

# How to make your work open access:

Psst it doesn't have to cost money

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# Zoom housekeeping

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# Who am I?



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# Goals

- At the end of this webinar, you will be able to:
  - State the open access requirements of Canada's and Quebec's major funding agencies
  - Describe the two primary mechanisms to make work open access
  - Describe library services to support open access



# What is open access?

"Open access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions."

[-Peter Suber](#)



# Tri-Agency Open Access policy

- All 3 agencies (SSHRC, NSERC, CIHR)
- Peer-reviewed journal publications are **freely accessible online within 12 months of publication.**
- Accepted manuscript or publisher version
- Grants awarded **after May 1, 2015**
  - *For CIHR, policy applies to grants awarded January 1, 2008*

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# FRQ Open Access policy

- Peer-reviewed journal publications are **freely accessible online within 12 months of publication.**
- Grants awarded **after April 1, 2019**
- Applies to student grants 

<http://www.frqsc.gouv.qc.ca/en/science-ouverte>





## 2\* ways to make your work open

1. Publish in an open access journal.
2. Publish in a "closed" journal and make a copy open via an online, open repository like McGill's eScholarship.

# Different kinds of open access



**BMC Biology**

**Glossa**  
a journal of general linguistics



*Journal content is available  
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**NursingOpen**

Open Access

## Barriers to practicing patient advocacy in healthcare setting

Comfort Nsiah✉, Mate Siakwa, Jerry P. K. Ninnoni

First published: 19 December 2019 | <https://doi.org/10.1002/nop.2436>

## Funding information:

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## SECTIONS

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## RESEARCH ARTICLE

NursingOpen WILEY

## Barriers to practicing patient advocacy in healthcare setting

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## Funding information

No specific funding from the public, commercial or non-profit organizations was received by the authors in support of this study.

## Abstract

**Aim:** To explore barriers to practicing patient advocacy in healthcare setting.  
**Design:** This study used a qualitative research approach to arrive at the study result.  
**Methods:** Twenty-five Registered Nurses were purposively selected. Semi-structured interviews were used to collect data and analysed using qualitative content analysis.  
**Results:** The main theme identified was lack of cooperation between healthcare team, care recipients and the health institution which included the health institution and work environment, ineffective communication and interpersonal relationship, patients' family, religious and cultural beliefs. Unsuccessful advocacy resulted in increased complications, death, negative consequence on the health institution and nursing as a profession. This study has significantly created awareness of the need for an improved patient advocacy to enhance the quality and safety in the care of patients.

## KEYWORDS

barriers, healthcare setting, patient advocacy, Registered Nurses

## 1 | INTRODUCTION

Evidence has shown that health facility's goal of providing quality care of patients cannot succeed in the absence of nursing advocacy (Black, 2011; Nsiah, 2014).

Nsiah, Siakwa, and Ninnoni (2019) described patient advocacy being the patient's voice, acting on behalf of a patient to ensure that his or her needs are met. Many nurses advocate for patients across the globe due to its advantages and ability to increase recovery rate (Abbaszadeh, Borhani, &amp; Motamed-Jahromi, 2013; Black, 2011; Thacker, 2008).

For instance, Attree (2007) was of the view that professional nursing is about advocating for patients to reduce possible complications that impede speedy recovery. Evidence suggests limited practice of advocacy by nurses, leading to unnecessary health complications and death in some Ghanaian healthcare facilities (Abekah-Nkrumah, 2010; Ghana News Agency, 2015; Norman, Atkins, Binka, &amp; Nyarko, 2012).

Yet, the specific reasons that hinder Registered Nurses from advocating for patients in the Ghanaian context are not clear in the literature. This study outcome will provide empirical evidence with respect to specific barriers to successful patient advocacy in the healthcare setting. It will further contribute significantly to creating the awareness and understanding the need to enhance successful patient advocacy for improved safety and quality care of patients.

