



EVIDENCE-BASED LIBRARY AND INFORMATION PRACTICE

Zuhanariah Mohd Nordin
Noraida Hassan

What is *EBLIP*?

“Evidence Based Library and Information Practice (EBLIP) seeks to **improve library and information services and practice** by bringing together the best available evidence and insights derived from working experience, moderated by user needs and preferences” –Booth, 2009

What is *EBLIP*?

“EBLIP is a way of practising librarianship in a systematic process to achieve more reliable results” —
Zuhanariah, Aug. 2011

The Significance of EBP

INFORMATION OVERLOAD

POOR QUALITY OF RESEARCH

RESEARCH PRACTICE GAP

PRACTICE NOT EVIDENCE-BASED

Does Evidence-Based Practice make better librarians?

- Are we any better off?
- Are we better librarians?
- Can EBP methods assist librarians in becoming better librarians?
- Is EBP a workable model for library practitioners?

Yes!!

- **Librarianship is not just a trade; it is a profession**
- **The evidence tells us what we don't know**
- Therefore we are interested not only in what we do but in how we do it.
- Therefore making a more informed decision is being a better librarian
- Therefore it allows us to focus on what we need to know
- *[keep questioning what we know & see if new evidence exists...be open to any new evidence].*

Roles we need to play within EBP

- Train colleagues to:
 - 1) find evidence for practice
 - 2) find evidence on behalf of clinicians to facilitate their EBP and
 - 3) provide expert searching and guidance in relation to systematic reviews

Roles we need to play within EBP

- Teach and appraise research literature or search results to support health professionals in their EBP (perhaps as part of collaborative programmes)

Roles we need to play within EBP

- Conduct systematic reviews
- Engage in Evidence Based Library and Information Practice (*critical appraiser, researcher and systematic reviewer and disseminator roles*)
- Design comprehensive searching strategies

EBLIP Process

The 5 As

- Ask a focused question
 - Acquire the evidence
 - Appraise the studies
 - Apply the findings
 - Assess the impact...
- ...and your own development

EBLIP Process

- Ask a focused question which is:
 - i) Clearly defined
 - ii) Answerable
 - iii) Addresses important issue in Librarianship

Practical framework for implementation

1) *Know how to ask well-structured questions.*

- Assign questions to a domain / general area of librarianship (which best fit)

- Librarianship domains:
- *Reference / Enquiries*
- *Education*
- *Collections*
- *Management*
- *Information access & retrieval*
- *Marketing / Promotion*

Table 1: Well-built question

Focus	Concept	Question root
Population, target group, problem being addressed	Among, in (who, what)	Physicians who search the Internet
Intervention or exposure	Does (how)	Training from a librarian
Comparison intervention (if necessary)	Versus (compared to)	No training
Outcome of interest	Impact (affect)	Time required to find a relevant article

EBLIP Process

The 5 As

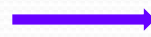
- Ask a focused question
 - **Acquire the evidence**
 - Appraise the studies
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EBLIP Process

- Acquire the evidence:
 - i) Search the published and unpublished literature
 - ii) Best and relevant evidence available

Practical framework for implementation

2) *Search the applicable literature*



Librarianship or otherwise



Challenges:

- Lack of research skills
- Quite often, certain nature of questions can be answered by looking for evidence outside of LIS.

EBLIP Process

The 5 As

- Ask a focused question
 - Acquire the evidence
 - **Appraise the studies**
 - Apply the findings
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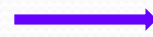
EBLIP Process

- Appraise the studies

Evaluate the validity (closeness to the truth) and its relevance

Practical framework for implementation

3) *Critically appraise what is found*



To determine if the current literature is applicable to your situation, and if it is of value.

EBLIP Process

The 5 As

- Ask a focused question
 - Acquire the evidence
 - Appraise the studies
 - **Apply the findings**
 - Assess the impact...
- ...and your own development

EBLIP Process

- Apply the findings:

