

LIHNNK UP

by Health Libraries, For Health Libraries **ISSUE 34** SEPTEMBER 2010

Are you eQIPPed for change?

One of the challenges of working in the health sector is keeping pace with a changing political and economic agenda. Proving that library services can be flexible and valuable during the turbulent times ahead could be our next challenge.

Currently one of the key priorities in the health service is the QIPP agenda, an initiative to drive up productivity and efficiency and drive down costs. Case studies are one way of demonstrating how local services align with national priorities such as QIPP. NHS Evidence has already started compiling examples of how staff are improving quality and productivity across the NHS to inspire others at a local level¹. In North West health libraries, the MAP (Making Alignment a Priority) Toolkit is collecting case studies to demonstrate how library services are aligned with local, regional and national drivers².

The articles that feature in this issue of LIHNNK-UP can act as valuable case studies that demonstrate how library and knowledge services can contribute to the QIPP agenda within your organisation.

QIPP = Quality, Innovation, Productivity and Prevention

Quality: Library services help to ensure that clinical and business decisions are based on high quality evidence. In this issue, **Sue Jennings** provides a comprehensive overview of how current awareness services can ensure that high quality evidence is accessible to NHS staff 24 hours a day to enhance decision-making at Lancashire Care NHS Foundation Trust. The information skills and critical appraisal training we deliver aims to equip healthcare professionals with the expertise to interpret and apply evidence in practice. In Trafford Healthcare NHS Trust, **Helen Collantine** highlights how developing our own skills in handling online information can support us in delivering efficient library and information services.

Innovation: It's what health library and knowledge services are good at, and we can support innovation within our organisation by seeking out examples of good practice, scanning the horizon for potential risk factors, and helping to answer the questions, 'Has this been done before?' and 'What lessons were learned?'. Innovation within our own services is not something we're short of in the North West either; **Stephen Edwards** shows us how it's done with the launch of the 'Gateways to Information' outreach programme at NHS Salford.

Productivity: Through the delivery of searching and alerting services, libraries can present evidence in an easily-digestible format to enhance decisions about cost effective quality improvements. At a time when purse strings are being tightened, evaluating our own services effectively, as demonstrated by **Simon Briscoe** in Lancashire Teaching Hospitals Foundation Trust, can help us to meet the productivity challenge and deliver 'better for less'.

Prevention: Library services can contribute to the reduction of knowledge related risk within the organisation by providing the right information at the right time. Offering support for guideline and pathway development means that libraries can play their part in preventing complications and common health problems. Libraries can also support healthcare professionals in anticipating future risks and opportunities through current awareness, horizon scanning and health promotion activities. It seems a fitting time to refresh those change management, negotiation and creative thinking skills, **Mike Hargreaves** reflects, as he writes about the LIHNN residential on *Professional Focus for Library Managers*.

In addition to these examples of how libraries contribute to the QIPP agenda, we've got some changes of our own to report. **Chris Thornton** reflects on **Shan Annis'** retirement and we welcome new LIHNN members **Gwyneth Pearson, Sue Smith** and **Catherine Pritchard**.

As library and information staff we understand the ways in which we add value to the organisation. Case studies can help us demonstrate this to others, and may be one way in which we can meet the challenges which undoubtedly lie ahead.

Victoria Kirk

CLINICAL LIBRARIAN, WIRRAL UNIVERSITY TEACHING HOSPITALS NHS FOUNDATION TRUST

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References: 1 NHS Evidence: QIPP <http://www.library.nhs.uk/qipp/>

2 MAP: Making Alignment a Priority: <http://www.lihnn.nhs.uk/lihnn-publicarea/alignmenttoolkit/>

Evaluation, Evaluation, Evaluation...

Presentation Thursday 10th June 2010,
at the invitation of CLIST (Clinical Librarians and Information Skills Trainers)
London, Bloomsbury Health Care Library,
52 Gower Street, London, WC1E 6EB

Evaluation was the theme of the afternoon and the presentations by Susie, Richard and myself were to explore examples of evaluative practice within healthcare libraries.

Elly O'Brien asked Susie to nominate speakers who could give good examples of evaluative practice and be able to present them to the CLIST group in London. Susie was asked because she has been instrumental in promoting good Information Literacy Practice within the UK and Worldwide. Susie's 12 week course FILE (Facilitation Information Literacy Education) has been the catalyst for equipping many information specialists with the competences and the confidence required to produce a portfolio of learning resources that fosters effective use of information by specific groups of users. This teaching has been invaluable and from my own personal experience what I learned in 12 weeks has given me the confidence to push forward new services and new ways of providing information literacy.

The objective of the afternoon was to discuss the impact of facilitation, from the perspective of trainers, learners and the organisation.

The question at the end is do you consider ALL of these in your evaluation practice?

Richard gave his presentation on: Finding the Evidence for Public Health Professionals and as a result of his new initiative he has been approached to publish a book to guide other information professionals.



Sue Jennings & Dr. Susie Andretta – Senior Lecturer in Information Management – London Metropolitan University

Next came the finale
Currents: the New Sultanas

From the title you may think this is going to be a recipe for disaster! But with a bit of whisking, sieving and creativity you too could create a product even better than a Cornish Cream Tea!

