

May 2018  
Issue 106

# The Swimming Pool

Newsletter for the  
SWIMS Network



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## African Hospital Libraries

*“There is no library in these entire townships that has this kind of medical texts.”*

*Community Health Officer, Bo*

Staff at BHCL in Oxford recently had an interesting meeting with Shane Godbolt (who many colleagues will know of course) and Claire Blacklock who is one of the Trustees of African Hospital Libraries.

AHL are doing some very valuable work in a very difficult environment (to put it mildly) in setting up and developing hospital libraries in Sierra Leone. They are looking for opportunities to partner with UK services and Claire is keen to talk to UK health care librarians with that and other possible support in mind. We're now discussing ways in which we might be able to help them (they have already been recipients of the Oxford Book Transplant) and said that we'd try to connect them to our HE and NHS colleagues.

African Hospital Libraries is a small UK-registered charity which establishes and provides continued support to clinical libraries in Sierra Leone. Makeni and Bo Hospital Libraries opened in 2013 and 2014 respectively, and a new AHL library is opening this spring/summer at Kenema Government Hospital. AHL libraries are equipped with up-to-date and context-relevant learning resources from Health Books International, Book Aid International, WHO etc, and high quality used-book donations from Oxford Book Transplant and individuals. Local library managers are employed by AHL and trained to implement a standardised borrowing and data collection/monitoring system. In-country oversight is provided by the AHL Library Coordinator.

The AHL libraries are a source of pride to the hospitals and borrowing data show that use of library resources by staff and healthcare students is sustained. Case studies and feedback during a recent evaluation visit by trustees indicate positive impact on patient care. Please see AHL website for details of borrowing and feedback: <https://africanhospitallibraries.org/case-studies-and-feedback>

For some time, Makeni and Bo hospital libraries have outgrown their small allocated rooms in the hospitals, and library members frequently request more space for study, toilet facilities, and access to the internet. Therefore AHL, with the Hospital Management Teams, plan to build Resource Centres at both hospitals and are seeking funding support.

AHL also wishes to expand the hospital library model to other sites and invites UK health libraries to be involved. Visit the AHL website [www.africanhospitallibraries.org](http://www.africanhospitallibraries.org) or email the trustees [contactus@africanhospitallibraries.org](mailto:contactus@africanhospitallibraries.org)

Donald M Mackay  
Head of Medical Sciences and Health Care Libraries  
Bodleian Health Care Libraries (OXU:JR)

## LILAC Conference 2018

I have wanted to attend LILAC (Librarians' Information Literacy Annual Conference) since discovering it several years ago as an MA student, and this year, thanks to a bursary from the LILAC conference team, I finally had my chance. The conference brings together information professionals from around the world who have an interest in teaching information literacy skills or studying its wider application, and this year was held in the fantastic city of Liverpool (I strongly recommend visiting).

### What is information literacy?

When I arrived at the conference I had a fairly basic idea of what information literacy entailed: knowing how to search for and evaluate information (in other words, literature searching and critical appraisal skills). However, over the course of the three days I moved away from this view of information literacy as a standalone set of academic skills and began to see it in much broader terms as a measure of our ability to navigate information in all areas of our lives. This understanding is captured in the new 2018 CILIP information literacy definition, which was unveiled at the conference:

“Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to reach and express informed views and to engage fully with society.”

One of the keynote speakers, David White (Head of Digital Learning, University of the Arts London), stressed that information literacy is not about finding the ‘truth’. He drew on the notions of ‘truth decay’ and ‘fake news’ to demonstrate the complexity of the information landscape, particularly with the explosion of digital information and data. Instead, White urged us to raise our learners’ consciousness of this complexity and empower them to make informed decisions about their use and creation of data.

### Ideas for teaching

As well as this theoretical grounding, I also picked up some tools and ideas for use in teaching:

**Anticipatory sets:** These are short activities at the beginning of a teaching session that are designed to activate learners’ prior knowledge and set up the learning objectives for the session in a fun, engaging way. My favourite example:

- When teaching about database searching, ask students to search for a specific pair of brown boots on a shopping website. This will introduce them to concepts of sensitivity / precision, Boolean, filters, and so on.

