

Evidence Based Library and Information Practice



@MariaJGrant

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Editor, Health Information & Libraries Journal

Chair, 6th International EBLIP Conference

My Background

- 1987–1990, First job in a hospital library
- 1990-1993, BA (Hons) in Library and Information Science, University of Central England
- 1994-1995, Government Agencies/Departments: Health and Safety Executive *and* Employment Department
- 1995-1998, National Information Services: UK Clearing House on Health Outcomes *and* the Centre for Health Information Quality
- 1998-Present, University of Salford





Where is the University of Salford?

- North West of England
- 1.5 miles from Manchester city centre
- Manchester United Football Club

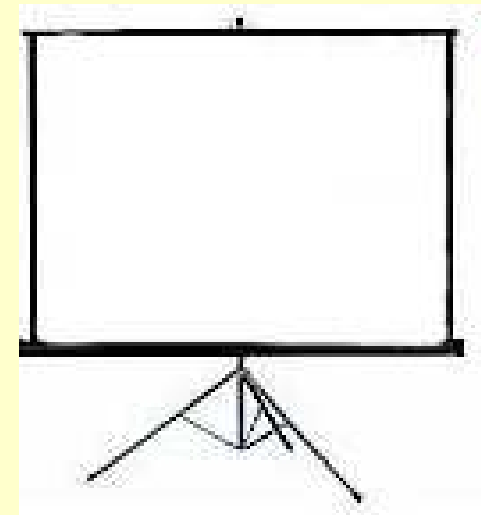
Me and Evidence Based Practice



- 1996, I first began to use evidence in my practice
- 1998, I contributed to the evidence base for the first time (*Long et al 1998*)
- 2001, I attended the first EBLIP conference
- 2003, I presented at the second EBLIP conferences
- 2004, I had my first solo first peer-review for a journal (*Grant 2004a*)
- 2004, I published an evidence based guideline on database selection in a handbook on EBLIP (*Grant 2004b*)
- 2006, I was appointed as Review Editor, Health Information and Libraries Journal (HILJ)
- 2009, I presented at the fifth EBLIP conference
- 2009, I was appointed HILJ Editor-in-Chief
- 2011, I was Chair of the 6th International EBLIP Conference

Structure of This Presentation

- Define *Evidence Based Library and Information Practice (EBLIP)*
- Describe the EBLIP process
- Introduce some EBLIP resources



<http://bit.ly/n4bSuS>

What is EBLIP?

- 'EBL constitutes an *applied* rather than theoretical science. EBL merges scientific research with the pressing need to solve practical problems. ... EBL provides a framework for self-correction as new information becomes available that suggests new directions or methods.' (*Eldredge 2000*)
- 'Evidence-based librarianship (EBL) is an approach to information science that promotes the collection, interpretation, and integration of valid, important and applicable user-reported, librarian-observed, and research-derived evidence. The best available evidence, moderated by user needs and preferences, is applied to improve the quality of professional judgements.' (*Booth 2000*)
- 'Evidence-based librarianship (EBL) is a means to improve the profession of librarianship by asking questions as well as finding, critically appraising and incorporating research evidence from library science (and other disciplines) into daily practice. It also involves encouraging librarians to conduct high quality qualitative and quantitative research.' (*Crumley & Koufogiannakis 2002*)

The Role of EBLIP

“As a profession which has the ability to manage the literature of research, librarianship is uniquely placed to model the principles of evidence-based practice, not only as they apply to other disciplines which we serve, but also as they apply to our own professional practice”

(Ritchie 1999)

The 5 'A's of EBLIP



<http://bit.ly/oGmXJV>

- Ask a focused question
- Acquire the evidence
- Appraise the studies
- Apply the findings
- Assess the impact

Asking a Focused Question

“Questions drive the entire EBL[IP] process. EBL[IP] assigns highest priority to questions with greatest relevance to library practice”.

(Eldredge 2000)



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SPICE Acronym

(Booth 2006)

S	Setting – Where? In what context?
P	Perspective – For who?
I	Intervention – What?
C	Comparison – What else?
E	Evaluation – How well? What result?