You may decide to give up reading now, how in times of economic downturn, threats of budget cuts and general gloom can we even think about creating a new service, for the library. Luckily Elly O'Brien of CLIST (Clinical Librarians and Information Skills Trainers) thought this is the time when we should be looking for new ways of promoting our service, and embedding libraries further into the infrastructure of evidence-based practice

in our trusts. The library should be seen as the first port of call when providing access to information literacy training and quality resources. It's notable too that David Stewart, Director of Health Libraries North-West commented recently that Current Awareness services should be **"One of the top priorities"** for health libraries in the North-West.

Our objective as information professionals is to provide timely access to a wide range of resources to enable evidence-based practice and to provide information literacy training.

Sceptics among you might be thinking **'What an impossible task'** How can this be achieved with limited staff, money and only basic IT skills?

Answer: Web 2.0 technology and not forgetting collaboration with someone who knows how to best exploit this technology (Kieran Lamb).

Why Use a BLOG & a CAB (Current Awareness Bulletin)

So why not just use a bulletin, it makes life easier and still does the same job?

But a Blog helps bridge that physical gap between you and the user, our Trust is Lancashire wide and not everyone has the time to come to the library. The NHS operates 24 hours a day, and so does a Blog. The blog is accessible from any PC, work, home or worldwide. The Blog reflects what's going on in the trust.

The Blog makes access to quality resources accessible 24 hours a day.

So a Blog is a good way of collating a wide range of resources, for example articles, databases, guides and putting them together in one easy accessible place. But what happens next?

It's LOVE at first sight!

The Blog has proven to be effective but how do you exploit that with an even wider audience?

Add the Magic Ingredient and Make Something Special! Blogs & CAB's

The Current Awareness Bulletin

started in February 2008, it is only ever a single A4 sheet at the request of the Lancashire Care staff who would rather have small snapshots at regular intervals.

The bulletin is sent out twice a month to **ALL** staff in Lancashire Care NHS Foundation Trust via the Communications department on the trust email. This collaboration has been a vital part of the disseminating process.

How do the BLOG & the CAB work Together

The CAB is sent out via the trust email, when the member of staff receives it they can click on the title of the article, report or website and the hyperlink takes them to the blog site, this helps the individual in a number of ways:

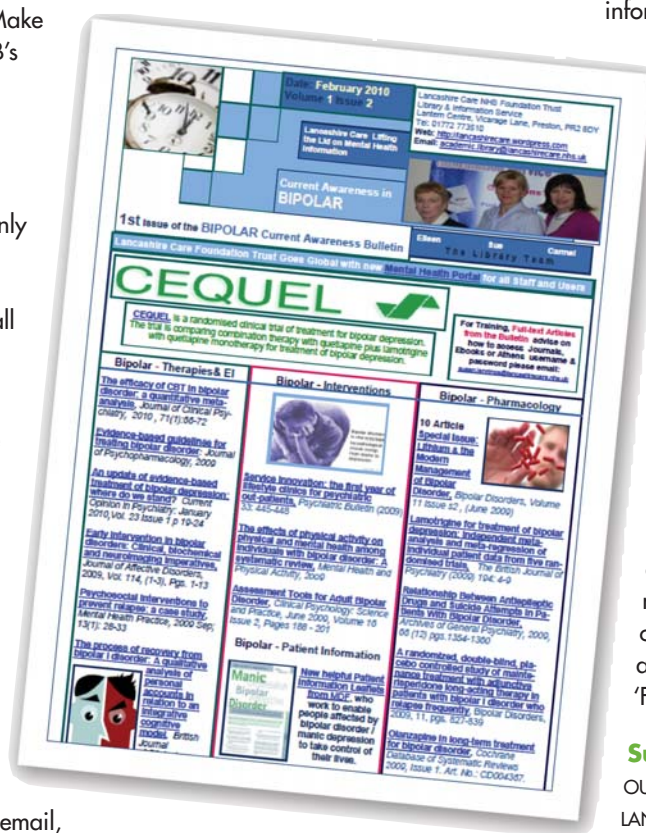
- Staff can read the article abstract and decide there and then if it is relevant.
- The blog records a statistic that the article has been accessed.
- Awareness that there is a dedicated website to the library service.
- Awareness of other resources which are available via the library blog.
- Awareness that the library can provide quality, timely, articles in their

subject area and others.

- Awareness that the library can provide information literacy training.
- Awareness that the library can provide a literature searching service.

Current Awareness Bulletin Expands

the bulletin now has 4 dedicated subject areas, General, Suicide & Self Harm, Bipolar, and the latest edition for July 2010 LEAN which has already gained the support and the interest of the Chief Executive of the Trust.



Current Awareness Bulletin Ignites -

the evidence shows that when each bulletin is produced it is like a catalyst within teams around the trust, encouraging staff to increase their knowledge base.

Current Awareness Bulletin Inspires -

staff to get in touch with the library and request training in information literacy, literature searches, articles, books and more.


You will never have to MARKET your service ever again!

One less thing to do at least, this is one service that is well worth the time, effort and imagination.

Conclusion - The Trust & You Working Together

There are benefits for all, for the trust, better patient care, more informed staff, underpins evidence-based practice, supports information literacy and the library becomes central to the trust's information needs.

For you, a library service which is responsive to user's needs, an opportunity to develop expertise in your subject area, a programme of training, exploiting Web 2.0 technologies, and ultimately it makes your job more interesting.

But we are not stopping at bulletins we are due to produce our first venture into Horizon Scanning thanks to Katherine Dumenil and the gang on two topics Depression and Dementia. The aim is to ensure that we cover all bases with current awareness, operational and future new developments, trends and changes. Could be the start of another catch-phrase, the 'Future is Current.....' 

