

LIHNNK UP

by Health Libraries, For Health Libraries

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I think I have been on the LIHNNK UP editorial board for nearly two years now, and so I guess this first editorial is long overdue; huddled in front of the PC during the recent cold weather seemed as good as a time as any, so here goes.

In this edition of LIHNNK UP there is an emphasis on the different stages involved in delivering services: how to identify our customer's needs, how to develop services in response to those needs, how to market our services, and finally how to measure the success of the services we offer.

Laura Drummond and **Claire Bradshaw** describe a project to identify the information needs of Community Health Teams based in Pennine Care. They then go on to discuss the way information is currently accessed, the barriers to accessing information, and the effectiveness of an outreach approach for promoting library services to staff who are scattered over a wide geographical area.

Promotion of library services also features in *Beyond the Walls of the Library*, in which **Neil Foley** discusses how the library staff at Cheshire and Eastern Cheshire PCT promoted their library's current awareness service to staff attending a seasonal flu immunisation program. In their article, *It's all good PR, darling*, **Lucy Anderson** and **Emily Hopkins** tell us how they and their colleagues set up a stall at the North West Self Care Aware

conference to inform delegates about services being offered by libraries. Both Neil and Lucy's articles refer to the Horizon Scanning Bulletins as one of the services they promote, and if you are interested in finding out about this project, more information can be found in this issue.

One of the best ways to promote the importance of a library is to make the skills we can offer integral to our organisations objectives. **Claire Norton** and **Helen Thomas** write about delivering a series of workshops on information retrieval that are integrated within the teaching curriculum for student nurses at the University of Chester. In a similar vein, **Sue Jennings** from Lancashire Care explores how the library can deliver training to support the effective implementation of evidence-based practice in nursing.

But how do we know whether our marketing has been successful? How do we know if the services we offer are the right ones? **Gary Sutton** addresses such questions in his article on developing performance indicators.

Michael Mason talks about the new extension to the Southport Clinical Education Centre that includes a new computer suite and quiet study room for the Hanley Library, and the way this will help the library to deliver teaching programs and library training to all of Southport's staff and students.

Enjoy the newsletter, and I'll see you in two years time...

Andrew Craig

ELECTRONIC SERVICE LIBRARIAN
ROYAL PRESTON HOSPITAL

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New Extension

at the Southport Clinical Education Centre

The new extension to the Southport Clinical Education Centre was officially opened on Friday 11th December 2009.

Initially, the possibility of a conservatory type extension to the Hanley Library was discussed, to serve as a quiet study area for trainees, using a limited amount of Deanery funding. However the Postgraduate Dean then introduced the potential of applying to the Dinwoodie Trust for additional funding to take forward our initiatives. The Dinwoodie Trust is a charitable organisation that supports doctor's education. Thanks to the enthusiasm, determination and dynamism of Heather Ainscough, Manager of Medical Education, the idea literally took wings and finally materialised in a two storey extension to the Clinical Education Centre with a state of the art dedicated computer suite, housing 16 computers and an interactive smart board, to complement facilities currently in heavy demand in the library. The extension also includes a new quiet study area to support trainees, a patient simulation training room to support multi-professional teams who are exposed to emergency situations so that they are equipped with those skills; a large store room to house equipment and archives, together with two much needed offices. The new computer suite is named the 'Dinwoodie Suite' as an acknowledgement to the Dinwoodie Trust.

It was originally anticipated that the extension would take 6 months to complete. However, due to some setbacks with the local council, the building work took a little longer but was opened within the year - and the extension was opened in December. There was a live breakfast

general hospital to have these excellent training facilities.

The computer facilities support all trainees with their professional studies, including access to their e-portfolio and assessment with their supervisors, Mersey Deanery e-induction, e-learning, access to journals and teaching programmes, literature searching etc.

The library service offers a robust programme of training sessions available to all staff and students. The Dinwoodie suite may be booked for training sessions. When formal training sessions are not taking place, users have access Monday – Friday. There is access to the library, computers within the library and the quiet study room 24 hours, 7 days a week.

The Southport and Ormskirk Hospital NHS Trust match funded the external resources from the Dinwoodie Trust and the Mersey Deanery. Especial thanks are due to the North West Health Care Libraries Unit for being generous in accepting development bids for desking and equipment, enabling us to purchase new PCs, a Smart Board and IT desks for the Dinwoodie Suite.



The Dinwoodie Suite in use - Michael Mason



Southport and Ormskirk staff with David Stewart

broadcast with Radio Lancashire regarding the patient simulator. An interview also went out on Dune FM and Radio Merseyside and the news local newspapers and appeared on BBC Lancashire's website. There has been a lot of interest from the media mainly because it is unusual for a small district

Michael A. Mason

LIBRARY SERVICES MANAGER
SOUTHPORT AND ORMSKIRK NHS TRUST

The North West Self Care Aware conference *It's all good PR, darling!*

In June 2009, Lucy Anderson and I had the opportunity to attend the North West Self Care Aware conference at Aintree Racecourse as exhibitors, thanks to our contacts with several people involved in organising it, a rather last minute addition to the exhibitors' list and frantic cobbling together of materials for our display stand! We used the stand to promote library services in general, including the Horizon Scanning bulletins, in particular the Patient Experience bulletin as that seemed to tie in well with the interests of the delegates.

We were a little apprehensive about how to put together our stand as we'd never done anything on this scale before, and didn't have a budget to be able to purchase lots of exciting freebies that seem to get people flocking to stands at conferences! But fortunately we were able to collect together enough publicity material from our existing supplies to fill the table we were allocated, and had plenty of pens and leaflets, and even some GMHeLP jute bags, to give away and managed to borrow a couple of display stands to make our stall look inviting. We also took our laptops to display the Horizon Scanning bulletins and a slideshow on electronic resources – with the hope of using the Racecourse's wireless network to be able to do live demonstrations to people. Of course (because there always has to be a hitch with these things!) the wireless network was out of action on the day, so we weren't able to do live demonstrations, but fortunately people seemed happy to take our word (and a leaflet) on what



Conference logo

electronic resources were available through NLH / NHS Evidence.

