

A call for action
Engaging to save lives

The International Congress
of Medical Librarianship (ICML)

15-19 September 2022 | Pretoria | South Africa

ICML
AHILA
SOUTH AFRICA
— 2022 —

ICML + AHILA 2022 CONGRESS

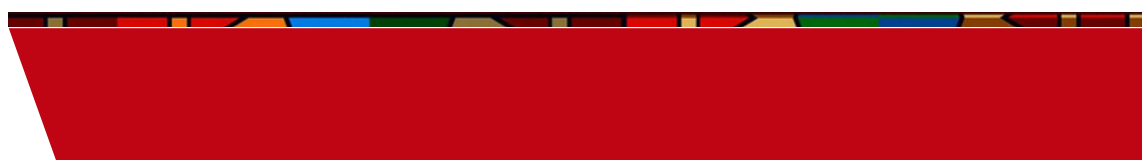
CONGRESS PROCEEDINGS POSTERS



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ICML + AHILA 2022 CONGRESS-CONGRESS PROCEEDINGS

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GALLERY



Librarians Without Borders®: Door to Sustainable Global Librarianship

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Introduction

Librarians Without Borders® (LWB), under the US Medical Library Association (MLA) International Co-operation Caucus, aims to form and strengthen co-operation among health sciences librarians worldwide for the purpose of providing health information to all. LWB strives for co-operation of library associations worldwide and for a structure that enables medical librarians everywhere to benefit. LWB was an MLA committee from 2009 to 2019.

Vision

The vision of LWB includes:

- The development of health information professionals globally
- Equity in access to health information
- International collaborations between MLA and related associations worldwide including AHILA.

Ongoing Activities

- MLA Allied Representatives
- MLA Cunningham Fellows
- Bilateral agreements with international partners
- Training through Elsevier Foundation/Research4Life grants
- Support for other international awards

Official MLA Allied Representatives

- MLA has representatives for most of the international library associations
- MLA Allied Representatives attend annual meetings/conferences of the international organizations
- Carol Lefebvre is the MLA Allied Representative to EAHIL (Europe) (2012-)
- Donna Flake was the MLA Allied Representative to EAHIL (Europe) in the late 1990s
- Rena Lubker is the MLA Allied Representative to AHILA (Africa) (2018-)
- LWB and the MLA Board are working to provide further guidelines and support for MLA Allied Representatives

Challenges and Lessons Learned

- Sustainability of international programmes
- Updating bilateral agreements
- Staying in touch with past Cunningham Fellows
- Publicizing activities

Next Steps

Librarians Without Borders® will continue to collaborate with other global health information organizations, including AHILA, in the future and connect with new ones as and when opportunities arise.

***The Librarians Without Borders Committee was disbanded by MLA in January 2022 with programs continuing under the International Co-operation Caucus

Bilateral Agreements

- Signed agreements exist between MLA and 10 other international library associations, including AHILA
- Most agreements offer reciprocal free registration for annual meetings/conferences for organization representatives
- Bilateral agreements are currently being updated

Cunningham Fellowships

- Established 1967; first Fellow 1973
- More than 50 Fellows have participated in the programme
- Brings librarians to the US to attend the MLA Annual Meeting and librarianship training of choice in the US
- LWB plans the itinerary for the Cunningham Fellows
- Past Fellows have come from Africa (c. 15), Asia, Australasia, Eastern and Western Europe, Latin America and the Middle East
- AHILA members are encouraged to apply

T. Mark Hodges

International Service Award

- Established in 2007
- Named after T. Mark Hodges (1933-2006), a lifelong advocate of international librarianship
- The award honors an outstanding individual in international librarianship
- Carol Lefebvre, Donna Flake and Lenny Rhine were the first recipients (2008, 2009, 2010) after it had been awarded (posthumously) to Mark in 2007
- 2013 recipient: Pascal Mouhouelo, Congo
- 2020 recipient: Shane Godbolt, UK (posthumously)

Elsevier Foundation and Research4Life Grants

- The Elsevier Foundation funded the LWB E-library Training Initiative from 2009 to 2021
- Objective: to improve access to health information in low-income countries with the focus on the resources available from the Research4Life (R4L) programme (<https://www.research4life.org/>)
- 90 workshops to date in 40 R4L eligible countries
- Additional funding in 2015 to support 20 MLA Librarians Without Borders® Elsevier Foundation/Research4Life grants
- For face-to-face training but virtual encouraged for 2021

Quotes from Cunningham Fellows

"The Cunningham experience was an excellent opportunity to become more familiar with North American medical libraries, and the way they interact with faculty, students, physicians, and their cooperation with other National and International Libraries. With my American professional co-workers, I could share the love for American culture, art and history."

