

CONTENTS

Message from the HSLG Committee	2
<i>HSLG Committee</i>	
Home Help	3
<i>Mairea Nelson</i>	
HSLG bursaries	4
<i>HSLG Committee</i>	
HSLG 2020 Research integrity seminar	5
HSLG 2020: Research integrity seminar ideas for elevator speeches	8
<i>Mary Dunne</i>	
Potential CPD for health librarians	10
<i>Mary Dunne</i>	
LITE Reading (Library, Information, Technology & Evidence)	11
<i>Mary Dunne</i>	

HINT is the newsletter of the Irish Health Sciences Libraries Group of the Library Association of Ireland. It is compiled & produced by the HINT Editorial Team.

Email: contacthslg@gmail.com

Website: <https://hslgblog.wordpress.com/>

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

Message from the HSLG Committee

Dear colleagues

These are indeed unusual times for everyone. But, as Marian Higgins, President of the Library Association of Ireland, says in her statement to members, “librarians are continuing to support their communities in innovative ways promoting digital resources, facilitating remote group engagement such as online bookclubs, storytelling via social media and most importantly providing access to accurate information.” So, whether in our usual work, or helping with other duties, we have an important role to play.

Health librarians, in particular, are at the forefront of this work. Whether in our usual roles or helping with other duties we are tackling the challenges faced by our health service and directly contributing to solutions.

For example, the HSE librarians have developed a very useful Covid-19 resource at <https://hselibrary.ie/covid-resources/>. There are guidelines, links to relevant publications, and evidence summaries on topics of importance to health professionals. If you would like to find out more, or contribute to this work, please contact Aoife Lawton, General Manager/National HSE Librarian, on 0876831498 or use the HSE webpage: <https://www.hse.ie/eng/services/news/newsfeatures/covid19-updates/oncall/>

Individual libraries have also developed special collections. For example, the HRB National Drugs Library has collected resources relevant to vulnerable groups including people who use drugs, people with HIV, the homeless and those in prisons. bit.ly/33L4UHF.

Health librarians around the world are facing similar issues. In the UK, Knowledge for Healthcare are compiling trusted links to information on COVID-19 at <https://kfh.libraryservices.nhs.uk/covid-19-coronavirus/>. This includes links to content from databases and Point of Care Tool, e-learning and more.

The US MLA has a COVID-19 resource page: <https://www.mlanet.org/p/cm/ld/fid=1712>

International librarian representative groups have issued statements of support and access to resources:

- [MLA statement of support](#)
- [ARSL Statement:](#)
- [ALA Statement:](#)
- [CHLA/ABSC Statement:](#)
- [ALIA Health Libraries Australia](#)

If you would like to share the work you are doing at the moment please get in touch and we can add stories to the HSLG website blog. Or, if you have a message you wish to send to our HSLG discussion list please email contacthslg@gmail.com

Stay safe and well
The HSLG Committee
Niamh, Mary, Mairead, Marie, Noreen, Manon, Michael

Home help By Mairea Nelson

Many of us are working from home at the moment and find ourselves trying to find a new routine that works for us and our families.

One of the most difficult things for me was deciding where I was going to work, kitchen table, box room or in the living room. I tried them all but nothing compares to the ergonomic set up in the office. So far, I've worked in most rooms in the house, but (unlike Sheldon from the Big Bang Theory) I still haven't found my perfect 'spot'.



[Are You Sitting Comfortably?](#) was put together by Enable Ireland with tips on how to **work comfortably from home**.



For those of us who do **Continuing professional development (CPD)**, the link below is a crowdsourced list of free webinars and training for academic library workers. Some of us depend on conferences & seminars for CPD whether it's attending or presenting and as we cannot do this for the foreseeable future I recommend having a look at these resources.

[Free Webinars and Trainings for Academic Library Workers \(COVID-19\)](#)

[Also, see the HSLG bursaries support on the next page.]

Librarians and cats- we often see these portrayed in movies and many library social media accounts often show us their cats. I personally have a rabbit (Marbles) who is struggling with his *hoomans* being around all the time. The Department of Agriculture have compiled a list of FAQs for pet owners.