We arrived early to pitch up, getting a nice spot between someone from the NHS North West CIKO team, there to

promote Map of Medicine, and a patient information service, and giving us plenty of time to explore the other stands before the delegates arrived. I was intrigued by several of the other stands, not least the Calm Zone opposite us, which was a large tent containing several bean bag chairs and giving away pin badges and rather nifty credit card sized leaflets. Taking to the stallholders, I found out that their website aims to prevent suicides among young men, and they often exhibit at university freshers' fairs. Inspiration North West also had a rather unique stand – they had created a "diary room" (inspired by Big Brother) for people to go in and record their thoughts on what makes a good patient experience. Again this was very impressive, with a booth containing a big red chair and camera that people could talk into.

continued over...



Our stand. Already looking quite bare- it was only lunchtime and we'd already seen several stampedes of delegates relieving us of all our jute bags, most of our pens, and quite a few leaflets. The rather ethereal glow in the photo was an unfortunate side effect of being in front of a very bright window all day, although hopefully the illumination attracted people to our stand...

The North West Self Care Aware conference



The Calm Zone. The bean bag chairs were very comfy.



Delegates having refreshments in the exhibition space. Having a stall near the tea and biscuits almost guarantees a good footfall at your stand...

....continued

They also had a screen showing some previous recordings from patients and staff talking about patient experience. Fortunately most of the other stands were similar to ours, giving away leaflets and pens, so it wasn't too intimidating!

The exhibition area was also area for refreshments at registration and at the break times, with the idea that delegates could browse the stands over coffee. This did mean that we had a stampede of people every so often, and then an hour or so to recover! By lunchtime all of our GMHeLP bags had been snapped up (we did try to only give them to people from Greater Manchester to avoid any confusion, but they still vanished very quickly!) and we had also given away a fair amount of pens and leaflets. Chatting to people about their jobs and suggesting resources they might like to try was exhausting, but very enjoyable. We tried to put people in touch with their local library service where possible, referring them to HSLID if they didn't know how to contact them.

Attendees were from a variety of backgrounds, some worked specifically in areas such as patient information services and were actively involved in promoting and supporting self care, some were clinical and managerial staff who had worked on a particular project to improve patient awareness of self care, or who just had an interest in it.

I did get chance to sit in on one of the afternoon sessions. Dominic Harrison, Joint Director of Public Health for Blackburn with Darwen Borough Council and PCT, introduced the afternoon's speakers. Jane Riley, also from Blackburn with Darwen, then spoke about some of the self care initiatives the PCT had

It's all good PR, darling!

undertaken, and its participation in the Mike Farrar Self Care Challenge: the Dragon's Apprentice. The awards provided money for various projects that, in one way or another, contributed to self care and improving health. This can be something as far-removed (at first glance) from healthcare as providing allotments to encourage physical activity and healthy eating, or projects to support families with disabled children. Further details can be found on the website . It was interesting to find out what "self care" actually meant, I had assumed it involved obvious things like giving patients information about their condition or medication, and information about when to call into your local chemist for over the counter painkillers rather than turning up at A&E! But "self care" is clearly seen to encompass a wide range of activities, from awareness about particular long term conditions, to things you can do to make your lifestyle healthier and hopefully prevent illness.

Another quirky feature of the day was the appearance of a caricaturist in the afternoon, drawing pictures of things representing self care. People could suggest a word or phrase and he would draw his interpretation of it. I think he got a bit carried away when I, along with a patient experience person, suggested "knowledge is power" (meaning it in a completely positive way – ie knowledge can empower patients) and drew a slightly sinister looking picture which seemed to be a person opening a trapdoor and someone else falling through! That'll teach us to chatter away whilst standing next to someone with a paintbrush...

Overall it was an enjoyable day, and convinced me that it's worthwhile advertising library services at these type of events. You don't need an ultra-slick,

expensive publicity stand to attract people – just a few bright things to attract attention, some short information leaflets for people to take away and the willingness to stand and talk to people about how brilliant library services are! As both of our organisations were strongly involved in this event, it was worthwhile to promote our own services to our own colleagues, but also helped us fly the flag for library services across the North West. Whilst the opportunity to attend events such as these is often completely circumstantial, I'd say it's highly worthwhile giving it a go and flying the flag for LIHNN.

Thanks to the library services at Warrington and Halton Hospitals and Aintree University Hospital for the generous loan of their banner stands.



Emily Hopkins

SHA LIBRARIAN NHS NORTH WEST

Lucy Anderson

LIBRARY AND LEARNING MANAGER, BURY PCT



Some of the caricaturist's pictures, with the interpretation of "knowledge is power" bottom right. I quite like the "four pillars of self care" picture above it – inspired by various words we shouted out in relation to self care!

REFERENCES

1. www.thecalmzone.net
2. <http://www.inspirationnw.co.uk/>
3. <http://www.bwdpct.nhs.uk/patient-services/self-care/dragons-apprentice/>

Beyond the Walls OF THE LIBRARY

Marketing can take many shapes and forms. Indeed, there are more ways of marketing now than probably ever before. Some approaches are simple and some are complex. Here's a relatively simple approach that was applied recently at Central & Eastern Cheshire Primary Care Trust.

In November last year, seasonal flu immunisations were being offered to staff at the PCT. Staff were to be immunised during one hour at lunchtime. Wherever there are people gathered together, whether physically or electronically, this presents a marketing opportunity for a library, so we took advantage of this relatively captive audience.

It was decided that rather than focus on the Library as a whole, the focus would be placed solely on Current Awareness Services:

- Horizon Scanning Bulletins
- New Documents Bulletin
- The Commissioner

Simply, our approach was to position ourselves alongside the queue of

staff and engage people in conversation:

- Using the Library's own portable exhibition board, we mounted a range of CAS promotional materials
- On a nearby table, we placed other Library materials, including Library Enquiry Forms, flyers for specific journals accessible via Athens and a range of postcards etc
- Alongside these materials, we presented a rolling PowerPoint presentation focusing on CAS


Being highly visible to a broad range of staff in the organisation provided the scope for saying hello to familiar faces but, significantly, served as a means of introducing the Library to unfamiliar faces.