**Games:** Games are fun! However, play can be scary for adults as it goes against social norms. Therefore, don’t just launch straight into very involved activities like role play – build up to this with smaller games, signalling to learners that they have ‘permission to play’.

**Online tools:** Here is a small selection of online tools I picked up at LILAC:

- [Poll Everywhere](#) and [Tricider](#): Tools for instant polling and collaborative decision-making (all learners need is a smartphone and internet).
- [Padlet](#): Like a more creative Google Docs.
- [Internet Live Stats](#): Does what it says on the tin.

### Final thoughts

We’re very good in NHS libraries at borrowing teaching ideas from other health libraries, but

perhaps we should make more of an effort to look further afield, particularly at what academic librarians are doing. What I saw and heard at LILAC was just the tip of the iceberg – there are so many more useful ideas and resources out there.

**Katie Barnard**  
**Clinical Librarian**  
**North Bristol NHS Trust (SMD)**

## **Knowvember 2018: Come share your tools!**

**5 September 2018, Exeter, and 12 September 2018, London**

Are you involved in supporting knowledge management in your health care organisation?

Perhaps you run an institutional repository, or maybe you have found innovative ways to connect people to best practice. Perhaps you use a handy tool to capture organisational knowledge.

These two events in September aim to inspire library and information staff to undertake knowledge management activities during November 2018, as part of the Knowvember 2018 campaign – a celebration of all things knowledge management.

We are looking for people to present a demo of any knowledge management tool they may use in their organisation – in 10 minutes! This will form part of our “speed-dating” session: Presenters demo their tools a number of times to small groups over the course of an hour. The session is relaxed, informal, and fun! Presenters will also have a chance to participate in a panel Q&A.

This is a great chance for those who are new to presenting at events, and for those who are after CPD opportunities for their portfolios. The closing date for submissions is **31st May 2018**. To put yourself forward as a presenter at either one of these events, please apply here: <https://goo.gl/forms/VPVU8r1jbi1OLlgw1>

If you have any questions, please contact Hong-Anh Nguyen ([ha.nguyen@kingsfund.org.uk](mailto:ha.nguyen@kingsfund.org.uk)).

**#knowvember18**

**Bennet Jones**  
**Clinical Librarian**  
**North Bristol NHS Trust (SMD)**

## “Like wearing stilettos and shin pads at the same time”

### Messages from UK Knowledge Mobilisation Forum

Attending a conference is an opportunity to learn something new, absorb information, meet and share ideas with new people, re-connect with people you already know and share what you are working on. I think that a successful conference, or in this case a forum, must also make you act differently.

In the wonderful Old Fire Station Venue in Bristol researchers and practitioners from a variety of sectors all interested in aspects of mobilising knowledge, knowledge management, knowledge translation, encouraging evidence informed practice, coproduction and research dissemination met to share their own experiences.

Run as an unstructured ‘un-conference’ there was plenty of time for discussion at participant-led open-space sessions. I would have benefitted from a few more presentations or workshops to get my bearings and to base conversations on but did get to speak to people from a range of backgrounds - international development, law, NHS CLAHRCs, AHSNs, third sector, academic researchers, and practitioners, such as a knowledge translation specialist from Canada. Initially the event felt very research focussed, showcasing much of the work of the NIHR Knowledge Mobilisation Research Fellows. I got a little lost with some of the terminology but enjoyed the theme of creativity.

#### Memorable Moments

The **Keynote from Dez Holmes, Director of Research in Practice**, discussed the barriers and enablers to evidence informed practice. A key message from Dez was the necessity of appealing to “*ikigai*” - a Japanese term - why do you do what you do. Knowledge must resonate with the day job, be set in reality, be practical and most of all must be absolutely personally relevant (*ikigai*).