[FAQ's regarding Covid-19 for animal owners](#)

Marbles



Some of us will struggle with the new challenges imposed on us, the HSE have put together some resources on **mental health**

[Mental Health supports and services during COVID-19](#)

If you've never worked from home before you may be entitled to claim [e-worker tax relief](#). This is a **tax relief on expenses** which people may incur while working from home (heating, electricity and broadband). It's worth checking out to see if you are entitled to it.

HSLG Bursaries

We have received many notices about conferences that have been cancelled or postponed this summer. This includes EAHIL 2020 and CILIP HLG Conference 2020, which have been postponed until Autumn 2020. Of course, IFLA Library and Information Congress (WLIC) 2020, which was due to take place in Dublin this August has also been postponed until 2022. (The 2021 congress will take place in Rotterdam in 2021 as planned). The HSLG Committee and the HSE library had planned to host a health libraries satellite meeting before the congress this year; this too has been cancelled.



So, that's the bad news. The good news is that the HSLG Committee would like to support HSLG members to undertake online courses or attend virtual CPD (such as seminars, conferences and webinars).

You can apply for a bursary at <https://hslgblog.wpcomstaging.com/about/hslg-bursary/>

Of course, we will continue to provide bursaries for attendance at events when it is safe to travel and these resume.

Please also share your ideas or links to sources and events you think would be of use to others.

You can contact us at contacthslg@gmail.com



HSLG Seminar 2020

You can't handle the truth: research integrity and truth in libraries

Our first invited speakers at the seminar, Dr Maura Hiney and Dr Patricia Clarke, spoke about their roles on the National Forum on Research Integrity and the National Open Research Forum.

There have been significant economic, technological and societal-driven changes in the research environment in Europe over the past ten years. For example, the importance of the 'knowledge economy' has seen many countries increase their level of public funding for research but they have married that with increased prioritisation of research areas, demand for application-driven research and for partnering with the enterprise sector, all of which create potentially perverse incentives for the research community.



*Dr Maura Hiney & Dr Patricia Clarke
Health Research Board.*

The many technology-driven changes in research and how researchers interact and communicate their findings, collectively termed Open Science also create pressures and challenges. These include new publishing models to allow open access to publications; open publication platforms such as F1000 that are far broader in the content they will accept for publication and use post-publication peer review; increased demand for dissemination of research data through repositories and other platforms; and the advent of new social media tools to disseminate research findings outside of the peer-review system. To quote former EU Commissioner for R&D Carlos Modeas "There is a revolution happening in the way science works. Every part of the scientific method is nowadays becoming an open, collaborative and participative process".

Finally, there have been societally-driven changes, with a more science-literate and interested public who want greater access to, and understanding of, the evidence underpinning many facets of their lives such as health and environment; the emergence of crowd funding of research and citizen science projects; and a greater appetite among the public for transparency and accountability in research.

Ireland has been very active in taking on the challenges posed by a changing research landscape and trying to ensure that Irish research is founded on good research and data practices. This presentation described the impetus, work and progress to date of two key national policy initiatives, the National Forum for Research Integrity and the National Open Research Forum, that are placing Ireland at the forefront of implementation in these areas.

View the slides from the presentation at :

<https://hslgblog.wpcomstaging.com/2020/02/25/research-integrity-seminar-2020-presentations/>

Research Integrity seminar (cont'd)

Our other invited speaker was Professor Declan Devane, Director of Evidence Synthesis Ireland and Director of Cochrane Ireland.

In his presentation, Declan focused on two areas (i) evidence for informed health choices and (ii) a brief overview of Evidence Synthesis Ireland.



Prof Declan Devane
Evidence Synthesis Ireland

Every day, claims are made about, for example, the effects of drugs, specific foods and cancer risk, risks and benefits of moderate alcohol consumption and about a magic diet pill, nutrient or exercise plan. Unreliable claims about the effects of health interventions lead to poorly informed choices, under- or over-use of health interventions (or treatments) and unnecessary waste and human suffering. Optimising health and health care requires people to make well informed, rational decisions about their health. However, the evidence suggests that in general, the public does not have the necessary skills to think critically about health claims and choices. In his talk Declan discussed the problem of health claims and introduce the Informed Health Choices (IHC) learning resources principles to help people critically assess claims about the effects of health interventions and make well-informed choices. Health care decisions should be based on a synthesis of the global body of evidence rather than relying on the convenient selection of one or more discrete studies.

