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Library Association
Medical, Health and Welfare Libraries Group

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Please send copy for the next issue to the Editor

Committee 1991

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Co-opted: Graham Haldane, Librarian, Lothian College of Nursing and Midwifery, South Division, 23 Chal-

Chairwoman's notes

In media terms, this is traditionally the 'silly season'. With Parliament in recess, there seems to be a belief that there is no 'real' news worth reporting and so there is a corresponding concentration on the trivial and amusing among the press and television.

Not so for the NIS! Although the committee will not be meeting until September, the group is certainly not in recession - merely taking a breather and pausing to reflect on the activities of the last few months. Already our thoughts are turning towards our next study day at the LA on 10th December. (Book now - more details later!)

Our survey of P2000 libraries has caused a few ripples in the nursing press just recently, coinciding with reports from P2000 students themselves about inadequate library/information facilities (well, no one can say we didn't tell them). Looking ahead, the committee will be considering its role in relation to the subsequent P2000 tranches and also deciding whether to follow up the original survey participants as they near their Branch programme part of the training.

Our response through the LA to the PREPP report is reprinted in this issue and we now await the outcome from the consultation exercise undertaken by the UKCC to see if library/information services feature at all. Our report was compiled to a very tight deadline, so we hope we have not omitted any important issues or points.

Also in this issue is a report of the

study day we held at the RCN in June on **New Paths to Learning** which may interest those of you who were unable to attend on the day. We hope to include a write-up of the **Job Regrading Workshop** organised by the NIS at the July **Under One Umbrella** conference at Leeds in the next newsletter.

On a personal note, the last few weeks have seen my District Medical Librarian and me busily involved in drawing up a report on the cost implications of P2000 from the library standpoint. You won't be surprised to know that evidence from both the NIS publication **Resourcing Project 2000** and the **COFHE Guidelines for College and Polytechnic Libraries** has featured heavily in the report. This exercise has made me wonder how other nursing librarian colleagues have tackled the job of preparing such reports, what evidence has been used, how has the report been set out, and more importantly, what has been the reaction to such reports? We don't appear to have heard much in the newsletter about how individual librarians are preparing their financial bids for P2000 money - unless it is indeed the case as reported in the Summer newsletter that very few librarians have actually submitted such financial reports? Please let us know of progress (favourable or unfavourable) so the committee can monitor the situation and so be in a better position to advise and help other group members. Over to You!

**Christine Hardaker
Chair**

New Paths to Learning

A report of the NISG Study Day, held on 24 June 1991, at the Royal College of Nursing in London.

Tony Shepherd and Paul Moorbatch

This report summarises the main findings of the working groups, held during the morning and afternoon. Study day participants met in small working groups and reported back to a short plenary session at the end of both sessions. These notes have been reproduced from the posters which each group produced as part of its "reporting back".

Report from the morning session

Questions were given to each group to consider, then groups presented the following points:-

Q 1. What have been the main effects of current educational reforms on library services in terms of library staff, library resources and quality of service?

Groups reported as follows:

Effects on staff

- extended role suggesting librarians are facilitator and tutor librarians.
- Involvement in curriculum planning.
- Need for more staff both qualified and non qualified.
- Problem of accessibility of staff in multisite colleges.

- Needs to be recognition of the managerial role of librarians.

Effect on resources

- Need for wider range of books and journals.
- Need for inter-library loans and networking agreements.

- Need for more multiple copies of popular texts to cope with larger groups.

- Need for short loan copies.

- Need for resources for information technology and audio-visual materials.

- Need for automation of the library for circulation control etc.

- Need for more accommodation for longer groups and more project work, (and different types of "space"?)

Quality of service

- Need for greater breadth, subject depth, range and quantity of books, and other learning resources
- Implies maintaining and improving a professional service.

- Library will have to service research-based requirements.
- Need for evaluation of services.

Further thoughts, relevant to this question, came from discussions on question 4.

Q 4. In the context of current educational reforms what needs to be considered in a 5 year strategic plan for library services? What are the immediate operational aspects that need to be addressed?

