Facilitating research amongst radiographers through Information Literacy workshops

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I'm Emily Hurt from Lancashire Teaching Hospitals NHS Foundation Trust and I'm going to spend some time talking about my research project 'Facilitating research amongst radiographers through information literacy workshops'. If you're tweeting then I'm @Emilyhhurt and my project is @facresrad, feel free to use both and don't forget to use #HLG2016.

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The more observant of you will have noticed that Alison McLoughlin is meant to be presenting alongside me, but bizarrely she's presenting at another conference on pretty much the same topic. She's a bit gutted she's missed out on Scarborough though as originally I'd promised her a knickerbocker glory. Instead I have Farril, who is our project mascot, you'll see him appearing in slides as we go along and I'll explain how he's involved a bit later on.

So Alison is a Clinical Research Nurse and is part of the Trust's Clinical Academic Faculty, which sits within Research & Innovation. Their aim is to increase research capacity and capability throughout the organisation, but specifically amongst nurses, midwives and AHPs. She does traditional research activities like recruiting patients to trials but she also does things like mentoring the Trust's Clinical academic research internships. We met in March 2015 and since then have been eating cake and plotting to take over the world on a regular basis. I'm a clinical librarian and have been at the Trust for just over two years. This research project is the culmination of a good deal of plotting, as you can imagine. Other things we have done together – we've made a change to our literature search form so we can share searches for research purposes with the R&I dept., established an R&I noticeboard in the library, and generally bigging each other up to clinical departments, as we often have shared 'customers'.

Where we began...

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We began our journey with some disillusioned therapists. A new consultant physio had been appointed who was a great research champion, and through a roundabout way we started to deliver some infoskills sessions around research to any staff from Integrated Therapies who were interested. The sessions were not well attended and staff were very vocal about the time pressures on them and lack of support for senior management. Which got us thinking, if everything was done 'properly' and we had senior management buy-in, how would things work out? We decided to run it as a project and work with radiographers as a professional group.

Context

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We're not raspberries in a teacup, we have a context! The project ticks a number of boxes. From a department perspective it's collaborative working with R&I, it's outreach and it's tailoring training specifically to the needs of a group of staff, rather than trying to deliver one-size-fits-all. From a Trust perspective – helps raise the profile of both Library and R&I, raises the profile of radiographers, encourages a research culture, will lead to a group of staff who are equipped to engage with research at whatever level, can be rolled out to other departments without much extra resource. From an individual perspective, it fits into the Society and College of Radiographers aims and objectives in relation to their research strategy, and most importantly – we wanted to empower people to be engaged with research. It's a personal journey as well as a professional one.

Funding

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This was a bit how we felt about the funding process, like we needed a bit of a lie down whenever we had to work on it. But there was no way we could have done the project within our existing hours. We started to look for funding and thought that the Information Literacy Group research bursary would be perfect. We found out about it a bit too close to the deadline, but a quick email got us a month's extension. It wasn't the easiest thing I've ever done, putting the bid together, but it has formed the base for our project and I refer back to it often. We did a Project Risk Assessment Matrix and Stakeholder Analysis Matrix, which is where Alison's strengths lie, and I did most of the 'blurb'. We had help from our Innovation and Ideas Facilitator within R&I to do costings, and then we sent it off and crossed our fingers. We were successful and received £8862.14, most of which is to cover staff costs. We had to make some slight changes, but nothing too onerous, initially we thought we would measure levels of confidence, but when we looked into it further it was very complicated – one of the bursary panel suggested we use Kurbanoglu's Info Literacy Self Efficacy Scale – ILSES.

This is myself and Paul Brophy, one of the Trust's blended learning team and Farril, ably assisting us while we set up the e-learning area on Moodle for our workshops. This was the schedule for our project:

We hold introductory events to explain what we were doing to any interested staff from radiography.

We find out what research activity has taken place within this professional group within the last 12 months. We also find out levels of library use – how many people who fit into this professional category are members, how many lit searches have we carried out for them, how may training sessions.

