

# Interim



## Issue 44: April 2004

Message from the Chair	Page 2
SHINE Committee	Page 2
Coltart, K., SHINE AGM Morning Session	Page 4
Stewart, M., All Change at the AGM	Page 5
Murphy, R., Where do Literacies fit into Health Libraries?	Page 7
Bogle, A., Introducing the SHINE Website	Page 11
Easton, L., SPHEN-O-GRAM 1: Core Resources in Public Health.	Page 12
MacNeilage, S., Library Profile: James Bridie Library.	Page 13
SHINE Members Competition	Page 14
Wilson, S., Website Resources - Carers and Caring in Scotland.	Page 15
Guidance for Authors	Page 17

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I'm very pleased to have the opportunity of Chairing SHINE through what, I believe, will be an exciting period for the network.

We now have a very clear action plan for the next few years as a result of the consultation exercise which was undertaken last year. In particular, I am very excited about the suggestion to develop a mentoring network. One of the key weaknesses identified through the consultation was the reliance of SHINE on volunteers, which means that SHINE constantly needs to recruit and enable members to take responsibility for the running and development of the network. I believe that the development of a mentoring network will help us to do this more effectively.

Another thing I am particularly keen to look at over the coming year is the governance of SHINE, i.e. how the committee is constructed and the roles committee members play in the running of SHINE. I believe the committee is here to represent the views and the best interests of the wider SHINE network, and to put into place systems and functions that meet the needs of SHINE members. Therefore it is especially important that the Committee is properly representative and properly appointed and enabled to meet these needs. I want to initiate a project team, which will consider these issues and make recommendations for the next AGM.

I would like to thank Margaret for her work as SHINE Chair over the last 4 years. Her influence on the network has been considerable, as, I believe, is evidenced by the increased involvement of members in all aspects of SHINE, involvement in the working groups, nominations for the Committee, and the huge turnout at the Regional meetings.

Lastly, I would like to say that if anyone has any ideas, comments, complaints or issues that they would like to highlight or discuss in relation to SHINE, please get in touch, either with me, or with any member of the Committee.

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The morning session of the 2004 SHINe AGM was based on the theme of "Writing for Publication". Three informative and entertaining speakers introduced many of us to the successes and pitfalls of getting published.

Andrew Booth (Director of Information Resources at SCHARR) kicked off the session by talking about "Writing Collaboratively and Managing Relationships". Although he jokingly referred to his talk as a "glorified ego trip", his talk did illustrate the valuable lessons he has learned during the course of his writing. Andrew talked about the benefits of collaborative writing; bringing together shared backgrounds, different experiences and creative energy to produce work for publication. A team should be stronger than its individual parts and offer each other the mutual encouragement and support than can be needed with deadlines looming. Roles need to be defined and communication as always needs to be paramount in order to avoid some of the problems that he highlighted. Non-acknowledgement of contributions can be a major pitfall as I am sure we are all aware. How often does your searching and presenting of the evidence for a piece of research get acknowledged by clinical authors? He finished his talk with some suggestions as to how the novice writer could get started. Recycling of written work was mentioned and he reminded us that a failed submission for one publisher could be recycled to suit another. Perhaps the fundamental starting point is thinking about what you can bring to the mix and what you want to get out of the writing process. Applicability to the wider community is key and Andrew reminded us all that any writing goals that we set for ourselves have to be realisable enough that we can enjoy our writing and still have a life!

The next speaker was Michelle Kirkwood (Nursing & Midwifery Librarian, North Glasgow NHS Division) who spoke to us as Editor of Interim. Her talk was aimed at the novice writer and used Interim as a working example of how to get your first piece of writing published. Michelle described the newly formed Editorial Team and highlighted the support that they could offer to a novice writer. She talked about the future of Interim and explained that there will be special themed issues such as the December issue, which will be a historical look at Interim. She is also keen to encourage more research-based articles and the Editorial Team can offer support for those interested in commencing research. Michelle presented a "mind map" of possible subject areas that people may be interested in writing about. She broke them down into personal (eg training day report), local (eg service development) and national (eg. collaborative working). Her final thought for us was from Jack London who said that you can't wait for inspiration, you have to go after it with a club!

