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ST. JOHN'S, NEWFOUNDLAND  
2018



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Welcome from Conference Co-Chairs and Planning Committee .....	2
Les coprésidentes et les membres du comité de planification de la conférence vous souhaitent la bienvenue ! .....	3
Welcome from CHLA/ABSC President .....	5
Mot de bienvenue de la présidente de l'ABSC / CHLA .....	6
Message from the Mayor of St. John's .....	7
Conference Planning Committee & Board of Directors .....	8
CHLA/ABSC 2018 Annual General Meeting .....	9
Registration & Hospitality Desk .....	9
Friday, June 15 .....	11
Saturday, June 16.....	14
Sunday, June 17 .....	22
Monday, June 18.....	26
Abstracts – Contributed Papers.....	29
Abstracts – Lightning Talks .....	48
Abstracts – Posters .....	53
Salute to Sponsors .....	69
Thank you, Volunteers!.....	70
Exhibit Hall Floor Plan .....	71
Sheraton Hotel Floor Map .....	72
Biographies .....	73
Program at a Glance.....	85
Photo Credits .....	86



## Welcome from Conference Co-Chairs and Planning Committee

Welcome to the beautiful province of Newfoundland and Labrador. We are excited to have you join us to Rant and Roar about all the inspiring, innovative and stimulating programs and projects you are working on. Our theme is inspired by a Newfoundland folk song that sparks feelings of passion, excitement and resilience. We hope you leave this, the 42<sup>nd</sup> annual Canadian Health Libraries Association/ Association des bibliothèques de la santé du Canada conference, feeling those same things.

We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

We would like to thank our Conference Planning Committee for putting together an educational, engaging, and fun-filled conference. They have worked tirelessly over the past couple of years to ensure that you get as much out of your visit to NL as possible, whether that be reconnecting with colleagues from across Canada and beyond, taking in the beautiful view of St. John's from The Rooms at our opening reception, or becoming inspired by our engaging keynote speakers.

As most of you know, this conference is filled with a wide variety of sessions and social events. We are happy to continue this tradition with an impressive mix of keynote speakers, contributed papers, posters, lightning talks, vendor exhibits and demos, continuing education sessions and of course, some live music! You may even get to see a whale or two, or be screeched in to become an honorary Newfoundlander.

Please make sure to stop by the Vendor Exhibit Hall to check out new and exciting products, chat with our sponsors, and win some great prizes. All breaks and lunches will be held in the exhibit hall.

Lastly, we would be remiss if we did not thank all of our wonderful volunteers, we could not do this without you, the CHLA/ABSC board for their support and encouragement, and of course, all of you for attending this conference. We are excited to meet or reconnect with all of you, showcase our beautiful city and province, and have some fun in the process. We hope that you will go back to your institutions to Rant and Roar about the amazing time you had in St. John's, NL!

Lindsay Alcock and Alison Farrell      Co-Chairs, CHLA/ABSC Conference 2018



## Les coprésidentes et les membres du comité de planification de la conférence vous souhaitent la bienvenue !

Bienvenue dans la magnifique province de Terre-Neuve et du Labrador. Nous nous réjouissons de vous voir vous joindre à nous pour *Tempêter et Rugir* à la perspective de participer aux programmes novateurs et inspirants que nous vous avons préparés. Notre thème s'inspire d'une chanson folklorique terre-neuvienne qui exulte de sentiments de passion, d'emballement et de résilience. Nous espérons que vous repartirez de la 42<sup>e</sup> conférence annuelle de l'Association des bibliothèques de la santé du Canada / Canadian Health Libraries Association pétulantes et pétulants de ces mêmes sentiments.

C'est avec le plus grand respect que nous reconnaissons le territoire sur lequel nous nous réunissons comme terres ancestrales des Béothuks (*vrai peuple*), et l'île de Terre-Neuve comme terres ancestrales des Micmacs et des Béothuks. Nous tenons aussi à reconnaître les Inuits de Nunatsiavut et de NunatuKavut, ainsi que les Inuits de Nitassinan ainsi que leurs ancêtres comme Premières nations du Labrador. Nous nous efforçons de maintenir des relations respectueuses avec tous les peuples de cette province alors que nous déployons nos efforts vers une guérison et une réconciliation véritables qui nous rendent dignes d'honorer ensemble ce merveilleux territoire.

Nous tenons à remercier les membres du comité de planification de la conférence d'avoir réalisé une activité à ce point éducative, engageante et divertissante. Ils ont travaillé sans relâche au cours des quelques dernières années pour s'assurer que vous profitiez le plus possible de votre visite à Terre-Neuve et Labrador ; qu'il s'agisse de renouer les liens avec des collègues de partout au Canada et d'ailleurs, de profiter du fantastique panorama de St. John's lors de la cérémonie d'ouverture, ou de vous laisser inspirer par les paroles engageantes de nos conférenciers.

Comme la plupart d'entre vous le savent, cette conférence offre une variété de séances et d'activités professionnelles et sociales. Nous prenons plaisir à maintenir cette tradition en mettant au programme une mixité impressionnante de conférenciers, de présentations de documents, d'affiches, de présentations éclairées, d'exhibitions et de démonstrations de fournisseurs, de séances de formation continue, et bien sûr, la présence de musiciens sur place. Vous pourriez même avoir la chance d'apercevoir une ou deux baleines, voire d'entendre vous *hurler* une invitation à devenir un (e) Terre-Neuvien (ne) honoraire.

Assurez-vous de visiter la salle d'exposition des fournisseurs pour vous familiariser avec leurs nouveaux produits emballants, pour échanger avec nos commanditaires, et pour y gagner de merveilleux prix. Les pauses et les repas du midi auront lieu dans la salle d'exposition.

Pour terminer, ce serait négligence de notre part de ne pas remercier tous ces généreux bénévoles sans qui cette conférence ne serait pas possible, les membres du conseil



d'administration de l'ABSC / CHLA pour leur soutien et leur encouragement, et bien sûr, vous toutes et tous qui participez à cette conférence. Nous nous réjouissons de pouvoir renouer nos liens avec vous, de vous faire constater l'exceptionnelle beauté de notre ville et de notre province, en plus de tous les agréments que nous en retirons. Nous espérons que vous retournerez à vos organismes pour y *Tempêter et Rugir* au sujet des merveilleux moments que vous aurez vécus à St. John's de Terre-Neuve !

Lindsay Alcock et Alison Farrell

Coprésidentes de la conférence 2018 de l'ABSC / CHLA



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## Welcome from CHLA/ABSC President

On behalf of the board of directors of the Canadian Health Libraries Association/ Association des bibliothèques de la santé du Canada (CHLA/ABSC), I extend a hearty welcome to our Annual Conference.

I would like to sincerely thank the members of the Conference Planning Committee for the thought and hard work they've put into planning our annual conference, and congratulate them on the impressive program they've put together.

The continuing education and presentation lineups are of-the-moment and well-rounded. There is programming that will benefit attendees at any point in their career, in different types of work environments, and with diverse interests. I encourage you to take a step back from your everyday work life and make some new connections, catch up with colleagues you rarely get to see, encounter and discuss new ideas, gain inspiration from keynote speakers, and enjoy yourself! I look forward to connecting with you at presentations, networking and social events, visits with vendors in the exhibit halls, and bright and early at our Annual General Meeting on the 17<sup>th</sup> (there will be coffee!).

I always look forward to keynote presentations, where we have the opportunity to get a broader perspective on our work and life. Drs Terry-Lynn Young and Andrew Furey are sure to be inspiring and thought provoking. The awards banquet will provide us all with an opportunity to celebrate members' impressive achievement after which a self-guided pub crawl (or a much-needed rest) may be in order.

Once again, on behalf of the Board of Directors, I welcome you to learn, share, reflect, Rant and Roar with us in St. John's!

Elena Springall  
CHLA/ABSC President



## Mot de bienvenue de la présidente de l'ABSC / CHLA

Au nom des membres du conseil d'administration de l'Association des bibliothèques de la santé du Canada / Canadian Health Libraries Association (ABSC / CHLA), je vous souhaite la plus cordiale bienvenue à la conférence annuelle.

Je tiens à remercier sincèrement les membres du comité de planification de la conférence pour le travail soutenu de réflexion qu'ils ont investi dans la planification de notre conférence annuelle, et je les félicite pour l'impressionnant programme qu'ils ont réalisé.

La liste des activités de formation et de présentations est tout à fait d'actualité et bien équilibrée. La programmation saura combler en tous points les besoins des participants, à quelque point qu'ils soient dans leur développement de carrière, quel que soit leur type d'environnement de travail, quels que soient leurs champs d'intérêt. Je vous invite fortement à prendre une pause de vos activités professionnelles quotidiennes pour établir de nouveaux contacts, pour renouer les liens avec des collègues que vous ne côtoyez que trop peu souvent, pour vous familiariser avec des idées nouvelles et en discuter, pour vous laisser inspirer par les conférenciers, et tout simplement pour vous divertir ! Il me tarde de renouer nos liens lors des présentations, des activités sociales et de réseautage, des visites auprès des fournisseurs dans les salles d'exposition, et ragaillardie au petit matin, assister à l'assemblée générale annuelle au 17<sup>e</sup> étage (on y servira le café).

J'ai toujours hâte d'entendre nos conférenciers ; c'est alors que nous avons l'occasion de nous permettre une perspective élargie de notre travail et de notre vie en général. Terry-Lynn Young et Andrew Furey ne manqueront certes pas de nous inspirer et de nous porter à réfléchir. Le banquet des remises de prix nous donnera l'occasion de célébrer les réalisations impressionnantes de quelques-uns de nos membres, après quoi, une tournée libre des pubs (ou une pause bien méritée) sera à l'ordre du jour.

Encore une fois, au nom des membres du conseil d'administration, je vous invite cordialement à apprendre, à partager, à réfléchir, à *Tempêter et Rugir* avec nous à St. John's !

Elena Springall  
Présidente de l'ABSC / CHLA



## MESSAGE FROM THE MAYOR

**A**s Mayor of our Capital City, I am delighted on behalf of council and its citizens to extend greetings and best wishes to all delegates attending the Canadian Health Libraries Association's (CHLA/ABSC) Annual Conference being held in St. John's from June 15 – 18, 2018.

We are pleased St. John's was chosen to host this year's conference. Our city offers an exciting blend of old world charm and modern amenities, not to mention the Newfoundland Hospitality for which we are famous. The many festivals and events held throughout the year showcase our rich culture, history and heritage. Over the next few days we hope you will make our city your home and you will take the time to visit some of the City's historical and natural landmarks and points of interest and enjoy the city's night life with its great entertainment and fine cuisine.



We wish you well in your discussions as you meet to exchange ideas and information relevant to medical information and library practice. We hope you will have a rewarding and unforgettable experience. Have an enjoyable stay in our city!

Danny Breen,  
Mayor

# ST. JOHN'S

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## Conference Planning Committee & Board of Directors

<b>2018 Conference Planning Committee</b>	<b>CHLA/ABSC Board of Directors</b>
Conference Co-Chairs Lindsay Alcock Alison Farrell	President Elena Springall
Facilities Debra Kearsey Shannon McAlorum	Vice-President Juanita Richardson
Publicity Kristen Romme Kate Shore Denise Dunphy Shannon Hayes	Past President Lindsay Alcock
Program & Posters Lindsay Alcock Pam Morgan Jordan Pike	Treasurer Susan Murphy
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<b>Journal of the Canadian Health Libraries Association Editorial Team</b>	
Editor-in-Chief: Alison Farrell Senior Editor: Nicole Askin Junior Editor: Erin Watson	Copyeditor: Grace Romund Production Editor: Mlle Nancy Gadoury



## CHLA/ABSC 2018 Annual General Meeting

Please plan to attend the CHLA/ABSC 2018 Annual General Meeting (AGM) to be held on Sunday, June 17, 2018. The AGM and breakfast will take place 7:15am-8:45am in Fort William Ballroom Salon B. The AGM starts promptly at 7:30am.

In advance of the AGM please review the minutes from the 2017 AGM held in Edmonton on Thursday, May 18, 2017. The minutes are available at:

<https://www.memberleap.com/members/secure/filearchive/filelist.php?fac=3062>

(Note: members only area)

## Registration & Hospitality Desk

The registration and hospitality desk is conveniently located in the hotel lobby to the left of the hotel front desk. Volunteers will be available to help answer your questions about registration, the conference program, the hotel, networking events, St. John's, dine-arounds, the Screech-In, and much more. As well, representatives from Associations First will be on hand to provide information and help. If we don't know the answer we'll find out for you!

### Registration Desk Hours:

Friday, June 15 <sup>th</sup>	7:00am – 6:00pm
Saturday, June 16 <sup>th</sup>	7:00am – 6:00pm
Sunday, June 17 <sup>th</sup>	7:00am – 6:00pm
Monday, June 18 <sup>th</sup>	8:30am – 1:00pm



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- Evidence-Based Medicine Reviews
- And more!

**Join us on Saturday evening for a dessert reception!**

**Where:** Sheraton Hotel Newfoundland, Court Garden

**When:** Saturday, June 16th

**Time:** 8:00pm – 10:00pm





## Friday, June 15

- 7:00am – 6:00pm      Registration Desk Open
- 8:00am – 4:00pm      CHLA/ABSC Board of Directors Meeting (Confederation Boardroom)

### Continuing Education

- 9:00am – 4:30pm      **CE FD01 Teaching Systematic Review Methods: Training Tips and Resources from the Health Librarian's Perspective**  
**Instructors: Robin Parker and Leah Boulos**  
(Health Sciences Library, Memorial University)

Health librarians are often responsible for teaching elements of systematic review methods to their patrons. In this course, the instructors will offer tips and resources to support systematic review instruction, drawing from adult education theory as well as their personal experiences supporting the production of systematic reviews at their respective organizations. This workshop will provide opportunities to employ different teaching approaches and to discuss tools and technologies related to conducting and supporting systematic reviews.

- 9:00am – 12:00pm      **CE AM01 Statistics for Conducting and Critically Appraising Research**  
**Instructor: Patricia Grainger**  
(Sheraton Hotel, Avalon Room)

This course, aimed at health librarians, library administrators, and health care professionals, will enhance participant's understanding of common statistics used in health research. This understanding can better prepare participants to conduct research studies and engage in critical appraisal of existing research. The course will cover the hierarchy of evidence, different types and levels of research, different levels of measurement, common statistics used in research and how to determine appropriate statistics to answer research questions, as well as how to interpret and critically appraise the use of statistics in research.



**CE AM02 Leading Libraries Utilizing a Coach Approach**

**Instructor: Susan Cleyle**

(Sheraton Hotel, Battery Room)

Aimed at library leaders, this course will contribute to the professional development of librarians by providing a solid foundation around executive communication via coaching skills. All leaders need good communication skills. Attendees will be able to identify the key elements of a “coaching conversation”, learn to engage in active listening, improve and develop interpersonal and communication skills, and learn to ask powerful questions to elicit thoughtful answers and effect positive change.

1:00pm – 5:00pm

**CE PM01 Understanding Value and Impact in a Small Specialized Library**

**Instructor: Jeanna Hough**

(Sheraton Hotel, Battery Room)

Aimed at librarians or library staff working in administrative positions, or those working in small or specialized libraries, this course offers a chance to learn some practical skills and examples for assessing and communicating your value and impact to various audiences. You will learn about concepts such as value, advocacy, marketing, impact, as well as utilize practical assessment and communication tools you can use to educate others about the amazing work you do.

CE Refreshments provided by:





5:00pm – 6:00pm First Timers' Reception (Court Garden)

Mix and mingle with CHLA/ABSC Board members and other first-time attendees. **Registration Required.**

Proudly sponsored by:



6:30pm – 8:30pm Opening Reception  
The Rooms, Level 3  
9 Bonaventure Ave.

Join us at The Rooms, Newfoundland and Labrador's largest public cultural space, to kick off CHLA/ABSC 2018! Meet and mingle with your colleagues, enjoy lively entertainment by local band Vey and Reynolds, and delicious hors d'oeuvres, all while you take in breathtaking views of St. John's.

An (optional) shuttle bus will take attendees from the Sheraton to The Rooms. The first shuttle will leave at approximately 6:15 pm and will make as many trips as needed. The first shuttle back to the Sheraton will leave The Rooms at approximately 8:20 pm.

Weather permitting, you may also choose to walk. The Rooms is about a 15-20 minute walk along Military Road. Along the way, you'll pass the impressive Basilica Cathedral of St. John the Baptist.

Proudly sponsored by:





## Saturday, June 16

- 6:00am – 7:00am      Morning Walk/Run  
Start your day with some light exercise! Maps will be provided at the Registration Desk for a selection of self-guided routes.
- 7:00am – 6:00pm      Registration Desk Open
- 7:30am – 8:45am      Vendor Lightning Talks (Salon B)
- 9:00am – 9:15am      Welcome (Salon B)
- 9:15am – 10:15am    Opening Keynote (Salon B)  
Convener: Janet Bangma (Memorial University)

### Stories In Our Genome: Rewriting a Better Ending Dr. Terry-Lynn Young, Memorial University



Newfoundland is an island, and was historically isolated. The majority of recent settlers from England and Ireland came across the cold North Atlantic to participate in the cod fishery (in the 1600s and 1700s). These Northern Europeans not only passed on their love of the sea and hard work, but also a subset of genetic conditions that have provided insight into many common conditions, including cancers, sensory disorders and heart failure.

Dr. Young is a molecular geneticist who studies the genome of these deeply rooted families for insights into disease. Please join her as she takes you on a journey around the island and hear about stories that meld science with family and community, and learn about new genome editing therapies and how it may offer a better ending for patients and their families in the very near future.



Opening Keynote proudly sponsored by:



10:15am – 11:00am Opening of Exhibits, Break (Salon A & Pre-Function Area)

11:00am – 12:00pm Contributed Papers: Concurrent Session 1

**1A Value and Impact (Salon B)** Moderated by Juanita Richardson

**CP1. How to (Easily) Prove That People Think We're Awesome** \*Long, S., \*Ipsaralexi, Y., \*Jack, C.

**CP2. The Information Assessment Method: Over 15 Years of Research Evaluating the Value of Health Information** \*Granikov, V., \*El Sherif, R., \*Pluye, P., Grad, R., Shulha, M., Chaput, G., Doray, G., Rochette, A., Li Tang, D.

**1B Collections (Salon C/D)** Moderated by Susan Murphy

**CP3. Recovery-oriented Collection Development: Results of a Qualitative Study on Mental Health Information Needs in a Patient Library** \*Bailey, S., Rodak, T., Saikaly, R., Johnson, A., Abi-Jaoude, A., Ferguson, G.

**CP4. Développer une Collection de Livres Numériques dans un Établissement de Santé et de Services Sociaux au Québec** \*Gadoury, N.



**1C Rant & Roar (Avalon Room)** Moderated by Catherine Boden

**CP5. Promoting Positive Mentoring Relationships Among Academic Librarians: A Qualitative Case Study** \*Lorenzetti, D., Oddone Paolucci, E., Lashewicz, B., Casebeer, A., Hayden, K., Beran, T.

**CP6. Library as Space: Rant 'n Roar Old School (How People Really Use Hospital Library Spaces)** \*Iverson, S., \*Osborne, Z.

12:15pm – 1:45pm Lunch in the Exhibits

12:15pm – 1:45pm Presidents' Lunch (Battery Room)

1:45pm – 3:00pm Contributed Papers: Concurrent Session 2

**2A Education (Salon B)** Moderated by Sandy Iverson

**CP7. Using Online Technology to Help Advanced Practice Nursing Programs: A Survey of Current Librarian Practice in Canada** \*Stevens, G., Hinton, E., Brown, R.

**CP8. Effectiveness of Teaching an Alternative Framework for Question Formulation in Occupational and Physical Therapy: RCT** \*Kloda, L., Boruff, J., Cavalcante, A.

**CP9. Exploring the Potential of Library Clinics in Nursing Curricula to Develop Evidence-Based Practice (EBP) Skills** \*Frati, F., Wagner, M., Sanzone, L., Morris, M., Tuck, J., Banfield, L.

**2B Searching (Salon C/D)** Moderated by Dean Giustini

**CP10. Explaining the Method Behind the Madness: 3-part Series on Comprehensive Searching for Knowledge Syntheses** \*Lenton, E., \*Fuller, K

**CP11. Design and Validation of a Search Filter for LGBTQ+ Populations** \*Parker, R., Foster, M., Wanner, A., Lackey, M.