<http://bit.ly/qTCXDA>

Six Domains of EBLIP

(Crumley & Koufogiannakis 2002)

- ***Collections*** – building a high-quality collection of print and electronic materials that is useful, cost-effective and meets the users needs
- ***Education*** – finding teaching methods and strategies to educate users about library resources and how to improve their research skills
- ***Information Access & Retrieval*** – creating better systems and methods for information retrieval and access
- ***Management*** – managing people and resources within an organization
- ***Marketing/Promotion*** – promoting the profession, the library and its services to both users and non-users
- ***Reference/Enquiries*** – providing service and access to information that meets the needs of library users

Types of Questions Represented in the Six Domains of EBLIP

(Crumley & Koufogiannakis 2002)

- ***Collections*** – In academic libraries, how do electronic subscriptions affect usage of the print monograph collection?
- ***Education*** – Among students, does being taught information skills by a librarian affect future academic pursuit?
- ***Information Access & Retrieval*** – In managing e-journal access and retrieval, is using an OPAC vs. a library website database for indexing those journals a more user friendly medium?
- ***Management*** – In hospitals, does having a medical library vs. not having a library impact the hospital's economic viability?
- ***Marketing/Promotion*** – In presentations to library boards, does the use of outcomes-based evaluation of library services impact upon board members' perception of the importance of library services?
- ***Reference/Enquiries*** – In reference transactions, do librarians, as compared to library technicians, provide a more complete answer?

Inventory of Research Methods

- Presents a definition and description of different research designs
- Reference to an example of the methodology being used in practice

(Eldredge 2004)

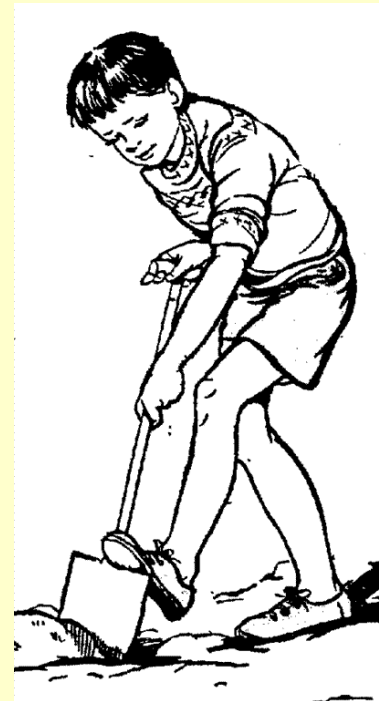


<http://bit.ly/pnyJla>

Acquiring the Evidence

As librarians we are very good at finding evidence on topics for our users...

... but how good are we at finding evidence to inform our own practice?



<http://bit.ly/rsbcvo>

Library and Information Science Bibliographic Databases

- Library and Information Science Abstracts (LISA)
- Library, Information Science and Technology Abstracts (LISTA)*
 - www.libraryresearch.com

* *Free*

Expanding Your Search

REMEMBER that library and information science research may also be found in databases in related disciplines:

- Computing e.g. Computer and Information Systems Abstracts
- Education e.g. ERIC, British/Australian Education Index
- Management and Marketing e.g. ABI Inform, Emerald Management
- Social Sciences e.g. Social Science Citation Index, Sociological Abstracts

Challenges to Searching the LIS Literature

- Problematic indexing
- Getting access can be difficult
- Not comprehensive
- Full text not always easy to obtain
- Multiple study designs
- Unhelpful abstracts
- Limited coverage of publication types



<http://bit.ly/pn3o6g>

Appraise the Studies

“An even more daunting question [to accessing LIS research evidence] is how to critically read the existing research to determine whether it is valuable in a specific situation. Not all research is good, and how do we sort out the good from the bad?”

(Koufogiannakis 2006)