Our final speaker was Dr Graham Walton (Faculty Librarian at University of Northumbria) who described his experiences as Editor of Health Information and Libraries Journal. He has been Editor since last year and discussed the process of getting an article published in HILJ. He first talked about the reasons people want to write such as good practice dissemination, building up a body of knowledge, CPD, career goals and most importantly fun! The Journal itself looks for original articles, literature reviews, brief communications and reports of service developments. Elements in writing style that the HILJ favour are subject interest and relevance to the wider health information community, effective background literature searching, strong structure and an opening paragraph to entice and serve as a tool for further reading. He emphasised that the level of support, which authors receive from the editorial team means that very few submissions are rejected. He finished by discussing the future for HILJ. The electronic version has seen major growth and in 2003 hits to the e-journal doubled from the last year. He would like the Journal to obtain an Impact Factor and have more International and multidisciplinary contributions.

Overall I found the morning session to be very informative and motivating. Building up the confidence to put pen to paper (or finger to keyboard) for the first time is very daunting to most people but hopefully some left Edinburgh feeling encouraged and keen to get started.

All the presentations are available on the SHINe website <http://www.shinelib.org.uk/>

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It wasn't the Kodak Theatre, there were no statuettes in sight but this year's AGM was a time for multiple and well deserved expressions of gratitude – from Margaret Forrest to the committee for their tremendous support, to Gillian Strachan for the regional meetings and report, to SHSC for hosting the event and to Margaret for her outstanding work as chair over the last four years.



SHINE Members @ the AGM

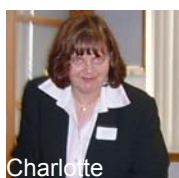
### Chair's report

In her final report as Chair, Margaret described the successful developments of the last year. The agreement with SLIC (Scottish Library and Information Council) underpinned the legal position of the Union List, and along with representation at the CILIPS Branches and Groups Day, helped to raise the profile of SHINE in the wider community while the increase in membership and participation in the Union List has emphasised the ongoing strength of the network despite the many changes. Margaret stated that her legacy is the change from a small committee performing all tasks to the current high levels of participation, especially from the NHS, by co-opting members onto working groups.

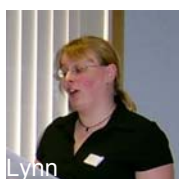


Margaret

### Working Group Reports



Charlotte



Lynn



Richard

There followed short presentations from the chairs of the working groups. Charlotte Boulnois, in her usual inimitable style, requested suggestions for further CPD activities and reported on a successful session on reference work for paraprofessionals. Two events planned for this year are on health assessments and on legal issues affecting all libraries (not just NHS). The latter session may be held in conjunction with CILIPS or HLG and will probably cover freedom of information or similar but definitely not the dreaded copyright. Cathy Smith, for the Publications Group, spoke on the planned improvements to online Interim and requested articles on general interest topics as well as for the themed issues on history and research planned for later this year. Next was Richard German who emphasised the strength of the Union List (the number of participating institutions is still rising) and expressed the intention to develop the online version now that we have the SLIC agreement – and therefore greater access to expertise in the field. Richard also mentioned the stockpile of blue forms and the impossibility of providing usage statistics due to the NHS/CLA agreement. Lynn Easton closed this part of the meeting by showing us pictures of handsome waiters and piles of food – SPHEN (Public Health Networking for those not in the know) is obviously the group to join!!

Charlotte then reassured us, on Gill's behalf, that there is money in the kitty – so no excuse for not suggesting study days etc. For some strange reason (not), the committee kept mentioning that Gill was in sunnier climes.

## **Hazel Williamson Bursary**

The meeting was informed that, following a strong application, this year's bursary has been awarded to Janice Grant, Ayr Hospital. Janice will be attending the HLG conference in Belfast. Well done, Janice!

