Dates for your diary 2006

Health Libraries Group (HLG) conference
10th – 12th July 2006, Eastbourne. LfN will have a programme slot.
http://www.cilip.org.uk/specialinterestgroups/bysubject/health/events/
conference/conference2006

Useful websites

SCONUL Health Strategy Group
http://www.sconul.ac.uk/activities/health/

Avian and pandemic influenza resources - compiled by Keith
Nockels, Information Librarian, Clinical Sciences Library, University of
Leicester.
http://www.le.ac.uk/li/khn5/birdflu.html

Current awareness

Caan, W, McVicar, A, Shephard, V. (2005) Making the most of
research opportunities for nursing. *Nursing Standard*, 12 Oct. 20(5)
pp.41-5,
[This journal article includes a review of the Department of Health
2005 consultation document 'Best research for best health: a new
national health research strategy: The NHS contribution to health
research in England: A consultation']

Dinwiddie, M; Winters, J (2004) Two-stepping with technology: an
instructor/librarian collaboration in health promotion for baccalaureate
nursing students. *Journal of Library & Information Services in
Distance Learning*; 1 (4) pp.33-45
Abstract
A superior learning environment provides students with an
opportunity to benefit from the knowledge and experience of an
instructor and encourages them to engage in research into the
subject matter of the course. Collaboration between a course
instructor and a library liaison using online courseware can lead to

the creation of a "learning community" that enhances the learning experience. The authors describe an experiment (using Blackboard to create a "pseudo course") that produced a learning community that nurtured students and fostered student retention and success.

Saimbert, M. K (2005) Extending the reference desk experience: information resources for the nursing care plan.
Medical Reference Services Quarterly; 24 (2) Summer pp.41-58
Abstract
Both nursing and library science literature discuss the information needs and information-seeking behavior of nurses. Some research has focused on information needs of nursing students, but little research is available regarding information-seeking behavior of nursing students, specifically baccalaureate nursing students. Only a few key references were identified addressing nursing students' information seeking with regard to nurse care planning. At the University of Medicine and Dentistry of New Jersey, George F. Smith Library, a wide range of nursing students from those in traditional BSN programs, to students in accelerated BSN programs, to masters' nursing students of all types visit the reference desk asking direct and indirect questions involving the nursing care plan. This article highlights repeated categories of information sought by nursing students at the University of Medicine and Dentistry of New Jersey, George F. Smith Library via both formal and informal reference interviews. Information sought most frequently was categorized and formed the basis for a new library workshop entitled "Information Resources for the Nursing Care Plan".

Spasser, M. A (2005) Evidenced-based nursing resources. *Medical Reference Services Quarterly;* 24 (2) Summer pp.71-85
Abstract
Evidence-based medicine and, more generally, evidence-based practice (EBP), is the integration of the best available patient care evidence and clinical expertise-guided by and sensitized to patient values-into a patient-oriented decision-making process. It is increasingly clear that all health professions neither equally value nor draw upon the same pool of evidence. Although there are areas of overlap between evidence-based nursing and medicine, for example, there are important differences as well. Accordingly, this selective list of Web-based evidence-based nursing (EBN) resources attempts to

capture the broader scope and practice of nursing in terms of its focus, subject matter, and research methods.

Bickford, C. J; Smith, K.; Ball, M. J; Frantz, G.; Panniers, T. L; Newbold, S. K; Knecht, K. L; Farish-Hunt, H.; Cortes-Comerer, N. (2005) Evaluation of a nursing informatics training program shows significant changes in nurses' perception of their knowledge of information technology. *Health Informatics Journal,* 11 (3) Sep. pp.225-235
Abstract

A survey of nurses attending a Weekend Immersion in Nursing Informatics (WINI) program showed a statistically significant change in the nurses' perception of information technology (IT) and of their ability to apply IT to affect the quality of patient care. Attendees first identified their level of expertise based on the Informatics Competencies for Nurses at Four Levels of Nursing Practice, and then completed surveys pre- and postprogram attendance to measure their personal assessments of their knowledge and abilities in specific areas of nursing informatics, information technology, and healthcare information systems. Such personal assessments are mandated in the professional standards of nursing informatics practice. (Original abstract).

Doney, L.; Barlow, H.; West, J. (2005) Use of libraries and electronic information resources by primary care staff: outcomes from a survey. *Health Information and Libraries Journal,* 22 (3), pp.182-188
Abstract

Objectives: To assess the use of existing libraries; usage of the Internet and biomedical databases; and need for training on use of the Internet and biomedical databases for primary care staff.
Methods: A postal survey of general practitioners (GPs), practice nurses (PNs) and practice managers (PMs) in Nottingham and Rotherham, UK.
Results: Overall, 243 questionnaires were used. The response rate in Nottingham was 24%, in Rotherham it was 34%. Reported use of libraries was low (30%), with PNs reporting significantly higher usage (65%) than others ($P < 0.01$). Most respondents reported using the Internet (81%), but fewer (44%) reported using databases. GPs and PNs were significantly more likely to report using databases than PMs ($P < 0.01$). Lack of training was the most reported barrier to using the Internet (67%) and databases (52%). Overall, 52% of respondents reported wanting Internet training, 64% wanted

database training. The percentages requesting   training on databases were high among GPs and PNs, but significantly lower for PMs (P = 0.02).
Conclusions: There are differences in the usage of libraries and electronic resources among the primary care team, and in reported training needs. While the reported levels of usage of the Internet and biomedical databases are encouraging, our study identified a training need. If met, this could increase usage further. (Original abstract)