Additional points from other groups

- Under PREPP arrangements: there will be increased numbers of mature students.
- There will be/is now a need for information and study skills to aid learning.
- The result of educational change will be an increase in POWER for the library!
- "Time - affects everything".

Q 2. What has been the main impact on the library service of adult-centred approaches to learning and diploma-level courses? What is the role of the library staff on curriculum development groups in this context?

1st group reported:

- Library must be pro-active: this will help it being given low priority in funding/resourcing.

- Need to have knowledge of and to participate in curriculum planning ("all comes back to this").
- Need standards to measure against.
- Need feedback/clear communication between students, librarians, teachers.
- Need integrated learning skills (in the curriculum).
- Need to be aware of different ways of teaching (and learning).

2nd group reported:

- Courses are now at Diploma level.
- There will be increased use and demands on services.
- Needs to be recognised that library is a complex resource base and needs better resources.
- Expect problems of mass access to limited and "same resources".
- Needs for secure and identified library budgets.

- Need for standards for services' e.g. opening hours and staffing.
- Role of library staff on curriculum development groups: i) library staff have a teaching role: needs recognition. ii) need to have representation on relevant groups and "feedback" mechanisms.

3rd group reported:

- "Every librarian - a successful

teacher": an essential aim:
 - will improve job satisfaction
 - will raise credibility with teaching colleagues (and will improve learning opportunities of students [Eds])

b) Teaching skills

i) "Inspirational" days (inspire students, staff, librarian or all 3? [eds])

ii) Need for fully structured and formal courses (qualifications [of librarians?]) also raise credibility)

iii) Advantages: - to students - help gain access to staff training courses, - will help staff management.

c) Management skills: also involved.

Q 3. What are the main needs of library staff in trying to maintain a quality service? You may wish to prioritise your agenda following discussion.

Points made included:

a) Emphasis on good communication, the establishment in collaboration with management of standards and hence obtaining support of management to obtain necessary resources

b) With the agreement of managers, staff need to be involved in curriculum development.

c) Need for more resources.

d) Need for staff to help monitor and

be involved with quality assurance.

e) Library needs to be involved with user education.

f) Need for more training: in teaching and information technology update.

g) The librarian needs to take a proactive role.

Report from the afternoon sessions

The afternoon discussion groups selected their own topics for discussion.

Group 1: Integration of study skills into the curriculum

It is vital for the librarian to be a good communicator and to market services. The librarian must teach and be involved with research study from the outset of course and throughout. These should be in increasing depths as the course progresses.

Group 2 : Improving communication with own library staff

Staff needs. Motto: Do as you would be done by. Considerations:-

a) Do staff need information?

b) What do staff need to know?

c) What level of information do they need?

d) How should information be communicated?

e) How often should these be communicated?

Solutions

a) Hold staff meetings.

b) Hold team briefings. Communicate on a one-to-one basis.

c) Produce a newsletter.

d) Have a policy/staff manual

e) Show minutes of meetings (where appropriate)

f) Put up information on notice boards

g) Send out memos

h) Have information files

i) Arrange or send staff for inservice training.

Group 3: Achieving the right level of resourcing

Problem: Different levels of prior knowledge have an impact. Eg. users are at different points on the learning curve.

Solutions:

a) More time-tabled time for information skills.

b) These should be integrated into teaching units and assessed.

Problem: Varying levels of resourcing but need to cope with escalating levels of academic ability.

Solutions:

a) Need for close links with teachers.

b) An understanding of the curriculum.

c) Liaison on book selection.

d) Greater emphasis in nurse educator's courses on library and information skills.

Group 4: How to improve communications with managers

1. Formal lines

2. Informal lines

a) Get onto committees - need to use facilities such as bars, tea rooms

b) Be assertive - develop a good self-image

c) Produce short reports (= up to 1 page of A4)- get into the position so as to advocate upgrading

d) Promote library services- treat reader as though they are your one priority especially managers

e) Use statistics to show increased use- be aware of key issues and be able to discuss them

f) Use personal contacts rather than internal mail

g) Be flexible!

