Editorial

Hello and a very warm welcome to the September issue of the Newsletter. I hope we have lots to interest you and inspire you in this issue. We have an evaluation of the NICE Evidence Search Student Champion Scheme, an opinion piece about predatory publishing, and also an update from the MAP toolkit. We also have some snippets from some of the reports that have come in about our very own HLG Conference, and plenty more in the regular columns.

And don’t forget to have your say about the NHS England Accessible Information Standard – see our Spotlight section for further information.

If you would like to get involved or have ideas for columns/developments or if you would like to write a short piece (1000-1500 words) for the Newsletter then do please get in touch with me.

I hope you find this issue of the Newsletter useful, informative and enjoyable. See you next issue.

Elise Hasler, Editor, HLG Newsletter

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Please make sure you have registered your email address with Cilip via the website otherwise you could be missing out on important HLG announcements. It is not enough to have given your email address when renewing your Cilip subscription. You need to register via the Cilip website: http://www.cilip.org.uk/aboutcilip/welcome
Group news

Health Information and Libraries Journal
http://wileyonlinelibrary.com/journal/hilj @HILJnl

The 2013 Impact Factor for the Health Information and Libraries Journal has risen from 0.662 to 0.932 with the journal now ranked 37 out of 83 journals listed in the Information Science and Library Science category.

Contents of the September issue

Editorial
What’s in a name: putting the skills of librarianship back into circulation. A Brice

Review
Reporting methodological search filter performance comparisons: a literature review. J Harbour, C Fraser, C Lefebvre, J Glanville, S Beale, C Boachie, S Duffy, R McCool, L Smith

Original articles
The British Nursing Index and CINAHL: a comparison of journal title coverage and the implications for information professionals. S Briscoe, C Cooper

Qualified doctor and medical students’ use of resources for accessing information: what is used and why? K Mattick, N Brennan, S Edwards, N Kelly, A Miller, L Harrower

A mixed methods analysis of a library based handheld intervention with rural clinicians. R Wallace, N Woodward, T Clamon

Assessment of vaccination-related information for consumers available on Facebook. R Beckett, R Buchanan

Regular features

Dissertations into Practice
Health care librarians and information literacy: an investigation. C Kelham

International Perspectives and Initiatives

Learning and Teaching in Action
Health Information, what happens when there isn’t any? Information literacy and the challenges for rare and orphan diseases. H Spring

Obituary
John Richard Van Loo by Peter Morgan

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Twitter: @MariaJGrant @HILJnl #hilj

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Sub-Group News

Libraries for Nursing (LfN)

HLG Conference
Some LfN Committee members attended the HLG conference - it was a great success. They enjoyed meeting so many people whilst manning the stand, and the freebies were also well received.

If you would like to join the LfN group or you just want more information please contact the chair, Lorrie Farrell: lorrie.farrall@live.co.uk

Emma Ramstead, Secretary, LfN
Email: Emma.Ramstead@SASH.NHS.UK

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HLG Wales

Changes to the Committee
Following the resignation of three committee members (our former Joint Chair, Treasurer and a committee member), an appeal for HLGW members to join the committee resulted in two volunteers. Welcome to:

- Clare Boucher, Academic Liaison Librarian for Colleges of Medicine and Human & Health Sciences at Swansea University as our new Treasurer
- Katrina Hall, Subject Librarian for Colleges of Medicine and Human & Health Sciences at Swansea University as a new committee member

The leaving committee members Angela Perrett, Sarah Bruch and Meg Gorman were thanked for their service to the committee and membership.

Stephen Storey, Chair, HLGW
Email: s.m.storey@swansea.ac.uk

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International

On the 11th – 13th June 2014, health librarians from across Europe and beyond (Australia, the US and Qatar to mention just a few) converged in (very hot!) Rome for the annual European Health Libraries (EAHIL) Conference.

The EAHIL community is a large and very friendly one. A couple of longstanding members made mention about the annual conference being like a family reunion and first time attendees are well looked after and welcomed with a first timers event.

Presentations from across the 36 member countries provided some fascinating insights and new ideas. Ben Skinner (Brighton & Sussex University Hospitals NHS Trust) shared his innovative web-based tool, Knowledge Share, which he has set up to connect people with evidence and to connect people with people. Tullevi Oseka (University of Eastern Finland Library) provided some extremely useful hints and tips on developing a successful blog, and Gus van der Brekel (University Medical Center Groningen, The Netherlands) provided feedback on an evaluation tool which has been developed for assessing apps. All of the conference slides can be viewed on the EAHIL 2014 website.

EAHIL Conferences are also a good way to discover a new European city, and the active social programme in Rome did not disappoint and included a visit to the Borghese Gallery, a Conference Dinner, live music, and optional tours of sites of Rome.
The next EAHIL conference is a workshop which takes place in Edinburgh on 12th & 13th June 2015. The aim of the workshop will be to equip participants with greater understanding of, and practical skills in, research approaches and methods, and HLG will hopefully be working collaboratively with the EAHIL local organising committee and Board to support the programme.

Don’t forget that HLG offers an annual Leslie Morton bursary of up to £1,000 to help encourage attendance at international conferences in health librarianship. More information for the 2015 award will be advertised in December.

Make a note in your diary, it promises to be an excellent event!

_Hélène Gorring, International Officer for HLG_
Email: helene.gorring@bsmhft.nhs.uk

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Spotlight

Accessible information standard

NHS England has issued a draft accessible information standard for consultation. The accessible information standard will provide guidance to NHS and social care providers on meeting their new statutory obligations to provide accessible information to patients and adult social care service users. Services will be required to provide individual communications (such as letters) and generic communications (such as leaflets) in alternative formats. The accessible information standard covers formats needed by people with disabilities; it does not include materials in languages other than English. The standard does not currently include an explicit role for librarians or knowledge service managers.