To embed a knowledge sharing culture Dez suggested that we need three things:

- Leadership – being a knowledge mobiliser yourself.
- Culture - a systemic woven in approach with senior support
- Values - think *ikigai*. It needs to appeal at a personal level

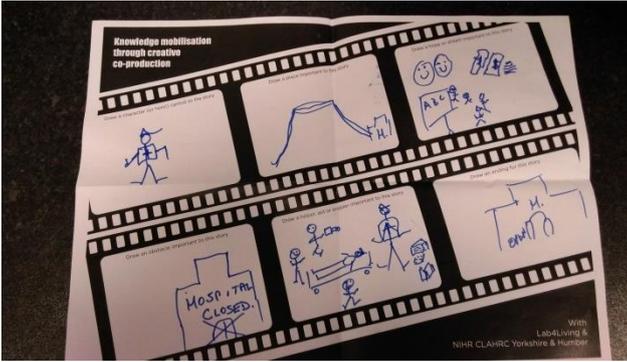
Relationships are also key “If they like us, trust us, respect us, they are more likely to work with us.” A resonating image from Dez’s talk was the description of how it feels to be evidence-informed: “*It protects you and gives you confidence like wearing stilettos and shin pads at the same time.*”

I found the challenge set by Dez stimulating and this is something I will re-visit to help shape my own approach to knowledge mobilisation in my own work:

- *Which are the levers of change in your organisation?*
- *Which part of the system is getting the most attention?*
- *How are you capturing hearts and minds in developing a culture of knowledge mobilisation?*

**Vicky Ward, NIHR KM Fellow** @VLWard described her work on encouraging knowledge sharing in inter-professional teams (not just research knowledge) and sought feedback on the set of questions she developed to encourage teams to share knowledge. Vicky described how she assembled and presented her qualitative data using colour and texture and her final research was presented as illustrated stories. I loved the image of the luggage on a carousel and the need for knowledge (luggage) to be grouped to make it helpful – “Don’t need more information just need to know how to use what is there”  
<http://medhealth.leeds.ac.uk/mobilisinghealthandsocialcareknowledge>





Thursday morning was spent drawing at a workshop on creative co-production. By producing a storyboard and sharing this with others I was able to gather and seek agreement on knowledge. Other groups did the same thing with Lego, junk modelling, and plasticine. Use of creative arts was re-enforced by a poster about the use of community theatre to present findings to key stakeholders about autism in the Bristol Somali community. Should we as librarians be thinking more creatively about how we

encourage knowledge sharing and how we present evidence?

At the event I was invited to run a market stall promoting the role of NHS librarians as facilitators of knowledge mobilisation. I handed out the Knowledge Management Framework Postcards and had some interesting conversations with people interested in our work. View the slides used in the display [here](#)

### So will I act differently?

One key thing that I will take forward comes from Dez. You cannot teach how to mobilise knowledge but you can learn by using skills such as persuasion, influencing, and talking to people. This way you can become a knowledge mobiliser yourself, forge successful relationships and appeal to *ikigai* to encourage others to use evidence and knowledge effectively.

**Alison Day**

**Lead Librarian**

**NHS East Dorset Library and Knowledge Service (D01/2)**

## The data have landed

One of the keynote speakers at LILAC flagged up this cautionary poem by Michael Rosen. At a time of heightened awareness of data collection (the Cambridge Analytica scandal, GDPR, even LQAF), it touches a nerve...

### The Data Have Landed

First they said they needed data  
about the children  
to find out what they're learning.  
Then they said they needed data  
about the children  
to make sure they are learning.  
Then the children only learnt  
what could be turned into data.  
Then the children became data.

~Michael Rosen

**Katie Barnard**

**Clinical Librarian**

**North Bristol NHS Trust (SMD)**

## Distance Learning at Aberystwyth University

My name is Debbie Hiscock and I work part-time as a library assistant in the Health Services Library at the University of Southampton, where I have been working for just under two years. It's a job that I thoroughly enjoy, and I am lucky that I work with a fantastic team of people. I also have my own genealogy research business, and so having a combination of these two professions is perfect for me.

I had been thinking for quite a while that I would like to further my knowledge in the library profession, but I didn't have the confidence to do anything about it. I had researched online the different courses available, but hadn't gone any further than that.

My son applied for university at the end of 2017, and received an unconditional offer for the University of Winchester in January 2018. This gave me the final push that I needed to apply for a university course. So, at the beginning of January this year, I applied for the BSc Information and Library Studies as a distance learner at Aberystwyth University, and, to my surprise and sheer panic, I was accepted. The first thoughts that went through my mind was: "what if I can't do it?", "what if everyone else was more intelligent than me?" The last formal education that I had was when I left college in 1991, which was 27 years ago!

