



2017: Remember
to remind!

Appropriately enough as we move into a New Year my theme is challenges and opportunities facing health libraries in 2017.

Where better to start than the CILIP/HEE Million Decisions' campaign <http://kfh.libraryservices.nhs.uk/a-million-decisions-a-day/> reminding decision makers of the need to use our expertise to meet their obligations under The Health and Social Care Act 2012. Along with HEE's new policy on library and knowledge services <https://hee.nhs.uk/our-work/research-learning-innovation/healthcare-library-knowledge-services/our-policy> this gives NHS librarians a much higher profile than before. Meanwhile the search for better ways of doing things as people draw up their Sustainability and Transformation Plans creates a renewed need for evidence which we are in a perfect place to provide.

Libraries can be seen by the ill-informed as easy targets for efficiency savings. However, in terms of opportunities, this is surely an excellent time to be touting library and knowledge services to movers and shakers. Demonstrating our impact and promoting ourselves and our services doesn't come easy for many of us but is increasingly important if our services are to thrive. There is amazing work going on in health libraries in the North. The current campaign offers an excellent opportunity to highlight what we can do on a local basis and tie into the national publicity for maximum effect.

In this issue we take a look at the past with **Helen Kiely**, of Warrington and Halton NHS Foundation Trust, reporting on a popular reminiscence publication originally produced to support patients with dementia, while **Michelle Dutton** of Central Manchester University Hospitals uses the occasion of a library move to explore the history of Trafford Hospital.

Staff are in the spotlight with **Ingrid Francis** starting work at Christie Hospital, **Angela Hall** and her team receiving multiple awards at Royal Liverpool and Broadgreen, and HCLU's Development Manager for the North East, **Joanne Naughton**, providing this month's Profile Questionnaire.

Conferences, training, and CPD are well covered with **Michael Reid** trail-blazing the way for librarians into the ILM endorsed Pathways to Leadership programme. **Charlotte Holden** reviewing last summer's CILIP Conference in Brighton, and **Sue Steele** reporting on the Lets Talk Research conference in Manchester. **Emily Hurt** and **Zareena Mulla** share their experiences of the LIHNN Train the Trainer course.

We are always keen to show how Library and Knowledge services can help to solve organisational problems and challenges. **Emma Child** and **Bernie Hayes** provide an insight into their role in a Systems Hackathon held at Warrington and Halton providing support for identifying solutions to common problems in healthcare.

Sinead English evaluates Lancashire Teaching Hospitals participation in the Six Book Challenge initiative and **John Gale** mulls over developments in patient information.

Dominic Gilroy

NHS LKS DEVELOPMENT MANAGER YORKSHIRE AND THE HUMBER

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YESTERDAY'S NEWS

NOSTALGIA PAPER FOR THE FORGET ME NOT WARD

I doubt that anyone reading this article would contest the belief that reading is good for the soul.

Reading for pleasure provides us with mental stimulation, opportunities to learn, to exercise our minds and stretch our imaginations. Reading also helps to provide conversational prompts to assist with communication with one another and it is for these reasons that a few years ago the Knowledge and Evidence Service began working to produce the 'Forget Me Not Times'. Working with Debra Carberry, our Dementia Nurse Specialist, the aim of the 'Times' was to provide some reading material for patients and their carers on our Forget Me Not Ward, and I had the privilege of taking it over when I started in 2015.

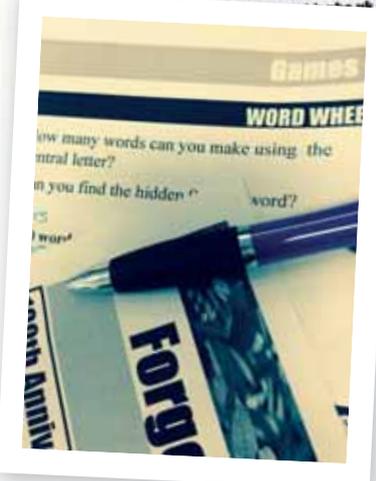
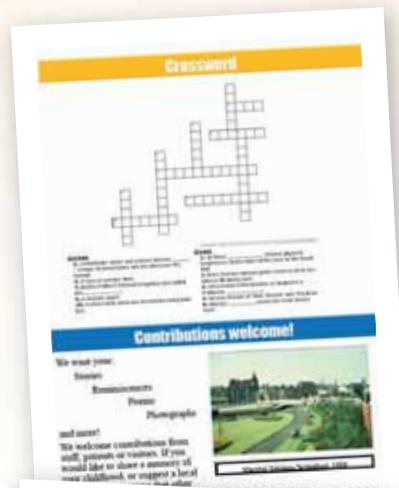
A cross between a newspaper and nostalgia magazine the Forget Me Not Times is produced quarterly and its distribution has grown to include many other wards and departments across the trust.

There is immense freedom given as far as content goes but generally speaking I aim to include several articles of interest, either about recent historical events, or reminiscence pieces about the local area, childhood memories and so on, a sing-a-long page (inspired by memories of reading the back-copies of *Ireland's Own* in my grandmother's church shop in my own childhood), a sports page and a selection of newspaper-style word puzzles: crosswords, word searches, word-wheels etcetera. The games are often enjoyed by the staff too, one staff nurse wrote to us to say she "enjoy[ed] using the activities with patients".

