

March 2017

Issue 93

The Swimming Pool



**Newsletter for the
SWIMS Network**

The Editorial Team

Katie Barnard

Sam Burgess

Pam Geldenhuys

Lucy Gilham

Helen Licence

Jessica Pawley

Imelda Winn

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#AMillionDecisions



On the launch of the #AMillionDecisions campaign, I did not hesitate to contact our Directors and Chair to showcase the work we do to support evidence based decision making in our Trust. Also I was able to share with them a recent case study where the evidence we found changed practice in our Trust.

As a result our new Chair Peter Lachecki visited Gloucestershire Royal Hospital Library and met the team.

Peter said

My main impressions apart from your and your staffs obvious enthusiasm, was the focus on enabling change through evidence provided to staff of activity/research elsewhere. A great example of one of the ways that a learning organisation behaves. I was also interested in the various updates you provide to help staff investigate and explore topics further. It is clear that you are hugely motivated by providing a great service to staff at whatever level and I can only encourage you to continue this approach.

Via Twitter he said @Mysticalchild1 @gloshospitals Thankyou and all the staff for a most informative visit. Happy to be your latest library member.

Lisa Riddington
Library Services Manager
Gloucestershire Hospitals NHS Foundation Trust (CGH/GRH)

UXLibs in a day – South West

On Thursday 16th Feb I attended the “User Experience in Libraries in a Day” workshop organised by the CILIP Academic & Research Libraries Group (ARLG)-SW group, at the University of Exeter, led by Andy Priestner (UXlibs guru). The day was aimed towards academic libraries (HE and FE) but I was keen to explore ways to gauge user experience beyond the usual surveys. Many of the techniques work best in a larger academic library, but some techniques could be applied in health libraries too.



We started with theory of ethnography and user experience. User experience goes beyond surveys, polls and good customer experience – it is everything that happens to your users when they interact with your service (physically or remotely) so it really is a holistic view of what your users experience when they use your service.

Moments when users interact with us are called ‘touchpoints’ (e.g. a query at the library desk, or engaging with our website). We need to put ourselves in our users’ shoes and see our services from their point of view. To get the big picture we need to undertake extensive user research using quantitative methods (e.g. surveys) AND qualitative methods, and borrow some research techniques from anthropology and ethnography.

There are two types of user research: **attitudinal** (attitudes, opinions and emotions about using a product or service) and **behavioural** (how users actually behave, how they interact with and use the library service).

“What people **say**, what people **do** and what people **say they do** are entirely different things” –
Margaret Mead, anthropologist.

The rest of the day was spent looking at various research methods which could be used to capture user experience, some of which we got to try out for ourselves.

1) Observation

Sounds obvious, but take time to watch your users – what are they doing in the library? How are they using the library space?

We watched a video of a busy street in Osaka for 8 mins and document observations about what we saw – it was quite interesting, and hard work, there was a lot to take in!

It doesn't have to be a whole day, perhaps just start by doing an hour a day for a week, and see if any patterns start emerging.

2) Behavioural mapping

Basically, mapping out a room and using coloured pens; map out how people use the space – where do they sit, why? How do they move through the space? Could the space be improved to meet their needs?

3) Interviews

We got to do a little role play here (shudder) – interviewing each other about our favourite cafes. Key tips included keeping it friendly, smiley, and don't fill silences, give people a chance to respond, and that it's OK to go off on tangents, you may learn something interesting!

4) Cognitive mapping

This is a more visual technique where you get your users to draw about their priorities, or routines through a simple drawing or doodle, and then you talk through it with them.

We each had to draw a cognitive map either about our working day, or about what made you want to work in libraries. I depicted my day in a cartoon, and although the drawing was pretty poor, it was obvious that I spend most of my day on my PC, and drinking lots of tea!

5) Photo studies

Give your user a disposable camera and ask them to make a photo diary of their day or of things that are important elements of their study routines and learn how the library fits into it. The library is often only a tiny part of their day.

6) User journey mapping

Try shadowing someone for the day. I imagine this might be tricky in a clinical setting - apparently academics loved being followed around all day! Or you can use user journey mapping in a workshop setting, ask a group to map out a process together using sticky notes.

Our table did a user journey map for someone finding an e-book and talking through what they do, what they would think or say, how they felt, and finally the opportunities that the library could use to improve their user experience. So this is quite a useful exercise for library staff too!

7) Usability testing

Primarily online resources, e.g. websites. Sit down with a user and watch them complete some set tasks and see how they do it.

