

Study leave report

Jessica Mussell, Distance Learning and Research Librarian

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As per the *Collective Agreement of the University of Victoria Faculty Association and the University of Victoria* (July 1, 2019 – June 30, 2022) section **35.20, Study Leave Report**, I submit this report which provides an account of “a) the research, scholarly activity, or professional project undertaken during the Study Leave; and b) how the Librarian expects the research, scholarly activity, or professional project undertaken during the Study Leave will contribute to or enhance the Librarian’s ability to meet changing needs in the Libraries.”

As outlined in my original study leave proposal, the purpose of my study leave was three-fold:

1. Improve my knowledge and my ability to support the University's Health Sciences Initiative (HSI) and the School of Nursing's JBI Centre of Excellence;
2. Improve my knowledge and ability to support my subject areas which have been increasingly Indigenizing their curriculum and offering specializations in Indigenous streams; and
3. Refresh/rebuild existing online library tutorials for HSD programs by integrating more interactivity and assessment pieces.

The following outlines the work completed in each of these areas and how it contributes to my ability to meet changing needs in the Libraries.

Work in support of the University’s Health Sciences Initiative and the School of Nursing’s JBI Centre of Excellence

Taking over as Nursing librarian from Carol Gordon, it was imperative that I extend on my knowledge of medical databases and their multitude of platforms to support UVic’s Health Sciences initiative, and the knowledge synthesis tools used by the School of Nursing’s JBI researchers (Covidence and Sumari).

JBI ([Joanna Briggs Institute](#)) is an international collaboration (similar to Cochrane) that is known for its evidence synthesis and implementation methodologies, with a focus on research for clinical practice. The School of Nursing is one of only five JBI affiliated groups in Canada with the launch of their Centre for Evidence-Informed Nursing and Healthcare ([CEiNHC](#)). Librarians play a vital role in JBI research outputs as they are co-authors, responsible for developing and translating searches between databases, as well as writing up the search section of publications. As a result, 0.1 FTE of my position is donated “in-kind” to support JBI projects. In fact, my JBI work continued during study leave.

Throughout my study leave I enrolled in several workshops and webinars on medical database search interfaces and read current literature on conducting systematic reviews and knowledge syntheses (a full list available in Appendix A). In addition to this, I applied for and was chosen to attend the Scopus Certification program, a 7-week course offered throughout October-November 2021.

The benefits of this portion of my study leave to the changing needs of the library are the following:

1. The library will have greater capacity (two librarians) to support health research initiatives through consultations or co-authorship for grant-funded research.
2. The library will have more expertise for the facilitation of workshops on the use of Covidence, conducting knowledge syntheses, and research support for students and faculty.

Work in support of Indigenous curriculum streams

As highlighted on the Faculty of Human and Social Development [website](#), “HSD has a long history of teaching Indigenous specializations and recruits more Indigenous students and faculty with each passing year.”

Being a non-Indigenous settler who grew up steeped in Western culture, I recognized the limitations of my upbringing and felt it was a priority to become better acquainted with Indigenous ways of knowing, local language and culture, as well as research ethics around Indigenous data, in order to become a better ally and support person for the programs I liaise with. As I am also a long-standing member of UVic Libraries’ Data Management Advisory Group, it seemed appropriate (and necessary) to take the Fundamentals of OCAP® training.

Taking IED 159: Indigenous Language I (SENĆOŦEN) was a very humbling experience on many fronts. Beyond learning some basic words and sentences, the course challenged those enrolled to think about our growth, our application of our learning, and how we might integrate what we learned into our daily lives. It also educated us on the experiences of Coast Salish peoples throughout history – both the good and the bad – and how that has shaped where we are today.

My main takeaway is that the Coast Salish worldviews are steeped in tradition, ceremony, and community. Everything from the naming of family members, to various social events all require ceremony or ritual as a way of honouring or appreciating all life events in a thoughtful manner. From this I take away the value and importance of a proper introduction -- using not only a territorial acknowledgement when I visit with classes (which I already do) but to do a better job of introducing myself, and where I come from, going forward. It’s a little thing, but it should create a friendlier and more welcoming environment for the students I work with.

What has most impacted me is just how amazing it is that Indigenous communities have been able to survive and still be here today, especially after all they have been subjected to through colonization and beyond (wars, physical and mental violence, unethical medical testing, loss of land, loss of children/family separation through proliferation of residential schools, almost loss of language and culture) – basically genocide. To have all of this thrown at you over centuries and to be able to endure, thrive, and now finally make inroads in seeking reparation, is truly amazing.