"There is no doubt that the Cunningham Fellowship was a decisive step in my professional career....It created a platform for change as well as a network of real and virtual friends who will always inspire me to go forward."

Health Information and Libraries Journal 18;(2):117-124 June 2001

Quotes from Research4Life Recipients

"We believe that it is a great opportunity for us to access legal information."

"Thanks for the opportunity to participate in your initiative. Your support means a great deal to our organization, aiding to our research and conservation efforts."

<https://www.research4life.org/voices/testimonials/>

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LIBRARY SERVICES AT THE UNIVERSITY OF ZAMBIA DURING COVID 19

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RESULTS

INTRODUCTION

This paper describes University of Zambia (UNZA) Medical Library's services that were provided to its end-users during the COVID-19 pandemic. The University of Zambia Medical Library supports 4 schools namely, School of Medicine, School of Nursing Sciences, School of Health Sciences and School of Public health with approximately over 4000 students and clinician/health professionals in the University Teaching Hospital (UTH). Before the Covid19 pandemic the Medical Library had normal operations and was working during weekends and public holidays. Following the first reported case of COVID-19 in Zambia in March, 2020, the government announced the closure of all schools, universities and colleges, effective Friday, March 20, 2020. The University of Zambia (UNZA) management announced the indefinite closure of both the Main and Ridgeway campuses until government provided guidance on re-opening of the institution. However, final year students from Medical and Health related schools remained at the Ridgeway campus. UNZA Medical Library therefore remained open to those students on campus despite that they could not physically access the library.

AIM

To audit and document the service provision of UNZA Medical Library during COVID-19 pandemic

METHODS

This is an exploratory study of the services of UNZA Medical Library during the COVID-19. The approaches used are the authors' experiences working at the library, observations of the library's responses with regards to its provision of services, as well as their reflections on what can be considered for improvement in the service provisions now and in the future.

As nations gradually started getting to normal, Universities and libraries gradually started opening to the public. University of Zambia library management introduced several measures in response to the pandemic as follows;

1. Adherence to national public health guidelines



Water buckets were procured to ensure running water at entry points

Temperature screening for all students and users entering the library

Cleaning disinfectants for regular surface disinfection

Regular fumigation of library

Staff with flu like symptoms were to stay home

Mandatory isolation of infected staff

2. Rotational work arrangements

In line with national and institutional guidelines on staff working during the pandemic, the Medical Library resorted to working in rotations so as to minimise staff exposure

3. Access to physical resources

Medical Library had to safeguard the physical resources, by ensuring students checked in the books before indefinite closure. There was no access to physical resources. Medical students were encouraged to use electronic resources via The University of Zambia website.

Remote Library Services

The University of Zambia library quickly took the lead in training both lecturers and students on how to navigate the eLearning platform (Moodle). Instruction videos were created and posted on the University eLearning platform. The integration of the eLearning platform with the library was one of the strategies used. The library sourced for a RemoteXs platform to ensure students/faculty have access to library resources remotely. This followed immediate registration of patrons to RemoteXs and provided access via Moodle and UNZA website.. Patrons were engaged online through email, WhatsApp, Zoom, Google meet and other virtual platforms.

CHALLENGES AND CONCLUSION

1. Physical space worsened by social distance guidelines
2. Funding
3. Drastic switch from physical services to virtual services
4. Internet connectivity inconsistencies
5. Skills to run online classes and services by librarians
6. Activities to enhance library skills and development for library staff were cancelled

FUTURE

- We are taking a hybrid approach
- Intensify engagement via online platforms
- Need for bigger/modern library
- The learning experience provides a basis for library to be ready in case of future eventualities.

How could we help? Psychiatric ward library opens its doors as a response to COVID-19.

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Keywords : Responding to needs, ward library, COVID-19



Introduction

COVID-19 brought everything to a halt in Ireland. The main branch of Adult Mental Health Service, Cork Library is based in an acute psychiatric unit in Mercy University Hospital, Cork. While the majority of public and health libraries in Ireland were forced to close their doors and many librarians were seconded to Public Health delegated to assist with mostly contact tracing, our library stayed open, tried to respond to as many queries as possible while trying to **re-imagine what could be offered via our premises**.

Initial steps

Library space was immediately inspected for compliance with COVID-19 **infection control guidelines** and, as we were able to put necessary measures in place, it was decided to open the library for use other than study/information retrieval during the crises.

