Developing specialist skills:
a training and mentoring scheme for new professional staff joining the Royal Free Hospital Medical Library, UCL Library Services, London

- About the Royal Free Hospital Medical Library
- Specialist skills: the UK and Ireland experience
- A training and mentoring scheme for developing specialist skills

About the Royal Free Hospital Medical Library

- located in an academic campus within a large teaching hospital;
- serving UCL students and staff and all hospital staff;
- supporting education, research and clinical practice

Why do you think we have needed to develop specialist librarian skills in a teaching hospital library?

Reasons for developing specialist skills

User demand

Strategies and standards

Enabling access

Demonstrating impact

Funding

Essential skills the library team needs to possess

- Varied and specialised
- Training and presentation skills
- Literature searching
- Critical appraisal
- Bibliometrics
- Knowledge of NHS environment
- Evidence based practice
- Understanding of clinical governance
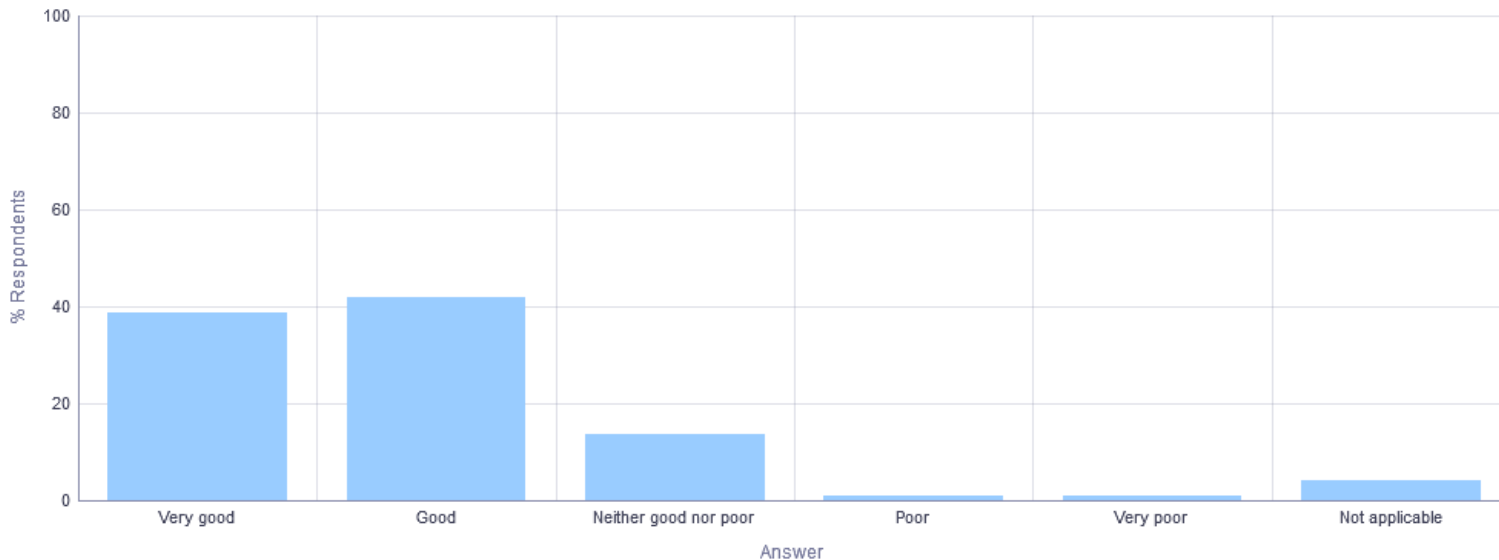- IT skills

Measuring impact

Our users score us highly

How good or poor was access to the Library in your post?

How good or poor was access to each of the following in your post?

Library

311 to 315

Answer	% Respondents
Very good	38.59
Good	41.80
Neither good nor poor	13.50
Poor	0.96
Very poor	0.96
Not applicable	4.18
Grand Total	**100.00**

Evaluating the literature search service

Two aims:

- demonstrate impact of service
- qualitative feedback (do they like us?)

Some typical questions…

"Did the information you found lead you to change some aspect of patient care or treatment?"

"What are you or your department doing differently (or planning to do differently) as a result of the information you received, and what impact this may have had?"

The service is used by a wide variety of staff groups, including doctors, psychologists, allied health professionals, nurses and occasional requests from non-clinical staff such as organisational development.

