

Six reflections on the Australian Evidence-Based Practice Librarians Institute 2016

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Abstract

This article is a collective reflection on the sixth Australian Evidence-Based Practice Librarians' Institute (AEBPLI), which was held in Adelaide in December 2016 at Flinders University. The event was an intensive four-day residential program, covering key topics in health librarianship such as expert searching, critical appraisal, grey literature, and search filters. Almost thirty participants from a range of institutions across the country attended the course, which included both large group lectures and small group interactive workshops.

Macquarie University Library reflections on AEBPLI 2016

As Macquarie University introduced a Bachelor of Clinical Science (BClinSci) program at the beginning of 2016, the timing of AEBPLI 2016 was fortuitous. The BClinSci program teaches the principles of evidence-based practice to preclinical students as part of its Professional Practice stream in two units, and Macquarie's clinical librarians have lecturing and tutoring roles in both. Virtually the entire Institute proved to be useful, from the initial sessions on study design and formulating clinical questions, to perhaps more importantly the critical appraisal of the various study types.

There were a couple of take-home messages for us:

1. Interactivity is key. Evidence-based practice (EBP) can be difficult to learn let alone master so making tutorials and lectures as interesting and interactive as possible is important. Tools such as the game-based learning platform, Kahoot, are a fun way of involving students and stimulating learning.
2. We will further incorporate resources such as text mining and filters into our practice. .

Demand for library support of systematic reviews is growing at Macquarie, both in Medicine as well as in Human Sciences courses. Day three proved to be extremely useful as it introduced several resources we weren't familiar in using, such as the text mining tools PubReminer and Termine. Additionally, the range of available filters which can be used to append to systematic review search strategies were also relatively new to us. The importance of providing researchers with a 'toolkit' of such resources cannot be underestimated, so we will be updating our systematic reviews research guide to provide links to relevant resources.

In addition to the wonderful and relevant content, the way the workshop was run was most impressive. A combination of large and small group sessions and very skilled and knowledgeable tutors, allowed for everyone to participate in a meaningful way. The tasks assigned were always applicable, relevant and achievable and there was a good balance of familiar and new content.

The facilities at Flinders University were appropriate for us and well located in Adelaide city. It was great that we were all staying in the one hotel. The range of restaurants where we ate dinner was most impressive, and everything was within an easy walk.

La Trobe University reflections

One of the main take-away messages was the importance of taking a tailored approach to tackling qualitative research topics (compared to quantitative), particularly because of the challenge of searching systematically for this highly diffuse body of literature. This is especially important for engaging with health science researchers at La Trobe, where these topics are common in nursing, midwifery, social work, and other allied health disciplines. We learnt to use alternatives to PICO such as Setting, Perspective/Population, Intervention, Comparison, Evaluation (SPICE) and Sample, Phenomenon of Interest, Design, Evaluation, Research Type (SPIDER), which are better suited to qualitative research topics. We are also currently investigating alternative types of evidence synthesis for situations where rigid quantitative systematic review methodology does not fit the bill.

We enjoyed the use of Kahoot, a game-based learning platform, as a fun and interactive way to engage with the content of the course. Following on from our experiences at AEBPLI, recently we trialled using Kahoot quizzes in our second year library sessions for the subject Integrating Evidence Into Practice. The students have responded favourably to this new approach to teaching.

It was an enriching, inspiring, and rewarding week. The most valuable thing we took back to Melbourne was a sense of collegial sharing, a community of practice, and stronger networks of fellow information professionals to bounce ideas off. One idea to keep connected with colleagues we met in Adelaide is to meet up informally to discuss practice and readings as part of a journal club. Melbourne folk stay tuned for developments!

Whilst it was a rewarding week on many levels – it was a very intense and action packed week with not much time for consolidation. Future organisers and participants of AEBPLI may want to consider ways to balance the key learning objectives with the pace and density of the program.

Gold Coast Health Library Service reflections on AEBPLI 2016

At Gold Coast Health (GCH) we are developing an evidence-based library service in support of Magnet accreditation and the transition to a research and teaching hospital. Participating in the 2016 AEBPLI and learning through playful and sometimes challenging engagement was inspiring. This motivating and rewarding workshop has added to our enthusiasm and confidence in integrating EBP into our teaching, research, and support services.