The accessible information standard is not the same as The Information Standard http://www.theinformationstandard.org/; the former covers identifying the need for and providing information in an accessible format; the latter covers processes for producing high-quality content.


The Health Libraries Group is contributing to a joint response by national library bodies to the standard, through the Joint Health Strategy Group http://www.sconul.ac.uk/page/joint-health-strategy-group. We would welcome comments from Health Libraries Group members either on the consultation documents or on the following as proposed elements to include in our response:

- The guidance should refer organisations to their librarians or knowledge service managers for guidance on high-quality evidence-based resources in alternative formats, to ensure that information for patients and social care service users is up-to-date and reliable.
- The guidance should indicate that materials in alternative formats need to be current (less than 3 years old) and of high quality (ideally meeting The Information Standard).
- The guidance should ensure that health and social care professionals can understand the information they are providing in alternative formats, such as through parallel texts or parallel publications.

Please send any comments on either the formal documentation or this proposed summary response to Ruth Carlyle: rcarlyle@macmillan.org.uk / 020 7840 4698 by 25 September 2014.

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Evaluation of the NICE Evidence Search Student Champion Scheme

Introduction
This article reports on a recent evaluation of an innovative peer-based information literacy training scheme designed to increase the routine and effective use of evidence-based information by future doctors, pharmacists, nurses and other healthcare professionals. The NICE Evidence Search Student Champion Scheme (SCS) shows students how to use the web-based portal, NICE Evidence Search effectively, and demonstrates its potential value to their study and practice. NICE Evidence Search (ES) is a web-based portal that gives free open access to a unique index of selected and authoritative health and social care evidence-based information (http://www.evidence.nhs.uk/about-evidence-services/evidence-services). Information accessible via NICE ES includes clinical and public health guidance, government policy, patient and drug information, systematic reviews, primary research and grey literature.

The Student Champion Scheme
Under the SCS, student champions attend a training day that is designed to give them a good understanding of NICE ES and help them to confidently facilitate peer-group training. They are also provided with a toolkit to assist them in running training sessions with their peers. With some support from a librarian or academic in their own university, and usually working with another student champion, they are expected to promote and deliver at least one learning session on NICE ES to a minimum of eight students. After they have delivered their training to peers, student champions attend a further interactive workshop that focuses specifically on NICE, including how NICE services/products can help them with their course work, continuing education and future practice, and how to keep in touch with NICE and Evidence Search. Champions also have the opportunity to interact with students from other universities and from other disciplines. The scheme was piloted in 2010 with academic support from Dr Mahendra Patel, NICE Fellow 2010-13. The information literacy component was developed by one of the authors, based on learning from the Facilitating Information Literacy (FILE) course. Specifically, all workshops are tailored to the champions using a pre-workshop survey, in order to ensure that they use examples that are relevant to participants. In addition, the scheme has a thorough cycle of continuous evaluation and improvement, culminating in the student champions’ reflective reports.

More than 650 student champions have taken part in the scheme, and typically have cascaded their learning to eight or more of their fellow students. The SCS is currently in its third annual cycle. Evaluation surveys have been conducted for each cycle, with responses being collected from both student champions and the student peers that they train.

The Evaluation of the Scheme
Manchester Metropolitan University was commissioned by NICE to evaluate the scheme during early 2014. The overall aim of this evaluation was to develop understanding of the impact of the SCS, and to make recommendations regarding the options for its future. In addition, given the unique cascade approach to delivery of the scheme, the evaluation offers some more general insights into the operation of peer-based information literacy training. The evaluation focused on: a) student use of and the impact of NICE ES on their practice; b) the factors that influence the effectiveness of the delivery of the SCS; and c) recommendations for options for the future of the SCS.

Insights from the evaluation
The initial phase of the evaluation, based on pre-existing questionnaires completed by students trained by their peers, offered a wide-ranging collection of insights into the impact of the SCS. For example, there was evidence of a stepwise increase in confidence in searching NICE ES. In addition, there is a significant increase in the extent to which NICE ES is cited as their ‘first choice’, coupled with a significant drop in their identification of Google as their ‘first choice’. Finally, use of NICE ES after training was high (75-100%), although varying between sites.

Next, reports completed by the peers conducting the training (student champions) were mined for insights into innovation and good practice in the delivery of training by student champions, and their views on the impact of the scheme and its value to study and practice. Overall, student champions are very positive about NICE ES, which they view as important for their study and future career. In addition, they regard their involvement with the SCS as a worthwhile and enjoyable experience, during which they develop both their knowledge of information searching and their teaching and organisational skills. Also evident is the pivotal role of the student champions’ knowledge of their peers’ curriculum stages and assignments in ensuring that peers understand the ‘practical relevance’ of NICE ES. On the other hand, one of the challenges of working with peer trainers is the support that they require in connection with the promotion of their sessions and the booking of rooms and IT labs. Further insights on student champions’ views and experiences were gleaned through a number of focus groups. These provided additional evidence of champions’ enthusiasm for NICE ES; they regard it as a first port-of-call, and often act as advocates, recommending NICE ES to friends (for study) and colleagues (in practice settings). A mini-questionnaire conducted alongside the focus groups showed strong evidence that champions could develop a search strategy and adopt appropriate processes to evaluate the information and documents retrieved. Champions view NICE ES as credible, trustworthy, and reliable.

Finally, interviews were conducted with seven scheme facilitators, mostly librarians, at different sites/universities. Some had been involved in modest variations on the delivery model, such as co-facilitation of champion training with NICE staff. One interesting finding was the perceived conflict of interests between the librarian’s responsibility to encourage students to use a range of sources, and initiatives, such as SCS, that were based on the promotion of one portal/tool alone.
Conclusion and recommendations
As an information literacy initiative, the scheme is innovative. The scheme works well in promoting advocacy for NICE ES, in offering useful development opportunities for student champions, and in enhancing students’ confidence in and preference for NICE ES. There is also evidence that students are drawing the attention of other students and practitioners to the value of NICE ES. However, in common with many other information literacy schemes, NICE is faced with the challenge of capacity to roll-out the Scheme to other medical and health schools. A waiting list for the scheme has been set up, and NICE is exploring ways of developing the scheme using other models of delivery, including those that involve a greater component of digital delivery, and a higher level of involvement with co-facilitators.