8) Cultural probes

Sounds painful! But it's actually encouraging community members to engage. The example was the Presence Project about how older people engaged with their communities – they were sent a pack containing a camera, diary, and some tasks to complete.

9) Card sorting

There are two types of card sorting:

Closed card sorting – in a workshop setting, ask participants to sort pre-filled index cards relating to your research question to uncover their priorities and preferences.

Open card sorting – using sticky notes, ask participants to fill in the notes in response to a question.

10) Graffiti walls

Basically it's a whiteboard and pens and you can either post questions on it, and respond to them, or just see what people have to say. You can use software like Padlet to create virtual whiteboards. The benefit is that this is anonymous (users more likely to fill it in?) – especially if the board is not visible from the library desk!

11) Touchstone tours

Get a user to show you around the library – what do they point out as the key aspects? Or watch a user showing someone else around the library, what do they tell them?

12) Love and break up letters

Ask users to write either a love letter or a break-up letter to a product or service that they love or hate – anthropomorphising a product or service offers a new perspective. I wrote a break up letter to our old website – very cathartic!

The final part of the day was looking at how you use the data you've assembled to make changes. We were shown some techniques for idea generation – we had to write down strategies and ideas on how to **discourage** use of your library service (there were some quite interesting responses!) and then you had to come up with the exact opposite and generate some ideas on how to improve services, which we then mapped into a 'How? Now? Wow!' grid. Then we looked at 'how might we...' start to achieve some of them.

Then the idea is that you start small and with prototype solutions, but don't go straight for the big flashy end product, start with the MVP (Minimum Viable Product) – what's the basic product/service that will meet the need? Then test it, adapt it and grow it as you go along.

It was a fascinating day (I think I may have been an anthropologist in a previous life!) and certainly gave me some ideas to try out in our library!

Cate Newell

**Reader Services Librarian / RD&E Research Repository Administrator
Royal Devon & Exeter NHS Foundation Trust (EXE)**

Publicity drive at Oxford Health

Oxford Health Libraries have launched an internal publicity campaign aimed at raising staff awareness of the breadth of services their LKS provides, with a series of posters inspired by Birmingham & Solihull MH NHS FT's 'Defending Your Service' posters showcased in Knowledge For Healthcare's 'What Worked Elsewhere' section.

From this starting point, staff have developed six 'inspirational' posters each promoting a different aspect of the service, and supported by an evidence-based quote, for display in staff areas around the Trust.

The posters use free images under a Creative Commons attribution licence and have been chosen to create a range of attractive posters that can be printed at A3 or A4 sizes, and used to brighten staff offices and break rooms while also promoting the service.

Alongside the distribution of these posters through the Trust, the library service is also running a small campaign delivering trifold 'Easter Cards' with each book sent to readers through the internal mail.

Each card carries the message 'Better than Chocolate...' and unfolds to list library contact details and 11 pictures of Easter eggs, alongside descriptions of 11 services available to Trust staff and students.

This is an updated re-run of a campaign run in Advent with pictures of Quality Street instead of Easter eggs: we haven't yet decided if we'll re-do it with spiders and creepy-crawlies for Hallowe'en!

All the posters and cards were designed in Photoshop: if other services are interested, we can provide high-resolution copies as either .PSD or .PNG files, with references to OHFT libraries removed, so that you can re-brand with details with those of your own service.

Please email me if you'd like to receive copies:

john.trevor-allen@oxfordhealth.nhs.uk

John Trevor-Allen
Outreach/Reader Services Librarian
Oxford Health NHS FT (WARN)



Oxford Health Libraries

library.enquiries@oxfordhealth.nhs.uk

www.oxfordhealth.nhs.uk/library

@ohftlib

Littlemore, Whiteleaf & Warneford Libraries

Accessible 24/7

Better than Chocolate...

A basket full of services!

Journal Clubs

Inter-Library Loan & Document Supply

Training from qualified information & library professionals

Outreach Visits to your workplace

eBooks & eJournals

Quiet Study Spaces

OpenAthens Help & Database Access

Expert literature & Evidence searches

Books & Articles sent to you by email or post

Critical Appraisal Training

Tailored Knowledge Alerts & Horizon Scanning

Books & Articles sent to you by email or post

Training from qualified information & library professionals

Outreach Visits to your workplace

Getting the best out of tagging videos on YouTube

Our Trust runs a service called Hiblio (www.hiblio.tv), a digital television channel focusing on health and wellbeing. All Hiblio videos are streamed live, then uploaded onto YouTube. Our digital learning team had been responsible for uploading the videos and creating tags to make the content more discoverable.

