning internship, co-supervised by the librarians. Two three-hour pop-up events were held wherein the historical texts were displayed for students to browse and inquire about the history and provenance of the works. A unique hashtag was developed for promotion across online platforms.

Outcomes: The pop-ups were received with overwhelming enthusiasm and the initial print run was distributed in under two hours of the first event which resulted in doubling the order for the second. An ISBN was obtained, and a copy was deposited in the university's institutional repository so views can be tracked.

Discussion: This initiative, which began as a simple idea between two colleagues, speaks to the transformative potential of the arts and humanities in medical education. Learnings from successes and shortcomings will be analyzed to develop subsequent editions into a unique learning object through faculty consultation and collaboration.

Embedding information literacy within a required undergraduate curriculum

[*Denise Smith*](#), *McMaster University*; [*Stephanie Sanger*](#), *McMaster University*

Background: The Health Sciences Library and the Bachelor of Health Sciences (BHSc) program at McMaster University worked together to build a multi-year



information literacy (IL) curriculum embedded within the program under a suite of courses called Praxis Pathways.

Description: The Praxis Pathways information literacy program is the focus of this presentation. The authors will describe the multi-year embedded IL curriculum, which is scaffolded to build both IL skills, such as database searching, and introduce students to key conceptual conversations in IL, production and dissemination.

Outcomes: BHSc program graduates in 2023 will be the first to have completed all four years of the Praxis Pathways courses, including the IL program developed and delivered by the library. The authors will describe how the impact of the program will be evaluated qualitatively and quantitatively going forward.

Conclusion: Embedded librarianship for multi-year, scaffolded IL education in undergraduate programs continues to be a rarity, despite the acknowledgement that one-shot instruction has several limitations. The authors present this program description to share how they embedded a for-credit IL curriculum in an undergraduate program that looks beyond the one-shot, skill-based tutorial and focuses on developing adaptive, information-literate lifelong learners.

Measuring Institutional Research Impact with Wikipedia Citations

[Denise Smith](#), McMaster University; [Jack Young](#), McMaster University; [Jennifer McKinnell](#), McMaster University

Introduction: Traditional research metrics tell us about a publication's or researcher's impact within their scholarly community, but they do not describe impact outside academia. Altmetrics fills this gap by tracking mentions in sources widely accessible to the public, including Wikipedia. Wikipedia is the most frequently accessed online health information resource and is well-positioned as a public health communication tool and knowledge translation tool. The authors aimed to explore their institution's health and medical research impact by analysing its presence in Wikipedia articles.

Methods: In October 2022, a comprehensive database search was constructed in PubMed to retrieve clinical evidence syntheses published by at least one McMaster University author from 2017 to 2022, inclusive. Altmetrics Explorer was queried using PubMed Identifiers and article titles to access metadata and Wikipedia citation data for 3,582 knowledge synthesis outputs.

Results: 6% (n=219) of health evidence syntheses from the authors' institution were cited 568 times in 524 Wikipedia articles across 29 unique languages. 45% of citations appeared in English Wikipedia, suggesting a broad global reach of outputs. When adjusted for open access, 8% of McMaster University's health evidence syntheses appear in Wikipedia. A chi-square test confirmed a relationship between open-access publications and their presence in Wikipedia.

Conclusion: Altmetrics Explorer is a valuable tool for exploring the impact of an institution's research outputs. Isolating altmetric data to focus on Wikipedia citations has value for institutions wishing to gain more insight into the global, community-level reach of its contributions to the latest health and medical evidence.



Why is access to library resources so complicated? A case study of library technology

[Kelly Thormodson](#), *Penn State University*; [Ben Hoover](#), *Penn State University*

Introduction: The consolidation and growth of health systems in the US has had a major impact on associated academic libraries. The complications of this growth on libraries include collections, management and administration and most especially technology. This paper takes a look at specifically the technology issues faced by Penn State University's Harrell Library whose health system grew 400% in less than 7 years. Over the last 25 years, nearly all medical libraries content has switched to primarily electronic format. The standard being that access is provided via IP (Internet Protocol) while on campus and via a log in with an associated university/health center ID and password from off campus (through a VPN or proxy server).

Description/Methods: Technology issues related to the growth of the health system were complicated by budget issues and thus caused a division in who was and was not allowed access. The library worked with IT to find solutions to how access was granted and authenticated to those who were covered by resource contracts.

Outcomes/Results: Temporary solutions are in place for access to various groups but are not perfect. The solution to providing access to distinct groups involved making access to library information resources harder and more complicated for the end user. Frustration and complaints have increased from the communities the library serves.

Discussion: While users are getting access to resources, there are complications still to be fixed. Other issues are at play that effect the technology, which is not always in the control of the library. The library continues to work to make the access to resources as uncomplicated as possible.

Beyond the barriers: health information seeking behaviour of transgender identifying people in Nova Scotia, Canada

[Francis Toole](#), *Dalhousie University*

Introduction: The purpose of this research project is to explore and understand the barriers that currently exist for transgender people in Nova Scotia, Canada when navigating adequate healthcare and how these individuals use other avenues of information gathering to meet their needs.

Methods: Following ethics approval from Dalhousie University Research Ethics Board, this mixed methods study included interviews with transgender participants and a survey of current healthcare workers. The semi-structured interviews used the Information World Mapping (IWM) structure, having each participant engage in a creative drawing activity to share their stories and experiences within the healthcare system. Survey results from healthcare workers currently in the system provide further insight to transgender healthcare currently being provided.



Results: Traditional healthcare settings, particularly emergency rooms, can be a place of misgendering for transgender people. The majority of interview participants relied more on social networks, social media and other internet based tools to gather information prior to appointments as opposed to coming to appointments to gather information.

Overall, the survey responses confirmed a need for more systemic training, understanding and consideration of transgender issues, terminology and care. Many survey respondents showed a care for these issues but felt a lack of support and identified underlying issues with the system itself.

Discussions and Recommendations: This research indicates a gap in how transgender health information is available to the community and healthcare providers. This gap in service drives individuals to gather information online to find adequate information. Based on these findings improvements should be made, including: increased time for appointments, clearer guidelines and information regarding gender-affirming care, and further training for providers.

Change-readiness scale for library managers: Development and analysis

Efren Jr Torres, De La Salle Medical and Health Sciences Institute; [Christine Abrigo](#), De La Salle University

Introduction: This study focuses on developing a scale that encompasses aspects of readiness to change by library management in dealing with the next normal scenario in libraries. It investigates measuring change readiness in terms of library service operations, workflows, administration, programs, and spaces, which can give an overview of a library institution's preparedness to meet new roles and expectations.

Methods: The descriptive quantitative research was employed using a two-phase approach. It attempts to design an instrument referred to as Change-Readiness Instrument for Library Managers (CRILM), which was derived from an original self-developed questionnaire consisting of 20-item readiness-for-change attributes. The validity and reliability of CRILM were tested using Exploratory Factor Analysis (EFA) and Cronbach's Alpha. Sample size calculation was employed to determine the required number of subjects to participate in the study. Library managers who are head librarians from different types of libraries were the target samples. Content validation of the items was conducted for suitability and context.

Results: CRILM was tested both valid and reliable. The initial results yielded from the respondent sample indicated that CRILM is deemed suitable for measuring change readiness among library managers and libraries.

Discussion: The factor-analyzed items were grouped into three sub-scales based on their characteristics, namely: Flexibility in work and services, Learning support readiness and Adaptive to changing service environments. CRILM covered the major domains and constructs of change readiness in the context of a library setting. CRILM should be subjected to further testing and use by a wider target group to strengthen its usability and confidence level.



Repositioning a college library in response to user needs: a case study.

[Natalia Tukhareli](#), *Canadian Chiropractic Memorial College in Toronto*

Introduction: This case study will describe a transformational change in a health sciences library aimed to adjust library collections, services and physical and virtual spaces to the needs of diverse groups of users and the institutional strategic goals. It will provide practical strategies used in developing, implementing and promoting radical changes, reflect on challenges, and conclude with recommendations.

Methods: The data for this case study was obtained through the use of a student satisfaction survey, consultations with internal stakeholders, and a literature search on current trends in academic health libraries. A thorough analysis of collected data helped identify important next steps in the evolution of the library and informed the library's strategic planning to make improvements.

Results: Changes in key library domains (collections, services and space) were proposed and implemented in 2019-2022. This involved transition to mostly digital library, development and integration of an innovative instructional model into curriculum, re-purposing of a physical space, and a technological upgrade. The transformation led to increased traffic to digital resources, a major shift in the evidence-based practice instruction within the institution, and improved visibility and reputation of the library within and outside the institution.

Discussion: Within a constantly changing academic environment, adaptability of library collections, services and spaces to changes in technology, user information needs and the institutional strategic priorities is viewed as a major contributing factor for both the library's and institutional success. The findings from this case study show that a clear vision of the library's purpose informed by user needs assessment, motivated library staff, effective promotion, and a creative collaboration with internal stakeholders help to unlock the library's value within an academic institution.

How “open” are we? A content analysis of journal policies in library and information science

[Marisa Tutt](#), *Island Health*

Introduction: Like the patrons we serve, library and information science (LIS) practitioners working outside of academia (e.g., hospital libraries) and/or in resource-limited settings, are facing barriers to participating in evidence-informed practice. Notably, subscription costs and article processing charges (APCs) are limiting and determining not only who can participate but how, what, and where knowledge is shared. Within the medical library context, most journals offer some sort of open access (OA). Outside of a handful of diamond OA journals (mostly association journals), however, many of these OA journals follow a hybrid or green model where large portions of content remain behind paywalls and cost prohibitive APCs and subscription fees restrict access and authorship.



As part of the 2022-2023 Medical Library Association's Research Training Institute a research project has been developed to answer the question: how open are LIS journals? The goal of this study is to shine a light on LIS publishing practices to establish if libraries, given their support for OA, "practice what they preach."

Methods: In this study, 'open' refers to whether or not the journals published OA content as opposed to offering the option to publish open. A web content analysis is underway as of writing this abstract. A list of peer-reviewed LIS journals has been compiled from a number of indexing sources in addition to practitioner developed lists. Characteristics of each journal are being recorded through an analysis of the journal websites including the percentage of OA articles published, type of publication models, and fees (subscription and APC).

Results: Results are forthcoming. Preliminary results will be shared and discussed at CHLA 2023 with a focus on medical library journals.

Subduing the 'moral panic': Sustaining a nuanced conversation about predatory publishing

[*Elizabeth Yates*](#), Brock University

Introduction: Predatory publishing has long raised alarm bells among faculty, librarians and research administrators. Often falsely conflated with open access publishing as a whole, predatory publishing is painted as a grievous threat to the sanctity of scholarly research and a waste of research funding. However, the 'moral panic'* over predatory publishing may be unjustified. Equipping researchers to make informed decisions about publishing is a more sustainable approach. Building partnerships and sharing evidence about faculty publishing patterns can support this type of advocacy.

Description: Librarians at institutions without subscriptions to costly citation analysis tools such as Scopus may find it difficult to analyze open access publishing patterns. However, freely available academic search tools such as The Lens can provide useful snapshots to guide education and support for researchers. Data from Brock University indicates that our faculty are overwhelmingly publishing in OA journals which would not typically be deemed predatory. Partnering with institutional research services via outreach and workshops has allowed the Library to share this data and other information about open access with key audiences of research administrators and faculty.

Outcomes: This outreach helps the Library to guide researchers towards a more robust understanding of open access and scholarly publishing and away from reliance on problematic tools such as blacklists. In addition to helping authors make informed decisions about where to publish, such programming has boosted uptake for research consultations around publishing and open access.

Discussion: The presenter will share tools and strategies for implementing this collaborative approach at other libraries.



*Houghton, F. (2022). Keep calm and carry on: moral panic, predatory publishers, peer review, and the emperor's new clothes. *JMLA*, 110(2), 233.