NICE Evidence Search Student Champion Scheme: Get Involved
http://www.nice.org.uk/Get-Involved/Student-Champions

Professor Jennifer Rowley, Dr Laura Sbaffi and Dr Frances Johnson, Information Interactions Research Group, Manchester Metropolitan University
Anne Weist, National Institute for Health and Care Excellence

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Predatory Publishers: are we doing enough to warn users about predatory journals?

This short article is prompted by following Geoffrey Beall’s blog [http://scholarlyoa.com](http://scholarlyoa.com). It is not about the debate between Open Access vs. Pay for View or Green vs. Gold Open access. It is about the role of health care librarians in giving advice to unwary service users about the bad neighbourhoods in the publishing big city they should stay away from.

**How do predatory publishers work?**
Predatory publishers create as convincing a journal as they can on the web, stealing where possible the credibility of other journals. They spam academics and researchers requesting content and then wait for the manuscripts to come in. These are “peer reviewed” and an invoice emailed by return. No submission is turned away. There is a comparable activity in organising international conferences of this or that. You don’t have to present your paper in person, but it will at some point be published in a journal or proceedings with an ISBN/ISSN.

More worrying are recent activities reported on [http://scholarlyoa.com](http://scholarlyoa.com) - the hijacking of established journals with duplicate websites. This is a small, but possibly growing activity - see [list hijacked journals](http://scholarlyoa.com). Predatory publishers are also buying journal titles from credible publishers which are indexed by major database publishers with a “real” impact factor. They then use the impact factor to market that title and other journal titles in their collection. Inevitably as the reputation of each title declines database publishers remove or delist them. Not that the predatory publisher takes any notice. For them credibility is not an aspiration, but a commodity. Use it and move on. See the example of the [Experimental & Clinical Cardiology](http://scholarlyoa.com). You couldn’t make this up, although the authors of some of the articles published in predatory journals may do just that.

**Is this really a problem?**
Without doing some “real” research it’s hard to say. It is a preoccupation of the many researchers who use ResearchGate. Some of whom admit to being conned. Some avoid it by asking other researchers for information where they are unsure. It’s not hard, however, to imagine the routes by which the mad, bad and criminal world of predatory publishing could creep into the world of respectable medical publishing.

Predatory publishers do target Science, Technology, Engineering and Mathematics (STEM) which includes topics related to medical research. Clinicians who are researchers, and publish research, will be targeted by predatory publishers spam emails soliciting material. Patients can access predatory Open Access articles through the internet without having the skills to assess the quality of the contents. The predatory publishers proudest boast is Indexed by Google. Those involved in medical research under pressure to publish may cut corners and publish with predatory publishers knowing the quality of the journal they published in is poor. Given that the predatory publishers are masters of disguise, or try to be, references to articles in predatory journals may inadvertently, through carelessness or inattention, find their way into reading lists and the other artefacts of research and education.

**What should health care librarians be doing?**
We need to be clear eyed about the dark side of Open Access publishing, offer good advice to users and use our professional skills to identify problem publishers and journals.
Five things health care librarians can do

1. Add to the advice we already give potential authors a warning about predatory publishers.
2. Remind our users (again) that the Internet is a dangerous place. Using library provided database and resources adds a level of security to the quality of the information they find.
3. Be informed about current changes in publishing. Predatory publishing is a side effect of new(ish) Gold OA publishing business models.
4. Be vigilant about the activities of predatory publishers. It looks like they might be here to stay. Knowing they are out there is some protection for us and our users.
5. Share information with colleagues through professional networks if you identify suspect journals or publishers.

Five things your users should be told

1. Never respond to unsolicited mail. Researchers may think they are great but it is unlikely that an email that begins Dear Sir/Madam has any insights to offer.
2. Check the people you are dealing with are the people you think they are. It only takes a minute to check the website or read the email address.
3. Use credible Open Access publishers with a track record, or established pay for view publishers with Open Access options.
4. Ask your Librarian to do some research on a title for you if you are unsure or if it is new.
5. Check the advice on how to spot a predatory journal.

Matt Holland [Matt.Holland@nwas.nhs.uk], Librarian for the North West Ambulance Service Library & Knowledge Service, supported by the Health Care Libraries Unit, NW. Matt’s ResearchGate profile is here.

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Welcome to the first MAP toolkit update helping you keep up to date with all the latest content added to the resource.

Visit the toolkit today and discover a range of tools which enable health librarians to demonstrate the value and impact of their services to the wider organisation.

The toolkit contains easy to read summaries of key NHS drivers (such as the Keogh review and the Francis report) and provides examples of how library services have demonstrated impact within their organisation. You will also find templates to help you put together project plans and case studies. If you have any projects or case studies you’d like to share why not use our templates and share how your service is making a positive impact on your organisation.

We are always looking for ways to develop the toolkit and have recently added a section for library strategy documents. If your service has a strategy, annual report or action plan you’d like to share with the wider health library community please contact Tracy Pratchett: tracey.pratchett@mbht.nhs.uk.

