



Health Libraries Group Newsletter

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Editorial

Firstly, a huge thanks from Rachel and I to everyone who has contributed content for the newsletter this year! As you've been reading the newsletter, you may well have noticed small tweaks and changes we've introduced to the layout as we prepare to move forward during 2019 to editing the newsletter in a new template.

This edition features some great content - the NHS Scotland library team report on how they've been promoting self-management and health literacy and Chris Lawton tells us about Health Education England's 'health literacy awareness training programme' he recently attended.

We also have articles which include a fantastic report from University Hospitals of Morecambe Bay Trust about how they've worked collaboratively with public libraries to support Health Information Week; an update from George Eliot on crafting a successful health library vision, and a number of event reports, which we hope you'll find useful and enjoy reading.

We also still have room for our regular featured book reviews and Internet Sites of Interest.

As always, if you'd like to write something to feature in the newsletter, please get in touch!

Finally, the HLG Committee wishes all HLG members a very Merry Christmas and best wishes for 2019!

Joel Kerry & Rachel Gledhill
Newsletter Editorial Team



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NHSScotland Libraries promoting Self-Management and Health Literacy

During Self-Management Week (1st – 5th October) 2018, NHS Education for Scotland (NES) Knowledge Services put together materials to promote the NHSScotland library services and the ways they can support Self-Management and improvement of Health Literacy skills with practitioners. This tied in with the ALLIANCE Self Management campaign and promotion of the [Libraries Supporting Your Self Management – Toolkit 2018](#) which includes guidance, hints and tips for public library staff, showcases how libraries can support individual's self-management and contributes to delivering on the health and wellbeing goals set out in the Public Library Strategy; Ambition and Opportunity.

NHSScotland Library Services decided to focus on their contribution with the following statement:

"NHS library services support the self-management journey by promoting health literacy skills to practitioners, so they can make the right decision with patients."

Then to continue the campaign throughout Health Literacy Month (October), tying in with our previous #NHSSTheRightDecision campaign (modelled on the fantastic #AMillionDecisions!) and with Realistic Medicine. One of the suggested activities was to take part in a 'Health Literacy Challenge' quiz.

We created the quiz using Microsoft Forms, which are very straightforward to use and provide a link which can be shared externally. We encouraged all health and care staff to visit the [Health Literacy Place](#), answer the four questions correctly and provide a valid email address by 31st October 2018, in order to be sent a certificate. The questions were designed to prompt exploration of the tools and resources available on the website. It also provided an opportunity to promote NHSScotland Library services who can support practitioners to improve their health literacy skills, so they can make the right decision with patients and service users.

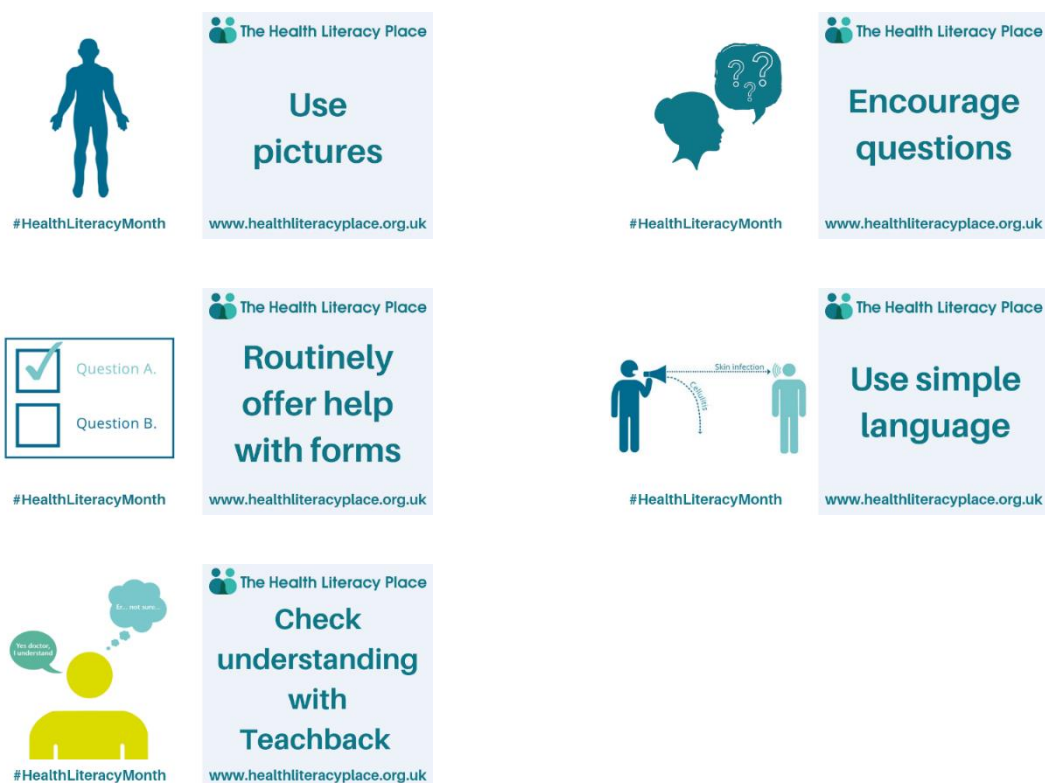
At NES we promoted the Twitter campaign to our corporate Communications team, providing them with sample tweets and promotional images for Twitter, Facebook and newsletters. Our corporate Communications utilise a Trello board to share promotional campaigns across the organisation, which we find extremely useful – it allows us to provide the other teams in NES who use social media with images and reusable text and vice versa, so it is easier for us all to keep up with and promote activities being undertaken by NES. We spread the word on our organisation's Yammer page, again raising our profile within the organisation. We also engaged with our local Healthy Working Lives contacts who were very enthusiastic about the campaign, supporting us on Yammer and putting up posters in the offices. Finally, we created a new [Supporting Self-Management](#) Open Badge and took the

opportunity to further promote our existing [Health Literacy badge](#), both of which are hosted on the [Scottish Social Services Council \(SSSC\) platform](#), providing connections to the social services workforce.



At the end of Health Literacy Month, we had received over 150 responses to the quiz and are in the process of sending out a PDF certificate to all successful applicants. Review of our Twitter analytics also revealed a higher than usual engagement rate for October, with almost twice as many link clicks, retweets and likes as the previous three months. Our top three tweets for the month were all related to Health Literacy with 7,667 impressions and 147 direct engagements.

All in all, this campaign provided us with many opportunities to connect, build relationships and share knowledge with other teams within NES as well as with external partners. See below for examples of the social media materials we created to promote the quiz and Health Literacy Month:



Activities undertaken by NHSS Library Services during Self-Management Week:
NHS Highland: Created an eye-catching wall display including book covers and information:



NHS Ayrshire and Arran: hosted a stand in the dining room at Ayrshire Central Hospital promoting NHS Inform, plus lots of tweeting.

NHS Health Scotland: hosted a stand at the Self-Management and Poverty event at Glasgow Caledonian University and promoted the event on Twitter using the #ChallengePoverty and #SelfManagement hashtags:



Katie Edwards, Knowledge Manager,
Knowledge Services, NHS Education for Scotland

Cumbria NHS & Public Libraries Partnership Joined up services - Joined up knowledge

There was an interesting article in the March edition of CILIP's Information Professional (1) about the help given to social workers to access research evidence and library services by North Ayrshire Health and Social Care Partnership (HSCP) in Scotland. The article highlighted some research that identified that lack of time was the principal barrier for social workers accessing evidence. (2)



Above: Library display at launch event

This problem is compounded as most social workers don't have a dedicated library service. While the politicians continue to talk about the wider context of health and social care services eventually coming together in England, social workers continue to have limited access to evidence resources and library services. What help can we give to social care staff in our local area who work alongside healthcare staff on a regular basis?

Firstly, some may ask why?

Social care remains under-funded and faces regularly cuts and has certainly as a profession has invested very little in learning and education if compared to the NHS. Yet there is no absence of professional guidance however for professions like social work and public health which identifies the importance of the continuous development of knowledge and skills.