Supportive factors

- Introducing all of these measures was only possible due **flexibility and support given to us by the infection control and IT teams**.
- Library room was now used more than ever and online booking system, which incidentally had been put in place a year before the pandemic to accommodate staff from remote centres to be able to book a meeting space, became very useful.
- **Nursing management co-operation** was instrumental in assisting the library to realise its potential to help while ensuring library services continued using other spaces.
- Printed materials in the library have always been kept in **closed shelves** (typical glass door cabinets of older medical library era – for once it was useful!) and this meant that materials were protected while the room was used by staff and service users for other purposes.



What could we offer?

- 1 While any eating and/or drinking hot beverages was discouraged in the library before COVID-19, we now **opened the library space up for staff members' lunches and tea breaks**, as the social distancing measures meant that only very limited number of staff were allowed to use the usual staff tea room at any given time. Opening the library space to allow the staff to sit down and eat their meal there was very well received.
- 2 Before COVID-19 the radiology results were accessed via Emergency Department's (ED) computers, so to limit the footfall to the ED we organised **radiology results to be accessible from the library** (limited to two PCs).
- 3 Mental Health Commission (MHC) tribunals for all involuntary patients were previously held in one of the meeting rooms, but due to social distancing and the need for Tribunal members not to travel within the country, the **library offered its' space to book and hold initially teleconference and later also online MHC tribunals**.
- 4 **Regular multidisciplinary team (MDT) meetings** which were usually held in consultants' offices were now also held in the library due to lack of necessary space in the offices. This meant patient care could continue with minimal disruption.
- 5 All new staff inductions as well as on-going educational sessions, journal clubs, and case presentations were previously held in the library premises, but as we did not have enough space, **educational activities now moved to online platforms and were hosted by the library**.

Outcomes

Opening the library in such way during COVID-19 crises resulted in:

- ✓ Ward being able to run its services with as little disruption as possible
- ✓ MDT staff could continue their educational development
- ✓ Nursing and medical staff benefitted from extra space where to take their breaks
- ✓ Emergency Department saw minimal footfall from our staff
- ✓ All online interventions we introduced are now here to stay

The InterTASC Information Specialists' Sub-Group (ISSG) Search Filter Resource: an essential resource for librarians and information specialists supporting systematic reviews and other evidence syntheses.

Carol Lefebvre – Independent Information Consultant, Lefebvre Associates Ltd, UK
Julie Glanville – Independent Consultant, Glanville.info, UK
Paul Manson – Information Specialist, Health Services Research Unit, University of Aberdeen, UK
Sophie Robinson – Information Specialist, PenTAG, University of Exeter, UK
Naomi Shaw – Information Specialist, PenTAG/HS&DR, ESML, University of Exeter, UK

The InterTASC Information Specialists' Sub-Group Search Filter Resource

Background

Search filters, to find studies of a specific design, are an essential tool in searches to support systematic reviews. Not all search filters, however, are equally effective. The ISSG Search Filter Resource (ISSG SFR) has been developed to improve awareness of and provide free access to a 'one-stop-shop' for critical appraisal of existing methodological search filters.

Method

Searches to identify eligible filters are run monthly in CINAHL, Embase and MEDLINE. Tables of contents and current awareness lists are screened. Search results are scanned by the Editorial Team for eligible records and these need to be agreed by two team members before being added to the ISSG SFR site.

The Search Filter Resource contains

- [Adherence filters](#)
- [Age filters](#)
- [Animal studies](#)
- [Clinical examination](#)
- [Evidence-based health care](#)
- [Gender-specific filters](#)
- [Geographic filters](#)
- [Health applications \(apps\)](#)
- [Health equity](#)
- [Primary care](#)
- [Patient safety filters](#)
- [Population group filters](#)
- [Quality improvement](#)
- [Off-label drug use](#)

filters for age, ethnicity, geography, etc.;

- bibliographic references to published filters, with links to the PubMed record or open access full-text;
- contact information for developers of unpublished filters and filters in progress;
- independent abstracts and structured critical appraisals for some of the methodological search filters;

filters for specific study designs;

references on the design, development, testing, and use of filters.

- [Aetiology](#)
- [Diagnostic studies](#)
- [Economic evaluations](#)
- [Epidemiological studies](#)
- [Guidelines](#)
- [Health services research](#)
- [Health state utility values](#)
- [Mixed methods studies](#)
- [Non-randomized studies](#)
- [Observational studies](#)
- [Outcome studies](#)
- [Prognosis and Prediction Studies](#)
- [Public Views & Patient Issues](#)
- [Qualitative research](#)
- [Quality of life](#)
- [Quasi-Experimental Studies](#)
- [RCTs and other trials](#)

Publications that review search filter performance

Glanville J, Kotze E, Featherstone R, Dooley G. Which are the most sensitive search filters to identify randomized controlled trials in MEDLINE? J Med Libr Assoc. 2020 Oct 1;108(4):556-563. doi: 10.5195/jmla.2020.912. PMID: 33013212; PMCID: PMC7524635.