Abstracts - Lightning Talks

Factoring into impact: Librarian involvement on knowledge synthesis projects and relationship to journal impact factor

[Krista Alexander](#), *Concordia University*; *Katharine Hall, Concordia University*

Introduction: There are numerous benefits for researchers to involve a librarian in their knowledge synthesis projects such as better search precision and higher quality search strategy and methodological reporting. However, does librarian involvement make a difference when it comes to publication venue? This research examines if any correlation exists between librarian involvement on published knowledge syntheses, and the impact factor of the journals where they are published.

Methods: Focusing on the journals from a single category ('Psychology, Clinical') in Clarivate's Journal Citation Reports (JCR), the authors analyzed the librarian involvement (co-author, acknowledged, unclear or none) in a complete set of English language knowledge syntheses published over a one-year period (2020).

Results: Librarians were co-authors on 2.7%, and acknowledged in 11.7% of the 551 knowledge syntheses examined. Dividing the included documents into similar sized groups, we defined four impact factor ranges: G1=12.792 to 7.169; G2=6.724 to 4.507; G3=4.473 to 3.368; G4=3.311 to 0.342. The proportion of knowledge syntheses with librarian co-authors and librarian acknowledgements were, respectively; G1: 3% and 11.1%; G2: 2.1% and 7.7%; G3: 5.1% and 16.7%; and G4: 0.7% and 11.9%.

Discussion: Although G3 showed higher percentages of librarian co-authorship and acknowledgment than the other groups, the number of librarian co-authored papers in the document set was too low for chi-squared significance testing. Further research in a JCR category with a higher proportion of librarian co-authorship may be necessary to determine if there is a relationship between journal impact factor and librarian involvement.

Diversity audits in health library collections: a methodological exploration

[Nicole Askin](#), *University of Manitoba*

Introduction: Despite the increasing popularity of diversity audits in public, school and academic libraries, there are limited examples of comprehensive audits performed in the context of a health library. Methodological approaches from the literature require adaptation to meet this unique context.



Methods: Peer-reviewed and grey literature was reviewed to compile described methods of assessing collections with respect to diversity, equity, inclusion, and accessibility (DEIA). Work was then done to operationalize how these methods could be applied in health.

Results: Seven categories of assessment were identified:

- Diversity of the producer: who is the creator of the work and who publishes it
- Diversity of the content: what topics are covered and is the terminology inclusive
- Diversity of appearance: what is shown on the cover and are the images within representative
- Findability/indexing of the resource: use of appropriate and respectful metadata
- Accessibility of the resources: availability of alternative formats and languages, accessibility features
- Comparisons to established lists, such as bibliographies or award winners

There were also different approaches to defining 'diversity' in the context of a diversity audit, with as many as twenty possible facets to what could be counted.

Discussion: Because many of the existing diversity audit examples are from the public/school library context, there are challenges in operationalizing their methods to health libraries. Further research is needed particularly around the question of appropriate targets for representation of diversity in the health collection. This project represents a starting point for discussion around comprehensive diversity auditing in health libraries.

The challenge of accurately formatted references: Does Medline get it right?

[Sunny Chung](#), Stony Brook University; [Laurel Scheinfeld](#), Stony Brook University

Introduction: Many database platforms include a 'citation on demand' feature that provides a formatted reference in a selected style which can be copied and pasted into a reference list. These automatically-generated references appeal to health sciences students for saving time and effort but librarians often caution patrons about relying on these tools because of inaccuracies. Several previous studies have analyzed auto-citation generators in humanities and social science databases and found unacceptably high error rates. This investigation compares the accuracy of Medline citations generated by PubMed and Ovid Medline.

Methods: We selected 30 APA Style journal article citations from both databases and analyzed 14 elements of each for accuracy.

Results: PubMed and Ovid Medline had an average of 2.7 and 5.7 errors per citation, respectively. PubMed citations had fewer errors than Ovid Medline citations, but neither were error-free.

Discussion: Based on our results, health sciences students should not rely on automatic citation generators when creating reference lists. Knowledge of APA 7th Style guidelines is fundamental to ensure correctly formatted references. Librarians



can provide education and guidance on APA citation style and engage database vendors in discussions about improving their tools. For future research, the authors are planning a scoping review to compare the existing methods for calculating the accuracy of citations.

Charting Our Sustainable Future: Librarian Philosophies to Discover Meaning in What We Do

[Justin Fuhr](#), *University of Manitoba*

Introduction: Similar to a teaching philosophy, a librarian philosophy is a reflection of a librarian's approach to the profession. A librarian philosophy summarizes a librarian's professional practice and their standards and values, based on personal and professional beliefs.

Description: In 2020, I wrote my librarian philosophy based on personal and professional experiences. I reflected on what is meaningful to me and how I approach my work. I came up with four areas of emphasis: community building, meaningful work, lifelong learning, and supporting others.

Outcomes: As an early-career librarian, I want to ground my decision-making early in my career. With my librarian philosophy, I frame current and future action on my personal beliefs and standards, giving me increased confidence. Having a document based on my values allows day-to-day values-based decision-making.

My librarian philosophy is posted publicly on my University of Manitoba Libraries' profile, and has guided me in my decision-making and goal setting. Students and faculty can publicly view how I approach librarianship; this gives transparency to how I provide library services for my clients. Librarian philosophies can also provide direction to your career and prevent burn out by intentionally infusing meaning throughout your work.

Discussion: Reflection allows librarians to change their practice based on experience. In doing so, librarians clarify the work they do and why they do it. This guides future action and leads to a meaningful career. In developing a personal librarian philosophy, you chart a sustainable path, one that aligns with your values, and you can be an active participant in intentional and engaged librarianship.

Building Critical Health Literacy Capacity in Partnership with Communities: Research in Progress

[Vera Granikov](#), *Centre de recherche du CHUM*

Introduction: The Covid-19 pandemic has highlighted the overwhelming complexity of health information and the importance of critical health literacy. One way to improve critical health literacy at the community level is through collaborative learning, where group members share and question their experiences and understanding. However, few community interventions use critical health literacy and collaborative learning to guide their development and evaluation. Moreover, improving health literacy capacity needs to be seen as a mutual learning process and a shared responsibility between information providers (e.g., professionals) and information users (e.g., patients, citizens). Related to building community-based critical health literacy capacity, this study aims to explore: (1) the needs, assets, and expectations from the perspective of key stakeholders; (2) how collaborative learning



influences critical health literacy capacity; (3) what is required to sustain and scale-up such interventions.

Methods: This study uses a community-based participatory research approach with a qualitative multiple case study design. The study investigates three collaborative learning groups (i.e., cases), which include patients, citizens, community workers, health and social service professionals, librarians, and researchers. Data collection will involve focus group discussions and structured learning journals. Data will be analysed using a hybrid thematic analysis (deductive-inductive).

Results: Preliminary results will be available in time for the conference (research in progress).

Discussion: This research addresses the practical need for community-based innovative solutions. The results will be useful to community partners, librarians, health organizations, and educators. Improving critical health literacy will contribute to personal and community care, community development, and health promotion. The project may empower participants to become critical health literacy champions in their communities.

Expanded information services during COVID-19: Living background summaries to support drug approval

[*Kristy Hancock*](#), *Maritime SPOR SUPPORT Unit*; *Leah Boulos*, *Maritime SPOR SUPPORT Unit*

Introduction: After an initial surge in potential COVID-19 treatments early in the pandemic, the ever-changing virus and its variants have rendered some treatments less effective and even completely ineffective. Health system decision makers in our province have had to adapt their drug approval process to account for this constantly shifting evidence landscape. As health science librarians, we too have adapted our processes to provide expanded services for these decision makers.

Description: To support the Nova Scotia Emerging and Re-emerging Infections Therapeutics and Prophylactics Recommendation Group, a group of health system decision makers that advise on approvals for COVID-19 drugs, our evidence synthesis team at the Maritime SPOR SUPPORT Unit maintains a series of living background summaries on COVID-19 treatments. Tailored to the needs of the recommendation group, the summaries compile published and unpublished research, as well as press releases from drug companies, drug approvals in other jurisdictions, unpublished clinical trial results, and news items in an easily digestible format. Summaries are updated on a rotating basis.

Outcomes: The summaries enable the recommendation group to quickly adapt provincial treatment guidance and develop clinical practice resources using the most up-to-date evidence. Since January 2021, our team has completed over 200 summary updates on 19 different treatments for COVID-19.

Discussion: The recommendation group's continuous reliance on this service demonstrates the critical role that health science librarians can play in the actualization of evidence. It has led our team to move beyond searching and into packaging contextual information and scholarly research for our users.



The Canadian Perspective on the Professional Development Dilemma: A Pilot Study

[Margaret Hoogland](#), University of Toledo; [Angela Spencer](#), Saint Louis University; Tara Brigham, Mayo Clinic-Florida

Introduction: Our study defines professional development as attending webinars, taking a continuing education course, participating in specialized training, attending a conference, presenting (e.g., lightning talk or poster), or publishing an article, book, or book chapter. Our goal was to uncover hidden or less acknowledged reasons (e.g., access to collaborative software, minimal support, protected time) for not completing professional development activities.

Methods: Our team obtained approval to survey and interview Medical Library Association (MLA) members. After updating the questions, they invited Canadian Health Library Association (CHLA) members to participate in the study. Both CHLA and MLA members completed survey questions on funding for professional development activities, access to collaborative tools, professional development interests, plans for attending conference(s), or completing specialized training in 2023. Interviews with counterpart MLA members asked about attendance and participation at conferences, employer sponsored professional development, ideas for spending grant money, and solicited suggestions for improvement.

Results: Between February 1 - March 17, 2023; 25 CHLA members completed survey, which closes on March 31st. To date, no CHLA members have scheduled online interviews. Fewer CHLA members (12/25) are required to complete professional development activities compared to MLA members (113/291). Most participants (20/23 CHLA; 230/253 MLA) received some professional development funding. Participants primarily attend conferences to enhance existing skills (13/25 CHLA; 111/248 MLA) or to develop new skills (5/25 CHLA; 133/248 MLA). Participants used funds for national or international conference registration (10/25 CHLA; 93/556 MLA) and membership fees (8/10 CHLA; 67/556 MLA).

Conclusion: Even with minimal employer support, CHLA and MLA members enjoy completing professional development activities to enhance existing or to develop new skills.

Librarian residency - A response to hybrid work

[Jennifer McKinnell](#), McMaster University

Introduction: McMaster University requires all units to develop hybrid working arrangements that require bringing employees to campus 2-3 days per week. However, when considering the work of the Health Sciences Librarians, it is almost impossible to define 'campus,' as the librarians work in hospital and campus spaces across the city and the region. The definition of 'day' is also challenging, as the Librarians do not have set hours of work, making it difficult to ask them to work a specific number of hours at any one location. To meet University requirements within this context, the Director of the Health Sciences Library proposed and received approval for a pilot 'Librarian Residency Program.'



Methods: The Program requires that all Health Sciences Librarians come into the Health Sciences Library, located on the McMaster University campus in Hamilton, Ontario, for three pre-assigned weeks each year. Their remaining time is self-determined. The weeks are meant to foster community building among library employees and build connections with the University. Librarians engage in team-building activities, social events, and planning meetings during residency weeks. They also complete reflection activities. Ongoing program evaluation is required.

Results: Residency weeks occurred in September 2022, January 2023, and May 2023 and several adjustments have been made. General support for the residency weeks continues, and the Library Director will seek re-approval for the program with modifications.

Conclusion: Balancing employee work preferences alongside organizational requirements can be challenging, especially when it appears there are conflicting priorities. Residency weeks may be one way to bridge these gaps.

How can hospital libraries incorporate principles of equity and social justice in collection development?