I try to put something in the magazine that will appeal to people as a talking point, and most research time is spent looking up 'On this date' websites for recent (and not-so-recent) history to use as prompts, as well as looking a little at



current affairs that have a historical resonance – ranging from the anniversary of the Somme, or 50 years since the first Coronation Street. The hardest page for me to write is the sports page, as not only do I have minimal knowledge of sports myself, but the local rugby team, the Warrington Wolves, are the arch rivals of the team of the next town over – the Widnes



Vikings- so I have to strive not to be too controversial!

Contributions and suggestions are also solicited from patients and staff. I have recently had a detailed conversation with two of the gentlemen who work in our post room who told me about the historical links between the town of Warrington and Oliver Cromwell which I intend to pursue for a future edition. Additionally, I entreat my local poetry writing group from the public library who are happy to submit pieces of work.

I harass friends and older relatives regularly to gain reminiscences of holidays, local events or places and childhood games- anything that I think the patients might enjoy reading about or might prompt them to remember happy times. I even get my grandmother -a serious puzzle-addict - to complete the word wheel prior to publication and use her figures as a measure of how well people have done – however many words she gets gives me the measure of the 'Excellent' score and I work backwards from there.

"The chaplains love to get a copy and take it with them on their rounds," Debra told us recently, "I get people stopping me in the corridor to say how much they like it".

As well as helping our colleagues caring for dementia patients on their wards, our involvement has an added bonus as it raises the profile of the Knowledge and Evidence Service to the staff who read and distribute the 'Times' as they look after their patients. It has helped reach out to those traditionally hard-to-contact groups such as health care assistants- and makes our service seem more approachable for all staff.

Helen Kiely
KNOWLEDGE SERVICES ASSISTANT,
WARRINGTON & HALTON NHS
FOUNDATION TRUST

Would you ILM' it!

A PERSONAL EXPERIENCE

The North West Finance and Informatics Skills Development Network (NW FSD/ISD Network) has been running a management development programme for NHS staff for several years now.

Until me in September 2012, no librarian in the North West had ever done this course – so I'd like to tell you all about it.

The NW FSD/ISD Network together with Elite Training by Design, provide the course "Pathways to Leadership" Management Development. The course is aimed at NHS staff on Bands 6, 7 and 8a and is endorsed by the Institute of Leadership and Management (ILM).

Process

The first thing was to raise it at my appraisal and have it as one of my objectives in my Personal Development Plan - my manager, Debra Thornton supported me in this. I then contacted NW FSD/ISD Network to sign up. The course normally takes 12-15 people, twice a year. Once I'd signed up I got my paper work a week before the course started in mid-September.



The course was held at the Wrightington Hotel & Country Club, Wigan. There are 3 modules; the first of which is a two-day residential. At times I felt like I was in an episode of the "Apprentice"!

Module 1 is made up of topics on:

- Leadership
- Motivation
- Leading Teams
- Managing Teams

After each module I had to complete three activities and send them for assessment to the course tutor.

Module 2, which starts four weeks later is aimed at Performance Management, Planning and Organisation while the final module looks at Managing Change and Transition, and Setting Objectives to achieve Quality Improvement. The last three activities are then completed for assessment, the modules have finished and the "real" hard work begins!

For the next 6 weeks (over the Christmas and New Year) I had a 6-8,000 word work-based assignment (WBA) to complete, based on real-life opportunities, agreed with my line manager and approved by the course tutor.

Aims and Objectives

"Pathways to Leadership" aims to expand the management capabilities of senior staff members who want to become transformational leaders. Candidates may be new to management - or may have plateaued as I have - and be seeking a new challenge. You may need to update your skills or prove to yourself that you've got what it takes. The course is designed to meet all these scenarios and many more.

Is this programme for you? The answer is Yes, if:

- You are looking for a course to help you measure your leadership abilities against best-practice.
- You are interested in developing your management skills and looking for promotion
- You are keen on developing your leadership skills and want to make a difference in your team.

Assessment

To pass the course you need to:

- Go to all of the three modules
- Take an active part in all the activities on the days, including the review day at the end of the course.
- Complete and satisfy all the modules self-assessments and exercises
- Complete all 9 intra-modular activities
- Successfully achieve a score of 60% or above for your WBA
- Give a presentation about your WBA to your line manager, people from the NW FSD/ISD Network, your peers on the course and their line managers

Conclusion

This was one of the best courses I have been on in my professional library career; well-organised, intensive and rewarding. It made me think more about my work and the work of people around me and gave me the necessary background and knowledge to answer more of the management and non-clinical questions and we now get from Trust staff. It stretched me when I was in "The Apprentice" style groups, solving problems and I met a wide range of people outside of my normal networks who were facing the same challenges as me.

An added bonus to the course was that I was allowed a free subscription to the ILM's website and benefits for the 6 months of the course and access to their magazine. As the first librarian to do this course, I can thoroughly recommend it to you all and hope that it will serve me well in the future!

Michael Reid

CLINICAL LIBRARIAN
BLACKPOOL TEACHING HOSPITALS



HIGHLIGHTS AND INSIGHTS FROM THE CILIP Conference 2016

Brighton - Tuesday 12th - Wednesday 13th July

When I saw in the HCLU Bulletin that Health Education England were offering sponsored places to the full two days at CILIP Conference in Brighton, I was extremely keen to apply.

I went to last year's conference in Liverpool sponsored by Lancashire County Council (through my position as a branch manager in public libraries) but I hadn't stayed for the full conference before as the sponsorship was for one day only.