A little while ago we were approached by the local Assessment and Support Year of Employment (ASYE) Professional Lead asking for our help with this very dilemma. The ASYE is a twelve month, employer-led programme of support and assessment of an individual's professional practice against the DOH national set of knowledge and skills (3). The British Association of Social Worker's, (BASW) own Professional Capabilities framework, also requires that, "By the end of the ASYE, social workers should have consistently demonstrated effective practice in a widening range of tasks and roles [and]...become more effective in their interventions and use of skills and evidence..." (4)

Strategically it also made sense with the NHS 5 year plan (5) and general direction of travel supportive of more system-wide working across both the health and care

system with Sustainable and Transformation Plans (STPs), Accountable Care Systems (ACSs) and Integrated Care Communities (ICCs). This year North Cumbria NHS libraries in partnership with University Hospitals Morecambe Bay NHS libraries celebrated 10 years of being an integrated service for all healthcare staff. We saw this as an opportunity for our service to go one step further. Our motto always being *'Joined up services - Joined up knowledge'*

What did we do?

In Cumbria we had already tested out the idea in 2016 with local public health staff and piloted opening our doors and extending access to some resources where licences permitted. This small group of staff had very little impact on our usage but we built up a good relationship with the Director of Public Health who was keen to continue the pilot and indeed that we extended it to other local care staff.



Above: Katherine Fairclough, Cumbria County Council CEO registering with the Library, September 2018

Both services were already working with our local Public library services on health information and had joined their 'Healthy Libraries' scheme. They had for some years offered a small book drop service to add value to our Health and Well-being collection with a small selection of fiction and recreational reading material at the libraries in Carlisle and Whitehaven, Kendal and Barrow.

We looked to build on this work and cement our relationship into a more visible partnership in which we would actively promote what the public libraries offered to our own staff, as well as highlighting the Well Read and other health information were equally of value to patients. This made it easy for us to open our doors to social care staff and highlighting their eligibility to register for NHS Athens.

The Director of Public Health, Colin Cox and Stephen Singleton, Director of Cumbria Learning and Improvement Collaborative (CLIC) (6) officially launched our Cumbria NHS and Public Libraries Partnership scheme on the 22nd May 2018 as part of 'Festival of Learning' (pictured below).



Above: Director of Public Health, Colin Cox and Stephen Singleton, Clinical Director of Innovation, North Cumbria CCG launching the Cumbria NHS and Public Libraries Partnership scheme in May 2018 as part of Festival of Learning

Impact?

We have made a start and have a framework on which to build a more joined up and collaborative approach to accessing library services across both health and social care in Cumbria. The partnership now has some high level champions which include both Cumbria CC Chief Executive and the Director of Public Health along with our own CEO and Director of CLIC, as well as some great working relationships between NHS and public libraries.

Barriers remain. These include investment to allow us to extend local NHS licences to some of our electronic resources. A lack of joined-up IT and strong learning culture across the health system.

What next?

This is just the start as we now need to promote the scheme more widely and demonstrate the benefits of working across our health and care system.

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Full details of the partnership scheme can be found at:

<http://www.library.ncumbria.nhs.uk/share-and-learn/pdfs/cumbria-libraries-p2p-information-and-procedures-manual.pdf>

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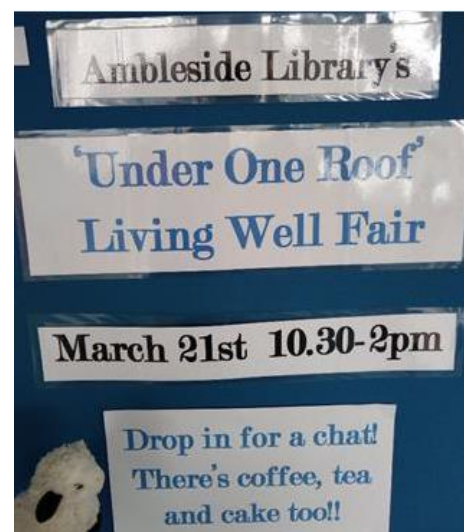
Adventures of a Library Mascot...

Working with Public Libraries to deliver Patient Information

As an NHS library, we don't have direct contact with patients and visitors to the trust; so for Health Information Week 2018 we had two choices:

- A.** Invade the hospital wards to tell patients where to find reliable health information...
- B.** Build communication networks and work collaboratively with our public library counterparts in order to signpost the public to reliable health information and services so they are more informed when it comes making choices regarding their healthcare...

Naturally, option B was more practical! I met the managers of each site to discuss working together and arranged a visit to each site prior to Health Information Week 2018. The original plan was to go out and visit the main libraries at Lancaster, Barrow and Kendal in the first six months of 2018. However, with Cumbria Libraries engaged in the Healthy Libraries Initiative, in addition to the visits made to Lancaster, Barrow and Kendal public libraries; Steven Sheep made visits to Grange, Ulverston and Windermere public libraries as well. Steven Sheep and University Hospitals of Morecambe Bay Trust (UHMBT) Library Services also received an invitation to participate in the Living Well Fair at Ambleside Library in March 2018.



Discussions with the public librarians helped produce a list of health-related resources and information; including a number of online websites that are deemed to store more reliable information. Basically we wanted to steer the public away from Googling their symptoms! Directing the public to specific sites means they can find health information and services more quickly and they know the information they are accessing is more accurate:

- NHS website
- Patient.co.uk
- Patient Access
- THINK! Why A & E? Campaign (currently running at UHMBT – information available at: <http://whyaande.nhs.uk/>)
- Healthtalk.org – videos of patient experiences of different health conditions

The resources promoted included ones provided by the public libraries:

- Macmillan Collection and visits made to the libraries by Macmillan staff

- Mood Boosting Books
- Reading Well collections; Long Term Health Conditions, Mental Health etc.
- Free use of library computers to access online resources

Leaflets on each of the websites and campaigns, including how to access and use them, were available for the public to take away with them. Steven Sheep also helpfully pointed out where to find the libraries special health related collections and had a few books and his iPad on hand to showcase the resources first hand.



Health Information Week 2018

Well prepared after making his public library debut, Steven Sheep and UHMBT LKS were ready to take on Health Information Week 2018...

Braving the heatwave and armed with an iPad, leaflets, free pens, sticky notes and strong coffee, Steven Sheep made visits to Kendal, Barrow and Lancaster public libraries to signpost members of the public to reliable health information and services...

Some positives to take away:

- Public enjoyed the opportunity to see the websites for themselves on the iPad
- Council worker intends to use the THINK! Campaign when working with refugee families
- Members of the public now informed that they can find health information online
- Library users aware they can make GP appointments using Patient Access
- Kendal and Barrow Public Library staff visited the Trust sites to engage with members of the public and continue to promote health related information and events.



And some learning curves...

- Half day visits to the public libraries do take a lot of time away from office so will consider shorter visits for 2019
- Do not use chocolate as a freebie in a heatwave!

Health Information Week 2019...

- Meetings with public librarians to resume in Autumn 2018
- More (shorter) visits to the public libraries
- Public librarians will be invited back to visit the Trust sites
- Meet with public library managers to discuss new ideas including having the opportunity to carry out short presentations (Q & A) to library visitors.

Kerry Booth, Assistant Librarian,
University Hospitals of Morecambe Bay Trust



"What's a journal?" – the importance of raising Health Literacy Awareness

I read somewhere once that you should never start an article with an anecdote. I don't even know if it's a rule that holds true but I'm going to break it anyway.

All of us make a lot of assumptions in our everyday and working lives. I am no exception. Recently whilst doing some literature search training with a qualified member of clinical staff I mentioned they would have access to a particular journal in their field via the library.

Their response of "What's a journal?" knocked me for six. When I got over the shock we had a chat that showed that they had accessed a lot of things online but wouldn't have known what to call them. It gives you pause.

Let's just think about that for a minute. A qualified member of clinical staff confused by what seems like an everyday term to most people reading this I imagine. How many more assumptions like that are we making?