## 2 | BACKGROUND

Patient advocacy enhances quality of patient care, yet most nurses are limited in their ability to carry out this role. Research has revealed powerlessness, lack of knowledge in law and nursing ethics, limited support for nurses and physicians leading in hospitals as hindrances to nursing advocacy in the Iranian context (Negarandeh, Oskouei,

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# Article processing charges (APCs)



\$1695 USD

**BMC Medicine**

\$3580 USD

**Glossa**  
a journal of general linguistics

\$330 GBP

**Journal of Patient Experience**

\$0










Further reading on APC costs:

[PLOS and Transparency](#) (including Plan S Price & Service Transparency Framework)

Grossmann, A., & Brembs, B. (2019). *Assessing the size of the affordability problem in scholarly publishing* (No. e27809v1). PeerJ Preprints. [note this has yet to be peer reviewed]

Solomon, D. J., & Björk, B. C. (2012). [A study of open access journals using article processing charges](#). *Journal of the American Society for Information Science and Technology*, 63(8), 1485-1495.

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# New!

- As of January 2021, McGill corresponding authors publishing with Sage Choice journals\* will have the option to make their [work made open, at no cost](#).
  - List of [exceptions](#)
- 40% discount off Sage Open Access journals



# Sage agreement: Other notes

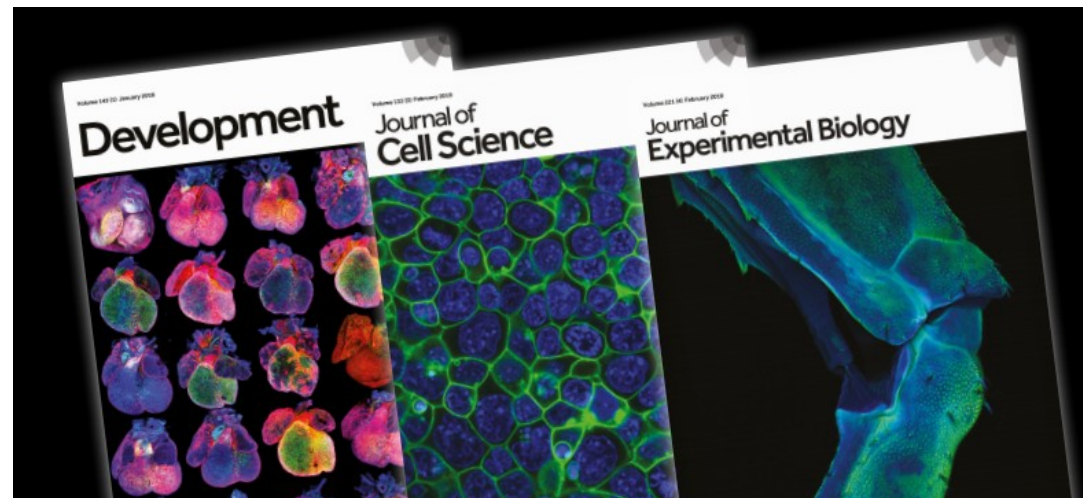
- Applies only to Sage Choice Journals
  - i.e. 'closed' Sage journals
- Published January 2021 and after
- Some [exceptions](#)
- Corresponding author at McGill
- Opt-in system (not automatic)





# New! Company of Biologists

- McGill corresponding authors publishing in:
  - *Development*
  - *Journal of Cell Science*
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- May make their research articles and reports open access free of charge.
- More information [here.](#)



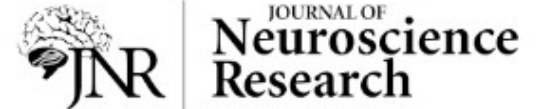
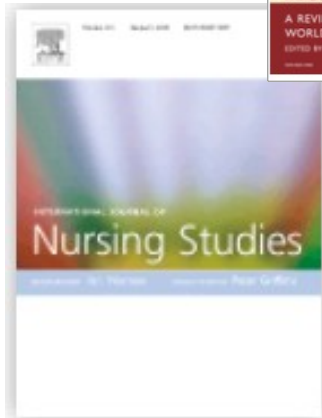
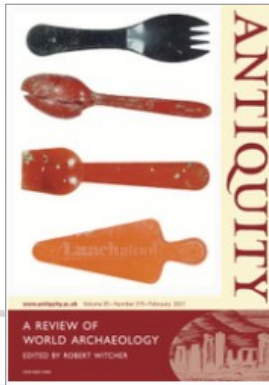
# New! Karger publishing: Starting January 1, 2022

- McGill corresponding authors
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- More information [here.](#)
- Exceptions:
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  - Karger Partner publications





# Different kinds of open access



Authors of articles post a copy in an open repository etc....