I wasn't sure that I would get a place this time having been before, so I was thrilled to find out that I'd been successful. Thanks to HCLU funding, I was also able to stay in student accommodation and travel to the conference.

It really is an exciting experience to plan, not least because of the way in which it is structured. Each day begins with a keynote speech, in the largest room of the venue, and there is also a keynote speech at the end. There are various sessions throughout both days. Some are more conventional speeches and presentations; others are more informal (workshops/'question and answer' sessions) - you can choose which ones you want to attend. The only restriction, really, is not being able to be in two places at once!

They structure the programme in various 'strands' according to the themes chosen for the year. This year's strands/themes were: *Managing Information; Everyday Innovation; Using Technology; Fringe;* and, intriguingly for me, a new one starting this year, *Your Career*. A couple of

points I feel it's worth mentioning here, for anyone thinking of applying to attend the CILIP Conference:

a) Definitely do it! Even if you are not a member of CILIP, the conference opens your eyes to the 'wider world' of library work, lets you know what's going on and what people are doing outside your own

instincts about your own areas of interest will serve you well. I was extremely inspired and excited by what two of the keynote speakers (Scott Bonner and Dr. Lauren Smith) talked about, and although everybody heard these speeches, I would have picked them anyway because I'd had a feeling beforehand that the subject matter in both would be something I could learn a lot from.

This time, I focused mainly on the parallels and differences between my own experiences in public and healthcare libraries. Last year at Liverpool I was really interested in hearing R. David Lankes, because I wanted to see what he said about advocacy for the public library service, where I was working at the time. I often think about the title of one of his articles - *"What we do, and why we do it"*, in relation to work. A year after that, in a new role, proudly working for the NHS, I had a slightly different set of priorities. I am still learning about our organisation, and I was keen to see what value we (as information professionals and paraprofessionals) can add to it.

With this in mind, then, there were two sessions I made sure to get to: Alison Brettell's presentation *"What is the value/impact that trained library and information professionals make?"* which was part of the Shouting about our Skills session; and the Health Session which looked at *"Bringing the right knowledge to bear on healthcare"*. In this session they launched the Professional Knowledge and Skills Base (PKSB) for Health. The PKSB is a self-assessment tool which is already used in the Chartership process, and it has now been adapted to the skills used in the health library



branch/sector. Whilst there are people doing jobs in information and library work that I had never even heard of before (!), it's striking how much shared experience and common ground there is between us all. (Also, next year's conference is back in the north-west - Manchester - which makes it a lot easier getting there.)

b) Have an idea or plan of the main parts you want to get to, and make sure you see those - it's likely your

sector. (I have provided a link to this at the end of this article.) I've included this here because I think it is an extremely useful tool to illustrate the "what we do" - sometimes when it comes to outlining what we do, we are not always the best at recognising our strengths or acknowledging to ourselves just how many varied and skilled tasks we carry out every day. I do think it is very important to do a personal 'skills inventory' every so often, not least because it can be a morale-boosting exercise!

The other valuable experiences I took from the conference this year were those which made me think about the "why we do it" - both Scott Bonner and Lauren Smith delivered inspiring speeches which renewed my enthusiasm for the differences we make, as a profession, to people's lives. Both of these were predominantly based on

public library examples, but I don't think it is too great a stretch to apply what they discussed (information and library provision as a public service) to what we are doing here. There was so much of value in both these speeches - as far as I am concerned - that it would do them both a disservice to try and tell their stories or paraphrase their speeches here. I hope it's enough to say, in this context, that it is well worth having a look at both of their slideshow presentations through the link I have included below.

Charlotte Holden
LIBRARY SERVICES OFFICER
EAST LANCASHIRE HOSPITALS TRUST

LINKS

Details of CILIP's self-assessment tool - the Professional Knowledge and Skills Base for Health
<http://www.cilip.org.uk/careers/professional-knowledge-skills-base/pksb-health>

Non-members working in the health sector can access the tool from
www.libraryservices.nhs.uk/pksb

More details of the presentations
<http://cilipconference.org.uk/past-events/cilip-conference-2016/presentations/>
(You can see all the PowerPoint presentations from each of the speakers here)



I have recently started at the Christie NHS Foundation Trust as an Enquiry Services Librarian.

New Starter Ingrid Francis

I have previously worked as a Library assistant at the Bodleian Healthcare Libraries between 2011-12 and also more recently as Achievement Centre Officer in an FE College following studying for an MA in Museum Studies.

In addition to my new role I am also part of the team at Salford Zine Library; a self-publishing archive with a growing online catalogue and a creative range of outreach activities.

My other work experience is all based in NHS administration so I have a good understanding of the operational side of healthcare and various job roles and priorities within the NHS.

I'm really excited to be working back in a healthcare library and catching up on recent developments in healthcare information.

Ingrid Francis
ENQUIRY SERVICES LIBRARIAN,
CHRISTIE NHS FOUNDATION TRUST

Can you **hack** it?

What springs to mind when someone says the word Hackathon?

Perhaps a room full of computer programmers working through the night to crack complex code.

In recent years however Hackathons have started to take the world by storm and they're no longer just limited to the tech community.

For two days back in November, Warrington and Halton Hospitals NHS Foundation Trust, along with other organisations, ran an innovative Systems Hackathon. Based on the coding hackathons originating from America, the event was designed as an accelerated project-development process where tricky problems facing healthcare could be identified and solutions developed in one fell swoop.