This new section of the web site has been added to capture how information professionals are helping organisations to make improvements by linking problems with solutions, or making introductions between people which then create or have the potential to create change. If you have a story that you would like to share, please email: tracey.pratchett@mbht.nhs.uk

Recently added content to the toolkit includes:

Drivers
- Health Education England (HEE) strategic framework 2014-2029
- Knowledge Strategy: Harnessing the power of information to improve the public’s health
- Transforming Primary Care: Safe, Proactive, Personalised Care for Those Who Need it Most
- The Mid Staffordshire NHS Foundation Trust Public Inquiry
- Morecambe Bay Investigation

Case Studies
- Using Clinical Librarians to support evidence-based, cost effective purchasing decisions
- Leadership Zone (Shrewsbury and Telford Hospital NHS Trust)

If you have any questions about the toolkit or how you can get involved in the project please contact Tracey Pratchett: tracey.pratchett@mbht.nhs.uk. You can also follow us on Twitter @Map_toolkit

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Internet sites of interest

Mental health - addendum
Stephen Woods of the Academy Library of the University Hospital of South Manchester has kindly added last time’s column onto his website at http://www.uhsmacademylibrary.org.uk/MMHSCT/MMHSCT.asp, and draws to my attention PIRAMHIDS, a database of innovative practice in mental health, designed to enable the sharing of good practice. It is run by Healthcare Improvement Scotland and is at www.piramhids.com. Many thanks to Stephen for that.

Ebola
At the time of writing, there is an outbreak of Ebola virus in Guinea, Nigeria, Liberia and Sierra Leone. The UK government’s emergency committee has discussed it, and at the recent Commonwealth Games in Glasgow, some unwell athletes were tested for Ebola (all were negative) and others did not want to return home because of it. At the time of writing (17th August 2014), there have been 2127 cases and 1145 deaths, and Kenya has closed its borders to travellers from some affected countries (http://www.bbc.co.uk/news/world-africa-28823247). The UK government’s response is detailed at https://www.gov.uk/government/news/ebola-government-response.

Below are some sites about Ebola. Please do share with anyone you know who would appreciate it. I am very grateful to many contributors to the HIFA2015 email discussion list for many of the sites. If you look in the HIFA2015 archive, or join the list, you can follow discussions from health professionals working in affected parts of the world.

BBC
http://www.bbc.co.uk/news/world-africa-28754546
See this page for latest news, and some general information.

Centers for Disease Control and Prevention
http://www.cdc.gov/vhf/ebola/index.html
A wide range of information – travel advice, information on the current and past outbreaks, clinical information. There is advice for airline personnel, whether cabin or cleaning staff, at http://www.cdc.gov/quarantine/air/managing-sick-travelers/ebola-guidance-airlines.html

Cidrap
http://www.cidrap.umn.edu/infectious-disease-topics/ebola
Cidrap carries news and analysis relating to infectious disease outbreaks, and is maintained at the Center for Infectious Disease Research and Policy at the University of Minnesota. This page includes news and resources and literature.

Disaster Lit
US Department of Health and Human Services database of resources relating to disaster medicine and public health. A quick search for “ebola” brings up a range of information from US and UK government, WHO, CDC and other organisations.
Ebola Alert
www.ebolaalert.org
I always check the sites I include in this column. However, this one is an exception. It was mentioned on the HIFA2015 list and originates in West Africa. However, it won’t load, either because of demand or because of my slow internet connection (I have moved house and am relying on mobile broadband). It seems worth drawing your attention to it. I leave it to you to investigate and appraise it as you would any other website!

European Centre for Disease Prevention and Control
Epidemiological and other information on the current outbreak. This site is not loading either, for whatever reason, but it needs to be included. I am sorry that I cannot include a more specific link to Ebola information.

FitForTravel
http://www.fitfortravel.nhs.uk
NHS website for travel health information, maintained by NHS Scotland. At the time of writing Ebola does not seem to be in the A to Z index, but there are news items about the current outbreak.

FluTrackers
http://www.flutrackers.com/forum/
In addition to tracking influenza outbreaks, this site also tracks other infectious diseases and has information on the current Ebola outbreak.

Medecins sans Frontieres (Doctors without Borders)
http://www.msf.org.uk/ebola
MSF are working in affected areas. This page includes general information and updates, but also an interactive guide to an MSF Ebola treatment centre.

MedlinePlus

National Travel Health Network and Centre (NaTHNaC)
http://www.nathnac.org/pro/clinical_updates/ebola_westafrica_310714.htm
Clinical update for health professionals, including updates relating to each country affected by the current outbreak, travel advice, and a link to advice for assessing unwell people returning from affected areas.

ProMed Mail
http://www.promedmail.org/
This site carries alerts relating to cases of infectious disease, and is a good place to check for the latest news.
Public Health England
This is PHE’s guidance to health professionals. At the bottom of the page are links to other official UK advice, including information for humanitarian aid workers (https://www.gov.uk/government/publications/ebola-virus-disease-information-for-humanitarian-aid-workers) and environmental cleaning guidance for locations other than healthcare settings (https://www.gov.uk/government/publications/ebola-environmental-cleaning-guidance-for-potential-contamination-excluding-healthcare-settings).

Science – Special Collection
http://www.sciencemag.org/site/extra/ebola/
A collection of research and news articles from Science and Science Translational Medicine, made freely available.

UN Portal on Avian Influenza and the Pandemic Threat
http://www.un-influenza.org/
At present, there is information about the current Ebola outbreak, as an UNSIC “NewsPouch” lower down on the home page.

WHO
http://www.who.int/csr/disease/ebola/en/

If you have a suggestion for a topic, please contact me. Or if you would like to compile a column, please contact me – you may be able to stop the column being too Anglo centric or too biased to higher education!

My details:
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Meeting Reports

CILIP HLG Conference, 24TH-25TH July 2014
Oxford Examination Schools, Oxford

Firstly, a huge thank you to all colleagues that attended the 2014 HLG Conference this year in what turned out to be a very hot and sunny couple of days in Oxford! Your enthusiasm, energy and contributions made it a fantastic and very successful event. Presentations, posters and photos have been uploaded to the HLG website, so please do have a look. This is a great opportunity to see the slides from some of the sessions that you may have missed: http://www.cilip.org.uk/health-libraries-group/events-conferences-and-seminars/conferences/hlg-conference-2014-0

Please do complete your post conference evaluation forms and tell us what you liked and how we can make future conferences even better. This is really important and valuable information for us.