## **SHINE strategy/ committee**

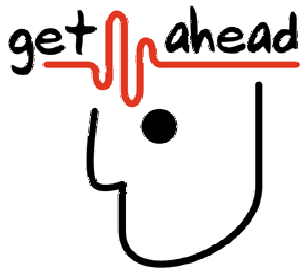
As Margaret received the final version of the consultation process report such a short time before the meeting, she reported the committee's principal proposals from Appendix 3 before announcing the result of the committee voting. The new committee will comprise Gill Earl, Katrina Dalziel, Cathy Smith, Andy Jackson, Lynn Easton and Malcolm Dobson. Cathy Smith was elected unopposed as Chair and stated she is looking forward to encouraging personal development so that more people can see themselves as "of Chair material". Cathy hopes the proposed mentorship programme will assist with this and wants to ensure that the committee remains appropriately representative of the membership sectors.



After a slight debate re correct etiquette, Margaret closed the meeting by thanking everyone for attending and especially SHSC for the all-important nibbles.

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### Abstract



As the remit of health libraries has expanded to include lifelong learning and equity of access for all staff members, health library staff may now come into increased contact with users with literacies or basic skills needs. This article discusses how the North Glasgow University Hospitals Division Library and eLearning service has begun to provide literacy sessions for staff through a new project called *Get Ahead*. It also outlines how other NHS Trusts have dealt with staff literacies provision and concludes with some guidelines to libraries that wish to support staff with literacies needs.

### Introduction

While information literacy concerns are topping the agendas of many health libraries, some librarians may overlook the fact that not all of their potential users will have a high level of writing and comprehension of written information. As the remit of health libraries has expanded to include lifelong learning and equity of access for all staff members, health library staff may now be coming into increased contact with users with literacies or basic skills needs.

The Scottish Executive defines literacies as “the ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners”<sup>(1)</sup>. In Scotland more than one in five adults “perform at the lowest level of a five-point scale measuring literacy”<sup>(2)</sup>, a statistic also echoed in the rest of Britain. Low literacies can present barriers in all aspects of people’s lives and exclude them from opportunities. Low literacies can also prevent access to library services as “literacy is the key to education and knowledge and to the use of library and information services”<sup>(3)</sup>.

The North Glasgow University Hospitals Division Library and eLearning Service not only supports Divisional staff with literacies needs but provides literacies sessions through a new project called *Get Ahead*. The project began in October 2003 and is funded until 2006 by the Glasgow Community Learning Strategy Partnership with support from the Scottish Executive.

### North Glasgow Division and workplace literacies



A 2003 report on Glasgow employers stated that the greatest number of adults with needs will be in employment. 20% of employees are likely to have literacy needs and 17% likely to have numeracy needs in Scotland<sup>(4)</sup>. From over 14,700 staff employed by the North Glasgow Division, approximately 5000 are from staff groups that are most likely to have literacies needs<sup>(5)</sup>. These consist of support staff such as healthcare assistants, domestics, porters, auxiliaries, catering, estates and maintenance staff, etc. All of these staff groups contribute directly or indirectly to patient care and the effective running of the Division. Despite this, many of these staff groups traditionally would not have the same level of access to the range of support and training available to professional clinical staff.

Before the *Get Ahead* initiative, there was some existing support at the North Glasgow University Hospitals Division. WEA (Workers Education Authority) Scotland, who delivers the Return to Learn programme for NHS staff, are available for literacies sessions but do not actively recruit learners within the Division. Ann Wales, the previous Library Service Manager who submitted the original project bid, identified a gap in the Trust training provision where dedicated literacies sessions were not being held in the workplace.

By making sessions available within the workplace there is a flexibility of time and place as well as ease of access to sessions, factors which can be crucial in encouraging someone to take the first step in addressing their basic skills needs. Protected time can also be negotiated if the learner is willing to

allow the matter to be discussed with their supervisor or manager. Employers who provide a workplace basic education programme benefit from increased quality, increased ability to handle training on the job and quicker training results, increased retention of employees, improved labour-management relations and a better health and safety record<sup>(6)</sup>.