Assess the benefits and costs of any decided plan

EBLIP Process

The 5 As

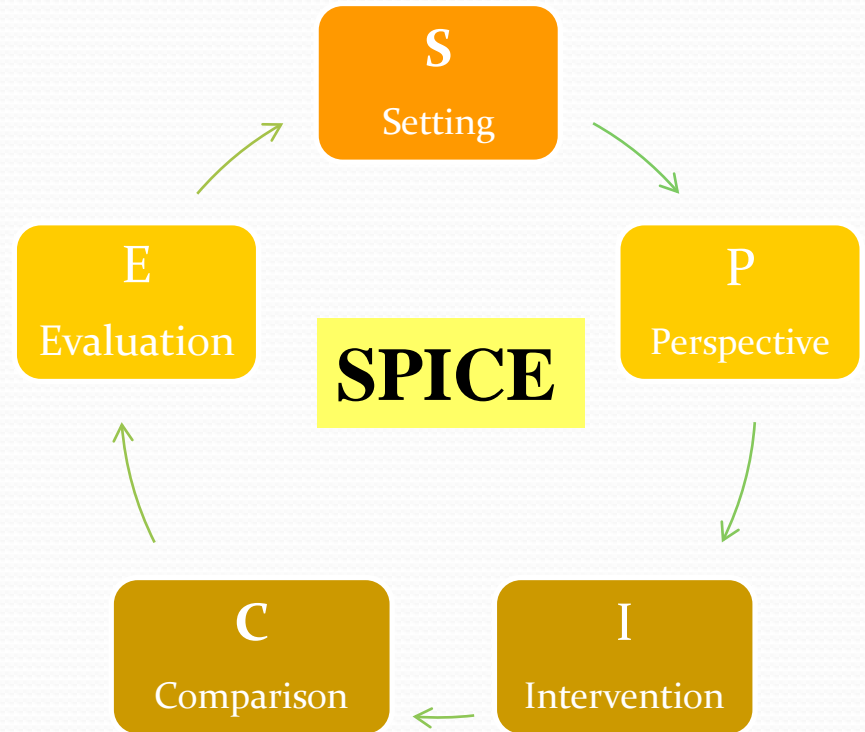
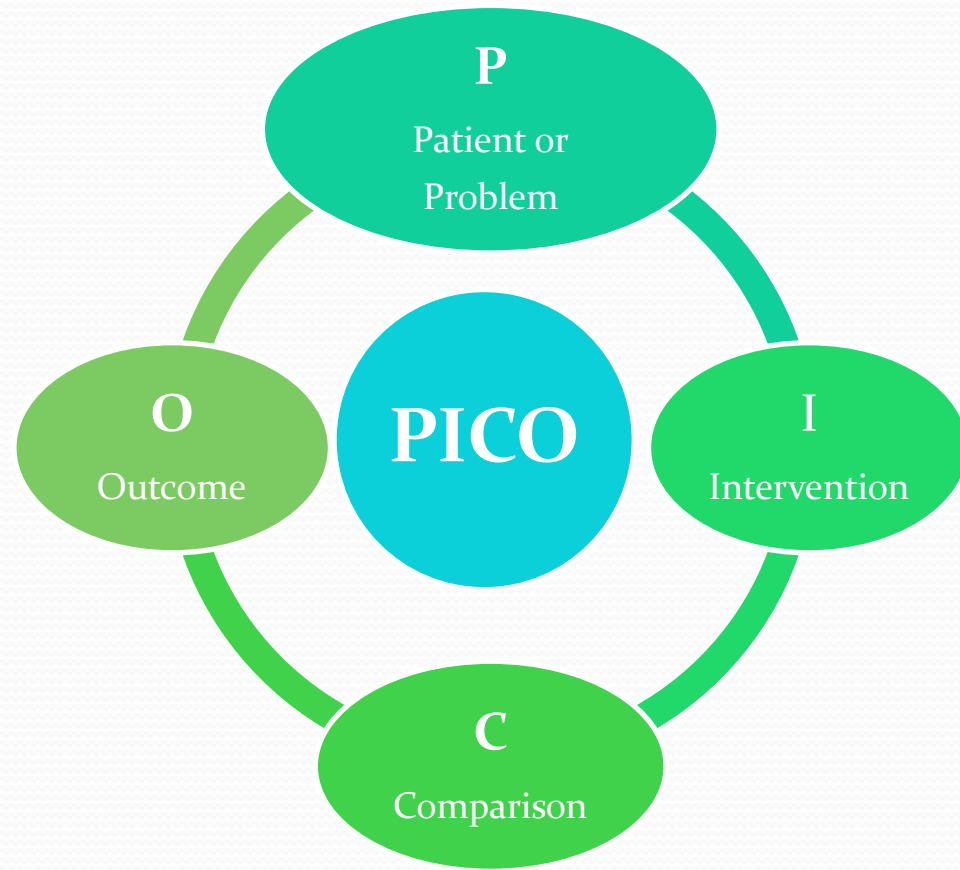
- Ask a focused question
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 - Apply the findings
 - **Assess the impact...**
- ...and your own development

EBLIP Process

- Assess the impact:

Evaluate the effectiveness of the action plan to demonstrate the value of the services provided by the library / librarians.