The benefits of this portion of my study leave to the changing needs of the library are many:

1. I am one of a handful of librarians who have successfully completed the Fundamentals of OCAP® training. As there are very few of us, I would be an additional person that researchers could be referred to for questions around Indigenous data practices.
2. I recognize there is still more for me to do with regards to Indigenizing my research support guides and instruction, and I now have a better idea of how to proceed “in a good way.”

Work in support of improving existing online, asynchronous information literacy offerings

For the past six years, HSD programs have relied on a series of animated PowerPoint presentations built in a proprietary software called iSpring to provide students with asynchronous guidance on searching, as well as a general orientation to UVic Libraries for distance students. I built these when I first started at UVic as they were a step up from previous iterations of instructional offerings since these were animated, screen-size responsive (built in HTML5), and included assistive technologies such as audio, transcript, and screen reader features which were great for universal design. The problem with these existing tutorials is that they are relatively static (software does not allow for much in the way of user-interaction), and the software they are built in has been problematic from a tech-support standpoint as anytime any content needed updating it required the assistance of lsys help to mount tutorials on the Library website, and the software itself is licensed to one computer only (mine); which in the age of COVID safety protocols was limiting access for other librarians supporting online programs to use.

Approximately two years ago, UVic Libraries expanded their Springshare license to include the full version of LibWizard, which is a more robust tutorial, survey, and quiz product for instructional purposes. Like other Springshare products, it has the capability to seamlessly tie into LibGuides and can provide usage stats.

Given Springshare is a platform most librarians (and now library staff) are familiar with, it made sense to explore replacing the existing tutorials with this superior LibWizard product. Not only does it meet all the assistive technology requirements, it allows for built-in interactivity and assessment, is mobile and desktop-friendly, and it does not require any special IT support.

Through October-December, I read several articles and attended various workshops on topics ranging from building online instruction modules, universal design, and learner engagement through active learning (see Appendix C for bibliography).

I used the knowledge and suggestions gleaned from the literature, my own recent experiences and preferences as an online student from my SCOPUS and OCAP® training, as well as my many years of experience supporting online students, and spent January-March building a series of five, short modules for each of my four subject areas (20 modules total).

These modules are not meant to cover off the ACRL framework, and are not meant to tell you everything you need to know about doing research in one sitting. Rather they are meant to bite-sized, friendly introductions to various aspects of UVic Libraries, library services and supports, and basic searching. They are geared towards new undergrad or transfer students just starting at UVic. They are also appropriate for mature students returning to graduate studies after several years working in a profession. As many of the programs in HSD are applied in nature, and because students may also be working while doing their studies, these modules are meant to provide an easy orientation at point-of-need, and at a time convenient to them. There are built-in assessments in each tutorial to provide the student with feedback on their understanding of a particular concept or activity, but this is really just to help reinforce their learning. That being said, if an instructor wanted students to work through a module(s) for marks, each module is set up to provide a percent score and certificate of completion. (See the [Child and Youth Care modules](#) as an example.)

Screenshot showing the progression of modules available for students



A short welcome video (1 min) introduces the modules to students and explains how they work. Modules 1-3 take about 10 minutes to complete. Modules 4 and 5 take about 15 minutes to complete, as they contain more hands-on activities related to building a search. Students can either work through these in order, or select the one that best suits their immediate information need.

While I had hoped to have these completed and launched in a live environment by the end of my study leave in order to gather student feedback for further tweaking, due to the impending switch to Primo (which affects the activities in some modules) I have had to pause publication of these until such time as Primo is launched. That being said, the bulk of the work is complete, and it's just a matter of turning these on in a few weeks so that they are ready for public consumption come the summer, and I can begin gathering feedback.

The benefits of this portion of my study leave to the changing needs of the library are many.

1. I now have a much deeper understanding of the LibWizard software. As one UVic Libraries' local Springshare administrators, it is important that I have the knowledge to support my colleagues in using this tool for their own projects.
2. Particularly because COVID precipitated a move towards creating online/hybrid learning environments for all programs, not just those traditionally housed in HSD, any colleagues that would like to re-purpose this existing content for their own areas can easily do so – LibWizard allows for the re-use of content which can help streamline the building of additional modules.
3. Students in social work, nursing, health information science, and child and youth care, now have an accessibility-friendly, more immersive online orientation experience to the libraries through the use of active learning and instant feedback.
4. Faculty who may not be able to schedule a live library orientation due to time zone/scheduling constraints can link to any of these modules into Brightspace as an alternative, providing them with a new option for enriching their course content.