## Get Ahead Project and the Library Service



Get Ahead Totem Banner

Three fulltime project staff are based in the Library Service and consist of a coordinator who has responsibility for the day-to-day running of the project and two facilitators who undertake the majority of the tutoring. Sessions take place mostly in the libraries but can run at any site in the Division. The existing facilities in the Library Service, which consist of four LearnDirect Scotland branded learning centres and private rooms, are used for literacies sessions. As there are a wide range of users and training sessions occurring each day in the libraries, the learners can have a degree of anonymity when they come for a session. We also encourage them to independently use the library resources and learning centres.

By being based in the Library Service, the *Get Ahead* project has benefited from the Service's reputation as an acknowledged source of quality training and information provision. Establishing the project has also been made easier with the support of the library staff and their experience in marketing and providing training within the Division. There is a regularly updated training programme sent throughout the Division and the project is able to host its own webpages on the library website (<http://www.northglashealthinfo.org.uk/getahead>). As NHS employees, the project team are able to use the internal channels of communication such as the Division newsletter, payslips messages and email noticeboard to market their service. The Big Plus campaign run by Learn Direct Scotland has also aided *Get Ahead's* efforts as the subject of literacies is very sensitive.

Existing learning and training activities in the Division such as the ECDL and professional development courses can provide internal exit pathways for further learner development. *Get Ahead* is also part of a wider network of support with the Glasgow Community Learning Strategy Partnership and we are seeking to develop partnerships with the literacy provider community in Glasgow. The project has also identified and supports training and learning programmes in the North Glasgow Division such as Cleanliness Champions, Return to Learn, eLearning and the Working for Health in Greater Glasgow (WHIGG) initiative which gives unemployed people training to prepare them to work for the NHS. While *Get Ahead* is still in the initial phase, it has already achieved a degree of success. Our most successful marketing tool has been outreach talks to the target staff groups. We are now currently investigating the possibility of patient literacy sessions in order to develop the project.

## Literacies provision in the NHS



Anne Marie Pinkerton: Tutor

The Get Ahead project is unique by being based in the Library Service. Other NHS Trusts have addressed literacies needs in their staff in various ways. Training and Education departments have taken the responsibility for staff literacies provision, as found in Morecambe Bay Hospitals NHS Trust<sup>(7)</sup> and South London and Maudsley NHS Trust<sup>(8)</sup>. Other Trusts, like Coventry and Warwickshire NHS Trust, have taken an alternative approach by contracting out provision to external agencies such as a local college<sup>(9)</sup>. Also, Oxfordshire County Council has formed a partnership with the Oxford Radcliffe Hospitals Trust to provide key skills training for staff<sup>(10)</sup>. The NHSU in England has taken up the challenge of

basic skills provision with the Skills Escalator but this has unfortunately not translated to Scotland as yet<sup>(11)</sup>.

In the light of these examples, some would argue that providing literacies support may fall outside the domain of a health library service, and is something that is the concern of public libraries or their Trust's training department. Yet the Health Service Guidelines state that libraries are the key resource for education and training, all of which are crucial to the delivery of high quality healthcare<sup>(12)</sup>. The

development of the NHS as a learning organisation with the Learning Together policy means that the role of the health library includes the provision of lifelong learning opportunities. Literacies support and even provision is one of the additional services that a health library service could take responsibility for in order to facilitate and promote lifelong learning.

### Providing literacies support

While establishing literacies provision may not be ideal for all libraries, there are some basic steps a library service could take to ensure their staff are literacies aware or support literacies provision.

In Scotland, Learning Connections can provide advice and support for libraries interested in literacies (<http://www.lc.communitiesscotland.gov.uk>). They will be able to give you contact information for the learning partnership and literacies providers such as local colleges or community initiatives in your area. WEA Scotland (<http://www.weascotland.org.uk>) or the Unison Learning representative in your hospital are also useful points of contact if a staff member approaches for help.