The search results contributed to:
- research (40%)
- teaching of students and colleagues (29%)
- continuous professional development (25%)
- management of rare conditions (19%)
- guideline development (17%)
- service development (15%)
- audit (13%)

Impact on patients:
- improved patient quality of life (25%)
- [impacted on] advice given to patients (31%)
- choice of drug, test or treatment (19%)
- helped to avoid adverse events, unnecessary cost or unnecessary treatment including unnecessary surgery, unnecessary referrals or outpatient visits, unnecessary tests or procedures, and hospital acquired infection (46 %)

Feedback

I was **really impressed with the service**, I had very prompt search results which were incredibly helpful

Comprehensive and efficient report. I would highly recommend to my colleagues and use the service again.

The person doing my enquiry was **outstanding**

It's quick, informative and adds to the work I am doing i.e. presentations, writing an article, supporting research and patient information, **developing a new service**. I find it very helpful.

Made a **big difference** to our departmental CPD & **quality** of info provided for patients.

Library and Knowledge Services

Knowledge for Healthcare

NHS
Health Education England

Value and Impact Toolkit

Value and impact toolkit for library and knowledge services

Introduction – KfH Impact Tools – What and for whom? – Definitions – Methods –
Tools – References

Introduction to the Value and Impact Mapping Tool

This toolkit is provided by the HEE Knowledge for Healthcare Programme following work
by the Impact and Value Task and Finish Group. The toolkit provides access to a set of KfH
Impact Tools as well as a resource which brings together a range of materials useful in
measuring value and impact, together with a guide on what to use when.

The KfH Impact Tools were developed by the Value and Impact Task and Finish Group from
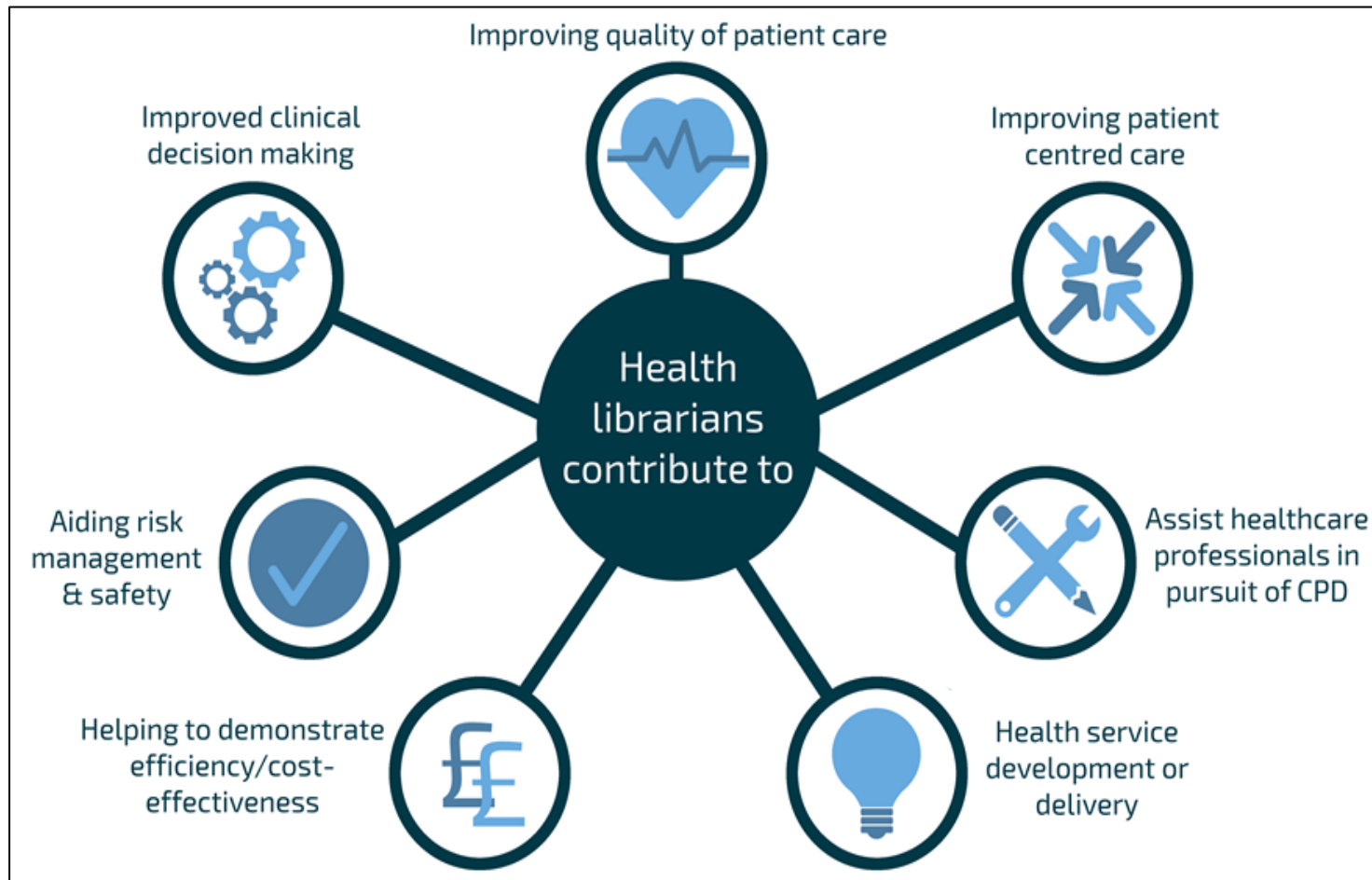
Recent Posts

Roll the drums and sound the trumpets the
Professional Skills and Knowledge Base for
Health has arrived July 11, 2016

How typical do you think these results might be?