**CP12. Bridging the Concept Gap: Assessing the Impact of Proximity Operators on Retrieval, Recall and Precision in SR Searches** \*Landry, T., Amar, A., Guadagno, E.

3:00pm – 3:30pm Break in the Exhibits

3:30pm – 5:00pm Poster Presentation (Signal Room & Garrison Room) Note: Posters will remain available for viewing until 1:15 on Sunday

<b>Posters</b>	
<b>1</b>	<b>Engaging Learners: Interactive Ideas for Teaching Health Literacy</b> *Horn, D.
<b>2</b>	<b>Patient Library Collaborations</b> *Horn, D.
<b>3</b>	<b>ATLAS: Advancing Teamwork for Library Accessible Services- A Communication Training Program for Library Volunteers</b> *Mahar, T., Sternhill, J., Ballon, B., Helfenbaum, S., Smith, C., Sokoloff, L., Boucher, F.
<b>4</b>	<b>A Practical Toolkit for Clinicians to Locate Best Evidence</b> *Kendall, S., *Ryu, M., Walsh, C.
<b>5</b>	<b>Expanding the Role of the Librarian as Knowledge Synthesis Methodologist: A Case Study in Teaching Rayyan</b> Bouruff, J., *Morris, M., Torabi, N.
<b>6</b>	<b>Library Newsletters: Are They Worth it?</b> *Le, M., *Blanchard, L.
<b>7</b>	<b>Health Professionals' Awareness of Predatory Journals</b> *Babb, M., *Dingwall, O.
<b>8</b>	<b>Non-Traditional Library Instruction: St. Michael's Hospital Health Sciences Library (HSL) Excel Training Program</b> *Epworth, A.
<b>9</b>	<b>Student Success: Undergraduate Engagement on a Systematic Review</b> *Demczuk, L., Rieger, K., Nweze, S.
<b>10</b>	<b>A Concept Map to Support Question Formulation in Evidence-Based Practice (EBP) Instruction in a Nursing Curriculum</b> *Fрати, F.
<b>11</b>	<b>A New Role in Systematic Review Support: Collaborations between Health and Social Science Librarians</b> *Stapleton, J., Brown, S.



<b>12</b>	<b>Stretching PICO: Implications for Database Searching and Perceived Searching Confidence</b> *Nelson, J., *Shamchuk, L.
<b>13</b>	<b>Rants, Reflection and Revisions: Faculty-Librarian Collaboration to Improve Senior BScN Critical Analysis Learning</b> *Nelson, J., White-MacDonald, E.
<b>14</b>	<b>Patient Information Aid: An Innovative Educational Program to Improve Outcomes of Online Consumer Health Information</b> *Pluye, P., El Sherif, R., Granikov, V., Altakrori, M., Balli, F., Galvao, M., Burnand, B., Frati, F., Légaré, F., Bujold, M., Grad, R.
<b>15</b>	<b>Collaborative Monitoring and Filtering of Patient-Oriented Research Publications: A Protocol for a Mixed Methods Study</b> *Granikov, V., Bouthillier, F., Li Tang, D., Pluye, P.
<b>16</b>	<b>Quiet Down at the Library: Promoting the Library as a Place/Source of Wellness</b> *Iverson, S., Morant, B.
<b>17</b>	<b>An International Survey of Grey Literature Searching Practices in Horizon Scanning</b> Mierzwinski-Urban, M., Farrah, K., *Ford, Caitlyn
<b>18</b>	<b>Standards for Literature Searching: Validation of a Proposed Model for Search Methods</b> Ballantyne Scott, B., *Farrell, A., MacDonald, J., Baer, S., Vaska, M., Lee, P., Rabb, D.
<b>19</b>	<b>Les Bibliothécaires Pourraient-Ils Appuyer les Chercheurs</b> *Nabor Buitrago Ciro, J.
<b>20</b>	<b>The Residential School Experience Through the Eyes of Indigenous Children's Authors</b> *Quaiattini, A., Tan, M., Campbell, S.
<b>21</b>	<b>Librarian as Course Collaborator: An Embedded Model of Information Literacy Instruction for First-Year Pharmacy Students</b> *Carter, C., Houle, S.
<b>22</b>	<b>Telling Canadian Research Data Management (RDM) Stories in the Health Sciences</b> Sikora, L., *Brown, H., *Dorgan, M., Morris, M., Cooper, A., Barnes, L., Cheung, M., Ellis, U., Fraser, K., Miller, K.
<b>23</b>	<b>Collaborative Assessment: Developing a Library Assessment Framework for a Distributed Medical Program Libraries in British Columbia</b> *Raworth, R., Kitchen, V., Vis-Dunbar, M., Fyfe, T., Menzies, E.
<b>24</b>	<b>How Can 'Pain' be Found? Preliminary Analysis of Searching for Pain Topics for Systematic Reviews</b> *Anderson, M.
<b>25</b>	<b>Evaluating the Impact of an Information Specialist as a Knowledge Broker</b> *Tucker, S.



<b>26</b>	<b>In Search of Nursing's History</b> Greenwood, A., *Miller, K.
<b>27</b>	<b>Collaboration by the Numbers: How Many Librarians Does It Take to Teach a Medical Student?</b> *Hanley, J., *Fuller, K., *Horn, D.

5:00pm – 6:00pm      Interest Groups (Salons B, C, D)

5:00pm – 7:00pm      Leadership Focus Group (Avalon Room)

6:30pm – 9:00pm      Dine-around Dinners (various restaurants)

Sign up at the registration desk to join a dinner with a small group of other attendees at one of our wonderful downtown St. John's restaurants. A selection of restaurants will be available to choose from. A walking map to the restaurant will be provided and, in some cases, a local guide will lead the group to the restaurant and dine with you.



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## Sunday, June 17

- 6:00am – 7:00am      Morning Walk/Run  
 Start your day with some light exercise! Maps will be provided at the Registration Desk for a selection of self-guided routes.
- 7:00am – 6:00pm      Registration Desk Open
- 7:15am – 8:45am      AGM/Breakfast (Salon B)
- 9:00am – 10:15am    Lightning Talks (Salon B)  
 Moderated by Linda Slater

<b>Lightning Talks</b>	
<b>1</b>	<b>A Few of Many: The Experience of Two Librarians Supporting Instruction Within a Large Collaborative Working Group</b> *Hanley, J., *Fuller, K., *Horn, D.
<b>2</b>	<b>Gamifying a Medical School Lecture to Teach Students How to Use Electronic Tools for Clinical Practise</b> *Premji, Z., Seto, A.
<b>3</b>	<b>Lights, Camera, Learn! A Cross-Organizational Approach to Noon-Hour Information Literacy Instruction</b> *Boulos, L., McLean, K, Killian, L., Parker, R., Helwig, M.
<b>4</b>	<b>Reflective Journal Writing to Improve Curriculum-Based Library Instruction in Pharmacy</b> *Kung, J.
<b>5</b>	<b>Developing Librarian Search Skills Through ‘Search Club’</b> *Neilson, C.
<b>6</b>	<b>Projet de Production de Capsules Vidéo pour la Promotion de nos Professions</b> *Landry, T., Cossette, P, Pontbriand, F., Bonenfant, M., Charnonneau, J., Durocher, M., Frati, F.
<b>7</b>	<b>A Collaboration in EBM Library Services at a Swiss University</b> *Ziegler, C.
<b>8</b>	<b>A Library Guide for the Documentation and Reporting of a Systematic Grey Literature Search</b> *Stapleton, J.



<b>9</b>	<b>Info Bites: Experimenting with Informal and Conversational One-Off Instruction (With Snacks!)</b> *Osborne, Zack
<b>10</b>	<b>Logic Modelling to Assess Value and Impact of a Systematic Review Service</b> *Cunningham, H.
<b>11</b>	<b>Choosing Your Own Library Service: Adapting Patient Decision Aids for Library Patrons</b> *Lui, V., Cunningham, H., Ayala, P.

10:15am – 11:00am Break in the Exhibits

11:00am – 12:15pm Contributed Papers: Concurrent Session 3

**3A Systematic Reviews (Salon B)** Moderated by Laurie Blanchard

**CP13. Evidence-based Evaluation of Sustainable Synthesis Review Service Models: The University of Saskatchewan Context** \*Boden, C., Gerrard, A., Doi, C.

**CP14. An Environmental Scan of Systematic Review Support Service Models** \*Neilson, C., Askin, N., \*Demczuk, L., Gottschalk, T., Szwajcer, A.

**CP15. Sharpening the Other Side of the Dual Edged Systematic Review Sword: Expecting More From Our Users** \*Sikora, L., \*Bass, M.

**3B Education (Salon C/D)** Moderated by Vivian Stieda

**CP16. When Health Professionals Rant and Roar for Free Continuing Education: The Development of a Virtual Provincial CE Series** \*Dingwall, O., \*Babb, M.

**CP17. ECHO HIP: Phase 1: A Needs Assessment for Continuing Professional Education for Health Information Professionals** \*Tripp, T., \*Bailey, S., Babineau, J.

**CP18. A Description of Evidence Gathering for a Metanarrative Review on Patient Engagement in Health Professions Education** \*Anderson, M., Rowland, P., McMillan, S., Langlois, S., Sandhu, V., Kumagai, A.

12:15pm – 1:45pm Lunch in the Exhibits

1:45pm – 3:00pm Contributed Papers: Concurrent Session 4



**4A Consumer Health (Salon B)** Moderated by Tim Tripp

**CP19. Managing Health Information for Renal Patients: A Model of Clinical Consumer Health Collaboration** \*Brash, T.

**CP20. In Primary Health Care, What Are the Outcomes of Using Online Consumer Health Information?** \*El Sherif, R., \*Granikov, V., \*Pluye, P.

**CP21. How Do Millennials Find Health Information? A Study of Everyday-life Health Information Seeking** \*Bartlett, J., Beheshti, J., Kumah, C., Couch, A.

**4B Education (Salon C/D)** Moderated by Orvie Dingwall

**CP22. Core Entrustable Professional Activities (EPAs) and Librarian Involvement in Competency-based Medical Education** \*Thormodson, K., Collins, H., Adams, N., Brennan, E., Von Isenburg, M., Kovar-Gough, I., Lorbeer, E., Nicholson, J., Ogawa, R., Spak, J.

**CP23. Roles, Methods, and Values in Teaching Evidence-Based Medicine: Roaring or Silent Librarians?** \*Pepper, C.

**CP24. One Year Evaluation of the CHLA/ABSC Knowledge Synthesis Interest Group** \*Neilson, C., \*Farrah, K.

3:00pm – 3:30pm Break in the Exhibits

3:30pm – 4:45pm Panel Discussion (Salon B)

**[When] Will Technology Surpass Us? A Discussion on Machine Learning, Searching Strategies, and Medical Librarianship**

Moderator: Melissa Helwig (Dalhousie University)

Panelists: Catherine Boden (University of Saskatchewan), Robin Parker (Dalhousie University), Leah Boulos (Nova Scotia Health), and Lindsey Sikora (University of Ottawa)



- 6:00pm – 7:00pm      Reception (Court Garden)  
Enjoy a pre-banquet beverage (cash bar) and catch up with friends and colleagues before the Awards Banquet.
- 7:00pm – 10:30pm      Awards Banquet (Fort William Ballroom)  
Join the CHLA/ABSC Board and other attendees at our annual at the Awards Banquet to recognize the CHLA/ABSC members who have won awards in recognition of their achievements.
- After-Party              Self-Guided Pub Crawl (George Street)  
If we haven't tired you out yet, you can do some more rantin' and roarin' down on George Street where you'll find over two-dozen pubs, clubs and bars in a two-block stretch in downtown St. John's. George Street runs from Becks Cove to Queen Street, in between (and parallel to) Duckworth Street and Water Street.
- 11:15pm                  Screech-In (Christian's Pub, 23 George St.)  
Non-Newfoundlanders (known as "Come from Aways" or CFAs) can participate in a longstanding tradition known as a Screech-In. This optional ceremony involves a shot of screech (Newfoundland rum), a short recitation, and kissing a codfish. You will receive a certificate after you've been screeched-in. Sign up at the Registration/Hospitality Desk (or via the online form we emailed out).  
**Cost: \$20/person (pay in person at the bar)**



## Monday, June 18

8:30am – 1:00pm Registration Desk Open

9:00am – 10:15am Contributed Papers: Concurrent Session 5

**5A Collaboration (Salon B)** Moderated by Shannon Long

**CP25. The Way Forward in Reconciliation Through Indigenously-authored Children's Literature** \*Tan, M., Quaiattini, A., Campbell, S.

**CP26. Towards Better Collaboration between Librarians and Faculty in Program Reviews: A Case Study in the Health Sciences** \*Bowker, L.

**CP27. Identifying Challenges and Facilitators Facing Early Career Researchers When Conducting Systematic or Scoping Reviews** \*Sikora, L., \*Ayala, P., Kirtley, S.

**5B Searching (Salon C/D)** Moderated by Rebecca Raworth

**CP28. Factors Associated with Search Strategy Reporting in Published Network Meta-Analyses** \*Swab, M., \*Farrell, A.

**CP29. Mapping of Methodologies Used in Retraction Reviews** \*Kung, J., Helwig, M.

**CP30. Turning a Negative into a Positive: The Case of a Failed Search Filter Project** \*Lê, M., \*Neilson, C.

10:15am – 10:45am Break (Pre-Function Area B)

10:45am – 12:00pm Closing Keynote (Salon B)  
Convener: Elena Springall (CHLA/ABSC President)



**Dr. Andrew Furey (Memorial University)**  
**Team Broken Earth: the Evolution of a Canadian Charity**  
**Moderator: Elena Springall**



An orthopaedic trauma surgeon with an uncompromising passion for helping others, Dr. Andrew Furey has made a lifelong commitment to kindness and giving back. Growing up in St. John's, Newfoundland and Labrador, Dr. Furey learned the importance of hard work and empathy from his supportive parents and siblings. He took those values and studied for a career in medicine, ensuring that he would be able to help people in their most vulnerable of times each and every day.

Dr. Furey's dedication to medicine and philanthropy led him to spearhead the non-profit organization Team Broken Earth in 2010, following the devastating earthquake in Haiti in January of that year. Dr. Furey organized a task force of Canadian physicians, nurses, and physiotherapists to travel to the affected areas and offer medical support and training.

Since that time, Team Broken Earth has grown to include teams all across the country, but that doesn't mean it takes up all of Dr. Furey's time. He remains very active in the local St. John's community, attending and organizing various charity events. He also does work with the Liberal Party of Canada, teaches at Memorial University, and most importantly to him, raises three beautiful children with his wife Allison.

Ultimately, Dr. Andrew Furey's ambitions lie with making a true positive impact on the world. Helping those who need help most, both locally and internationally, continues to drive Dr. Furey forward.

12:00pm – 12:30pm Presentation of the 2019 Conference Location (Salon B)  
Closing Remarks

12:30pm – 4:00 pm Board of Directors' Meeting (Confederation Ballroom)



### **Boat Tour with Iceberg Quest Ocean Tours**

If you're staying in town after the conference, don't miss this chance to get out on the water for a true Newfoundland experience!

Monday, June 18

4:00-6:00 pm

Boat leaves from Pier 6

135 Harbour Drive

<http://icebergquest.com>

Cost: \$70/person (there may be a discount if our group is large enough)

We reserved a CHLA/ABSC block on a boat tour with Iceberg Quest Ocean Tours that was held until May 25. (Interested attendees were asked to register directly with Iceberg Quest via email or phone prior to this date to sign up for one of our reserved spots.)

After May 25, provided there are spaces still available on the boat, you may sign up for the boat tour as an individual (no need to mention CHLA) by using Iceberg Quest's online form:

<http://icebergquest.com/book-online/>.



## Abstracts – Contributed Papers

Legend:

- CP Contributed Paper
- L Lightning Talk
- P Poster

**CP1. How to (Easily) Prove That People Think We’re Awesome** \*Long, S., \*Ipsaralexi, Y., \*Jack, C.

**INTRODUCTION:** Literature searches are the most important value-added service our library provides. Quantifiable data is regularly gathered for each literature search performed, but measurable outcome-related feedback from patrons is harder to obtain. After consulting the literature and seeking input from colleagues, we devised an easy to implement procedure that has enhanced our data collection activities, capturing the value and impact of library services. **DESCRIPTION:** Two weeks after literature search results are delivered, patrons receive an automated email inviting them to complete a brief, anonymous survey on the timeliness, relevance, and intended use of their research results. Patrons can also provide additional comments and suggestions. The email mentions the search topic as a memory prompt but is otherwise generic. We decided on a two-week delay between sending the results and the survey email; enough time to review results yet not so long as to hamper recall. We review responses monthly, and incorporate the data into our annual reports. **OUTCOMES:** Response rates since implementation in 2014 have averaged 59%. We receive positive comments about our services, useful information regarding how people discover our libraries, and reasons people request literature - to support direct patient care, program planning, professional development and clinical research. **DISCUSSION:** The automated feedback procedure is now an important part of our regular workflow. Information collected using the survey has provided us with rich data to inform strategic planning and advocacy endeavors, and it demonstrates the value and impact of the library from the perspective of clinicians, managers and administrators.

**CP2. The Information Assessment Method: Over 15 Years of Research Evaluating the Value of Health Information** \*Granikov, V., \*El Sherif, R., \*Pluye, P., Grad, R., Shulha, M., Chaput, G., Doray, G., Rochette, A., Li Tang, D.

**Introduction:** The Information Assessment Method (IAM) is a unique theory-driven validated questionnaire used to evaluate health information outcomes from the viewpoint of information users (clinicians, managers, patients, general public).

**Description:** IAM allows information users to rate specific health information content online (e.g., a webpage), stimulate their reflection, and collect feedback comments. Consequently,



ratings and comments can be used by information providers to improve content. IAM is based on a theoretical model of information outcomes organized in four levels: situational relevance, cognitive impact, use, and health outcomes of information. The IAM questionnaire has been validated for different audiences using participatory mixed methods studies, therefore integrating quantitative survey data with qualitative insights.

**Outcomes:** Six audience-specific IAM versions are currently used. For example, IAM-physician has been implemented by the Canadian Medical Association (CMA) since 2009. 22,000 CMA members use IAM to rate daily InfoPOEMs (Patient-Oriented Evidence that Matters) as part of continuing medical education. Since 2014, IAM-parent has been implemented with an online parenting information resource (Naitre et Grandir) and 55,000 questionnaires have been completed so far and contributed to improving Naitre et Grandir content. Other versions include IAM-pharmacist, IAM-manager, IAM-survivor and IAM-heart.

**Discussion:** IAM stimulates reflective learning and collects user-generated content-specific constructive feedback. It is useful to both information users and providers as it facilitates a two-way knowledge translation between them. Moreover, IAM ratings have been used to identify InfoPOEMs about tests or treatments considered unnecessary by clinicians, in line with the international 'Choosing Wisely' campaign.

**CP3. Recovery-oriented Collection Development: Results of a Qualitative Study on Mental Health Information Needs in a Patient Library** \*Bailey, S., Rodak, T., Saikaly, R., Johnson, A., Abi-Jaoude, A., Ferguson, G.

**Background:** Client libraries represent effective tools for responding to the information and educational needs of the clients they serve. A quality improvement project was conducted to evaluate the utility of the client library at the Centre for Addiction and Mental Health (CAMH) and to collaborate with main stakeholders in the creation of a consumer health collection.

**Objective:** To understand the health information needs of CAMH clients, and their families to inform the development of a consumer health collection in a mental health care setting.

**Design and Methods:** Our qualitative approach included one-on-one semi-structured interviews with clients (n= 11), families (n= 8), health care providers (n= 7) and two focus groups with library volunteers (n= 7). A pilot collection was presented in these sessions to foster discussion.

**Results:** Participants expressed a need for health information to be presented in multiple formats and represent diverse voices. Participants also discussed how access to information is empowering and contributes to a client's or family member's overall knowledge of their illness or condition. Though information needs were well articulated, it was evident that our library has a dual role in serving the recreational and information needs of clients and families.

**Discussion:** Our findings uncovered intriguing revelations around the meaning of the client library for patients and families in a mental health care setting and the need to meet their information and recreational needs. Further, gaps in our pilot collection signal a need to engage end-users in the development of consumer health collections.