Now let's extrapolate that out to the general public. How many health-related terms are they hearing and not grasping? If a member of the medical profession gets lost by a simple term what chance do the public stand if lots of medical lingo is thrown at them?

This week I attended Health Literacy Awareness training provided by Health Education England looking at the issues surrounding things like this. It was an interesting and in some respects sobering day.

The levels of literacy and numeracy for comprehending healthcare issues in England are far too low. The effects of that can be critical. We were given some examples, such as the man who had no idea what radiology meant so didn't get an X-ray because he was looking for the X-ray department. Or the lady who heard the word 'positive' in a cancer diagnosis and thought it was good news.

After laying the groundwork of giving us plenty of detail on the day we were given some tasks. An interesting one was trying to decipher machine code and images whilst under pressure. This was followed by trying to do maths using a base 8 system. I am not even going to try and explain either here but I will say they did a very good job of illustrating just how frustrating not understanding things can be.

There followed discussions about a range of things. Like how much money this costs the NHS, how much lack of understanding can be a barrier to treatment and, just

how important this could be to everyone (at the end of the day we are all patients at some point).

So where do we go from here? Can health libraries have a part to play in turning this around? Like moving a giant oil tanker this could never be a swift process. Can we help begin to nudge things in the right direction though? As a leading retailer is fond of reminding us, 'Every little helps' after all.



If we don't assume universal understanding of health information and recognise the impact of poor health literacy on the ability to self-care then we are aware of the challenge ahead. A challenge that we can face by mobilising that literacy in a number of ways.

We were left to think about just what we could do next. Even if it was a small thing in our own library when we got home it could have an impact. Could we look for training days to get in on, like when F1 doctors are all in one place? Could we collaborate with the public libraries, are the medical schools even looking at this, could we work with those producing patient information in our organisations?

I am sure there are lots of other ideas floating about out there too. Nothing is too radical to at least consider if you want to take a challenge like this head on. It's certainly worth doing and certainly worth a moment of your time to think about.

So why not take a moment and think, what can we do to improve this situation. How can we help improve health literacy for patients and public and even as we saw above, trained clinical staff alike? If you have a good idea, then share it far and wide too!

If there is one thing I know it's that health libraries are capable of doing something about this. We have dynamic, creative, brilliant communities at our heart and I look forward to seeing what people come up with and where we go next with this. Literacy can change lives. It may not be too big a step to say that health literacy can save them. Let's get on this!

Chris Lawton, Specialist Librarian,
Northern Lincolnshire and Goole NHS Foundation Trust

Crafting a Library Vision: the George Eliot experience

Why did we do it?

Every year the small team at the William Harvey Library, George Eliot Hospital NHS Trust, Nuneaton, Warwickshire, arranges some team training. This year we approached our Organisational Development Department (OD) for some Team Development training. This was timely because our team had seen some changes and was almost a new team: out of five members three had been in their roles for less than 18 months.

How did we do it?

OD offered us two sessions to start with. For the first one on the 7th August 2018, we had to complete Myers Briggs, Belbin team roles, and personality type questionnaires. While it was fascinating to see one's own score, of more importance was to see where we as a team were lacking. Generally we had a good spread of team roles.

At the second session on the 14th August we were challenged to develop a team vision, and two objectives to enact that vision. We were also challenged to present it to our manager and stakeholders.



We spent a lot of time working on our vision statement. Our OD colleagues were quite critical of some of our early versions, specifically our choice of words. Words like evidence and knowledge were rejected as not having clear enough meanings for our audience. We wanted a statement that was simple, clear, accessible and free

from jargon. We found this so hard that we had to meet as a team ten days later to finalise it. We finally settled on:

Connecting you with the right information to learn, develop, innovate and research.

Here is why we chose the words we did:

Connecting- We see our role as being between the user and information, we are here to facilitate that connection, to make it easier to find information, to access information, to know that information exists. Connecting allows for us finding information for people, and for us helping people to develop those skills for themselves.

You- This is a deliberately informal term, and it refers to everyone in the Trust, staff (clinical and non-clinical), patients, and visitors. We deliberately chose “You” to make the vision inclusive and individual. We wanted the person reading it to connect with it.

The right information- This little phrase encompasses so much, it is the concept of the right information, at the right time, in the right format. We kept the term broad to cover all the different types of information anyone might need.

To learn, develop, innovate and research- And then our final phrase. These are the aims of our users, we want to support our users in their CPD, in making evidence based decisions, in pushing forward in research. We have a vital role to play in the professional lives of the people here at GEH.

So that is our vision, and the reasons behind the words we chose.

We chose our team objectives to fit in with our vision:

1. Take our vision statement to every team in the trust.

We wanted to turn the vision into a marketing opportunity.

2. To provide our staff and students with opportunities to develop essential lifelong skills in evidence based practice.

This objective was to align our activity with our vision.

What did we do next?

We presented our vision on the 8th October to an invited audience, which included our Director of Human Resources, General Manager for Education, Director for Education, other education colleagues and clinicians (see photo).

We outlined purpose of their invitation, set the context of the library/vision in the wider library setting, defined and justified terminology choices, and outlined our objectives.

It was very well received. There were no issues with the vision- the challenge was to get the vision out to those who aren't already library champions.

The Future

We hope to take our vision out to the wider GEH community, and use it to promote our services to the uninitiated and unwary! We are looking to create a schedule of visits to different department meetings. We have created posters, and posted to social media. We have put it above our door so that everyone sees it on exiting (see below).



The vision will also shape our ongoing objectives to connect our people with the right information to learn, develop, innovate and research.

Stephen Ayre, Library Services Manager

Chris Belcher, Head of Organisation and Development

Rayanne Byatt, Librarian

Puran Jandu, Organisational Development Practitioner

Lisa Mason, Clinical Librarian

George Eliot Hospital NHS Trust

Meeting reports

From the grassroots: case studies on health information in Africa

Report of an HLG / ILIG Informal 12 September 2018 at CILIP HQ

The ILIG informal series of evening talks are always a good opportunity to meet some people and hear about something outside your day to day. The latest edition was delivered in collaboration with HLG and hence featured a pair of speakers with a health theme.

We heard from Ete Grant, a senior pharmacist at the Nigerian National Petroleum Corporation, and a past Commonwealth Fellow (under the auspices of Phi). Ete is currently studying at UCL through a Chevening Scholarship. She gave us a flavour of the impact of these experiences and how she is working to improve drug information in her country.

The main talk was by Stevie Russell (Trustee and librarian) about the work of African Hospital Libraries (AHL). I was lucky enough to have heard a version of this talk at HLG 2018 in Keele but it was great to hear the latest news and have time for some questions. Stevie detailed the very practical work they are carrying out in Sierra Leone where AHL operate three libraries in hospitals. The impetus for the charity came out of the experience of two of the Trustees (Claire and Alex Blacklock) during their time working as volunteer doctors at Makeni Government Hospital. They found a chronic lack of access to vital medical information with what was available frequently inappropriate, dated or locked away. I was struck how many NHS librarians will have found departmental libraries of a similar ilk and what a poor provision it would be if that were your only recourse.

The charity has been successful in creating a model that is delivering current, relevant collections targeting all sections of the hospital staff. They are building on their experience with plans for a fourth site and to expand their provision in existing locations. One way they have done this is to share their manual for how to plant and grow a hospital library reflecting their desire to increase their impact beyond Sierra Leone.

We heard about some of the ways AHL are listening to their library users to understand their needs and examine the impact of the libraries. A graph was shared that made it clear how the areas for improvement are not so very dissimilar to ones closer to home - not enough space / seats in the library (a live issue for many), poor toilet facilities (none in their case), too hot (add cold in our case), internet not good (none in the AHL libraries at present) and so on. Most dramatic of the impact stories

were signs of the start of a shift in culture to using books in the clinical consulting room as a mark of currency and knowledge rather than being seen as a weakness.

AHL are doing great work and I hope that the HLG community will be able to help support this. At King's College London we are exploring how we can work with AHL, the King's Sierra Leone Partnership and others to go further together. We will be hosting a stakeholder event for AHL this autumn bringing together a wide range of interested parties to kick start this. On a personal level I will be running a big loop between all the King's libraries to raise funds for AHL – your donations are very welcome (<https://mydonate.bt.com/fundraisers/alanrunning>)!