OUTCOME

Like any marketing exercise, one has to evaluate it. What did the Library get out of it?

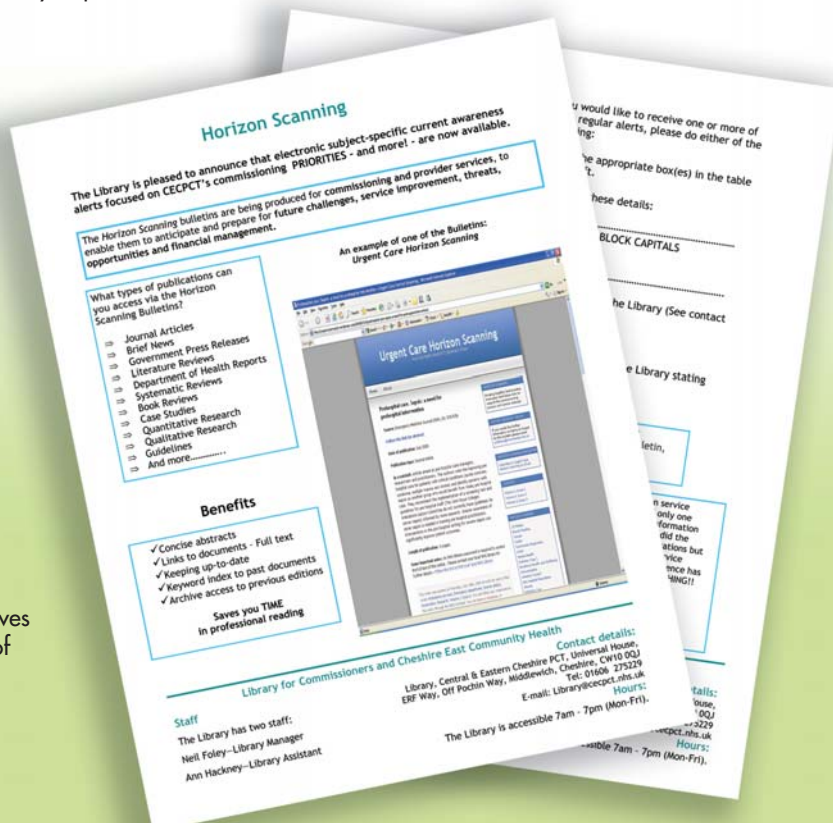
- 3 information requests
- Senior Locality Manager registering for 9 Horizon Scanning Bulletins
- 3 other staff registering for 4 Horizon Scanning Bulletins
- 2 staff visiting the PCT headquarters from the community stayed to have a tour of the Library and signed-up to join the Library

The overt presence provided the opportunity for impromptu conversations which the Library has followed-up; a key aspect of marketing.

So, it's a case of Q & A – not only question and answer but queue and advantage – advantage to us, that is, if we take ourselves beyond the walls of the Library. 

Neil Foley

KNOWLEDGE
SERVICES OFFICER
CHESHIRE AND EASTERN
CHESHIRE PCT



Horizon Scanning:

NEW SECTION ON LIHNN WEBSITE AND FURTHER DEVELOPMENTS

The Horizon Scanning bulletins provide information to commissioners and service provision managers, supporting the commissioning process and service redesign, bringing together new and emerging information on:

- best practice
- innovation
- future risk factors


The Horizon Scanning bulletins have now been up and running for a year, to great response from users across the North West.

We now have a dedicated page on the public section of the LIHNN website, which gives further information about the bulletins. This is something many of you have asked for, to help you promote the service by referring people to a single URL where they can view the bulletins and sign up to receive them by email. You can link directly to it from your library webpages.

<http://www.lihnn.nhs.uk/lihnn-publicarea/horizonscanning/>

A further development on the promotional front is the commissioning of a leaflet/flyer. This will be available electronically to libraries to print off and display and distribute as they wish, again helping promote the bulletins. This will be available to participating libraries shortly.

We are also happy to announce that several Acute library services have also agreed to join the programme, with the intention of producing bulletins in further topic areas of interest to the Acute sector, although still concentrating on the principles of "horizon scanning". We will be organising a workshop event to support the new contributors. Further details will be sent out to the LIHNN list as soon as they become available.

Thank you and well done to all the Horizon Scanners who have helped make the bulletins such a success! 

Emily Hopkins
SHA LIBRARIAN, NHS NORTH WEST



Recent successes and qualifications

Congratulations to all of the following:

Linda Ferguson

from HCLU has been awarded the Fellowship qualification from CILIP

Emily Hopkins

from the SHA has been awarded the Chartership qualification from CILIP

Gary Sutton

from Warrington hospital library has been awarded the Chartership qualification from CILIP

Lucy Anderson

from Bury PCT has been awarded the Chartership qualification from CILIP

Michelle Maden

from University Hospital Aintree has been awarded the MA in Information and Library Management from Liverpool John Moores University.

Virginia Jordan

from the Countess of Chester library achieved the NVQ Level 3 in Information and Library services

Mike Hargreaves

from Uclan has been awarded the MA in Information and Library Management from Liverpool John Moores University.

User Education for pre-registration nursing students within **Learning and Information Services (LIS)** at University of Chester

Some background

University of Chester delivers teaching of the pre-registration nursing curriculum across 4 sites. We have two intakes of student nurses during the traditional academic year, in September and March, plus intakes of those following post-registration programmes. The following article looks specifically at how we provide user education for student nurses within the pre-registration nursing curriculum.

For first year students, we have four sessions integrated within the teaching curriculum. Intakes of new student nurses particularly for the September intake can be more than 80 students per site, however we are keen to ensure each student is aware of who we are and how we can help to develop their information seeking skills. Consequently, although the teaching curriculum is mapped to a tight schedule we try (And most of the time are successful) to negotiate with the lecturer a maximum of twenty students per session to ensure we have a manageable number of students to teach at any one time. This is particularly important as all four sessions are hands on practical workshops where each student must have access to a computer.

All four sessions are completed as part of one of the core modules within the first trimester so students have the preparatory skills to complete the data retrieval assignment which is set as part of the assessment for this module.