[Caleb Nault](#), *University Health Network*

Introduction: Libraries across North America have a problem: census data reports that between 83 to 89% of the librarians employed in Canada and the United States are white, which clearly illustrates a workforce that inadequately reflects the racial diversity of the populations being served in either country (Chan, 2021). Efforts to combat this disappointing reality are numerous and ongoing: various library professional associations have written actions pertaining to the core principles of inclusion, diversity, equity and accessibility (IDEA) into their professional standards, competencies, and strategic priority documents. Collection development and management is an area of librarianship that requires attention, analyses, and transformation. However, attempts to address matters of equity and social justice in collection development and management generally, and in hospital libraries in particular, are fairly nascent (Brillant et al, 2022). How should hospital and health science libraries go about incorporating principles of equity, diversity, inclusion and social justice in the development of their collections?

Description & Discussion: The ALA (2019) has outlined six ways that libraries can begin working towards building diverse collections through targeted and intentional selection, acquisition, organization, and evaluation practices. This paper discusses an additional five aspects noted in the literature, including ongoing education and self-awareness, challenging the corporatization of social justice via IDEA rhetoric, employing library staff who deeply care about equity, engaging a variety of diversity audits, and leveraging buying power to influence the publishing and library vendor industries. Through exploring key literature, this presentation seeks to open a dialogue about ways to translate IDEA concepts and information into sustainable solutions for developing and managing collections in hospital and health science libraries.



Decolonizing bibliographic citations?

[Beata Pach](#), Public Health Ontario; [Lindsay Harker](#), Public Health Ontario; [Hannah Skinner](#), Public Health Ontario; Allison McArther, Public Health Ontario; Domna Kapetanos, Public Health Ontario; Susan Massarella, Public Health Ontario

Introduction: Our Library team-part of a government health agency supporting projects related to Indigenous health-was recently asked for guidance citing oral teachings from Indigenous Elders and Knowledge Keepers. Typically, a reference to oral communications, non-existent in many academic style guides, is presented as a footnote. A re-evaluation of this practice was long overdue, thus we set out to draft a citation template in Vancouver style for inclusion in a reference list.

Description: We examined Canadian, US and Australian university library websites and found variations on Lorisia MacLeod's APA and MLA citation templates, widely accepted as the standard for Indigenous oral teachings-locating one example in Chicago style, but none in Vancouver (our organizational standard). We consulted other relevant literature and guides, reviewed all findings, and discussed each potential element of the citation before attempting an iteration of our own template.

Outcomes: We became increasingly aware that our Eurocentric conventions were in need of re-examination, and decolonization. A description of our process, and our draft was eventually shared with our corporate advisor on Indigenous strategy and engagement, who identifies as Métis, and who contributed thoughtful, and insightful feedback. Our research in this area indicates that omitting oral teachings from reference lists reproduces colonial practices of devaluing and excluding Indigenous ways of knowing and its dissemination.

Discussion: We hope to expand this approach into other areas of referencing, by developing citations for other historically underrepresented and undervalued information and media by Indigenous creators, addressing copyright and publishing rights/identity, and following a similar consultative process.

Accrediting Library Education Sessions

[Stephanie Sanger](#), McMaster University

Introduction: In the Fall of 2015, a relationship was formalized between the McMaster Health Sciences Library and the McMaster Community and Rural Education Program (Mac-CARE). The intent of this relationship was to provide library support for new faculty. Many faculty members did not have access to evidence-based resources at their respective institutions.

Description: One initiative to support this group was to create a suite of education sessions on topics related to their work as physicians and educators. Physicians are required to complete continuing education and to submit to their accrediting body. The courses developed are accredited for Mainpro+ and the library is in the process of applying for Royal College Maintenance of Certification (MOC) credits.

Outcomes: Over the years, the library has accredited seven courses and the process of accreditation will be described in this presentation. Discussion: An



overview of the history of the partnership between the library and Mac-CARE, the successes of running these sessions, and challenges of putting together the application will be discussed. Future directions will be shared.

Update and re-validation of search filters for LGBTQIA+ populations

[Hannah Schilperoort](#), *University of Southern California*; *Andy Hickner, Weill Cornell Medicine*; *Margaret Foster, Texas A&M*; *Chelsea Misquith, Brown University*; *Jane Morgan-Daniel, University of Florida*; *Kate Saylor, University of Michigan*; *Tracy Shields, Naval Medical Center Portsmouth*; *Francis Toole, Dalhousie University*; *Robin Parker, Dalhousie University*

Objectives: Update and re-validate previously validated PubMed search filters for LGBTQIA+ populations with new MeSH terms and larger gold standard sets for subpopulations.

Methods: We have reviewed the previously validated LGBTQIA+ and subpopulation filters and added relevant new MeSH and candidate terms. We will create development and validation sets for each subpopulation by extracting studies from systematic reviews that analyze that subpopulation as a unique population. We aim to develop test sets of at least 100 records for each of the development and validation sets. To ensure that the filter applies to a variety of topics, included studies from a minimum of five reviews will be retrieved for each subpopulation. We will conduct term frequency analysis on the citations in the development sets to identify additional terms for the filter and to identify frequently occurring terms. The resulting sensitive and optimized filters will be tested using the validation sets to report the sensitivity and relative recall. To test precision, the search will be run in PubMed and the first 250 records will be retrieved and screened for relevance.

Results: We will share the search terms, sensitivity, relative recall, and precision for at least one subpopulation filter.

Discussion: The results of this study will provide researchers validated and reliable search filters for conducting systematic reviews and other types of evidence syntheses with LGBTQIA+ populations. The use of validated search filters will lead to more comprehensive search results and result in higher quality evidence syntheses.

Abstracts - Posters

Required, not suggested: Creating a rigorous protocol template for improved uptake and efficacy

[Sabine Calleja](#), *Unity Health Toronto*; *Carolyn Zeigler, Unity Health Toronto*

Introduction: With knowledge synthesis (KS) projects becoming increasingly popular research projects, it is not uncommon that many are poorly conceived. Protocols are an integral planning component to the KS process, so why are so many below par and not well-thought out? As information specialists collaborating on almost 40 KS



projects a year, we frequently encounter research teams that believe the review starts with the search and simultaneously our roles have expanded to providing extensive feedback on protocols. This poster outlines the outcomes and uptake of an improved, user-focused KS protocol template following its pilot-testing process, workshop demonstration, and its launch on a web-based platform.

Description: A rigorous revision of a hospital library team's KS protocol template was completed in January 2023. To ensure the success and uptake of the new protocol template, a pilot-testing process among key researchers in the organization will be undertaken and a workshop demonstration and explanation will be conducted. It is anticipated that the revised KS protocol will create a more sustainable KS workflows for the library team.

Outcomes: Feedback from clients and statistics on the uptake of the new KS protocol template will be shared. The presenters will share how the improved protocol template has impacted time spent on revising protocols. Attendees will learn how to improve their own protocol templates to ensure more sustainable KS collaborations.

Discussion: This poster will discuss how to evaluate and successfully implement changes to a protocol template so that KS collaborations are more efficient and produce higher-quality work.

A Hot Topic: Burnout in Health Sciences Literature, 2012-2022

[Madelaine Hare](#), Dalhousie University; [Courtney Svab](#), Dalhousie University

Introduction: The health sciences have devoted increasing attention to burnout due to the distinctive physical and psychological demands of medical professions, high performance requirements, and insufficient nature of governmental support to alleviate them, which manifest in negative consequences for working professionals. Studies using bibliometric methods that overview burnout in the Health Sciences have traditionally been undertaken at the disciplinary level. This field-level study seeks to answer the following research questions:

RQ 1. 1. What clusters of burnout research are identified in health sciences literature?

RQ 2. 1. How many research papers on burnout are being published in Health Sciences literature overall and in the identified clusters?

2.2. How has the output of literature on burnout changed over time?

RQ 3. How has the literature on burnout changed since the beginning of the COVID-19 pandemic?

Methods: Journal articles on burnout from PubMed Central, Ovid Medline, Embase, CINAHL, PsycInfo, and Cochrane Library were retrieved for the period 2012- 2022. Citation relationships were used to cluster articles based on top journals and keywords to create a network of literature.



Results: We identify seven clusters in the health sciences: Point of Care, Education and Training, Psychological Wellbeing, Public Health and Research, Sports Health, Bioresources, Science, & Technology, and Oncology.

Discussion: The Point of Care cluster represents 33.57% of the literature, the largest proportion amongst the clusters. We find a significant increase on burnout literature resulting from the COVID-19 pandemic. We provide suggestions for future approaches to burnout research, including ways librarians can support researchers studying burnout, and how to use findings from this analysis to situate new studies.

The Journal Selector Tool

[Margaret Hoogland](#), *University of Toledo*

Introduction: Faculty, learners, and staff request assistance from health science librarians and informationists for locating journals. Sometimes they have specific journals or submission categories in mind. At other times, they focus on the journal impact factor, open access, and publication fees. Regardless of the request, the informationist or librarian does a search and provides suggestions.

Description: The journal selector tool consists of the journal title, journal abbreviation, primary submission categories (review, case study, case report, research, etc.), publication costs (e.g, no cost, cost under \$1000, cost between \$1000-3000, cost above \$3000), Journal Impact Factor, and Journal Citation Indicator Score. Due to proprietary content, the author created a dedicated and password protected LibGuide for this tool. With this tool, the learner, faculty, or staff member can begin searching for a journal by themselves, if the librarian or informationist is unavailable.

Outcomes: This tool provides Faculty, staff, and learners with a faster and more reliable way to compare and contrast publication options. Further, the author can encourage prospective submitters to consider more than just the Impact Factor, when selecting a journal. While the author uses REDCap and Libguides, other librarians and informationists could create a similar tool using Microsoft Access, free AirTable, or even Excel. While updating the tool takes time, the author feels use and support for the end product justifies the time required for maintaining the tool.

Discussion: Arguments could be made that the Journal Selector Tool minimizes the role of the informationist or librarian. The counter argument is that marketing such a tool could connect the librarian and informationists to new members of the community, because this tool meets an existing and future need.

Partner in Innovation Journey

[Alla Iansavitchene](#), *London Health Sciences Centre*; [Maureen Doherty Nielsen](#), *London Health Sciences Centre*

Introduction: Innovation and change are a part of everyday life. This is especially true for the hospital librarian supporting the unique needs of healthcare providers in a fast-moving environment where technological innovations and new clinical practices



get ongoing adoption. However, a lack of support and training in leading innovation in healthcare settings for librarians can inhibit creativity and new idea generation.

Description: This paper aims to discuss the journey of our Library to bring innovation into practice through the participation of one Clinical Librarian in a brand-new six-month-long comprehensive training program, the "Discoveries in Leading Innovation" offered at London Health Sciences Centre (LHSC).

Results/Outcomes: Details, the application process, benefits of entering the program, and insights gained from the participation in a cohort of hospital staff, who took part in this in-house program at LHSC, are discussed.

Discussion: Libraries and library staff need to grow and innovate and start taking steps to practice creativity. The in-house program can help to prepare library staff to assume leadership in innovation roles with confidence and competence, making them more likely to succeed in achieving innovative outcomes. It is an empowering thing to do.

Developing a machine learning tool to optimize literature surveillance in PubMed

[Tamara Navarro-Ruan](#), McMaster University; Patricia Kavanagh, EBSCO Health; Peter LaVita, EBSCO Health; Rick Parrish, McMaster University; Lori Linkins, McMaster University; Alfonso Iorio, McMaster University

Introduction: Despite recent advances in the use of artificial intelligence (AI) to automate literature surveillance, initiatives incorporating AI tools into library processes remain quite uncommon. The Health Information Research Unit (HiRU) has developed a machine learning (ML) Classifier tool to increase efficiency in capturing high-quality clinical evidence.