*Get Ahead* found awareness raising sessions to be particularly beneficial to ensure that all library staff were more informed and conscious of adults with literacies needs and the barriers they face in everyday life. These sessions also provided referral guidelines for library staff to deal with queries from potential learners. An awareness training pack is available to download free on the Learning Connections website. Interested staff could also attend the Introductory Training to Adult Literacies and Learning (ITALL)<sup>(13)</sup>.

Literacy resources are readily available, even with a small budget. Graded readers and tutor workbooks are inexpensive and many of our fiction titles were donated by staff. *Get Ahead* has a range of resources such as tutor workbooks, picture dictionaries and graded readers purchased from recommended specialist publishers such as Avanti Books, the Basic Skills Agency, Axis Education as well as a range of audio books and fiction titles. Learning Connections also have resources libraries at their offices throughout Scotland that will lend materials to organisations. The project has also ordered literacy software covering literacies in ESOL, work skills and basic skills from CTAD, but websites such as the excellent BBC Skillswise (<http://www.bbc.co.uk/skillswise>) and the Irish literacy agency NALA ([www.nala.ie](http://www.nala.ie)) give free tutor/learner support, materials, games and online exercises.

In conclusion, literacies cannot be ignored as health libraries try to expand their learning activities and reach more non-traditional users. The Health Library at York NHS Trust is already running a nine month project with funding from the Workforce Development Confederation called 'Learning resource audit and needs analysis for support staff'. It is seeking to provide resources for support staff, including literacies resources because "lifelong learning in the NHS is a key issue in supporting changes and improvements in patient care"<sup>(14)</sup>.

This article has identified the importance of an awareness of literacies issues. Library staff in general are particularly well placed to identify and refer people with literacies needs. As some people may experience difficulties in filling out forms or reading notices, library staff can use the Plain English Campaign free guides to ensure that these are readable and easy to use<sup>(15)</sup>. The experience of *Get Ahead* is that literacies initiatives and support fit in well with the objectives of a health library and that there is a wide range of resources and support available to which people can be referred.

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## Question

What have the SHINE Committee been discussing recently?

When is the closing date for applications for the Hazel Williamson Bursary?

Where can I download a new copy of the SHINE Union List to replace my dog-eared version?

Where can I go to find courses and events that will support my CPD?

**Answer – visit the SHINE website <http://www.shinelib.org.uk>**



Have you looked at the SHINE website recently? If not, here's a short introduction to what you are missing.

Start with the Noticeboard – this is where you can check out what's new on the website. Find out about SHINE competitions, link to the latest issue of Interim, download a presentation on the NHS Copyright Licence, link to meeting reports.

The Noticeboard is intended to be a way for SHINE members to let each other know about important meetings, achievements and training events and as

a way for SHINE to communicate with the membership – so if you have something you would like to be included on the Noticeboard, just fill in and submit the online form.

In the Members Area of the website, the Committee pages will give you contact details for the SHINE Committee. Minutes from Committee meetings are also available for you to download. Each of the SHINE sub-groups has a webpage where they can publish information about the work of the group and minutes of their meetings (*Chairs and members of sub-groups, take note – further contributions to these pages would be welcome*). If you are new to SHINE, read the **About SHINE** pages which is where you will find out about membership, the aims of SHINE, and the constitution.

The **SHINE Union List** pages probably need no introduction – use this section of the website to download the latest version of the Union List, search the SHINE database for a journal title or search for an organisation or individual SHINE member.

The **Publications** pages give you access to the current issue of Interim as well as past issues. Details of how to contribute and guidance for authors are also available. Reports and presentations from study days held by SHINE are available on the CPD Publications page so if you were unable to attend an event, here is where you can catch up. The SHINE Publications page is where you can see what your SHINE colleagues have been writing and publishing – if you have a publication to submit, contact Shona McQuistan who maintains this list.

The **Health Librarian CPD** page contains links to a range of short courses, meetings and events as well as links to resources relevant to qualifications and chartership, job hunting and career planning. The Training Resources page offers a range of training resources, online tutorials and guides for health information professionals.