This assignment involves compiling a list of references from print and electronic resources on a health topic using the APA referencing style. Students must also record the process (search strategy) of how they found the resource. Thus, our sessions are integral to this assignment.

Content of sessions delivered

To summarise the content of the four sessions delivered:

■ **Session 1** is essentially about ensuring students can log into the system, with a tour of the University virtual learning environment - IBIS.

■ **Session 2** - (workbook 1) has a particular emphasis on using the catalogue effectively. As the nursing curriculum is delivered across a number of sites it is important students are aware of the various locations of libraries they have access to, and how systems such as reservations and online renewals work for their convenience when out on placement, whilst also ensuring they know how to search using keywords to locate print and electronic books.

■ **Session 3** - (workbook 2) starts with a very brief online multiple choice test to review learning covered in workbook 1. Workbook 2 takes students further along the road to effective literature searching. Looking at a hypothetical assignment, this is broken down into the main concepts and students record alternative keywords which an author might use to describe the topic so they gain an understanding that authors write about the same topic in different ways. We discuss what is a journal, and why are they particularly pertinent within health, and the benefits of being able to search journals online.



A search on an individual electronic journal is compared with the same search on an electronic journal collection to see the benefits of searching lots of journals simultaneously, and by adding more limits to your search topic you can refine your search further. Finally we look at the internet, comparing quantity and quality of searches with a subject gateway such as Intute, and also other relevant health websites.

- Workbook 3 (session 4 is the last of our scheduled sessions at this stage). This is where we introduce CINAHL and Cochrane. We look at why we use CINAHL and Cochrane, and the differences between the two databases, build on using boolean to locate information, introduce the various options to refine searching, and how to obtain full text articles where relevant.

Every session is supported by a workbook, of which a copy is given to each student which covers the content of the session, including the exercises used to test student learning. These workbooks are also stored in student's online module space on the University virtual learning environment to access also. We evaluate every session conducted and frequently feedback indicates that students appreciate the workbook as back up support when guidance is needed using resources independently.

At the beginning of the second year we have a session for students studying the Research Methods module- those following the degree pathway. We do use this as an opportunity to reinforce learning delivered previously, but also to look at Cinahl and Cochrane in more depth and introduce the concept of subject headings. This session starts by looking at a newspaper database to show how a health topic can be portrayed in the media and then how to search relevant databases and sites such as the Department of Health to find articles and reports which the newspaper may refer to, to understand where to find the best research evidence base.

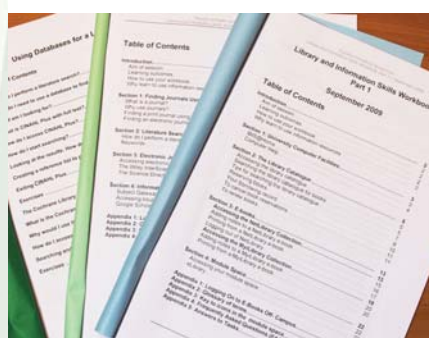
The final session we teach is in the third year for those students preparing to undertake a dissertation. This session focuses on a comprehensive literature search by discussing how to create a search strategy, identify key databases/- resources , and then how to use advanced Cinahl heading searches . Specific examples are given where it would be better to use the database headings rather than a keyword search so that students understand how the database works and classifies its topics/headings and sub categories. We also identify and explain how to use other databases, such as PubMed , which also allows a medical subject heading search.

The practical hands on sessions are intensive both for the staff and students and we are aware this approach is not a "One size fits all" option. There are a diverse range of

learning styles to cater for. We are currently looking at using Camtasia software to produce short tutorials on how to use some of our resources. This will not only benefit students on placement but also those who are distance learners, or those on post registration modules who are taught off site. We have also found that peer review amongst the library staff teaching the sessions is also a useful mechanism not only to ensure we are consistent in what we teach but also to learn and adapt our own teaching styles. Evaluations of observed sessions are collated centrally and circulated, and have been used to develop future sessions.

Personal development weeks

Recently senior lecturing staff within the Faculty of Health and Social Care at Chester decided to trial a student development week , aiming to help students raise the standard of their academic skills. This was piloted with the September intakes from the last 3 years (with the January intake also given the option)). The sessions were to be held across all Faculty education centres and offered a variety of tutorials planned by LIS and other University



departments including Student Support & Guidance, and Learning Support Services. Topics covered included time management, essay writing structure and E-portfolio usage. As the sessions were planned during a study week all sessions were optional.

At the planning stage it was decided that the LIS sessions for the first years would be a review session. This would look at finding resources on a certain topic, using Cinahl and how to put each resource type found into the correct APA reference style. As this is currently an area that some new students experience difficulty in it was felt that it may be useful for students to actually follow the process of finding a useful resource, eg a book through the library catalogue or an article from a database, and then create an APA reference for it under guidance from LIS staff. For the second years an advanced Cinahl searching session was planned and also a review of other relevant databases, such as Psycinfo, according to specific branch areas. For the final year three session lecturing staff requested that the session look at how to use Endnote bibliographic software and exporting results from a Cinahl search, a specialism

about which LIS staff are receiving increasing requests for training. Some training about Endnote has also been delivered at the Faculty Staff development day which was well attended. Currently we are promoting this training to all level 6, masters and research students, although on an optional basis.

Depending on the overall comments and review of these student personal development week sessions (Some are still to be completed at the time of writing) the Faculty is looking to run these again, for each intake and possibly to make attendance essential in the future.


Life after IBIS - looking at NHS resources

Increasingly we are becoming aware that, while we are helping to provide the first steps in nurse education, our responsibility also lies in trying to provide an awareness of resources available once our students move out into the professional world and use NHS, or other, resources for their future evidence based practice and career development.

Currently we are looking at how our University resources within IBIS compare with the resources available within the NHS Evidence pages. This work will look to find the similarities between resources available and hopefully make the transition easier between these two differing information environments. We are planning to provide a session that will act as a transition tool for our students as they leave University. It will also aim to look at resources for those qualified students who do not go to work within the NHS but move into private healthcare.

Already we have had positive responses from lecturing staff who agree upon the usefulness of this session and its relevance to personal and professional development, within the final year of the pre registration curriculum.