Sue Jennings

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<http://www.ilit.org>

Developing the virtual library at the North West Ambulance Service



NWAS LIS is a new service, started in March 2009. Among the many challenges in creating a Library presence are the wide geographical area (from Crewe to Carlisle), no money to invest in web development (all money goes to buy resources), no legacy systems and no physical library.

One possible answer was to look at free Web 2.0 social networking tools to build a web presence and to try and deliver services over the net. This article does **not** claim expert status on behalf of the author, rather a willingness to have a go. Necessity, is after all, the mother of invention. It does share some of the lessons learned with a pointers on what worked and what doesn't.

Talk to your IT Department

IT in the NHS is a tale of two conflicting interests, one for "innovative" use of technology and the other for "absolute" security. Blogs are a NO. However, if you can demonstrate no threat and find a way to allow specific access to your site without breaching a wider ban, websites can flourish under benign disinterest. A tip here is to prefer the word website not blog. You will find that many tools are accessible because they do not fall into the general categories of either blogs or social networking, the two categories security software blocks. IT Departments can also be helpful! Remember also that most users don't use these kinds of services in work time for operational reasons. Even a blocked service at work has value outside the work place.

Have a go

You do need a can do approach. Having something that works is better than nothing at all. Be willing to learn, most web tools allow novice users to create something useful. If you need more help there are supportive and knowledgeable colleagues to provide advice.

There is real expertise out there if you know where to look. Not everything you try will work, so be prepared to treat failures as learning opportunities. In any case no one will be looking at your new web venture until you tell them it's there, and if you are worried just restrict who can see it.

Getting started

In an ideal world a web presence is an interactive experience with users. In reality users don't have the time or inclination to use tools that invite interaction, even if they can "see" them at work. A comment on the blog is a cause for celebration. This is a content push exercise; you keep writing and publishing content in the hope of building an audience. The NWAS LIS website has about 300 visits a month. This did drift when the content wasn't refreshed frequently enough. It's now updated every two to three days, with articles scheduled for publication a week a head. It is hard work.

Content is also a resource. Blogging – or should we call it website content creation – can provide answers to common questions, and act as a repository for interesting stuff that you might want to come back to later.

It's important to measure your audience, and this is quite simple with Google Analytics. The audience figures won't rival a national newspaper but they will probably justify continuing. It's also quite hard to get other peoples audience figures for blogs (websites). So NWAS LIS has put its head over the parapet. If any colleagues would like to get together and share their hit rates to create a benchmark please do contact me.

Do try and convince your organisation that you are safe on the web. The NWAS LIS

website tends to steer clear of clinical topics, there is a tightly controlled mechanism for delivering clinical information to staff. It doesn't comment on corporate issues which cross boundaries with the corporate communication function.

Google built my library

You can build back office functions. The grandly titled NWAS LIS Management Information System is built using Google Sites providing Enquiry Tracking, Inter-Library Loan records and an Activity Log. It's not that sophisticated but it works and has the benefit of being accessible anywhere, not just in the office. However, there are no backups on the web. A bad day at Google or a careless key stroke could mean all your data is lost. Keeping backups on a regular basis is important, for example copying the source code and saving it on a secure drive.

Google Books also provides a quick and dirty catalogue of the small Learning and Development Library c200 hundred books. You can know what is in the Library, see reviews and previews and tag books by category. Issues and returns are recorded manually on an Issue System built using Google Sites.

There must be advantages

The main advantage is that it is quick. Web 2.0 tools are good at handling and publishing data. It is easy to create an Alert in a major database, feed the data through RSS and publish the results using Yahoo Pipes. You can respond quickly to multiple enquiries on a similar topic by publishing something on the Library website.

It's public and easily accessible to users. Ideal for meeting the needs of certain user groups, like students, who use guides published using Google Sites. Probably any wiki would do.

It's easy to update, no need to wait till you get to the office or process updates through the chain of IT command.

Beyond Google:

Working with information online

Having been given some Open University gift vouchers, I was searching the OU website for a short course to study and thought Beyond Google looked interesting and relevant to work. I mentioned it to Paula, my Library Manager, and she thought I should apply to LIHNN for funding. I applied for some funding towards the cost of the course and was successful.


The course was summarised as being a ten-week online course offering a structured journey through the world of information; encouraging you to question the quality of the information you find and to reflect on the value of different kinds of information for different purposes; helping you to search for information systematically; look at it critically; organise it efficiently and present it clearly.

I found this to be an extremely interesting course, which really did go "Beyond Google". It was well presented, with lots of interesting and useful advice and techniques for extracting information from the internet.

The course introduces a world of information and teaches you how to be a smart searcher; there are so many effective mechanisms for finding the appropriate information from search results.

The course encourages you not just to take information at face value, but to make sense of the information and evaluate the content. It explains how tools like RSS feeds, wikis, blogs, social bookmarking, photo sharing, podcasts and desktop alerts can be used to support our work.

In a way the course is open-ended because it provides a foundation to go on discovering new techniques.

However, for a 10-point Level 1 course, I found this course to be quite challenging, and very time consuming. Not as easy as I first thought! 

Helen Collantine
SENIOR LIBRARY ASSISTANT
TRAFFORD HEALTHCARE NHS TRUST

What are the downsides


It can be time consuming. Sometimes you feel that your alter ego is a Librarian/Journalist looking for content. The web moves quickly and you have to move quickly too. Nothing is ever quite finished and you have to get used to working in a permanent state of "Beta". This leaves things a bit rough at the edges with some projects never finished.