The primary aim of ESI is to build evidence synthesis knowledge, awareness and capacity among the public, health care institutions and policymakers, clinicians and researchers on the Island of Ireland.

View the slides from the presentation at :

<https://hslgblog.wpcomstaging.com/2020/02/25/research-integrity-seminar-2020-presentations/>



Research Integrity seminar (cont'd)

Lightning presenters

1. Appearances can be deceiving - how to avoid “predatory” publishers by Michelle Dalton, Scholarly Communications Librarian in UCD Library

This presentation gave a brief overview of the problem of deceptive (or so-called “predatory”) publishers and conferences, as well as strategies and resources that library staff can use to help researchers avoid it. “Predatory” publishers typically send unsolicited invitations to authors offering to publish their research for a substantial fee, but do not offer any of the traditional services provided by reputable publishers, such as editing, peer-review, archiving and marketing. The presentation suggested how libraries can support researchers in avoiding this problem, through practical strategies like outreach and education, and by using a range of useful resources and tools that are freely available.

2. Using Mentimeter, an audience response system, to enhance feedback and engagement in Information Skills Training by Trish Patton, Assistant Librarian/ Information Officer at the Irish College of General Practitioners (ICGP).

Mentimeter is an easy to use tool that lets you engage and interact with your audience in real-time, known as audience response systems or ARS. The Irish College of General Practitioners (ICGP) is the professional body for General Practice in Ireland focusing on the three core areas of education, training and standards. As part of the induction programme, Trish provides the participants with a basic introduction to the services and resources available to them from the ICGP Library as well as a general overview on searching and referencing. Her aim was to increase engagement and feedback with the participants and Mentimeter felt like the ideal way to achieve this. The literature has shown that the use of active student responding methods and audience response systems such as Mentimeter are useful in actively engaging the participants.

3. Imposter Syndrome by Emma Quinn, librarian at St. Luke’s General Hospital in Kilkenny

A relaxed, light-hearted “TED-like,” talk on Imposter Syndrome (IS) and how it applies to librarians with particular focus on health science/ hospital librarians. Emma discussed Imposter Syndrome and the newly-qualified librarian versus IS in the long-time qualified librarian. She touched on elements of the stereo-typical librarian- images from cinema, fiction etc., the word librarian and the different connotations of the same and raised the question as to whether there is a predominant personality type in librarianship? Lastly, she discussed how the neutrality of the library space and our own adaptability, unique perspective and skill-set can help us counter the effects of Imposter syndrome in our various organisations.

View the slides from the presentations at :

<https://hslgblog.wpcomstaging.com/2020/02/25/research-integrity-seminar-2020-presentations/>

**HSLG 2020: Research integrity seminar
Ideas to inform elevator speeches.**

Compiled by Mary Dunne, HRB

At the HSLG seminar on research integrity in February 2020, delegates were asked to take some time to think about discussing the role of librarians using the following scenario:

You have just entered a lift with a senior (non-librarian) manager. They are complaining about reporting errors and fraud/deception in research. Create a short elevator pitch explaining how librarians/information specialists help improve research integrity.

Time was limited, so the post-seminar evaluation provided an opportunity for attendees to give feedback. We are grateful to those who took the time to share their insight.

Ideas around research integrity and librarianship that can inform elevator speeches:

Always helpful to point out where you can (and are qualified to) take a workload off already overburdened shoulders - librarians already work with researchers, already highlight reporting guidelines, teach use of referencing software, highlight plagiarism issues, in some cases offer reference checking etc.

How much more we could do with official department sanction and official institutional funding - this would allow us to do what we already do but better. We could then officially offer these services as part of a research integrity office perhaps, or give researchers a designated research librarian with ring-fenced office time for research work. It would allow the institution or department to advertise that they have this in-house service - raising external confidence in the institution. These tasks may have been offered in various departments or not at all - bringing this role officially to the library allows a standardisation of service that helps visibility of the service and may bring research integrity to the minds of researchers who had not previously thought of it as a vital aspect of producing research.