Alan Fricker,
King's College London

Statistics and stories for impact: University Health and Medical Librarians Group Autumn Gathering 2018

2nd November 2018, London Mathematical Society.

As an NHS librarian with an interest in using the data generated by the online systems we use and develop to improve the services we offer to users, a library service tweeter (@nhsggclibrary) and moreover a member of a working group which works on service quality improvement and the annual report for our library service, this one day conference was extremely timely, and also introduced me to a new organisation and venue, and the best conference lunch I have ever had. Slides from the presentations given are at <https://uhmlg.wordpress.com/2018/11/02/autumn-forum-2018/>. I wanted to share a selected few personal highlights which I found particularly useful:

Tips for social media from the Head of Digital Communications at the University of Cambridge:

- Use LinkedIn for material of interest only to small, specific groups
- There is no apparent limit to the number of tweets followers will read
- Consider reposting the most popular tweets every few weeks, at different times of the day from the original posting
- Use social media for things your website can't do
- Always subtitle videos as reading a 'phone with the sound off is very common
- Understand social media analytics - views of videos are not the same as being properly watched. Data on what has been shared, commented on etc is much more valuable
- Keep a good image stock so special days etc can be instantly marked
- If you cannot measure impact for a channel do not bother using it
- Monitor social media channels generally for feedback from organisation staff/users about your area – in case of negative comments engage with these directly and constructively
- When something substantial has been posted (e.g. report, courseware) track where it goes – users may be reposting it elsewhere
- Personal users can be asked to post material on e.g. Facebook, Instagram for you if there are channels your organisation will not allow official accounts on

Public Health England Knowledge and Library Services demonstrate the impact of the searches by persuading users to complete templates demonstrating this (completed examples are at <https://phelibrary.koha-ptfs.co.uk/stories/>), creating a source which can be used for business cases, marketing, demonstrating alignment with organisational priorities etc. Tips for success here:

- Ask users 3-12 months after a search is completed
- Pre-populate the templates as far as possible
- Regularly remind users that they have agreed to add their impact statement

Impact measurement tips from the University of Sunderland library services:

- Remember that users come for what a resource/space/service is offering them - measuring impact means measuring what the benefits and outcomes are *for them*. How are you helping people achieve *their* goals?
- Relationship management and facilitated conversations are the key to eliciting user experience
- The model used at the University of Sunderland is to deliver clear message as to what benefit is being offered (e.g. by a new or existing but underused service/resource), to give users the opportunity to engage and reflect, then to gather impact evidence. Priorities are selected for 2-3 areas per year (e.g. journal usage, physical spaces, customer care). Pinterest is used to keep all the marketing material together
- Video is an effective way to communicate to large groups and on social media. Online surveys can be quickly done on 'phones in class (call them polls rather than surveys and have a maximum of 3 questions). Focus groups work better with staff. Focus groups may throw up new issues for a different marketing campaign and can result in changing marketing plans (e.g. Google Scholar is now promoted as an access route to subscription material as that is what students use).

Tips from on annual reports from King's College Library:

- When using graphs or other images make it clear if you are communicating good or bad news. There is no point in using these without being clear what the reader is supposed to understand from the data - show e.g. resource usage as trends
- There is no point highlighting areas that the library service has no control over, or where the data quality is too poor to justify any claims
- External benchmarking is extremely difficult as services differ so widely; it is better to focus on internal comparisons

Chloe Stewart, *Specialist Subject Librarian,*
NHS Greater Glasgow and Clyde

Workplace narratives for impact and influence, 31st October 2018, Met Hotel, Leeds

“Friends, Romans, Librarians, lend me your lug-holes!”

Do you find promoting your services to staff a **struggle**? Do you find yourselves **doubting** your ability to tell a good story? Do you **dread** the next induction or training session you’ll have to give?

If you answered “yes” to any of those questions, then you might be surprised to know that you’ve just read one possible solution.

You see, the key to putting your point across is to get people on your side to begin with. And the best way of doing that is by telling them how they might feel (struggle, doubt and dread). There aren’t too many feelings in a sheaf of statistics, but there are plenty of them a story.

Now, I know what you’re thinking: “We might be working in a library/information environment, but we’re not ready for ‘Once upon a time’ quite yet!”

And you’d be right. The kind of stories we should tell aren’t fantasies. Instead, they’re based on the very real challenges we face in our working lives. Such struggles can feel isolating, but in fact they’re a collective and unifying experience in workplaces. Because everyone struggles, everyone will empathise with your own struggle as a health library - as a plucky little team: a cog, as it were, in the wheel of clinical or corporate machinery.

We can give people a snapshot of common experience by taking them on a journey through stories, to a place where they feel an emotional connection with us, because we’re the people who understand them.

To give you some examples:

- We can help you with your literature search, because we helped a nurse with their revalidation portfolio last month.
- We can find you that journal article fast because we helped an anaesthetist **just like you** to check on medication for a particular condition before they took their patient to theatre.
- We can make sure you get some quiet study space, because we’ve seen blurry-eyed junior doctors **just like you** trying to complete your paperwork in between shifts.

There are some techniques that can help you with this of course. Repeating things like I did in those bullet points can reinforce your message (think Winston Churchill, and his “We will fight them on the beaches” speech). Using a few metaphors (like the library as a cog in machinery) adds a dash of imagination. A sprinkling of appropriate humour (tailored to their interests) won’t go amiss either.

You don’t even have to ditch all your facts and figures. Just ask yourself “Do these statistics help me tell my story better?” If they stir the imagination, then by all means slip them in; if they lower the eyelids, then perhaps they’d be more effective in a report.

Finally, stories can be more memorable if you add a visual element like a picture on the screen beside you. I’m not invoking the horror of ‘Death by PowerPoint’ here, but a simple stirring image can transport your audience away from the drab training/meeting room where you’re giving your talk, into the very heart of the story you’re trying to tell them.

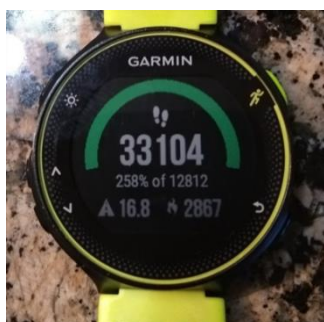
Daniel Park, Assistant Librarian,
Leeds Teaching Hospitals NHS Trust

Not quite a letter from America

A report of a US Study trip to: National Institutes for Health, US National Library of Medicine, Welch Medical Library, Medical Library Association (MLA 2018)

I was very fortunate to spend two weeks in the US visiting medical libraries and attending the Medical Library Association conference. I spent a week in Washington DC, during which I visited the NIH and NLM libraries in Bethesda, and the Welch Medical library in Baltimore, and then a week in Atlanta at the MLA 18 conference. I was fortunate enough to receive funding for this from the CILIP Health Libraries Group Leslie Morton award, funding from the NHS regional CPD budget and funding from the Bodleian Staff development budget, which I was extremely grateful for.

So, this may not come as a surprise but America is quite far from the UK, so the first day of my trip was spent travelling. After an 8 hour flight, mini-bus ride through rush hour traffic to the hotel and the time difference I was in that strange state of mind where it could have been any time of the day, breakfast or bedtime! One thing that was clear was the weather was distinctly British, as it was raining, a lot.



I'd set aside the following day to get over any jet-lag so decided to have a walk and look at the sights. 33 thousand steps later in 30 degree heat, that didn't seem like such a great idea....



Wednesday was the first "proper" day of my trip, where I visited the National Institutes for Health and US National

Library of Medicine in Bethesda, a short train ride from central DC. Oh, and it started raining again.