Delegates were invited to attend the event from organisations across the community, including the NHS, Police and Housing. Day one started with an introduction to the Hackathon from the organisers and a short presentation from the deputy CEO of Warrington and Halton Trust explaining some of the issues facing the NHS. Delegates then spent time preparing problem pitches based on their own experiences before presenting to the room. These included:

- Missing and unreturned medical equipment leading to shortages for patients and unnecessary cost to the NHS
- Poor support for those suffering from mental-health problems resulting in repeat demand
- Need for better communication between services and carers
- The number of older patients making unnecessary trips to A&E

From these pitches several working groups were formed and the rest of the day revolved around delegates joining

a group that they felt they could contribute to and starting to hack a solution.

Day two saw the groups pull together their ideas into a series of short presentations, which were judged by an expert panel, including Warrington and Halton's Chief Executive.

working groups to see how I could help. There were times during the two days that I wasn't needed and was able to check emails, but at other times I felt in high demand.

Some of the questions I was asked include:



A winner was chosen and the solutions are now being turned into action plans and will be implemented in the region.

Throughout the event several mentors were on hand to provide delegates with help and guidance. Emma Child and Bernie Hayes both attended as mentors, providing evidence searches to help the groups back up the solutions to their problems. Here's what they made of it.

Emma's experience

My approach to the hackathon was to split my time between the different

- Why don't people return medical equipment e.g. wheelchairs
- Examples of allied health professional led front of house in the emergency dept.
- How many people use apps, by age group
- Unnecessary reasons for trips to A&E
- Top reasons people attend A&E in the 20-40 age group

Warrington Systems Hackathon: From two perspectives

■ Positive impact of health and social care hubs

Although at times I felt under pressure to find information quickly on a tablet, it was rewarding to hear some of the evidence I had provided in the final pitches.



The Hackathon was a high energy event with lots of enthusiasm in the room. Presentations were limited to 2 minutes which meant pitches were short and snappy and clapping was used to signal time when delegates over ran. It was a great way to bring together like-minded people from across different services and I could see collaborations and networks being built which will last beyond the hackathon. When so much of our time is spent attending meetings planning for the future, it was really positive to see a series of tangible solutions to problems produced in just two days work.

Bernie's experience

Mentors had a WebEx briefing before the event and then a quick briefing on the first day of the Hackathon, but I still felt a little uncertain of my role. Many of the other mentors were offering quite specific expertise and I



felt that my offer, to find information, seemed a little weak in comparison.

I found the whole process very interesting and different. It did take me a while to get into the "fluid" approach at the start, when people were forming and re-forming groups, based on the problems they wanted to work on. I felt fairly redundant during this process and really only started to feel that I could make a useful contribution when I decided to try joining up with one of the groups, towards the end of the afternoon.

Entirely by chance, I chose a group that was working on mental health crisis care and, having worked in a mental health Trust for many years, I felt more confident about being able to support them. I also felt that I could adopt more of a proper "mentor" role, offering suggestions, based on my on-the-hoof research. Like Emma, I wasn't totally confident about doing my best work on a tablet, but I think it worked much better in the group setting, as it didn't constitute a barrier in the same way that a laptop might.

Day two was when it all came together for me. The group settled on the idea they wanted to take forward and I started looking for evidence to support them. It may have been my imagination, but most of the other groups seemed to be calmly polishing their Powerpoint presentations by this stage, whilst "my" group were still shuffling around wordy pieces of flipchart paper and I was frantically searching and then reading aloud relevant pieces of information for them to add to the flipcharts.

I couldn't stay for the judging in the afternoon and, as I left, I did wonder how they were going to condense all the information into the 3 slides and few minutes that they were allowed for their presentation...

Well, they must have managed it as they were chosen as the winners by the judges and I was delighted to see that one of the slides included the evidence that I found.

We are rarely in a position to see any immediate impact resulting from our efforts. This was one such rare occasion and was incredibly satisfying – I highly recommend taking part in a Hackathon, if you get a chance!

Emma Child

INFORMATION SPECIALIST,
WARRINGTON AND HALTON HOSPITALS
NHS FOUNDATION TRUST

Bernie Hayes

LIBRARIAN, 5 BOROUGH PARTNERSHIP
NHS FOUNDATION TRUST

Profile Questionnaire: Joanne Naughton

What was your first job in libraries?

I started working as a learning resources assistant in an FE library in 1994.

How have things changed since then?

At that time, we still paid by the minute (or was it the second) to search online databases. It was quite a stressful experience (a bit like playing Countdown) and you had to have your search prepared before logging on. CD-ROMs were very much in vogue and most people hadn't used the Internet. Quite hard to believe how far we have come since then.

When did you start your current job?

I started in my new role as LKS Development Manager for the North East in September this year so I am in a steep learning curve. The post is very varied and I am really enjoying meeting lots of new people and trying to make connections between local and national work.

What are you most proud of in your professional career?

In my previous role as Trust Librarian at Gateshead (Acute Trust), I worked hard as part of the library team to create a welcoming, relaxed atmosphere and to market the service to all staff groups in the organisation. I feel proud when I go into the service and see the range of staff who use the library regularly.



And what would you do differently if you could go back in time?

Nothing much really. Except perhaps to approach my working life with more confidence at times.

If you had a magic wand what single change would you make to improve NHS libraries?