It is vitally important that research is conducted thoroughly and detailed in the paper so that it can be replicated and to ensure that we are finding all the available evidence, both positive and negative about a particular intervention/treatment.

Suggest that librarians/information specialists can organise awareness raising events around research integrity e.g. Invite research integrity specialists from affiliated university to Medical Grand Rounds meetings.

Proposed elevator speeches:

We offer training in literature searching which is vital for those embarking upon learning, studying & research.

Librarians have the skills to critically appraise research/information. We can provide support to researchers.

With adequate financial resources we can source the right tools.

Librarians/Information Professionals can help to improve research integrity by advocating for a more defined role in the systematic review process specifically around methodologies. This would help to ensure the high-quality evidence base of papers being retrieved through robust and rigorous search methods.

We...

Pursue knowledge of the research landscape so that our efforts to support researchers with good research practice are informed and relevant.

Seek out opportunities to work with clinical researchers whether as librarians or as part of broader hospital role.

Promote our expert search so that research proposals are contextualised, and justification for pursuing a study is evident. Promote good practice including registering protocols and using reporting standards for research. Advise about disseminating research findings, where to publish and identifying predatory journals. Provide access to the authoritative knowledge base of health sciences. [anne.murphy04@tuh.ie]

Our input to research integrity includes:

- providing training, tools or support on correctly recording and storing documentation
- providing unbiased assessment for plagiarism
- checking on copyright and data ownership issues
- developing a communication, data-sharing and dissemination proposal in line with best practice and funding requirements. This includes identifying best publication route.
- literature searches as required
- other publication support such as reference management, author listings
- providing input to the organisation's research integrity policy.

Librarians are at the heart of research process in our organisation. Our role in training and education, literature searching, legal and policy compliance, data management, and dissemination mean that we are key to influencing good practice. We will continue to provide the skills and knowledge necessary to maintain our reputation and ensure high research integrity throughout.

Potential CPD for health librarians

The HSLG Committee are always looking for training ideas from members. In our post seminar evaluation, we asked attendees to suggest topics for future events (seminars or CPD courses).

Systematic reviews (x 2)	Supporting writing for publication
Search topics (maybe new Pubmed once it's settled down)	Journal Clubs
Systematic searching	
Searching techniques to support systematic reviews	New library services
The role of the librarian / information professional in the systematic review process	Print collection management in an era of dominating digital collections
Supporting systematic reviews - practical	EBP & Role of librarian in promoting evidence-based practice
Andrew Booth	LIS research
Supporting researchers	Collaboration among librarians
Research support roles for health services librarians	Project management
Intro to data management	Library UX user experience for health libraries
Responsible research data management for librarians (Workshop)	Library impact, perhaps how to measure it, if anyone has good feedback etc
Clinical research ethics - structures, new legislation in Ireland, librarian's role	Burnout (x 2)
Patient Information	Toxic workplaces
Open Science - publishing, data etc.	Resilience and self-care in librarianship

If you have any suggestions for speakers or courses that you would like to attend or would be worth a group event please let us know at contacthslg@gmail.com. You can also apply for a [bursary](#) for funding to attend a course.

Results from the UK's 2019 Development Needs Survey were published by David Stewart on the Knowledge for Healthcare Blog in March. Based on returns from over 650 health library staff, it provides information on their training and development needs. UK health librarians share many similar areas of interest.

<https://kfh.libraryservices.nhs.uk/2019-development-needs-survey/>

LITE Reading
(Library, Information, Technology and Evidence)



JMLA

<http://jmla.mlanet.org/ojs/jmla/issue/view/17>

Millar JM (2020) Reflective practice and health sciences librarians: engagement, benefits, and barriers, *JMLA*, 108(1), 17-28, <http://jmla.mlanet.org/ojs/jmla/article/view/777/1010>

Reflective practice takes a variety of formats. Despite the variety of techniques, the goal is the same: improving practice by identifying strengths and areas for improvement, changing processes, improving interpersonal and other skills, and increasing self-awareness and self-understanding. While a high percentage of 106 librarian-respondents in this study considered themselves to be reflective practitioners (77%), a larger percentage (87%) reported that they consciously spent time reflecting. Respondents selected a wide variety of benefits of reflective practice, while barriers tended to center on lack of time, knowledge, skills, or experience. These suggest that there is a need for educational opportunities to develop skills.