Just to give you an indication of how the site is used, the statistics for accessing the website for January 2004 show that there were 15,238 hits and 5,058 page views during the month. The busiest day of the week was Wednesday and visitors spent an average of 4½ minutes on the site. Unsurprisingly, by far and away the most used part of the site was the Union List database and the journals search page. Again, unsurprisingly the most downloaded file was the latest Interim.

Suggestions for and contributions to the website are always welcome. The website still has much room for improvement and we are looking for volunteers to help maintain and develop some of the

pages. If you would be willing to be involved – web authoring skills are not necessary, contact me at the address below.

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## **SPHEN-O-GRAM 1: core resources in public health**

**Lynn Easton**

Welcome to this column brought to you by the Scottish Public Health Evidence Network (SPHEN). We have been a sub-group of SHINE since 2002, composed of public health and health promotion library and information staff working hard in all corners of Scotland to promote co-operation and the exchange of ideas and information in public health and health promotion.

In this our first column we shall introduce you to some of the core resources in public health.

To start with a definition from the Oxford Textbook of Public Health “Public health is the process of mobilizing and engaging local, state, national, and international resources to assure the conditions in which people can be healthy”<sup>1</sup>. This textbook is a critical resource (currently available electronically on the NHSScotland elibrary) and has just been published in a paperback version and, at a mere 1995 pages long, it covers the basics.

Right at the other end of the scale the Oxford Textbook of Public Health Practice<sup>2</sup> is very practically minded and pocket-sized. Readers have been known to weep when forced to return this one to the library.

There are plenty of journals; you could try the Journal of Epidemiology and Community Health<sup>3</sup>, Journal of Public Health Medicine<sup>4</sup> or Social Science & Medicine<sup>5</sup> for starters. For a nice juicy main course the ASSIA (Applied Social Sciences Index and Abstracts) and HMIC (Health Management Information Consortium) databases frequently fill you up when searching for public health information in a way MEDLINE can't quite.

To round off this list of core resources we include a couple of useful websites. The Faculty of Public Health's website<sup>6</sup> has recently been revamped. And finally a wee gem of a website, the Chronology of State Medicine, Public Health, Welfare and Related Services in Britain: 1066 – 1999 by Michael Warren<sup>7</sup> details the development and legislation of public health since the eleventh century.

Next issue: core health promotion resources

1 Detels R, McEwen J, Beaglehole R and Tanaka H, eds Oxford Textbook of Public Health. 4<sup>th</sup> ed Oxford: Oxford University Press, 2002

2 Pencheon D, Guest C, Melzer D and Muir Gray J A, eds Oxford Handbook of Public Health Practice, Oxford, Oxford University Press, 2001

3 <http://jech.bmjournals.com/>

4 <http://jpubhealth.oupjournals.org/>

5 [http://www.elsevier.com/wps/find/journaldescription.cws\\_home/315/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/315/description#description)

6 <http://www.fph.org.uk/>

7 <http://www.chronology.ndo.co.uk/>

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The James Bridie Library at the Victoria Infirmary (or GG/VI as it is otherwise known) is a multidisciplinary library within the South Glasgow NHS Trust Library Service. There are 2 hospitals within the Trust, the Victoria Infirmary and the Southern General as well as the Mansion House Unit and Mearns Kirk Hospital, which are for elderly care. The Trust came into existence in 1999 with the merger of the two hospitals, which in turn led to the one library service. The James Bridie Library gets its name from a physician who worked in the hospital during the twenties and thirties, called Osborne Henry Mavors. However, Dr Mavors also wrote plays under the pen name of James Bridie, and still had time to help set up the Citizens Theatre here in Glasgow!

The library is staffed by one member of staff the Assistant Librarian, me, and I have the day to day responsibility for the library. The library has fairly extensive back runs of the main medical journals as well as currently subscribing to 84 journals. The library is also very lucky in having several journals, which are donated by members of staff. As a result of having some journals that are not so commonly purchased, the library seems to be very popular within the SHINE Union List. During 2003, the library requested 244 articles from other libraries. However, the library processed 792 requests from all of you, so it takes a while for you to receive your requests from GG/VI you now know why! The unfortunate side to the journal collection is that the library does not subscribe to many nursing journals, and that the subscriptions only began in 2000. However, this is an area that is improving and will be developed further in the future.