Swinglehurst, D. A. (2004) Information needs of United Kingdom primary care clinicians. *Health Information and Libraries Journal*; 22 (3) Sep. pp.196-204
Abstract
Background: The scope of primary care makes knowledge management in this context very challenging, especially as access to information increases and the role of primary care within the NHS expands.
Objectives: This paper reviews the literature on the information needs of primary care clinicians to enable evidence-based decision making. Drawing on the literature, and using a specific example of a clinical informaticist service, some lessons are drawn on the role of information professionals in facilitating evidence-based health care. Methods: Literature review. Case study of clinical informaticist service. Conclusions: There are numerous barriers to clinicians engaging with evidence-based practice. However, providing evidence-based information to clinicians' questions in a user-friendly format has the potential to facilitate changes in practice. The successful implementation of information services requires attention to both academic and service dimensions, fostering closer working relationships between clinicians and information professionals. (Original abstract)

Allen, M.; Jacobs, S. K.; Levy, J.; Pierce, S.; Pravikoff, D. S.; Tanner, A. (2005) Continuing education as a catalyst for inter-professional collaboration. *Medical Reference Services Quarterly*; 24 (3) Fall pp.93-102
Abstract
Do nurses have access to the tools and resources they need for evidence-based practice? Are librarians prepared to work with nurses to provide access to appropriate resources and services, and teach

the needed information literacy skills? The authors work with professional library and nursing organizations to present interdisciplinary continuing education to improve the information literacy of nurses and the ability of librarians to provide resources and services that meet nurses' information needs. This article reviews behavioral and practice changes reported by nurses and librarian participants in symposia on evidence-based nursing in March 2001 and May 2003.

Klein-Fedyshin, M.; Burda, M. L; Epstein, B. A. (2005) Collaborating to enhance patient education and recovery. *Journal of the Medical Library Association (JMLA)*; 93 (4) Oct. pp.440-5.

Abstract
Objective: The paper describes a collaborative project between librarians and health care staff to enhance patient recovery by distributing educational videos and evaluating the acceptability of this "information intervention." Background: On inpatient units, nurses experience decreased time to teach patients. Text handouts do not include multimedia information, and reading levels may limit comprehension. Because the postoperative period is not the optimal time for patient instruction, another format and opportunity for postsurgical instruction was needed. Methods: Nurses, therapists, educators, and librarians partnered to select a video designed for home viewing by discharged patients. It was added to the existing text-based educational programme for coronary patients. An evaluation component was incorporated into this collaboration. Results: The library's role extended to all aspects of the programme's implementation and management. The library's circulation system was used to coordinate borrowing with minimal loss. Ongoing preparation of the video materials for distribution and return remained a library function, and the evaluation component showed patients' positive reception of the video. Discussion: Patients received a greater amount of information to enhance self-care during the recovery period without consuming more nursing time. Video circulation and reuse enhanced cost effectiveness of the programme, and patients benefited from the library's resources.

Li, Ping (2005) Cognitive task analysis: A cognitive approach to evaluate evidence-based nursing websites. *OCLC Systems and*

Services; 21 (3) pp.252-256

Abstract

Purpose: To introduce a cognitive approach - cognitive task analysis (CTA) - for the usability evaluation of evidence-based nursing (EBN) websites. Design/methodology/approach: With the justification of the need for new evaluation methodologies for the usability of EBN websites and the provision of the theoretical framework and implications of CTA, the author proposes detailed steps for the usability evaluation of EBN websites. Findings: CTA is a new approach that can be used for the evaluation of the usability of EBN websites. It has the advantages that conventional evaluation methods lack in characterizing the aspects of websites useful to nurses in carrying out evidence-based practices. Originality/value: This paper, with the introduction of a new cognitive approach, helps ensure the effective evaluation of the EBN websites, which can then be improved to adequately meet the requirements and information processing needs of the nurses practising evidence-based nursing. (Original abstract)

Maslin-Prothero, M. (ed.) (2005) *Bailliere's study skills for nurses and midwives.* 3rd ed. Edinburgh: Bailliere Tindall.

Melling, M. (2005) *Supporting e-learning: a guide for library and information managers.* London: Facet.

Glasziou, P. (2003) *Evidence-based medicine workbook :finding and applying the best evidence to improve patient care /based on workshops* presented by Paul Glasziou, Chris Del Mar ; concept development and writing by Janet Salisbury. London: BMJ. ISBN: 0727918214. Includes ideas on planning and teaching evidence based practice and evaluation / PICO etc.

Introduction to qualitative research (online book)
http://www.enquirylearning.net/ELU/Issues/Research/Res1Cont.html
Designed as an introductory text for teachers, health professionals and business consultants studying master's level coursesTopics that are covered in the guide include a comparison of qualitative and quantitative research, action research and evaluation research. (Taken from SOSIG/Social Science news compiled by Heather Dawson, LSE.)