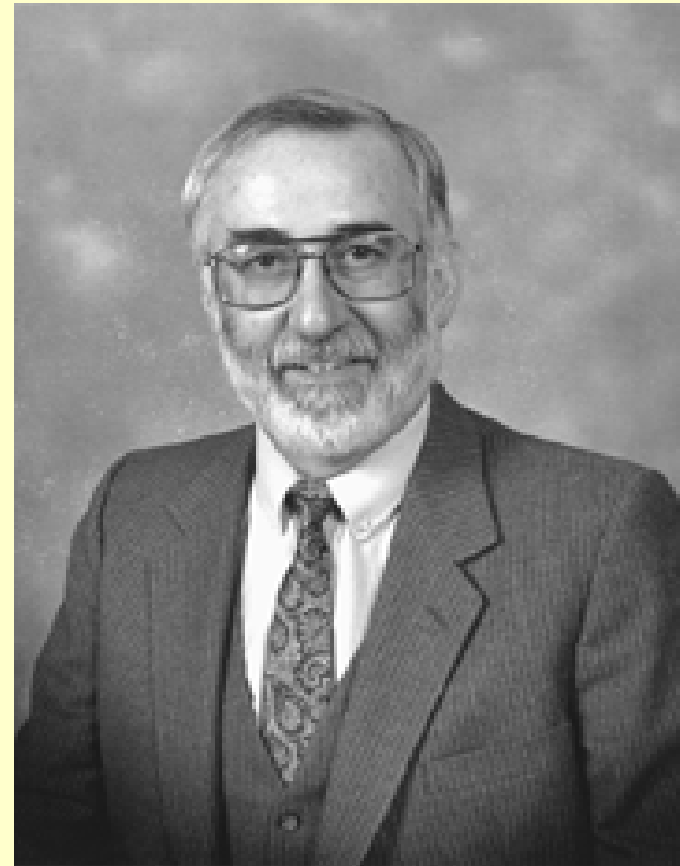


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What is Critical Appraisal?

“To weigh up the evidence critically to assess its validity (closeness to the truth) and usefulness (clinical applicability).”

(Sackett & Haynes 1995)



Attitudes to Critical Appraisal

- Questionnaire survey of 57 health libraries in the North West of England
- 21 follow-up semi-structured interviews
- 78% thought health librarians ought to be involved with the delivery of critical appraisal skills training
- 85% thought health librarians require critical appraisal skills

“If you are involved with critical appraisal they [healthcare professionals] are more likely to accept that you know what they are talking about”

(Maden-Jenkins 2010)

Checklists for Critical Appraisal

- CRiSTAL Checklist
 - Information Needs Analysis and User Studies
(Booth & Brice 2003)
- ReLIANT Checklist
 - Interventions Addressing the Need for Education and Training
(Koufogiannakis, Booth & Brettle 2006)
- EBL Critical Appraisal Tool
 - *(Glynn 2006)*



The Challenge of Critical Appraisal

“When using research to help with a question, look for high quality studies, but do not be too quick to dismiss everything as irrelevant. Try to take what does apply from the research and use it to resolve the problem at hand.”

(Koufogiannakis & Crumley 2004)



Evidence Summaries

Lack of Annual Reports Make it Difficult to Analyze Library Strategic Credibility	ABSTRACT PDF
<i>Kirsty Thomson</i>	34-35
Users of Virtual Reference Are More Satisfied with the Service They Receive than the Providers of that Service Think They Are	ABSTRACT PDF
<i>Carol D. Howe</i>	36-38
Perceptions from Library School Faculty on Meaningful Matters to Academic Librarians: Additional Degrees, Sabbaticals, Evaluation, and Governance	ABSTRACT PDF
<i>Kristen Young</i>	42-44
Residents and Medical Students Correctly Answer Clinical Questions More Often with Google and UpToDate than With PubMed or Ovid MEDLINE	ABSTRACT PDF
<i>Theresa Arndt</i>	39-41
Indigenous Traditional Medical Practitioners' Lack of Formal Medical Education Impacts their Choices of Information Resources for the Treatment of Sickle Cell Anemia	ABSTRACT PDF
<i>Maria Melssen</i>	45-47
Undergraduate Science Students are Uncertain of How to Find Facts in E-books Compared to Print Books	ABSTRACT PDF
<i>Christina E. Carter</i>	48-50
PubMed is Slightly More Sensitive but More Time Intensive to Search than Ovid MEDLINE	ABSTRACT PDF
<i>Carl Merkley</i>	51-54
Translation of Hedges in Medical Databases to Other Platforms' Syntax May Cause Significantly Different Search Results	ABSTRACT PDF
<i>Heather Ganshorn</i>	55-58
Investigation of Factors Affecting Information Literacy Student Learning Outcomes Fails to Undercover Significant Findings	ABSTRACT PDF
<i>Jason Martin</i>	59-60
The Library as a Preferred Place for Studying: Observation of Students' Use of Physical Spaces	ABSTRACT PDF
<i>Annie M. Hughes</i>	61-63
Public Librarians with the Highest Retention Rate are More Likely to Choose their Entire Career Path in Public Libraries	ABSTRACT PDF
<i>Nazi Torabi</i>	64-68

“Evidence summaries provide a critical appraisal synthesis for a specific research article, so that practitioners may more readily determine if the evidence in that research study is valid and reliable, and whether they can apply it to their own practice.”