EBM vs EBLIP



PICO concept

P

- A description of the **patients**

I

- An identified **intervention** of interest

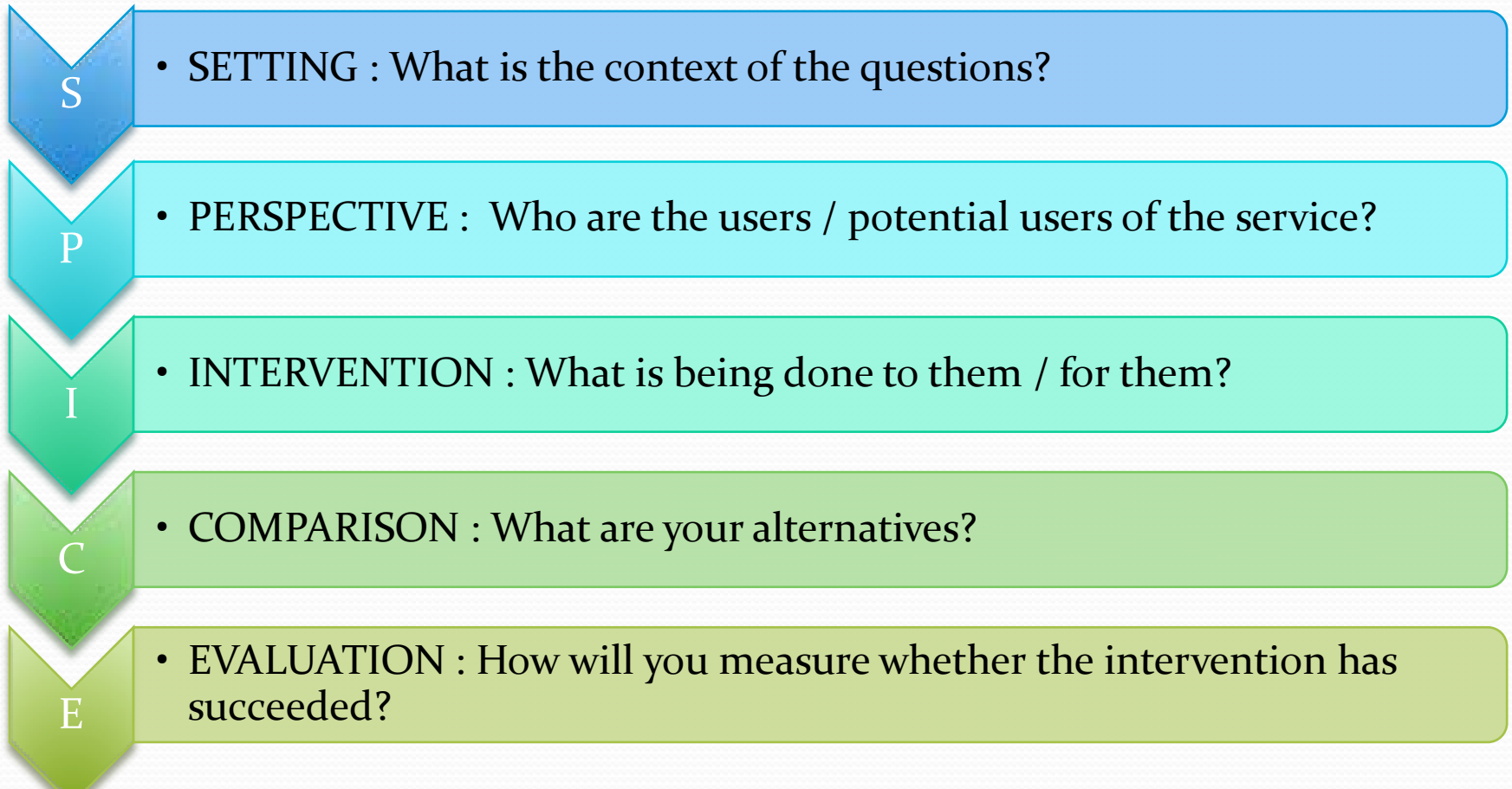
C

- An explicit **comparison** intervention

O

- Relevant **outcomes**

SPIICE concept:



A Worked Example

In IMU Library (**Setting**) would the provision of increased opening hours (**Intervention**) to meet student demand (**Perspective**) lead to benefits (**Evaluation**) when compared with current provision (**Comparison**)?

A Worked Example

How realistic is twenty-four hour opening? [Same **Setting**, **Intervention** and **Comparison** but with **Evaluation** from Management **Perspective**].

Librarianship domains

EBL Frameworks / Domains

Reference / Enquiries

Information Access &
Retrieval

Details

Providing service and
access to information
that meets the needs of
library users.

Creating better systems
and
methods for
information retrieval
and access

Information Professional roles

Information specialist

Information specialist

Librarianship domains

EBL Frameworks / Domains

Collections

Education

Details

Building a high-quality collection of print and electronic materials that is useful, cost-effective and meets users needs.

Finding teaching methods and strategies to educate users about library resources and how to improve their research skills.