Change perceptions. I would re-position libraries at the centre of Trust business, linked to patient care and evidence-based practice.

What advice would you give to someone starting out in NHS libraries today?

Take every opportunity you can to learn and develop in the scope of your role. Develop your technical and specialist skills but also take advantage of more generic training available within your organisation e.g. leadership, self-awareness, teaching skills. Find a mentor.

Desert Island Discs: You can have eight records, one book and a luxury item. What would they be?

Luxury item: Pillow

Book: Remains of the day by Kazuo Ishiguro

Records:

1812 Overture with cannons by Tchaikovsky – Reminds me of my dad and Friday night is music night

I can see clearly now by Johnny Nash – A bit of a family guitar song

Song for Bob Dylan by David Bowie – from Hunky Dory my favourite album.

Madame George by Van Morrison – reminds me of my hippie brother

The last resort by The Eagles – childhood memories.

Vincent by Don McLean – I sing this to my son at least twice a week.

Flower Duet by Delibes – Friday night meals at home with my husband

Teo Torreatte by Queen – a great rabble rousing song.

LET'S TALK RESEARCH CONFERENCE

15-16 SEPTEMBER 2016, THE ROYAL COLLEGE OF MUSIC, MANCHESTER

Whilst other librarians were heading in their droves to the HLG conference in sunny Scarborough, I went to the Let's Talk Research Conference in Manchester.

This conference, organized by NHS R&D North West, was aimed at non-medical staff who are involved in, or interested in, clinical research

OK, so we didn't have the sand and candy-floss of the Scarborough beaches, but the entertainment on offer far surpassed that of your average Punch and Judy Show. As befitted the venue of the Northern Royal College of Music, the introduction and housekeeping notices were presented to us through song by a choir. Following this, a number of researchers presented their research findings, or experiences of the research process, through music, drama and home-produced films. These were highly polished performances – moving, hilarious, harrowing, thought-provoking. All of which served to illustrate that there are better ways of getting your message across than a dry report or a boring powerpoint presentation.

The researchers had however, had some help from an outfit called the Academy of Creative Minds. This is a bunch of artists taken on by NHS R&D North West who run workshops to help researchers use the creative arts to convey research messages. And would you believe that they had a couple of librarians manning their stall to promote them: our own John Gale and Steve Collman.

If anyone is interested in the Academy of Creative Minds, or if you want to pass details on, see:

www.research.northwest.nhs.uk/work/academy-of-creative-minds/

The conference encompassed all strands of the research experience, but particularly focused on presenting your research message in imaginative ways. So there were all kinds of groovy workshops involving things like drama, stop-motion animation, games and modeling clay. All heaps of fun, but rather than go on about that, I thought I'd write about one particular thing that I learnt about at this conference: research internships.

Internships – what are they and how can we help?

I had never heard of research internships. I felt less bad about this when I discovered that they've only been around since 2015. Throughout the conference, HEE and NIHR promoted their Integrated Clinical Academic programme which provides funding awards for non-medical healthcare professionals to undertake research (e.g. Masters, PhDs) whilst also carrying on their clinical work. One possible starting point is an internship. This is designed to be a taster for those who are interested in clinical research but want to find out if it is really for them. The

programme consists of 8 days of taught research skills and 30 days over six months of participation in clinical research projects. Rather than undertake their own research, they generally parachute into a number of existing projects to get practical experience of such things as data collection, carrying out a literature review, writing a research proposal and so on.

Those completing internships may then choose to go on to do, for example, a masters degree and perhaps developing a whole career in clinical academic research. Or they may decide that the research life is not for them, and return to looking after their patients. However, even where this is the case, it is worth noting that these are individuals who are enthused about research, who want to read it, appraise it, and get research into practice. As librarians, we are also passionate about evidence-based practice. Shouldn't we be hooking up with these people? There must be heaps we could do for them. Maybe they could be champions for our services?

So what next?

Following the conference I got in touch with Bill Campbell, who runs the internships programme in the North West, North East and Yorkshire and Humber. Bill, myself, and Gil Young subsequently met up to talk about our respective roles. Bill was very enthusiastic about librarians assisting "early career researchers", as the interns are known, and we all agreed that health libraries can support these staff in a number of ways. Bill was keen for the early career researchers to take responsibility for seeking out the help they require from library services. However, obviously they won't do this if they don't know anything about us. All the interns attend three two-

day residentials as part of their training, so the obvious thing seems to be for a librarian to go to one of them to explain what health libraries can offer, and how keen we are to help.

So if you are approached by an "early career researcher", remember they are stepping into a new arena (research) and may be apprehensive about the journey they are embarking on. I like to think that we library staff are non-threatening, supportive and helpful, not to mention enthusiastic about high quality research, and so we are well placed to get involved.

More information on internships, and the rest of the HEE/NIHR Integrated Clinical Academic Programme can be found at:

<http://www.nihr.ac.uk/funding-and-support/funding-for-training-and-career-development/training-programmes/nihr-hee-ica-programme/>

Sue Steele

LIBRARY SERVICES MANAGER
PENNINE ACUTE HOSPITALS NHS TRUST



*The Conference Choir in Action.
Photo reproduced by permission
of Good Squared CIC*

'I'm not sure what else the Library can do; maybe offer a gin & tonic with each book'

This year we learnt a lot of lessons from the six book challenge which we are looking forward to putting into practice in the New Year.