* 2. I feel confident and competent to:

	Almost never true	Usually not true	Sometimes but infrequently true	Occasionally true	Often true	Usually true	Almost always true
Define the information I need	○	○	○	○	○	○	○
Identify a variety of potential sources of information	○	○	○	○	○	○	○
Limit search strategies by subject, language and date	○	○	○	○	○	○	○

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Participants fill out the Information Literacy Self Efficacy Scale (ILSES) at the start of the project. This is a 28 item scale (see slide for sample).

They also fill out a survey asking what different topics they'd like covered – they shape the content rather than us give them what we think they need….

We collate the info and draw up a schedule of workshops.

People attend the workshops. When they have finished they fill out ILSES again. We then monitor levels of research and library activity for the following 12 months.

How things are going...

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We had 44 attend our introductory sessions, 26 completed the self-efficacy questionnaire, and 9 attended our first session, which was 'Overcoming barriers to starting research'. The feedback we've had via an evaluation for that first workshop has been positive:

"a chance to get away from the workplace and think about a different subject. relaxed informative atmosphere. appreciated amount of prep work done by the presenters to make it interesting."

"Informal and I felt at ease to voice my opinion"

Session 2 is being delivered at the end of September.

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The other sessions are as follows:

What to do with your research idea

Planning your research project

An overview of e-journals and databases

Introduction to critical appraisal

TBC – presentation skills, writing for publication and creating a poster were all tied, so the content for the final session will either be put to the vote again or we will run extra sessions to make sure we cover all of the topics, as we want to fulfil all needs and not be limited by the number of sessions we deliver.

The more generic sessions, although not 'pure' info literacy, have elements of finding, appraising and applying information in them.

Pictured is our e-learning area, where participants can find our handouts and presentation slides..

What we hope to do

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Essentailly we want to share - We want a set of re-usable lesson plans for anyone who wants to deliver the sessions at their own Trust. We know it's very difficult to take someone else's work and use it unaltered, but we hope by providing the bones of the content you can personalise it and deliver it in your own style. We will be sharing our lesson plans and handouts. They will all be available as open education resources, although we are unsure of the platform we'll use to share them. That will be decided closer to the end of the project and we'll publicise their launch.

Session 1

Lancashire Teaching Hospitals **NHS**
NHS Foundation Trust

Overcoming barriers to starting research

Time Management

Using to-do lists can help you keep track of everything—Here's seven of the best according to the Guardian.

The Pomodoro Technique helps you focus and makes sure you're not sitting for long periods of time.

You can use Refme to help keep track of the literature you're reading, instead of creating a big pile of paper on your desk! It's free and accessible from anywhere.

If you're a bit of a procrastinator then this series of blog posts from Tim Urban will help you increase your productivity

Access to resources

You have access to a huge number of e-journals as a member of Trust staff, you just need an Athens username and password—sign up here.

Libraries at both RPH and CDH are accessible 24 hrs and all PCs have the full Microsoft Office suite installed.

Things that might appear complicated are often the expertise of someone else—you can contact the Research and Innovation department for the support of a statistician, and Medical Illustration can help you produce a

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Most of the stuff we use is freely available on the web and isn't individual to our Trust – for example in the handout for our first session we have links to a Guardian article about to-do list apps, information about free reference management software and links to blog posts on avoiding procrastination. We will be sharing our PowerPoint slides as well, but seeing as they're just pictures of a small owl, we're not sure they add much ☺

We'll be publishing in a journal too, as we need to practice what we preach.

We'll be presenting at LILAC at some point and we're hoping to present at UK Radiological Congress as we think it's important to go outside of our comfort zone!

What we've learnt so far

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Not everyone's interested, and that's ok. Although there are approximately 170 staff that come into the radiography professional group, not all of them will want to be engaged. There's no point having 30 people in your workshop if only 10 of them want to be there. We think it's quality, not quantity that counts.

Although the project is a big part of our lives it's only a very small part of a radiographers, so you need to try not to be too offended if they haven't got the times and dates of your sessions imprinted on their brain.