- Also a conference abstract presented at HTAI 2020

Cooper C, Varley-Campbell J, Carter P. Established search filters may miss studies when identifying randomized controlled trials. J Clin Epidemiol. 2019 Apr 13;112:12-19. doi: 10.1016/j.jclinepi.2019.04.002. [Epub ahead of print]

- Note: there is correspondence on this paper and the authors' reply - links [here](#).

In addition to methodological search filters, other related areas are being added and developed, e.g. filters for specific age groups, ethnic groups, geographic areas (including low- and middle-income countries generally and Africa specifically) and links to collections of non-methodological clinical-topic-specific 'filters' or 'search blocks'.

Feedback is welcome, including information about filters not currently listed. The resource is now being developed further with the inclusion of additional value-added information such as links to launch search filters in Ovid databases and PubMed, links to comments and errata, highlighting comparative performance data visually, and guidance on reporting filters.

Keep up to date

The Search Filter Resource is being promoted

- - conference presentations
- - professional email list alerts
- - Twitter @ISSG_Filters



Visit

<https://sites.google.com/a/york.ac.uk/issg-search-filters-resource>

Please send us your feedback to julie@glanville.info

The InterTASC Information Specialists' Sub-Group (ISSG) brings together Information Specialists supporting the UK National Institute for Health and Care Excellence (NICE).

The Search Filter Resource site was managed by Julie Glanville, Carol Lefebvre and until December 2020, Kath Wright (CRD, University of York). We would like to thank all the members of the InterTASC Information Specialists' Sub-Group (ISSG) who have contributed to the site.



The Library as a Sustainability Hub:

Using Partnerships to Build a Sustainability Infrastructure on Campus

Jennifer K. Embree (jembree@binghamton.edu) & Neyda V. Gilman (ngilman@binghamton.edu) Binghamton University Libraries

Introduction

Binghamton University librarians built partnerships to work towards creating more sustainability-related engagement opportunities & establishing a physical space to showcase sustainability information & research. The resulting Campus Sustainability Hub fosters collaboration, bolsters engagement, & provides active support for all sustainability-related education, research, initiatives & programming taking place within their campus community.

Both librarians have primary job responsibilities tied to working with the biology & health sciences disciplines on campus so were able to easily engage on topics including health & wellness, mental health, & food insecurity through their sustainability work.

Health Benefits

As part of the process of building the Sustainability Hub, we applied for, & received a small internal campus grant focused on sustainability & health. Below are some highlights of the literature review from that grant.

- Exacerbated by the pandemic, food security, food justice, & mental health are more pressing concerns in Broome County than ever before (Anderson 2020; Czeisler 2020; Feed American 2021; Foodbank of the Southern Tier 2021; Sher 2020)
- Seed libraries enhance community-building by bringing people together for events around seed-planting & seed-saving workshops, & a common interest in gardening, cooking, & canning (Conner 2014)
- Gardening, the exercise associated with its labor, & just being outdoors has been shown to alleviate stress & enhance mental well being (Ingalls 2017:82)

References can be found at: bit.ly/SusHubReferences



Partnerships

Partners include a variety of campus & community individuals & groups.

Having a wide range of partners (everyone said yes!) broadens the types of ideas we come up with & allows us to reach a more diverse group of people.

Building & Strengthening these partnerships requires communication & collaboration.

The Partners

- Volunteers Improving Neighborhood Environments
- Multicultural Resource Center
- LGBTQ+ Center
- ZeroHour
- Food Pantry
- Faculty members
- Graduate students
- Student groups (Bee Club, oSTEM, NYPIRG, etc.)
- Communities Responding to Extreme Weather
- The Network for a Sustainable Tomorrow
- Broome County Public Library
- A local farmer & environmental educator

Engagement

Engagement is one of the primary goals of the Sustainability Hub. Through engagement, we help others increase their sustainability knowledge and make connections. We are also able to show all the various ways sustainability interacts with our lives, including our health.

Engagement takes many forms including events, online & physical resources, & direct interaction with individuals.

Some events are highlighted below. More can be seen at: bit.ly/3p2uGDB

Fire + Flood: Queer Resilience in the Era of Climate Change screening & discussion

Migration and displacement in a changing climate Presentation by IPCC author



Seed Library

Seed Libraries act as a way to prepare and respond to climate change while also actively engaging the local community. Benefits include:

- Promoting biodiversity & preserving genetic diversity
- Providing community members with seeds to grow healthy food to supplement their diet at a low cost, and/or seeds to grow for the joy of growing and improved mental health
- Encouraging, and providing support for, a sense of community
- Supporting local seed-savers, gardeners, & farmers

Other Resources



A Terracycle box is available in the library foyer for **mask recycling**. It has been a huge success and additional boxes have been ordered.