Finally, thank you to all those that attended our AGM on day 1 of the conference. We think it may have been a record attendance with 87 delegates present in addition to HLG committee members. The draft minutes are now available on the website at http://www.cilip.org.uk/health-libraries-group/committee/agms

The Newsletter publishes the meeting reports from the HLG Conference, but given the number of bursaries provided to attend our group conference it is not appropriate to publish them all in full. Below you will find ‘snippets’ from a number of reports that have come in – the full text of all of the reports can be found on our website. http://www.cilip.org.uk/health-libraries-group/events/meeting-reports
CILIP HLG + OXFORD = MAGIC!

I was a lucky bursary recipient for HLG 2014 in Oxford and was extremely grateful to have been chosen. There was an interesting range of events and the themes throughout were at once practical, current and cohesive.

The MAP toolkit http://maptoolkit.wordpress.com as presented by Jane Roberts and Leanne Kendrick was produced collaboratively online. It is designed to assist librarians and information professionals demonstrate their impact. Lisa Hughes from Health Education England http://www.hee.nhs.uk suggested this is something we should seriously consider. The HEE strategic framework is due out at the end of this year and will review the role, fit and vision for health library services in the future. Echoing Annie Mauger’s opening remarks, as librarians we need to get our skills accredited, benchmark our service and not be found wanting.

I had earlier presented a workshop on an international research project set up by the MLA. Thanks to a very engaged group the workshop generated useful feedback which I’m pulling together and disseminating through http://libpartners.wordpress.com.

Eli Harriss rounded up proceedings by looking at the softer side of librarianship - how we provide a safety valve for our clients. But who provides a safety valve for the librarian? This perhaps explains the huge interest in networking and collaboration! The Conference ended as it started, in brilliant sunshine. Huge thanks to everyone for such a memorable event.

Anne Madden, Assistant Librarian, St. Vincent's University Hospital, Elm Park, Dublin

Thanks to a generous bursary from HLG I was able to attend, and I found the two days informative, inspiring and thought provoking.

The key themes of the conference focused on the information professional, and the core skills needed to positively impact upon patient care and health research. The keynote from Annie Mauger (CILIP) stressed the importance of ‘stepping out of the library’ and embracing opportunities to meet the needs of users. Also highlighted was the need for information professionals to demonstrate their impact and value. Quantifying this impact has often been a challenge and this was highlighted in an interesting session presented by MA student Archana Deshmukh and Tom Roper, Clinical Librarian at Brighton and Sussex NHS (BSUH) Library and Knowledge Services. Archana’s research measured the impact of the clinical librarian service at BSUH as part of her MA dissertation. Her research highlighted the difficulties in evaluating clinical librarian services using purely quantitative methods. Archana’s research demonstrated the opportunities that library and information studies students can be involved in as part of their dissertations, and as a student whose dissertation proposal is due early next year, gave me lots to think about.

Aside from being a great opportunity to explore and reflect upon developments in healthcare librarianship, the conference was a perfect opportunity to meet and network with other professionals. As a first time attendee, I found the atmosphere friendly and I left feeling informed and inspired, and very glad to be starting out in the profession.

Amy McEwan, Library Assistant, South London and Maudsley NHS Foundation Trust and MA Library and Information Studies Student, UCL
As a result of being awarded the generous HLG student bursary award, I was able to cover the cost of attending the conference in Oxford, at which I was also fortunate enough to present the findings of my MA research project alongside Tom Roper, the Clinical Librarian at Brighton and Sussex University Hospitals NHS Trust (BSUH).

Having had no direct experience of health librarianship, I benefitted from the long-standing collaboration between BSUH and University of Brighton in developing my understanding of the sector through a practical placement at BSUH. Creating opportunities to undertake practical research and facilitating attendance at key events such as the HLG conference demonstrate the sector’s ongoing commitment to support the transition of LIS students into the profession.

In the course of the many conversations, I was struck by the wide diversity of roles within health librarianship and given the kind and encouraging support I have been given, I would certainly recommend the sector to fellow LIS students as a career choice.

Attending the HLG conference was a valuable experience and I look forward to discussing its benefits with new LIS students at University of Brighton.

Archana Deshmukh, LIS Student, University of Brighton

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Recently I was lucky enough to be awarded a bursary to attend this year’s Health Libraries conference in Oxford, during an unusually sweltering (for England) end of July. I was really looking forward to a conference where so many of the sessions were relevant to my role and service, and it didn’t disappoint. Oxford made a lovely venue for a conference like this, and it was a packed couple of days, with a lot of interesting ideas being shared, and I was only sorry I couldn’t attend more sessions. I would encourage everyone to check out the slides and presentation notes which have been uploaded on the HLG pages.

If I had any criticisms of the sessions throughout the two days, it would be those which touched on commissioning, which I found a touch underwhelming, though not through any fault of the delegates. This is an area where it looks like a lot of trusts are having difficulties engaging the CCGs with library services, so it was good to see we’re not alone, but I did struggle to find many success stories to emulate, or ideas to build on.

As someone with a background in history, I also very much enjoyed the Bishop and Le Fanu Memorial lecture late on Friday afternoon on nursing in the First World War, by Alison Fell from Leeds University. Using the nurses own words, from diaries and letters to explore the difficulties and stresses of nursing during this time was an interesting way to bring the conference towards a close, and I’d like to thank HLG again for giving me the chance to go.