Group 5: Dealing with mergers

Problems:

a) Differences in staffing levels

b) Differences in funding bodies

- c) Differences between sites
 - d) Lack of communication
 - e) Lack of management awareness
 - f) Different internal systems
- Solutions:**
- a) Regional arbitrator or consultancy
 - b) More staff required
 - c) Need a forum for discussion
 - d) Need a structure for staffing
 - e) Need for contracting
 - f) Need a project co-ordinator
 - g) Need a tutor librarian/senior librarian
 - h) Need to look at standards (eg, COFHE)

Group 6: Role of external standards

- a) Use proactively as part of proposals - but relate to local circumstances.
- b) Should state minimal service provision, e.g. leading enquiry services, user education, etc.
- c) To include: integration of total learning resources provision e.g. AV/computers/library.
- d) To include: staff, accommodation, money.
- e) Standards require:

- i) Monitoring by external body to ensure that they are maintained.
- ii) Role for Regional librarian plus peer evaluation
- iii) Linkage with internal monitoring processes.
- iv) Promotion within organisation structure.

Group 7: Education and training needs of library staff

- a) Use of City and Guild 730 course (eg. on teaching methods)
- ? mandatory for new librarians?
- ? alternative = short courses?
- b) Innovative approaches to information giving is needed on essential skills (i.e. to avoid boredom when repeating same points to many groups).
- c) Need courses in I.T. e.g. on CD ROMs and at appropriate levels (i.e not too basic or too advanced)
- d) "Assertiveness" courses are required, as are:
 - i) Financial planning/budgeting courses
 - ii) Managing change
 - iii) Counselling courses
 - iv) Stress management

Libraries of good practice

Jean Yeoh, Tutor/Librarian, St. George's and Roehampton College of Nursing and Midwifery

ENB Professional Officers and Regional Librarians have regular meetings in which issues of mutual interest are discussed. Membership also includes myself as the current NIS representative. Meetings are chaired by one of the ENB Officers and one of the Regional Librarians acts as Secretary to the group and prepares agendas. An issue which has been the subject of considerable discussion is the inspection of nursing library provision as part of the course validation process.

Evidence from the Survey of Libraries and Project 2000 Courses (Shepherd and Yeoh, 1990) confirms many anecdotal reports that inspection of libraries is either very cursory or does not take place at all. Anyone who has been involved in the course validation process will be aware that ENB Education Officers have intensive programmes of meetings with teaching staff and students and visits to clinical areas. Libraries have usually been accorded lowest priority.

In order to encourage the inspection of libraries and to move towards the development of a higher standard of provision a number of ideas have been considered during RLG/ENB meetings. It has been suggested that one possibility might be that a Regional Librarian or Higher Education Librarian accompany ENB Officers to provide professional advice. Another idea has been the compilation of a checklist of areas of provision which should be investigated by Officers.

Following discussion it has been decided to pursue the idea of compiling a listing of libraries of good practice, the aim being to provide examples of excellence which ENB Officers can visit to provide a basis for the validation process. As a result each Regional Librarian or Regional Representative has been contacted and asked for nominations of libraries of good practice. While it is unlikely that libraries would claim excellence in respect of all aspects of provision there may be parts of the library service which are examples of good practice. Such elements might include journal provision, staffing levels, user education programmes, budget levels or involvement in the College of Nursing committee structure.

A number of nominations have been received and will be discussed at the next RLG/ENB meeting. Clearly there are some difficulties involved in the production of the listing. Libraries are not static and the list would require regular updating. Nominations have not been made on the basis of clearly defined standards for nursing library provision and are therefore of a subjective nature. These and other issues clearly require discussion and I will keep you informed in future issues of the Newsletter.

Reference

Shepherd T and Yeoh J (1990). Resourcing Project 2000 nursing courses: the role of library and information services. NIS/RCN.