Non-traditional lending items are available for the campus community to borrow, including **air quality testers**.



As a **CREW Climate Resilience Hub** we provide information on how to prepare for, and react to, climate related emergencies



A **sustainability book collection** is easily accessible in the Hub. Subjects cover a range of topics related to sustainability, including health.

Next Steps

Now that the Sustainability Hub is official, we have plans to add to it, expand its reach, and analyze its impacts. Goals for 2022 include:

- Add non-traditional lending items including more citizen science kits (currently have one), cooking tools, and seed-saving kits
- Additional in-person and virtual events with established partners
- Create new partnerships
- Create dedicated spaces for related student groups
- Work more closely with student groups
- Create and implement assessments for the Seed Library and the Hub as a whole

Lessons Learned

- ★ There is strength in partnerships. Working with partners can be overwhelming but it has great rewards!
- ★ A sense of community is a powerful thing.
- ★ There is a lot of interest and lots of people doing things. Also can be an overwhelming challenge if not fostered.
- ★ Money is not *essential* but really really helpful.
- ★ Success breeds success
- ★ Burnout is real.

Recommendations

- Learn campuses strengths and weaknesses
- Just start, and start small
- Look for Grants/Awards
- Promote the work you do
- Get a group together (official or unofficial)!
- Network / communicate
- Compromise



More Information

Sustainability Hub website: <https://bit.ly/sushub>

Institutional Repository sustainability section: <https://bit.ly/susIR>

CREW Climate Resilience Hubs: <https://bit.ly/crewhub>

Both at Binghamton University in Binghamton, New York:

Jennifer Embree is a Subject Librarian & the Sustainability Hub Coordinator

Neyda Gilman is a Health Sciences Librarian & the Assistant Head of Sustainability & STEM Engagement

Evaluating a Newly Created Graduate Medical Education Library Programs: Sustainability in Medical Education

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Highlights

- New medical education consortium with no medical librarian or programming
- Solo consortium librarian developed initial programming and structure visiting each of 9 hospitals
- Needs Assessment 2019 developed/administered
- Programs, curriculum, materials created
- Updates ongoing (developmental assessment)
- Chat service, consultation scheduling tool, and updates to library website as new specialties were added to the consortium (2020)
- Clinical faculty development: Clinical Educator Learning Series Workshop: Searching & Evaluating Medical Literature; Series Safe Zone Training.
- Follow On Survey 2021 resulting in program improvements. including expanded curriculum and reconfiguring of programming to better suit specialties and new additions (e.g., Ophthalmology)
- Residents reported a higher number of scholarly activities in 3 areas: case studies, posters, and journal club while paper presentations declined.

Methods

To determine needs and design a curriculum, the medical librarian created and administered a survey evaluation to establish a baseline of the gaps in knowledge experienced by the RFFs.

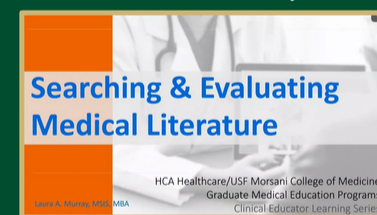
The medical programming was evaluated throughout utilizing developmental evaluation (Patton 1994) for just-in-time improvements, and a Follow-on survey was administered during year 2.

Summary

A newly created graduate medical education consortium started with no medical librarian, library programming, or curriculum. The new solo librarian for the project developed and administered a needs assessment, created programming based on results, assessed utilizing developmental evaluation (Patton 1994), and conducted a follow-on needs assessment in the second year.

A consortium between a regional hospital system and a university required the addition of a medical librarian and development of a library program for residents, fellows, and faculty (RFF). As this consortium was still in its infancy, there was not yet any structure, curriculum, or web resources to aid RFFs on how to access, acquire, choose, and understand the need for sources such as articles, databases, etc. for research to create case studies, posters, and other scholarly activities.

The regional hospital system includes many community hospitals with faculty who limited scholarly activity or limited access to a medical librarian. This situation threatened the sustainability of the new consortium as scholarly activity is a



requirement of accrediting bodies for graduate medical education. Teaching the use of library tools, methods, and resources for research to residents and fellows in Graduate Medical Education by a trained medical librarian is important to scholarly activity.