Information Professional roles

Instructional Partner

Teacher

Librarianship domains

EBL Frameworks / Domains

Management

Marketing /
Promotion

Details

Managing people and
resources within an
organization

Promoting the
profession, the library
and its services to
both users and non-
users

Information Professional roles

Program
Administrator

Program
Administrator

Examples....

Questions from Hypothesis	Revised questions	Domain	Potential Resource
Can we prove that librarians are more effective at answering reference questions and running literature searches than library technicians?	<p>1) In reference transactions, do librarians, as compared to library technicians provide a more complete answer?</p> <p>2) In literature searching, does a librarian search vs. a library technician search yield higher quality results?</p>	Reference / Enquiries	LISA, Library Literature CINAHL Medline
Is there a way to measure the economic value of the medical library within a hospital?	In hospitals, does having a medical library vs. not having a library impact the hospital's economic viability?	Management	ABI Inform Library Literature

Examples....

Questions from Hypothesis	Revised questions	Domain	Potential Resource
How can we predict the future usability of a print monograph collection in this electronic environment?	In academic libraries, how do electronic subscriptions affect usage of the print monograph collection	Collections	LISA, Library Literature CINAHL
OPAC vs. library websites/ databases for e-journal/e-book management-why...?	In managing e-journal access and retrieval, is using an OPAC vs. a library website database for indexing those journals are more user-friendly medium?	Information Access & Retrieval	LISA Library Literature CINAHL Medline

Study designs & methodology

Practical framework for implementation

- Librarians need to explore which types of study designs best answer questions from a particular domain.

- The type of study being conducted will depend upon the questions being studied, its domain and the environment in which the researcher works.
- The same question may be studied in 2 different ways, but equally valid, in 2 different institutions.

Types of studies

Type	Definition
Bibliometrics	Involves measurement of several interrelated aspects of writing & publishing
Case Report	Descriptions of individual [cases]
Case Study	An in-depth investigation of a discrete entity (which may be a single setting, subject, collection or event) on the assumption that it is possible to derive knowledge of the wider phenomenon from intensive investigation of a specific instance or case. May include observational, interview, organizational, life history, etc.
Cohort Studies	An investigation in which a group of individuals (the cohort) is identified and followed prospectively, perhaps for many years.

Types of studies

Type	Definition
Interview	Structured (survey interviews): The questions and the answer categories have been predetermined by the interviewer. Unstructured: Neither the exact wording of the questions nor the answers have been predetermined.
Literature Review	An overview of the literature in the general topic area of the research.
Randomised Controlled Trial (RCT)	Individuals are randomly allocated to receive or not receive an experimental, preventive, therapeutic, or diagnostic procedure and then followed to determine the effect of the intervention.
Systematic Review	A review of a particular subject undertaken in such a systematic way that the risk of bias is reduced.

Problems with EBP Model

It has been recognised that the original 5A model is based around the idea of the clinician, typically the medical doctor as an independent autonomous practitioner - one who, at least to a certain degree, is able to make their own decisions and subsequently to act upon them.

Although Evidence Based Practice is portrayed as a logical sequential process, decision-making in the real world is messy, complex and iterative.

Recently proposed an alternative version of the 5As process

Articulating the Problem

Assembling the Evidence Base

Assessing the Evidence

Agreeing the Actions

Adapting the Implementation

Booth (2011)

Food for thought

- Professional responsibility with regards to Evidence-Based Practice:
 - How do you know what the problem is?
 - Does the solution fit the individual's context?
 - Does the solution fit the general context?
 - How universal is our solution? If it looks good to us (librarian), does it look good to the users as well?

Sample of researches done

- **Understanding the needs of Graduate Biology students: reflections of an EBLIP newbie / by Librarians at Carleton University, Ottawa**

[to learn more about Evidence Based Practice while contributing to the research regarding the information needs of graduate biology students].

Sample of researches done

- **Who does what? Creating an information seeking profile for Nursing students / by Librarians at Aberystwyth University, UK**

[to produce an information seeking behaviour profile for Nursing students based on their personality, self-efficacy and learning style].

Sample of researches done

- **A student usage survey as tool for collection management / Librarians team of University of Ghent**

[to determine the actual usage of the information resources by the students to improve the library services quality].

Some challenges to EBP

- Time allocation
- Dissemination (within and outside the library)
- Competences(in research and planning)
- Resources
- Supportive management/academician
- Inadequate network infrastructure / computer facilities / IT infrastructure
- Communication / language barrier
- Funding (research and training)

Adoption of EBP in librarianship

- Research methods course
- Integrating EBP in library strategic plans
- Holding international conference
- Continuing education courses for librarians
- Publishing more pervasively on EBL topics
- Setting the requirements for submission of structured abstracts

THINK ABOUT IT AND LET
US START SOMEWHERE !!

We should be doing it anyway :-

Questions ?