All members of staff in the Victoria, as well as the dependent units of the Mansion House Unit and Mearns Kirk Hospital, can come and use the James Bridie Library. Currently there are around 700 beds in all of these Units, and I am the librarian for all the staff. The Librarian Staff ratio works out at approximately 1:2,500 – and like the beer I'm not bitter just a little stressed out. I have to spread myself very thinly to be available to everyone, although there are some consultants who think that the library is their own personal one and I only have to do enquiry work for them – they don't think that way for long.

The library provides an enquiry service to users, with literature searching being done for staff. However, there is more of an emphasis on teaching users to be able to use the databases and journals on the e-library themselves. Teaching is done on either a one to one basis or in a group session. Users are also encouraged when they are first learning to do literature searching, to ask for the librarian to be available to ask questions if they are not yet feeling confident enough. This has helped to spread the word about the library that if anyone is stuck or having problems they can come in, phone or email to ask for help.

The library is split into two areas, the journal stacks and the annexe. The annexe is where the computers are; the library currently has 4 PC's with access to the NHSNet as well as 3 PC's, which are for word processing. The library also has 2 PC's for the Glasgow University Students, which are attached to the University network. During 2004 the computing facilities are going to be improved as we have the annexe redeveloped to fit in a new computer cluster. This will increase the number of NHSNet terminals to 8, making access to the NHS Scotland E-Library and Glasgow Health Information Gateway easier for members of the hospital staff. Due to the age of the building, many of the wards and departments have limited access to the Internet making the library the only place that some staff has to go, to access the electronic resources.

The library service also works in close partnership with the Trust Training department, and the library is a Learn Direct centre. This has meant an increase in non-health professional members of staff visiting the library, as they do courses such as the ECDL. These members of staff are still coming to the library after they finish their courses, which helps to spread the word of the library's existence and that the service is available to all staff.

As a result of the Acute Services Review in Glasgow, the Victoria Infirmary will close and a new ACAD (Ambulatory Care and Diagnostic Centre) will open in its place. There will be a library in the new building, which will bring new challenges for myself. The ACAD will be largely nurse led, with the majority of medical staff based at the Southern General. With a change in the services the ACAD will provide, as well as different specialities being moved, the library will have to develop to continue to provide staff with a high standard of information and library provision.

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## **SHINE Members Competition**

### SHINE Members Competition

£100

SHINE members are invited to write an article based on original research or review of the literature with reference to health information in Scotland. The article should be between 2000-2500 words, and presented according to the Guidance for Authors. The winning article will be published in Interim.

Please submit your entry by June 30<sup>th</sup> 2004, winner to be announced in August 2004.

Submission should be made by email or post to:

Interim Editor  
SHINE Members Competition  
Michelle Kirkwood  
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This competition is being held jointly by Interim and the SHINE Publications Group, the winner will be decided by vote amongst the Interim Editorial Board and the members of the SHINE Publications Group.

## Web Resources - Carers and Caring Issues in Scotland

Carers look after family, partners or friends in need of help because they are ill, frail or have a disability. The care they provide is unpaid and figures from the 2001 Census show there are currently 481,579 carers in Scotland.

### Introduction

**Carers Online UK** - supporting the UK's 6 million carers

<http://www.carersonline.org.uk> follow links for **Carers Scotland's website** – information on benefits, rights and entitlements, links to local carers centres plus a carers forum. Also campaigns and research publications.

### Scottish Legislation and Standards

**Community Care & Health (Scotland) Act 2002**

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2002/20020005.htm>

**Regulation of Care (Scotland) Act 2001**

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2001/20010008.htm>

Established a new system of care regulation that covers the registration and inspection of care services and sets national care standards to ensure that these services are of a high quality. The Scottish Commission for the Regulation of Care (The Care Commission) was established.