Conclusion

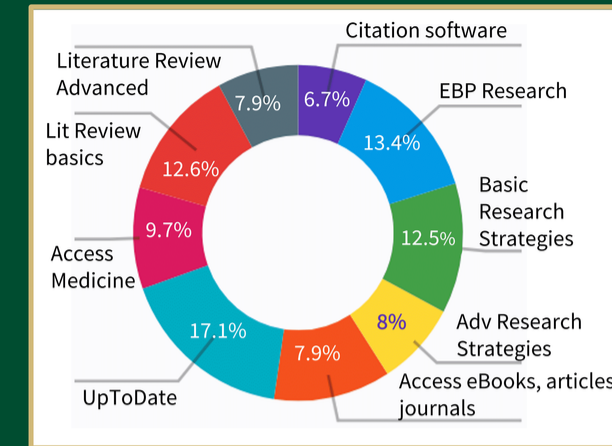
Scholarly activity is a requirement of accrediting bodies for graduate medical education. Sustaining such a program requires teaching the use of library tools for research to residents and fellows in Graduate Medical Education by a trained medical librarian is vital to scholarly activity.

Creating a library program from nothing is a daunting task for even the most experienced of medical librarians, but for a new medical school consortium and one librarian, challenges and wins presented unique opportunities for connection with residents, fellows, faculty, and staff in a 9-hospital system.

By evaluating the programming annually, coursework and services can be tailored to the needs of the current residents, fellows, and faculty and their respective specialties.

Needs Assessments & Follow-on Survey Results

Resident class subject preferences



Residents were most interested in learning UpToDate. This is reflected in questions received in library chat.

Librarian experiences

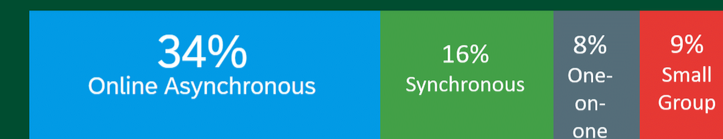
33% When asked if they have ever worked with a librarian (medical or otherwise) in their scholarly endeavors, only 33% of residents, fellows, AND faculty indicated they had.

2021 Self-reported scholarly activity 2019



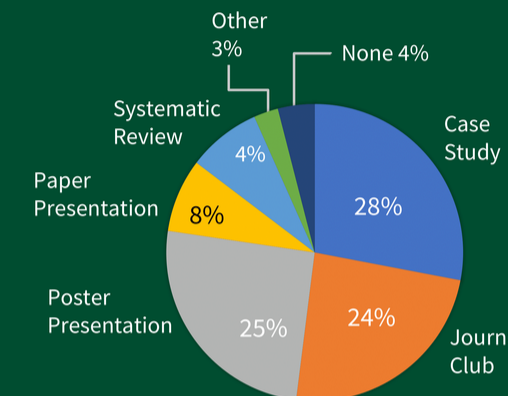
Note: Survey questions were reworded for clarification and the 2021 study population was smaller. *Pre-COVID.

Resident preference for online learning*

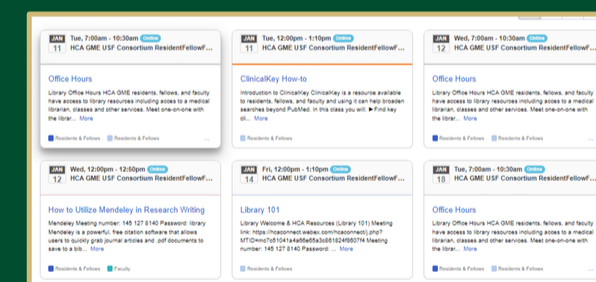


For in-person learning (F2F) residents preferred one-on-one learning sessions (15%), over F2F classroom (10%), or F2F small groups (9%).*

2021 Resident Self-reported Scholarly Activity



Programming Expanded



Library programming was expanded throughout the next two years. A chat service was added, and a consultation scheduling tool was implemented further offering opportunities to connect with the medical librarian.

Workshops

- Faculty: Clinical Educator Learning Series, Searching & Evaluating Medical Literature; Safe Zone Training: Creating a Safe and Healthy Learning Environment for LGBTQ+ Residents, Fellows, and Faculty.
- ADMs: How the Medical Librarian Can Help with Resident Scholarly Activity.
- Classes: Library 101; Clinical Resources; Developing the Clinical Question; Effective Use of PubMed; How to Use Mendeley (individual/team); Journal Evaluation
- Accessible via phone, tablet, or computer.