In-between and ongoing amongst all the above planned and future sessions we still deliver 1 to 1 sessions with students who require specific individual help. Requirements can vary from finding out about what services are available within the library, how to use databases, to specific help using resources effectively for assignment topics.

As this summary has demonstrated, the library team deliver information skills training to suit student needs, and to help them prepare for their future professional roles. 

Claire Norton

SENIOR LIBRARIAN
UNIVERSITY OF CHESTER

Helen Thomas

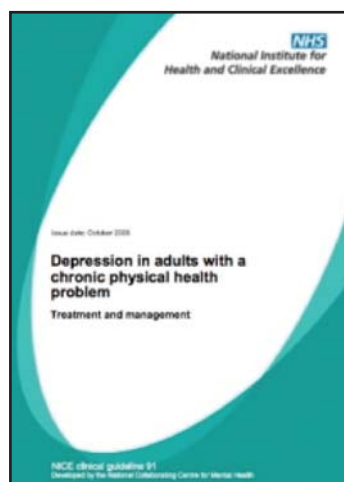
SUBJECT LIBRARIAN
UNIVERSITY OF CHESTER

NICE 'n' EASY DOES IT

Question: How do you make contact with the nursing staff on the wards and show them that they too can use evidence-based practice to improve patient care.

EASY make friends with you local Trust Co-ordinator, Angie Connelly and develop a partnership.

Angie is the ideas lady and one of her missions is to improve the patient and carer experience. She is passionate about improving the service we provide to the older adult network at Lancashire Care NHS Foundation Trust.



Sue Jennings

Angie Connelly

We have already worked together to set up a blog for patient information and this was the start of a beautiful relationship. So when Angie asked me what do I think about training the nursing staff at Hillview (Royal Blackburn Hospital) I jumped at the chance. Permission was sought and granted from Alison Devine (In-patient Clinical Governance, Clinical Lead) and Peter Smith (Modern matron) to deliver the training Ward L2, Royal Blackburn Hospital.

The purpose of the training was to highlight the benefits of supporting and training staff to be more aware of new developments in healthcare information, to give staff confidence and awareness of how evidence-based practice can improve patient care. The NICE guidelines alert training was piloted at Hillview, Royal Blackburn hospital for the in-patient staff on Ward L2.

The training helped raise awareness to nursing staff of how easy it is to keep up to date with new developments in health information and guidance from NICE. In addition each member of staff who attended the training was issued with an Athens username and password so they could access full-text journal articles and look at the range of resources available via NHS Evidence to help support their evidence-based practice.

It was a good opportunity also to market the range of services available via the library service and find out what type of information the nurses needed to support their practice.

Each member of staff filled out a questionnaire to evaluate and improve the training. The findings supported the introduction of training and awareness and as a direct result of the training some staff asked for literature searches and articles to support their practice and study. All staff found the session to be informative, non-threatening and easy. They were all aware of how the library service could help them within their work and study.

Methodology

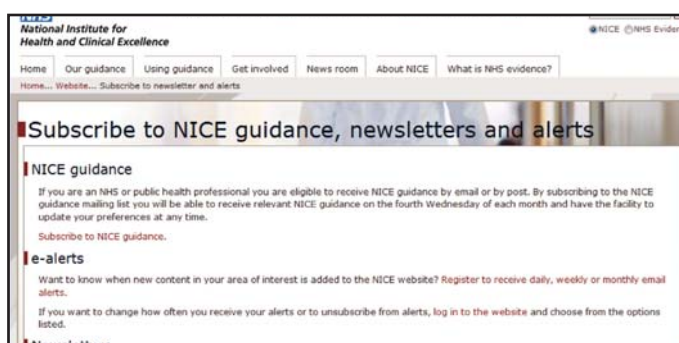
An easy step-by-step guide was produced on how to set up email alerts via the NICE site, with screen shots on an A4 sheet, two sides. Making sure it was easy to follow, not too lengthy and many of the staff said they would keep a copy to show other colleagues and help them follow the easy steps.

The training took on average 5 minutes per person to set up the email alerts to NICE. 10 minutes maximum was spent giving an overview of how the Outreach and Library service could help them with evidence-based practice.

The training was conducted on site, in-between shift handovers making sure it was convenient for all staff to attend.

A questionnaire was filled out by all members of staff who attended the training to gather views and evaluate the training.

The work place was the ideal place to deliver the training as it provided convenience for the nursing staff, saved time, and no-one had to decide if they were going to attend or not. It also has a dual benefit of allowing me to experience the demands and the environment the nursing staff are working in first hand, helping to build up empathy and understanding.



Some comments from the staff who attended:

"I found the session really helpful and feel supported that I know who to contact should I need further information".

"I didn't realise how easy and quick it would be".

"Sue was very helpful and explained it very clearly".

"I didn't realise I could ask Sue to find me some articles on sleeping problems, insomnia, I have a patient who has difficulty sleeping".

Quick, Simple & Convenient – It's NICE n Easy

The initiative was a very quick, simple and a convenient way of introducing nursing staff to evidence-based practice. It is a term that many hear but don't always fully understand or don't think that it applies to them. Awareness of new health information and guidance enables staff to implement evidence-based practice resulting in better patient care, but without training, education and motivation it is unrealistic to expect our staff to be able to do all three.

Establishing the NICE guidance training via the library service for every member of nursing staff has already provided a more informed, motivated and knowledgeable staff.

For staff to deliver high quality care they need to be able to know how to access high quality information and by training the staff to use the best and most up-to-date clinical and non-clinical information the trust will be ensuring best practice in delivering improved patient care.

The Library Service supports evidence-based practice

The fortnightly current awareness bulletin is delivered via the trust email, to all members of staff. A special issue was devoted to Person-Centred Care as a result of the training at L2.

The library service strives to ensure that the service reflects the needs and wants of its staff and the current awareness service reflects this mission.

Comments:

"Thank-you for the latest Current Awareness bulletin, may I say I think this is a fantastic idea, so helpful, and very powerful in encouraging staff to increase their knowledge base. Many thanks for your efforts with this".