The first part of my visit was actually getting in to the campus – this involved going through airport style security scanners (including a bag/laptop scan) and taking ID. Much higher levels of security in public spaces are just one of the many differences between the US and the UK. I started my tour by spending the morning at the NIH Library. The NIH Library is a research library supporting the National Institutes of Health and selected U.S. Department of Health and Human Services agencies. James King and the team made me incredibly welcome and outlined their services, which was extremely interesting. Particularly of interest where their



Informationist program, where they have librarians who are trained in specific subject areas, principles of research, critical appraisal – in many ways similar to us as medical librarians in the UK. However, they are more embedded into the groups they support, providing expertise in a collaborative, multidisciplinary way – something that we could examine further.

Another very interesting area was the in-depth bibliometric support they provide to service users, producing reports and visualisations to illustrate the impact of research for reports/public engagement etc. Again, this is an area that could be expanded in future in our services.

After lunch, I visited the National Library of Medicine, the world's largest biomedical library. As well as their print collection and provision of electronic information resources (including PubMed) it also supports research and training in biomedical informatics and health information technology. I had a very interesting tour of the building, including looking at some of their historical collection. We also had a discussion with staff members about how they deliver services and develop their staff.

The next day I took the train to Baltimore. At this point things were beginning to feel a bit like being at home – getting up at 6am and getting a train the rain is all too familiar! I arrived at the Welch Medical Library, Johns Hopkins Hospital and met Anne Seymour and Blair Anton, who had arranged a full day of meetings and tours. I had an overview of their services, tour of the library facilities and hospital including sitting in



on an evidence based practice session with clinicians and nurses. This was particularly interesting, as although the accents were different, the topics and way they talked were pretty much exactly the same as their NHS colleagues – even the same gripes! Some key points I took away from this visit were, again, how they were embedded into the hospital/university, and dint expect the users to come to them. Also they used being called informationists as a way to engage with people, as lots of users would ask what it meant and what do you do.



The next day I flew to Atlanta, to attend the Medical Library Association MLA 18. I'm pleased to say that the weather improved, I was starting to get fed up of people asking if I'd brought the rain with me from the UK! I checked in to the hotel and registered for the conference. Later that evening had a real taste of the USA, and went on a MLA social trip to a baseball

game. Unfortunately the Atlanta Braves lost, but the librarians I was sat with were from Florida, and very happy that their team, Miami won.

The conference opened on Saturday, and my initial impressions were mixed (but good!). In some ways things were very different – it's a bigger event than HLG, and



the company's exhibition hall was on a much bigger scale than anything I've seen at a library conference in the UK. Also the publishers hold evening events on a bigger scale too; I managed to get an invite to an evening at the Georgia Aquarium, with dinner, drinks and dancing – bigger than some conference dinners I've attended! They were handing out much better freebies than we get too!

However, lots of things weren't that dissimilar to the UK. Librarians are generally a friendly bunch so it was very easy to wander round the halls and chat with people, including some familiar faces – one of our Library Assistants is now a Librarian at a US university so it was nice to catch up with Jane, and some of the reps were from the UK too.

The conference sessions started on Sunday morning, and had a comfortably familiar feel – plenary sessions, interesting parallel sessions, some library stereotypes (people knitting in sessions, complaining about a lack of coffee!). Also a lot of the parallel sessions were full, standing room only quite often. I don't have enough words to outline all the sessions I attended in this piece, but key themes that came out of the conference were diversity and inclusion in the workforce, and health information/literacy to consumers (another difference – consumers, not patients...).

Interestingly, I'd gone with the expectation that our US counterparts would be ahead of us, but although they have bigger budgets and maybe more staff, I felt like UK medical libraries were more engaged in systematic reviews particularly.



Above: Jane Morgan-Daniel, ex-BHCL staff, now Community Engagement and Health Literacy Liaison Librarian at the Health Science Center Libraries, University of Florida. And me again!

So, how would I summarise my trip, what did I take away? A lot of things were pretty similar, but different:

- NIH/NLM – NIH was very similar to the service we provide in Oxford. But different (bibliometrics, informationists)

- Welch Medical Library, Johns Hopkins – A university/hospital service like us in Oxford, encouraging evidence based practice. But, again, different – library staff status (they're university faculty, budgets etc.)
- MLA 18 – similarities and differences to conferences I've attended in the UK (and EAHIL in Dublin). Very inspiring to hear about the good work that goes on in health libraries, but also it made me appreciate our NHS and health care in the UK. It may not be perfect but it seems so much fairer than the US model

More generally I really urge you to look for any opportunities you can to apply for bursaries or similar to allow you to make similar visits. I learnt a lot whilst I was away, and came back with ideas for ways we can deliver our existing services differently, and try new things. It was also quite nice to see that UK library services are a bit better in some areas too. I met a lot of inspiring, friendly, welcoming people in Bethesda, Baltimore and Atlanta which just reaffirmed how nice medical library people really are. I felt very grateful, and lucky, for this opportunity, and encourage anyone who gets even the slimmest opportunity to do something similar to grab it if you can. If you would like to hear more, or discuss any of this please let me know, I'm always happy to have a chat about the things I learnt and how we could transfer them to our settings. I can also sort of explain the rules to baseball now too!

Owen Coxall, *Outreach and Enquiry Services Manager,*
Bodleian Health Care Libraries, University of Oxford

Book reviews

This issue's reviews cover five titles, reviewed by four reviewers, to whom I offer my thanks for their time and intellectual effort. Three are about teaching, reviewed by Mark Kerr and Keith Nockels, Stephen Ayre looks at emerging technologies and Katie Barnard considers a new title on strategic collaborations. If readers are interested in reviewing for this column, do get in touch. Contact me at tom.roper@bsuh.nhs.uk with your preferred contact details, and tell me of any particular areas of interest or expertise you may have. It's an excellent way to expand your professional reading, get published and log some CPD air miles.

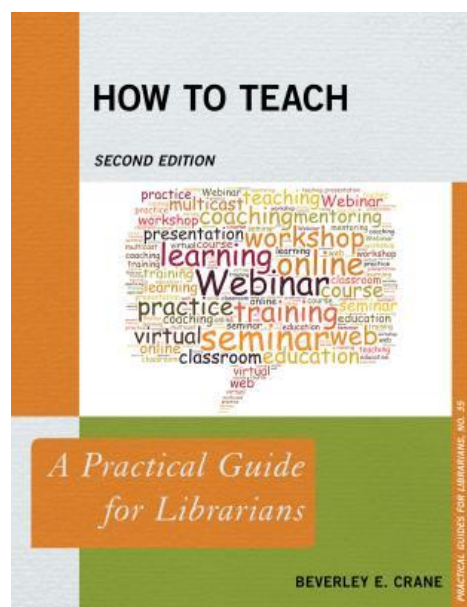
Crane, B. E.

**How to Teach: A Practical Guide for Librarians.
2nd ed.**

London: Rowman & Littlefield

ISBN 978-1-5381-0414-9. 274 pp. £47.95

Few library roles exclude some element of teaching. That teaching includes user education, demonstrating effective use of a catalogue or a self-issue device; it may involve teaching advanced searching, critical appraisal and content development skills. This book has something to offer all of us who seek to make teaching and, more importantly, learning an effective and enjoyable experience, both for ourselves and our audience.



Beverley Crane, the author, provides a practical handbook for a wide range of teaching and learning situations, with detailed advice on planning, preparing, delivering and evaluating the teaching session. Distributed throughout the book are numerous checklists, worksheets and reference lists, arming the instructor with a practical toolkit to design, present and assess their teaching.

The first four chapters – Teaching to Learn, Planning Instruction, Implementing Instruction and Types of Instruction – take the reader through the approaches to learning, some learning styles and theories, instructional design processes and the skills required to plan, design and deliver an effective session. Types of instruction are described and assessed – direct, learner-centred, independent, face to face, workshop, large or small group and so on.