I would like to close this report by expressing my sincere thanks to Jonathan Bengtson, University Librarian, for supporting my study leave, which enabled me to do this good work, and my colleagues who covered my liaison areas throughout my leave.

Appendix A

Health research continuing education

1. How PubMed Works: Selection – U.S. National Library of Medicine
2. How PubMed Works: MeSH – U.S. National Library of Medicine
3. How PubMed Works: Automatic Term Mapping – U.S. National Library of Medicine
4. Systematic Reviews Workshop 1: Setting Yourself Up for Success – Zahra Premji & Alix Hayden
5. Systematic Reviews Workshop 2: Developing Your Data Collection Strategy – Zahra Premji & Alix Hayden
6. Systematic Reviews Workshop 3: The Next Steps: translating, tracking, reporting and study selection – Zahra Premji & Alix Hayden
7. Creating expert searches on OVID – OVID training
8. Evidence-based PICOT research on OVID: Part 1 – OVID Training
9. Evidence-based PICOT research on OVID: Part 2 – OVID Training
10. Introduction to command line searching – OVID Training
11. OVID search builder – OVID Training
12. OVID term finder – OVID Training
13. MEDLINE – OVID Training
14. MEDLINE special techniques – OVID Training
15. ACRL HSIG First Friday Forums: Faculty and Librarian Collaborations – Dr. Lauren Hays
16. Project management and data management practices for systematic reviews – Zahra Premji
17. MeSH Changes and PubMed Searching 2022 – U.S. National Library of Medicine
18. ACRL HSIG First Friday Forums: SRs - Setting reasonable expectations – Anna Ferri
19. The Importance of Data Quality – Statistics Canada
20. 2021 Census of Population: Population and Dwelling Counts – Statistics Canada

21. CINAHL Series: Keyword Searching in CINAHL Databases – EBSCO Training
22. CINAHL Series: Search Using CINAHL Headings – EBSCO Training
23. CINAHL Series: PICO Search Strategy in CINAHL – EBSCO Training
24. Introduction to Evidence-Based Practice: Overview and Question Formulation - U.S. National Library of Medicine
25. Introduction to Evidence-Based Practice: Literature Searching- U.S. National Library of Medicine
26. Introduction to Evidence-Based Practice: Appraisal and Application- U.S. National Library of Medicine

Scopus certification



Bibliography of readings around knowledge syntheses

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Munn, Z., Stern, C., Aromataris, E., Lockwood, C., & Jordan, Z. (2018). What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. *BMC Medical Research Methodology*, 18, 5. <https://doi.org/10.1186/s12874-017-0468-4>

Neilson, C. J. (2021). Adoption of peer review of literature search strategies in knowledge synthesis from 2009 to 2018: An overview. *Health Information & Libraries Journal*, 38(3), 160–171.

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Appendix B

Fundamentals of OCAP training certification



IED 159: Indigenous Language I

Undergraduate Course work

Course	Title	Grade	Grade point	Awarded units	Note
IED 159	Indigenous Language I	94% A+	9	1.50	

Appendix C

Bibliography of readings around online instruction design

- Aldred, B. G. (2020). Asynchronizing with the Framework: Reflections on the process of creating an asynchronous library assignment for a first-year writing class. *College & Research Libraries News*, 81(11), 530.
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- Wegener, D. R. (2022). Information Literacy: Making Asynchronous Learning More Effective With Best Practices That Include Humor. *The Journal of Academic Librarianship*, 48(1), 102482.
<https://doi.org/10.1016/j.acalib.2021.102482>

Instructional design and information literacy workshops

1. Fostering Student Engagement with Interactive Media/Video Assignments (Echo360) – UVic LTSI
2. Creating and Editing Videos for Your Courses (Echo360) – UVic LTSI
3. Teaching with Zoom - Breakout Rooms – UVic LTSI
4. Algorithmic Awareness - Andrea Baer, LLI
5. Debunking Misinformation – Andrea Baer, LLI
6. Training Tidbit: Bootstrap Accordions with Font Awesome – Springshare

7. Training Tidbit: Adding Images with Captions to LibGuides – Springshare
8. Showing Them You Care: Incorporating Compassionate Teaching Strategies into Information Literacy Instruction – ACRL IS