Implications of PREPP for library and information services

The following submission was prepared by the Library Association and the Nursing Information Sub-Group, in response to the UKCC report on the PREPP.

Information skills

The implications of paragraph 7.8.7 of the PREPP report which states, "The outcomes of the preparation for advanced practice will include the ability to ... utilize existing research and where appropriate, initiate, collate and disseminate new research work" need to be fully understood in the increased demand they will put on library services to teach such skills and provide the necessary research resources. Libraries will need to have extensive input into such programmes.

Increasing need for current awareness for nurses at all levels

Nurses will need access to the latest ideas. They will need to develop information handling skills and become proficient in the use of information technology, such as searching online databases.

Range of learning resources required

Nurses will need access to a wider range of resources including videos, computer assisted learning (CAL) facilities, databases, and graphics and statistical packages as well as more traditional learning materials.

Variety of learning modes

The increasing use of Open and Distance learning means that librarians have gained much experience in helping users with self-directed learning methods. Their contribution is not always recognised, but they have the means to contribute fully to the learning experience of all involved in PREPP. In particular they recognise the need to support mentors/preceptors especially during the proposed first year of post-course experience.

On access

Librarians are aware that course participants will require access to libraries over an extended day and that this will require library staff additional in many cases to current provision.

Planning of learning programmes

It is important that librarians are involved in the planning of PREPP programmes to ensure that the necessary learning materials are available to support proposed courses, and to advise on the types of learning and information resources that are available.

Cost implications of PREPP for library and information services

Staffing

It is important that the increasing demands for information, and for the help of professional librarians, that PREPP

will generate are reflected in the provision of adequate staffing levels in library and information services. There is a need to plan in advance the number and level of additional staff that will be required and to ensure that salaries and grades truly reflect the extended role of library staff. The Library Association recommends that senior librarians responsible for planning and managing the delivery of library and information services to support PREPP should be on academic related scales in Colleges or Institutions of Nursing, or on senior management scales within the NHS.

Library resources and information

It should be recognised that a number of libraries within the health services are very poorly resourced and will need considerable investment to ensure that they are able to satisfy the increased demand and new services which will be required to support PREPP. The special needs of nurses working in isolated situations must also be addressed - who will provide them with a library services and how? It is recommended that a "named" librarian is made responsible for supporting distance learners in each district.

Planning and organisation of libraries

The provision of adequate learning resources, strategic planning and coordination are urgently required at the Regional level to ensure that the most appropriate services are available at the local point of need. At the local district, hospital or college level, well-resourced inter-disciplinary libraries, combining services to doctors, man-

agement and allied professions as well as to nurses will be the most cost-effective way of establishing a library network to support PREPP, as "integrated" library services can offer a wide range of materials whilst avoiding costly duplication.

Bibliographic databases

The UKCC should consider funding improved databases for nursing based on the existing ones, such as the RCN Nursing Bibliography or the ENB Careers Services databases. A project is required to link a number of databases together and to produce appropriate thesauri (i.e. lists of subject headings) and user friendly systems. Eventually these developments would be used to provide high quality online or compact disc databases. This would assist professional development and reflect the research basis of nursing practice. It would also assist in the creation of a national nursing/health care information network and save unnecessary duplication of funding. Access to such services would overcome the problems of isolation of some nurses.

Cost-benefit analysis

Librarians responsible for library and information services must be fully involved in budget preparation and cost-benefit analysis of library and information services and the monitoring of these services.

The role of the librarian in supporting PREPP

It is essential that librarians are involved at all stages and levels in plan-

ning and implementing PREPP. The role of the librarian should be seen as:

- a) An educator supporting learners on an equal basis with tutors, and not simply an administrator of a service;
- b) An initiator and participant in information networks designed to provide support to nurses from newly registered practitioners to advanced practitioners;
- c) A promoter of active enquiry by the nursing practitioner through the provision of a wide range of information sources and by encouraging the use of information technology;
- d) A provider of information to support the roles of mentor and preceptor.