Communication with a whole group of staff is difficult, especially if they're spread across the Trust. Rather than email the whole department, you're often relying on others to get your message across. That's part of the reason for the e-learning area, so we didn't clog up inboxes with handouts, but at the same time it's accessible to everyone.

Unfortunately people were put off by the language used in the Information Literacy Self Efficacy Scale. We had informal feedback saying that they were worried that they wouldn't understand the content as they didn't understand some of the terminology in the scale.

We wanted the self-efficacy scale to be anonymous, but also wanted to be able to keep track of participants. We got round this by using nicknames – when people completed ILSES they assigned themselves a nickname. When we deliver a session we have two registers, a standard one which participants complete so we can log their training on our Trust's CPDS system and send them an attendance certificate, and a register with a list of nicknames so they can just tick the relevant one. They will also use this nickname when they fill in ILSES for the second time when the workshops have finished. This way we can compare the ILSES scores for 'Mickeymouse73' before and after the workshops, and see that they attended workshops 2, 4, 5 and 6.

We need to be flexible and deliver the sessions as many times as is feasible – we've put a lot of work into the prep, so taking out an hour of our day to deliver it again is no big deal. There are lots of

pressures on clinical staff that are beyond our control, and it often means our sessions fall to the bottom of the list of their priorities.

It's a bit of a rollercoaster – especially when we only got 2 participants the first time we ran workshop 1. Alison was on hand with emergency curly wurlys to help ease the pain.

Some things have worked well:

Farril – we found it's easier to create your own pictures than look for stock photos that fit what you want to say, which is where our small owl came in. It was quite easy to take pictures of him for our slides, and he's come to be part of the visual identity of the project. The owl I have with me today is our back-up Farril, the 'real' one is out and about in the radiography department, hopefully having his picture taken being involved in research activity. The idea is that we then tweet these pictures and help spread the word about the project within the Trust.

Cards – credit goes to Maria Grant for this idea as she sometimes does this exercise in her writing for publication workshop. As part of our first session we ask participants to choose a card that they like – all the cards have pictures of landscapes on and the words 'How will your journey begin?' Inside is the text 'To begin my research journey I will…..' They jot down an action they will take, address the envelope to themselves and we then post the cards out two weeks later. The participants don't have to share what they have written with anyone, and the card landing on their doormat is just a gentle reminder to keep the momentum going.

A negative that we have turned into a positive - We found out our Trust doesn't currently record research activity in the way we thought it would, so we're going to trial a template with this department and hopefully roll it out. We're very good at recording trials, but the smaller things like presenting posters at conferences and having articles published in professional magazines tend to go un-noticed. Alison will be working on this as it falls outside the remit of this project.

The Radiography department are using us to help with recruitment – we'll be part of an open day in Spring showcasing what the Trust can offer to radiographers as we currently have a staff shortage.

What does success look like?

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I suppose the formal answer would be that success would be an increase in research activity and increased scores in the self-efficacy scale.

But aside from the scales and counting things, there are lots of other measures of success that we have. Someone meeting with us and asking if we can help her get started on the path to a PhD, someone talking about something that they want to write up as a case study, someone who has been thinking about how they can turn an audit into a project, someone who is already presenting at conferences and writing articles for Synergy but is now thinking about how they can shout more about this. Even down to someone re-starting a journal club because they used to do it years ago and then the workload got too much, but they now realise that engaging with research is an important part of the workload. There are lots of very small measures of success which are just as important as the broader ones.

The project is still in its infancy, but we're hoping it will make a small but positive difference.

- Serap Kurbanoglu, S., Akkoyunlu, B. and Umay, A. (2006) 'Developing the information literacy self-efficacy scale', *Journal of Documentation*, 62(6), pp. 730–743.
- www.canva.com
- www.moo.com
- Emily.hurt@lthtr.nhs.uk

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Here's the reference for the self-efficacy scale we used, it's available as an open access article on the University of Hacettepe website:
http://www.bby.hacettepe.edu.tr/yayinlar/dosyalar/Developing_the.pdf

The images in this presentation and the images we used on our motivational cards were produced using Canva.

We printed our cards using Moo.

And here's my email address in case anyone has any questions or would like to contact me about the project.