Description: The HiRU PLUS database is comprised of clinical research articles surveyed daily from 120 PubMed clinical journals and checked for methodological rigor by expert Research Associates. Over 150,000 records from the PLUS database from 2012 to 2020 have been used to derive and validate an ML algorithm to predict high-quality clinical content. Rare topics, such as those captured by the DynaMed Systematic Literature Surveillance (SLS) process, are challenging to keep current due to the large volume of articles that must be reviewed to find the few high-quality ones of interest. Working from content-based PubMed search strategies for 647 clinical topics within the SLS database, the HiRU ML tool was applied to provide probability rankings on the likelihood of articles passing the criteria for high-quality.

Outcomes: The HiRU ML tool ranked 9,163 out of 231,558 retrieved articles (3%) as high probability for being of high-quality. Out of the 9,163 articles, 858 have been selected by clinical experts to update 320 topics, eliminating the need for manual review of 222,395 articles.

Discussion: The probability-ranking ML tool can be used to optimize efficiency in the literature surveillance process for rare topics. The probably ranking feature of the ML Classifier can be used by librarians and health information researchers to identify higher-quality content in a timely and efficient manner.



'Available upon reasonable request': Search strategy sharing statements and practices in published systematic reviews

[Christine Neilson](#), *University of Manitoba*; [Zahra Premji](#), *University of Victoria*

Introduction: There has been an increased emphasis on research transparency and data sharing in recent years. The Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) guideline was created in 2009, and updated in 2021, to improve transparency of published systematic reviews (SRs). The PRISMA checklist clearly states that complete search strategies should be reported but authors may not adhere to the guideline. A 2017 scoping review on PRISMA compliance showed that the pooled adherence to item #8 (inclusion of search strategy) of the PRISMA checklist was ~62% (Page & Moher, 2017). Some review authors opt to include a statement that the search strategy is available on request, rather than publish them with the review manuscript. This study examined published SRs containing search strategy availability statements and their subsequent sharing practices.

Methods: We conducted fulltext searches using Google Scholar, Lens.org, Academic Search Complete, and EBSCO Medline to identify English-language SRs containing search availability statements that were published in the past five years. Results were deduplicated and screened using Covidence software.

Results: 155 SRs were included for data extraction. While some authors readily shared their search strategies, others did not. Reproducibility of the shared strategies varied. Failure to share search strategies reduces transparency and may bring the quality of the overall work into question.

Page, M. J., & Moher, D. (2017). Evaluations of the uptake and impact of the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) Statement and extensions: a scoping review. *Systematic reviews*, 6(1), 263. doi: 10.1186/s13643-017-0663-8

Scaffolding IL learning and EBP exploration in a semester-long journal club: Impact on nursing student self-efficacy

[Jody Nelson](#), *MacEwan University*; [Hanneke Croxen](#), *MacEwan University*; [Lisa McKendrick-Calder](#), *MacEwan University*; [Lam Ha](#), *MacEwan University*; [Wanhua Su](#), *MacEwan University*

Background: Information Literacy (IL) skill development supports academic success for nursing students and is foundational to Evidence Based Practice (EBP) for nursing graduates. Bachelor of Science in Nursing (BScN) Students at our mid-sized university are expected to develop competencies in locating, evaluating, interpreting and applying relevant literature, receiving targeted IL instruction from the embedded subject librarian beginning in their first-year theory course.

Description: In 2020 the theory instructor and subject librarian developed and initiated a new model for greater IL integration, scaffolding IL learning with semester-long, discovery-based, group journal clubs. The redesign sought to address three known issues for students: 1) limitations of IL skill development



through the one-shot library instruction model 2) difficulties in reading and applying published research, and 3) challenges of developing an EBP mindset.

A scholarship of teaching and learning study was undertaken to identify the impact of our novel journal club approach on student IL self-efficacy as measured through the validated Information Literacy Self-Efficacy Scale (ILSES) developed by Kurbanoglu et al. (2006).

Methods: An assessment of learning was carried out in Fall 2022 using a pre- / post-study design to measure the impact of the semester-long journal club on students' self-efficacy in relation to core IL competencies. The ILSES was administered to students at the start of the semester, prior to the first journal club class, and at the end of the semester, following the 6th and final journal club class.

Usability and potential impact of a literacy-oriented intervention for patients with complex care needs: A case study

Pierre Pluye, McGill University; Virginie Paquet, Universite de Montreal; [Vera Granikov](#), McGill University; Francesca Frati, McGill University; Fabio Balli, Concordia University; Carrie Dai, McGill University; Reem El Sherif, McGill University; Quan Nha Hong, Universite de Montreal; Rolan Grad, McGill University

Introduction: Community-dwelling patients with complex care needs (hereafter 'patients') seek, evaluate and use information to choose optimal care. However, patients with low eHealth literacy often have difficulty finding trustworthy information easy to read, listen to, or watch. Improving their eHealth literacy can: increase self-care and participation in healthcare; decrease health problems, use and cost of services; and reduce inequalities.

Objectives: Describe the usability and potential impact of a web-based ehealth literacy-oriented intervention.

Methods: An exploratory case report was performed. Intervention: To help patients find, appraise and use online health information (three principles of ehealth literacy), an innovative website (Online Health Information Aid: OHIA) and an educational video with a game were created. Five low SES patients received the intervention (OHIA-website-video-game). Pre-intervention (J1) and post-intervention (J30) data were collected. Quantitative and qualitative data were analysed using descriptive statistics and thematic analysis, respectively. Quantitative results and qualitative findings were compared (joint-display).

Results: Participants were three women and two men aged 46 to 71 years (mean 62) with low level of education and revenue, two to 11 chronic health problems (mean 5), and two to 20 drugs (mean 10). They found the website usable (e.g., 'good tool'). Regarding the video, the usability score was high (67% to 96%; mean 79%) and comments were positive (e.g., 'good and helpful'). However, the usability of the game was lower (40% to 78%; mean 60%) and comments were negative (e.g., 'complex and not readable'). For three participants, the level of ehealth literacy (n=2) and/or the knowledge for appraising online health information (n=2) increased post-intervention. However, they did not perceive any intervention's impact.



Conclusion: Results suggest that the OHIA-website-video constitutes a promising intervention.

COVID-19 journal articles indexing in web-scale discovery services: An event history analysis

[Michelle Swab](#), *Memorial University*

Introduction: Although health librarians tend to use subject databases for searching, web-scale discovery services (WSDS) are increasingly integrated with library services platforms to facilitate full-text article access and interlibrary loan services. Therefore, the speed of journal article indexing remains an important feature of WSDS. This study analyzes the length of time to indexing of COVID-19 journal articles during two time periods in 2020.

Methods: COVID-19 related citations were downloaded from PubMed on a daily basis during two periods: Feb. 15th – 29th 2020 and Nov. 14th – 28th 2020. Citations were searched by both title and digital object identifier in each WSDS until indexed or until 15 days had been reached. To mitigate issues with full-text availability limiting retrieval, each search was expanded beyond the local library. The following WSDS were included in the study: Ex Libris Primo, Ex Libris Summon, EBSCO Discovery Services, and OCLC Worldcat Discovery. Google Scholar was also included as a comparator.

Results: Average time to indexing in the February 2020 period ranged from 0.9 days (Worldcat Discovery) – 5.5 days (Primo) for articles that were indexed within the 15 day time period. Average time to indexing in the November 2020 period ranged from 0.7 days (Worldcat Discovery) – 4 days (Primo) for articles that were indexed within the 15 day time period.

Discussion: While WSDS are widely used within academic libraries, the speed and frequency of journal article updates in WSDS indexes remains somewhat opaque. This study provides insights into the lag between article publication and time to indexing in major WSDS.

Tiny? Make it mighty! Maximizing a limited-budget upgrade of a pint-sized hospital library using UX methods

[Sarah Visintini](#), *University of Ottawa Heart Institute*; [Jessica McEwan](#), *University of Ottawa*

Introduction: The University of Ottawa Heart Institute's Berkman Library space is outdated. Budget constraints and tiny square footage leave little room for error or experimentation. A needs assessment was conducted from 2022-2023 to inform strategic decisions on updating and reorganizing furnishings to better support users and their varied needs.

Description: Data was collected via an electronic survey of hospital staff, in-situ interviews, user observations, and a physical survey of alternative communal spaces in the building. Resulting numeric, narrative, and pictorial data were compiled and



examined for common themes. Low fidelity mock-ups of furnishings and arrangements were prototyped and presented to users for feedback.

Outcomes: Quiet was one of the most valued attributes of the space. The physical survey of communal spaces revealed that research staff had little access to comfortable space, clinical staff had little access to quiet space, and neither group had access to desktop computers out of public view. Survey and in-situ interview responses consistently cited soft, comfortable furnishings as desirable additions to the workspaces currently offered. Observed behaviours support the continued need for desks with a deep surface area to accommodate multiple devices used in tandem. Flexible use of computer hardware, more accessible power outlets, and adjustable lighting were identified as additional gaps.

Discussion: Results contextualize the library's space, identify qualities that address institutional gaps, and provide insight into the motivators, needs, and behaviours of hospital staff. Centering user behaviours and preferences in the project's methodology has provided data that supports both near-term decision-making for physical upgrades and long-term library policy.

The role of paywalls in the online information-seeking behaviour of Canadian midwives: Preliminary results

[Richmond Yeboah](#), McGill University; [Joan Bartlett](#), McGill University

Introduction: Past research has found paywalls to be a major barrier to Canadian midwives' online information access for practice. However, studies on how paywalls affect information-seeking behaviour are limited and unavailable in the case of Canadian midwives. Moreover, there are inconsistent findings on this subject: some studies revealed a decline in use of sources because of paywalls, while others showed an increase in perceived value and source selection when paywalls were introduced. As part of a larger study to understand how paywalls affect the information-seeking behaviour of Canadian midwives, we present preliminary findings of research into the perceived value of premium online health information sources compared to free ones.

Methods: In this phase, a web-based questionnaire was designed based on established and tested scales assessing perceived value of information resources. The survey will be administered through the Canadian Association of Midwives' email list. Questions include the perceptions of quality, reliability, trustworthiness, ease of use and intention to use premium and free online information sources. Analysis will include descriptive statistics, and ANOVA mean comparisons.

Results: This study is in progress. Preliminary results will be presented.