Registering for E-Alerts from NICE

Enter the following url in Google or the address bar
<http://www.nice.org.uk/>

The screen below will appear

Click on E-Alerts here

Click on Log in here

Now CLICK here FIRST To Register

Register with the NICE website

Enter your Email address
A New Password
Tick the box for Data Protection

Click on the NEXT button

Now you put in your Name
Decide if you want Daily, Weekly, Monthly
Select your Role

Click on Finish

Finished

Congratulations, your registration is complete.
You will shortly receive an email confirming your login details. Please keep it safe.
Click the Login button below to continue.

Setting up email alerts via the NICE

Tania Mann -
Senior Chartered
Clinical Psychologist
- Older Adults

Next Steps with the Project

The pilot is being approved and the trust is looking to take the training to all in-patient ward areas and then to all community teams within the trust.

We are looking to develop individual and team approaches to improving patient care, working with ward teams and individuals to identify practice development. In addition we hope to train nursing staff in good information literacy practice, show them how to develop search strategies to identify improvements in current practice and how this can impact on better patient care.

A **TOOLKIT** is being currently developed to support the training and provide a mechanism to capture management information for audit purposes. Lessons learnt on the pilot have proved invaluable to its development.

Conclusion: Angie and I met by chance, she popped into the library one day and I offered her a cup of coffee, it must have been a good cup of coffee because I am still making her a cup of coffee two years later! A chance meeting, a chance conversation, a meeting of minds, a sharing of ideas, a partnership was born.

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Lancashire Care NHS Foundation Trust
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Lancashire Care Lifting the Lid on Mental Health Information

Keep Up-to-Date with Current Mental Health Information at our Portal:
<http://lancashirecare.wordpress.com> available 24 hours a day

Lancashire Care Foundation Trust Goes Global with new Mental Health Portal for all Staff and Users

Factsheets - Alzheimer's Society
Understanding & Respecting the Person with Dementia
Communicating
Dealing with Aggressive Behaviour
Unusual Behaviour
Maintaining Everyday Skills
For training, advice on how to access Journals, Ebooks or Athens username & password please email: susan.jennings@lancashirecare.nhs.uk

Journal Articles	Reports/Documents/Interest	Focus on Person-Centred Care
Special Issue: Early Intervention in Schizophrenia/Psychosis & Article Special from - Early Intervention in Psychiatry, Sept 2009 Are Anorexia nervosa & bulimia nervosa separate disorders?	Patients Not Numbers... People not Statistics... Patients Association, August 2009	SAGE & THYME: A model for training health and social care professionals in patient-focused support, Patient Education & Counseling, 2009

Organised by Angela Connelly – Patient & Carer Experience/Involvement Co-ordinator for Preston, Frank Gardham House, Blackburn with Darwin and East Lancashire Facilitated by Sue Jennings – Outreach Librarian, Lancashire Care Library & Information Service

Angie brings her skills and ideas and I put them into action by facilitating the training, producing guides and toolkits. We both share the same aim namely to improve patient care. www.nice.org.uk/

Sue Jennings

OUTREACH LIBRARIAN
LANCASHIRE CARE NHS FOUNDATION TRUST
LIBRARY & INFORMATION SERVICE

<http://lancashirecare.wordpress.com>

Quality and

Introduction

Quality or measuring how well we perform is becoming an increasingly important issue for information services, particularly within the current financial climate. Having to justify our existence and our “added value” is ever more paramount. But what will counting the number of literature searches we conduct a month or the number of people who made enquiries really tell us?

When developing performance indicators it is important to utilise both qualitative and quantitative indicators, as focusing purely on statistics never provides a true picture of the service as a whole (Markless, 2006).

So if we counted the number of people who made enquiries and surveyed a small, random, section of these as to how well we answered their enquiry, we would have a better understanding of our performance in handling enquiries.

- We looked at other aspects of our service, not currently covered by the National Statistics, where we wanted to measure our performance and identify areas for improvement. Again, it was important to critically analyse our proposed indicators and whether it was useful to collect the data.

Our thresholds (See fig. 1).

We used a traffic light system to provide a visual display as to how we’re performing:

Red – Does not meet

Amber – Meets

Green – Exceeds

Standard		Freq	Method of Data Capture	Export Data	Staff	Does Not Meet Standard	Meets Standard	Exceeds Standard	
2.5.1	Opening Hours	The number of hours closed due to staff training/unforeseen events	Monthly	Outlook Calendar	User Head Count	GS	>8	8-1	0
2.5.2	User PCs	The number of members of staff per public access PC	Annually	HR and PC Count	NLH Annual Return	HG			
		The numbers of hours PCs suffer downtime	Monthly	IT Log	User Head Count	GS	>8	8-1	0
		PC Usage	Monthly	IT Report	User Head Count	GS	<120	120-199	>200
2.5.3	Collection Management	The number of items added to our stock	Monthly	Heritage Report	Heritage Daily Stats	RS			
		The number of items withdrawn from our stock	Monthly	Heritage Report	Heritage Daily Stats	RS			
		Difference to stock levels	Monthly	Heritage Report	Heritage Daily Stats	RS			
2.5.4	Use of Resources	Athens logins	Monthly	Athens	Athens Stats	RS			
		The number of items loaned out	Daily	Heritage Report	Heritage Daily Stats	RS	No increase in item loans	5% increase in loans annually	>5% increase in item loans annually
		Overdues not passed final notice	Monthly	Heritage Report	Heritage Daily Stats	RS			
		Overdues past final overdue notice status	Monthly	Heritage Report	Heritage Daily Stats	RS			
		% of stock on loan which is overdue	Monthly	Heritage Report	Heritage Daily Stats	RS			
2.5.5	Number of Visits	% of stock which is past final overdue	Monthly	Heritage Report	Heritage Daily Stats	RS			
		Library footfall	Weekly	Weekly Head Count	User Head Count	All	No increase in visits	1-5% increase in visits	>5% increase in visits
		Out of Hours Visits	Daily	Net2	Out of Hours Access Daily Stats	GS			
		Number of staff out of hours	Daily	Net2	Out of Hours Access Daily Stats	GS			
		Time spent out of hours	Daily	Net2	Out of Hours Access Daily Stats	GS			
2.5.6	Heritage Live	Users	Monthly	Heritage Report	Heritage Daily Stats	RS	No increase in visits	1-5% increase in visits	>5% increase in visits
		Searches	Monthly	Heritage Report	Heritage Daily Stats	RS			
2.5.7	Number of Users & Potential Users	New Users	Monthly	Heritage Report	Heritage Daily Stats	RS	<15	15-18	>18
		We will aim to increase the difference between the two by 3% each year	Quarterly	N/A	Quarterly Quality Performance Report		<35% of staff are members of the service	36% to 60% of staff are members of the service	61% to 100% of staff are members of the service

Fig.1 Quality Matrix

What to measure?