The next four chapters can be seen as the core of this book, looking at the main styles of instruction – Face to Face Presentations, Online Instruction, Synchronous

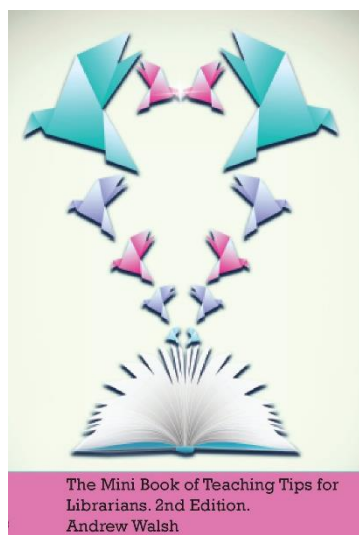
Instruction and Asynchronous Instruction. Lesson plans and templates, feedback forms, timed schedules for the progress of taught sessions all provide a simple to follow plan. This is ideal for the novice who is perhaps less confident and unfamiliar with delivering teaching, but there are plenty of useful tips and hints that the more experienced teacher would find useful – or just welcome being reminded about.

The final two chapters, Self-Education: Keeping Current and What's Ahead for the Instruction Librarian? emphasise the need for a constant process of personal and professional development, as the teaching and online environments and the tools within them evolve and improve. Professional organisations, social media and personal learning networks are all described and discussed as useful routes to continuous personal improvement and the book ends with a short summary of emerging trends, areas in which the sensible teacher will aim to include in their own development plans.

A minor grumble is that screenshots of web sites and some other illustrations are a little blurred, where poor screen resolution has not been improved to meet the extra clarity of the printing resolution. This is more an issue with the publisher rather than the author, perhaps, and a minor distraction which doesn't undermine the content. It's just irritating (to this reviewer at least!).

The author, illustrations and examples in the book are all American, but the content is applicable to a British – indeed, worldwide – audience, and of course the online resources and social media aspects are globally relevant and available. As with most library activities, the key drivers are information and communication, and these are important to all. Overall, this book will help many who are new to teaching and training, and provide useful and practical resources and ideas for the more experienced instructor too.

Mark Kerr, *East Kent Hospitals University NHS Foundation Trust.*



Walsh, A.

The Mini Book of Teaching Tips for Librarians. 2nd ed.

Tallinn, Innovative Libraries, 2018.

ISBN 978-1911500117. 92 pp. £9.95

The title is an apt one for a book aimed at librarians who teach their users. The author is a librarian at the University of Huddersfield, and well known for running workshops and events on the use of games in adult education.

A lot smaller than many books in this field, this is

designed to be easy to dip into, like a pack of cards but cheaper to produce.

This is a very potted A-Z of some pedagogical ideas. The first edition was even more potted, this one being billed as 50% bigger. It is a quick introduction, perhaps too quick. Perhaps it works better as a quick reminder of concepts and terminology. Having said that, there were things (embodied cognition and rhizomatic learning, for two) that I had not come across before.

The book also contains a set of ideas, concisely explained, for use in assessment, feedback and teaching. I can see how I might use some of the ideas with some of my student groups, but not sure I would have the nerve to try some of the others. The second Walsh book, reviewed below, has helped me think about why I ought to try.

Some of the ideas caught my eye:

- “Information sources – Jigsaws” is an idea for teaching referencing. I have borrowed from colleagues a way to do this, but I can see how this would work with at least some of the undergraduate groups I meet.
- “Information sources – a quality investigation” looks at the news and the research it reports. This gets students looking for research studies using library resources and gets them thinking about the way the news reports that research. I wonder if this would introduce literature searching sessions, where you want to talk about the importance of journal articles.
- “Information sources – cut and paste” looks a good way to conduct a critical appraisal session, exploring the way journal articles work, and encouraging people to read the whole article and not appraise it from the abstract.

There is a useful short bibliography of further reading on relevant topics.

Keith Nockels, *University of Leicester Library*

Walsh, A.

The librarians' book on teaching through games and play.

Tallinn, Innovative Libraries, 2018.

ISBN: 978-1911500070. 147 pp. £19.95.

Also aimed at library staff who teach, this looks at one aspect of teaching, the use of play and games in teaching. Perhaps more for staff with some experience of teaching, this contains enough theoretical basis and enough ideas to be of immediate use.

I didn't initially volunteer to review this book, as I knew little about the subject area and have never used play or games in teaching. But reviewing is a way to learn about new things, and I am glad I did.

I enjoyed playing with my kids when they were younger. My ten-year-old still wants to play, but I think I had not taken that seriously. This encouraging book has got me thinking about playfulness in older children as well as in adult learners.

The book starts with the arguments for using games and playfulness to enable those we teach to put skills into context and to address the fact that we often teach where there is space in the timetable and not at the best time for the application of those skills.

"Play can help information literacy to develop as the group begins to understand what the information skills they may be learning mean in the context of their practice. They may become information literate in a way that suits their course, profession, or subject area, not in a way that we may wish to impose as librarians" (p.15).

The book describes how games help enable active learning, and things like graphic design and finding games components are not avoided. The background discussion includes a discussion of the theory of games and their use in teaching and learning. For me, the key question is why use play? The definitions and discussion help, and helped me see how a learner might, through play, feel able to express new ideas and create new knowledge, and I think take a step into imagination and see how the skills we are trying to teach might apply to their real world. Play, for children and adults, makes a safe space to learn.

There is discussion of the idea of permission to play, and the idea that we need to signal that play is acceptable (p.25) so that students don't feel embarrassed. Perhaps talking about this permission to play will make us (I mean me, really!) feel less embarrassed too!

The scene set, there are examples, more detailed than the mini book reviewed above. Some examples are in the mini book, and some are not. Some of those caught my eye.

The librarians' book on teaching through games and play



Andrew Walsh

“Fake or Fab” is designed to help people spot fake conferences, and I wonder if this could be adapted to predatory publishing. The escape room induction exercise looks like it needs a lot of preparation, but there is another playful induction example which I can see might work with my allied health students, perhaps alongside a tour of the building. Learning while walking looks interesting, although one would need to be sure that all the students are physically able to walk or otherwise travel the route.

There is a comment (p.20) about not using Lego Serious Play with students until you have experienced it yourself. I feel like this about many of the ideas, but the chapter on the process of creating a game looks very helpful here.

As with the mini book, there is a bibliography to use to pursue ideas. There is some inconsistency in the formatting, but it looks useful. An index might be useful, but the contents page is detailed.

I would recommend both books. They complement each other but stand alone. The larger one gives the theory and background to some of the ideas in the smaller one, and lots of practical advice about using play and games in the sort of teaching librarians do. The smaller one defines many current pedagogical ideas and looks useful for those beginning teaching, as well as people with more experience. Both have ideas to try out.

Keith Nockels, University of Leicester Library

Joiner, Ida Arlene.

Emerging Library Technologies: It's Not Just for Geeks.

Kidlington: Chandos Publishing, 2018.

ISBN 9780081022535. 206pp. £62.95.

New technologies and the impact they may or may not have are often in the news. It is easy to be bewildered by the vast array of them and be unsure how to deal with them as librarians. Ida Joiner has provided in this book an overview of these various new technologies, and gives suggestions about how Libraries can use and support their users in using them. Joiner “wrote this book to help information professionals from technology novices to experts in all types of libraries and resource centers who want to learn, use, and help others with the latest, greatest, and hottest emerging technologies that we hear about on a daily basis.” (p. xiv). The title is somewhat misleading as these are not new “Library” technologies per se, but the focus is definitely on the library role. Most of the examples are American, but the lessons will be common across the developed world.

Each chapter consists of an overview of the technology, how it is being used, and what the Library can do. I feel that this book is something of a missed opportunity here, as the focus on Library involvement often seems to be running an event to

inform library users about these new technologies rather than the deeper question of how they will affect libraries and people who work in them and use them. So the considerations for implementation that end each chapter are a bit repetitive. Joiner takes the view that library users will be affected by these new technologies (of course!) and will need to be helped in adapted to them. But librarians are not just disinterested observers: we will be affected by these changes too, and that issue is barely covered. To be fair, the author is not claiming to be a prophet, and these issues are explored in the Questions for further discussion (so, over to us!). Each chapter also has a glossary (that would be more useful at the end of the book), suggestions for further reading, and a bibliography.