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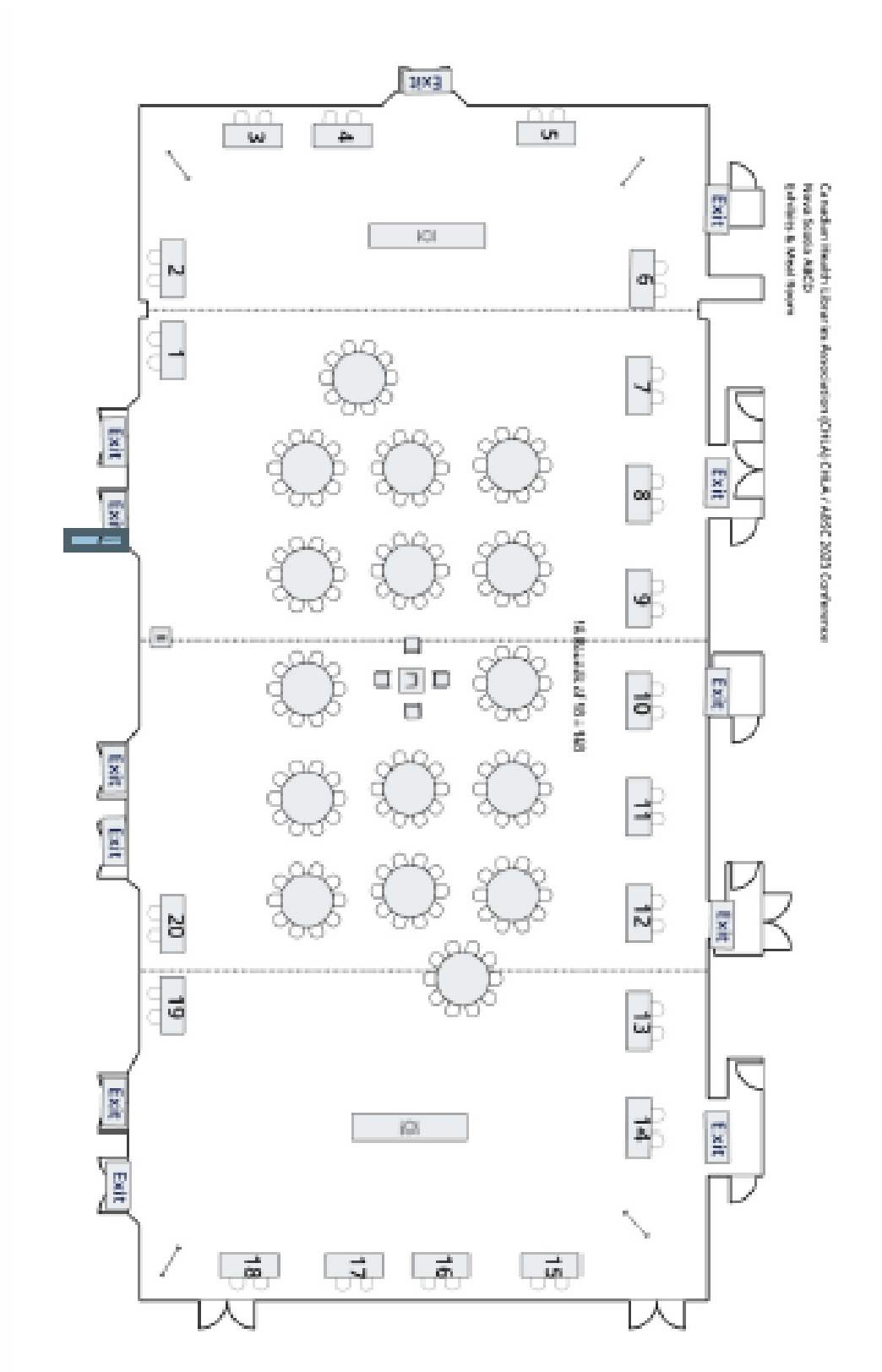
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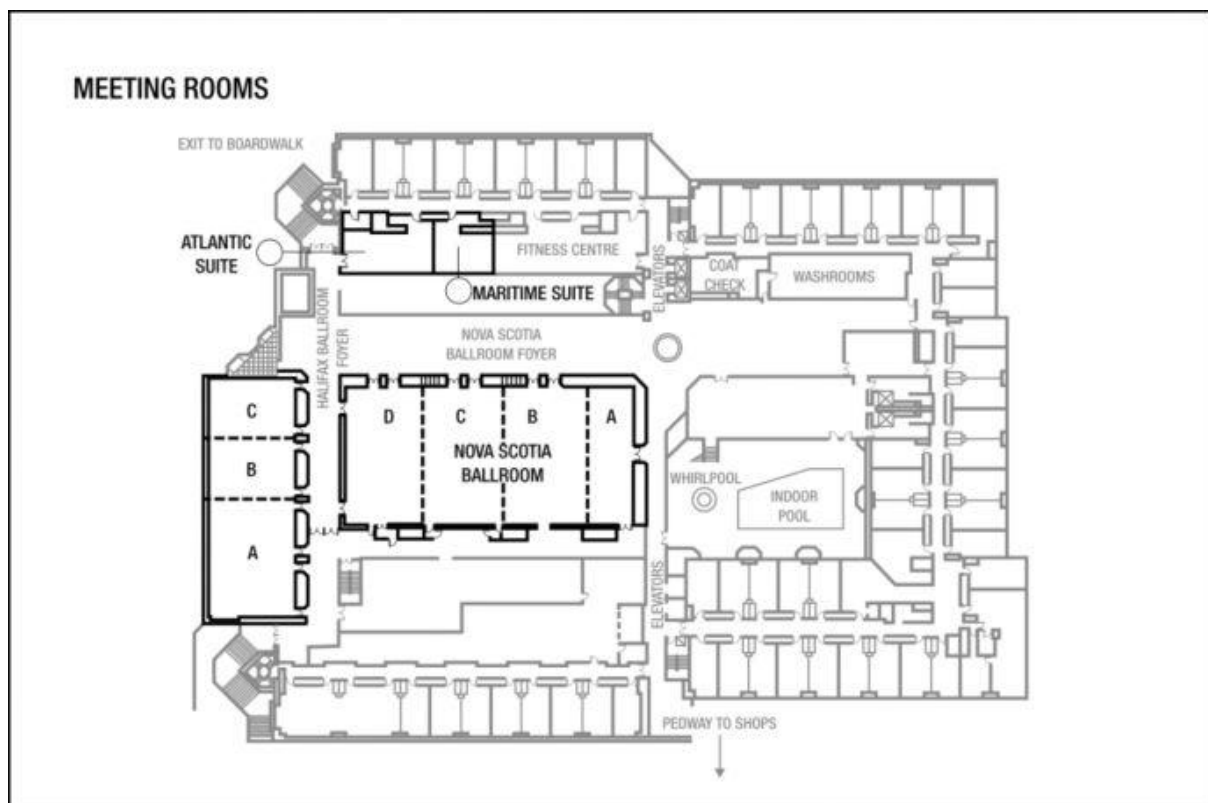
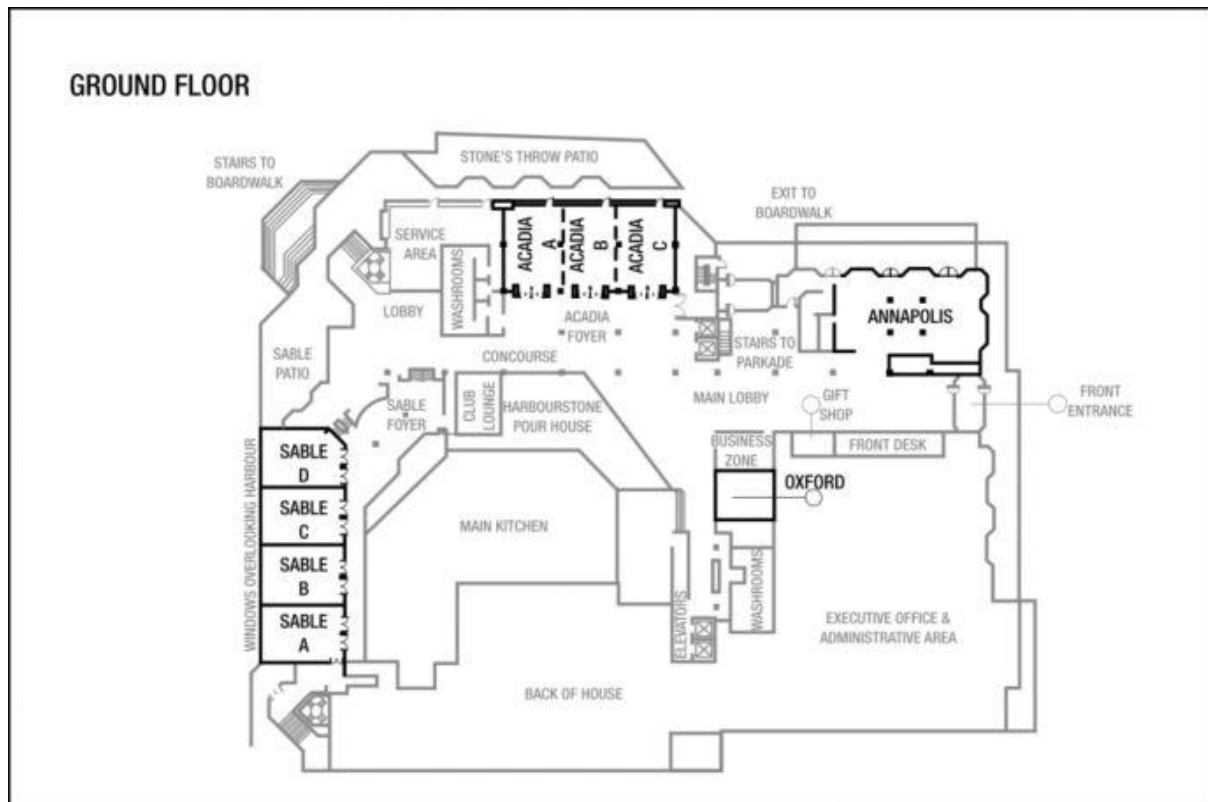




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Halifax Marriott Harbourfront Hotel Floor Map





Biographies

Christine M. Abrigo is an academic librarian and currently serves as Director of Libraries of De La Salle University, Manila, Philippines. She is involved in leadership and management initiatives within her university and various projects in the fields of library and information science and archival science. Her research interests include the nature of work and communicating value, learning organization, library leadership and management, knowledge sharing and cultural heritage preservation. She actively conducts research studies, collaborates with her colleagues, and has had publication and research dissemination opportunities in local and international knowledge sharing venues. She serves the profession through her involvement in professional library organizations and consortia as a resource person and other capacities. Christine earned her degrees in Bachelor and Master of Library and Information Science from the School of Library and Information Studies, University of the Philippines.

Krista Alexander is a reference and subject librarian at Concordia University in Montreal, Quebec.

Alex Amar is the liaison librarian for Vision Sciences, Neurosciences and Dentistry at the University of Montreal. From 2013-2022 he was a librarian at the McGill University Health Centre, primarily serving the Montreal Neurological Hospital.

Nicole Askin, MLIS, is a Liaison Librarian with the Winnipeg Regional Health Authority Virtual Library at the University of Manitoba.

Gary S. Atwood is a Library Associate Professor at the University of Vermont's Dana Health Sciences Library. His primary responsibility is to serve as team leader for the library's new systematic review service. He also participates, as either a collaborator or co-author, on reviews in the Larner College of Medicine, the College of Nursing and Allied Health, and the University of Vermont Medical Center. In addition, he serves on the library's research support team with a special focus on topics such as personal knowledge management, research impact, and artificial intelligence tools. His research interests include information seeking behavior of students, faculty, and researchers as well as the use of technology in the research process. He lives in Burlington, Vermont.

Joan Bartlett is an Associate Professor in the School of Information Studies, McGill University. Her research centres around information use and information interaction, particularly within health sciences and biomedical contexts. She teaches courses in Health Sciences Information, Bioinformatics, and Information Literacy.

Jill Boruff, MLIS, AHIP, is a health sciences librarian at McGill University, Montreal, Quebec, where she supports the teaching, learning, and research of faculty and students in



rehabilitation and mental health. She has supported research teams as the information specialist on over 20 published knowledge syntheses and teaches expert searching to graduate students in several academic and professional programs. Since June 2022, she has served as the co-editor in chief of the Journal of the Medical Library Association, where she has helped shepherd the journal back on track after several years of staff turnover and changes. Prior to serving as co-editor, she served as assistant editor for JMLA, a three-year term on the JMLA board, and conducted an extensive number of peer reviews for the journal.

Sabine Calleja is an Information Specialist with Library Services, Unity Health Toronto, a tri-site hospital network affiliated with the University of Toronto consisting of St. Michael's Hospital, St. Joseph's Health Centre, and Providence Healthcare. Sabine works as a liaison librarian with the departments of Family & Community Medicine, Education, Hematology/Oncology, Pediatrics, and others, providing support through literature searches, collaborating on knowledge synthesis projects including systematic and scoping reviews, and maintaining relevant collections. She also provides instruction to all staff on various information literacy and research topics and is the librarian responsible for the St. Joseph's Health Centre library.

Alanna Campbell, MIST is the Public Services Librarian with the Health Sciences Library at NOSM University. She has edited for the Journal of the Canadian Health Libraries Association (JCHLA) and was Editor-in-Chief from 2021-2022. She has also provided peer-review for a variety of articles. Alanna's research interests range from library spaces and user experience to augmented and virtual reality. Her publications include *Transforming Health Sciences Library Spaces* (Rowman & Littlefield, 2019).