To cut a long story short, I was approached by the Hiblio team to have a look at their metadata tagging on these YouTube videos to see if I could improve their discoverability. Never having done this before, I did some research, and can share the following tips and advice if you ever find yourself in a similar position.

Sources of information

You have three areas on YouTube where you can locate keywords to make your content discoverable: the title, the description box, and the tags. Make sure that your keywords are fully visible in the title and repeated at the start of your description. Remember that search engines only show a small section of text (usually the first 160 characters) in their results descriptions, so it's imperative these keywords are repeated within this limit. Within the descriptor field, also try to work in any relevant #hashtags to ensure the post is picked up in other social media sites. Remember that some hashtags have a very short shelf-life.

Tags

Tags are free text, so the user can create literally anything and everything in this section. So, what to use when the choice is endless...? The one rule of thumb is that the tags must relate to the content within the video.

Each video is given 500 characters for tags. Try to use them all, or as near as, by creating every variation of a term you can imagine. As a starting point, make use of the auto-suggest feature in search engines e.g. Google, YouTube. Start typing in your keywords, and where a phrase or grouped words are suggested, incorporate these into your tags as they represent the most widely searched terminology.

Next, I would suggest looking at the source code to identify tags used by other videos on similar subjects. Search for related videos on YouTube, right-click on some blank space on the page and select View Page Source. Do a Ctrl F search for "keywords" and shamelessly crib anything of use.

The ordering of tags does matter. Once tags are entered into YouTube, it is impossible to move them around. To bypass this, enter your terms into Word separated by commas but no spaces and play around with the ordering. Once happy, copy and paste the whole lot into YouTube.

There will be some identifiers, in our case Hiblio and NHS, that should be included in the tags for each video. These can be pre-uploaded at https://www.youtube.com/upload_defaults.

After all this work, hopefully your videos will be more widely watched.

If anyone wants any further information on Hiblio, our contact is Paul Norrish (paulnorrish@nhs.net). The webpage is <http://www.hiblio.tv/>

Happy tagging,

Catherine Micklethwaite
Library & Information Services Manager
Torbay & South Devon NHS Foundation Trust

Search Skills/Trainers Workshop: The Next Generation Swindon, Tuesday 7th February 2017

Until recently, the South West had a Trainers Group, and Thames Valley and Wessex had a Search Skills Group. These groups had many shared objectives: keep teaching skills up to scratch, hone synthesising skills, and share top tips while learning from one another. This workshop brought together members of the old groups, along with other interested parties from across the SWIMS region, to consider whether to expand these groups and give them fresh impetus, or to create a brand new community of practice.

The day was hosted by John Loy (North Bristol NHS Trust), with support from Jenny Toller (HEE), Chris Johns (Cornwall Health Library), Sue Robertson (HEE), and Sarah Lewis (Bucks NHS Libraries).



In the morning, Sarah demonstrated the Service Transformation E-Learning Project (STEP). This is a new initiative, funded by Health Education England, to develop e-learning modules in search skills. She has working on this in collaboration with Tracey Pratchett from Lancashire Care NHS Trust, and while the modules were not yet ready to launch, she was able to describe how they would work and show us some screenshots.

The philosophy behind the development was “do once and share”, so that lots of organisations weren’t all working on their own e-learning packages that would duplicate similar materials. The seven modules will require an OpenAthens account to access, and are being designed with the considerations that they shouldn’t date and that they should focus on generic searching skills: Only one module is specific to HDAS. This is partly to guard against the modules becoming obsolete should HDAS upgrade again!

After lunch, we took part in group-based discussions. Jenny led on E-Resource Utilisation. The outcome of this conversation was that we felt the new group could provide guidance on how to set up e-journal subscriptions, both through publishers and agents; checklists on how to deal with broken links, and other issues related to Link Resolver; and what to do when your local expert is not available.

Chris led a discussion about training. The group felt it would be useful to build a bank of resources such things as top tips for best practice; support in delivering critical appraisal training; articles for use in critical appraisal training; and the reactivation of an old Jiscmail list, LIS-TRAINERS.

Sue led a discussion on synthesizing and summarising search results. While clinicians might require lots of different articles on a subject in order to make a decision, management staff may need information presented to them in a different way. How do you make your results succinct – could you divide up results into categories such as ‘must read’, ‘possibly read’, ‘if you only read one article, it should be this one’, etc.



Some of those present had completed training courses delivered by [Tim Buckley-Owen](#) on

synthesizing and summarising, which had been very useful. The main question one should ask oneself is, 'How is this information going to be used?'