Generally higher level skills allow you to design the look of your content so that at least it looks like it comes from the same organisation. If you don't have those skills or don't have time to customise then you have to accept a certain divergence of design. NWAS LIS is broadly green, but otherwise interfaces are left in their native state.

Promoting your web presence through all communication channels is essential.

Sometimes you have to take the horse to water and make it drink. Don't assume because its there they will use it. This adds an extra item to the Library marketing effort.

What has NWAS LIS done

NWAS LIS has tried many things over the last year. These are some of the ventures so far. You will notice Twitter isn't on the list. I did ask a colleague over the desk partition if they Twittered. There was a moment of confusion. She thought I was asking if she talked too much. Micro blogging is a niche activity and too content hungry. Perhaps this is also a moment to thank colleagues who have offered suggestions and advice. No names, you know who you are. 

Matt Holland
JULY 2010

LIBRARY WEBSITE	BLOGGER
Current Awareness – Table of Contents Services	Pageflakes
Current Awareness – updating services	Yahoo Pipes
Bibliographies	Connotea, CiteUlike & Mendeley
Online Documents	Google Docs
Feedback	SurveyMonkey
Diary	Google Calendar
Guides and Information Skills Support	Google Sites
Resources Catalogue	Google Books
Management Information System	Google Sites
Audio Welcome Message	Pod-Bean

LIHNN Residential:

The scene is The Leyland Hotel on the morning of March 18th, 2010; strange creatures lurk in the undergrowth, quirky surprises await around every corner, and an unusual and disproportionate perspective can be found in the hotel bar. The library managers' residential event is in full swing...



The trainer, Jane Wintringham, delivered a two-day refresher programme covering a whole range of topics already familiar to most present, including change and change management, working styles and interaction, leadership, negotiating and persuading, creative thinking, and developing future-focussed strategies. The programme was described by one of the delegates present as an "Executive Brief" for library managers, and that seemed to be a useful way of thinking about the event.



Professional Focus for Library Managers




This was a valuable exercise in terms of revision and re-iteration of course, but there was an additional benefit in considering all these ideas together in that it provided an insight into how one idea can relate to, or impact on, another. That proved to be a very illuminating approach and produced some interesting ideas and discussions. There was even a spontaneous round of applause during one session, for a diagram depicting the process of change, reproduced here! [Editor's note: ask your library manager for an explanation].

The event was notable also for the fact that it gave the North West



library managers an opportunity to say goodbye to Shan Annis, just prior to the occasion of her retirement. Shan very kindly paid for a drinks reception featuring Bucks Fizz and an unusual selection of canapés, and she gave a short speech at dinner.

I'm sure I speak on behalf of colleagues across the region in wishing Shan a long and happy retirement. 

Mike Hargreaves

REMOTE SITE LIBRARIES MANAGER
UNIVERSITY OF CENTRAL LANCASHIRE

A fond farewell to Shan Annis

As you all must know, Shan has taken retirement from her post with the Health Care Libraries Unit and will be greatly missed, having been a well-known and respected member of our profession regionally for many years.

Shan gained her first degree, (BA Librarianship) at Liverpool Polytechnic (now John Moores University) in 1978. She then combined a part time post as Assistant Librarian at Royal Liverpool Hospital (1981-1982) with part time study for an MPhil. Her Masters degree was, again, from the former Liverpool Polytechnic and was awarded in 1982. Her thesis, 'Public Health in Liverpool 1845 to 1875' cemented an early interest in public health and helped her decide to pursue a career in health librarianship and specialise in public health when the opportunity later arose.

From 1982-1992 Shan worked in her first professional post as a single handed librarian at the Postgraduate Centre Library at Ormskirk Hospital where she set up a service from scratch. During this time she became an active member of NORWESHLA (North West Health Librarians' Association) and both benefitted from and contributed to the shared discussions of issues pertinent to NHS libraries and information services. It was also during this time that she registered for Chartership – fortunately for Shan this was in the days before the need for Personal Development Reports or a Portfolio of Evidence.

Upon leaving Ormskirk, Shan moved to South Lancashire Health Authority to work as a Public Health Intelligence Office from 1992 – 2001. When West Lancashire Health Authority merged with Chorley Health Authority she was head hunted by the Director of Public Health, a regular library user, to set up a library

service for the new South Lancashire Health Authority and became part of a public health-related service. Her interest in and commitment to CPD led her to volunteer to run CPD sessions for Health Authority staff and she used the Library Association's Framework for Continuing Professional Development (Library Association, 1992) to advise staff on the best way to create professional development plans and career development pathways.



With her mix of experience in clinical librarianship and public health/commissioning intelligence, her next post, Regional Office Librarian with NHS Executive (North West Regional Office) - which she held from 2001-2002 - was a logical step. Unfortunately NHS Regional Offices were abolished by an NHS reorganisation in 2002 and her post came to an end. She was relocated to the North West Health Care Libraries Unit (HCLU) based at Warrington and given the role of Associate Director: Projects from 2002-2004.


Her first 18 months at HCLU involved supporting all the unit's main work streams (HeLiCON Accreditation, developing the website, ADITUS, assisting in the development and delivery

of a CPD training programme and compiling annual statistics of library activity in the North West). The Unit was subsequently reorganised following a major review and Shan was given responsibility for CPD as the CPD Manager from 2004-2008. One of the highlights of this time for Shan was the award of the CILIP Seal of Recognition in 2008 for the HCLU training programme.