Services

- One-on-one and team research consultations
- Consultation and workshop appointments tool
- Class calendar with emails
- Dedicated office hours
- Marketing to ADMs, PDs, and Research Coordinators

Products

- Library Website and research guides
- Printable tutorials and flyers
- Annual reports



Citations

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Supporting Undergraduate Students in Conducting Knowledge Synthesis Research: Exploration of Two Approaches



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Victoria, British Columbia, CANADA



Context

A recent scoping review (Premji, Hayden & Rutherford, 2021) discovered only a few published articles discussing courses or workshops focused specifically on the teaching knowledge synthesis research process to undergraduates. Other than these handful of publications, there is little known about the support or learning opportunities for undergraduates conducting knowledge synthesis research. As Wissinger (2018) notes, many consider knowledge synthesis research is too complex or time consuming for undergraduates. The benefits of educating undergraduate students on knowledge synthesis methodology go beyond the individual project. Undergraduate students are the graduate students of tomorrow, and the researchers of the future; they may end up supporting and mentoring students through similar projects in the future. The skills learned while conducting a systematic review, such as searching the scholarly literature, managing references, appraising studies, and working on a collaborative research project are invaluable. These skills will improve the quality of future academic and research projects. Undergraduate students are already consumers of research, both in their academic and personal lives. Understanding what good quality knowledge synthesis looks like is an essential skill in order to be more critical consumers of information. Furthermore, ensuring students conduct their systematic review using sound methodology taught via educational interventions can result in less research waste and decreases redundancies in the number of systematic reviews being published (Page & Moher, 2016).

Program for Undergraduate Research Experience

Population	❖ Undergraduate students who received a <i>Program for Undergraduate Research Experience</i> award ❖ Student-driven funded undergraduate research project for 8, 12, or 16 weeks between the months of May and August
Format	➢ 3-workshop series on systematic review methods offered the same day/time for three weeks. Each workshop was 2 hours and taught via Zoom ➢ Divided into morning and afternoon sessions, with each session's participants from related disciplines
Instructors	✓ 2 librarians with expertise in systematic reviews

Workshop Goals	❑ The 3 workshops provided a solid foundation for students to understand the process and complexity of conducting a systematic review ❑ After completion of the workshops, students are able to write a comprehensive protocol, understand analyzing seed articles, conducting searches and translating searches. ❑ Students are introduced to reporting guidelines
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Content Activities	Workshop #1: Setting Yourself Up for Success 1. Understand the importance of a protocol for a systematic review Lecture 2. Describe the elements of a systematic review protocol Lecture + Activity 3. Create a researchable question using a question framework Lecture + Activity 4. Develop inclusion/exclusion criteria Lecture 5. Define subject headings and keywords and understand the differences between them Lecture /demonstration 6. Find and analyze seed/known papers for keywords and subject headings Demonstration + Activity
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Workshop #2: Developing Your Data Collection Strategy

1. Determining the searchable concepts in your research question and ranking them according to importance for searching **Activity**
2. Identify the various components of a systematic search; subject headings, keywords, field codes, AND/OR operators. **Lecture/demonstration**
3. Build a comprehensive systematic search for one concept in a primary database (Ovid APA PsycInfo or EBSCO Academic Search Complete) using correct syntax and the concept block method. **Activity**
4. Test a comprehensive search against known/seed articles **Demonstration**
5. Save searches and apply good data management/file management practices (naming, etc.) **Lecture/demonstration**
6. Evaluate a search and identify errors/missing elements according to a checklist **Activity**

Workshop #3: The Next Steps: Translating, Tracking, Reporting and Study Selection

1. Create a translation of a search strategy from the primary database to another database (Ovid APA PsycInfo to EBSCO Academic Search Complete or vice versa. Note: Database choices adjusted depending on the disciplines of the students) **Lecture/demonstration + Activity**
2. Describe various supplementary search techniques including citation checking **Lecture**
3. Understand the reporting expectations of a systematic review, and identify one common reporting guideline **Lecture/demonstration**
4. Evaluate 2-3 published methods sections against a reporting guideline to determine completeness/reporting expectations **Activity**
5. Describe the process of study selection, and identify common tools/software used to conduct study selection **Lecture/demonstration**
6. Evaluate 4-5 article titles/abstracts against stated eligibility criteria to experience the process of title/abstract screening **Activity**

Learn more about the workshop lesson plans:



Support	Personal Librarian Support Student names and project topics were provided to the librarian instructors who recruited subject librarians to participate. Assignments were done based on the topic of the project, not the home discipline of the student. Each student received a welcome message from their librarian (based on a generic template provided by the coordinators). Further contact was student-initiated. Anecdotal evidence showed that some students reached out to their personal librarians and others went to the library for help instead.
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Nursing Undergraduate Credit Course