Throughout the day, there was a lot of enthusiasm for sharing skills, supporting each other in our searching and training work, and building a repository of resources and useful information to. It was great to be able to put a few faces to names and meet colleagues from across the region. At the end of the workshop, it was decided that this group should continue, although whether that would mean meeting in person or communicating online (or a bit of both) was yet undecided.

Watch this space...

David Abdy
Librarian
St. Andrew's Healthcare (SAN)

Join in with Health Information Week #HIW2017

Many organisations across different sectors are collaborating for [Health Information Week](#) (HIW) (3-9th July 2017). This campaign aims to improve accessibility of high quality health information for the public as well as building on local partnerships between information providers. Library staff are uniquely positioned to work with partners to ensure that patients, carers and families can access the information they need at the appropriate time.

How can you get involved? You could put up a display in your library, eg: promote mood-boosting books or Books on Prescription or have a pop-up library in the foyer. You could find out what is happening locally and join in with a health event near you; perhaps offer patient information searching help at the public library or with your own Trust staff.

Don't forget the help available from [Knowledge for Healthcare](#) - you could use the [Ideas Bank](#) and list of [Resources](#) eg: the new [NHS Choices Guide](#) or the leaflet on [Finding good quality health information on the internet](#) for inspiration.

Please ask sarah.greening@hee.nhs.uk for local contacts in other sectors and tell Sarah what you are planning so that your display or event can be added to the Health Information Week diary and promoted by others. You can also promote the HIW campaign to staff and public via newsletters and social media (#HIW2017)

Sarah Greening
Education and Quality
HEE Midlands

Engagement group

Knowledge for healthcare challenges us to work and share in ways that we haven't before. We are all challenged to work together to build on what we do well, develop and upskill ourselves to deliver our work more effectively and find those collaborative spaces where our ideas, innovations and resources can be shared.

The engagement group is busy planning the next Strategic Management Network meeting in

April. It will be an opportunity for managers to explore together 3 key areas:

- Patient and Public Information – how we can use our skills to enable patients and the public to access high quality information at the point of need.
- Mobilising Evidence and Organisational Knowledge – how we can enable all staff to apply and use evidence in their decision-making.
- Value and Impact – how we can demonstrate the value and impact of our libraries.

John Loy has joined us as CPD lead for the South to help us shape the day and to share ideas around future CPD/training session.

If you have any questions or want to feedback into the work that we are doing then please do not hesitate to contact a member of the group:

Alison Day
Sarah Johns
Sarah Maddock

Carol-Ann Regan
Sue Robertson

Sue Robertson
Knowledge Services Development Lead, South
Health Education England

Editor's extras

Do you organise events or meetings for librarians? You might like to consider this exciting new research by Jo Alcock on the snack preferences of librarians: <https://joalcock.co.uk/2017/03/10/librarian-snack-preferences/> (please note that the editor prefers biscuits that can be dunked in tea!)

#UKMedlibs



Your regular reminder for the #UKMedlibs chat: this time we are covering “dealing with difficult people” – we meet them in all walks of life – tell us how you manage them and what advice you have to offer others. Join us at 8pm on Tuesday 21st March.



Caption required please!

This photo was too good an opportunity to miss! If you have not seen this before, this is Sue Howell from Weston Super Mare holding the biggest roll of bubble wrap ever spotted! (Thanks to Nicki Healey for the photograph.)

Please send Sam (sam.burgess@southernhealth.nhs.uk) your wittiest caption for this photograph and you may just win a prize. All suggestions received by 31st March will be considered – get your thinking caps on!

Sam Burgess
Swimming Pool Editor in Chief

Editorial Team

Katie Barnard – Editor: Clinical Librarian, Learning & Research, Southmead Hospital (SMD): katie.barnard@nbt.nhs.uk

Sam Burgess – Editor in Chief: Library Service Manager, Hampshire Healthcare Library Service (H05): sam.burgess@southernhealth.nhs.uk

Pam Geldenhuys – Editor: E-Resources Librarian, Exeter Health Library (EXE): p.r.geldenhuys@exeter.ac.uk

Lucy Gilham – Editor: Librarian, Trust Library, Royal Berkshire Hospital (RBH): lucy.gilham@royalberkshire.nhs.uk

Helen Licence – Editor: Clinical Support Librarian, Milton Keynes University Hospital Library and e-Learning Services (MKH): helen.licence@mkuh.nhs.uk

Jessica Pawley – Editor: Librarian, Library, Musgrove Park Hospital (TAU): jessica.pawley@tst.nhs.uk

Imelda Winn – Administrator: Senior Library Assistant, Swindon Academy Library & Information Service (W01): imelda.winn@gwh.nhs.uk