There were three key take-home messages for us:

1. Focus on concepts not detail
2. Keep it simple (don't try and cover too much in one go)
3. Make it fun (include interactive games e.g. Kahoot to get participants engaged)

We have successfully implemented these ideas in an introductory program for a cohort of nurses starting a transition program. Our Kahoot quiz generated a lot of interaction, questions and laughter from participants, effortlessly building knowledge as clients engaged and competed for a small prize awarded at the end.

We have opened dialogue with nurse educators on implementing EBP library workshops to support the GCH Magnet program and are developing content for a half day workshop.

Whilst each member of our team has different levels of prior experience and exposure to teaching and EBP, we all gained from the expert health librarians who proved such excellent role models in teaching and leading this dynamic workshop.

Women's and Children's Hospital reflections

Working in a hospital we occasionally have staff wanting to do a systematic review – by themselves. The course has given me the confidence to sit down with them and explain the need for having at least two people working on the review *and* critiquing the articles for selection. It's not enough to have supervisors cast an eye over the finished product and then simply type "systematic review" into the title. In addition, when doing systematic reviews, I learnt not to omit articles due to a foreign language - technically they should all be retrieved and reviewed for inclusion. An article written in a foreign language may well be the pivotal point in your systematic review. At the very least, review the abstract in English in order to determine its relevance before omitting it.

As a side note, I'm always looking for new ways to present literature searching to our staff. Whilst I find literature searching fun, I've come to understand that not everyone else does! Having now been a participant in this course, and experienced the tutors' use of the tool "Kahoot.it!", I'm keen to use this free, online quiz as a fun, quick way of recapping what has been learnt at the end of a training session.

There were many laughs and lively discussions as we worked through the course material. The AEBPLI 2016 not only allowed for learning from the course tutors, but learning from, and establishing networks with, the likeminded people attending. All staff and students were very supportive and many have remained in contact since, and that is truly one of the greatest take-away messages from the workshop.

Monash University reflections

There were so many highlights to choose from but we felt that we wanted to emphasise in particular the opportunity to explore and learn more about PubMed and its advanced search features, such as the text mining tools and filters, and the differences between PubMed and Medline. Another key highlight was the session on grey literature and its importance in evidence-based health research.

It provided a valuable insight into the free resources available for practitioners to use beyond university, when they no longer have the same access to subscription based resources but still require quality, evidence-based research to make clinical decisions.

One way in which we've been able to apply lessons learnt is by creating online interactive learning activities based on the workshop content. The innovative teaching practices and the simple and effective take-away messages have lead us to improve our teaching resources and programs. We are also developing a library guide for grey literature which will cover identifying the most appropriate tools, how to search them, and evaluating the results for usefulness.

The tutor's perspective – Nikki May's reflections

In December 2015 I attended AEBPLI15 in Melbourne. This was the 3rd year that librarians from my university were able to attend. I was very keen to go to this particular course as it encompassed all of my current areas of interest, and I had heard great things about it from my colleagues. However I did not realise how much impact the course would have on me. I was blown away that there were so many other librarians out there as passionate as myself about health EBP. I came home with a bunch of new friends and having learnt so much from the tailored content; not only about EBP but also how to teach it.

In April 2016 I was approached by the Institute to be a tutor for the upcoming 2016 Adelaide session. I was both honoured and terrified - the content of the Institute is of such a high standard. I have a strong background in systematic review searching and adore text mining programs. The Institute played on these strengths and I was asked to help develop a new day's worth of content.

Monthly online meetings followed where the tutors built, tweaked, and refined the course content. December came and went like a whirlwind. The Institute was full on, but amazing. Being a tutor for the Australian Evidence-Based Practice Librarians Institute in 2016 was a professional highlight for me, but was also so much fun. The tutor team at AEBPLI are nothing short of awesome, and I feel very privileged to now be part of this inspiring crew. I am now excitedly looking ahead to AEBPLI17.

Expressions of interest are being sought from those interested in attending the seventh Australian Evidence-Based Practice Librarians' Institute proposed for 2018 to be held in Sydney. Please email Lisa Kruesi (lisa.kruesi1@monash.edu) to go on a waiting list.

For more information, consult the AEBPLI website.

<http://ebp.institute.libguides.com/EBP>