We asked everyone who took part in the challenge to complete a survey when it had finished, 32 of the 73 people asked completed the survey. The survey consisted of questions asking people what they read, why they took part in the challenge, whether they knew about the library and how they'd found the challenge. The answers were extremely informative and useful for developing our service.

One of the aims of the challenge was to push the Quick Reads as during summer 2015, when we did not run the challenge; we only issued 18 Quick Reads. Over the same three months whilst running the challenge this year, we issued 135 Quick Reads. This was a huge success – the result of all the teams' hard work promoting and encouraging participation in the challenge. Furthermore, the results have led to the team coming up with new ways to promote the challenge later this year. 60% of respondents heard about the challenge in Preston library, 34% heard about the challenge in Chorley library and 6% heard about the challenge in the hospital canteens. No-one engaged with the social media posts, promotional emails or leaflets/posters around the hospital. Since the challenge we have been very active on social media and have had lots of engagement with staff and students.

We are having a team meeting to discuss new ideas for social media posts about the challenge and how to persuade people to join. Social media is free and far reaching, so we need to make sure that we use it well and make it work for the next challenge.

We received interesting feedback and great suggestions about staff awareness of the library. Out of 32 respondents, 88% knew about the library before signing up to the challenge. We asked people to suggest ways in which we could make ourselves more visible in the trust. They suggested having a recurring space in canteens to swap books at lunchtimes, promoting ourselves on the television screens throughout the Trust and visiting wards. In the New Year we aim to go out into the hospital wards/canteens regularly, creating a pop-up library to make sure we get to those who can't get to us.

Many benefits were reported from taking part in the challenge. 54% said they discovered a new author, 39% felt more relaxed and 19% felt more mindful. Staff said that the challenge had got them back into reading, that we have an excellent choice of books which encouraged them to choose a different genre and lastly that they had improved time management. 40% said that they would take part in a reading group if we set one up, so this is something we will be beginning in the next couple of months. All of the responses were very encouraging and have made us determined to make sure that more people in the trust know about us so they can experience everything we offer.

Overall we received very complimentary feedback, our favourite being; 'I think the Library staff are great, really helpful and supportive. I'm not sure what else the Library can do; maybe offer a gin & tonic with each book'. We are looking forward to improving on this during the next reading challenge in 2017.

Sinead English
LANCASHIRE TEACHING HOSPITALS



Awards for Royal Liverpool & Broadgreen University Hospitals NHS Trust Library Staff



Team of the Month

The Library team at the RLBUHT were recently delighted to receive the 'Team of the Month' award for September 2016. This is a new award for the Trust and the team were only the second winners -after the Urology Dept.

Chief Executive Aidan Kehoe presented the team with their certificate stating that it was "for all your hard work, dedication and contribution to the service you provide under our Trust value of being 'patient centred'". Photographed with Aidan are Librarian Alison Thompson, Library Service Manager, Angela Hall & Library Assistant, Jenny Doran.

The Team received a £100 voucher which they spent on a Tassimo coffee machine.



Special Award for Library Service Manager

RLBUHT's Library Manager, Angela Hall went to the RLB programme's graduation ceremony at St. Georges Hall in Liverpool on 20th December 2016 and was very surprised to receive a special award from the Director of Nursing - an RLB badge for 'making a difference'. Angela presents a 'Finding the Evidence' session on the programme showing how to find and use evidence to improve healthcare. The RLB programme aims to develop and support staff and volunteers to achieve all of the skills needed for them to provide safe and excellent patient care. The programme is open to Registered Nurses, Dental Nurses, Allied Health Professionals, Assistant Practitioners, Health Care Assistants & Volunteers and consists of: a one day multi-professional study day; the completion of a competencies portfolio and attendance at the graduation ceremony where they are awarded the RLB Badge, considered an emblem of skill, competence and commitment to be worn with great pride.

Deputy Director of Nursing, Colin Hont in presenting the award stated "This graduation's special award goes to a person who does not fall under the professional or staff groups currently under the RLB Programme. However, this person's commitment to the RLB Programme is exemplary. Her contribution is vital as she continues to signpost training resources as well as support our candidates with their portfolios. She helps the Team deliver the Study Day and she has never missed an RLB Programme Study Day in the 4 cohorts that the programme has been running! She trains our staff on how to find evidence on databases, supports those who may have technical difficulties with computers or with electronic learning resources and remains a huge advocate for all learners. On behalf of the RLB Programme, we would like to thank Angela Hall, Library Service Manager by presenting her this special award."

Angela Hall

TRAIN THE

Emily Hurt and Zareena Mulla, both from Lancashire Teaching Hospitals NHS Foundation Trust, attended the LIHNN 'Train the Trainers' course late last year.

The course was delivered by Deborah Dalley and ran over 4 days, with a space of 4-6 weeks between each day. As an old(ish) hand and a new recruit, we were keen to explore training methods, tricks of the trade, and come away with some new tools to use as well as renewed enthusiasm. We weren't disappointed! Here are our 'best bits' – the highlights of what we learnt and what we'll change as a result. We hope you find them useful.



Emily

Giving people options

One-to-one sessions make up a lot of the training we deliver, and trying to make these sessions anything other than an hour of telling people what to do can be a struggle. I'd observed colleagues delivering training by demonstrating a search with the trainee sat next to them.