(Koufogiannakis 2006)

How Do We Apply the Evidence?

- Ideally we want evidence that is directly applicable
- More commonly we encounter evidence that needs to be locally validated e.g. through a survey or audit of local services

*‘Is the research I am considering
applicable to my situation?’*

(Koufogiannakis & Crumley 2004)

When Considering Applicability Think 'SCOPE'

- **Severity** – How urgent/important is the problem?
- **Clients** – Does the planned intervention fit with the values, needs and preferences of my users?
- **Opportunity** – Is now the time to apply this? Has the situation changed since the evidence was produced?
- **Politics** – Is there local support for this intervention?
- **Economics** – Can we afford this intervention? Will this be at the expense of something else?



<http://bit.ly/nNrL1u>

Assess the Impact

Evidence Based (Reflective) Practitioner

1. Constantly questioning
2. Sceptical of current practice
3. Listens to and values other people's perspectives
4. Aware of the validity and limitations of their own knowledge
5. Possesses a level of knowledge of evidence based practice appropriate to their own situation
6. Continuously learning

(Hopayian & Hooper 2003)

Reflection In Action/On Action

Reflection *in* action

- An example of 'reflection *in* action' might occur during a training session when you become aware, and act upon, the need to rearrange the layout of the room so that all participants can watch a demonstration

Reflection *on* action

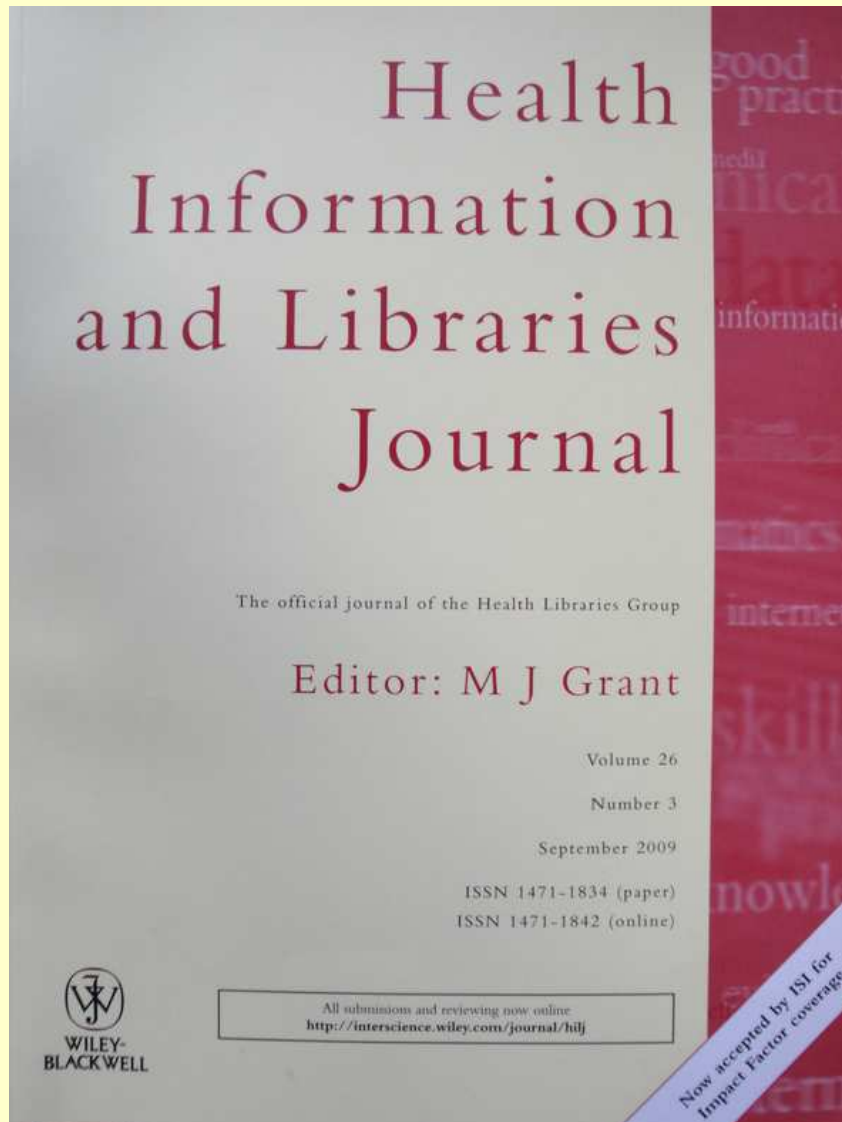
- An example of 'reflection *on* action' might occur after a team meeting, when you consider how you responded to a particular comment or criticism, how this made you feel, what you have learnt from that experience, and how you might respond in the future