Professional nurse development and library and information services

The Library Association regards it as axiomatic that a knowledge of the sources of nursing information, the effective use of such sources and the need to keep up to date should be part of the professional development of all Registered nurses.

Conclusion.

The Library Association appreciates the opportunity it has been given to comment on the PREPP project. The Association, through the expertise of its specialist groups such as the Nursing Information Subgroup, is well placed to advise and offer comments on the library and information services

implications of such important educational developments as PREPP, and would welcome a continuing involvement in the PREPP programme.

Summary of recommendations

1. It is suggested that the providers of PREPP programmes review the provision of library and information resources available to support continuing education and consider the information needs of course participants, their tutors and mentors.
2. Course participants will need to develop their information handling skills and this must involve the planned contribution of professional librarians at the sites where programmes are offered as well as those on Open learning courses.
3. Librarians must be fully involved in the planning, monitoring and evaluation of PREPP activities to ensure that appropriate library resources are available.
4. Regional librarians are needed to ensure that there are effective strategic plans to provide learning support to all involved including distance learners, and also to develop information networks in a cost-effective way.
5. A project is required to link together nursing and health bibliographic databases with a view to creating a national, coordinated service across the United Kingdom. Funding for such a project is essential.

April 1991

The Library Association, 7 Ridgmount Street, London WC1E 7AE. Tel: 071-636-7543; Fax: 071-436-7218; BT Gold: 79: LLA2000. Contact person: Guy Daines (071-636-7543 ext 270)

6. It should be part of a nurse's professional development to show awareness of the sources of nursing information as well as their use and the need to keep up to date.

7. The LA would welcome the opportunity to be fully involved in the development of PREPP.

The Disability Interest Librarians Group

The group comprises:

Gill Crosby, Centre for Policy on Ageing, 25-31 Ironmonger Row, London EC1V 3QP. Tel: 071-253 1787.

Bernard Fleming, Community Education Officer, RNIB, 224 Great Portland Street, London W1N 6AA. Tel: 071-388 1266

Helen Evans, The Spastics Society, 12 Park Crescent, London, W1N 4EQ. Tel: 071-636 5020.

***Philippa Lane**, Disabled Living Foundation, 380-384 Harrow Road, London W9 2HU. Tel: 071-289 6111.

Beverley Matthias, National Library for the Handicapped Child, Wellington House, Wellington Road, Wokingham, Berkshire RG11 2AG. Tel: 0734-891101.

Mary Plackett, RNID, 105 Gower Street, London WC1E 4AH. Tel: 071-387 8033.

Anne Rehahn, London College of Furniture, City Polytechnic, 41 Commercial Way, London E1 1LA. Tel: 071-247 1953.

Most of the librarians in this group work for national charities. We support each other in coping with new technology and the stresses peculiar to working for a 'good cause'. Although most are members of the MHWLG, we needed a smaller informal group, too. In our work as librarians we have a lot in common. We research and provide a specialised information service to the staff and users of the organisations we serve. We have skills, experience and subject knowledge of the growing and extensive literature about disability. Our combined expertise and knowledge is a valuable resource, which could be made available to and through other librarians. The literature is good, growing and needs promoting. Understanding the handicapping effects of a variety of disabilities can enable librarians to combat the unequal opportunities evident to disabled people (on either side of the counter) in libraries.

Promoting disability awareness in the library school curriculum is a long term aim. Meanwhile we have run a successful study day **The Accessible Librarian** at the Polytechnic of North London, which we will repeat at the Library Association on 8 November 1991. Contact Philippa Lane.*

Letters

Research into use of nursing libraries

Dear Editor

I am considering attempting a piece of research into the use of nursing library facilities. I would like to discover what research has been attempted in this subject area previously. If any readers can help I would be very grateful.