From 2008 until she took early retirement in March 2010, Shan's role was amended to include the title, Partnerships Manager, which was intended to strengthen partnership working with library colleagues from other sectors and to support patient care through active involvement in the field of Consumer Information.

In addition to her 'day jobs', Shan has also been active on the national stage as the CILIP Candidate Support Officer (CSO) for the North West and Chair of the Career Development Group North West Division. She has also mentored candidates for Chartership and run many ACLIP portfolio advice days and helped to deliver CILIP's Mentor Training sessions in the North West.

The summit of her professional career came, perhaps, with the award of Fellow of the Chartered Institute of Library and Information Professionals in March 2010 – just prior to leaving HCLU.

Outside her professional interests, Shan has chaired her local Parish Council, worked as a School Governor and is a volunteer youth worker working for the Duke of Edinburgh Award where she helps to train young people in outdoor skills and map reading. 

Chris Thornton

HEAD OF LIBRARY SERVICES
CENTRAL MANCHESTER UNIVERSITY HOSPITALS
NHS FOUNDATION TRUST

New starters


JET-ting in!



Susan Smith (left) & Catherine Pritchard (right)

Hello from the new NHS librarians at the Jet Library, Leighton Hospital.

Susan Smith has taken on the new role as Senior Librarian. I began with a degree in Biology and Psychology at Stirling University, before embarking on a career as a countryside ranger and falconer. It was whilst researching a book on corn mills and working towards the preservation of an ancient Scottish Kirk I manage, that a sharp eyed librarian encouraged me to change careers. Initially I worked in a public reference library specialising in local history and genealogy, before entering the health sector at Shrewsbury and Telford NHS Trust, where I accepted my fate and decided to qualify via distance learning at Aberystwyth. On qualification I moved across to Keele University as the E-Resources Librarian supporting the Health Faculty and the local North Staffordshire NHS Trusts (an acute trust, two PCTs and a mental healthcare trust). Chartered in 2008. Main areas of interests include Web 2.0 and merged services. Thank you for the warm welcome to the region and I look forward to meeting you all in the near future.

Catherine Pritchard now replaces Claire Harman as Librarian at the JET Library. Originally from Worcestershire I now live in Shrewsbury. I spent a number of years in Aberystwyth, firstly studying History and Welsh History, then completing an MSc in Information and Library Studies, and finally spent a year as a graduate trainee at the University library. My first professional post was as a Librarian with Telford & Wrekin public libraries where I worked for four and a half years, during which I became a Chartered Librarian. My interest in health librarianship was partly due to studying A Level Psychology and continuing to Open University study. I am looking forward to the challenge of learning about health librarianship and working for the NHS. 


New starter at Wirral University Teaching Hospital

Hello, my name is Gwyneth Pearson and I am the new Clinical Librarian at Wirral University Teaching Hospital NHS Foundation Trust. I will be working with Victoria Kirk and the rest of the Library team to deliver and develop the



Clinical Librarian service, including literature searching, information skills training, and support for journal clubs.

In the past I have gained experience in both health and higher education libraries, and have also undertaken roles as varied as university and local authority website editor and editorial assistant for a medical communications agency. All in all this career path has led me to the role of Clinical Librarian, which I am very excited about.

I hope to meet many more of you over the coming months! 

Using Quizzes in library training

Quizzes are fun especially if there is a little prize at the end and we use them in a number of ways here at Stockport. The majority of ours are displayed as presentations (PowerPoint) which allows the use of more visual clues and also saves paper!

Here are some of our ideas which have received positive feedback.

1. The silly answers and sometimes the silly question

ETOCS are

- a. Cuddly creatures from Star Wars
- b. e-mails that keep you up to date with current content of journals
- c. alerts for new library books
- d. electronic overdue book reminders issued by the library

The Library Manager was born and brought up in which place

- a. Stockport
- b. Reading
- c. Aberystwyth
- d. Newport

This was part of a quiz given at the beginning of a presentation about library services to one of our departments. It was St David's Day and the prize was a bunch of daffodils. Everyone reading it had a chuckle about the etocs and a moan about the Library Manager. This was a paper based quiz completed over lunch.

What did it achieve? It engaged people and gave an up beat note to the beginning of the proceedings. It also highlighted our services in a fun way

2. Using jokes

Even if you are not a skilled joke teller, a joke at the beginning of a quiz can help set a positive tone.



We were faced with a Friday afternoon of 2nd year nursing students in a lecture room. The aim was to remind them about the library service and resources and naturally many of them did not want to be there. The session opened with the following screen

What did it achieve? It set a lighter tone and engaged a disinterested group of students. The students were in teams and the prize was a packet of Werthers. They were hooked and entered it with great gusto.

3. Check what people have learned in a session

Questions can be devised that check understanding and can allow the points to be re-enforced. The following show two examples of a visual quiz question that does this

Question 17

1	exp Cerebral Vascular Accident/
2	stroke.mp. [mp=title, subject heading

If I press the combine button, I am given the option

In this example, which is the most sensible to use?

Question 18

Search History		Results
modern matron.mp.	Line 1	45
exp Infection Control/	Line 2	20861

If I combine line 1 with line 2 using AND, the number of results will be

- a. Larger than 20,861
- b. Smaller than 100
- c. 20,861

What did it achieve? It checked that they had understood basic searching. It was considered to be challenging by those who did it and it did make them think.