Population	❖ Fourth year undergraduate nursing students ❖ Elective course chosen by students interested in research and knowledge translation. ❖ Course: NURS541 <i>Using Research in Nursing Practice: Moving Evidence to Action!</i>
Format	➢ 13 week credit course ➢ Once a week, for 3 hours taught via Zoom ➢ 1 – 1.5 hour lecture followed by group work ➢ No exams; individual and group assignments; assigned readings
Instructors	✓ 1 Nursing instructor and 1 librarian co-instructor; guest speakers

Course Goals	❑ The key competencies students acquire in this course are the abilities to systematically find, analyze, and synthesize evidence. Students learn that the evidence may be low or high on the levels of evidence hierarchy and that they may need to combine research from various levels of evidence. Students also learn to work as a research team to manage a process for determining evidence and engaging in a knowledge translation strategy that will have impact.
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Content	Course Weekly Overview Week 1: Introduction to the course; designing a researchable question using PICO Instructor + Librarian Week 2: Systematic literature searching Librarian Week 3: Determining inclusion / exclusion criteria, levels of evidence, PRISMA Instructor + Librarian Week 4: Locating the informative elements of a research article: sampling, data collection, reliability and validity Guest Speaker Week 5: Statistics and analysis; understanding qualitative and quantitative data Instructor Week 6: Data extraction: interpreting data results; select themes for synthesis Instructor Week 7: Synthesizing evidence across disciplines and multiple research methods Instructor Week 8: Group presentations on study data extraction Week 9: Group work on synthesizing studies Week 10: <i>Reading Week – no classes</i> Week 11: Knowledge translation and how to implement a practice change; how to create an informative, engaging Infographic Librarian Week 12: Translating research findings Guest Speaker Week 13: Group presentations of Infographic Week 14: Group presentations of infographic
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Assignments	Assignments 1. PICO question and rationale that is practice-based or issue from their clinical experiences. Group determines the question, and is used throughout the semester. 2 page paper Group Assignment 2. Database search. Although an individual assignment, the group needs to work together to ensure that the systematic searches for each database are similar. It is essential that the students understand this. The searches are marked on the use of subject headings, keywords, truncation, limits, and Boolean (AND/OR) as well as similarity amongst other group members. Individual Assignment 3. Detailed inclusion / exclusion criteria, study selection, and completed PRISMA flow Diagram. Students use Covidence to screen the results. Selected studies must meet the inclusion / exclusion criteria and students are not to include other systematic reviews Group Assignment 4. Critical appraisal of 2 studies by each student. Students use the CASP critical appraisal checklist, or a modified "Barker Table" (critical appraisal approach discussed in the course textbook) Individual Assignment 5. Synthesis of findings. In this assignment, each student group develops a point form comparison of the identified and appraised published studies used in the previous individual assignment. The paper needs to include one or more recommendations for practice. The recommendation must incorporate clinical expertise, context of care, research evidence and/ or a patient's preferences. Limit to 6 double-spaced pages Group Assignment 6. Knowledge translation Infographic and presentation. Each group develops an infographic that summarizes the findings of their review, including their main message and how change can be implemented Group Assignment 7. Peer review of group Individual Assignment
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Support	Librarian Support The Librarian is a co-instructor of record and provides support throughout the course. She meets with each student group outside of class time to review search strategies. The course goal is to provide students with hands-on experience with the main areas of conducting a systematic review. Therefore, the Librarian revises each group's searches (after they have been marked) so that a manageable number of records (approx. 200) are retrieved in total for each group and uploads the results to Covidence. The students then screen the smaller set of records.
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Lessons Learned

Undergraduate students can be involved in knowledge synthesis research with the right education and continued supports in place
They can be successful in all areas of the review process and are eager to learn and grow their research skills

References

- Page, M. J., & Moher, D. (2016). Mass Production of Systematic Reviews and Meta-analyses: An Exercise in Mega-stillness? *The Milbank Quarterly*, 94(3), 515-519.
- Premji, Z., Hayden, K. A., & Rutherford, S. (2021). Teaching Knowledge Synthesis Methodologies in a Higher Education Setting: A Scoping Review of Face-to-Face Instructional Programs. *Evidence Based Library and Information Practice*, 16(2), 111-146.
- Wissinger, C. L. (2018). Is There a Place for Undergraduate and Graduate Students in the Systematic Review Process? *Journal of the Medical Library Association: JMLA*, 106(2), 248.

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The logo is a dark red speech bubble with a gold border. Inside, the text 'ICML' is in large gold letters, 'AHILA' is in white letters on a red background, 'SOUTH AFRICA' is in gold letters, and '— 2022 —' is in gold letters. The background of the entire page is a night cityscape of Johannesburg with a mountain in the distance and a red banner at the bottom.

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