The trainee didn't touch the keyboard at all. I was the opposite – I made every trainee carry out the search step-by-step as I sat next to them, thinking that if they physically clicked and typed it would 'cement' the process in their brains and be more memorable than had they sat and watched someone. After taking a learning styles test and listening to Deborah's advice on delivering one-to-one sessions, I realised that both methods are right – as long as they're right for the trainee!

The best thing to do is ask what they would prefer. Some people like to sit and watch you search and then try themselves, some like to sit and watch and then go away and practice on their own, some want to be hands on but with you talking them through the process and others just want to dive right in and have a go with you helping them out when things go wrong. It makes perfect sense when you think about it.

Asking people what they need rather than giving them what we think they need

Sometimes we get requests for group training sessions well in advance, and have the luxury of being able to take some time to plan what we'll do. We also have set dates throughout the year when people are 'sent' to us for training; usually groups of students or interns. It's very tempting to sit down and try and squeeze as much as possible into our sessions, but Deborah made us go right

back to the start and think about the planning process. We should be asking what people want to learn, or if they've been 'sent' to us, asking the person who sent them what they would like their participants to come away with. There's little point planning a very detailed library induction session on how to log on to the OPAC and do all sorts of fancy things with your account when the person who sent you her 10 students wants them to know about 24 hr access and your leisure reading collection.

We recently offered to provide some training for staff who put together patient information leaflets, thinking we could do a session on literature searching and the basics of critical appraisal. I then asked the lead member of staff what she thought the session should cover, and she responded with "...referencing, copyright for images, information flow, grammar and punctuation." We're now planning a session which – we hope – will cover everything that she's asked for, as well as a little bit of what we'd like!

Getting people to work during sessions and varying the way they do it

If I'm delivering a long training session on a less-than-exciting subject, I'm often worried about how I'm going to fill the time without going through endless Powerpoint slides. Deborah gave us lots of examples of how to make our sessions more interactive, making our participants do the work and therefore passing the time in a productive way. I am now a big fan of 'Jot, Pair, Share', where you ask a question of your group, get them to think about it on their own, then talk about their answer with their neighbour and finally share in a group discussion. This way everyone gets to contribute – even if they don't join in with the larger discussion they'll have interacted with their neighbour.

Another scenario was a 'Reverse Demo', where your participants lead your demonstration. For example, if you were demoing a database, you'd start at the home page and ask the group to tell you how to carry out a search. This can be a great way of exploring what they already know, and you can then give them some pointers on improving their search technique.

Zareena

On the last day of the course we were given a WHOLE morning to actually plan our desired training session. I mean who has time in our busy schedules to actually plan a session? This was something extremely valuable. By this point in the course we had all the information/knowledge we needed to plan the best training session ever delivered to us throughout the course by Deborah Dalley! So, we really had no excuses!



TRAINER

After we'd planned our session we then presented how we would deliver the session, using what resources and exercises, to the rest of our lovely little group. This was useful as the rest of the group could then offer advice and suggestions in areas which we were struggling with and offer alternative ideas as to how that part of the session could be delivered.

One of the difficulties of group training is that there will probably be members of the group with different learning styles and multiple intelligences. Therefore, an ideal training session should accommodate all, or a variety of, these. We were given the different techniques we could use to engage different intelligences and learning styles in our training. For example, those who sway more towards the logical/mathematical intelligence can be engaged through the use of statistics or flowcharts and diagrams. Whereas, those of bodily/ kinaesthetic intelligence will more likely be

engaged using a show of hands or more practical exercises.

Emily and Zareena

We really valued this opportunity to spend some time thinking about our training and how we deliver it. We both appreciated the support of the great group of people attending this course, the relaxed and open atmosphere, Deborah's teaching style and the fact that there was time between each day to think about what we'd learnt and put some of it into practice before coming together again to share our experiences.

If this sounds like something you'd like to experience, then please contact Gil Young (gil.young@nhs.net) and let her know. There isn't a date set for the course to be delivered this year, but Gil is taking the details of people who are interested in attending.

Patient Information - going beyond red pens

I can't remember the first time I got involved in editing patient information. It's something – like a decent British Eurovision entry or a good England football team – lost in the mists of time. I was working for King's College at that point although, in one of those Sock-Shop-style franchises beloved of the NHS in London, providing services to the South London and Maudsley NHS Trust – a mental-health Trust. By definition most of the leaflets were aimed at people suffering psychological distress – people who tend to find it hard to concentrate and absorb lots of information. Ros Byfield, the patient-information co-ordinator, myself, a consultant and a couple of service users met in a variety of dingy basements in South-East London fighting a rear-guard action to defend the Queen's English against the encroaching battalions of clinician-speak. As a natural-born pedant I loved getting my red pen out and 'restructuring' people's prose and, of course, the end result was a leaflet that was a lot easier to read (and one hopes more reassuring) than it had been before. Back in the NHS again I'm still editing patient-information leaflets – this time in an Acute Trust. The clinicians still speak the same language – why tell patients to move around a bit when you can advise them to mobilise – and although I now meet people above ground level the Patient Information Group at Leighton Hospital does much the same work. The Accessible Information Standard now makes it a legal requirement for Trusts to provide suitable material to people with hearing and sight problems and learning disabilities and patient information is higher up the agenda for libraries in 2017 as it's moved up the pecking order as far as LQAF is concerned.