Original Report

## Thiazolidinediones and the risk of incident congestive heart failure among patients with type 2 diabetes mellitus

Kristian B. Fillion, Lawrence Joseph, Jean-François Boivin, Samy Suissa, James M. Brophy✉

First published: 13 June 2011 | <https://doi.org/10.1002/pds.2165> | Citations: 16

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## Article

# Thiazolidinediones and the risk of incident congestive heart failure among patients with type 2 diabetes mellitus

Public

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Analytics

Thiazolidinediones and the Risk of Incident Congestive Heart Failure among Patients with Type 2 Diabetes Mellitus

Thiazolidinediones and the Risk of Incident Congestive Heart Failure among Patients with Type 2 Diabetes Mellitus

Kristen B. Moore PhD<sup>1,2</sup>, Laurence Joseph PhD<sup>1,2</sup>, Jean-François Boivin MD MSc<sup>1,2</sup>, Emily Suissa PhD<sup>1,2</sup>, and Louis G. Brophy PhD PhD<sup>1,2</sup>

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Word Count: 1000  
Figures: 1, Tables: 1, References: 1

### Creator

[Fillon, K.B.](#)  
[Joseph, L.](#)  
[Boivin, J.-F.](#)  
[Suissa, S.](#)  
[Brophy, J.M.](#)

### Abstract

English

Background Clinical trials suggest that thiazolidinediones (TZDs) may increase the risk of congestive heart failure (CHF). However, their effect on the risk of incident CHF in unselected populations has not been thoroughly investigated.

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2021-02-25

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## What do students want to know about the library? Using student questions to direct information literacy sessions

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### Abstract

This study examines the commonly-asked questions university students have and how these questions can inform librarians' information literacy efforts. A breaker activity during library workshops, students were asked to write down had about the library (e.g. "How do I borrow a book?"). The students' responses and evaluated according to semester and month. Although the results are preliminary, they suggest that librarians should tailor their information literacy sessions depending on the year in which they are held.

### Introduction

In recent years, there has been a growing interest in collecting and analyzing the questions that clients ask at academic libraries. Categorizing questions received at both the physical library and online.<sup>1,2,3,4,5,6,7</sup> Librarians have also analyzed questions assessing students' information literacy skills.<sup>8,9</sup> Collecting this type of information from librarians to better anticipate the information needs of their students and the level of their knowledge.

Two liaison librarians from McGill University (Montreal, Canada) were asked to conduct the basic "question and answer" interaction of the reference desk into the classroom.

## Using student questions to direct information literacy workshops

Katherine Hanz Education Library, McGill University, Montreal, Canada, and  
Social Sciences Library, McGill University, Montreal, Canada

**Abstract.** This article aims to discuss an innovative, student-centered method for one-shot information literacy workshops. By using student-generated questions, students want to know about the library, the authors examine how the students' questions can be used both as an ice breaker activity and as a means to orient the workshop's content.

**Design/methodology/approach** – A literature review discusses various approaches to one-shot information literacy workshops as well as methods for assessing students' library knowledge prior to workshops. The authors' own case study identifies best practices for implementing the activity. Finally, the authors discuss the types of student questions they collected from students over the course of two semesters.

**Findings** – The activity outlined in this article provides an engaging method for interacting with students during one-shot information literacy workshops. The activity acts as an effective method for obtaining a basic understanding of students' library knowledge. Analyses of the questions collected by the authors suggest that librarians should tailor their workshop content depending on the time of year in which their workshops take place.

**Originality/value** – The activity described in this article is discussed sparingly in the literature. As such, this article outlines best practices for a student-centered activity that librarians can add to their information literacy toolkit. This article is valuable to librarians with instructional design, instructional strategy

**Paper type** Case study

### Introduction

What do university students really want to know about the library? When faced with their first semester of teaching in-class information literacy workshops, two early career liaison librarians at McGill University in Montreal, Canada contemplated this basic question. As a new information literacy workshop can be challenging. With little or no experience in teaching, new librarians must imagine how best to engage students, cover the appropriate content, and deal with time restrictions that are sometimes limiting. Planning in-class information literacy workshops often requires conjecture as the librarians anticipate how much research experience or library exposure students in a particular class may have. Although discussions with the professor, consideration of the level of study (undergraduate or graduate? freshman or senior?), the time of the year (first week of the