**CP4. Développer une Collection de Livres Numériques dans un Établissement de Santé et de Services Sociaux au Québec** \*Gadoury, N.

En 2015, le gouvernement québécois, par la loi 10, a modifié l'organisation du réseau de la santé et des services sociaux. En bref, tous les établissements d'une même région administrative ont été fusionnés. Par exemple, dans la région de Lanaudière, six établissements ont été réunis pour en former un seul : le Centre de santé et de services sociaux de Lanaudière. Le regroupement inclut plus de 61 installations dispersées sur un territoire de plus de 12 000 km<sup>2</sup>. Comme les services de santé et de services sociaux de la région, les bibliothèques du CISSS de Lanaudière ont également dû fusionner leur offre de service. Un des défis majeurs rencontrés par la nouvelle bibliothèque unifiée du CISSS de Lanaudière a été de trouver des moyens de desservir une clientèle très diversifiée, aux besoins différents et sur un territoire très étendu. Le développement d'une collection de livres numériques accessibles à tous en tout temps est ainsi devenu une priorité. Plusieurs possibilités différentes ont été étudiées afin d'arriver à développer ce type de collection. Différents fournisseurs ont été contactés. Différents types de collections numériques et leurs plateformes ont été testées et évaluées (Clinical Key, ProQuest Ebook Central, Acces Medecine, Cantook). Les divers types de connexion (ex reconnaissance IP ou ID) pour l'utilisateur ont aussi été analysés.

**CP5. Promoting Positive Mentoring Relationships Among Academic Librarians: A Qualitative Case Study** \*Lorenzetti, D., Oddone Paolucci, E., Lashewicz, B., Casebeer, A., Hayden, K., Beran, T.

**Introduction:** While formal peer mentoring may promote collaborative learning, and further professional development and career outcomes in academia, few studies have explored the perspectives of individuals who have participated in these programs. The objective of this study was to explore the formal peer-mentoring experiences of academic librarians.

**Methods:** A qualitative case study methodology enabled an in-depth exploration of a research-focused group peer-mentoring program in a North American academic library. Program participants included ten academic librarians at various career stages. Program documentation, observational field notes, and participant interviews formed the data inputs for this study. Qualitative thematic analysis techniques were used to analyze study data.

**Results:** Our analysis of study data suggests that academic librarians view peer mentors as fundamental to their ongoing professional development. While participants valued opportunities to develop skills, build relationships, and share their expertise with others, many felt unprepared, and unsupported, in their efforts to engage in these relationships. Common barriers to participation included a lack of mentorship training, and the need for role clarity, and dedicated time. Competing organizational priorities also appeared to influence individual



attitudes towards, and limit participation in, peer mentoring.

Discussion: The findings from this study highlight the role of peer-mentorship in academic librarians' professional development, and the extent to which program design and organizational culture can impact participation in, and satisfaction with, formal mentoring programs. Participation in peer mentorship may be contingent upon explicit efforts to mitigate individual, program-level, and organizational barriers to mentorship engagement.

**CP6. Library as Space: Rant 'n Roar Old School (How People Really Use Hospital Library Spaces) \*Iverson, S., \*Osborne, Z.**

Introduction: The Health Sciences Library at St. Michael's Hospital (a large teaching hospital) encompasses three unique but adjacent physical spaces: Library, Information Commons, and Computer Lab. Hospital leadership frequently asks library staff: 'who uses your spaces?'. To answer this question and gather evidence that would inform a redesign of the library's spaces and services, the library conducted a simple space survey.

Methods: The paper-based survey focused on understanding who uses the spaces, the purpose of their visit, and their use of each space. Responses were collected daily over two separate weeks in two different months to ensure a cross-section of opinions and staff were represented. Subsequent focus groups explored more in-depth what clients believe would improve the spaces.

Results: Spaces are used by both students and staff almost equally. Among other findings, the spaces are sought-after for computer access, and visitors use the space more for work-related activities than study-related activities. A substantial number of people use the spaces for personal relaxation; the most valued asset of the spaces was quiet.

Discussion: While library staff were aware that their library was busy, the data gathered from this project deepened staff understanding of how clients use library spaces and will inform future service and space planning. Survey results were communicated to the institution using a variety of methods, but most heavily via social media and library's communication channels. The goal of this assessment project was to keep it simple, because surveying clients (and reporting results) doesn't have to be elaborate.

**CP7. Using Online Technology to Help Advanced Practice Nursing Programs: A Survey of Current Librarian Practice in Canada \*Stevens, G., Hinton, E., Brown, R.**

Introduction: Some Advanced Practice Nursing (APN) programs are moving many or all of their classes online. To meet the research and instruction needs of these students, some nursing librarians are using technology for virtual research and instruction. This study was designed to assess the extent to which nursing librarians in North America are providing virtual research and instruction services for APN students.



**Methods:** A ten question, IRB-approved survey to determine how librarians are providing services for APN students at their universities was announced in October 2017 through several health sciences librarian listservs. The survey ran for four weeks. Data were analyzed using Qualtrics and Excel.

**Results:** Ninety-seven complete responses were received. Nine responses were Canadian, representing universities in six Provinces. The majority of Canadian respondents (56%) indicated that their universities' APN programs were conducted entirely in-person and the majority of the librarians (78%) indicated that they generally provide library instruction in person. Most librarians indicated that they have provided research assistance through some virtual method (phone or email) and some have also used online chat (56%) and video chat (33%). Nearly all Canadian librarians indicated that they feel comfortable using technology to provide research assistance and instruction.

**Discussion:** Many opportunities exist for nursing librarians to use technology to provide virtual research assistance and library instruction. Greater promotion of these alternate methods can supplement traditional in-person services, providing greater flexibility for the busy schedules of graduate nursing students. Some outreach may be necessary to highlight the advantages of virtual services.

**CP8. Effectiveness of Teaching an Alternative Framework for Question Formulation in Occupational and Physical Therapy: RCT** \*Kloda, L., Boruff, J., Cavalcante, A.

**Introduction:** In educating students in the health professions about evidence-based practice, instructors and librarians typically use the PICO (patient, intervention, comparison, outcome) framework for asking clinical questions. A recent study, however, found that in the clinical setting, occupational and physical therapists' clinical questions did not conform to the PICO framework. A new, alternative framework was consequently proposed for the rehabilitation professions. This study looks at its effectiveness in an educational setting.

**Methods:** We conducted a randomized controlled trial with students in occupational therapy (OT) and physical therapy (PT) enrolled at McGill University to determine if the alternative framework for asking clinical questions was effective for identifying information needs and searching the literature. Students were randomly allocated to either a control or intervention group to receive two hours of face-to-face information literacy instruction from a librarian on formulating clinical questions and searching the literature using MEDLINE. The control group received instruction that included the PICO question framework and the intervention group received instruction that included the alternative framework.

**Results:** A total of 63 students participated in the study. Results will compare recall, precision, and F-measure in the control and intervention groups as well as information literacy self-efficacy. In addition, the perceptions and experiences of learning the alternative clinical question framework, gathered in focus groups, will be reported. .

**Discussion:** Results from this study are expected to demonstrate the feasibility of using a new,



alternative question framework in guiding OT and PT students and clinicians in formulating clinical questions.

**CP9. Exploring the Potential of Library Clinics in Nursing Curricula to Develop Evidence-Based Practice (EBP) Skills** \*Fрати, F., Wagner, M., Sanzone, L., Morris, M., Tuck, J., Banfield, L.

Introduction: Fostering critical thinking skills and iterative strategies is integral to nursing education. Just-in-case workshops/lectures do not teach skills that nursing students can easily apply to complex scenarios. Individual consults more effectively tie learning to practice but are less efficient. We explore the potential of library clinics to support EBP/IL competency development with a just-in-time, inquiry- and case-based, student-led approach similar to consults.

Methods: This is a sequential exploratory mixed methods study. Participants include undergraduate (FTE ~600) and graduate (FTE ~80) nursing students. All receive a lecture/workshop, optional consults, and an online course guide. Students may attend unlimited library clinics. The librarian keeps a journal. An end-of year questionnaire gathers quantitative and qualitative student feedback, whether or not they attended clinics. Self-selection allows comparison of four cohorts: attended clinic, attended consult, attended both, and attended neither (control).

Results: September-December students attended 5 clinics (N=38, 7.6/hour), and 28 consults (N=29, one/hour); workshops/lectures did not meet student needs, but they did not know about/have time to attend clinics. January-February students attended 11 clinics (N=61, 5.5/hour), and five consults (N=5, one/hour); student feedback is pending launch of the second end-of term questionnaire. Journal data forthcoming.

Discussion: Data to date demonstrates the importance of scheduling according to student needs and tying clinics to assignments, and suggests that clinics result in successful learning outcomes, meet needs not addressed by workshops/lectures, and are more efficient than consults. Experienced librarians teaching large numbers of students/using an inquiry or case-based approach should consider clinics.

**CP10. Explaining the Method Behind the Madness: 3-part Series on Comprehensive Searching for Knowledge Syntheses** \*Lenton, E., \*Fuller, K

INTRODUCTION: Many graduate students are being encouraged to conduct a systematic or scoping review. We found in consultations that these students are unprepared and often resist the searching techniques we teach as 'above and beyond' what is necessary for publication; therefore, learning outcomes for this workshop series stress students' critical understanding of the why, how and to what ends the search for a knowledge synthesis (KS) affects the overall



quality of their review.

**DESCRIPTION:** This workshop was designed for graduate students and consists of three 2.5 hour sessions. In these interactive sessions, students practice an objective, structured method for developing exhaustive search strategies; identify potential sources for bias in their search and develop strategies to mitigate them; and evaluate search methods. Our 'hidden agenda' is to equip students to reduce research waste by improving the quality of methods reporting, and reduce bias introduced through poor searches.

**OUTCOMES:** Feedback from the popular workshop is gathered from a 'ticket out the door' evaluation and a reflection questionnaire. Insights from the questionnaire indicate that the series meets the 'hidden agenda', encouraging us to investigate the impact of librarian instruction on graduate students' attitudes and practices conducting comprehensive searches for KS.

**DISCUSSION:** We increased the workshop duration, advanced the content, and added more engaging activities. By explaining exhaustive search techniques through the lens of reducing bias and increasing reproducibility and transparency, the instructors have anecdotal evidence to indicate that students are listening.

**CP11. Design and Validation of a Search Filter for LGBTQ+ Populations** \*Parker, R., Foster, M., Wanner, A., Lackey, M.

**Introduction:** The health of LGBTQ+ people is a subject area that is challenging to search due to variant and changing terminology. This presents a challenge when developing comprehensive searches for systematic reviews. The objective for this project is to develop and validate a PubMed search filter to identify research concerning LGBTQ+ populations for systematic reviews.

**Methods:** We searched for systematic reviews on LGBTQ+ topics and extracted the included studies from a selection of recent reviews in order to use relative recall to test sets of search terms. The resulting citations were split into a development set and a validation set of over 500 citations each. The citations were also categorized by subgroups included in the study, such as gay men, lesbians, bisexuals, transgender people, or combinations of groups. We tested combinations of index and text word terms in PubMed and used the development set to create and calculate the precision, sensitivity, and recall of three search filters: sensitive, specific, and a balance of the two. Search filters were also developed for the various subgroups. The final search filters were then tested against the validation set to confirm the performance measures.

**Results:** We created a test set and a validation set of gold standard citations using the relative recall method. The search filters and their performance metrics will be presented.

**Discussion:** A validated search filter is an easier and more reliable approach to retrieve relevant literature for reviews on topics related to this minority population.



**CP12. Bridging the Concept Gap: Assessing the Impact of Proximity Operators on Retrieval, Recall and Precision in SR Searches** \*Landry, T., Amar, A., Guadagno, E.

Introduction: The Cochrane Handbook recommends that searches for systematic reviews (SR) be designed according to the following structure: controlled vocabulary terms and text words for each concept are combined with the Boolean 'OR' operator. Sets for each concept are then combined with the 'AND' operator, resulting in a set where each reference contains at least one term from each concept.

While the Handbook concedes that, when available, the use of proximity operators results in greater precision than the use of the 'AND' operator alone, they are typically used to combine text words within individual concepts (e.g. patient\* adj3 anxiety), rather than across concepts (e.g. diabetes adj3 metformin).

This study investigates how the use of proximity operators to combine text word searches across concepts impacts retrieval, recall and precision in SR searches.

Methods: the original Medline searches within a sample of SRs were re-executed for the purpose of calculating recall and precision. Once replicated, the structure of the original MEDLINE strategies was modified using proximity operators (3 degrees of proximity were tested: adj10, adj5 and adj3) to combine text word searches across concepts. Recall and precision of the original search and modified searches of each SR were calculated and compared.

**CP13. Evidence-based Evaluation of Sustainable Synthesis Review Service Models: The University of Saskatchewan Context** \*Boden, C., Gerrard, A., Doi, C.

Introduction. Increasing demand for synthesis review (SR) support has led us to define these services at our institution. We plan to develop and implement a new service model based on (1) SR activity at our institution over the past 10 years, and (2) models of SR services in the profession.

Description. We currently support SRs as an extension of our liaison program, however there is not a consistent approach across the library. To understand the local context, we analyzed reference statistics over a 1-year period and conducted an analysis of our institution's publications over the past 10 years. To investigate potential models, we identified current and emerging SR service models by: reviewing the published literature and surveying Canadian librarians.

Outcomes. Analysis of the local context indicated that: faculty who undertake SRs are predominantly from Health Sciences colleges; the number SRs has increased significantly since 2007; and librarians are infrequently co-authors. In a 6-month period, liaisons provided 70 consultations/collaborations supporting 28 reviews. The literature review identified various service models (e.g., fee-for-service). The survey results will be collected by March 2018. We will present a summary of the identified models and their applicability for our local context.



Discussion. By collecting SR statistics we gained an understanding of the breadth of local demand and workload. While we have identified various models, we lack clarity about their effectiveness. The survey results will enrich our understanding of the available models in the Canadian context.

**CP14. An Environmental Scan of Systematic Review Support Service Models** \*Neilson, C., Askin, N., \*Demczuk, L., Gottschalk, T., Szwajcer, A.

Introduction: Librarians at our institution are experiencing increasing requests to support systematic reviews (SR). In seeking a new service model, we undertook a review of current SR service models with these objectives: 1) determine the volume of SR output from our institution; 2) identify academic libraries offering SR support services; and, 3) describe the different service models and their characteristics.

Methods: SR publications affiliated with our institution were identified through a bibliographic database search. An environmental scan identified libraries with SR services through: a search for published literature and hand-search for conference material; analysis of websites from Association of Faculties of Medicine of Canada (AFMC) member libraries, the U15 academic libraries, and libraries identified in a general online search; follow-up interviews with the directors and/or staff of AFMC libraries. Data from the scan were collected in Google sheets and characteristics of SR services were extracted using a tested Google form.

Results: The number of systematic reviews produced by our institution has grown steadily over the past 10 years. We identified 62 libraries offering SR services. Tiered models providing services for different needs and audiences were prevalent. Varying facets of service included the level of librarian involvement, cost, disciplines served, modes of intake, and formal agreements.

Discussion: We predict that demand for SR support at our institution will continue to grow, both in- and outside the health disciplines. Our analysis of existing SR service models provides a guide for developing and implementing an evidence-informed, formal SR service model at our institution.

**CP15. Sharpening the Other Side of the Dual Edged Systematic Review Sword: Expecting More From Our Users** \*Sikora, L., \*Bass, M.

Introduction: Librarians are often well prepared before meeting with researchers to discuss their knowledge syntheses needs, specifically systematic reviews (SRs). However, what are the expectations we place on our users to come prepared?

Methods: We completed an environmental scan of select medical library websites in the United States, Canada, the United Kingdom, and Australia, examining academic, government and hospital libraries. We searched for information about systematic reviews including guides,



services, forms and documents that were required to be filled by users before meeting with a librarian.

**Results:** Preliminary results indicated that there are few institutions that have clearly delineated their expectations of the user before meeting with a librarian for planning a systematic review. Libraries that had more comprehensive systematic review information available to users were more likely to require users to complete a form prior to meeting with a librarian. Most Canadian academic libraries had a consultation form requirement. Australian academic libraries had more interdisciplinary guides on systematic reviews.

**Discussion:** A similar level of preparedness expected from librarians when planning a systematic review should also be extended to users. By delineating what is expected from users ahead of time, both members can properly plan. We have created a set of best practices for SR services, bringing together all relevant information found on forms, documents, and websites from our scan, in the hope of providing the health librarianship community with guidelines they can adapt and implement within their institution or organization.

#### **CP16. When Health Professionals Rant and Roar for Free Continuing Education: The Development of a Virtual Provincial CE Series \*Dingwall, O., \*Babb, M.**

**INTRODUCTION:** A provincial health sciences library outreach service previously faced technological and financial barriers that prevented the provision of regular, accessible, and substantive education sessions to its clients. Recent improvements to provincial broadband and technologies accessible in rural areas created the opportunity to launch a free health information literacy education series to health professionals throughout the province. The content, timing, and delivery of the series was informed by a 2016 survey that explored the education needs of outreach clients.

**DESCRIPTION:** Three hour-long education sessions were piloted in summer 2017: Introduction to outreach services, UpToDate, and Google searching. Sessions were presented both in-person and virtually. Participants were invited to complete an assessment survey after each session. Following a successful pilot series, fall and winter curricula were developed, featuring topics selected based on the 2016 survey and ongoing client feedback.

**OUTCOMES:** The education series has proven to be sustainable and popular. Due to client demand, virtual sessions were offered twice and the webinar technology needed to be upgraded to provide more seats for attendees. Post-session assessment surveys indicate that attendees learned valuable information and are interested in attending future sessions.

Regular promotion of the sessions has led to increased requests for outreach services.

**DISCUSSION:** A province-wide continuing education series for health professionals is feasible, sustainable, and addresses previously unmet client needs. Outreach services will continue to offer summer, fall, and winter education series, incorporating continuous input and feedback from clients.



**CP17. ECHO HIP: Phase 1: A Needs Assessment for Continuing Professional Education for Health Information Professionals** \*Tripp, T., \*Bailey, S., Babineau, J.

Project Extension for Community Healthcare Outcomes (Project ECHO) is an innovative clinical education and tele-mentoring model that aims to democratize knowledge and build capacity in the healthcare workforce. ECHO uses a hub-and-spoke model to connect rural and under-served areas (spokes) to learn from each other and from inter-professional specialists (hub). Primarily focused on health care provider education, the ECHO model has not yet been applied to health librarianship. ECHO has the potential to be leveraged by health information professionals (HIP) to share best practices, develop specialty expertise and create a virtual community of practice.

Each ECHO session is comprised of a didactic presentation, and case-based learning. To better understand the needs of HIPs and develop a curriculum, a needs assessment survey was developed and conducted. The survey focused on the need for a telehealth based model of continuing education (CE) for HIPs across Canada, and what topic areas should be considered. Based on preliminary data (n=46) 61% of respondents would likely attend ECHO sessions for HIPs, with an additional 35% uncertain. Preferred frequency of sessions is monthly. Didactic topics of greatest interest were literature searching, emerging technologies and evidence-based librarianship. All respondents, so far, have been from medium or large urban centres. There is definite interest in pursuing CE for HIPs based on the ECHO model. One limitation of the survey is the lack of respondents from small/rural communities, which may be addressed once data collection is complete. Future steps include determining funding models and infrastructure, and exploring multilingual options.

**CP18. A Description of Evidence Gathering for a Metanarrative Review on Patient Engagement in Health Professions Education** \*Anderson, M., Rowland, P., McMillan, S., Langlois, S., Sandhu, V., Kumagai, A.

**Introduction:** A metanarrative review is a knowledge synthesis methodology examining how a topic is conceived, researched and developed across and within academic traditions. In this paper we will describe the evidence gathering process used by a team that is examining how patient engagement in health professions education has been conceptualized, theorized, and investigated.

**Methods:** The information gathering process for a metanarrative review is iterative and ongoing, requiring a variety of tools and strategies. Central to the goal of a metanarrative review is identifying a diverse range of sources including databases, experts, stakeholders, key authors, and research centres or bodies of literature.

**Results:** Initial steps involved searching bibliographic databases in medicine, education, social sciences, and history. Searches were based on terminology and authors sourced from the



team, known literature, and consultations with experts and stakeholders. As the results were screened, grouped into themes and discussed, the team found new questions, terminology, concepts and angles that invited deeper examination. Over the course of the review, the team also used reference lists, citation searching, Google N-gram, and discussions with both experts and stakeholders to develop an understanding of how patient engagement in health professions has been theorized over time and across research traditions.