4. Check they know about resources

We have found the quiz vehicle is very useful for generating discussion about resources and make a change from the standard presentation. This was used with a group of F1 doctors who should have had a least a passing familiarity with our resources

Question 7

It is midnight and you need to consult the Oxford Textbook of Surgery / Medicine / Psychiatry and you don't own a copy.

What are you going to do?



What did it achieve? We had some amusing answers (ring a friend?) which again helps people to remember about e-books. When we went over the answers, we spent quite a bit of time looking at how to access the resource and a number of people commented on this being really useful.

5. Using it as the learning vehicle

We have used it to guide a group through accessing specific information from different resources. On this occasion they were each sat at a computer. We went through the slides – some were straight forward and in this case answers were given immediately. Some involved opening a resource. In this case the slide went up and people started the task. The quiz master now acts as a facilitator to users who needed help. Early finishers explored the resource further. When all had finished, a short feedback session occurred finding out if they liked the resource, any highlights they had found (time for our explorers to shine) and any actual examples of resource usage.

What did it achieve? It gave an opportunity for a variety of learning methods; self explorers and those who prefer to be guided. Discussion helped to embed the learning. Examples of usage from peers was very influential.

Screen for quizzes

Quiz masters instructions as a reminder – not visible to quizzees

Conclusion

- Quizzes can enhance learning by giving people 'hooks' to remember things on.
- Quizzes develop positive relationships between users and library staff.
- Quizzes make people participate when they think they are going to be bored.
- Quizzes tell people about your resources in an interactive way. if you delivering to a large group in a lecture room.

But best of all they are fun.

P.S. A game using searching skills

A number you may have come across the game called googlenthack which involves trying to find a search on Google which only has 1 hit. I adapted this to use with PubMed. At the end of a session people were asked to form pairs (always more fun together) and to try to get down to just 1 hit using at least one AND. The prize was a mars bar each (extravagant – normally a packet of something is better because it gives people the opportunity to share with the whole group). On this particular instance it was achieved within 5 minutes. Try it. You might want to add rules excluding authors, or using more search terms.

Mary Hill

LIBRARY MANAGER, STOCKPORT
NHS FOUNDATION TRUST

Vicki Ferri

ASSISTANT LIBRARIAN, STOCKPORT
NHS FOUNDATION TRUST

Recent successes and qualifications

Congratulations to all of the following:

Angela Page

from Wrightington Wigan & Leigh Trust has gained her CILIP MCLIP Chartership.

Samantha West

from Countess of Chester Trust has gained her CILIP MCLIP Chartership.

Shan Annis

has been awarded her Fellowship of CILIP (FCLIP).

Gateways to

Population

The Gateways to Information programme was conceived as a series of outreach events to promote the library service to staff at Salford's Gateway centres. The Gateway centres are brand new facilities built under the NHS's LIFT initiative designed to provide patients with easy access to integrated primary, community and social care services. The particular appeal is that they contain a range of

Salford Community Health (SCH) staff including physiotherapists, audiologists, podiatrists and speech and language therapists. They also feature GP surgeries and dental practices. There is a range of potential library users gathered together in one easily accessible place.

Intervention

The majority of SCH staff that contact the

library are enrolled on courses and want information to support their coursework. They are something of a captive audience at this point. We wanted to remind them that the library could be an ongoing element in their working practice.

We particularly wished to emphasise the library's role in assisting in the development of evidence-based practice. Practitioners aren't on their own (or with Google) when searching for information; the library offers assistance in accessing more authoritative sources. The service can get directly involved in patient care, for instance through helping with the development of guidelines or providing references to help with specific cases.

The fact that representatives from the library service had come to their place of work would underline the fact that the facilities we offer aren't confined to a physical space but are widely available.

We decided that there would be two members of library staff at each event. The service had a small pool of bank staff who could be used to accompany a permanent member of staff. In order to ensure that we had a coherent message from everyone participating we organized a training day for bank staff to outline the basic plans for the day and to ensure that they were familiar with databases and NHS Evidence (see box).

Comparison

We decided to concentrate on a general promotion of the library's services building up from basic services – like the online catalogue – through to searching bibliographic databases. Initially we planned to offer practical database searching help. However, on reflection the likely difficulties in ensuring internet access and the amount of time that a database session would take up led us to revise that aim. Instead we would provide leaflets on using the databases, advise on developing a search strategy using PICO and promote the current awareness services available. We would

BANK STAFF TRAINING DAY

AIM

To enable bank staff to assist in the Gateways to Knowledge outreach events.

OBJECTIVES

At the end of the course bank staff will be familiar with:

The aims of the Gateways to Knowledge events
The ways in which the library can help

LEARNING OUTCOMES

At the end of the course bank staff will be able to:

Check for items from the library catalogue
Find out if NHS Salford has access to a particular journal
Set up Electronic Tables of Contents and subject alerts
Devise a search strategy using PICO
Select an appropriate database to implement search strategy
Interrogate specialist databases via NHS Evidence

Basics

People need to know what we have in stock that will help them to do their work. They can of course contact us directly but it would be quicker, easier and more convenient for them to be able to check themselves. So to begin with tell people about:

Library catalogue
Journals list

Supported by:

Electronic Tables of Contents (ETOCs)
Current awareness and Horizon Scanning

Next steps

We are supporting practitioners in evidence-based practice. To find that evidence they need to be able to formulate a search strategy. We now need to look at:

Identifying separate elements of an enquiry
Systematically assembling a search strategy

Finding the evidence

Participants can then implement that search strategy by looking for articles that consider how other practitioners have resolved the problems our audience has identified. They can do this by:
Interrogating the specialist databases available via NHS Evidence

Information

also emphasise that books and journal articles could be requested by e-mail or fax (to allow for the necessary signed forms) and delivered through the internal post.