(Grant 2007)



- EBLIP Journal
 - Established in 2006
 - Open Access Journal
 - Peer reviewed original articles
 - Evidence summaries
 - Commentaries

<http://ejournals.library.ualberta.ca/index.php/EBLIP/index>



<http://bit.ly/9RMH6S>


- ‘Using Evidence in Practice’ Regular Feature
- Edited by Andrew Booth
- Published quarterly
- Translates the theory of EBLIP and applies it to practical situations


Email Discussion Lists

Browser address bar: <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=evidence-based-libraries>






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Latest Messages






Evidence 2011 Call for Papers	Olive Goddard <olive.goddard@PHC.OX.AC.UK>	Thu, 14 Jul 2011 14:38:27 +0100
FW: Last day to submit your paper - Deadline 13th July 2011	Olive Goddard <olive.goddard@PHC.OX.AC.UK>	Tue, 12 Jul 2011 14:30:03 +0100
final survey on impact of research on practitioners	Jenny Gebel <jenny.gebel@LISRESEARCH.ORG>	Tue, 12 Jul 2011 14:01:42 +0100

EVIDENCE-BASED-LIBRARIES



Evidence based practice to librarianship and information science [Hide Latest Messages](#)

To promote the transfer and development of evidence based practice to librarianship and information science. It will discuss issues such as systematic reviews, critical appraisal and rigorous research designs in librarianship, principally but not exclusively, in health information work.




JISCmail Tools

-  [Calendars | help](#)
-  [Discussion Room | help](#)
-  [Files Area | help](#)
-  [Make a Meeting | help](#)
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Other Services

-  [Depot](#)
-  [Jorum](#)

RSS Feeds and Sharing

-  [RSS 1.0 feed](#)
-  [RSS 2.0 feed](#)
-  [Atom feed](#)

Valuing Knowledge and Expertise

EBLIP6 Conference, Salford UK

- 175 presentations
- Speakers from 15 countries
- Themes included:
 - Innovation, Education and Research
 - Practicality and Applicability
 - Theory and Reflection
 - Outcomes, Impact and Value
- Remote@EBLIP
 - Live streaming of sessions in Peel Hall



www.eblip6.salford.ac.uk

Venue for EBLIP7?

- Call will be made on discussion lists for proposals to host the 7th EBLIP conference in the coming months
- Competitive process so anyone can apply...



<http://bit.ly/plpP7V>

International Association of EBLIP

- At present, EBLIP events are organised by a group of enthusiastic individuals
- No formal structure exists to support events
- At EBLIP6 it was agreed that an International Association of EBLIP was needed
- It is proposed that there will be EBLIP hubs across the globe



- Context of EBLIP
- Skills and resources
- Using evidence in practice
 - Collection Management
 - Education
 - Information access and retrieval
 - Marketing and promotion
 - Reference services

So Where To Next?

‘More and more, we need to utilise robust techniques and measures... it is important to embed it [EBLIP] into everyday practice though, so that it is part of the culture of the service and not an “add on”.’

(Jamieson 2011)

What Should We Be Evaluating?

'It is core activities that need to be targeted for the evidence-based approach as they command a much larger proportion of the library income. Where such core services are cut at the moment this is usually symptomatic of a lack of evidence (to defend them) rather than of the presence of evidence to suggest that resources should be targeted elsewhere.'

(Booth 2011)

Acknowledgement

Thank you to Andrew Booth who developed the original set of slides for an 'Introduction to EBLIP' workshop which we co-presented in December 2011 and upon which this presentation is based



<http://bit.ly/od40Nj>

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