Discussion: The process of information gathering for a metanarrative review is complex, requiring decisions at many points about what is needed, how to find it, and when to stop. Each metanarrative review's methods must be flexible and guided at each stage by what is found in the earlier stages.

#### **CP19. Managing Health Information for Renal Patients: A Model of Clinical Consumer Health Collaboration** \*Brash, T.

Introduction: The information needs of people with Chronic Kidney Disease (CKD) are extensive and constantly changing. Recognizing this, the Renal Program at a large urban hospital enlisted an in-house consumer health librarian to create an information delivery tool that could inform patients at any point in their care continuum. Combining the clinical team's subject knowledge and the librarian's expertise in health literacy and information management, a strong partnership was formed and an innovative resource was created.

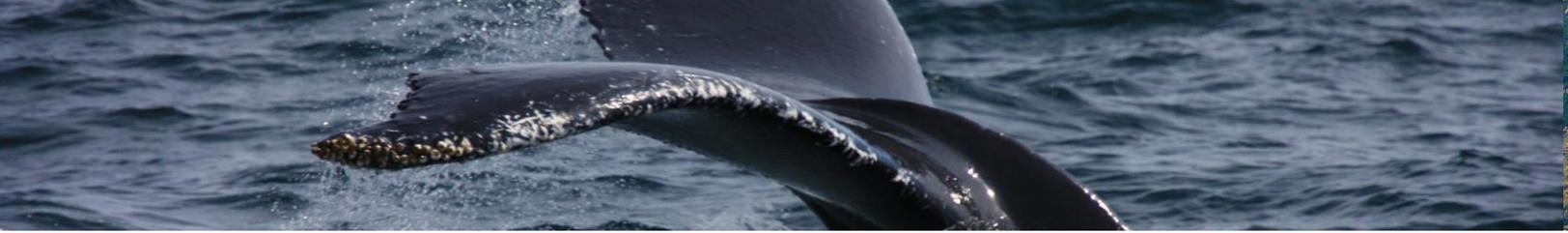
Description: An information-management structure was created by consulting a multi-disciplinary group of clinicians who outlined the care continuum. Then, the team collaborated to refine the structure, establish core areas of care and gather relevant resources to support these. A low cost internet-based tool was chosen to organize and house the resources. The tool was extensively redesigned to enhance usability and ease of navigation. The tool was tested by both end users and clinicians to ensure it met patient needs.

Outcomes: Users strongly endorsed the tool, stating it was 'long overdue' in providing easy-to-navigate, single point access to information that could be used even as their needs changed. The tool can also be quickly changed or edited as new resources are identified.

Discussion: This collaboration serves as a model for clinical-consumer health partnerships. Together, the team successfully brought quality health information to a large and diverse patient population and created a tool that can be replicated in other patient care areas.

#### **CP20. In Primary Health Care, What Are the Outcomes of Using Online Consumer Health Information?** \*El Sherif, R., \*Granikov, V., \*Pluye, P.

Introduction: The use of online consumer health information (OCHI) usually improves knowledge, participation in healthcare, and health outcomes. However, little is known about these outcomes in a primary care setting. Our objectives are to revise an initial framework on



OCHI outcomes and identify strategies to prevent negative OCHI outcomes.

Methods: A systematic mixed studies review informed an interpretive qualitative study.

Review: Six bibliographic databases were searched using a strategy developed by four librarians. Two independent reviewers selected and critically appraised included studies. Using thematic analysis, harmonization of themes, and a framework synthesis, we produced a revised framework of OCHI conditions and outcomes. Configurational Comparative Method (CCM) was used to investigate the association between three conditions (health literacy, health status, confidence in OCHI) and positive/negative outcomes. Qualitative study: Interviews with 19 OCHI users and 10 health care practitioners and health librarians explored negative outcomes in-depth. Three qualitative researchers performed a thematic analysis and identified potential preventive strategies.

Results: In 65 included studies, we identified 31 outcomes and 21 conditions, which were then defined and included in the revised framework. Preliminary CCM results linked high literacy or high confidence with a positive outcome. In the qualitative study, we found three dimensions of OCHI 'tensions' (internal, interpersonal, service-related) and three main preventive strategies (providing reliable OCHI sources, teaching consumers how to evaluate OCHI sources, encouraging consumers to discuss OCHI).

Conclusion: The results help us understand the outcomes of OCHI use and support the key role of health librarians in preventing negative OCHI outcomes.

### **CP21. How Do Millennials Find Health Information? A Study of Everyday-life Health Information Seeking** \*Bartlett, J., Beheshti, J., Kumah, C., Couch, A.

Introduction: Past research indicates that millennials rely heavily on information obtained from the web and social networks, but also that they may not be able to judge the authenticity, validity and reliability of digital information, and may share misinformation among themselves. As part of a larger study to understand millennials' information behaviour, we present preliminary findings of research into their health related everyday-life information seeking.

Methods: Data collection used an online survey of all McGill University undergraduate students, and obtained 3565 usable responses. Questions included how often respondents used specific information resources, and how they judged the credibility of information. Demographic variables included age, program of study, and previous information literacy training.

Results: When looking for information relating to everyday health concerns, the three most frequently used resources were friends and family, experts (e.g., health professionals) and well-known websites (e.g., WebMD), while the top three most credible resources were experts, scholarly books and journals, and government or university websites. The most highly rated factors in judging credibility were whether the information was consistent with that from other sources, whether the information was up-to-date, and the quality of the language. Google was the most frequently used website.

Discussion: The findings highlight a disconnect between participants' assessment of the



credibility of a source, and their choice to use it. They also suggest a need for information literacy education relating to everyday-life contexts; academic health sciences libraries should consider student life and outreach programs to address students' everyday health information needs.

**CP22. Core Entrustable Professional Activities (EPAs) and Librarian Involvement in Competency-based Medical Education** \*Thormodson, K., Collins, H., Adams, N., Brennan, E., Von Isenburg, M., Kovar-Gough, I., Lorbeer, E., Nicholson, J., Ogawa, R., Spak, J.

In May 2014, the Association of American Medical Colleges (AAMC) published the Core EPAs for Entering Residency. In spring of 2016, the American Association of Health Sciences Libraries (AAHSL) formed a task force to evaluate how the new Core EPAs could impact the engagement of librarians in medical school curriculum development, teaching, and assessment. The task force's first charge was to libraries participating in Core EPA activities and develop a methodology to characterize the nature of participation. The second charge was to map and cross-reference the Association of College & Research Libraries (ACRL) Framework to the Core EPAs and existing competencies.

First, a survey was developed and sent to medical schools via the AAHSL listserv in fall of 2016. Results were analyzed using SPSS, and a statistician was consulted. Second, task force members used inter-rated reliability to map the ACRL Framework to relevant EPAs and ACGME Common Program Requirements

The survey results have been analyzed, and follow up interviews will commence in the winter of 2017. Generally, librarians are involved in teaching and assessment of EPA 7, forming a clinical question and retrieving evidence, and to a lesser degree in EPAs 9 and 6, but overall involvement and awareness of EPA domains remains low.

Trends identified in the data can help medical librarians broadly plan how they could use EPA's, to identify areas for librarians to impact medical school curricula. Our data demonstrates that EPAs can be a powerful tool to increase information literacy activities in a curriculum.

**CP23. Roles, Methods, and Values in Teaching Evidence-Based Medicine: Roaring or Silent Librarians?** \*Pepper, C.

Introduction: Teaching evidence-based medicine (EBM) is often a vital and substantial portion of medical libraries' instructional programs. Yet teaching EBM has presented challenges for both medical librarians and medical school faculty, ranging from finding time in the curriculum to faculty's lack of EBM knowledge and skills, as well as difficulties in students' mastering EBM skills and in librarians' being included in EBM curricula. This qualitative study investigated effective educational approaches, including the role of librarians, in teaching EBM.



Methods: Using a grounded theory approach, semi-structured interviews at multiple institutions were conducted in person with librarians and faculty involved in teaching EBM at schools of medicine and other health sciences. Questions included: Where/when in the curriculum are EBM topics introduced (e.g., PICO, literature searching, and critical appraisal of evidence?) With sophisticated tools such as UpToDate available, is there still value in students learning EBM skills? What specific teaching methods are used; how do you know whether they are effective? To what extent are librarians involved in the curriculum; why (or why not)? Two reviewers are independently coding interview data using MAXQDA and will subsequently reconcile differences and reach a consensus on themes.

Results (preliminary): 90 interviews were completed at sixteen institutions in the Pacific Northwest. Interviewees stated that more robust and standardized EBM curricula and addressing the perceived lack of EBM relevance to students are needed. Medical faculty and librarians expressed different perspectives on librarians' roles and value in teaching EBM.

**CP24. One Year Evaluation of the CHLA/ABSC Knowledge Synthesis Interest Group** \*Neilson, C., \*Farrah, K.

Introduction: Many information specialists in Canada play a role in supporting knowledge synthesis (KS) activities, such as the production of systematic reviews, scoping reviews, and health technology assessments. A significant number, however, find themselves working in relative isolation from other KS librarians. Although international interest groups are available, there were no groups specifically for Canadian health information professionals working in KS to discuss methodological issues and provide mutual support.

Description: In November 2016, a group of librarians reached out to CHLA/ABSC membership to discuss the formation of a KS Interest Group (KSIG). A formal proposal was submitted to the CHLA/ABSC board, and approved at the February 2017 board meeting. Following an online survey to determine member priorities, the group began work on a variety of activities to facilitate member communication and continuing education.

Outcomes: The survey highlighted a desire for continuing education activities, and a need for a community of practice for librarians involved in KS. A series of regularly scheduled webinars and CHLA/ABSC accredited online journal club sessions was established, and work on other projects is ongoing. We will conduct a follow up survey in early 2018 to evaluate member satisfaction with KSIG activities and identify future directions for the group.

Discussion: KSIG has made strides towards creating a connected community of Canadian librarians working in the KS field. The group's strength lies in an engaged membership. The 2018 survey results will guide future KSIG activities and provide insight into the ongoing support needs of librarians.



**CP25. The Way Forward in Reconciliation Through Indigenously-authored Children's Literature** \*Tan, M., Quaiattini, A., Campbell, S.

Introduction: Improving Indigenous health in Canada means understanding reconciliation as it is presented through an Indigenous lens. Storytelling is a way that many Indigenous peoples pass on history, traditions, knowledge, and wisdom from one generation to another. Truth and Reconciliation content presented in children's fictional works by Indigenous authors can provide an accessible starting point for anyone wishing to build awareness and cultural competence in Indigenous health.

This paper is Part 2 of a two-part study addressing residential school experiences and the reconciliation process as they appear in children's books authored by Canadian Indigenous peoples.

Methods: The Amazon 100 Bestseller Canadian Indigenous Story Books list was sampled over a seven week period; additional titles were gathered from publishers, academic and public library book lists. Books were screened and we determined their relevance to the 10 Principles of Reconciliation and the 94 Calls to Action, identified themes, and then organized books according to those themes.

Results & Discussion: Participants in this session will gain an appreciation for the breadth of Indigenous children's publication in Canada. They will also have access to a thematically-organized list of over 100 fictional works for children and youth, created by Canadian Indigenous authors and/or illustrators. This content can be used to discuss Principles and Calls to Action set out by the Truth and Reconciliation Commission. This is a practical tool that can be used by diverse groups looking for stories that promote awareness, discussion, understanding of residential schools, their legacy, and the way forward.

**CP26. Towards Better Collaboration between Librarians and Faculty in Program Reviews: A Case Study in the Health Sciences** \*Bowker, L.

Introduction: This paper investigates academic librarians' perceptions that they are marginalized by faculty during academic program reviews and recommends ways for more effective collaboration. It contributes to the body of knowledge about librarians' roles in program reviews by providing direct and empirical measures to triangulate prior perception-based investigations that rely on surveys and interviews. It summarizes limitations of the current institutional quality assurance process, as well as benefits to be gained by integrating librarians more fully.

Methods: The paper describes a case study at a Canadian university where the documents produced as part of the program review process for ten graduate programs in the health sciences were analyzed using corpus tools and techniques (e.g. keyword generation, key-word-in-context analysis). For each program, the volume and nature of the discussion involving libraries was examined in six documents: self-study, library report annex, site visit itinerary,



reviewers' report, academic program's response, and final assessment report.

Results: Empirical corpus-based evidence validates the findings of prior perception-based studies and confirms that health librarians currently have a minor role in program reviews. The results suggest that programs are not currently putting their best foot forward during program reviews, but this could be improved by including librarians more fully in the program review process.

Discussion: Best practices and gaps emerged, prompting five recommendations for policymakers and practitioners for ways in which academic librarians can collaborate more closely with faculty to play a more meaningful role in the program review process.

### **CP27. Identifying Challenges and Facilitators Facing Early Career Researchers When Conducting Systematic or Scoping Reviews** \*Sikora, L., \*Ayala, P., Kirtley, S.

Introduction: Librarians often guide early career researchers (ECRs), including graduate students, through many of the steps required when undertaking a systematic or scoping review. There are many similarities in the questions posed by ECRs during consultations with librarians. Librarians could enhance their support to ECRs by pinpointing the challenges that ECRs face at each step of the review process, and developing ways to overcome these challenges to facilitate participation by ECRs in the systematic or scoping review process.

Methods: We conducted a scoping review to identify the challenges and facilitators that impact the level of preparedness of ECRs and graduate students conducting or participating in systematic or scoping reviews. Our hope is that by pinpointing these challenges, we can create better resources and tools for ECRs to navigate more seamlessly through the systematic or scoping review lifecycle. We also want to determine the facilitators that may already be available.

Results: Final results of this study will be presented at the CHLA conference in May 2018.

Discussion: At each stage during the systematic or scoping review cycle, different challenges can arise, especially for a novice researcher. This scoping review would be one of the first to cover this topic in a systematic way. Results would be of interest to librarians and the wider research community in health sciences and medicine, particularly educators.

### **CP28. Factors Associated with Search Strategy Reporting in Published Network Meta-Analyses** \*Swab, M., \*Farrell, A.

Introduction: A new knowledge synthesis technique called network meta-analysis (NMA) is becoming increasingly popular. As with other types of knowledge synthesis studies, search reproducibility in NMAs is critical; presenting a full electronic search strategy from at least one database allows researchers and reviewers to assess the comprehensiveness of the search and the potential for bias. This study examines the association between the presence of at least one



full electronic search strategy and factors such as documented librarian involvement, pharmaceutical company involvement, consulting company involvement, publisher policies regarding article length, and relative journal importance.

Methods: The study builds on a previously published dataset that includes all NMAs published prior to July 2015 [Li et. al. 2016, doi: 10.1371/journal.pone.0163239]. Searches developed by Li were rerun in order to retrieve citations entered from 9 July 2015 to 31 December 2016. After de-duplication, two reviewers independently screened the search results to determine if they met the eligibility criteria. Reviewers then extracted data from all published NMAs identified for inclusion (n = 1202). Logistic regression will be performed in order to identify factors associated with search strategy reporting.

### **CP29. Mapping of Methodologies Used in Retraction Reviews** \*Kung, J., Helwig, M.

Introduction: The impact of retracted publications has been studied across disciplines using various review methods often with limited search documentation, making replication and validation difficult. Retraction studies have been explored in some biomedical disciplines but not all. This project aims to map the methodologies used by retraction reviews in health sciences, as well as identify best practice and subject gaps.

Methods: We searched Medline, Embase, and CINAHL using a mix of controlled vocabulary and keywords to capture reviews of retracted publications. We used Covidence to screen titles and abstracts through full-text review screening. Articles synthesizing or reviewing retracted publications were included while individual retraction studies were excluded. Data extraction focused on search methodology, discipline/subject, reason for retraction, and data management/analysis.

Results: After removing duplicates, 3343 results remained for title/abstract screening. We conducted full-text screening of 83 articles and selected 54 studies for data extraction.

Preliminary results show low use of reproducible methods. Several studies offer a minimum level of reporting, indicating only the name of databases searched and keywords used.

Discussion: Librarians have expertise documenting searches in other contexts (i.e. systematic reviews) and this pre-existing knowledge will contribute to developing reproducible search strategies and methods in retraction studies. This paper maps the existing literature and methods used in reviews of retracted publications. It provides both librarians and biomedical researchers with knowledge on the gaps in methodology and insights into which biomedical disciplines are lacking retraction reviews.

### **CP30. Turning a Negative Into a Positive: The Case of a Failed Search Filter Project** \*Lê, M., \*Neilson, C.

INTRODUCTION: Research projects fail all the time: here is our story.



The amount of literature published every year grows rapidly. This presents challenges for staying up to date. One tool used to narrow search results while maintaining relevance is search filters. We decided to design a filter for locating systematic review methodology articles in Ovid Embase.

**METHODS:** The PubMed Systematic Review Methods Subset was used as a Gold Standard. Development, calibration and validation samples were chosen and relevant records identified in Embase, where available. Embase records were saved and exported to VosViewer for text analysis to inform term development.

**RESULTS:** After months of work, including data collection, data visualization, preliminary analysis, and consultation with experts, we determined that the filter could not be completed. The project was a failure.

**DISCUSSION:** The dissemination of failed research is becoming more common, particularly in the health sciences, due to growing awareness of the importance of publication bias related to failed clinical trials. Within the field of library research there is little available related to failed research projects. This has several negative impacts - including the chance that doomed programs or studies will be repeated, or that researchers who have experienced failure will be hesitant to try again. In order for library research to continue to grow we must acknowledge (and perhaps even roar about!) our failures alongside our successes to promote a culture that is accepting, forgiving, and even inspired by the studies that do not turn out as planned.



## Abstracts – Lightning Talks

**L1 A Few of Many: The Experience of Two Librarians Supporting Instruction Within a Large Collaborative Working Group** \*Hanley, J., \*Fuller, K., \*Horn, D.

The Health Science Research (HSR) Working Group is a collaboration of 16 academic and hospital librarians from 6 different institutions, whose mandate is to support information literacy instruction to students enrolled in the MD program at a large research university. While librarians have always been involved with the teaching of the programs' information literacy, their roles and degree of participation have evolved over time. The HSR Working Group has the most proactive involvement to date, with multiple librarians from different organizations. This talk will explore the experiences and perspectives of two librarians who each had different roles within the HSR Working Group, and will also highlight their experiences teaching materials that was developed centrally.

**L2 Gamifying a Medical School Lecture to Teach Students How to Use Electronic Tools for Clinical Practice** \*Premji, Z., Seto, A.

Introduction: In clinical rotations, medical students are tasked with efficiently searching up information for clinical queries. Students often learn these skills on-the-job, when needs arise. Prior to clinical placements, students sitting in lectures may be less motivated to learn how to navigate clinical resources, as they are not actively on clinical duties. Gamification of teaching library resources can help promote interest and active participation, so that students can be encouraged to develop and adopt life-long learning early on.

Description: The objective was to create an interactive session that equipped second-year medical students with knowledge on how to use several clinical tools. The session incorporated hands-on practice to showcase relevancy for students and to allow an opportunity for students to demonstrate their learning of navigating clinical tools.

An academic medical librarian and clinical educator collaborated to develop this 60-minute session. The initial segment was a lectured overview of 5 electronic tools frequently used in clinical practice. Thereafter, students played a team-based game called 'Fast Finder' to practice using the tools to find answers to clinical questions. Teams of 10 students completed as many questions as possible from a 100-question, multiple-choice quiz, in 15 minutes. The team with the most correct responses received a prize.

This presentation will discuss the challenges in creation and implementation of a game for teaching library resources to medical students, as well as the ways in which the information gathered from the game, and a post-game survey, can be used to assess both learning and student engagement.



**L3 Lights, Camera, Learn! A Cross-Organizational Approach to Noon-Hour Information Literacy Instruction** \*Boulos, L., McLean, K, Killian, L., Parker, R., Helwig, M.