Outcome

The sessions were booked into community rooms at the Gateway centres which provided plenty of space for setting up display tables. The standard array of leaflets was supplemented by a laptop showing a PowerPoint presentation while the room was marked out as staging a health library event by the GMHeLP banner by the door.

Centre managers were very helpful in distributing publicity material beforehand and we also used various contacts within Salford Community Health to promote the forthcoming events to relevant teams. The Outreach Librarian spoke to senior managers who cascaded information to colleagues. This was supported by items in the staff newsletter.

On the day the approach was to have one person in the room for any passing visitors whilst the other could go around to the different departments. We prepared information packs using the GMHeLP jute bags which proved popular. This personal touch was supported by phone calls to departments to let them know that we were there and to invite them to come and see us.

There are three Gateway Centres and there were two events at each. On the second visit part of the session took place in the staff room which provided additional opportunities to approach people and pass out information packs. At one of the Centres the manager provided a tour round the workspaces which opened up further chances to distribute the packs and explain to people how the library could assist them.

Summary

The events provided us with a number of new registrations; offered the opportunity to introduce people to the basic concepts of developing

a search strategy; generated literature search requests; prompted people to ask to be added to EToC circulation lists; and generally raised the profile of the library. A group of school nurses who were unable to attend one of the Gateway events requested a training session at their workplace.

So the events offered the chance to make initial contacts with clinicians and for them to meet the Outreach Librarian. This was not quite the embedding of the library in the work programme that might have been the ideal outcome. However, the VIVOS project which evaluated methods of promoting 'virtual outreach' quoted one participant as suggesting that "[librarians] need to sell themselves a bit more" (Yeoman et al, 2003, p430). Another observed that they now felt more able to use the library service and to refer others to the service: "...and I didn't know anybody before we did the training and so I might not have felt quite so...confident in doing that." (Yeoman et al, 2003, p431). In this context, where the external view regards the library as an under-promoted and slightly remote service the Gateway events were a valuable first step.

The next stage is an ongoing programme of 'surgeries' at administrative centres where it will be easier for people to get to see the Outreach Librarian with more detailed enquiries. A couple of these sessions

GATEWAYS TO INFORMATION



Practitioners need access to the most up to date information to inform clinical decisions. NHS Salford Library and Resources service can help with retrieving that information.


Members of the library team will be visiting Gateway centres in March to explain what services the library can offer and to provide assistance in developing search strategies.

And the library doesn't just support coursework. If you are developing a guideline or require details about treating a particular condition we can help with those too.

Come along to one of the following dates to see what's available:

March 11: Walkden, Community Room 3, 1.00-4.00
March 12: Pendleton, Community Room 2, 1.00-4.00
March 19: Pendleton, Community Room 2, 1.00-4.00
March 22: Walkden, Community Room 3, 10.00-2.00
March 23: Eccles, Community Room 2, 10.00-2.00
March 31: Eccles, Community Room 2, 10.00-2.00

If you can't make it to any of these sessions, or you'd like further information, contact Stephen Edwards our Outreach Librarian on 0161 212 4942, 07823 533636 or e-mail stephen.edwards@salford.nhs.uk

have already led to some individual database training and an enquiry about establishing a journal club. The Outreach Librarian will also be attending further SCH team meetings to provide an overview of what's available from the library while flagging up the surgeries and reminding the teams about the potential for the library to assist with the implementation of evidence based practice. 

1. Yeoman Alison J, Cooper Janet M, Urquhart Christine J, Tyler Alyson. The management of health library outreach services: evaluation and reflection on lessons learned on the VIVOS project. *J Med Libr Assoc* 2003 Oct; 91(4): 426-34.

Thanks to Simon Fraser, Jane Roberts, Jacqueline Anslow and Mandy Hodgkinson for helping to develop and deliver the Gateways to Information events.

Stephen Edwards

OUTREACH LIBRARIAN,
NHS SALFORD

What are the leisure library

When I have a moment to browse the shelves of one of our libraries (Preston/Chorley), I head for the leisure reading section. As a library assistant I only have to know where to find the medical books rather than read them. But if your work requires the memorisation of chunks of *Davidson's Principles and Practice of Medicine*, how much time for leisure reading do you have? And what titles do you read? I was curious to find out following discussions with colleagues about what titles would encourage readers to use the leisure reading section.

Amy Harrison, the assistant librarian at Chorley, designed a Heritage report that would provide the data I needed. Readers can choose from over 1,000 fiction titles and 160 fact titles - mainly popular science, history and biography - shared between the two libraries. Amy's report gave me the reader's (occupation) category and gender for each issue of a leisure reading book between 1st April 2009 and 31st March 2010.

Results

There were 842 fiction issues and 147 fact issues during the year, including multiple issues of the same title. The figures suggest that fiction is more popular than fact, but the collection sizes are very different (See figure 1). The percentage of individual titles issued from the fiction and fact collections are almost equal (45 and 44%).