Barbara L. Folb, et al (2020) Continuing education for systematic reviews: a prospective longitudinal assessment of a workshop for librarians, *JMLA*, 108(1), 36-46, <http://jmla.mlanet.org/ojs/jmla/article/view/492/1012>

The prospective, longitudinal study explored the impact of a 2014 continuing education class on librarians' knowledge levels about and professional involvement with systematic reviews. Participants completed web-based surveys at three points in time: pre-class, post-class, and six-months' follow-up. There was a significant increase ($p < 0.00001$) from pre-class to post-class in knowledge test scores, and this increase was maintained at follow-up. At post-class, 69% or more of participants intended to promote peer review of searches, seek peer review of their searches, search for grey literature, read or follow published guidelines on conduct and documentation of systematic reviews, and ask for authorship on a systematic review. Among librarians who completed a systematic review between post-class and follow-up, 73% consulted published guidelines, 52% searched grey literature, 48% sought peer review, 57% asked for authorship, and 70% received authorship. Results showed that attendance at this continuing education class was associated with positive changes in knowledge about systematic reviews and in librarians' systematic review-related professional practices. This suggests that in-depth professional development classes can help librarians develop skills that are needed to meet library patrons' changing service needs.

Robin O'Hanlon, Jeanine McSweeney, Samuel Stabler (2020) Publishing habits and perceptions of open access publishing and public access amongst clinical and research fellows, *JMLA*, 108(1), 47-58 <http://jmla.mlanet.org/ojs/jmla/article/view/751>

The aim of this study was to examine current publishing activities of clinical and research fellows and their perceptions of open access (OA) publishing and public access. While the fellows in this study acknowledged the potential of OA to aid in research dissemination, they also expressed hesitation to publish OA related to confusion surrounding legitimate OA and predatory publications and frustration with article processing charges (APCs). Fellows supported the NIH public access policy and accepted it as part of their research process. Health sciences information professionals could potentially leverage this acceptance of public access to advocate for OA publishing.

Michelle R. Demetres, Drew N. Wright, Antonio P. DeRosa (2020) Burnout among medical and health sciences information professionals who support systematic reviews: an exploratory study, *JMLA*, 108(1), <http://jmla.mlanet.org/ojs/jmla/article/view/665/1018>

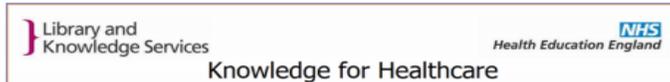
The aim of this exploratory study was to assess personal, work-related, and client-related burnout among information professionals who support systematic review (SR) work. The Copenhagen Burnout Inventory, a validated tool for assessing burnout, was administered to information professionals who support SR work. Respondents experienced an average personal burnout score of 48.6, work-related score of 46.4, and client-related score of 32.5 out of 100. Respondents who reported spending >80% of their job duties on SR work had significantly lower personal burnout scores than those who reported spending <10% of their job duties on SR work. Also, respondents who reported using an SR support tool had significantly lower personal burnout scores than those who reported sometimes using a tool. Reference librarians (n=27), with an average total burnout score of 47.1, reported higher levels of burnout across all 3 CBI scales than all other types of information professionals. Research librarians (n=32) consistently reported the lowest levels of burnout across the 3 scales, with an average total burnout score of 37.7. The results suggest that information professionals who dedicate more time to SR work or who consistently use an SR support tool experience less burnout. This study provides groundwork for further investigation with the aim of developing approaches to prevent or combat SR-related burnout among information professionals.



Journal of the European Association for Health Information and Libraries

The [December 2019 issue of JEAHIL \(15\(4\)\)](#) is a special issue focusing on medicine and art.