Introduction: Lunch and learn series are a common method of education delivery in healthcare. Increasingly, learners want and expect the option to view recordings and supplemental materials afterwards. How do librarians leverage existing supports and educational offerings to meet the modern needs of healthcare professionals, researchers, and students? Description: Librarians across three organizations collaborated on developing and delivering a four-part lunch and learn series to empower attendees with practical information-gathering, evaluation, and synthesis skills. Technologies from each organization were employed for promotion, registration, evaluation, online delivery, and recording. Two original content sessions were presented by the librarian organizers (Creating Effective Research Questions; Screening & Appraising Results), a panel discussion focused on synthesizing information (Synthesizing Information), and a session delivered by healthcare professionals demonstrated an evidence-gathering framework to change local practice (Using Evidence to Change Practice). Feedback surveys were automatically emailed to registrants after each session. Outcomes: 105 people registered across organizations and 63 attended, while 23 completed the feedback survey. Overall, participants were satisfied with the content and identified it as filling knowledge gaps. The majority of survey respondents identified as Researcher (n=6) or Program Coordinator (n=8). Respondents ranked preferred topics for follow-up sessions which will inform planning of future series. Discussion: Affiliates of our health organizations have a range of information needs that are not all met with current training offerings. Creating opportunities for people involved in knowledge creation to acquire skills and engage with colleagues doing similar work demonstrates librarian engagement and the value of our services.

**L4 Reflective Journal Writing to Improve Curriculum-Based Library Instruction in Pharmacy** \*Kung, J.

Description: Reflective practice is a form of self-assessment to analyze what is taught in the classroom, how students respond, what are the instructor's thoughts related to successes and failures of the instruction, and suggestions for improvement. An established method for reflective practice in teaching is through journal writing. In the Fall 2017 term at the University of Alberta, eight reflective journal entries were completed immediately following pharmacy library instruction sessions that were curriculum-based. Journal entries included Course Name, Date, Time, Background (e.g. name of the faculty member who requested the session), Class Details (e.g. what did/did not go well), Post-session Evaluation (e.g. informally assessing students' level of learning), and Suggestions for Next Time. The exercise of journal writing provides time and focus for reflection with librarians' teaching that may not have been known



otherwise. Lessons learned from the practice of journal writing for library instruction will be shared.

**L5      Developing Librarian Search Skills Through ‘Search Club’ \*Neilson, C.**

Literature searching to support systematic reviews requires an advanced level of search skill. Formal training in advanced search techniques can be difficult to access, and librarians' confidence in conducting systematic review searches can vary. This lightning talk will describe 'Search Club', an opportunity for a group of health librarians in a university library system to practice complex literature searching and learn from one another in a low-stakes environment.

**L6      Projet de Production de Capsules Vidéo pour la Promotion de nos Professions**

\*Landry, T., Cossette, P., Pontbriand, F., Bonenfant, M., Charbonneau, J., Durocher, M., Frati, F.

Dans le souci d'offrir un outil de promotion aux professionnels de l'information au sein de leurs institutions, le comité Promotion du Chapitre du Québec/Association pour l'avancement des sciences et techniques de la documentation, section santé services sociaux (ASTED3S) a élaboré une vidéo promotionnelle. Celle-ci met de l'avant le positionnement des professionnels de l'information (bibliothécaires et techniciens en documentation) en tant que membres de l'équipe multidisciplinaire des professionnels de la santé et des services sociaux, à titre de spécialistes de l'information. Le but était de faire valoir aux clientèles cliniques et administratives la contribution des professionnels de l'information dans le développement de leurs meilleures pratiques. Tout au long du processus de création, il a fallu rester à l'écoute des acteurs du milieu, ce qui s'est avéré un défi en soi, mais qui a permis d'enrichir le produit final. Portrait de notre expérience.

**L7      A Collaboration in EBM Library Services at a Swiss University \*Ziegler, C.**

In March and April 2018, a Canadian teaching hospital information specialist will have the opportunity to work on contract at a Swiss university medical library to help develop a range of EBM services to improve the quality of research, teaching, and learning. The information specialist will present on how this opportunity developed, the outcomes of the collaboration, and the nature of EBM library services at a Swiss university.



**L8 A Library Guide for the Documentation and Reporting of a Systematic Grey Literature Search** \*Stapleton, J.

Performing a systematic grey literature search can be problematic as these forms of publication are often unorganized and lack systematic search tools. This is a particular problem in public health as research questions often involve synthesis of information not published in the traditional peer reviewed journal article. A public health librarian created a tool to aid researchers through the process of conducting a grey literature search. It provides step by step instructions for the creation of a search plan and guides the researcher in organizing and documenting the information required for PRISMA reporting standards. This tool is regularly used during research consultations between the librarian and public health researchers. The components of the tool are based on the methods outlined in the paper 'Applying systematic review search methods to the grey literature: a case study examining guidelines for school-based breakfast programs in Canada' by Godin et al.

**L9 Info Bites: Experimenting with Informal and Conversational One-Off Instruction (With Snacks!)** \*Osborne, Zack

Reflecting upon evidence to suggest a refresh was needed, accompanied by a decline in participation for regular library workshops, the St. Michael's Hospital Health Sciences Library examined alternative formats and styles to delivering instruction programming. In fall 2017 a modified approach to one-off instruction was introduced titled 'Info Bites', which took shape as brief, casual, bi-weekly, afternoon drop-in sessions focused on topics related to library services and resources, time-saving tools, and emerging trends in research. The informal nature of Info Bites enabled library staff leading these sessions to foster a conversational group atmosphere and to better engage with clients on a focused topic. Tea and snacks were also provided, and the Info Bites tagline was born: 'Info Bites: Enjoy tea and treats, leave with some information to chew on'. This Lightning Talk will share the inspiration, motives, marketing and promotional efforts, participant feedback and evaluations of offering short, informal, and conversational library instruction.

**L10 Logic Modelling to Assess Value and Impact of a Systematic Review Service**  
\*Cunningham, H.

Introduction: Providing a robust and effective systematic review service (SRS) requires a significant allocation of resources, training and staff time. Performance and impact cannot be gauged if inputs, outputs and outcomes are not measured. A logic model framework was chosen as an assessment tool. Such models are commonly used as a planning and evaluation framework in healthcare, applied in research impact assessments by funding agencies, and



used to identify indicators to measure impact. Description: An SRS at a large academic health science library was assessed (and continues to be assessed) using a logic model framework. During Winter/Spring of 2017/2018 indicators of success for program components were defined, appropriate assessment measures determined and stakeholder input gathered. Outcomes: An evaluative framework and assessment plan were developed which maps inputs, time, and resources to short and long-term outcomes and objectives. Discussion: Logic modelling framework goes beyond assessing the outcomes of an SRS. It can also be used as a communication tool to library administration, faculty and other researcher stakeholders. A main disadvantage of logic modeling is the time intensive development. Advantages were a roadmap of the overall SRS evaluative plan and alignment with the larger health science research community. This model and framework would be applicable to other health science libraries to plan, measure and communicate the value of an SRS.

#### **L11 Choosing Your Own Library Service: Adapting Patient Decision Aids for Library Patrons**

\*Lui, V., Cunningham, H., Ayala, P.

Introduction: Patient decision aids are designed to help people make informed choices about their own healthcare. They can be used for a variety of health as well as social issues. Decision aids are available online or in print and provide information as well as the pros and cons about available options, often in a visual layout. A novel idea is to apply a patient decision making framework in the library setting to help library patrons navigate through the choices of services and resources that are available to them.

Methods: We adapted the Ottawa Decision Support Framework to revise a patron information resources in a large academic health sciences library. A handout of reference and research services was modified to provide informed context about options, timeframes and expectations. This will serve as the framework for a beta version of an online interactive decision tool to help choose between options for systematic review support. Decision aids were tested during the development phase in consultation with stakeholders.

Results: Methodology used to develop and test a library adapted decision aid will be presented.

Discussion: A Cochrane systematic review of decision aids concluded they improve decision making by reducing uncertainty, increasing knowledge of options and creating realistic expectations of outcomes. This project will determine the usability and effectiveness of employing this approach in a library setting.



## Abstracts – Posters

### **P1 Engaging Learners: Interactive Ideas for Teaching Health Literacy** \*Horn, D.

According to the Public Health Agency of Canada, 55% of working age Canadians have inadequate health literacy skills, which in turn increases to 88% for those aged 65 years or older. In order to minimize the poor health outcomes associated with low health literacy, health care providers can utilize specific tools to effectively communicate with patients and their families. Using plain language principles and incorporating the teach-back method are two tools that increase patients understanding of information, allowing them to more fully participate in their health care. As librarians' roles evolve and become more integrated in the circle of care, they become a natural fit for teaching information literacy skills to health care professionals. This poster discusses different teaching platforms that health literacy skills can be taught across, along with interactive and engaging ways to encourage participant participation and learning.

### **P2 Patient Library Collaborations** \*Horn, D.

To promote the newly established Patient Education Pavilion (PEP) to hospital staff and patients the Library collaborated with many hospital departments and external organizations. Using monthly national health awareness topics as a guide, and the shared goal of health promotion and patient outreach, the Library proposed activities and events to these groups. Examples of successful partnerships hosted at the PEP include music and pet therapy for Recreational Therapy Month; mustache, trivia, and prostate screening handouts for Movember; silent film screenings for National Canadian Film Day; and a Powerpoint presentation highlighting hospital volunteers for Volunteer Appreciation Week. Notwithstanding the success of these collaborative initiatives, the Library faced some institutional barriers, including insufficient library staff and volunteers, space limitations, noise issues, and uncooperative hospital employees. Despite these organizational challenges, the Library is encouraged by the positive feedback from hospital patients, families and staff.

### **P3 ATLAS: Advancing Teamwork for Library Accessible Services- A Communication Training Program for Library Volunteers** \*Mahar, T., Sternhill, J., Ballon, B., Helfenbaum, S., Smith, C., Sokoloff, L., Boucher, F.

The Baycrest Wellness Library volunteers (primarily seniors) serve predominantly geriatric patrons. While these volunteers are trained and dedicated, a needs assessment indicated that quality of service provided was inconsistent. Literature on training for this unique group is



scarce and outdated, but highlights the value of senior volunteers. In response, an innovative training program, ATLAS (Advancing Teamwork for Library Accessible Services), was developed in collaboration between Library Services and Training and Simulation. ATLAS offered these volunteers the opportunity to improve their customer service skills and learn to effectively work together while assisting patrons. The library volunteers were engaged in the process of creating the training through a focus group where an appreciative inquiry approach was used to determine areas of need and set clear objectives. Based on these objectives, three experiential 90 minute workshops (Orientation, Teamwork, and Communicating with Clients) were created and delivered jointly by the Library Manager, and interprofessional and simulation educators. Evaluation was completed by all volunteers after each session, showing primarily positive responses. To evaluate the effect of the program on customer service, a 'mystery visitor' in-situ simulation approach was used 6 months post-training. Simulation Participants played roles of library patrons. They conducted a semi-scripted patron-volunteer interaction, and provided written feedback on the interaction. Ninety percent of the interactions were rated as 'a pleasant experience' by the simulation participants. With this training, volunteers are better equipped to offer customer-focused service tailored to the needs of patrons.

**P4 A Practical Toolkit for Clinicians to Locate Best Evidence** \*Kendall, S., \*Ryu, M., Walsh, C.

**Introduction:** Sinai Health System (SHS) is an internationally recognized academic health sciences centre affiliated with the University of Toronto. With more than 28,809 admissions a year, clinicians at SHS are often challenged with locating the best available evidence at the time of need. In addition to the growing number of electronic resources, long hours of clinical work and working in multiple locations prevent staff from accessing information in an efficient and timely manner.

**Description:** The SHS Library created a toolkit that groups electronic resources available locally and remotely into tiers based on the hierarchy of evidence. The goal is to provide clinicians with an easy-to-use and practical tool to access high quality and relevant medical evidence to support quality patient care. The toolkit is also used as a valuable teaching aid by connecting clinical queries to the most relevant evidence-based resources. The toolkit guides users through the research cycle as means-test to identifying new or under-researched areas of inquiry.

**Outcomes:** Originally published in 2008, the toolkit received positive feedback from medical students and clinical staff. The toolkit has been incorporated into the teachings of the College of Physicians and Surgeons of Ontario and Ministry of Public Health.

**Discussion:** The authors encourage other libraries and institutions to adapt the toolkit for their users. In the future, this toolkit will be revised to tailor to the information needs of nursing and allied health staff. The toolkit will be updated to respond to changes in health information dissemination, organization, and new and emerging technologies.



**P5 Expanding the Role of the Librarian as Knowledge Synthesis Methodologist: A Case Study in Teaching Rayyan** Bouruff, J., \*Morris, M., Torabi, N.

**Introduction:** Health librarians assisting research teams with knowledge synthesis projects often find themselves answering questions about methodology and managing the screening process. The literature screening stage of knowledge syntheses is time consuming and difficult to track, and researchers often ask for advice on ways to make this stage quicker and more efficient. This poster describes how we developed a workshop and associated online guide for Rayyan, a tool which facilitates the screening process.

**Methods:** We researched and compared the available online screening tools. We chose to work with Rayyan for three main reasons: it is under active development (therefore, constantly improving), free to use with no restrictions, and meets most of the researchers' needs. Using feedback from researchers and librarians working on knowledge syntheses, we worked together to create a lesson plan that adapted the use of the tool to their needs. The workshop was offered without paper handouts; instead, we created an online guide to mirror the content of the lesson plan.

**Results and conclusions:** The workshop and online guide have been popular and successful additions to the librarians' contributions to knowledge synthesis work. In 2017, four workshops reached 110 participants with positive feedback, and the subject guide has had almost 6000 visits. Rayyan is not a perfect solution, and we have developed recommendations to fill the gaps left by the tool. By sharing our experience, we hope to help other librarians looking for an open access tool that will assist researchers in the screening process.

**P6 Library Newsletters: Are They Worth it?** \*Le, M., \*Blanchard, L.

**Introduction:** Academic and hospital health libraries serve a diverse set of users, some of whom may be distributed across a wide geographic range and never physically set foot in the library. It is essential that libraries find effective ways to communicate about their programs, resources, and services online. At Institution X we send out a newsletter to subscribers once a month highlighting, among other things, upcoming training sessions, new resources, and relevant or interesting items. However, with the wide variety of other communication tools now available (social media, websites, listservs) is a newsletter still the best way to communicate with our users?

**Methods:** An online survey using Survey Monkey will be distributed to over 1,000 subscribers to determine their satisfaction with the newsletter. Subscribers include students, residents, professional health care workers, faculty, staff, and researchers from a large academic institution and its affiliated healthcare hospitals and health centres. Usage statistics generated by Mail Chimp and WordPress will also be analyzed.

**Results:** The survey will be distributed in early 2018 and results presented at the conference.

**Discussion:** The majority of Canadian health facility libraries use newsletters to communicate



with their users, and the amount of staff time dedicated to creating, maintaining, and distributing them is not insignificant. In times of fiscal restraint across libraries, is that effort sustainable? The results of this study are intended to help guide the decision-making process at one institution, but can hopefully be applied to any library that produces a newsletter.

**P7 Health Professionals' Awareness of Predatory Journals** \*Babb, M., \*Dingwall, O.

**INTRODUCTION:** Predatory journals have become a serious problem in recent years; they threaten to compromise the integrity of medical literature by introducing poor quality material into the academic record. Librarians and editors have been at the forefront of raising awareness about such journals, but have primarily focused on advising academics to avoid publishing in predatory venues. Healthcare professionals engage with the medical literature regularly, using it in their practice, to inform their own research, and to develop policy. As such, it is important that they be aware of the issues posed by predatory journals. This study assesses the level of awareness of health professionals regarding predatory journals, and explores the effectiveness of education sessions in raising that awareness.

**METHODS:** During a continuing education session delivered to health professionals, attendees rated their familiarity with predatory journals. In response to their low levels of familiarity, a continuing education session was developed, to assist health professionals in becoming aware of the existence and perils of predatory journals. Session attendees were surveyed on their prior familiarity with such journals, and the effectiveness of the education session.

**RESULTS:** Participants expressed little to no prior awareness of predatory journals. Education sessions were an effective means of raising their level of awareness.

**DISCUSSION:** While healthcare professionals require awareness of predatory journals to accurately assess the information they use on a daily basis, their level of awareness tended to be very low. Education sessions appear to be an effective means of raising healthcare professional awareness of predatory journals.

**P8 Non-Traditional Library Instruction: St. Michael's Hospital Health Sciences Library (HSL) Excel Training Program** \*Epworth, A.

**Introduction:** In 2014, a HSL user survey identified the need for Excel training which was not being offered by any other hospital department. Though outside the traditional scope of education provided by a medical library, it was determined that the introduction of Excel courses met our mandate to enable the hospital community to access existing knowledge and create new knowledge.

**Description:** We piloted a one-hour hands-on workshop targeted to all potential library patrons, including staff, students and volunteers at the hospital. The well attended workshops identified challenges with variances in levels of previous knowledge and learning. To address this, the



content was divided and expanded to include both Basic and Intermediate Excel workshops. Continued demand, measured through workshop evaluation responses, resulted in the further addition of an Excel Pivot Tables course.

Outcomes: Excel is the most attended workshop in our portfolio, making up 51% of total attendance across core offerings. By offering non-traditional workshops, such as Excel, HSL workshop attendance has continued to increase, and is up 700% from 2011.

Discussion: By diversifying our workshop portfolio and responding to user demand, we have substantially increased the number of visitors to the library. In addition we are reaching a user group that is outside of our core clientele (i.e. administrative, clerical, non-clinical, non-research professionals). This has proved to be an effective means of organically growing our user base and interest in the Health Sciences Library in general.

**P9 Student Success: Undergraduate Engagement on a Systematic Review** \*Demczuk, L., Rieger, K., Nweze, S.

Systematic review teams frequently engage student research assistants (RA). Undergraduate RAs, with less education and experience, bring energy and enthusiasm, but also the need to inspire further research interest and skill development. We report on the approach used to achieve a successful student experience and systematic review.

A nursing research intern, supported by an Undergraduate Research Award, was engaged on a systematic review. A primary goal of the internship was developing research skills and experience. The review's principal investigator (PI) and librarian took a practical, outcomes-focused approach to the student's orientation, task assignment, and expected deliverables. The PI was responsible for mentorship and organizing the student's overall experience, including training, assignment of review tasks, and work supervision. The librarian worked closely with the student, providing instruction, consultation, and feedback on the tasks. Development activities included instruction on systematic review procedures and database/grey literature searching, guidance for keyword and subject heading identification, and training for reference management and article screening.

Student deliverables included developing a search terms table, testing librarian-developed searches for key articles, grey literature searching, initial title/abstract screening, organization of RefWorks and EndNote libraries, and, full-text article retrieval including document delivery requests. The review successfully moved through the initial stages with an undergraduate RA and is nearing completion.

Undergraduate students can be successful RAs for a systematic review. Review team leads and librarians can collaborate to provide effective learning and skill development experiences for research interns while maintaining rigour in the review process



**P10 A Concept Map to Support Question Formulation in Evidence-Based Practice (EBP) Instruction in a Nursing Curriculum** \*Fрати, F.

Introduction: The PICO framework facilitates question formulation and improves the success of searches by identifying the Problem/Patient, Intervention, Comparison and Outcome. It helps distinguish multiple questions within complex scenarios and identify key concepts for each. However, PICO works best for effectiveness questions, while nursing and other specialties often encounter other types of questions such as those about experience or meaning, and implementation. Several frameworks have been developed to address qualitative and other questions, however the thought process that accompanies question formulation is more important than the choice of framework.

Description: A concept map illustrating how PICO relates to type of question and best evidence was previously developed and used effectively to teach hematology residents, undergraduate medicine students, and hospital based occupational therapists and nurses. To better reflect the nature of nursing questions, a modification to this map allows for the use of any or no framework and focuses on identifying individual questions and related key concepts as the essential first step in the process of question formulation. A further modification has been the inclusion of implementation questions, and higher levels of evidence based on the 6S evidence pyramid to reinforce the importance of seeking out pre-appraised, synthesized evidence when available. The updated map is interactive, linking to an online 6S evidence pyramid subject guide.

Results/Discussion: The updated concept map helps illustrate how key concepts relate to type of question and best evidence when addressing questions that do not lend themselves to the PICO framework during EBP instruction.

**P11 A New Role in Systematic Review Support: Collaborations between Health and Social Science Librarians** \*Stapleton, J., Brown, S.

Introduction: The growing nature of interdisciplinary research and collaborations between researchers across academic faculties are expanding the role of systematic review support in the academic library. In Fall 2017, a health librarian and social sciences librarian teamed up to develop a systematic review workshop targeted towards social science researchers.