Mary Coney
Librarian
Northern Area College of Nursing
Area Hospital Site
Bush Road
Antrim
BT41 2QB

Information needs of student nurses

Dear Editor

I am a practising librarian based in a

Forthcoming events

24 Sep MHWLG Books for Disability Exhibition: Publications and resources on disability. 9.30am - 4.00pm.

Do you serve adults, elderly people, children with disabilities, community carers or concerned professionals? Come and see current publications and resources. LAHQ £1.00. Details: Philippa Lane, Disabled Living Foundation, 380-384 Harrow Road, London W9 2HU. Tel: 071-289 6111.

24 Sep National Conference on Nursing as a Career: "From

library which serves student psychiatric nurses. I am currently studying for a (part-time) degree course in Information and Library Studies. As part of this course I am about to begin an investigation into the information needs of a group of students following the Project 2000 Mental Health Branch programme. I am aware of recent publications dealing with the resourcing of libraries for Project 2000 in general, but am having considerable difficulty in tracing any references to resourcing libraries for the Branch programmes.

If any "Newsletter" reader is able to help by informing me of the existence of any relevant literature or initiatives, I should be most grateful.

AW Futers (Mrs)
Librarian
St Nicholas Hospital
Newcastle Upon Tyne
NE3 3XT

Florence to the Future" Organised for careers advisers/teachers and all who contribute to recruitment in the profession.

Speakers: Cathy Avent (Chair), Former Inspector for Careers Education, ILEA, and a careers writer; Michael Marland, Head Teacher North Westminster School, a curriculum specialist and writer of a column in Education Guardian; Norah Casey, Editor of Nursing Standard.

Topics will include: Is there life after qualification?; What students need to

know; Overcoming various nursing stereotypes.

Cost: £11.00 (including buffet lunch, tea and coffee). Places limited to 100 - early booking advised.

Further details and application forms from: Brian Dolan, Student Association Officer, Royal College of Nurs-

People

The death of Mr Jack Steinberg

The world of nursing and medical research is sad to learn of the death of Jack Steinberg on 14th July. He was the main benefactor behind the setting up of the Steinberg nursing research collection and the research room with-in the RCN Library. His endowment enabled this collection to be established in 1974 and it has grown in size to over 550 theses (all at masters and PhD levels).

The Steinberg family has continued its

support of this project since its original establishment and it is now a major UK source for research in nursing.

Jack Steinberg was a business man with a range of interests and was chairman of the King's College Hospital Research Trust and of the King's Medical Research Trust. He will be missed by many colleagues and friends as well as by his family.

Tony Shepherd
RCN Librarian

ing, 20 Cavendish Square, London W1M 0AB. Tel: 071-409 3333.

8 Nov MHWLG. The Accessible Librarian: Disability Awareness study day. Legislation, trends, equal opportunities, staff training, issues of attitudes and access. LAHQ, £45.00.

Details: Philippa Lane as above.

Journals on offer and journals wanted

Wanted: good home for Nursing Mirror

Copies of the **Nursing Mirror** are available **free** from the RCN Library.

They are bound volumes, but not in an entire, complete set. We would want to give them, ideally as a total set, to a college/institution, but requests for **parts** of the collection will be considered.

Please contact Mandy Watson, Assistant Librarian, RCN Library, 20 Cavendish Square, London W1M 0AB. (Tel: 071-409 3333 x345).

Available:

Jan	-	Mar 1983
Apr	-	Jun 1983
Jul	-	Sep 1982
Oct	-	Dec 1982
Jan	-	Mar 1981
Apr	-	Jun 1981
Jul	-	Sep 1975
Apr	-	Jun 1971
Oct	-	Dec 1971
Oct	-	Dec 1968
Jul	-	Sep 1963

All the RCN needs is an agreement to collect them or to pay the cost of carriage.

Wanted: Lancets

If you have any of the following issues of the Lancet from 1985, MIDIRS (the Midwives Information and Resource Service) would be very grateful to receive them. Postage costs will be refunded where applicable.

no 8420, 12 January 1985
no 8447, 20 July 1985
no 8457, 28 September 1985
no 8459, 12 October 1985
no 8468, 14 December 1985

If you can help please telephone John Loy at MIDIRS on 0272-251791.