We analysed what we wanted to measure and what we had to measure:

- A prescribed set of National Statistics are required annually so it made sense to incorporate these. However, we decided to look at the statistics and decide the appropriate frequency of data collection. For example, it is unlikely that we would need to analyse the number of PCs available to users every month, as this is unlikely to change monthly or quarterly.

We decided to create an Excel document, entitled “Quality Matrix”, which would outline the following:

Performance indicators – What are we measuring?

Frequency of collection – How often do we need to collect the data?

Method of data capture – Where will we retrieve the data from?

Export data – Where is the data to be stored? ,

The member of staff responsible for data collection,

Some discussion took place as to what suitable thresholds were for each indicator, and to take into account any seasonal aspects which could skew any figures, i.e. reduces our thresholds for book loans during the summer holidays as usage reduces traditionally.

Once our indicators had been identified we created a series of spreadsheets which we would use to collect the data. Data from these spreadsheets would then automatically feed into a Quarterly report (fig.2). We made use of Excel’s “conditional formatting” feature which enabled us to colour a cell depending upon the data within, relating to our traffic light system.

Performance Indicators

Performance analysis

We have quarterly quality meetings involving all library staff where we analyse the report from the previous quarter and formulate an action plan. We have found this to be an extremely useful opportunity for all staff to get involved in the decision making process. It also assists us in identifying areas

Conclusion:

Our quality programme has been in existence for a year now and it is important to note how much it has evolved from its conception. This is an important aspect of a successful system – its flexibility. We have changed performance indicators, streamlined data collection, and improved our

Useful links:

LIHNN Quality Brief and Exchange Group:
www.lihnn.nhs.uk/lihnn/taskgroups/qualitybriefandexchangegroup/

LQAF (replaces the NSF):
available soon

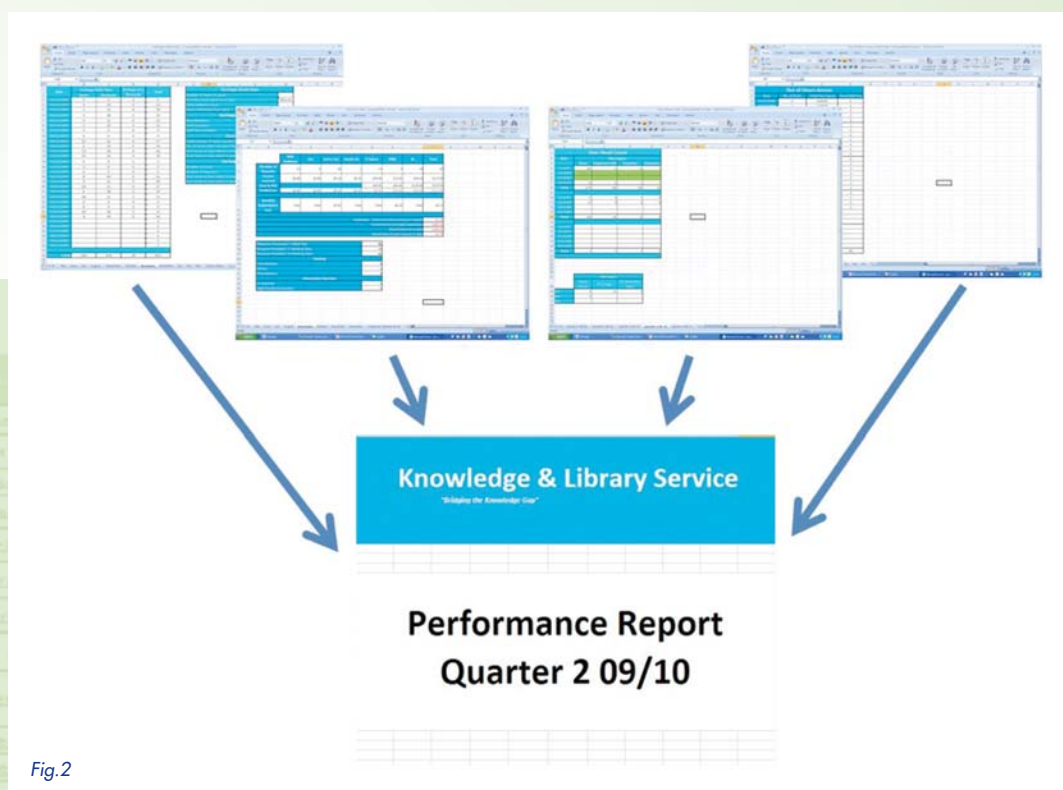


Fig.2

All the resources you see as images in this article are available at:


www.lihnn.nhs.uk/lihnn/bestpractice/

Education Governance:
www.healthcareworkforce.nhs.uk/educationgovernancenw/

Markless, S. a. (2006).
Evaluating the Impact of your Library. London: Facet Publishing.

where we are not performing well and focusing everyone to improve. Indicators that are displayed as red are not viewed as failure – only feedback!

Analysis is not purely performed on the quantitative aspect, we also discuss any feedback we receive from training modules, literature searches we conduct and any general feedback received for our users and/or non users. This qualitative overview provides us with a different slant to our performance – how useful we are...and how far we have met users' expectations.

spreadsheets with relative ease and efficiency. New services that we wish to incorporate come with their own set of indicators, so we are able to fuse them into the system seamlessly. 