Description: Drawing on experience from previous systematic review collaborations, it became clear that there were misconceptions and an unfamiliarity with systematic review methods among social science researchers. To educate researchers and gauge the need for systematic review instruction, a health and social sciences librarian designed a workshop intended as a high-level introduction to systematic review methods. The workshop focuses on techniques specific to social science research questions and information sources. Outcomes: Although initially unsure as to the level of interest in the workshop, registration quickly exceeded capacity and additional workshops were scheduled. Workshop data and participant feedback



will be collected and used for evaluation purposes. In particular, data will be collected to determine which academic departments attended the workshop, the relevance of the content and how the participants intend to use this knowledge. Discussion: The collaboration between the health and social science librarians resulted in a mutual exchange of skills and subject expertise. As the need for systematic review support continues to expand beyond the health sciences, building a community of practice among academic librarians in a variety of disciplines will be vital.

**P12 Stretching PICO: Implications for Database Searching and Perceived Searching Confidence** \*Nelson, J., \*Shamchuk, L.

Introduction: Library Technician (LT) students develop knowledge and expertise in translating diverse patron reference questions into effective search strategies. Traditionally they are taught generic concept mapping for identification of searchable components. This poster explores how PICO could be modified and applied, outside of the clinical context, as a novel teaching approach to structuring search strategies and promoting searching confidence in information literacy instruction across disciplines. This study examines the effectiveness of PICO vs generic concept mapping as searching strategies for first year LT students, also considering student preference, and any differences in perceived searching confidence.

Methods: Classroom instructor and librarian collaboratively facilitated guided searching activities, wherein students employed both PICO and generic strategies, submitting their search results and personal reflections via an online form. Responses were analyzed for differences in the quality of search results, in students' indication of preference, and in the students' perceived confidence scores.

Results: Initial analysis of search results revealed comparable recall between the two strategies but greater precision with PICO searches. Students commented on the greater effectiveness of PICO for structuring a focussed search, yet no clear preference was noted. Self-rated searching confidence results were not significantly different between the two strategies.

Discussion: Though no strong preference was indicated, both strategies appeared useful to students depending on the context of the question. The instructor will continue to teach both generic concept mapping and PICO, thus equipping these undergraduate students for the various information seeking requests they will encounter, as either students or as library professionals.

**P13 Rants, Reflection and Revisions: Faculty-Librarian Collaboration to Improve Senior BScN Critical Analysis Learning** \*Nelson, J., White-MacDonald, E.

Introduction: Nursing faculty collaborated with the nursing librarian for strategies to promote in-depth analysis and evaluation of nursing knowledge for fourth year BScN students. With



librarian support, faculty designed a discourse analysis assignment, requiring students to apply critical textual analysis through a nursing framework, and integrate evidentiary support. Resultant assignments tended to lack the requisite depth of analysis or desired integration of nursing theory and knowledge. Collectively reflecting on the challenges, the faculty-librarian collaboration moved to a partnership which saw the development of a novel teaching approach. The revised partnership focused on strategies related to class structure and process, as well as the evaluative strategies intended to enhance student learning.

Description: In Fall 2017, the faculty-librarian team facilitated critical textual analysis classes and scaffolded learning, which afforded students low-stakes opportunities to apply concepts in a supportive environment prior to completing the evaluative assignment. This quality improvement project includes an analysis of student reflective and evaluative assignments. We will reflect on how revisions influenced depth of analysis and effectiveness of integration of evidence, theory and nursing knowledge with this cohort.

Outcomes: Overall, student assignments demonstrated deeper textual analysis and more effective application of discourse analysis concepts. Nursing knowledge was not integrated to the degree that we had anticipated.

Discussion: We will share insights from this small-scale quality improvement project and address how our novel teaching design served to promote student learning in this cohort.

Additionally, we will discuss the value of librarian-faculty collaboration in supporting student success, hopefully inspiring other faculty-librarian partnerships.

**P14 Patient Information Aid: An Innovative Educational Program to Improve Outcomes of Online Consumer Health Information** \*Pluye, P., El Sherif, R., Granikov, V., Altakrori, M., Balli, F., Galvao, M., Burnand, B., Frati, F., Légaré, F., Bujold, M., Grad, R.

Introduction: The volume of online consumer health information (OCHI) is ever-growing. However, OCHI quality varies, which may lead to positive and negative health outcomes. Based on results of a systematic review and a qualitative study, we designed an educational program the Patient Information Aid (PIA). The PIA website is aimed to facilitate information seeking, enable positive outcomes of OCHI, and reduce negative outcomes.

Description: A systematic mixed studies review uncovered positive and negative outcomes of OCHI, and a qualitative study identified strategies to reduce negative outcomes. As a result, we proposed a conceptual framework of OCHI outcomes, and suggested that negative outcomes may be reduced when consumers are supported in searching, assessing and discussing OCHI with their social networks and health professionals. These results led to design PIA. Before people start searching for information, PIA provides searching tips and links to reliable sources, e.g., the Medical Library Association's list of websites. During search, PIA helps them assess sources using a friendly checklist based on Health On the Net (HON) standards. After finding potentially relevant and reliable information, PIA encourages them to 'save' and 'share' with relatives and health professionals when needed.



**Outcomes:** The beta-version of the PIA website will be presented at the conference. PIA users will rate and comment on OCHI they find using the validated Information Assessment Method.  
**Discussion:** PIA constitutes an innovative educational program. PIA is based on research results and addresses three searching stages (before, during, after) in an iterative manner.

**P15 Collaborative Monitoring and Filtering of Patient-Oriented Research Publications: A Protocol for a Mixed Methods Study** \*Granikov, V., Bouthillier, F., Li Tang, D., Pluye, P.

**Introduction:** Keeping up-to-date is intrinsic to research, but is challenging due to information overload, time constraints, and insufficient evaluation skills. This is particularly true for Patient-Oriented Research (POR), which is meant to engage researchers, patients, clinicians, and decision-makers (i.e., POR stakeholders), with diverse research experience and skills. Collaboration may provide a solution. Our objective is to explore collaborative monitoring and filtering from the perspective of POR stakeholders.

**Methods:** The project is based on an innovative collaborative research trends monitoring system and will follow an explanatory sequential mixed methods design. A quantitative longitudinal study with system users (POR stakeholders): data will be collected automatically by the system (e.g., number of abstracts read and rated). Descriptive statistics summarizing system usage data will inform a qualitative multiple case study with a purposeful maximum variation sample of participants, until reaching data saturation. Data collection will include semi-structured interviews about participants' experience with collaborative monitoring and filtering, and will be complemented by researcher diary and correspondence with system users. Data will be analyzed using inductive and deductive thematic analysis. Quantitative data will inform qualitative data collection; quantitative and qualitative results will be compared.

**Results:** Two POR communities are using the system; two others are in development.

**Discussion:** The project will advance knowledge regarding the processes and outcomes of collaborative monitoring and filtering of POR trends, important to those providing monitoring services or studying collaborative information behaviour. The findings will contribute to our understanding of current awareness practices and will inform future system design.

**P16 Quiet Down at the Library: Promoting the Library as a Place/Source of Wellness**

\*Iverson, S., Morant, B.

**Introduction:** St Michael's Hospital library partnered with their corporate health and safety department to offer a series of events to help hospital staff and students manage stress, and focus on wellness while simultaneously promoting the library space and services. Health and wellness programming is a popular trend in public libraries, but seldom offered in hospital libraries despite health and wellness being top of mind for health care staff. The aim of this program was to promote the library as a place/source of wellness. Framing the library as a



source of wellness aligned the library with a pre-existing concern of health care staff and the library enjoyed increased engagement with its clients as a result.

Description: Monthly workshops or activities addressing stress management and wellness were held in the library over a five month period. Sessions were facilitated by clinical staff and/or library staff. Sessions included crafts, games, therapy dogs, aromatherapy, meditation and yoga. Events were promoted throughout the hospital and on social media.

Outcomes: Most sessions were over enrolled, indicating a high level of interest in these topics. Attendance records and brief evaluations were collected and analyzed. All sessions were extremely well received.

Discussion: The library benefited from this promotional effort by enhancing their image as a place of active engagement in the hospital community and as being sensitive to staff and student needs beyond providing traditional library services. Over 300 people attended the most popular session, which made it the most popular event this library has ever held.

#### **P17 An International Survey of Grey Literature Searching Practices in Horizon Scanning**

\*Mierzwinski-Urban, M., \*Farrah, K.

Introduction: Information on new and emerging technologies is often not available in traditional bibliographic databases such as PubMed. As such, there is an increased reliance on grey literature in horizon scanning on health technologies. The objective of this survey was to gain an understanding of current practices in searching for grey literature among producers of horizon scanning reports internationally.

Methods: Members of the EuroScan International Network and other international agencies that produce horizon scanning reports were invited to complete an online survey. The survey included questions about whether and how grey literature is searched, which types of grey literature are searched, and how the searches are documented.

Results: Sixteen horizon scanning agencies completed the survey. All but one reported always or frequently conducting a grey literature search for horizon scanning reports. The categories of grey literature most frequently reported as always searched were: regulatory agencies (95%), clinical trial registries (88%), horizon scans/health technologies assessments (88%), and manufacturer information (81%). Half of the agencies reported using a checklist to guide the grey literature search. Half of the agencies documented the grey literature search in the final report. The time spent on conducting a grey literature search varied from two hours to ten days.

Discussion: There was high agreement that horizon scanning agencies are conducting grey literature searches and which types of sources were the most frequently searched. However, there was wide variation in how the grey literature searches are conducted and documented and how much time is spent on the searches.



**P18 Standards for Literature Searching: Validation of a Proposed Model for Search**

**Methods** Ballantyne Scott, B., \*Farrell, A., MacDonald, J., Baer, S., Vaska, M., Lee, P., Rabb, D.

**Objectives:** Through three years of iterative literature review, research and development, a pan-Canadian group of librarians have outlined model search methods for handling each of five progressive levels of search complexity, supported by a lexicon glossary for mediated literature searching collected from the literature. This online questionnaire seeks to compare what mediated searchers 'should do' with what they actually do.

**Methods:** As Part 2 of a multi-methods research study, our online questionnaire asked mediated searchers (n=104) to choose one of 13 exemplary searches and describe how they handled a recent similar search. Responses were analyzed by search level in subgroups defined by mediated searchers' years of experience searching, and number of searches completed weekly. Data were then represented graphically to illustrate congruency within and between groups, and between questionnaire respondents and the model. Incongruities were flagged and addressed through reflexivity and consultation.

**Results:** The results of our online questionnaire were analysed and any incongruities between our placement and inclusion of certain steps within the search stages and the questionnaire responses were debated as a group. Preliminary questionnaire analysis suggests that mediated searchers may not always tailor search methods to search complexity, possibly 'over-searching' or 'under-searching' as a result. Inconsistencies within and between subgroups as defined by years of experience suggest inconsistencies in search education/training. Some respondents indicated uncertainty with search terms.

**Conclusions:** This questionnaire study highlights inconsistencies in approaches used by mediated search professionals. Although client satisfaction with mediated search services has been reported in research literature, professional searchers have worked

**P19 Les Bibliothécaires Pourraient-Ils Appuyer les Chercheurs** \*Nabor Buitrago Ciro, J.

**Introduction:** L'anglais est la langue de la diffusion scientifique, bien qu'un pourcentage faible de la population mondiale soit anglophone. Comment les chercheurs non anglophones accèdent-ils à la littérature? La traductique joue-t-elle quel rôle? Comment les bibliothécaires peuvent-ils les appuyer? On présente une enquête menée auprès de chercheurs en santé en Colombie pour déterminer si la bibliothèque peut les appuyer. Bien que cette enquête vise les colombiens, les résultats sont pertinents pour le Canada, qui a des chercheurs francophones ainsi qu'un nombre croissant de chercheurs internationaux.

**Méthodologie:** Nous avons sondé des chercheurs hispanophones qui travaillent en sciences de la santé à une université colombienne pour déterminer pourquoi, quand, comment et combien de fois ils utilisent la traductique pour accéder à la littérature, ainsi que le type de soutien dont ils ont besoin.



Résultats: La grande majorité des 46 répondants utilise amplement la traductique pour accéder à la littérature. Cependant, ils expriment des inquiétudes quant à la qualité et ils ont des connaissances limitées sur la façon d'optimiser leurs interactions avec ces outils. Une écrasante majorité aimerait recevoir une formation pour mieux utiliser la traductique.

Exposé: En tant qu'experts de la culture numérique, les bibliothécaires sont bien placés pour appuyer les chercheurs en leur offrant une formation en la littérature de la traductique.

Maintenant que le besoin a été identifié, l'étape suivante consistera à concevoir une formation.

## **P20 The Residential School Experience Through the Eyes of Indigenous Children's Authors**

\*Quaiattini, A., Tan, M., Campbell, S.

Introduction: Residential school experiences and their legacies underpin many health and public health challenges faced by Canada's Indigenous peoples. This poster presents the findings of Part 1 of a two-part study, which addresses the residential school experiences and the reconciliation process as they appear in children's books (PreK-12) authored by Canadian Indigenous people. Part 1 includes content related to the residential school experience and its legacy. Books selected for this study were reviewed by one or more of the researchers who identified and came to consensus on themes related to the Indigenous residential school experience. We present examples from books that illustrate themes identified in the research. Methods: The Amazon 100 Bestseller Canadian Indigenous Story Books list was sampled over a seven-week period; additional titles were gathered from publishers, academic, and public library book lists. A list of books selected for the project was organized according to the residential school themes.

Results & Discussion: Participants at this session will gain an appreciation for the breadth of Indigenous children's publications related to residential schools in Canada. They will also have access to a list of fictional works on this topic that were created by Canadian Indigenous authors and/or illustrators. The list can be used by diverse groups looking for stories that promote awareness, discussion, and understanding of residential schools and their legacy.

## **P21 Librarian as Course Collaborator: An Embedded Model of Information Literacy Instruction for First-Year Pharmacy Students** \*Carter, C., Houle, S.

Introduction: Over the past decade, there has been an increase in the number of academic librarians' pursuing embedded approaches to teaching in specific courses, as opposed to teaching 'one-shot' instructional sessions. The published literature includes examples from the University of Arizona's Health Sciences Library, Duke University's Medical Center Library, and many others. Becoming 'embedded' into a course involves close collaboration with faculty and includes duties like content development, lecturing, assignment creation and grading, as well as maintaining an online presence via a course management system. This poster outlines a



librarian's role in collaborating with a faculty member on delivering IL instruction in a first-year pharmacy course.

Description: The School of Pharmacy undergraduate curriculum includes a required, first-year course called 'Introduction to Drug Information Fundamentals.' The librarian develops and delivers 4 lectures on topics in information literacy and evidence-based medicine, in addition to creating and grading a PubMed searching quiz and questions for the midterm. The faculty member instructs on interpreting biostatistics and performing critical appraisal, in addition to developing and grading course assignments.

Outcomes: Feedback was gathered from students using Top Hat and Evaluate and was mostly positive. Performance on course requirements illustrates the level of student success in the course.

Discussion: Becoming embedded into a course is a very enriching experience for a librarian. Not only does it provide librarians with the opportunity to showcase their IL skills, but it facilitates relationship building with faculty and students, as well as a better understanding of student information needs.

## **P22 Telling Canadian Research Data Management (RDM) Stories in the Health Sciences**

Sikora, L., \*Brown, H., \*Dorgan, M., Morris, M., Cooper, A., Barnes, L., Cheung, M., Ellis, U., Fraser, K., Miller, K.

Introduction: Canadian funding agencies' anticipated requirements around data sharing, data preservation, and the creation of data management plans (DMPs) have prompted the development of a national research data management strategy. Academic librarians are contributing to this conversation by developing new services and infrastructure that help researchers manage their data throughout the project life cycle. To better understand how academic libraries can best further the national RDM agenda and support researchers, librarians at 9 Canadian universities have collaborated to survey researchers in medicine and health sciences regarding their RDM needs and practices, generating both institutional and national results.

Methods: To examine the RDM practices and needs of health sciences and medical researchers, representatives from each library distributed a standard, multi-institutional survey. The survey results will generate a richer understanding of disciplinary practices and the state of RDM both locally and nationally.

Results: Results will be available by May 2018.

Discussion: The present study focuses on the RDM practices and future needs of health and medical researchers and expands on two previous surveys: one of the social sciences and humanities, and another of the physical sciences and engineering. This national partnership will help to inform libraries, researchers, and other stakeholders across Canada on the national, provincial, and local level to help them build a cohesive and reflective data service.



**P23 Collaborative Assessment: Developing a Library Assessment Framework for a Distributed Medical Program Libraries in British Columbia** \*Raworth, R., Kitchen, V., Vis-Dunbar, M., Fyfe, T., Menzies, E.

**Introduction:** The objective of this project was to develop a thoughtful but simple assessment framework for use at both university and hospital libraries supporting a distributed MD undergraduate program across a large geographic space. Currently, there are no best practices for assessing library services at distributed medical programs.

**Description:** By determining the unique needs of a distributed medical program and its highly varied libraries (e.g. distributed, with several hubs, managed through various university and health authority libraries) a pilot assessment framework was developed to assess broad service levels and the quality of research support and information provision for MD undergraduate students.

**Outcomes:** Many aspects of library services will be considered including pedagogical instruction, research and publication support, including scoping and systematic review support, and collection development streamlining.

**Discussion:** We aim to create and share a best practices document for assessing similar distributed MD Undergraduate library programs and services.

**P24 How Can 'Pain' be Found? Preliminary Analysis of Searching for Pain Topics for Systematic Reviews** \*Anderson, M.

**Introduction:** Pain can be a complicated topic to perform a systematic search for, with many subject headings and keywords to consider. In order to gain insight into how to effectively find studies addressing pain for systematic reviews, this is a preliminary analysis of how systematic reviewers are currently searching for pain topics, and how that compares to how articles about pain topics are indexed in medical databases.

**Methods:** Systematic reviews published in 2017 under the Pain, Palliative and Supportive Care group in the OVID Cochrane Database of Systematic Reviews formed the basis for this analysis. The database selection and the use of subject headings and keywords relating to pain pulled from the search strategies as well as the indexing and keywords from the records for the articles selected for inclusion were examined.

**Results:** In these reviews, primarily Medline, Embase, and Cochrane Central were searched, although some included between one and seven additional databases. The pain related search terms varied significantly both between and within specific pain topics. The articles selected for inclusion in these systematic reviews share some subject headings across pain topics, however some headings or keywords are unique to a specific pain topic.

**Discussion:** In this preliminary analysis, potential patterns are identified in the search strategies



of recent pain topic Cochrane systematic reviews as well as in the bibliographic records of papers selected for inclusion in these reviews.

**P25 Evaluating the Impact of an Information Specialist as a Knowledge Broker**

\*Tucker, S.

Publicly funded organizations which produce information are increasingly expected to demonstrate their value through evaluation of the impact of their services. Within the continuum of information services, there is now an additional component of evaluation and impact assessment. This involves the evaluation of the impact that information providers and knowledge translation specialists have on identified stakeholders and decision-making forums. The role of the knowledge broker is essential in this process, as they provide a two-way link between information producers and users. Their activities include: information needs assessment; facilitating the development and delivery of information and supporting the evaluation of these methods; assessing the impact of information services; and identifying innovations in the transfer of information based upon the evaluation (both formal and informal) of outcomes. This poster presentation will discuss the role of an information specialist as a knowledge broker in the process of building organizational capacity to evaluate the impact of processes and outcomes. Specific examples of information and knowledge exchange services which have influenced policy and practice in the health sector will be discussed with a focus on the role of the information specialist in this process.

**P26 In Search of Nursing's History** Greenwood, A., \*Miller, K.

Introduction: In Search of Nursing's History is a half-day symposium sharing collections and stories about partnerships between the School of Nursing at UBC and units at UBC Library and Archives. Librarians and archivists from several units will highlight their collaborations with the School of Nursing.

Description: This poster will present to the CHLA community one example of a partnership between the School of Nursing and the library.

March 8th, 2018 Woodward Library will host, In Search of Nursing's History a symposium highlighting the partnerships between UBC Library (Archives, cIRcle, Special Collections, and Woodward Library) and the School of Nursing and its impact on scholars. The 2018 Nursing History Symposium highlights new and existing primarily open access resources in nursing history on campus and beyond.