Sophie Rollason, Faculty Librarian, Heart of England NHS Foundation Trust

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Book review

Devine, J & Egger-Sider, F. Going beyond Google again: Strategies for using & teaching the invisible web

The authors of this book set out to combine theoretical and practical elements for using and teaching the invisible web. The book begins with a two-part definition of the invisible web: a technical definition, i.e. those web pages/resources that are difficult or not possible to find via search engines; and a cognitive definition, i.e. the limitations in our searching behaviour and skills that further exacerbate these technical issues. The definitions are useful in establishing the framework for the book, but would also be useful to practitioners in communicating about the invisible web.

Although written by two library & information professionals, it is has a cross-sectoral perspective, and therefore would be equally accessible and useful to other professionals involved in information literacy training. The opening chapters also contextualise the invisible web by describing the limitations of search engines. The authors do so in an accessible but detailed way, for example explaining how search engine robots work to index sites and why it is not possible for that technology to index all web content. They also touch on aspects that are often overlooked, such as personalisation where search engines return different results for the same query based on users’ previous searches. This broad focus and level of detail imbibe this book with credibility, whilst demonstrating the problems alongside solutions prevents it from ever sounding like library & information professionals trying to protect their jobs!

There is a thorough literature review into information seeking behaviour. This provides a theoretical foundation for the authors’ argument that invisible web searching should be a central part of information literacy teaching. It also offers evidence to support this standpoint and provides a great resource for evidence-based library and information practice. The book is well referenced throughout and is a valuable source of further reading – equally useful to those starting out in the field or those seeking to update their knowledge.

The authors surveyed nearly 1,000 educators and library and information professionals worldwide to explore their knowledge and understanding of the invisible web, plus whether and how they teach the invisible web as part of information literacy training. The findings of the survey inform the chapters about how to teach the invisible web. These chapters include evaluations of different types of exercises for use in teaching and practical tools such as diagrams to help explain the key concepts.

Continuing this practical focus, the chapter on ‘Looking inside the invisible web’ profiles resources from various disciplines and of differing complexity; this is useful for library and information professionals in choosing resources in their own work and in advising researchers.

As with all books about the internet and online resources, elements of its contents will become out of date. However, its blend of practical advice and theory (which is less ephemeral) makes it an indispensable resource for practitioners in information literacy.

Elly O’Brien, Bazian Ltd.

Patricia Franks is an Associate Professor in the School of Library and Information Science at San Jose State University in California. In consequence the book is of high academic quality being both an examination of principles and a ‘how to’ guide. Each chapter has a guest summary from a practitioner to bring the reader back down to earth.

Franks takes a broad and comprehensive view of the subject intending the book to be suitable for undergraduate and postgraduate students as well as record and information management professionals. It is also claimed to be suitable for general managers, senior executives and other decision makers responsible for managing their organisation’s information needs. These claims do not seem to be exaggerated, as there is something for everyone who is involved with records and information management, and that includes most people these days.

Record keeping is traced back to prehistoric times when early cave dwellers documented their lives by painting murals on walls. Since then, the author considers that advances in technology used to facilitate the creation and management of records have in themselves introduced challenges that require records management solutions. Throughout the book runs the premise that records and information management is fundamental to the practice of information governance.

In the twenty first century records management has been transformed from an authoritative, reactive profession that developed and dictated solutions to users to protect the organisation, to a consultative, proactive profession that analyses the needs of users before designing solutions that work for both the organisation and its employees. The challenges and solutions offered by emerging technologies are fully discussed.

Each chapter is self-contained with a comprehensive bibliography and the ‘real world’ perspective added by either reflections or case studies contributed by guest authors including archivists, records managers and information professionals from a number of different countries. Topics range from a fascinating take on the origins and development of records and information management through the practicalities of records and information creation and capture, classification, filing, storage and retrieval to strategic planning for records and information management. The book concludes with a useful 20 page glossary and substantial index.

Once you have read this book, your view of records and information management will never be the same again.

*Margaret Rowley, Head of Knowledge Management, Worcestershire Acute Hospitals NHS Trust*

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Current literature

Technology

URL: http://dx.doi.org/10.1080/13614533.2014.914959
DOI: 10.1080/13614533.2014.914959
This research looks at the suitability of tablets to bringing information to students outside a traditional library. Both Android and iPAD tablets were available for the librarians to select. Eleven librarians were included in the roving activity at the University of Huddersfield. Research methods included a questionnaire, self-reflection and peer-observation. Results show that stronger working relationships were formed between librarians and students and the promotion and branding of the roving activity was important to its success.

Dold, CJ "Now that you have created a great video, how do you know if anyone is learning from it?" Paper presented at the annual meeting of the Information Fluency Conference, Orlando, FL. Jan. 2014.
URL: http://works.bepress.com/claudia_dold/58
This powerpoint presentation outlines an academic librarian’s experience of incorporating instructional videos into information literacy training at her university. This is of interest to librarians working on instructional videos and to those interested in evaluation techniques.

Heyd, M & Spigelmyer, PC “Librarian–nursing collaboration to promote nursing research in a small rural health care system” Journal of Hospital Librarianship 2014; 14: 3.
DOI: 10.1080/15323269.2014.823805
This collaboration is between the nursing clinical research specialist and the hospital librarian. Outcomes are measured by utilization of RefWorks, the use of research literature, attendance at educational evidence-based practice and research programs, and the creation of evidence-based and research projects.

URL: http://works.bepress.com/judith_nordberg/8
Analysis of the results of two surveys from 2010 & 2012 demonstrate the positive impact that librarians have in chart rounds. The three librarian-related questions posed were -- librarians during rounds: A) changed their [residents] short-term and/or long-term treatment plans; B) helped them locate useful information more efficiently than in the past; and C) helped increase their understanding of identifying and utilizing best-evidence information resources in their practice. The librarian participates at multi-disciplinary chart rounds at three central Massachusetts health centres.
Leket-Mor, R "A portrait of the librarian as an emerging publisher: a proactive approach"  

URL: [http://dx.doi.org/10.7710/2162-3309/lpf.1009](http://dx.doi.org/10.7710/2162-3309/lpf.1009)

The author, who is a certified copyeditor, proposes that the Library Publishing Coalition adopts an action plan to train librarians for their new roles in digital publishing. The plan is based on developing three goals: standards for library publishing across all institutions, with focus on services acceptable in scholarly publishing; competency standards for publishing librarians; and internship programs.