Contribution of health librarians. *Infographic used with permission: University of Salford and CILIP: the Chartered Institute of Library and Information Professionals (See* Brettle, & Maden 2016)

The present position in the UK and Ireland

The experience in the UK and Ireland has been that health librarians received generic training through approved information related postgraduate degree programmes. However, specialist learning was gained "on the job" developing competencies without a defined framework. (Lawton & Burns 2015)

General certificate gained on library course

Get first professional post

Learning specialist competencies through participation in job

# Learning as participation (legitimate peripheral participation)

Recent case-study work suggests that qualifications and training are partial measures of skill development as **most learning arises naturally out of the demands and challenges of everyday work experience**. (Felstead et al. 2005)

Learning is a process of **participation in communities of practice**, participation that is at first legitimately peripheral but that increases gradually in engagement and complexity…

The individual learner is not gaining a discrete body of abstract knowledge which (s)/he will then transport and reapply in later contexts. Instead, (s) he acquires the skills to perform by actually engaging in the process. (Lave & Wenger 1991)
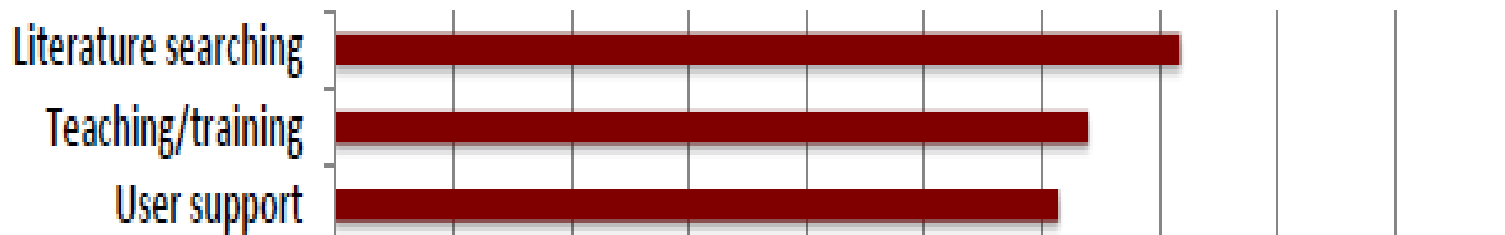
learning how to do something, by actually **doing** it

expands the concept of learning on the job to include learning from others
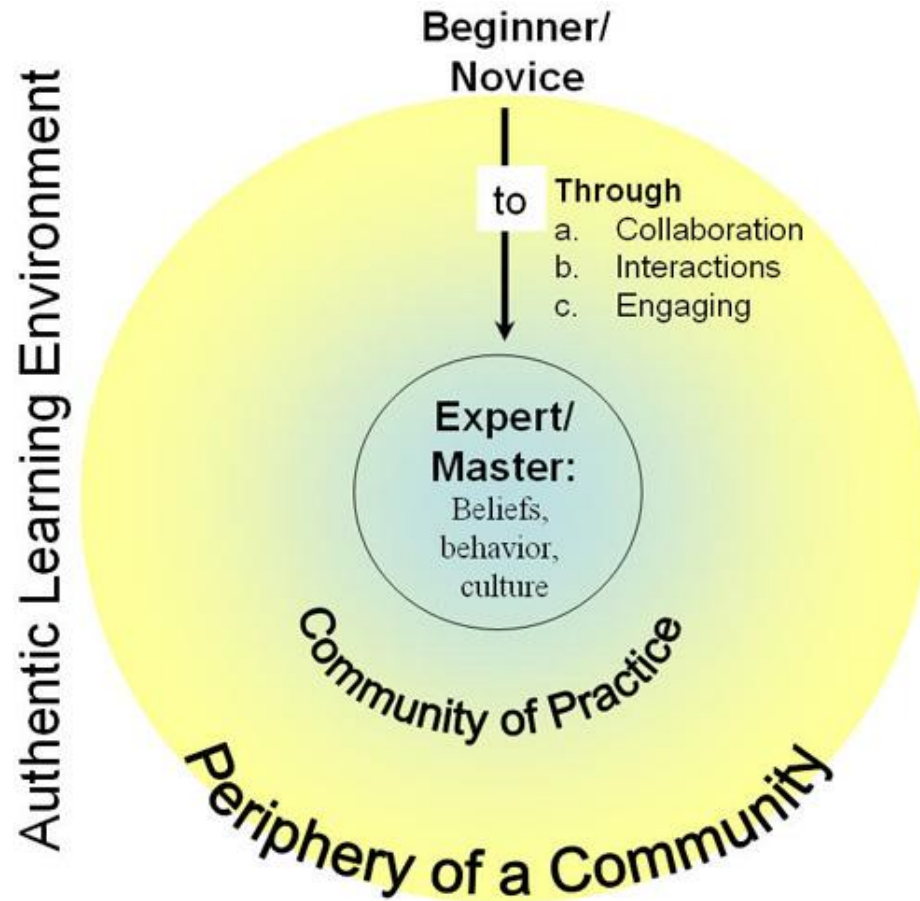
Which roles and skills?