The technologies discussed are artificial intelligence, robotics, drones, driverless vehicles, big data, virtual reality, 3D printing, and wearable technology. Some chapters are stronger than others as you would expect; the big data chapter is particularly informative in my opinion, largely because there were more examples of direct library involvement. There also chapters on getting stakeholder buy-in (somewhat repeating what has already been said in each chapter), and staying up-to-date. The latter is a list of sources that will be useful as any book such as this will inevitably be out of date in a few years' time.

There are illustrations that break up the text, and some are informative, even if some look like stock illustrations that don't add anything.

Any librarians reading this book will gain an overview of these various new technologies, but will still need to go away and do some thinking for themselves on what it will mean for our profession.

Stephen Ayre, *George Eliot Hospital NHS Trust*

Shipman, J.P. and Tooey, M.J. (eds.)

Strategic collaboration in health sciences libraries.

Oxford: Chandos, 2019.

ISBN 9780081022580. 190pp. £60.95.

At a time when health librarians are becoming increasingly aware of the benefits of collaborative working, this book feels very timely and comes as a welcome addition to the literature. It showcases a rich variety of collaborative projects that health library staff have been involved in, with the editors' intention that it should provide readers with 'the foundation for meaningful conversations regarding effective and creative collaborations'.

The book consists of ten chapters, each a case study of a collaborative partnership or project between health library staff and others, and each written by those who were involved. In most, the authors follow a similar framework: they outline the

context of their project and the work they did, before reflecting on both the impact and challenges of the collaboration, and in some cases giving recommendations for those interested in undertaking similar projects. Some chapters are a little drier than others, notably those that focus on description rather than reflection, but most strike a readable balance between robust academic research and the authors' own personal experiences.

The range of topics covered by the case studies is impressive and includes, amongst other things, a health literacy project with teenagers, a project to align library systems, creation of a digital technologies hub, and shared use of library space. (With my personal bias as an NHS librarian, I was particularly interested to read about Dunlop and Brown's clinical librarian model at University Hospitals Coventry and Warwickshire NHS Trust, and about Pratchett and Treadway's development of the MAP Community of Practice.) These very different case studies illustrate well the diverse possibilities for collaborative partnerships and the often unconventional role of the health librarian within them.

However, the library environments represented are not as diverse as the topics covered. Two case studies are from the UK (both NHS), but nearly all others are from U.S. academic libraries. Although some aspects of the collaborative projects are transferable to other sectors, such as successful strategies and creative approaches, much of the detail will only be of interest to those working in similar environments. For this reason, this book will appeal most to individuals working in academic health libraries, and is perhaps geared more towards a North American readership. Furthermore, it will be of most value to those at a managerial level who are in a position to bring about the kinds of strategic and ambitious collaborations outlined in the case studies.

That said, it is easy to dip in and out of chapters according to personal interest, and not being in a managerial position I still found practical ideas in some of the case studies, even ones from very different contexts. All in all, I feel the editors achieve their aim to provoke thought and inspiration around collaborative partnerships – I certainly feel fired up and ready to collaborate!

Katie Barnard, *North Bristol NHS Trust*

Internet sites of interest: neurology

There have been a few neurological topics in my life of late. Cannabis and drug resistant epilepsy was a search example I used with some of my MSc students. Then at home, I saw part of a CBBC programme about young people living with Tourette's (see <https://www.bbc.co.uk/cbbc/watch/my-life-what-makes-me-tic> for a clip) and Stephen Hawking features in a book we have about boys and men who have changed the world in positive ways.

So here are some sites about neurology and neurological conditions. All links were checked on 16th November 2018.

Careers and training

Association of British Neurologists

<https://www.theabn.org/>

The ABN promotes education of neurological trainees, and neurological learning throughout medical training. Resources include ABN statements, guidelines, commissioning toolkits and quality standards.

Health Careers: Neurology

<https://www.healthcareers.nhs.uk/explore-roles/doctors/roles-doctors/medicine/neurology>

Information about the specialty itself, training and common procedures and interventions.

Joint Royal Colleges of Physicians Training Board

<https://www.jrcptb.org.uk/specialties/neurology>

Information about specialty training.

NHS England

<https://www.england.nhs.uk/ourwork/clinical-policy/ltc/our-work-on-long-term-conditions/neurological/>

Information about NHS work in this area.

Neurological conditions (general)

American Academy of Neurology

<https://www.aan.com/>

Some resources are available just to members but AAN position statements and guidelines are free.

Brain and Spine Foundation

<https://www.brainandspine.org.uk/>

Information on living with a neurological condition and on diagnosis. There are publications and resources. The useful glossary of neurological conditions (under 'Information and support') includes links to some other organisations as well as to Brain and Spine Foundation information.

Chartered Society of Physiotherapy: common conditions

<https://www.csp.org.uk/public-patient/common-conditions>

Information on these pages about physiotherapy and cerebral palsy, Parkinson's and stroke, as well as other non-neurological conditions.

Healthtalk: nerves and brain

<http://www.healthtalk.org/peoples-experiences/nerves-brain>

Personal experiences of people living with various neurological conditions.

National Institute of Neurological Disorders and Stroke (NINDS) Fact Sheets

<https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets>

NINDS is part of the National Institutes of Health. These are their fact sheets on a range of conditions, many available in Spanish. The organisations under "Where can I get further information?" will be in the United States.

Neurological Alliance

<http://www.neural.org.uk/>

Collective voice for 80 organisations, including stroke and brain injury. Organisations are listed at <http://www.neural.org.uk/directory-of-organisations>, a good place to start if looking for information on those conditions. Site also includes information about living with a neurological condition, a glossary, and information about onset and diagnosis as well as a small set of real life stories.

NHS website

<https://www.nhs.uk/conditions/>

Patient information – check the list for specific neurological conditions.

NHS Inform: brain, nerves and spinal cord

<https://www.nhsinform.scot/illnesses-and-conditions/brain-nerves-and-spinal-cord>

NICE Guidance: neurological conditions

<https://www.nice.org.uk/guidance/conditions-and-diseases/neurological-conditions>

Links to guidelines, pathways and quality standards for a number of neurological conditions.

Additional sources about specific neurological conditions

There will be information about these things on the sites listed in the previous section, but here are some additional suggestions for a few specific conditions. These are all UK sites.

Cerebral palsy

Action Cerebral Palsy

<https://www.actioncp.org/>

Works to improve outcomes for children and families, including campaigning in Parliament. Site includes their strategy and issues that need action.

Cerebral Palsy Scotland

<https://cerebralspalsyscotland.org.uk/>

Detailed information about cerebral palsy and living with the condition, information about cerebral palsy as it affects children and adults, and about therapies and equipment. A project of Bobath Scotland, <https://www.bobathscotland.org.uk/>.

Scope: Cerebral Palsy

<https://www.scope.org.uk/support/families/diagnosis/cerebral-palsy>

Introductory information, and links to support groups and an online community.

Epilepsy

Epilepsy Action

<https://www.epilepsy.org.uk/>

Working name of the British Epilepsy Association. Site has the Information Standard and includes advice on diagnosis, first aid, driving, daily life, education and carers, among other things. The first aid information includes a free online course. Details too of support services, and information for health professionals.

Epilepsy Society

<https://www.epilepsysociety.org.uk/>

Traces its origins back to an organisation that founded a “colony” to provide work for people with epilepsy. Site contains information about epilepsy, and separately (under 'What we do') information for professionals, including recommended online resources, drug updates, and information for GPs and for pharmacists. There are also personal stories (under 'About epilepsy') and “Epilepsy TV”, a series of videos on a range of topics.

Motor neurone disease

Motor Neurone Disease Association

<https://www.mndassociation.org/>

CILIP Health Libraries Group Newsletter, 35(4) December 2018

https://www.cilip.org.uk/members/group_content_view.asp?group=200697&id=686518

Site includes information on motor neurone disease, advice on benefits, a guide to the NICE guideline, some information in languages other than English, and key facts. There is information about the MND Register, a research study that aims to collect information about everyone living with motor neurone disease.