Outcomes: This symposium will be an opportunity to shine a spotlight on the work of archives and the library to further the work of researchers in nursing history. It is also an opportunity to welcome scholars into the historic space for a walkabout tour of exhibits featuring some of the unique and valuable nursing collections.



Discussion: Some reflections on the lessons learned from this event. Opportunities for further partnerships and promotion of library collections and services.

**P27 Collaboration by the numbers: How many librarians does it take to teach a medical student? \*Hanley, J., \*Fuller, K., \*Horn, D.**

The Health Science Research (HSR) Working Group is a collaboration of 16 academic and hospital librarians from 6 different institutions whose mandate is to support information literacy instruction to students enrolled in the MD program at a large research university. The group works in coordination with the HSR curriculum committee through the university's liaison librarians. To meet newly created curricular objectives, the working group created three new online modules, worksheets, an evaluation rubric, a tutor's marking guide, and an in-person instructional session. The instructional session was designed for 2nd year medical students, needed to be taught at the hospital academy sites, and needed to follow the programs flipped classroom model. The group met throughout the year to collaborate on content development, lesson plans, evaluations, and numerous logistics. On October 4th 21 librarians, and 3 graduate library school students successfully coordinated and taught a 2 hour class at the same time, to 268 students, across 7 separate locations, throughout the metropolitan area. This poster will focus on how the collaboration came together, and will discuss what worked and lessons learned when collaborating with a group of such significant size.



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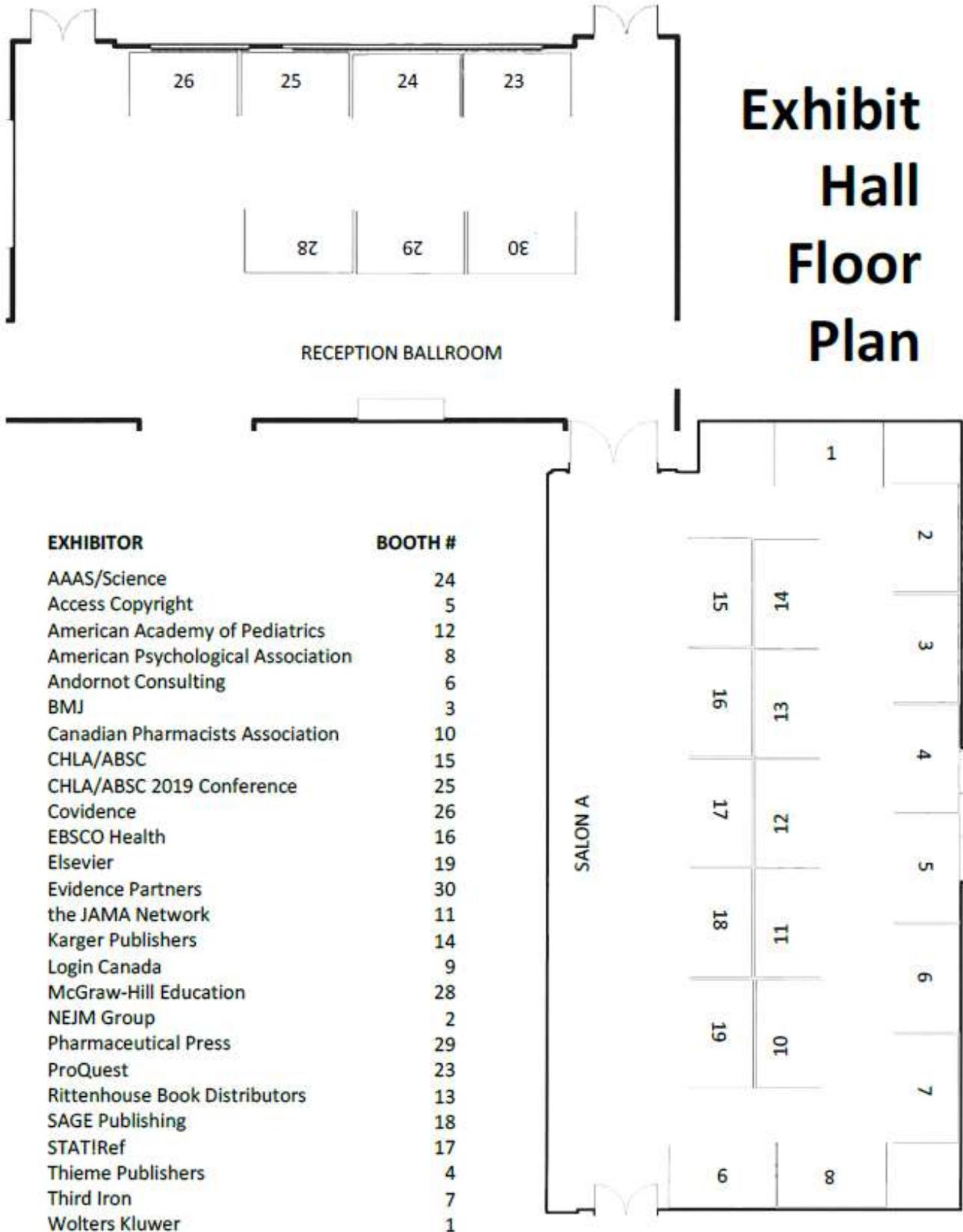


## Thank you, Volunteers!

On behalf of the CHLA-ABSC 2018 Conference Planning Committee, we would like to thank all the volunteers who helped make this conference a success.

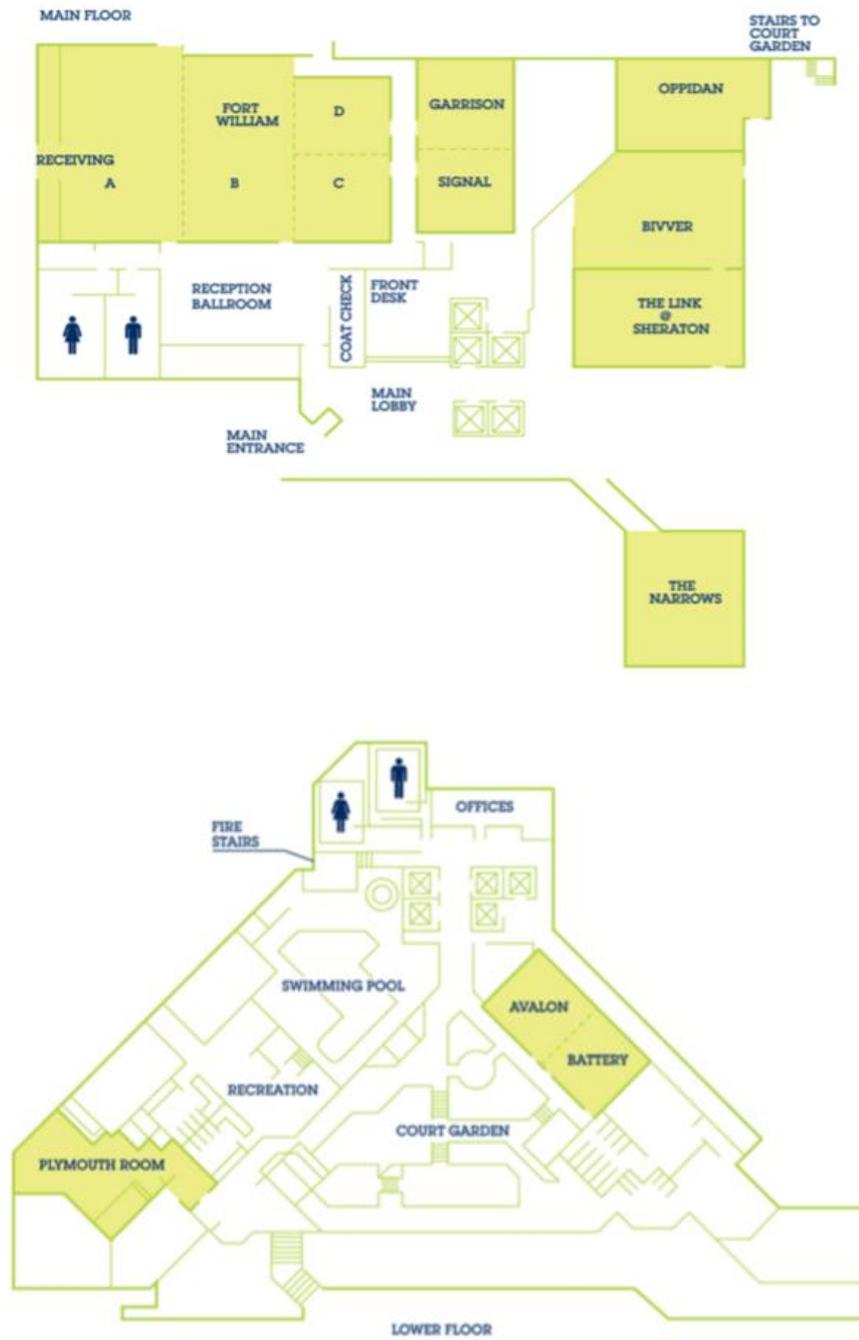
Volunteers generously contributed their time to welcome and guide delegates, host tours, “rant and roar” about our beautiful province and generally kept everything running smoothly. We gratefully acknowledge your commitment to helping make this conference possible and your contribution of time and expertise.

Sherry Squire-Grace & Karen Darby, Volunteer Coordinators  
Alison Farrell & Lindsay Alcock, Conference Co-chairs





## Sheraton Hotel Floor Map





## Biographies

**Melanie Anderson** has been an Information Specialist at University Health Network in Toronto for 5 years, and in health libraries for 12 years.

**Patricia Ayala** is the research services librarian at Gerstein. She has co-lead the development of the Knowledge Synthesis Service at Gerstein Science Information Centre, focused on collaborating with faculty and researchers engaged in systematic, scoping and other types of method-driven literature reviews. Patricia's portfolio includes building and deepening relationships with faculty, staff, students and other researchers, on campus, within research institutes, teaching hospitals, hospital libraries, and national and international organizations. Patricia has also spearheaded successful events such Impactful Biomedical Research: Achieving Quality and Transparency, and the 3 R's of research: Review. Report. Reproduce. She established a liaison relationship between Gerstein and the EQUATOR Network where she serves as a co-lead in creating toolkits and developing a network for librarians across the globe.

**Maureen Babb** is a liaison librarian for the newly established WRHA Virtual Library at the Neil John Maclean Health Sciences Library. Prior to this, she was the MHIKNET librarian for Manitoba Health. A recent graduate of the University of Alberta's MLIS program, she completed her thesis "An exploration of academic librarians as researchers within a university setting" in 2017. Earlier, Maureen obtained a BA in Classics and Anthropology from the University of Winnipeg. She has worked at the Elizabeth Dafoe Library and the University of Winnipeg Library as a library assistant, and has published articles in the Canadian Journal of Nursing Leadership and in the journal Rural and Remote Health.

**Jessica Babineau** has worked as an information specialist with the University Health Network since 2012. She has previously held research associate positions with both Cancer Care Nova Scotia, and the Nova Scotia Cochrane Resources Centre. Jessica is involved in an embedded librarianship program, where she supports evidence based health-care by providing evidence to a team of clinicians in a telemedicine-based Continuing Medical Education program focused on chronic pain management and opioid stewardship (Project ECHO Ontario Chronic Pain and Opioid Stewardship).

**Sharon Bailey** is the manager of library services and archives at the Centre for Addiction and Mental Health, a research and teaching hospital in Toronto. Her research interests include interdisciplinary curriculum development in graduate medical education and best practices for documenting structured searches in literature reviews. She has co-authored papers on embedded librarianship in distance education, continuing professional development, and clinical practice. Sharon is a graduate of the Faculty of Information at the University of Toronto where her focus was library and information science with a collaborative specialization in book history and print culture.



**Joan Bartlett**, Ph.D., is Associate Professor in the School of Information Studies at McGill University, where she teaches in the areas of information literacy, health sciences information and bioinformatics. Her current research interests include the impact of task-based information use, and the relationship between information task and information literacy for which she has been recently awarded a five-year grant from the Social Sciences and Humanities Research Council of Canada (SSHRC).

**Michelle B. Bass**, PhD, MSI, AHIP is the Population Research Librarian at the Lane Medical Library & Knowledge Management Center at the Stanford University School of Medicine. In this role, she leads the library's systematic review service, provides liaison support for faculty, staff and students involved with the Center for Digital Health, Center for Population Health Sciences, and the Departments of Primary Care & Population Health and Health Research and Policy. She is also the liaison to the nursing and allied health staff and research scientists at Stanford Health Care and the Lucile Packard Children's Hospital. She is the immediate past chair of the Medical Library Association's Research Section (2017-18) and is also an active member of the Northern California and Nevada Medical Library Group chapter.

After many years of providing library services to health professionals in Manitoba's hospital, health care, and long-term care centres, **Laurie Blanchard** is looking forward to her new role as nursing liaison with the University of Manitoba's College of Nursing.

**Catherine Boden**, MLIS, PhD is a health sciences liaison librarian at the Leslie and Irene Dube Health Sciences Library, University of Saskatchewan. Her research focuses on synthesis reviews methodologies, research capacity development and information literacy instruction.

**Leah Boulos** is an early career librarian currently working as the Evidence Synthesis Coordinator at the Maritime SPOR SUPPORT Unit (MSSU) in Halifax, NS. She frequently provides support to systematic review teams using a combination of one-on-one consultation, group training, and hand-tailored print and electronic resources. She has presented on systematic review online training methods and tools at previous CHLA/ABSC conferences, and is currently exploring ways in which systematic reviewers can streamline their organizational processes. She is a graduate of Dalhousie University's MLIS program, where she was the recipient of both the Dalhousie-Horrocks National Leadership Award and the MLIS Director's Award for highest academic achievement.

**Lynne Bowker** is a Full Professor at the School of Information Studies at the University of Ottawa. From July 2014 to December 2016, she was the Vice-Dean of the Faculty of Graduate and Postdoctoral Studies, where she oversaw the program evaluation process for the University of Ottawa's 185 graduate programs.



**Tedi Brash** is the Consumer Health Information Specialist at St. Michael's hospital and is responsible for ensuring patients and families have access to quality health information that is easy to understand and use.

**Helen L. Brown** is a Liaison Librarian at the University of British Columbia's Woodward Library. She works with the Departments of Pediatrics, Obstetrics & Gynaecology, Medical Genetics, and Biochemistry & Molecular Biology, as well as the Midwifery and Dental Hygiene Programs. She is also the liaison for the BC Children's Hospital and BC Women's Hospital and Health Centre. Her work often focuses on scholarly communications, open science, and research data management in addition to knowledge synthesis and information literacy. She has MLIS & MAS degrees from the University of British Columbia as well as a MA from the University of Toronto.

**Caitlin Carter** is the Pharmacy Liaison Librarian at the University of Waterloo's School of Pharmacy and holds an MLIS degree from Western University (2010). She provides research support for students and regularly collaborates with faculty and staff on research projects and instruction. Caitlin was previously the President of the Saskatchewan Health Libraries Association and is currently the Continuing Education Coordinator for the Ontario Health Libraries Association. She has presented at various library-related conferences and her research interests include: information literacy, interactive learning, systematic and scoping reviews, and academic integrity.

**Jairo Buitrago Ciro** est un étudiant au doctorat en Affaire Électronique (E-busines) à l'université d'Ottawa. Ses recherches portent sur la traduction automatique et science de l'information. Il est diplômé de maîtrise en Science de l'information à l'université d'Ottawa.

**Susan E. Cleyle** is University Librarian at Memorial University, Newfoundland and Labrador. Prior to this role, Ms. Cleyle served as the Director of the Centre for Innovation in Teaching and Learning, Memorial University since 2012, and held library leadership roles that include the position of Associate University Librarian at the Queen Elizabeth II Library, Memorial University from 2003 to 2012. Ms. Cleyle is currently the chair of The Partnership, the network of provincial, regional and territorial library associations of Canada, and is the incoming chair of The Council of Atlantic University Libraries (CAUL), a collaborative partnership of 19 post-secondary libraries in Atlantic Canada.

**Heather Cunningham** is the Assistant Director for Research & Innovation Services at the Gerstein Science Information Centre. She has an M.Sc. in environmental sciences and an MLIS (Master of Library and Information Studies) both from McGill University. She has been working as a librarian at the University of Toronto for twenty years and has research interests in knowledge syntheses, expert searching, and research impact and metrics.

**Lisa Demczuk** is currently acting Head of Public Service at the University of Manitoba's Elizabeth Dafoe Library and for the past 5 years has been the librarian for Nursing. Lisa has been on a



number of systematic review teams, as well as engaging in liaison activities including instruction and research consultation and support. Her interests include scholarly communication in Nursing, graduate student information literacy, and changing roles of liaison librarians.

**Orvie Dingwall** is the Head of Outreach Services at the University of Manitoba's Neil John Maclean Health Sciences Library, and provides and coordinates library services to regional health authorities in Manitoba. She has served as President of the Canadian Health Libraries Association and the Manitoba Association of Health Information Providers, is the CHLA/ABSC co-chair of the 2021 conference in Winnipeg, and is an active member of the University of Manitoba Faculty Association (UMFA). Across all spectrums of her work, Orvie is passionate about evidence-informed decision making, providing access to information, pan-Canadian collaboration, patient safety, and contributing to the evidence base.

**Marlene Dorgan** is the Head of the JW Scott Health Sciences Library at the University of Alberta.

**Reem El Sherif** MSc MBBC is a PhD student in the Department of Family Medicine at McGill University. Her research experience is in qualitative, quantitative and mixed methods, and her research interests include online consumer health information and information assessment.

**Alissa Epworth** has been a library technician at St. Michael's hospital since 2013. In addition to working in the Health Sciences Library, she supports the Knowledge Translations department as part of the Knowledge Synthesis team. Some of her responsibilities include teaching and instruction, LibGuides development, and providing library support for systematic reviews. Alissa is also the current webmaster for the Toronto Health Libraries Association.

**Alison Farrell** graduated from Dalhousie University with her MLIS in 2003 and has been a Public Services Librarian at the Health Sciences Library at Memorial University of Newfoundland since 2004. Alison is an active member of CHLA/ABSC, the Editor in Chief of the Journal of the Canadian Health Libraries Association (JCHLA/JABSC) and is the secretary/treasurer for the Newfoundland and Labrador Health Libraries Association (NLHLA). Alison serves as the library liaison to the School of Pharmacy and plays an active role in research data management at Memorial University.

**Ashley Farrell** (MLIS, AHIP) is a graduate from the Masters of Library and Information Science program at Western University. She is currently working as an Information Specialist for the University Health Network and has previously worked as a medical librarian for Cancer Care Ontario and the Regina Qu'Appelle Health Region. Ashley is the former president of the Toronto Health Libraries Association (2016-2017) and the Saskatchewan Health Libraries Association (2012-2013).

**Francesca Frati** is a liaison librarian at McGill University where she provides support to the Ingram School of Nursing. She has a BFA from NSCAD University and an MLIS from Dalhousie



University. She has 13 years of experience teaching evidence-based practice (EBP) to students, residents and clinicians in the hospital and academic setting. Previously Francesca worked at the Jewish General Hospital (JGH) where she founded the JGH Patient Education Network (PEN), and was Interim Chief Librarian from 2015-16. She is a member of the Information Technology Primary Care Research Group (ITPCRG) at McGill. Her current interests include EBP in nursing education, consumer health, the role of librarians in knowledge synthesis, and library advocacy.

**Kaitlin Fuller**, MLIS, is one of the medicine librarians with the Gerstein Science Information Centre. She coordinates the information literacy education of students enrolled in the MD Program. She also supports faculty and student research at the University of Toronto. Kaitlin has supported a number of knowledge synthesis projects by providing training and/or searches. Kaitlin joined the University of Toronto from the Northern Ontario School of Medicine in Sudbury.

Employée au CISSS de Lanaudière depuis 9 ans, **Nancy Gadoury** a tout d'abord débuté sa carrière comme archiviste à Bibliothèque et Archives nationales du Québec et à l'Institut de tourisme et d'hôtellerie du Québec. Entrée dans le monde des bibliothèques comme coordonnatrice des deux services, les bibliothèques et les archives administratives, du CSSS du Nord de Lanaudière, elle se consacre désormais à temps plein à la gestion de la nouvelle bibliothèque régionale, créée dans le cadre de la fusion des services de santé québécois en avril 2015.