Sunny Chung MLIS, AHIP is a Health Sciences Librarian at Stony Brook University in New York where she serves as the Liaison to the School of Nursing and Program in Public Health. Sunny is a member of the Community and Outreach Working Group, which creates banners promoting the Library's events on social media. She also serves as the chair of the University Libraries' Diversity, Equity, Inclusion, and Accessibility Committee. She is an active member of the Liberty Chapter of MLA. In addition, she currently serves on the board of the Medical and Scientific Libraries of Long Island (MEDLI) as Vice President/President-Elect.

Maureen Doherty Nielson started her career at the London District School board in 1988 as Staff Development Officer. In 2000 she transitioned to London Health Sciences Centre as an Organizational Development Consultant in Learning & Development and then in 2006 she transitioned within LHSC to Medical Affairs as a medical staff specialist serving physicians, dentists, midwives and medical trainees with their training and development needs. In 2018 she transitioned back to Learning & Development to lead the design, planning, implementation and evaluation of organization wide learning solutions including online, experiential, and collaborative learning initiatives for staff and leaders.



Maureen has a Bachelor of Arts from Western University and a Post Graduate Diploma in Adult Education from St. Francis Xavier University and a Post-Graduate Human Resource Management Certificate focusing on Training and Development. She holds many industry certifications in many development programs. She has several years of experience leading and helping others navigate large scale change initiatives at LHSC most notably assisting over 2000 Providers to transition from paper documentation/ordering to having Providers entering their own orders and documenting patient notes electronically.

Overall, Maureen is passionate about innovation, continuous improvement, professional development and life-long learning. This past year Maureen developed a new program called Discoveries in Leading Innovation. This program targets front line staff to take an idea they have for improvement and move it along a process to see it to fruition. She is eager to share her successes and challenges with others.

Peter Farrell is a replacement research librarian in epidemiology and public health at the University of Ottawa. He has a Master of Information (LIS) from the University of Toronto and a Bachelor of Civil Engineering from McGill University. Prior to becoming a librarian, Peter worked as a facilitator and learning designer in the domains of youth coaching, crisis intervention, healthy living, and municipal sustainability. Peter is of white settler ancestry, grew up on the shores of Lake Superior in Bawating, and lives on unceded unsurrendered Algonquin territory in Ottawa.

Justin Fuhr is a sciences librarian at the University of Manitoba. As an early-career librarian, he has a strong interest in building and sustaining community among librarians. His research interests include contributorship and authorship, reflective practice, and engagement and burnout in librarianship. Justin was selected to be a 2023 ALA Emerging Leader. As chair of the planning committee for the 2024 True North Science Bootcamp to be held in Winnipeg, MB, he heartily invites you to attend alongside CHLA 2024, also in One Great City of Winnipeg!

Kaitlin Fuller is the Scholarly Communications & Health Sciences Librarian at St. Francis Xavier University. Her liaison responsibilities include supporting the nursing, health, human nutrition and human kinetics departments through teaching, consultations, collections, and research support for knowledge synthesis and other projects. Before joining StFX, Kaitlin taught at NSCC in the Library and Information Technology program for the eCampus, and she was an Education Librarian for the Faculty of Medicine with the University of Toronto Libraries for over 5 years.

Kathleen Gadd is a former health sciences librarian with 3 young kids and a January 2020 ADHD diagnosis. In 2016, pre-diagnosis, she left full-time library work due to lack of support needed to function as both primary parent and full-time worker. She'll forever wonder if an earlier ADHD diagnosis would have changed her career path. Early pandemic was all about survival as a family with kids aged 2-6 and a physician spouse. While juggling the supply runs and the family mask supply and drowning in chaos at home, Kathleen also saw people's need for high-quality information and answers to their questions. She started with sharing vaccination information and helping people find vaccine bookings online, but within a



few months saw the government communication diverge from published literature around airborne transmission. She now uses her health sciences librarian skills to try to counter errors in thinking and leadership, biases, and ignorance of other ways of knowing such as from the fields of engineering and industrial hygiene. Despite the lessons elucidated in the Campbell commission report from SARS -1, Canada failed to understand these lessons. The precautionary principle has been abandoned and academic fraud and occupational health and safety lapses have left us all vulnerable. Kathleen's goal now is to reduce the burden of SARS-CoV-2. Helping to lead a grassroots volunteer group in New Brunswick, Protect our Province NB, and volunteering with national coalitions like the Canadian Aerosol Transmission Coalition, Kathleen sees an important role for information professionals to assist with knowledge translation, particularly in the grassroots advocacy space right now since large institutions have failed to grasp the seriousness of the threat, including long COVID and the opportunity cost of failing to address airborne transmission.

Susanna Galbraith is the Virtual Services Librarian at McMaster University's Health Sciences Library. She has been in this role for 14 years and over that time has managed multiple iterations of the library's website, server, and technology migrations, coordinated external communications and supported technology projects in the Health Sciences Archives. She conducts research consultations with students and researchers and provides evidence-based practice instruction. Susanna has taught web and LibGuide accessibility and usability workshops via the Medical Library Association's CEs. She has served as the President of the Ontario Library and Information Technology Association, a division of the OLA. She regularly advocates for the user in all her roles. Susanna's research interests are in user experience.

Sarah Gleeson Noyes is a hospital librarian with the Fraser Health Authority, based at Surrey Memorial Hospital in British Columbia. She has a BA from Simon Fraser University and holds a Master of Library and Information Studies from the University of Western Ontario. Sarah has been teaching library research skills classes in both health care and academic settings since 2010. Sarah currently serves on the Health Library Association of BC executive. She enjoys spending as much time as possible on the water rowing and is looking forward to rowing Halifax!

Vera Granikov is a postdoctoral research fellow with the Canada Research Chair in Partnership with Patients and Communities. She has an MLIS and a PhD in Information Studies from McGill University. Her dissertation examined the factors that affect and the outcomes of collaboration in keeping up to date with new information. Vera brings 15 years of experience in health information and patient-oriented research. She has expertise in systematic mixed studies reviews, mixed methods research, and participatory research approaches. Being passionate about the role of information in decision making and participation as patients and citizens, Vera led the development of two educational websites, [Online Health Information Aid](#) and [Understanding Research](#). In her community, she initiated digital information literacy workshops in her children's elementary school. Her postdoctoral research explores how to build critical health literacy capacity through collaborative learning



librarian, in an association library, as a contractor, in a hospital, and finally at a university for four years. From 2017-present, Margaret held leadership roles at the state, local, regional, and national levels. Reflecting on how her motivations for pursuing and participating in professional development of the years, Margaret decided to investigate what motivates others to complete or to participate in professional development activities.

Jeanna Hough is the Manager, Clinical Library & Patient & Family Health Information Centre and Patient Education Lead at Halton Healthcare in Ontario serving Oakville, Milton and Georgetown hospitals and communities. Jeanna is a Past President of CHLA/ABSC, their Representative to Accreditation Canada, consulted on the Partner Relations role, and was a member of the HSICT Board of Directors. Her work includes co-chairing the Measuring the Value of Libraries Taskforce in 2014 which resulted in the Library Value Toolkit and working on the current CHLA Standards Subcommittee. Additionally, she has created and taught a multi-year web design course in Ethiopia and has a keen interest in consumer health programs, and library redevelopment (physical space and services). Currently she has partnerships with the community public libraries for health literacy programming, a new baby program, a partnership with a specialized children's hospital for a patient neurodevelopmental gaming system, and a partnership with iMD Health for consumer health. At her organization, she is a member of the Schwartz Rounds team (Compassion rounds), the InterProfessional Rounds Committee, has established a corporate policy and process for Patient Education, and is pursuing deeper bedside integration of resources. During the Pandemic, Jeanna also led a team of 25 PPE Superusers to ensure staff PPE access across each hospital. Jeanna holds an MSc. Information Studies from Leeds Metropolitan University, U.K., and an M.A. and B.A. from the University of Guelph. Jeanna was the 2015 recipient of the Joan Leishman Award of Merit for Excellence in Health Science Information.

Alla Iansavitchene, MLIS, is a Clinical Librarian on the Corporate Academics team at the London Health Sciences Centre, where she has been offering vital research services, notably supporting information retrieval for systematic reviews. She has co-authored many peer-reviewed publications with Team LHSC.

To forge and nurture the Library's partnerships with other teams and to contribute to the LHSC strategic direction to Drive an Integrated Clinical, Teaching & Research Culture, she is participating in a brand-new six-month-long comprehensive training program, the "Discoveries in Leading Innovation" offered by Learning & Development department at LHSC. This avenue of work has been her shared passion for the last few months. She is eager, together with her "Partner in Innovation Journey", to share her learnings from her experience with others.

Ashley Lavoie is a Fraser Health Authority library technician, based at Surrey Memorial Hospital. She holds a Bachelor of Arts degree, and a Library Technician diploma. Since 2013, Ashley has supported new and existing technologies for the library, provided medical background knowledge to literature searches and research projects. She lives in Langley, with her husband, a tuxedo cat, and a slowly shrinking yarn stash.



Mê-Linh Lê is the Acting Head, Health Sciences Division at the University of Manitoba and acts as the liaison librarian for the College of Pharmacy. She has been involved in knowledge synthesis work for over ten years, and in addition to her research on KS and librarian contributions, she is also the PI on a CARL-funded grant looking at the growth of knowledge synthesis outside of health. Mê-Linh has been involved with CHLA for many years and was the co-chair of the 2021 CHLA Conference. She is looking forward to welcoming everyone 'back' to Winnipeg when they host the 2024 conference in-person next year.

Leah MacDonald, RN BSc BScN IIWCC - Professional Practice Leader, Nova Scotia Health

Originally from Sydney, Nova Scotia, Leah is a Registered Nurse, graduating from Saint Francis Xavier University in 2004 with a Bachelor of Science in Nursing. Following graduation in 2005, Leah was employed by the Capital District Health Authority (now Nova Scotia Health) as a staff nurse on 4.1 Vascular/General Surgery until the start of her maternity leave in August 2007. She returned to work for Capital Health in 2008, initially in acute care and then in a dual position as an Infection Control Practitioner and Clinical Nurse Educator. In March 2021, Leah joined Nova Scotia Health's efforts with managing the COVID pandemic as Interprofessional Practice & Learning's COVID-19 Response Professional Practice Leader. This position involves managing clinical needs for the COVID-19 Hub.

Emilia Main is an Information Specialist at Toronto Rehab, University Health Network. She is a recent graduate of the MI program at the University of Toronto, where she developed interests in health sciences libraries, accessibility, and library gardens. When she's not working, she's riding her bike, taking pictures of her cats, or building libraries and castles in the Sims.

Sarah McGill, MLIS, is a Research Information Specialist at CADTH, where she has over a decade of experience conducting searches for health technology assessments, systematic reviews, and rapid reviews. In the past she has managed searching for CADTH's rapid review service, and developed searches for CADTH's living scoping review on post-COVID-19 condition. Outside of work, Sarah's hobbies include drawing and more recently fountain pens, and spending time outside with their dogs.

Katie McLean, LIT MLIS AHIP – Librarian Educator, Nova Scotia Health

Katie McLean has worked in various education, information management, and library-related capacities for 13 years. Katie is a graduate of McGill University's Graduate School of Library and Information Studies and Nova Scotia Community College's Library and Information Technology program. She is a member of the Maritime Health Library Association (MHLA), Canadian Health Libraries Association (CHLA) and the Academy of Health Information Professionals (AHIP). Her research publication contributions include infection control recommendations for a library tablet lending program and systematic reviews about wheelchairs and residual limb supports. Katie's work currently focuses on content management support (including the COVID-19 Hub) and evidence mobilization amongst



nursing and allied health professionals. Outside of work hours, Katie supports publication and indexing for the open access journal *Clinical and Investigative Medicine* (CIM). She enjoys gardening and palling around with her lil' spaniel bud, Archie.