Royal College of Nursing elearning

<https://rcni.com/hosted-content/rcn/mnd/motor-neurone-disease>

Developed with the Motor Neurone Disease Association, this resource is aimed at nurses and student nurses, and covers symptoms and diagnosis, and caring for someone with motor neurone disease.

Multiple sclerosis

MS Society

<https://www.mssociety.org.uk/>

A community of people living with MS, but also researchers and campaigners. Site includes information on diagnosis, living with MS, and information for carers. There is also information on research funded by the society.

MS Trust

<https://www.mstrust.org.uk/>

Set up in 1993 to provide “trusted information”, site includes information on MS and on living with the condition. Site has the Information Standard.

MS-UK

<https://www.ms-uk.org/>

Small but national organisation, which has the PQASSO quality mark (a National Council for Voluntary Organisations scheme – see [here for more information](#)). Site has information about MS, and details of helpline and counselling services.

Parkinson’s disease

Parkinson’s UK

<https://www.parkinsons.org.uk/>

Information on symptoms, therapies and the support offered by the society and by others. There is also information on Parkinson’s and younger people.

Tourette’s syndrome

Tourette’s Action

<https://www.tourettes-action.org.uk/>

Information about Tourette’s, including for parents and schools. Some of the information is aimed at young people.

Request for useful sites about open access

Next time I would like to cover open access. A lot has changed since I covered it last. I would appreciate help from NHS colleagues. If there is a site you have found useful, could you send me details? Sites specific to the NHS would be very welcome, but it would be useful to know of any more general sites that you have found relevant to the NHS.

Help with other topics

Let me know if there is a topic you think I should cover, or if you would like to compile a list. Let's work together to stop Internet Sites of Interest covering only topics of interest to English higher education (or English white men of a certain age)!

Keith Nockels, *Academic Librarian (Medicine, Health Sciences, Allied Health),
University of Leicester, UK*

Tel.: +44 (0)116 252 2044 (new phone number)

Email: khn5@le.ac.uk

Diary of events

This column is edited by Julia Garthwaite. Please send information about future events to Julia at: j.garthwaite@ucl.ac.uk.

22-24 February 2019

HEALTHINF 2019: 12th International Conference on Health Informatics

Prague, Czech Republic

<http://www.healthinf.biostec.org/>

Range of package options

24-26 April 2019

LILAC 2019

University of Nottingham

<https://www.lilacconference.com/>

Range of package options

3-8 May 2019

MLA '19: 119th Annual Meeting and Exhibition: Elevate

Chicago, USA

<https://www.mlanet.org/mla19>

Fees to be announced

4-7 June 2019

CHLA-ABSC Conference 2019

Ottawa, Ontario

https://www.chla-absc.ca/annual_conference.php

Fees to be announced

3-5 June 2019

Introduction to Systematic Reviews and Critical Appraisal

Centre for Reviews & Dissemination, University of York

<https://www.york.ac.uk/crd/training-services/introduction-to-systematic-reviews/#tab-5>

£750

15-19 June 2019

EBLIP10: 10th International Evidence Based Librarian and Information Practice Conference

Conference: 17-19 June 2019

Pre-conference workshops: 15-16 June 2019

University of Strathclyde, Glasgow, Scotland

<https://eblip10.org/>

CILIP Health Libraries Group Newsletter, 35(4) December 2018

https://www.cilip.org.uk/members/group_content_view.asp?group=200697&id=686518

Range of package options

15-19 June 2019

HTAi 2019 Annual Meeting: HTA beyond 2020: Ready for the New Decade?

Cologne, Germany

<http://htai2019.org/>

Fees to be announced. Registration opens January 2019

17-20 June 2019

EAHIL 2019

Basel, Switzerland

<https://eahil2019.net/>

Fees to be announced

3-4 July 2019

CILIP Conference 2019

Manchester

<http://cilipconference.org.uk/>

Range of package options

24-30 August 2019

World Library and Information Congress 85th IFLA General Conference and Assembly

Athens, Greece

<https://2019.ifla.org>

Early registration until 15 May 2019. Range of package options

24 September 2019

Advanced Search Techniques for Systematic Reviews, HTA and Guidelines

Search Strategies for HTA and Systematic Reviews: an Introduction

YHEC, University of York

<https://www.yhec.co.uk/training/advanced-search-techniques/>

Earlybird registration £200 (+£40 VAT)

Julia Garthwaite, Deputy Librarian, Cruciform Library, UCL

Contributions should be sent to j.garthwaite@ucl.ac.uk

Service updates

London Searching and Training Forum (LSTF)

An update from the librarians formerly known as CLIST.

The London Searching and Training Forum (LSTF, formerly CLIST) is a group formed of library staff with interests in information skills training for healthcare staff, meeting to share knowledge and best practice. In April 2018, the Clinical Librarians Information Skills Trainers group (CLIST) conducted a change exercise at their quarterly meeting, with the group deciding to increase their inclusivity and broaden membership, and to appoint a Chair on a yearly basis. After benefitting from the expertise of colleagues at CLIST meetings for several years, St Barts Hospital's clinical librarian Adam Tockock thought it time he contributed and volunteered to Chair for a year. In October's meeting, attendees ratified a Terms of Reference document and voted to change the group's name to reflect the more inclusive membership and to echo their colleagues in the Kent Surrey Sussex region's nomenclature; so CLIST became the London Searching and Training Forum (LSTF).

LSTF's following meeting took place at Stewart House on November 14th, with an afternoon session focusing on sharing marketing ideas. Visitors representing the Kent Surrey Sussex and East of England region's equivalent groups attended, and reports from HEE and the Staff Development Group were provided by members via emails.

Anyone who would like to learn-from, and share best practice with-, colleagues who train healthcare staff and/or search for evidence for staff are very welcome to attend the next LSTF meeting on Friday 25th January at Stewart House Russell Square, London, 10am-4pm. The morning will feature standing agenda items (reports from HEE representatives and from members of working groups, a round-the-table update from attendees, discussions around new resources and trouble-shooting resources etc.) The focus of the afternoon session is yet to be confirmed, suggestions welcome.

There will be drinks afterwards! Please spread the word! The full agenda will be shared via the iks_ikss@libraryservices.nhs.uk mailing list (amongst others), but if you would like to add items for discussion then please contact adam.tockock@bartshealth.nhs.uk The post of Secretary is currently vacant, so if you would like to contribute by filling this role then please get in touch. LSTF agreed at the previous meeting that attendees will take it in turns to write the action-point minutes, and the Chair would like to thank the first volunteers for this role, Catherine Wardle and Andrew Milne. Thanks are also due to Holly Case-Wyatt, Fatima Almeda

and Lucy Reid of HEE for their support, to KSS's Tom Roper, and to all who've attended and contributed to the LTSF meetings so far.

We hope to see you in 2019!"

Library & Knowledge Services for NHS Ambulance Services in England [LKS ASE] – Update

LKS ASE was launched in April 2018. Readers of the HLG Newsletter will remember an article about this new service in the [June 2018](#) HLG Newsletter. LKS ASE has launched new services since June which you might want to draw to the attention of any paramedics who use your library services.

- 1) eBooks. LKS ASE has acquired a small but growing book collection on the DawsonEra eBook platform. It concentrates on 3 main areas, *Paramedic Practice*, *Research Methods* and *Leadership and Mentoring*.
- 2) KnowledgeShare. LKS ASE has launched KnowledgeShare as part of our current awareness offering.
- 3)

There are links to both these services on the LKS ASE website [\[http://ambulance.libguides.com\]](http://ambulance.libguides.com). LKS ASE now has a suite of publicity materials (Posters, Pens, Bookmarks and Leaflets). If you would like to use these to promote our service to paramedic users please do email me with a postal address at Matt.Holland@nwas.nhs.uk.

Thank you for your support.

Matt Holland, Librarian, LKS ASE

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 website. 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.

Contributions to the Newsletter should be sent to:

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Next copy dates:

2019 Issue dates	Deadline for content
March 36 (1)	Friday 22 February 2019
June 36 (2)	Friday 31 May 2019
September 36 (3)	Friday 30 August 2019
December 36 (4)	Friday 29 November 2019

HLG Members email discussion list

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