The current issue and full text archive of this journal is available at  
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532

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Accepted 29 April 2013

## Using student questions to direct information literacy workshops

Katherine Hanz  
Education Library, McGill University, Montreal, Canada, and  
Jessica Lange  
Humanities & Social Sciences Library, McGill University, Montreal, Canada

### Abstract

**Purpose** – This article aims to discuss an innovative, student-centered method for engaging students in one-shot information literacy workshops. By using student-generated questions to find out what students want to know about the library, the authors examine how the students' questions are used both as an ice breaker activity and as a means to orient the workshop's content.

**Design/methodology/approach** – A literature review discusses various approaches to active learning activities in one-shot information literacy workshops as well as methods for assessing students' library knowledge prior to workshops. The authors' own case study identifies best practices for implementing the activity. Finally, the authors discuss the types of student questions they collected from students over the course of two semesters.

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**Keywords** Academic libraries, Best practice, Library instruction, Information literacy, Instructional design, Instructional strategy

**Paper type** Case study

### Introduction

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The authors would like to thank Megan Fitzgibbons for her insightful comments and suggestions for this article.



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Pre-print = Initial  
submission

Accepted manuscript =  
Final version without  
layout

Publisher's version = Final copy with  
layout



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# What is an accepted manuscript (cont'd)?



## Accepted manuscript

- Saved by RESEARCHER
- Typically CAN be posted to repositories
- Intellectually **THE SAME** as the publisher version



## Publisher's version

- Created by PUBLISHER
- Typically CANNOT be posted to repositories



# FAQs accepted manuscript

- Is this the proof of your article?
  - No. The proof will have been typeset and copyedited by the journal. It will be a version before this stage.
- Is it a Word doc?
  - Sometimes. It depends on what file format the publisher wanted you to submit your revised manuscript as. But yes, typically this version is more likely to be a Word doc.
- Can I find it in the publisher's system?
  - Sometimes. See this [online guide](#) for how to locate the accepted manuscript in various publisher systems.



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# Are ResearchGate or Academia.edu open access repositories?

- No.
  - "Closed" systems that require a login
  - No preservation mechanisms
  - Many copyright agreements don't permit posting (even the accepted manuscript!)

Same for personal websites --> posting to your website does **NOT** meet grant agency open access requirements

# What about subject/preprint repositories?

- Great for connecting with your discipline
- Quick dissemination of research
- [Typically permitted](#) and does not count as 'prior publication'
  - Although it varies, it's worthwhile to check first.
- However, it varies if they meet Tri-Agency/FRQ OA policies.
  - For example:
    - Some require a login
    - Some only permit uploading the preprint version

# Example of subject/preprint repositories

Repository	Subject area(s)	Permits accepted manuscripts?
<a href="#">arXiv</a>	Physics, Math, Computer Science, Electrical Engineering etc.	Yes.
<a href="#">AgEcon</a>	Agricultural and Applied Economics	Yes.
<a href="#">bioRxiv</a>	Biology	No. Only accepts preprints.
<a href="#">EartharXiv</a>	Earth sciences	No. Only accepts preprints.
<a href="#">engrXiv</a>	Engineering	Yes.
<a href="#">medRxiv</a>	Health sciences	No. Only accepts preprints.
<a href="#">MLA Commons: CORE</a>	Humanities	Yes.
<a href="#">PubMed Central</a>	Health sciences	Yes* but doesn't allow individuals to upload.
<a href="#">SocArXiv</a>	Social Sciences	Yes.
<a href="#">SSRN</a>	Social Sciences, Law	Not technically 'open', requires a login.



# Publisher Websites

## *How can I know the policies before I submit?*

### 1. Sherpa/Romeo

- Database of publisher policies
- <https://v2.sherpa.ac.uk/romeo/>
  - **Tip!** Includes links to the relevant materials on the publisher websites.

### 2. Ask me

1. Send me a list of journals you regularly publish in and I'll check their policies

# FAQs

- What about open data?
  - McGill has data services to help researchers navigate open data.
  - See our [research data services website](#).
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# Questions?



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# Contact

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