**Patricia Grainger** is a graduate of Memorial University School of Nursing and obtained a Masters of Nursing from MUN in 1997. She is a Nurse Educator at the Centre for Nursing Studies teaching in the BN program. Patricia is also the coordinator of the CNS Research Office and Chair of the Health Research Ethics Board, Non-clinical Trials Committee. Her research interests include cardiovascular nursing, genetic diseases and nursing student recruitment and retention.

**Vera Granikov**, MLIS is a research-embedded information specialist in the Department of Family Medicine at McGill University. Being part of the family, she provides tailored information services to primary care researchers and clinicians, supporting research, teaching, and dissemination activities. Vera is currently pursuing PhD studies in Information Studies at the School of Information Studies (McGill University). Her research interests include consumer health information, collaborative monitoring and filtering of patient-oriented research, information assessment, and citizen science.

**Jessica Hanley** is a Science Liaison Librarian at University of Toronto's Mississauga campus. Jessica holds a Bachelor of Science in Molecular Biology and Genetics from the University of Guelph, and a Master of Library and Information Science from Wayne State University. Jessica holds previous experience as a Bio-Physics Lab Technician, and Medical Informational Analyst in



the Pharmaceutical industry. Following her MLIS, Jessica worked as a Research Librarian for the Ontario government and joined the University of Toronto in August 2016. In her spare time, she likes to bake, is an avid runner and enjoys travelling.

**Melissa Helwig** is a librarian at Dalhousie University's W.K. Kellogg Health Sciences Library in Halifax, Nova Scotia. She is the liaison to the College of Pharmacy, School of Health Administration and shares liaison duties to the Faculty of Medicine. Melissa's has a number of research interests but recent areas of focus include info seeking behaviours of pharmacists, retracted publications, and the impact of research consultations. The day to day of Melissa's work includes supporting curriculum endeavours in her liaison areas and working with a variety of faculty and students on knowledge synthesis projects.

In her role as an Information Specialist at Mount Sinai Hospital **Daphne Horn** works daily teaching and searching evidence-based resources for medical staff and doctors. More recently she has participated in the launching of the Patient Education Pavilion, a space that helps patients and families search for reliable on-line health information. She has presented at the Ontario Library Association Conference, and published in the Journal of Canadian Health Libraries Association.

**Jeanna Hough** is the Manager, Clinical Library & Patient & Family Health Information Centre at Halton Healthcare in Ontario. Jeanna has been a member of the CHLA/ABSC Board in the presidential term from 2014-2017, a member of the HSICT Board of Directors from 2014-2016. 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 HSICT Advocacy Taskforce. Additionally, she is co-chairing a discussion group and potential new national taskforce around Hospital Library standards, 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). 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.

**Yvette Ipsaralexi** has worked for Vancouver Coastal Health since 2008. She holds a BA in English from UBC and is a graduate of the Library & Information Technology program offered by Langara College. Yvette provides library services to primary care, mental health and community health clinicians throughout Vancouver.

**Sandy Iverson** holds graduate degrees in library science and adult education and has held her current position with St. Michael's Hospital since 2011. As the manager of Health Information and Knowledge Mobilization she is responsible for the Patient and Family Education Program, as well as Library and Archive services for the hospital. Her research interests include health and information literacy, measurement and evaluation, and bibliotherapy. Sandy is also a practicing psychotherapist in the province of Ontario.



**Chantalle Jack** joined the Vancouver Coastal Health Library services team in 2013 and works in the Lions Gate Hospital Library in North Vancouver. She holds a BA in Geography from SFU and an MLIS degree from UBC. Chantalle has years of management and academic, public, and special library experience.

**Sandra Kendall** is the Director of Library Services at Sinai Health System and the Past President of the Ontario Health Libraries Association (2017). Sandra received her Masters degree in Library Science from the University of Toronto. Since then she has worked in corporate, public and not-for-profit libraries, culminating in her current 18-year tenure as Director of Library Services at SHS. She has presented at library conferences including OLA, Internet Librarian, the Medical Libraries Association and IFLA. Sandra has also published in a number of journals. Her recent work is featured in *International Librarianship: Developing a Professional, Intercultural and Educational Leadership*, in which she documents her over 8 years of experience working with The Toronto Addis Ababa Academic Collaboration in Ethiopia.

**Lorie Kloda**, MLIS, PhD, AHIP, is Associate University Librarian, Planning & Community Relations, at Concordia University in Montreal. Previously she was a health sciences librarian and later the Assessment Librarian at McGill University. Her interests include the information needs of health professionals, expert searching for systematic reviews, planning and assessment, and evidence-based practice. Lorie is the Editor in Chief of the open access journal, *Evidence Based Library and Information Practice*.

**Janice Kung** is a Health Sciences Librarian at the John W. Scott Health Sciences Library at the University of Alberta, with liaison responsibilities to the Faculty of Pharmacy & Pharmaceutical Sciences, and Medicine. Her interests include library instruction, social media, research data management, and measuring research impact.

**Tara Landry** is a librarian at the Montreal General Hospital Medical Library. Since joining the MUHC Libraries in 2011, she has collaborated on several systematic reviews, and is a peer reviewer for the Alberta Research Centre for Health Evidence (ARCHE). She taught a continuing education session on searching in support of systematic reviews during the Canadian Health Library Association's annual conference in June of 2014, and presented a poster titled *Quantifying the Systematic Search: An Analysis of Retrieval in Published Cochrane Systematic Reviews* at the combined MLA/CHLA conference in May 2016.

**Me-Linh Le** is a Health Sciences Librarian at the University of Manitoba where she serves as liaison to the College of Pharmacy. Prior to that she was liaison to the Health Sciences Centre, the largest hospital in Manitoba. She can't wait to show off her hometown of Winnipeg to CHLA members as Co-Chair of the 2021 Canadian Health Libraries Association Conference.

**Erica Lenton**, MA, MLIS, is the rehabilitation and kinesiology librarian with the Gerstein Science Information Centre at the University of Toronto. Prior to arriving at Gerstein, Erica worked in



continuing medical education and as a solo hospital librarian at the Cross Cancer Institute in Edmonton, Alberta. Through her experience in hospital and academic health science libraries, she has been involved in a number of systematic and scoping reviews and has provided expert searching and systematic review training for clinicians, students, and faculty.

**Shannon Long**, Librarian for Vancouver Coastal Health, has worked at the Richmond Hospital site since 1999. Over the years she has served on provincial and national library association boards and conference planning committees. Shannon obtained her BA in Psychology from SFU and her MLIS from UBC.

**Diane Lorenzetti** is the Director of the University of Calgary Health Sciences Library.

**Vincci Lui** is a Liaison, Communications, & Web Librarian at the Gerstein Science Information Centre, University of Toronto Libraries. Her liaison role includes developing and teaching information literacy sessions to support the School of Public Health. She also oversees the Gerstein Science Information Centre's website and coordinates their marketing and promotions, social media, and outreach initiatives.

**Tonya Mahar** has been Manager of Library Services at Baycrest Health Sciences since 2014. She currently serves on the Management Committee of the Health Science Information Consortium of Toronto. Tonya received a Bachelor of Sciences from York University and a Master of Information Studies from the University of Toronto. She has been a Librarian for over 10 years and never tires of helping others to improve their search skills.

**Katherine Miller**, Liaison Librarian for Nursing and the Faculty of Land and Food Systems; Woodward Library, University of British Columbia

**Martin Morris** is a health sciences librarian at McGill University, Montreal, Canada. He has previously worked as a hospital librarian in Montreal, and as a public librarian in the UK. His research interests include the provision of library and information services to LGBTQ+ people, knowledge synthesis methodologies, and the spread of innovations in library and information settings.

**Christine Neilson** is a librarian at the University of Manitoba where she serves government department employees at Manitoba Health, Seniors & Active Living, through the Manitoba Health Information and Knowledge Network program. Christine has worked in a variety of academic and special health libraries over the past 15 years, and she is currently co-convener for the CHLA/ABSC Knowledge Synthesis Interest Group.

**Jody Nelson** is the Faculty of Nursing liaison librarian at MacEwan University. Jody works collaboratively to facilitate faculty teaching and scholarship, and to integrate student information literacy learning within the nursing programs she supports.



**Zack Osborne** is the Health Sciences Library Team Leader at St. Michael's Hospital. In his role, he works closely with library staff to coordinate projects and new initiatives, manage electronic resources and library systems, and chair committees on marketing, instruction, and library web properties. Zack is a dog person, enjoys cycling and cooking, and loves coffee.

**Robin Parker**, MLIS, is part of the W.K. Kellogg Health Sciences Library team at Dalhousie University in Halifax, Nova Scotia, Canada, as Evidence Synthesis and Information Services Librarian in support of evidence-based practice (EBP) and systematic reviews in health care. She provides instruction and research support for clinicians, faculty, and students in a number of residency programs and the undergraduate medicine curriculum as one of the Faculty of Medicine liaison librarians. Robin is active with the Cochrane Collaboration and has frequently tutored at McMaster's Evidence-Based Clinical Practice workshop as a research librarian.

Research interests include evidence synthesis methodologies, particularly search methods for prognosis systematic reviews and for minority health groups such as LGBTQ+ populations. Robin is involved with projects examining the roles of health sciences librarians in medical education and in teaching evidence synthesis methods.

**Catherine Pepper**, MLIS, MPH, holds the rank of tenured associate professor and serves as coordinator of library field services for the Medical Sciences Library at Texas A&M University. Based in Austin, TX, as medical librarian for the Round Rock campus of the Texas A&M Health Science Center, she also teaches public health informatics courses in A&M's School of Public Health as well as evidence-based medicine courses for A&M medical students. Cathy graduated from the CDC's Public Health Informatics Fellowship Program (PHIFP) in 2008 and was recognized for outstanding service to the Informatics Office at the Coordinating Center for Infectious Diseases. She earned her master's degree in library and information science at the University of Texas-Austin's School of Library and Information Sciences and her master's of public health in health informatics at the University of North Texas Health Science Center's School of Public Health. Cathy has been a member of the Medical Library Association (MLA) and its South Central Chapter since 1998, and has chaired and served on several committees, including Research and Continuing Education, and has served as Chapter Secretary. She chaired the Local Assistance Committee on the MLA 2015 National Program Committee and currently is chair-elect for the MLA Research Section. She is also a member of the MLA Public Health/Health Administration and Informatics Sections. Cathy's research has focused on clinical decision support tools, the use of scholarly metrics to quantify faculty research impact, and the use of social network analysis for evaluation of public health information systems. Her current research is a qualitative study on best practices in teaching evidence-based practice.

**PIERRE PLUYE**, MD, PhD, is a Full Professor in the Department of Family Medicine at McGill University, FRQS Senior Research Scholar, and Fellow of the Canadian Academy of Health Sciences. Pierre has expertise in mixed methods research and complex literature reviews. His current CIHR-funded studies examine the application of information derived from electronic



knowledge resources (email delivery, information retrieval, social media) and subsequent patient and consumer health benefits.

**Zahra Premji** is a Research and Learning Librarian for Libraries and Cultural Resources at the University of Calgary. Her liaison areas are business and health sciences. Zahra's research interests include information literacy, assessment of learning, and incorporating learning technologies into practice. Zahra received her BSc and PhD in Chemistry from the University of Calgary and her MLIS from the University of Alberta.

**Andrea Quaiattini** is a settler and librarian at McGill University (traditional and unceded Kanien'kehá:ka Territory) with liaison responsibilities for postgraduate medicine, medical specialties, and the Centre for Medical Education. Prior to working at McGill, she worked at the University of Alberta (Treaty 6 and Métis Territory) in the science and health sciences libraries as an academic library resident and librarian. While there, Andrea worked in collaboration with Indigenous staff and students on the library's response to the Truth and Reconciliation Commission's Calls to Action by coordinating and facilitating staff development and training opportunities across the library system.

**Rebecca Raworth** is the Island Medical Program librarian, based in beautiful Victoria, BC. She has been a medical librarian for over 20 years working in both hospital and academic settings. Rebecca has been a peer reviewer for the "Journal of the Medical Library Association" since 2013.

**Terri Rodak** is a librarian at the Centre for Addiction and Mental Health in Toronto. She performs research, reference, and collection development duties, and is the embedded librarian on the integrated support teams for ECHO Ontario First Nations, Inuit, and Métis Wellness and ECHO Ontario Trans and Gender-Diverse Healthcare. She holds a Master of Information Studies from the University of Toronto, as well as an MA in Cultural Studies from Goldsmiths College, University of London.

**Michelle Ryu** is an Information Specialist at Sinai Health System where her responsibilities include reference, research support, and instruction for Mount Sinai Hospital staff and students from affiliated academic institutions. Michelle is passionate about exploring new technologies and processes that support information retrieval. Prior to her current role, Michelle has worked in health, legal and public libraries. Michelle received her Master of Library and Information Science and her Honours Bachelor of Science in Biology from Western University.

**Lisa Shamchuk** is an instructor for the Library and Information Technology program at MacEwan University. As a former librarian and current instructor, she has done research in the areas of information literacy, professional development, and library education.

**Lindsey Sikora** has been the Health Sciences Research Liaison Librarian at the Health Sciences Library at the University of Ottawa since January 2012, with a brief secondment as Interim Head



of the Geographic, Statistic and Government Information Centre and Social Sciences Library from November 2015 to February 2017. Before that, she was a Liaison Librarian at McGill University in Montreal, Ontario, Canada, from October 2008 to December 2011. She obtained her Masters of Information Studies from the University of Toronto, in Toronto, Ontario, Canada, and her Bachelors of Science (Hons.) in Behavioural Neuroscience from Laurentian University in Sudbury, Ontario, Canada. She has worked collaboratively with many research groups on scoping, rapid and systematic reviews within the areas of medicine and health sciences including acute kidney injury and quality of life, the roles of mentorship in nursing, and the onset and progression of neurological diseases.

In her role as Liaison Librarian, School of Public Health and Health Systems, University of Waterloo, **Jackie Stapleton** has participated as an information specialist on systematic review teams and provided support for the University of Waterloo research community. Jackie's research interests include the role of the librarian in supporting systematic review teams and the application of systematic search techniques to the grey literature.

**Gregg Stevens** is a health sciences librarian at Stony Brook University in Stony Brook, New York. He is the liaison to the university's School of Nursing and its new School of Pharmacy. As nursing liaison, Gregg provides research consultations and instruction to students in Stony Brook's graduate nursing programs, as well as to the nurse residents in the university's hospital.

**Michelle Swab** currently serves as Acting Division Head, Information Resources Management and Archives at Memorial University's Health Sciences Library. She began at the library as a Public Service Librarian in 2013. Previously, she worked as Clinical Outreach Librarian at Bracken Health Sciences Library, Queen's University. She holds an MA (Ethnomusicology) from Memorial University and an MLIS from Western University. Her current research interests include systematic review methods and academic literature sharing behaviours.

**Maria Tan** is a Health Sciences Librarian at the University of Alberta. She has also worked as a medical librarian, specializing in cancer care, and hails from a background in rehabilitation medicine, having practiced as an occupational therapist for several years before pursuing library studies. A current reviewer, and former editorial team member, of the Deakin Review for Children's Literature, Maria is also the co-author, with Sandy Campbell, of A Selective Collection of Children's Health Fiction, a resource list created for libraries and individuals seeking stories that help children to understand and cope with health issues.

**Kelly Thormodson** is the Director of Library Resources for the School of Medicine & Health Sciences at the University of North Dakota (UND). She earned her MLIS from the University of Iowa. Kelly began her career in Seattle at the Fred Hutchinson Cancer Research Center. Following that she worked at Hardin Library for the Health Sciences at the University of Iowa before moving to her current institution, UND.



**Tim Tripp**, MLIS, is the Director of Library and Information Services at the University Health Network in Toronto. Tim has extensive experience in leading cross-functional teams that design, build, enhance and deploy clinical tools to link evidence at the point of care. Aside from collecting vintage medical romance novels, Tim's primary interest is the use of technology to accelerate the integration of the best evidence into practice.

**Sheila Tucker** is the CADTH Liaison Officer for Newfoundland and Labrador and established the Liaison Program in this province in 2004. Sheila has more than 15 years of experience working with health and community services agencies in Newfoundland and Labrador. Prior to joining CADTH, she was employed with the Government of Newfoundland and Labrador (Department of Health and Community Services and Executive Council), where she worked in the areas of program and policy development, government and agency relations, and strategic planning in social policy initiatives. Prior to that, Sheila was employed with Memorial University's Faculty of Medicine in conducting needs assessment research in the continuing education of health care professionals. Sheila has been awarded degrees from Memorial University of Newfoundland and the University of Western Ontario. She holds a Bachelor of Arts (Conj.); Bachelor of Arts (Hons.); Bachelor of Education; Master of Library and Information Science; and a Certificate in Public Administration. She has pursued ongoing professional development through the completion of courses in health technology assessment, community health, and research methods in health.

**Carolyn Ziegler** is an Information Specialist in the Health Sciences Library at St. Michael's Hospital, a teaching and research hospital affiliated with the University of Toronto. She supports the research, educational, and clinical information needs of staff, students, and volunteers at the hospital. She has carried out literature searches for a wide range of systematic, scoping, and realist reviews. She took a three month leave in of absence in 2018 for the opportunity to work at the University of Bern Medical Library in Switzerland, helping to develop their EBM library services.

Friday / Vendredi June 15 jun	Saturday / Samedi June 16 jun	Sunday / Dimanche June 17 jun	Monday / Lundi June 18 jun
	6:00am – 7:00am Morning Walk/Run	6:00am – 7:00am Morning Walk/Run	
7:00am – 6:00pm Registration	7:00am – 6:00pm Registration	7:00am – 6:00pm Registration	8:30am – 1:00pm Registration
8:00am – 4:00pm Board Meeting Confederation Boardroom	7:30am – 8:45am Vendor Lightning Talks Salon B/Reception Ballroom	7:15am – 8:45am AGM / Breakfast Fort William Ballroom Salon B	9:00am – 10:15am Contributed Paper 5 Salon B: Collaboration Salon C/D: Searching
9:00am – 4:30pm CEFD01: Teaching Systematic Review Methods: Training Tips and Resources from the Health Librarian's Perspective	9:00am – 10:15am Welcome Keynote: Dr. Terry-Lynn Young Fort William Ballroom Salon B	9:00am – 10:15am Lightning Talks Fort William Ballroom Salon B	10:15am – 10:45am Break Pre-Function Area B
9:00am – 12:00pm  CEAM01: Statistics for Conducting and Critically Appraising Research  CEAM02: Leading Libraries Utilizing a Coach Approach	10:15am – 11:00am Break in the Exhibits	10:15am – 11:00am Break in the Exhibits	10:45am – 12:00pm Closing Keynote: Dr. Andrew Furey Fort William Ballroom Salon B
1:00pm – 5:00pm  CEPM01: Understanding Value and Impact in a Small Specialized Library	11:00am - 12:00pm Contributed Papers 1 Salon B: Value & Impact Salon C/D: Collections Avalon: Rant & Roar	11:00am – 12:15pm Contributed Papers 3 Salon B: Systematic Reviews Salon C/D: Education	12:00pm – 12:30pm 2019 Presentation Closing Remarks Fort William Salon B
5:00pm – 6:00pm First Timers' Reception Court Garden	12:15pm – 1:45pm Lunch in the Exhibits	12:15pm – 1:45pm Lunch in the Exhibits	12:30pm – 4:00pm Board Meeting Confederation Boardroom
	12:15pm – 1:45pm Presidents' Lunch Battery		
6:30pm – 8:30pm Opening Reception The Rooms	1:45pm – 3:00pm Contributed Papers 2 Salon B: Education Salon C/D: Searching	1:45pm – 3:00pm Contributed Paper 4 Salon B: Consumer Health Salon C/D: Education	
	3:00pm – 3:30pm Break in the Exhibits	3:00pm – 3:30pm Break in the Exhibits	
	3:30pm – 5:00pm Posters Signal & Garrison	3:30pm – 4:45pm Panel Discussion Fort William Ballroom Salon B	
	5:00pm – 6:00pm Interest Groups Rooms B, C, D	6:00pm – 7:00pm Reception Court Garden	
	5:00pm – 7:00pm Leadership Focus Group Avalon <a href="#">Register</a> (limited space available)	7:00pm – 10:30pm Awards Banquet Fort William Ballroom Salons B, C, D	
	Sign-up Dinners		

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