Peter Morgan, (retired) Head of Medical and Science Libraries, Cambridge University Library, leads by exploring a number of issues. As medical librarians and information professionals we are familiar with the role of art in our work, through the atlases that line our bookshelves and the illustrations that routinely appear in both printed and digital literature. Why is this role important? There's a clue in the familiar aphorism "A picture is worth a thousand words", which captures the essential truth that art is about communicating information. Since our professional role is also the business of communicating information, there should be obvious benefits for us in studying and understanding how art performs this function. The intention of this theme issue is to encourage readers to consider that relationship in a variety of medical settings, for a variety of purposes, and to explore how artists' intentions and viewers' responses can be instructive in acquiring a better appreciation of the process of communication.



<https://kfh.libraryservices.nhs.uk/>

Knowledge for Healthcare Covid-19 resources

<https://kfh.libraryservices.nhs.uk/covid-19-coronavirus/>

- [Evidence Sources](#) for links to evidence on COVID-19.
- [For Patients and Public](#) for links to information for patients and the public
- [For LKS Staff](#) for links to information for librarians and library services.

Knowledge for Healthcare blog

Coronavirus, and public health emergencies: the librarian's role.

On Tuesday 19th February [@ukmedlibs](#) held a Twitter Chat on [coronavirus, and other public health emergencies: the librarian's role](#) chaired by [Caroline De Brún](#) from Public Health England. Twenty Library and knowledge service staff from across the profession and the world took part. Throughout the hour Caroline asked [questions](#). We talked about how library staff and library services support communities in times of difficulty, from public health crisis to being places of safety. There was good discussion and the sharing of resources. All of these have been included in the [Learning Zone](#) either in [Information for Public Health and Civil Emergencies](#) or [Disaster Recovery](#).

If you have information that can be added to either of these pages please let them know by using the [Recommend Further Resources](#) box on the front page of the KfH Learning Zone.

Running Virtual NHS Library and Knowledge Services 20 March 2020

Some NHS library and knowledge services staff are working from home, providing virtual services to support access to evidence which is particularly critical at this time. Local NHS library and knowledge services staff have shared their tips and work-arounds, including working with Information Technology. They share how the services operate and how the staff teams are supported. We have also compiled resources on [working from home](#). This includes support for staff well-being that may be valuable to share with NHS colleagues.

Streamlining – System change an inch wide and a mile deep

Rachel Cooke, 24 February 2020

The small system change, or in Lean parlance “value stream”, relating to the processing of document supply requests from users was implemented using some of these lean processes. The need to make some changes to our ILL (inter library loan) process was identified during a “Waste Walk” *which* involves team members walking around the “Gemba” (the place where work happens i.e. the library) identifying the seven different types of waste (time, processing, defects, motion, transportation, inventory and overproduction). Waste can be a contentious word to use, here it means any activity, product etc that does not add value for the patient or customer. The process for saving time and effort is described in this blog article.



EBLIP , Issue 15(1)

<https://journals.library.ualberta.ca/eblip/index.php/EBLIP/issue/view/1951>

Ayiku L, Craven J, Hudson T, and Levay P, How to develop a validated geographic search filter: Five key steps, *Evidence Based Library and Information Practice* 2020, 15.1,170-178

Search filters are collections of search terms that are designed to find evidence with a common feature (Glanville et al., 2008). They differ from search strategies because their retrieval ability has been tested (validated) against a set of relevant references. This provides users with an indication of how successfully filters work for retrieving the type of evidence that they wish to identify. Geographic search filters enable effective and efficient systematic literature searches for topics with a geographic focus. There are currently only three validated filters identified in the published literature for Spain, Africa and the UK (Glanville et al., 2020). The authors hope that this commentary has increased awareness of the existing filters and encourages the creation of new geographic filters for additional places in the world.

Bradley DR, Oehrli A, Rieh SY, Hanley E, and Matzke BS. Advancing the reference narrative: Assessing student learning in research consultations, *Evidence Based Library and Information Practice* 2020, 15.1, 4-19

This study seeks to determine the value of reference services in relation to student learning acquired during research consultations, by soliciting students' and librarians' perceptions of consultation success and examining the degree of alignment between them. Students and librarians both considered the consultation process to be successful in advancing learning objectives and research skills. All students reported that the consultations met their expectations, and most reported that the skills acquired were applicable to their projects and significantly improved the quality of their work. Librarians expressed confidence that students had gained competency in the following skill sets: finding sources, search strategy development, topic exploration, specific tool use, and library organization and access. A high degree of alignment was observed in the identification by both students and librarians of "finding sources" as the skill set most in need of enhancement or assistance, while some disparity was noted in the ranking of "search strategy development," which librarians ranked second and students ranked last. The data demonstrate that both students and librarians perceived individual research consultations as an effective means to meet student learning expectations. Study findings suggest that as reference models continue to change and reference desk usage declines, research consultations remain a valuable element in a library's service model and an efficient use of human resources.