I found out that I was to attend a study school in Aberystwyth for a week so that I could meet other people on my course and also to familiarise myself with distance learning. This was going to be way outside my comfort zone, but I knew that I could do this. As part of my preparation, I decided that I would start my own blog so that I could share my experiences as a mature university student, and to help anyone else who was thinking about becoming one. My blog can be found at: <https://maturestudentsmusings.wordpress.com>. Feeling both excited and nervous at the same time, I waited for the 19<sup>th</sup> March to arrive so that I could travel to study school.

It had snowed heavily the night before, so we had to make a bit of a detour, but five hours later we had arrived. Once I had settled into my room, I made my way over to dinner where I also met the first person on my course. We agreed to stick together for the rest of the week, so that it would make the whole experience less scary. At the end of each day, whilst I was there, I managed to write a blog, which was great because not only could I share it with other people, but my husband and son could see what I had been up to as well.

My week away went very quickly, and before I knew it, I was back at work again armed with all the information needed to be able to work through my modules and complete my assignments. All I had to work out now was how to fit it all in with work, my genealogy research business and spending quality time with my family. The only way I could think of was to draw up a timetable so that I could spend equal amounts of time doing my assignments as well as my research. I spend my lunch breaks at work sat in the library working on my modules and assignments, and so far, it's working out really well for me. Since I have come back from study school, I have managed to submit two assignments, both of which I am currently awaiting feedback. For anyone thinking about doing a distance learning course, I would definitely recommend it and I am glad that I have started on this journey.

**Debbie Hiscock**  
**Library Assistant**  
**Health Service Library (HSL)**

## Introduction of CLIO ILL System at Bath (W14), Salisbury (W11) and Swindon (W01) Libraries

### Background:

For a while now the libraries in Bath, Salisbury, and Swindon have been meeting regularly to explore how we could work more collaboratively in light of STPs (Sustainability and Transformation Partnerships). As a result in the summer of 2017 we began to discuss how to best spend a small amount of money we have been allocated for providing services to Virgin Care staff across Wiltshire. With support from Helen Bingham and Jenny Toller we decided upon a collaborative purchase of Clio.

### Implementation:

Bath have led on the implementation, with Kate Gearon - one of the Library Assistants at W14 - acting as the designated lead for the project. Kate acted as the point of contact for both Soutron (the suppliers) and members of staff at each of the three participating libraries.

Kate visited one of the Hampshire Healthcare libraries (Basingstoke) in June 2017, in order to learn about the implementation of Clio across the eight Hampshire libraries and to hear from staff already using it. The visit provided valuable insights to both the initial set-up process and the day-to-day workings of Clio.

Team members from all three libraries met in Salisbury in October 2017, for a training day provided by Soutron and all attendees agreed that this was useful and informative. The basics of using Clio (e.g. making book and article requests; creating new user records, and sending out notices to users) were covered during the morning session. Then, during the afternoon session, the initial configuration/set-up process of the three libraries' shared Clio site began. This one training day with the supplier could have been much more clearly focused and productive. As a result we didn't achieve everything that we needed to.

After this initial set-up and training day, the three libraries had a period of about one month to test the site and practice making requests, before "going live" with Clio in November. During this time, further configuration tasks were also completed which included creating email templates and inputting lending library data.

Different libraries were able to test / practice on the system at different speeds which meant we were at different points when the agreed date for go live came round. We would have a longer testing phase should we collaborate on a project again.

### Advantages:

Before the arrival of Clio, both Bath and Salisbury used Winchill for processing ILLs. Both teams are in agreement that the change was welcome and worthwhile, with Clio proving much more time-efficient and slightly more reliable than its predecessor. Its modern and attractive interface also makes Clio more easily navigable and user-friendly than Winchill, which has helped make the transition to the new system more straightforward. Another major advantage of Clio is that, because it's web-based, it can be used on any PC. Also the fact that Clio is shared across the 3 trusts also means there is the possibility of staff at one location dealing with one of the other library's ILL requests if, for instance, the other library is closed or particularly short staffed.

There is widespread agreement that the model of a lead library with a named project lead worked well and is something that could potentially be replicated in future shared ventures across the three trusts. Kate leading the project has been essential to its success. She has been magnificent and without her commitment, persistence, and dedication the implementation would not have been so smooth and successful. As well as making channels of communication clearer, this model helped ensure queries and problems were dealt with in a timely and efficient way.