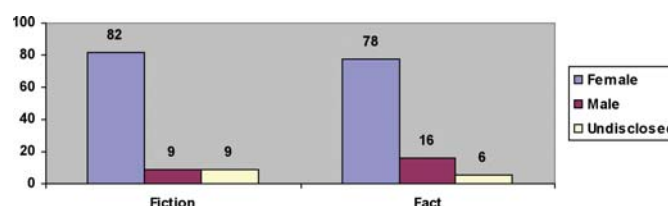
Figure 1. **Number of issues**

	Total issues	% share	Titles issued	% share	No. of titles in collection	% of collection issued
Fiction	842	85	480	87	1007	45
Fact	147	15	71	13	161	44

Reader Gender

Of the 4941 staff registered with the library, 3654 are female and 1007 are male'. (Gender is not recorded for 280 users). The ratio of female/male fiction borrowing is 9:1 reducing to 5:1 for fact (see figure 2). Even after taking into account that there are three times more registered females than males, the female readers read the most. One book per five females is issued compared with one book per ten males.

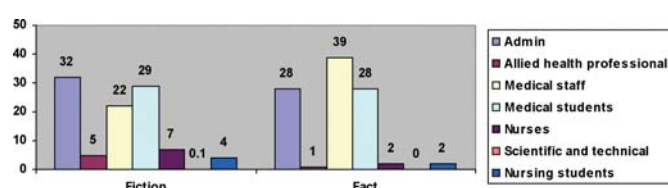
Figure 2. **Female/male share of issues**



Reader category

Nine categories of reader took out books during the period. I have excluded multidisciplinary and miscellaneous as it is not clear who is included in these categories.

Figure 3. **Reader category share of issues**



The sizes of the categories are different but - unlike you might expect - larger groups don't take a larger share of issues. Admin (188) and medical students (292) are two of the smallest groups but read the most (See figure 3). Only s&t (77) are smaller. Nurses (1164), nursing students (579) and allied health professionals (572) are larger groups but read less. Medical staff (930) are the exception. Their large share of issues is achieved with a comparatively small proportion of them borrowing books - one book per five medical staff compared with one book per one admin/medical student.

The percentages are consistent across the fiction and fact collections, although fact is relatively more popular with medical staff than fiction.

Popular authors and titles

The most popular fiction authors are determined by female readers. (29 of 31 issues of Gerritsen went to females - see figure 5). Amongst males, Dan Brown is popular, but otherwise they prefer different authors: Beatrice Colin, Patricia Cornwall, Jed Rubenford. However, the figures are so low for males that no one author is particularly popular. The same is true of the fact authors. Gerritsen and Brown are mainly popular with

reading habits of health users?

medical students. Kinsella and Atkinson are broadly popular. (Picoult is popular with the excluded miscellaneous category).

Figure 5.

Top 5 FICTION authors			Top 5 FACT authors		
	Author	Issues		Author	Issues
1	Tess Gerritsen	31	=1	Bill Bryson	10
2	Jodi Picoult	23	=1	Nick Edwards	10
3	Dan Brown	20	=2	Barack Obama	8
=4	Sophie Kinsella	15	=2	Kate Summerscale	8
=4	Kate Atkinson	15	3	Michael Foxton	6

The most popular titles are listed below. The female readership is again responsible for the popularity of these books.

Most popular fiction

1. **Remember me?** – Sophie Kinsella
2. **Deception point** – Dan Brown
3. **When will there be good news?** – Kate Atkinson
- = 4. **A thousand splendid suns** – Khaled Hosseini
- = 4. **Angels and demons** – Dan Brown
- = 4. **Girl missing** – Tess Gerritsen


Most popular fact

1. **In stitches: the highs and lows of life as an A&E doctor** – Nick Edwards
2. **The suspicions of Mr Whicher** – Kate Summerscale
3. **Bedside stories: confessions of a junior doctor** – Michael Foxton
- =4. **Dreams from my father** – Barack Obama
- =4. **The audacity of hope** – Barack Obama
- =4. **How to change your life in 7 steps** – John Bird

Conclusions

In part I undertook this analysis to identify how to encourage greater use of the leisure reading section. The results show that male readers are a low reading group compared to female readers. It was also identified that males borrow more fact than fiction as a percentage of the male/female share. As such, it is reasonable to predict that an increased selection of fact books would increase male borrowing.

Among medical students, Gerritsen's popularity is surely owing to her medical training and the anatomical details she brings to her crime thrillers. In a list of best selling authors of the last decade, Gerritsen ranks lower than Brown, Picoult, and Kinsella². But in my survey she tops a list of these authors. Similarly, humorous fact books about medical life are also popular. It is possible that similar books relevant to nurses would increase their borrowing.

A difference in leisure reading usage between medics and nurses is also apparent among employees, although medical staff read less than medical students. This drop in borrowing might be due to the demands of working life. Students are in the library for long hours and use the leisure reading books for light relief. Staff use the library more sparingly with little time for browsing. The exception are the admin staff – the only category where more than one book per reader has been issued. Given the conclusion that clinical staff read less than students because of the demands of work, perhaps it would be wise to conclude that admin staff have their priorities right. It's certainly a conclusion a librarian should make. 

Simon Briscoe

LIBRARY ASSISTANT

LANCASHIRE TEACHING HOSPITALS FOUNDATION TRUST

References

1. *Some of these people have not been registered for the full period under analysis. I am assuming that the numbers of library users and their reading preferences have remained similar throughout the period.*
2. <http://www.telegraph.co.uk/culture/books/6866648/Bestselling-authors-of-the-decade.html>, accessed 31/05/2010

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.

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