Sandra McKeown is a Health Sciences Librarian at Queen's University in Kingston, Ontario. Prior to becoming an academic librarian in 2016, she spent eight years working as a hospital librarian at London Health Sciences Centre in London, Ontario. Sandra's main liaison areas at Queen's include postgraduate medicine and public health sciences, for which she develops and delivers workshops and curriculum-integrated instruction on various information literacy topics. She meets regularly with faculty, staff, and students to advise on knowledge synthesis projects and has over a decade of experience collaborating on research synthesis teams. Sandra served as the lead editor of *The Journal of the Canadian Health Libraries Association / Journal de l'Association des bibliothèques de la santé du Canada* (JCHLA / JABSC) from 2020-2021, as part of her three-year term on the JCHLA/JABSC editorial board.

ORCID: <https://orcid.org/0000-0002-2728-6702>

Email: sandra.mckeown@queensu.ca

Jennifer McKinnell is a graduate of the University of Western Ontario (BA Honours, 1993) and York University (MA, 1996). She completed her Master of Library and Information Science at the University of Western Ontario (1998) and joined McMaster's Health Sciences Library in 2000 as an education liaison librarian. Since then, she has held various positions at McMaster, most recently as Director of the Health Sciences Library.

Over the years, Jennifer has been active both at McMaster and within the profession more broadly. Her contributions include designing and creating a course to enhance students' information literacy skills. In 2005, she was part of a team of instructors that won the *President's Award for Excellence in Course and Resources Design*. She has also been a member of several University committees, including the Provost's Task Force on Evaluation, Accountability, and Measurement. Jennifer is a member of the Association of Academic Health Sciences Libraries (AAHSL) Assessment and Statistics Committee and a former chair of the Association of Faculties of Medicine (AFMC) Network on Libraries.

Most recently, Jennifer has focused on supporting library leadership initiatives. A former Fellow of the NLM-AAHSL Leadership Fellows Program (2011), she has served on the steering committee of the CHLA Leadership Institute and was recently invited back to the NLM-AAHSL Leadership Program as a Mentor.

In addition to her commitment to leadership mentoring, Jennifer's research interests include information literacy, library service design, and program assessment and evaluation.

Caroline Monnin (she/her) is a Health Sciences Librarian at the University of Manitoba and the liaison librarian for the Gerald Niznick College of Dentistry and the Master of Physician Assistant program. As a liaison, she supports faculty, staff, and students to develop information literacy and research skills. Caroline's research interests include librarian contributions to knowledge syntheses, and issues of authorship in academic publishing. She is currently the President of the Manitoba Association of Health Information Providers (MAHIP), a chapter of CHLA/ABSC.



Caleb Nault is the eCollections & Discovery Librarian for Library and Information Services at University Health Network by day and an online MLIS student at University of Alberta by night. He is interested in collections development, management, assessment and evaluation, as well as social justice and equity matters both internal and external to the information profession. When not engaged in library work, Caleb spends his time reading, going to concerts, petting cats, and riding his motorcycle.

Tamara Navarro-Ruan: I have worked at the Health Information Research Unit, in the Department of Health Research Methods, Evidence and Impact at McMaster University for about 14 years. I work on projects related to the retrieval, appraisal, classification, organization, dissemination, and uptake of evidence from research. In this scope, I have had the opportunity to work on updating the Clinical Queries, Cochrane systematic reviews, incorporating SNOMED topic classification terminology into the critical appraisal process, and developing methodological search filters for various projects. More recent projects involve the application of machine learning technologies to identify high-quality evidence with high clinical relevance from biomedical literature for consideration in clinical practice and to update online resources.

Christine Neilson is the library liaison for the College of Nursing at the University of Manitoba, with additional responsibilities related to knowledge synthesis support for the Rady Faculty of Health Sciences. She has worked in a variety of academic and special health libraries over the past 20 years. Christine's research activities are driven by her practice; her current research interests centre around literature searching and knowledge syntheses.

Jody Nelson is the Nursing Subject Librarian at MacEwan University, providing information literacy instruction and research support to nursing students and faculty. Jody's research is primarily concerned with the scholarship of teaching and learning (SoTL) and investigations into the impact of teaching interventions and modalities on student learning and self-efficacy.

Zack Osborne (he/him) is the Manager of Health Information and Knowledge Mobilization at Unity Health Toronto. In this role he provides leadership and oversight of the health network's library services and archives programs.

Beata Pach has extensive experience in the design, implementation, and provision of health information services in various settings. Since 2001 she has been working in public health, at the municipal and provincial levels, supporting research and policy initiatives. As the manager of Library Services at Public Health Ontario (PHO), she is engaged in the delivery of information strategies and processes that support evidence-informed public health practice and facilitate finding, evaluating, and utilizing public health information, research & data. Beata also led the design and implementation of a shared service model to provide access to library resources and services in provincial health units that did not have in-house libraries. Her professional interests are focused on defining public health evidence and its contextual applicability, including promotion of inclusion of Indigenous knowledge in



evidence syntheses. Since 2022 she is leading the work on formalizing bibliographic citations to Indigenous knowledge representations, to ensure they are culturally appropriate, free of colonial influences and built in partnership with knowledge owners.

Katie Puxley, BA MLIS – Systems Librarian, Nova Scotia College of Art & Design (NSCAD) Katie Puxley has a diverse professional background, with experience in both academic libraries and the health care system. She has a Bachelor of Arts in the History of Science & Technology and Mathematics from the University of King's College and a Master's of Library and Information Studies from Dalhousie University. During the first two years of the COVID pandemic, she served as the COVID-19 Hub Librarian Educator and lead the Library Services COVID-19 response at Nova Scotia Health. In July 2022 she joined NSCAD Library as Systems Librarian. At NSCAD Katie focuses on access services, technical services and library instruction. Katie's research interests include improving library instruction and the intersections of art and mathematics.

Andrea Quaiattini is an assistant librarian at the Schulich Library of Physical Sciences, Life Sciences, and Engineering and an associate member of the Institute of Health Sciences Education at McGill University. She is the liaison for Indigenous health, postgraduate medical education, and medical specialties where she teaches, provides research support consultations, and collaborates on knowledge syntheses projects. She is also the co-chair of CHLA's Indigenous Matters Standing Committee.

Angélique Roy is a Health Sciences Librarian at the Queen's University Library. After an incredible five years living and working in Calgary, Alberta, she is grateful to return to the beauty and serenity of the great waterways and forests of Kingston, Ontario, the traditional territory of the Anishinaabe, the Haudenosaunee and the Huron-Wendat peoples. She currently serves as the liaison librarian for Life Sciences and Biochemistry, and Bachelor of Health Sciences programs. Her experience in libraries and records management have inspired her research interests in establishing impactful information management practices and using artificial intelligence tools in systematic reviews and library services as well as how engagement with historical medical texts can enhance health sciences education. She holds a Master of Information from the University of Toronto and a Master's in Art History from Queen's.

Stephanie Sanger is the Clinical Outreach Librarian at the Health Sciences Library at McMaster University. She currently works providing education and research services to students, staff, faculty, and health professionals. Her interests include knowledge synthesis support, medical mobile apps, graphic medicine, and library technology.

Laurel Scheinfeld MSLIS, AHIP-D is a Health Sciences Librarian at Stony Brook University on Long Island in New York. She is liaison to the School of Social Welfare and Interim Liaison to the School of Dental Medicine and the Medical Humanities. She is currently



serving as a board member of the Liberty Chapter of the Medical Library Association (MLA) and a course reviewer for MLA's Systematic Review Specialization Level II.

Hannah Schilperoort, MLIS, MA, (she/her) is an Associate University Librarian and the Head of the Wilson Dental Library at University of Southern California

Hannah Skinner (she/her), in her current role as a Library Operations Technician within the Library Services team at Public Health Ontario (PHO), serves as the front-facing liaison for all things relating to information management and access, including but not limited to: referencing, article retrieval, and maintaining access for many applications, resources, and journals. As a graduate of Seneca's Library and Information Technician program in Toronto, as well as an alumni of the University of Ottawa, Hannah's interests include copyright, cataloguing, collective impact, and diversity. Hannah has collaborated with other PHO teams on website updates and COVID-19 response and actively supports the updating of the custom referencing guides. Hannah also provides support for the PHO labs, in that she created custom distribution lists to provide articles and resources of relevant interest. Hannah acknowledges the traditional and ancestral territories of the First Nations, Inuit, and Métis Peoples, whose land we are hosted on today. She stands with all Indigenous People, past and present, in promoting the wise stewardship of these lands since time immemorial.

Denise Smith completed her Master of Library and Information Sciences at the University of Western Ontario in 2013. Since then, she has worked as a liaison librarian in the humanities (Brock University), an academic health sciences librarian (McMaster University), and most recently, as Head, Research Lifecycle at Brock University (2023). She has served as executive chair of the UNYOC chapter of MLA. Her research interests include Wikipedia, consumer health information, and information behaviour.

Angela Spencer, MLS, AHIP, is an Assistant Professor and Health Sciences Reference Librarian at Saint Louis University (SLU). Before her role at SLU, she was a hospital librarian. She has been active in local, regional, and national organizations. She is interested in advocacy and what impacts the profession of medical librarianship.

Courtney Svab is a Master of Information candidate (2023) at Dalhousie University's School of Information Management. She holds a Bachelor of Arts and a Master of Arts degree in History. Her research interests include access to information, privacy, and policy.

Michelle Swab is a public services librarian at the Health Sciences Library, Memorial University. While the majority of her work involves nursing liaison, knowledge synthesis searching, and library instruction, she remains interested in library collections and systems. She is particularly interested in journal article usage and retrieval, which she has explored through research projects about #icanhazpdf requests on Twitter, the impact of article level linking on journal usage, and the speed of article indexing in discovery services.

Kelly Thormodson is currently the Associate Dean and Director of the Harrell Health Sciences Library at Penn State College of Medicine in Hershey, PA. Kelly earned her MA in



Library and Information Science from the University of Iowa in Iowa City, IA and her BA from North Dakota State University in Fargo, ND. She attended the Harvard Leadership Institute for Academic Librarians in 2013 and was a NLM/AAHSL Leadership Fellow in 2014-2015. She previously held professional roles at the University of North Dakota, University of Iowa and the Fred Hutchinson Cancer Research Center.

Francis Toole (they/them) is a recent graduate from the school of Information Management at Dalhousie University. They have always been mindful of social justice and making space for research, conversations and dialogues that support the fostering of a world where everyone can thrive. Francis is a creative thinker who enjoys bringing a variety of tools to present their ideas. They are looking forward to a career in community minded librarianship. They currently live and work in Halifax, Nova Scotia.

Efren M. Torres, Jr is an academic librarian who is currently affiliated with the De La Salle University, Manila, Philippines. He was formerly involved in managing academic projects as the Special Assistant to the Vice Chancellor for Academics and library leadership as the Library Director in the De La Salle Medical and Health Sciences Institute. His research interests include collection assessment, technological and spatial developments in medical libraries which he has published and disseminated. He believes that technology and innovation are important for libraries to flourish, especially in these challenging times. Efren earned his degrees in Bachelor and Master of Library and Information Science from the School of Library and Information Studies, University of the Philippines.

Dr. Natalia Tukhareli holds the position of the Director of Library & Information Services at the Canadian Memorial Chiropractic College (CMCC). Her professional experience includes service in libraries and non-profit organizations, teaching in post-secondary institutions, and scholarly research in various fields of the Humanities and Social Sciences. Her current research interests include the Evidence-Based Practice (EBP) education in medical schools; student mental health and wellness; and Bibliotherapy. Dr. Tukhareli is a frequent conference speaker and a published author. An active member of library associations and consortia in Canada and the US, she served as the President of the Ontario Health Library and Information Association (OHLIA, formerly OHLA). Dr. Tukhareli is the recipient of the OHLIA Lifetime Achievement Award and Joan Leishman Award of Merit for Excellence in Health Science Information.