**The Care Commission**

<http://www.carecommission.com>

Regulates and inspects Scottish care services.

Before April 1st 2002 regulation of care services was previously carried out by registration and inspection units covering 32 local authorities and the 12 mainland health boards, all operating to different standards and procedures.

**National Care Standards.**

<http://www.scotland.gov.uk/library5/health/csns-00.asp>

In order to ensure that consistently high quality services are available to everyone who uses them in Scotland care standards have been developed in nineteen areas. They are underpinned by a set of principles: dignity, privacy, choice, safety, realising potential and equality and diversity.

**Strategy for Carers in Scotland**

<http://www.scotland.gov.uk/library2/doc10/carerstrategy.asp>

The Scottish Executive's 1999 Carers' Strategy, a package of measures aimed at supporting the many carers in Scotland who look after sick, disabled, vulnerable or frail relatives or friends.

### Lobbying Bodies

**Scottish Carers Alliance**

<http://www.scottishcarersalliance.org.uk>

A national alliance of carer, disability and children's organisations working together to promote carers issues since June 2000.

**Coalition of Carers in Scotland**

<http://www.carers.net/>

Primarily information on legislation in Scotland.

### Carers Charities

**Princess Royal Trust for Carers**

<http://www.carers.org>

Information on caring, rights, assessments and entitlements plus links to local carers centres in Scotland. Carers Forum. Publications

**Crossroads (Scotland) Care Attendant Scheme**

<http://www.crossroads-scotland.co.uk/carers.html>

Charity providing care schemes throughout Scotland. Site has useful facts and figures.

**Shared Care Scotland**

<http://www.sharedcarescotland.com>

Aims to promote, encourage and assist the development of appropriate, flexible, affordable and good quality short breaks (respite care)

**Sandra Wilson**  
**Information Officer/Librarian**  
**Scottish Motor Neurone Disease Association**  
**76 Firhill Road, Glasgow G20 7BA**  
Email: [info@scotmnd.sol.co.uk](mailto:info@scotmnd.sol.co.uk) web: [www.scotmnd.org.uk](http://www.scotmnd.org.uk)

### Length

Abstracts: Every article will have an abstract of approximately 100 words.

Articles: All main articles should be between 1000-1500 words

Reports: Reports on conferences, study days etc should be no longer than 1000, if it is an article based on a conference or study day then it should conform to the word count of an article, see above.

### Topic

If you are unsure whether a topic is suitable for inclusion in Interim please contact the editor or Publication Advisor.

### Format (Size and Spacing)

All abstracts and articles should conform to the following format:

Title: Comic Sans, font size 13

Sub title/Paragraph Titles: Arial, font size 11, bold, centred, one single paragraph space before and after.

Body Text: Arial, font size 10, single spacing, and one single paragraph space between paragraphs. No indents at the beginning of paragraphs. Paragraphs should be justified, however if you wish to draw attention to a specific paragraph it should be centred. If justifying a paragraph breaks up the text to a point where it is rendered unreadable use left align.

Author Details: Arial, Font 10, Bold, Right aligned.

### References

The Vancouver system should be used, an excellent guide to the Vancouver system can be found on University of Leicester website at: <http://www.le.ac.uk/li/sources/subject3/biol/ist/vancouver.html>

### Author Details

Every article or report will have the following Author details:

Name

Position held

Place of employment

Address

Telephone

Email

### Submissions

Contributions can be submitted as attachments (.doc or .rtf) by email, or by post to the Interim Editor. If the submission is by post please include disc or CD.

### News and People Sections

These can be in the form of short paragraphs or whole articles, if a short paragraph it can be submitted in the body of an email to the editor or if an article then it must conform to the article requirements as provided above.

### Submission & Copy Dates

Number 45: July 2004, Submissions by 18<sup>th</sup> June 2004. Special Issue: Research

Number 46: October 2004, Submissions by 17<sup>th</sup> September 2004.