### Role of Librarians in Health

Sabelli, M and Szafran, P "The librarian as agent of change in contexts of social vulnerability: an experience with young women in Uruguay"  


The research team consisted of library teachers, sociologists and researchers who examined the use of information by young women and adolescent girls living in poverty, via a social network called Red Camino Nordeste located in the city of Montevideo, Uruguay. It is the first study of its kind in the country. The role of the librarian as a social professional to vulnerable populations is explored.

Cruse, P & Protzko, S "Librarian contributions to clinical practice guidelines"  


DOI: 10.1080/02763869.2014.925710.

Practical advice is offered to librarians working on panels for guideline development and those involved in systematic reviews. One piece of advice is to establish a memorandum of understanding at the outset. The author also calls for a ‘best practice handbook’ to be developed.

Ralston S, Comick A, Nichols E, Parker D & Lanter P "Effectiveness of quality improvement in hospitalization for Bronchiolitis: a systematic review"  
*Pediatrics* Aug 4. 2014. pii:1036. [Epub ahead of print]


This is an example of many recently published systematic reviews that include a mention of librarian involvement in the methods section of the abstract. The methods contained in the abstract of this review state that “Assisted by a medical librarian, we searched Medline, Cumulative Index to Nursing and Allied Health Literature, and the Cochrane Library.” However it is unclear whether the medical librarian is listed as an author.

Vidale, C "[The Health Technology Assessment engine of the Academic Hospital of Udine: first appraisal]"  
*Recenti progressi in medicina* 2013; 105(7): 300-302. [Article in Italian]


The Health Technology Assessment Engine (HTAE) of the Academic Hospital of Udine aggregates about one hundred of health technology assessment websites. It was born thanks to Google technology in 2008 and after about four years of testing it became public for everybody from the Homepage of the Italian Society of Health Technology Assessment (SIHTA). In this paper the first results obtained with this
resource are reported. The role of the scientific librarian is examined not only as a support specialist in bibilographic search but also as a creative expert in managing new technologies for the community.

URL: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4076133/
Libraries affiliated with medical schools that were members of the Association of American Medical Colleges were surveyed. Sixty surveys were completed: 35 (58%) reported that librarians performed database searches for researchers, and 22 (37%) reported that a librarian currently serves on the IACUC. Librarians reported better working relationships with researchers and higher profile for their library as a result of their involvement. The survey suggests that academic health sciences librarians provide valuable, yet underutilized, services to support animal research investigators.

URL: http://www.ncbi.nlm.nih.gov/pubmed/24964264
This is a case study describing the involvement and role of a librarian as part of a research team. There is scant literature on this topic which makes this article a valuable contribution to the literature. The author calls for further research to be done on the involvement of librarians in research teams.

Li, L et al. "Network meta-analyses could be improved by searching more sources and by involving a librarian" Journal of clinical epidemiology 2014. Epub May 17.
URL: http://www.ncbi.nlm.nih.gov/pubmed/24841794
This study assessed the conduct of literature searches for network meta-analyses (NMAs). The median number of databases was 3, and MEDLINE, EMBASE, and CENTRAL are the most commonly used databases. Conclusion: Literature searches in NMAs could be improved by searching more sources, and by involving a librarian or information specialist.

URL: http://pb.rcpsych.org/content/38/1/29.short
A clinical librarian (CL) attached to three clinical teams evaluated the effectiveness of the role after 12 months. The impact of the CL was perceived to have had an impact of staff activities, in particular through the enhancement of individualised healthcare. This article will be of interest to clinical librarians and those working in mental health settings.

Continuing Professional Development

Latham, D et al. "Not all borders are global: exploring teacher-librarian collaboration in Math and Science"
Proceedings of the Annual Conference of the Canadian Association for Information Science. 2014.
This poster reports the results of four focus groups held with high school math and science teachers and school and public librarians to explore how teachers and librarians can collaborate most effectively to help students develop 21st Century Skills in order to prepare them for STEM-related jobs. This is a good example of collaboration between both public and school librarians and teachers and librarians.


The authors report on the research practices of Filipino librarians, on their research activity and their confidence with research. There is no predictable trend identified for research productivity between 1993 and 2013.


This is the 10th in a series of articles looking at international trends in health science librarianship. This article summarizes trends in the last decade of the 21st century in China, Hong Kong and Taiwan. Similar challenges face librarians in these regions as those identified by others in previous articles in the series. The next series will focus on insights from Japan and South Korea.


The authors conclude that “Librarian-provided services directed to participants in training programs (e.g. students, residents) improve skills in searching the literature to facilitate the integration of research evidence into clinical decision-making. Services provided to clinicians were shown to be effective in saving time for health professionals and providing relevant information for decision-making. Two studies indicated patient length of stay was reduced when clinicians requested literature searches related to a patient's case.”

Bridgen, R & Grant, MJ "Keeping up-to-date with current practice" Health Information & Libraries Journal 2014; 31: 89–91. DOI: 10.1111/hir.12067

Musings from Richard Bridgen, Programme Director of the HLG Conference 2014, on ways to keep up to date. Of particular interest to UK librarians will be the HEE Library Review and proceedings from the recent HLG conference in Oxford (available from http://www.cilip.org.uk/health-libraries-group/events-conferences-and-seminars/conferences/hlg-conference-2014/hlg)


Project WHIPPET funded by the European Association for Health Information and Libraries (EAHIL) aims to understand the diversity of information roles in the health
sector. A pilot survey was distributed at the EAHIL workshop, Stockholm (2013). Ninety-eight questionnaires were distributed and 47 completed responses were received (48% response rate). The results demonstrate the continued use of the terms `library' and `librarian'. Key roles are teaching and training, literature searching, and management. A wide range of skills and attributes are needed to carry out these roles. Soft skills were mentioned most frequently, followed by LIS skills, management, and IT skills. Skills development needs were identified, with IT and new technologies cited most frequently, followed by management and pedagogical skills. Issues relating to budgets and finance were identified as a major challenge. Other challenges included staff issues, new technologies, keeping up-to-date and promoting services. Impact is primarily through teaching, research support and effective service management. The issues will be explored through a wider survey and analysis of focus groups and interviews. The findings will support future planning, training and development within the profession.