Marisa Tutt is a Medical Librarian for Island Health (Vancouver Island Health Authority) where she provides library services and resources to employees, students, and medical staff across Vancouver Island. She holds a dual Master of Library and Information Studies and Master of Archival Studies from the University of British Columbia (2012). An “accidental” Medical Librarian, Marisa never expected to be working in healthcare, let alone hospitals, after leaving her career in communications; a one year contract at a children’s hospital library ten years ago turned her career path in an entirely new direction. After four years and three hospitals she stepped away from healthcare to work in public libraries and scholarly communications but was drawn back to medicine in 2021. Her research interests include open access, knowledge mobilization, and evidence literacy. She lives, works, and plays in



beautiful Nanaimo, British Columbia, the traditional territory of the Snuneymuxw First Nation, with her husband and pint-sized rescue pup.

Sarah Visintini is a research librarian for the University of Ottawa Heart Institute (UOHI) in Ottawa, Ontario, where she supports students and staff with their information needs related to research, patient-care, and education. In addition to her work at the Heart Institute, Sarah also supports reference and knowledge synthesis services at the University of Ottawa Health Sciences Library and is an active member of the Ottawa Valley Health Libraries Association (OVHLA). Previously, Sarah has worked for CADTH, the Maritime SPOR Support Unit, the University of Manitoba and Dalhousie University. Sarah graduated from Dalhousie University with a Masters degree in Library and Information Studies in 2013. Sarah is curious about a number of things right now, including knowledge synthesis methods and library research service planning, provision, and assessment.

Elizabeth Yates is a Research and Scholarly Communication Librarian at Brock University, where she chairs the Library's Scholarly Communication Working Group and leads their Evidence Synthesis Working Group. Her previous duties included serving as liaison librarian for the Faculty of Applied Health Sciences at Brock. She's still a health sciences librarian at heart. Before earning her MLIS in 2011, she was a newspaper reporter and editor for 19 years. Always happiest in or near water, Elizabeth is excited to be attending CHLA on the harbourfront in Halifax.

Richmond Yeboah is a PhD Candidate of information studies at the McGill School of Information Studies, Montreal, Canada. His research area includes but is not limited to Information Behavior, the intersection of access/accessibility and information behavior, and Perceived value of information. The role of paywalls in the online information seeking behavior of Canadian midwives is his current thesis project. He has previously presented at ASIS&T and EBSI Conferences in 2023 and 2021 respectively. He considers himself a mixed method researcher with a rich experience in research and teaching assistantship coupled with website management. You can reach him at richmond.yeboah@mail.mcgill.ca.

Jack Young is a Health Sciences Librarian at McMaster University. His primary area of focus is bibliometrics and research impact assessment, where he supports the reporting and strategic planning needs of academic departments, research groups, and individual researchers. Jack believes that analyzing Wikipedia citations, along with other alternatives to traditional academic journal citations, is integral to achieving a holistic understanding of research impact.



Program at a Glance

Friday June 2	Saturday June 3	Sunday June 4	Monday June 5
	6:30 AM – 7:30 AM Waterfront walk or run Meet in hotel lobby	6:45 AM – 7:30 AM Chair Yoga *no equipment required* Annapolis Room	6:45 AM – 7:45 AM Waterfront walk or run Meet in hotel lobby
11:00 AM – 6:30 PM Registration Coat Check 2nd floor	7:00 AM – 4:30 PM Registration Coat Check 2nd floor	7:00 AM – 6:00 PM Registration Coat Check 2nd floor	8:00 AM – 10:30 AM Registration Coat Check 2nd floor
8:00 AM – 4:00 PM Board Meeting	8:00 AM – 9:00 AM Breakfast; Vendor Talks/Demos Nova Scotia Ballroom	8:00 AM – 9:00 AM Breakfast; Vendor Talks/Demos Nova Scotia Ballroom	8:15 AM – 9:15 AM Breakfast Nova Scotia Ballroom
	9:00 AM – 10:30 AM Welcome Keynote: Dr. Gaynor Watson-Creed Sable Ballroom	9:00 AM – 10:30 AM Keynote: Dr. Barbara Hamilton-Hinch Sable Ballroom	9:15 AM – 10:45 AM Concurrent sessions #5 Concurrent 5A (Workshop; Publishing theme) Halifax A Concurrent 5B (4 papers; Publishing theme) Halifax BC
	10:30 AM – 11:00 AM Posters #1; Break in the Exhibit Hall Nova Scotia Ballroom	10:30 AM – 11:00 AM Break in the Exhibit Hall Nova Scotia Ballroom	10:45 AM – 11:00 AM Break Sable Ballroom
	11:00 AM – 12:20 PM Contributed session (4 papers; Covid-19 theme) Sable Ballroom	11:00 AM – 12:20 PM Concurrent sessions # 3 Concurrent 3A (4 papers; Library Management and Services theme) Halifax A Concurrent 3B (4 papers; Searching and citation management theme) Halifax BC	11:00 AM – 12:30 PM Keynote: Kolade Kolawole-Boboye Sable Ballroom
	12:20 PM – 1:30 PM Lunch; Exhibits; Leadership Luncheon	12:20 PM – 1:30 PM Lunch; Exhibits Nova Scotia Ballroom	12:30 PM – 1:00 PM Closing remarks 2024 Presentation



Friday June 2	Saturday June 3	Sunday June 4	Monday June 5
	Nova Scotia Ballroom		Sable Ballroom
1:00 PM – 3:30 PM CE: Supporting the Development and Content Management of Policy Documents in Healthcare Organizations: Roles for Library Professionals Acadia A	1:30 PM – 3:00 PM Concurrent sessions #2 Concurrent 2A (4 Instruction Theme papers) Halifax A Concurrent 2B (4 Outreach papers) Halifax BC	1:30 PM – 3:00 PM Lightning Talks (8) Sable Ballroom	
3:30 PM - 4:30 PM Meetings: Knowledge Synthesis Interest Group Acadia A	3:00 PM – 3:30 PM Posters #2; Break in the Exhibit Hall Nova Scotia Ballroom	3:00 PM – 3:30 PM Break in the Exhibit Hall Nova Scotia Ballroom	
5:00 PM – 5:30 PM First Timers' Reception (Hotel) Sable CD	3:30 PM - 4:30 PM Lightning talks (4) + Panel; Equity and Inclusion theme Sable Ballroom	3:30 PM – 4:30 PM Concurrent sessions #4 Concurrent 4A (3 papers: Knowledge synthesis theme) Halifax A Concurrent 4B (3 papers: Artificial intelligence theme) Halifax BC	
	4:30 PM – 6:00 PM Meetings: Standards Committee; Oral Health Interest Group	4:30 PM – 5:30 PM Meetings: Dalhousie School of Information Management Alumni + Kellogg Library Intern Reunion Maritime Suite	
5:30 PM – 7:30 PM Opening Reception (Hotel) Sable CD	6:30 PM – 9:00 PM Dine around dinner reservations	6:00 PM – 9:00 PM Awards Banquet Sable Ballroom	



CHLA/ABSC meeting	Social & Networking	Breaks & Meals; Sponsors	Contributed Program	Keynotes
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Vendredi 2 juin	Samedi 3 juin	Dimanche 4 juin	Lundi 5 juin
	6:30 AM – 7:30 AM Marche ou course au bord de l'eau Rendez-vous dans le hall de l'hôtel	6:45 AM – 7:30 AM Yoga sur chaise *aucun équipement n'est requis* Annapolis Room	6:45 AM – 7:45 AM Marche ou course au bord de l'eau Rendez-vous dans le hall de l'hôtel
11:00 AM – 6:00 PM Inscription Coat Check 2nd floor	7:00 AM – 4:30 PM Inscription Coat Check 2nd floor	7:00 AM – 6:00 PM Inscription Coat Check 2nd floor	8:00 AM – 10:30 AM Inscription Coat Check 2nd floor
8:00 AM – 4:00 PM Board Meeting	8:00 AM – 9:00 AM Déjeuner; Discussions/démos avec les fournisseurs Nova Scotia Ballroom	8:00 AM – 9:00 AM Déjeuner; Discussions/démos avec les fournisseurs Nova Scotia Ballroom	8:15 AM – 9:15 AM Déjeuner Nova Scotia Ballroom
	9:00 AM – 10:30 AM Bienvenue Discours d'ouverture : Dr. Gaynor Watson-Creed Sable Ballroom	9:00 AM – 10:30 AM Conférencière : Dr. Barbara Hamilton-Hinch Sable Ballroom	9:15 AM – 10:45 AM Séances simultanées #5 5A simultané (atelier ; Thème : édition) Halifax A 5B (4 articles ; Thème : édition) Halifax BC
	10:30 AM – 11:00 AM Affiches #1 ; Pause dans la salle d'exposition Nova Scotia Ballroom	10:30 AM – 11:00 AM Pause dans la salle d'exposition Nova Scotia Ballroom	10:45 AM – 11:00 AM Pause dans la salle d'exposition Sable Ballroom
	11:00 AM – 12:20 PM Session contributive (4 articles ; Thème : Covid-19) Sable Ballroom	11:00 AM – 12:20 PM Séances simultanées # 3 3A (4 articles ; Thème : Gestion et services en bibliothèque) Halifax A 3B simultané (4 articles ; Thème : Recherche et gestion des citations) Halifax BC	11:00 AM – 12:30 PM Conférencière : Kolade Kolawole-Boboye Sable Ballroom
	12:20 PM – 1:30 PM	12:20 PM – 1:30 PM	12:30 PM – 1:00 PM



Vendredi 2 juin	Samedi 3 juin	Dimanche 4 juin	Lundi 5 juin
	Dîner; Expositions Nova Scotia Ballroom	Dîner; Expositions Nova Scotia Ballroom	Mot de la fin / Présentation 2024 Sable Ballroom
1:00 PM – 3:30 PM FC : Soutenir le développement et la gestion du contenu des documents politiques dans les organisations de soins de santé : rôles des professionnels des bibliothèques Acadia A	1:30 PM – 3:00 PM Séances simultanées #2 2A (4 articles ; Thème : Éducation) Halifax A 2B (4 Articles; Thème : Sensibilisation) Halifax BC	1:30 PM – 3:00 PM Présentations éclair (8) Sable Ballroom	
3:30 PM - 4:30 PM Réunions Knowledge Synthesis Interest Group Acadia A	3:00 PM – 3:30 PM Affiches #2 ; Pause dans la salle d'exposition Nova Scotia Ballroom	3:00 PM – 3:30 PM Pause dans la salle d'exposition Nova Scotia Ballroom	
4:30 PM – 5:30 PM Réception des nouveaux venus (Hôtel) Sable CD	3:30 PM - 4:30 PM Présentations éclair (4) + Table ronde; Thème : équité et inclusion Sable Ballroom	3:30 PM – 4:30 PM Séances simultanées #4 4A simultané (3 articles ; Thème : Synthèse de connaissance) Halifax A 4B (3 articles ; Thème : Intelligence artificielle) Halifax BC	
	4:30 PM – 6:00 PM Réunions Standards Committee, Oral Health Interest Group	4:30 PM – 5:30 PM Réunions: Dalhousie School of Information Management Alumni + Kellogg Library Intern Reunion Maritime Suite	
5:30 PM – 9:00 PM Réception d'ouverture (Hôtel) Sable CD	6:30 PM – 9:00 PM Souper aux alentours	6:00 PM – 9:00 PM Banquet de remise des prix Sable Ballroom	



CHLA/ABSC Réunions	Sociaux	Pause & Repas; Exposition	Programme Contribuée	Conférencière
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Photo credits

Putup and the Halifax waterfront rock sculpture by Melissa Helwig

Putup and the Halifax waterfront boardwalk by Melissa Helwig