Foster B, Information Literacy beyond librarians: A data/methods triangulation approach to investigating disciplinary IL teaching practices, *Evidence Based Library and Information Practice* 2020, 15.1, 20-37

While library literature contains many studies examining faculty perceptions of the value of librarian-led information literacy (IL) instruction, there is little evidence regarding IL instruction practices of disciplinary faculty independent of librarians. Study results revealed that disciplinary faculty highly value skills and understandings affiliated with IL competency. Faculty provide the majority of IL learning opportunities independent of librarians, although these learning opportunities are generally provided through implicit, rather than explicit, methods. Pedagogical methods that may enable explicit practices, such as the use of standards and competencies, are infrequently used. Evidence and findings from this study are being used to inform several initiatives to work with disciplinary faculty for IL instruction, including new services, resources, and instruction models to support IL development in students.

Nylander E & Hjort M. Information literacies of PhD students in the health sciences: a review of scholarly articles (2009 – 2018), *EBLIP 2020, 15.1, 142-158*

While recent reviews exist concerning the information behaviours of graduate students and researchers, there is little knowledge synthesis focused on the information literacies of PhD students in specific disciplines. The aim of this article is to explore the depth and breadth of recent evidence which describes the information literacies of students pursuing a doctoral degree in the health sciences. Results showed that PhD students are often grouped together with other graduate students or researchers. Studies tend to be based on small populations, and the number of PhD students involved is either unclear or only equals a few individuals within the entire group of study. The limited number of studies which focus exclusively on PhD students, few conduct explicit examination of information practices in the health sciences. The result is that this user group is underrepresented within recent journal publications. This review highlights the need for more primary, in-depth research on the information literacies of PhD students in the health sciences. In addition, librarians are encouraged to share their knowledge in scholarly publications which can reach beyond their own professional circles.

Thorpe C & Howlett A, Understanding EBLIP at an organizational level: an initial maturity model, *EBLIP 2020, 15.1, 90-105*

Current models of evidence based library and information practice (EBLIP) relate to, and apply predominantly to, individuals or specific scenarios. Yet despite a growing demand from institutional and library leaders for evidence to demonstrate why investments in libraries should continue, little is known about how an organization can enhance its maturity in evidence based practice. This paper addresses this gap by seeking to understand what an evidence based university library looks like and answering the questions: how does a university library leader know the library's service and practice is evidence based? How can a university library measure and progress its maturity in evidence based practice? The model identifies and describes characteristics at five different levels of evidence based practice maturity from least mature (Ad hoc/Sporadic) to most mature (Transforming). Three dimensions of experience help to define the characteristics at each level of maturity and provide a framework to understand how a university library might develop its organizational capacity in evidence based library and information practice.

Minns A & McGheeC, Developing, implementing, and monitoring a system for the management of corporate policies: A partnership between risk and evidence, *Evidence EBLIP 2020, 15.1, 159-163*

The aim of the project was to develop and implement a system to manage and monitor the corporate policies for National Health Service Lanarkshire (NHS), providing assurance that policies were contemporary and extant. The approach taken is explained. From an Evidence team point of view, the conclusion is to be brave and put your head above the parapet. There are many skills within the evidence department that can strengthen, and bring added value to operational and governance arrangement across an organization.

This is your HINT!

HINT is the newsletter of the Irish Health Sciences Libraries Group of the Library Association of Ireland. It is compiled & produced by the HINT Editorial Team. Suggestions for content are always welcome so please send your ideas and submissions to: contacthslg@gmail.com
All material in this newsletter is copyright © 2020. This newsletter may be quoted or forwarded if passage is attributed to the newsletter. <https://hslgblog.wordpress.com/>