Gary Sutton

OUTREACH LIBRARIAN
WARRINGTON EDUCATION
CENTRE LIBRARY

Library Services for Community Mental Health Teams:

Readers of the previous issue of LIHNNKUp will be aware that Laura Drummond, Mental Health Library Graduate Trainee, completed a short project working with community staff at Hyde Hospital during June and July 2009.

The project was based with the Community Mental Health Teams (CMHTs) in Pennine Care at Hyde Hospital and involved demonstrating the benefits of NHS library services, delivering on-site information skills training, undertaking literature searches, providing books and journal articles and assessing user needs. Laura also began to identify further opportunities for outreach work.

Background

Pennine Care staff are able to use the Library Services of Greater Manchester West Mental Health Foundation Trust because of a Service Level Agreement which exists between the two Trusts. CMHTs were targeted because they include staff from a range of disciplines (for example, nursing, medical, allied health, clerical and support, social care), they work over a relatively wide geographical area and are isolated from a main library site.

Aims

The aims of the project were:

- To identify the information needs of a multidisciplinary mental health team who do not currently use NHS library services;
- To assess how information is currently retrieved and gathered by that team;
- To identify barriers to accessing information; and
- To market and promote NHS library services.

Method

Laura spent 6 weeks at Hyde Hospital. Her first contact with staff was at team meetings, where she outlined the nature of the project and the library services available to staff. She then arranged and promoted six drop-in sessions to be held in a meeting room at the hospital. GM HeLP jute bags were given to attendees and proved popular! Each drop-in session lasted for three hours, although none of the meeting rooms within the hospital had access to the internet or indeed the Trust network, which made demonstrating online resources impossible. When enquiries were made about electronic resources, demonstrations were carried out at individuals' desks.

Response

The response from the mental health staff at the hospital was positive despite time constraints and IT issues. By the end of the six week project, most staff had been made aware of the library services available to them and how they could be accessed. Staff appreciated the literature searching service and the on-site demonstrations of electronic resources in particular.

Overall response to the six drop-in sessions

• Total number of visitors	30
• Athens queries (in person and on telephone)	19
• Returned questionnaires	15
• Membership forms returned	12
• General enquiries	12
• Electronic 'table of contents' forms returned	10
• Literature searches	4
• Training in finding journal articles	3
• Training in health databases	2
• Book requests	1

With more time, it would have been beneficial to have given a presentation at the team meeting of every clinical team in the hospital and linked more effectively with the Pennine Care Education and Training team for their support.

User Needs Analysis

A user needs questionnaire was developed to assess the information needs of CMHTs, how information is currently retrieved and barriers to accessing information. Please contact me if you would like a copy of the questionnaire or any of the other resources developed for the project. The questionnaire was handed out to all staff who visited the Graduate Trainee during the six weeks on-site; they were returned by 5 Social Workers, 4 Community Psychiatric Nurses, 3 Administrators, a Bank Nurse, a Psychologist and a Student Nurse, a total of 15 staff and a 50% response rate).

- 40% of respondents did not realise they were entitled to free journal

A short project based at Hyde Hospital

access. Some of those who were aware of this commented that they did not know how to access articles.

- 20% of respondents did not realise that the NHS had libraries
- Of the 80% that were aware of a library service, nobody knew about all of the services that the library could offer.
- The prevailing attitude conveyed through verbal feedback was the stereotypical view of the role of libraries, that is to say, books and a quiet environment. This indicated a strong need to further publicise the other services that the library has to offer.
- 67% of respondents did not have an NHS Athens username and password
- Some respondents who did have an NHS Athens password were not aware of how to use it or what resources it entitled them to.
- The majority of respondents said that they would like to be offered training courses in finding electronic information.
- All staff who returned the questionnaire said that their preferred method of accessing information was via the Internet, although only half of these use the specialist healthcare databases.
- Many people said that they did not want to deal directly with a librarian for information.
- Most respondents said that they needed information on the treatment and identification of illness, guidelines, information from journal articles and health news.
- Although over 90% of respondents said that their ability to use electronic information resources was average or

above, many people seemed unsure about what resources were available online; the majority had not heard of the Cochrane Database, the healthcare databases or NHS Evidence.

Conclusion

An outreach approach was effective in promoting access to library services and the evidence-base amongst staff working in CMHTs. Staff who previously had not been aware of the services available to them or who did not make the best use of information resources benefitted from an information professional being on-hand in their usual work environment.

The 'trouble-shooting' element of the outreach trainee's role, as exemplified in the types of queries raised at the drop-in sessions, was vital. The project shows that staff working in CMHTs are unlikely to use traditional library services to answer queries about Athens authentication or for general enquiries, for example. Similarly, they seem unlikely to attend formal information skills training sessions offered away from their own base.

The user needs questionnaire shows that staff prefer to use the Internet as a means of accessing information but many are not aware of how to make best use of it. There is a need to encourage self-sufficiency among staff groups based away from a central library resource.

Recommendations

- Undertake further work to establish a more detailed model of working with CMHTs.
- Undertake further outreach and promotional work with mental health teams based in community settings.
- Undertake further research at Hyde Hospital to investigate whether information needs and the nature of enquiries change as staff become more confident users of information and library services.
- Continue to promote access to library services and electronic resources to CMHTs.
- Deliver follow-up with training sessions at Hyde Hospital on searching for electronic information.

Laura Drummond
and **Claire Bradshaw**

TAMESIDE HOSPITAL
NHS FOUNDATION TRUST

Editor's Column

Notes for contributors

1. Articles and news items are welcome from all members of Lihnn, including support staff and staff in higher education institutions.

Lihnn members are actively encouraged to write up accounts of events and courses attended. Articles on new developments and projects successfully managed are also welcome.

2. News items and short pieces, which can range from factual to amusing, are also welcome.
3. All items should be submitted in electronic format.

Please abide by the following points:

Don't forget your name, location, title of article and date of article.

All acronyms should be written out in full for the first occasion they are used in the text. Please give full details of events, courses and conferences attended. This should include:

- The name of event and location
- Date of event
- Name of organizing or sponsoring body
- Details of how support materials can be obtained (where necessary)
- Full references to any published reports, articles, etc.

Items not submitted in time for the publication deadline will be published in the following edition.

Lihnn is on the web at:
www.lihnn.nhs.uk

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