2014 survey: Working in the health information profession (Sen et al. 2014)

Skills most used Contribution made by specific skills	Number
Literature searching or reviews	235
Providing access to resources, collections and evidence	80
Information Literacy skills development, training or teaching	38

Key elements of role Categorisation of job roles	Key elements of the roles identified in the interview data [interviewee number ID]
Evidence-based practice	Evidence-based practice [1,3,4,5, 7], Information literacy and library instruction [1,3,6,7,8,], Teaching and training [1,2,3,4,5,7,8], Education [1,5,8], Literature searching and information retrieval [1,4,5, 8], Research skills and research support [1,4,6,7,8], Patient information [3,5]

No common definition for LIS competencies exists in the literature.

Which competencies?
Moving towards a framework

- We developed a framework of professional competencies that cover two broad areas – literature searching and training. This attempts to draw up a clearer step-by-step framework for progressing through the stages of health librarian competence from novice to expert practitioner.

- The trainee and mentor (a more senior member of staff) use the framework as the basis for developing the trainee's skills through the LPP model.

- The trainee begins by observing more senior members of staff carrying out tasks like literature searching or training, and gradually works towards becoming more involved in the tasks and taking a larger role in their implementation from the level of novice through to becoming an expert practitioner with an identity of knowledgeable health librarian

- Assessment of competencies gained is facilitated through self-reflection, self-assessment and peer observation

- The framework aims to provide a formalised structure for staff training and a basis for measuring development and attainment of competencies through the model of LPP.

Health Library staff competency framework

This checklist of competencies is designed to help librarians benchmark their current skills and work with the team to develop new skills. It should be used as a guide in conjunction with observing and participating in literature searching and training along with other team members. The checklist includes three domains: literature searching; training and teaching; and knowledge of health terminology and research methodology.

Domain 1 - Literature searching

Level 1: Basic literature searching skills and practice with example searches

Outcome: Trainee should be able to carry out a basic literature search, and comply with the criteria listed below

Assessment: Practice searches checked by experienced staff member with following criteria:

1) Room for improvement
2) Good
3) Excellent
4) Comments

Criteria for peer review	1	2	3	4
Knowledge of available resources to use for a literature search				
Understanding of which resource(s) is most appropriate based on the search query				
Understanding of identification of concepts within a search question – able to use PICO to break a search into concepts				
Understanding of use of subject headings				
Understanding of Boolean searching				
Understanding of nesting and truncation				
Recognising a 'successful' search strategy eg when appropriate references are found that answer the question				

Health Library staff competency framework

Level 2: Teaching clinicians / students / researchers how to search databases in simple sessions following a checklist and using worked examples.

Outcome: Trainee should be able to introduce database searching to a user, using a simple example

Assessment:

Self-reflection (using 'checklist of trainee staff in appendix) and peer review based on following criteria. Feedback forms from users may also be used to inform assessment:

Criteria for peer review	1	2	3	4
Ability to explain differences between resources				
Ability to explain and show understanding of when use of a particular resource is appropriate • E.g. Using Embase for pharmaceutical queries • Use HDAS for NHS • Uses of PubMed				
Ability to explain and show understanding of identification of concepts within a search question • Clarification with user • Concepts' order of importance				
Ability to explain and show understanding of use of subject headings • Different presentation of SH (e.g. tree/alphabetical) • Interpret scope notes to determine correct use • Selectively explode or not depending on search criteria specificity				
Ability to explain and show understanding of Boolean searching • Difference in use of Boolean according to database – e.g. Ovid, Pubmed, HDAS				
Ability to explain and show understanding of truncation and wildcards • As above				
Ability to troubleshoot and answer questions on simple searching of resources				

Possible future challenges and opportunities