Editor’s Pick:
This is a must-read for any librarian or library manager working in a health science library today. It is particularly useful for librarians who are thinking of introducing change. It describes a major transformation that the Taubman Health Sciences Library undertook. Everything from mission to roles to space were redefined to align with institutional priorities and to expand community partnerships.

Key points
• A health science library’s mission must withstand continual change
• Change involved giving up some traditional roles (closing some libraries, centralizing interlibrary loans)
• Reference librarians were changed to liaison librarians and then to ‘informationists’ involving more than just a name change
• Future planning must involve re-imagining physical library space

Take home message
• Librarians must be willing to make significant changes operationally and functionally to be prepared for the health sciences environment of the future.

Aoife Lawton, Systems Librarian, Health Service Executive, Dublin, Ireland Contributions should be sent to aoife.lawton@hse.ie

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Diary of events

1-5 September 2014
Systematic reviews and meta-analyses of health research
London School of Hygiene & Tropical Medicine, London
http://www.lshtm.ac.uk/study/cpd/ssrh.html
£1390

8-12 September 2014
Digital Libraries 2014
ACM/IEEE Joint Conference on Digital Libraries (JCDL 2014)
International Conference on Theory and Practice of Digital Libraries (TPDL 2014)
Guildhall School of Music, London
http://www.dl2014.org/
Range of package options

18 September 2014
Basic critical appraisal skills workshop
BMA House, London
http://bma.org.uk/events/2014/september/basic-critical-appraisal-skills-workshop
£160 + VAT

19 September 2014
Extended critical appraisal skills workshop
BMA House, London
http://bma.org.uk/events/2014/september/extended-critical-appraisal-skills-workshop
£160 + VAT

1 October 2014
Introduction to Critical Appraisal
National Clinical Guideline Centre, Fareham, Hampshire
http://www.ncgc.ac.uk
£300

2 October 2014
Systematic review and meta-analysis in action
National Clinical Guideline Centre, Fareham, Hampshire
http://www.ncgc.ac.uk
£300

20 October 2014
Extended critical appraisal skills workshop
BMA House, London
http://bma.org.uk/events/2014/october/extended-critical-appraisal-skills-workshop
£160 + VAT
20-22 October 2014
Internet Librarian International 14
Olympia Conference Centre, London
Range of package options

10-14 November 2014
Teaching Evidence-Based Practice
Rewley House, 1 Wellington Square, Oxford
http://www.cebm.ox.ac.uk/courses-and-events/tebp-1
Fees start from £1640

13 November 2014
The King’s Fund Annual Conference 2014
The King’s Fund, Cavendish Square, London
Range of package options

28 November 2014
Refresher critical appraisal skills workshop
BMA House, London
http://bma.org.uk/events/2014/november/refresher-critical-appraisal-skills-workshop
£160 + VAT

Julia Garthwaite, Deputy Site Librarian, Cruciform Library, UCL
Contributions should be sent to j.garthwaite@ucl.ac.uk

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National Clinical Guideline Centre (NCGC) training courses in evidence based medicine

The NCGC is now offering one-day training courses in various locations in the UK:

- Introduction to critical appraisal
- Systematic reviews and meta-analysis

These short courses are aimed at clinicians, other healthcare professionals and researchers who would like an introduction to these topics or already have some knowledge and are looking for a refresher course.

Further information (including course outlines) is available at our website www.ncgc.ac.uk/training-courses.

The NCGC is one of the largest clinical guideline development organisations in the world and has a track record of delivering high-quality evidence-based medicine products for NICE and the NHS. The NCGC is a product of a governance partnership between the Royal Colleges of Physicians, Nursing, General Practitioners and Surgeons.

If you have any queries or would like to reserve a place on the course, please email NCGC-courses@rcplondon.ac.uk. A booking form is available on our website www.ncgc.ac.uk.

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Newsletter editorial notes

CILIP is the UK’s professional body for library and information professionals and includes the Health Libraries Group (HLG) as one of its subgroups. HLG has two regular publications: the Health Information and Libraries Journal (HILJ) and the HLG Newsletter. In a collaborative approach, they provide their joint readership with a comprehensive coverage of the health and social care information sectors. The HLG Newsletter is freely available to all across the globe and is posted quarterly on the HLG web site. Published by Blackwell Publishing Ltd., HILJ is the official journal of the HLG. Reduced subscription rates are available to members of HLG, the European Association for Health Information and Libraries (EAHIL), the Medical Library Association (MLA) and the Australian Library and Information Association (ALIA). Members wishing to subscribe to the journal should order direct from Blackwell Publishing Ltd., 9600 Garsington Road, Oxford OX4 2DQ, quoting their CILIP membership number.

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Next Copy dates:

<table>
<thead>
<tr>
<th>Issue date</th>
<th>Deadline for content</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>14 February 2014</td>
</tr>
<tr>
<td>June</td>
<td>16 May 2014</td>
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<tr>
<td>September</td>
<td>15 August 2014</td>
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<tr>
<td>December</td>
<td>14 November 2014</td>
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HLG Members email discussion list

Sign up today by going to http://www.jiscmail.ac.uk/hlg-members and following the onscreen instructions.

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