Having already had some interest from other libraries in the region, Bath is happy to act as a 'reference' library for other locations wanting to learn more about Clio, or to see it in action. To find out more, or to arrange a visit, please don't hesitate to get in touch. Overall, the transition to Clio has been a smooth, straightforward and successful one. It has not only enabled ILLs to be dealt with more efficiently and effectively, thereby enhancing productivity, but has also provided a valuable and replicable opportunity for building relationships and working collaboratively across trusts.

**Kate Gearon, Library Assistant**  
**Jason Ovens, Head of Library & Knowledge Services,**  
**Royal United Hospital NHS Trust (W14)**

## Network News

### News from W11 Salisbury

For those of you who remember Liam Thornhill, our library assistant who defected to our IT department!

Liam Thornhill, Salisbury Hospital's very own IT Trainer, completed the London Marathon on Sunday!

He did a cracking job, completing the marathon in a time of 5 hours, 9 minutes and 15 seconds, and has so far raised a fantastic £2,647.25 for the MRI scanner campaign.

Liam says *"I wanted a faster time but my ankle was killing me from mile 13 and I was reduced to walking half a mile, running half a mile until the end. Even with the pain it was an incredible day, really special. I want to thank you all for all your help and the words of support and encouragement."*

**Jenny Lang**  
**Head Librarian**  
**Salisbury NHS Foundation Trust**



## Graduate Trainee Work Shadowing at BRI

It is eighteen months since I last wrote and introduced myself. I have packed a lot into that time, and it whips by very quickly when you are getting stuck into the job and retreating at night to pack the MSc in around it. Like most graduate trainees, I occupy the odd, liminal role of the library assistant, with a foot wedged firmly in the door of the professional librarian, and as such my job is often diverse. This last week was no exception as I have been shadowing one of our librarians, the lovely Jo Hooper, who is BRI's Outreach Librarian for Medicine and Surgery. While I endeavoured not to cling to her like an irritating rash, we did cover a number of bases that underpin the professional role she occupies.

First off, I was the not-so-lovely assistant at training sessions for a group of pharmacists. We covered critical appraisal, looking at how the strengths and weaknesses of research methods are assessed. We examined different research designs, and had a go at using appraisal tools to review a paper. We then moved on to statistics, and despite the inner panic this word tends to induce, this is a gentle introduction (or refresher) to appraising the statistics presented in articles. We looked at how risk is compared and how forest plots, P-values and confidence intervals can be interpreted.

After a proper librarian lunch of caffeine and a gaze out the window to recall the feel of sunlight, I was then immersed in the weekly Adult Grand Rounds. As an opportunity for networking and knowledge-sharing among clinicians, the aim is ultimately to improve patient care. For the library service, this is also about being available to help as the need arises, and about being a 'visible' presence within the Trust.

Later in the week, I was given a tour of our link resolver software, which currently appears to me as a perplexing landscape of entities with very similar names. I then worked on improving my literature searching skills, which is more fun, rather engrossing, and possibly even obsessive. Wherever possible, I am given time each week to complete a literature search on a topic that one of my colleagues has worked on, and we critique my results afterwards. Slowly but surely, I sense progress!

The highlight of my 'shadowing' experiences was the paediatric burns research meeting. My colleague Jo Hooper has worked closely with the burns clinical research team at Bristol Royal Hospital for Children, and has supported their information needs during the development of new wound management techniques, which include 'smart' dressings for paediatric scalds. These allow the detection and treatment of infection without dressing removal, and help to prevent bacterial resistance. The team were incredibly friendly and accommodating, and seeing how information provision quietly gives clinicians a footing to make things better in the wider world reminded me why I wanted to do this job in the first place.

**Clare Thornalley**  
**Graduate Trainee**  
**University Hospitals Bristol NHS Foundation Trust (BRI)**

## Good Will Bunting

The library assistants at Weston-super-Mare have gone bunting mad! They take every advantage they can when it comes to ordering free book promotional material.

Can you beat this?? Send us your bunting (or otherwise) photos and show us how you decorate your library.



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