But is there more we could be doing? Could we improve the quality of leaflets as they're being written for instance? I now put on a course on Finding and Writing High-Quality Patient Information for staff at the Trust. It's not as popular as I'd like

it to be (I think it should be compulsory for anyone setting pen to paper to write a leaflet) but it covers where people can go to find good-quality information (NHS Choices, patient.co.uk etc) and has a few tips for writing clear English featuring my pet hates from years of editing leaflets.

Is there a role for us in boosting health literacy? I wrote a leaflet on Health Information Online which has been sent off to various different places and I'm hoping to visit some patients' groups to talk about finding good-quality health information. But how do you influence people who aren't already in contact with doctors?

How can we tell people about the resources available to support them once they leave hospital? I've compiled a list of local support groups. In an ideal world the contact details for these groups would be added to the appropriate leaflets. Not a complicated thing to achieve in itself but how do you make it work in practice?

There are lots of good ideas about patient information on the Knowledge for Healthcare web site

<http://kfh.libraryservices.nhs.uk/patient-and-public-information/ideas-bank-2/>

and I'm booked on to the Health Information for Patients and the Public day in Leeds on the 2nd February. If my sled doesn't get caught in a snowdrift on the Pennines while the sun sets and the wolves start circling I will let you know what I picked up there.

John Gale

JET LIBRARY, MID-CESHIRE NHS FOUNDATION TRUST

A short History of Trafford hospital and a Library move!

A hospital at Trafford

From a building started in 1926 for a local parish initiative, the doors were officially opened to patients at Park Hospital in 1928. During World War II it was initially used as a British military hospital, transferring to the US Army in 1943. As the 10th US Station Hospital it treated service personnel from across the world and even had a visit from Glen Miller and the Army Air Force Band! It was on 5th July 1948 it became a truly historic site though, as Aneurin Bevan officially opened the first NHS Hospital, receiving the keys from Lancashire County Council to mark the creation of the NHS. The first patient of the new service was Sylvia Diggory who, 40 years later, unveiled a plaque renaming Park Hospital to Trafford General. In 2008 the Trafford Diabetes Centre was opened after a local fund raising appeal, and in April 2012 Trafford General, along with Stretford Memorial and Altrincham Hospital, became part of Central Manchester University Hospitals NHS Foundation Trust.

Library & Education Centre

The Education Centre officially opened in the mid-1990s with the Library occupying a space across the end of the building. Several staff members of other NW Libraries worked at the Trafford Hospital Library and recount fond memories of the room and setting. The library is currently staffed by Helen Collantine with cover provided by staff from the Oxford Road site.

Due to a change with the use of the larger building, at the end of October 2016 a fearless team was selected (pulled the short straw!) to pack up the Library to move to new

premises - a room within the main hospital building. The week consisted of

- 120 crates being packed, moved, and unpacked
- Furniture moves co-ordinated to the new room, the Oxford Road Library site as well as few other departments across the Trust
- Photos taken along the way to document for ourselves and Twitter on [#TraffordNHSLibrarymove](#)

- Live weeding as boxes were being unpacked

The Library mostly opened within 5 days. After ironing out a few issues over the following month, the Library now feels comfortable in the new environment, and as it's now closer for clinical staff, a whole new audience is finding the Library and services.

The library has now re-joined the Union List as a supplying library and local Trafford specialties include Care of the Elderly, Day Surgery, Dermatology, Diabetes, Orthopaedics, and Rheumatology.

A previous library manager from Trafford, Paula Elliot, having dropped in to have a look at the new space said

"Great location and good use of a compact space, congratulations on being in the main hospital"

For anyone visiting Trafford Hospital, be sure to drop by and see Helen in the Library -

first floor opposite Ward 12b.

With thanks to The Communications Department, Central Manchester University Hospitals NHS Foundation Trust.

Michelle Dutton

LIBRARIAN, CENTRAL MANCHESTER UNIVERSITY HOSPITALS



Trafford Hospital



Helen, Chris and Kathryn proudly in front of the historical hospital plaques



The Library in the Education Centre, September 2016



Crates to be unpacked!



The packing team taking a well-earned break!



The new Library room

Editor's Column

How you can contribute to the Newsletter

All members of LIHNN are welcome to contribute to LIHNNK Up. We particularly encourage contributions from para-professional staff and anyone who has not previously written for publication. Members of the Editorial Board would be pleased to "mentor" new writers and provide advice on what makes a good readable contribution.

What could you write about?

Really it is up to you as we are looking for topics of interest to health library staff. It could be:

- something new that you have used or your library has introduced
- an overview of a piece of software such as a social media tool
- lessons learned (good or bad) from doing something differently in the library
- good news that you want to share with LIHNN
- an account of events and courses attended. For conferences and courses please include what you found most valuable and what you will do differently from having attended the event or course.

Format of contributions and other "rules"

1. Please send your documents as Word (i.e. either .doc or .docx) files.
2. Photos and artwork should be submitted in JPG format. Please don't embed them in the Word documents. They should be submitted as separate files with a meaningful caption.
3. Don't forget your name, location, title of article and date of article.
4. Please give full details of events, courses and conferences attended. This should include:
 - The name of event and location
 - Date of event
 - Name of organising or sponsoring body
 - Details of how any support materials can be obtained e.g. website urls
 - Full references to any published reports, articles etc.
5. All acronyms should be written out in full for the first occasion they are used in the text.

PDF copies of back issues and indexes to the newsletter are available at: <http://www.lihnn.nhs.uk/index.php/lihnn/lihnnk-up/read-the-newsletter>

Contributions should be submitted to:

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