

The Impact of Evidence Summaries on LIS Practitioners

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EBLIP6 June 2011, Salford, UK

Background & Problem

- Gap between research and practice in library and information studies (LIS)
(Booth, 2003; Crowley, 2005; Genoni, Haddow, & Ritchie, 2004; Turner, 2002)
- Only method likely to improve communication is “inclusion of research reports in (...) publications frequently read by practitioners.”
(Haddow & Klobas, 2004)
- *Evidence Based Library and Information Practice* journal, 2006-
 - ~10 Evidence Summaries published each quarterly issue

Research Objectives

To investigate the **impact** of evidence summaries on library and information professionals and their practice

- Validate a tool to assess impact
- Determine how and why readers of evidence summaries use these
- Understand how evidence summaries impact **knowledge, practice, users**

Methods

Mixed-methods design

- Phase 1:
Development and face-validation of tool
- Phase 2:
Survey questionnaire to readers (QUANT)
- Phase 3:
Interviews (QUAL)

Findings (Phases 1 & 2)

Findings (Phase 1)

Development of Impact Assessment Method

Grad, R., Pluye, P., & Beauchamp, M.-E. (2007). Validation of a method to assess the clinical impact of electronic knowledge resources, *e-Service Journal*, 5(2), 113-135.

Evaluate e-Therapeutics Highlight

For acute uncomplicated low back pain, NSAIDs are effective for pain relief, particularly during the first few weeks, but there is no evidence that one NSAID or COX-2 anti-inflammatory is more effective than another. Therefore, when selecting an NSAID, consider tolerability, patient contraindications, and cost. There is moderate evidence that NSAIDs are not more effective than acetaminophen for back pain. Given the greater safety profile compared to NSAIDs, a trial of acetaminophen, or acetaminophen with codeine is a reasonable option in acute uncomplicated back pain.

Q1.What is the impact of this e-Therapeutics Highlight on you or your practice?

While the default option is 'No', please consider whether a 'Yes' or 'Possibly' response is more appropriate.

	Yes	No	Possibly
My practice is (will be) changed and improved	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
If Yes, what aspect will be changed or improved?	Yes	No	Possibly
Therapeutic approach?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Disease prevention or health education?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I learned something new	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am motivated to learn more	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
This information confirmed I did (am doing) the right thing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am reassured	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am reminded of something I already knew	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am dissatisfied	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
There is a problem with this information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No	Possibly
Too much information?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Not enough information?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Information poorly written?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Information is too technical?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

IC
TI

<http://iam2009.pbworks.com/>

Findings (Phase 1)

Development of Impact Assessment Method

8 Referring back to the Evidence Summary you named above, what impact did it have for you? *

Only answer this question if the following conditions are met:

* Answer was "Yes" at question '1 [Eligibility]' (Have you ever read an Evidence Summary in the journal, Evidence Based Library and Information Practice?)

Please choose all that apply:

- My practice was (will be) improved
- I learned something new
- I recalled something I already knew
- It prompted me to investigate more
- It confirmed I did (I am doing) the right thing
- I was reassured
- I was dissatisfied: There is a problem with the presentation of this Evidence Summary
- I was dissatisfied: I disagree with the content of this Evidence Summary
- It is potentially harmful
- Other:

9 You reported: My practice was (will be) improved.

What did you (will you) do differently after reading the Evidence Summary? *

Only answer this question if the following conditions are met:

* Answer was "Yes" at question '1 [Eligibility]' (Have you ever read an Evidence Summary in the journal, Evidence Based Library and Information Practice?) and Answer was "Yes" at question '2 [Improved]' (Did your practice improve after reading the Evidence Summary?)

Please choose all that apply:

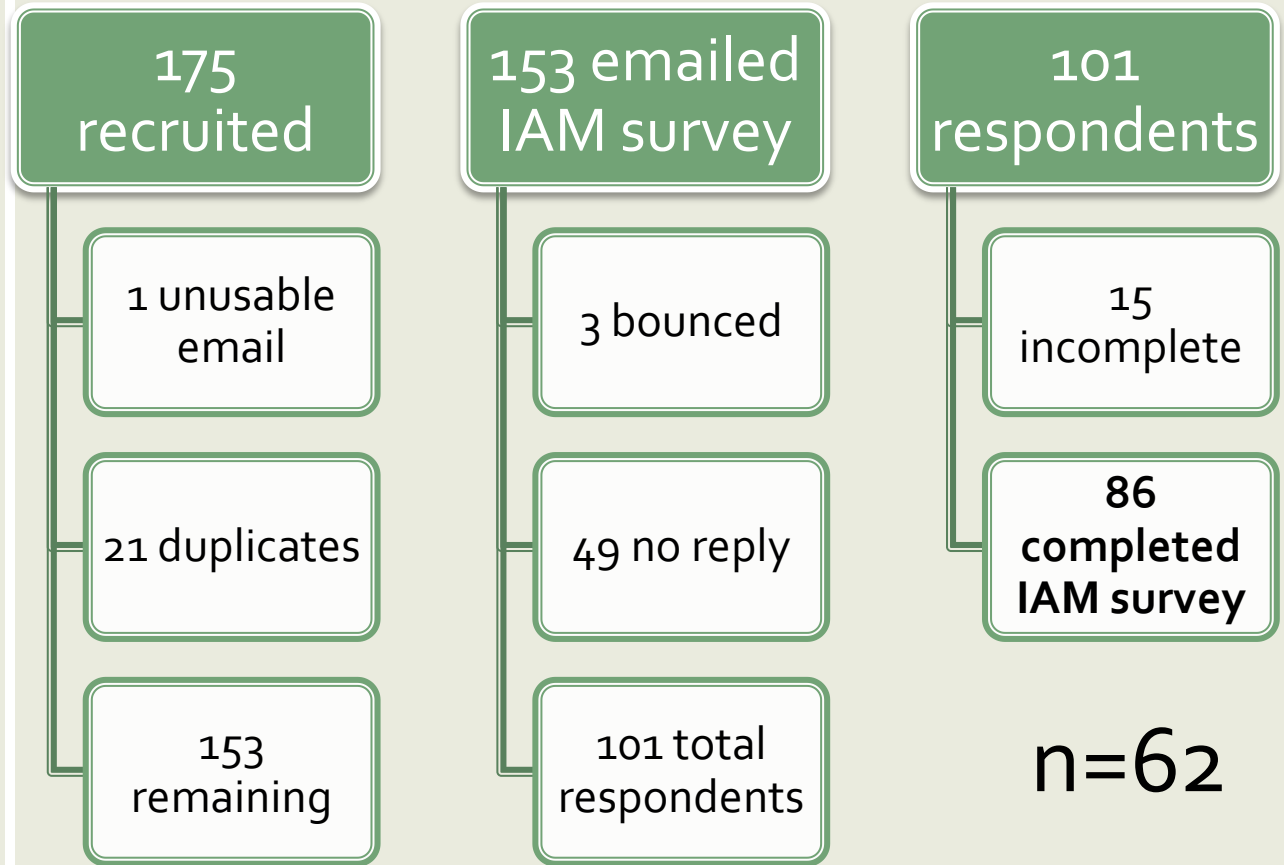
- Change my service approach
- Change my approach to collections
- Change my management approach
- Change my approach to teaching
- Change my professional approach
- Other:

10 You reported: I was dissatisfied; There was a problem with the presentation of this Evidence Summary.

Which of the following problems did you encounter? *

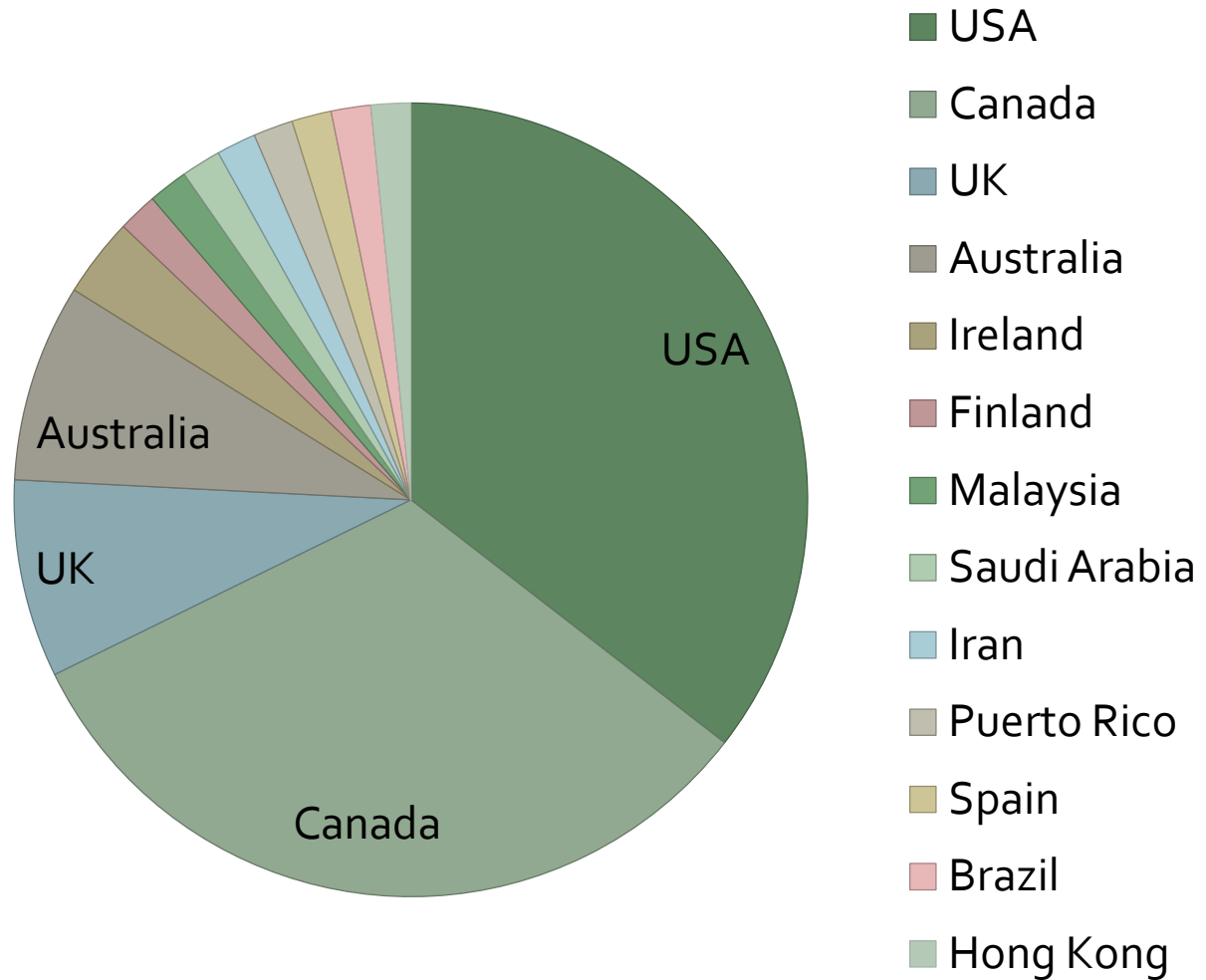
Findings (Phase 2)

Survey Respondents



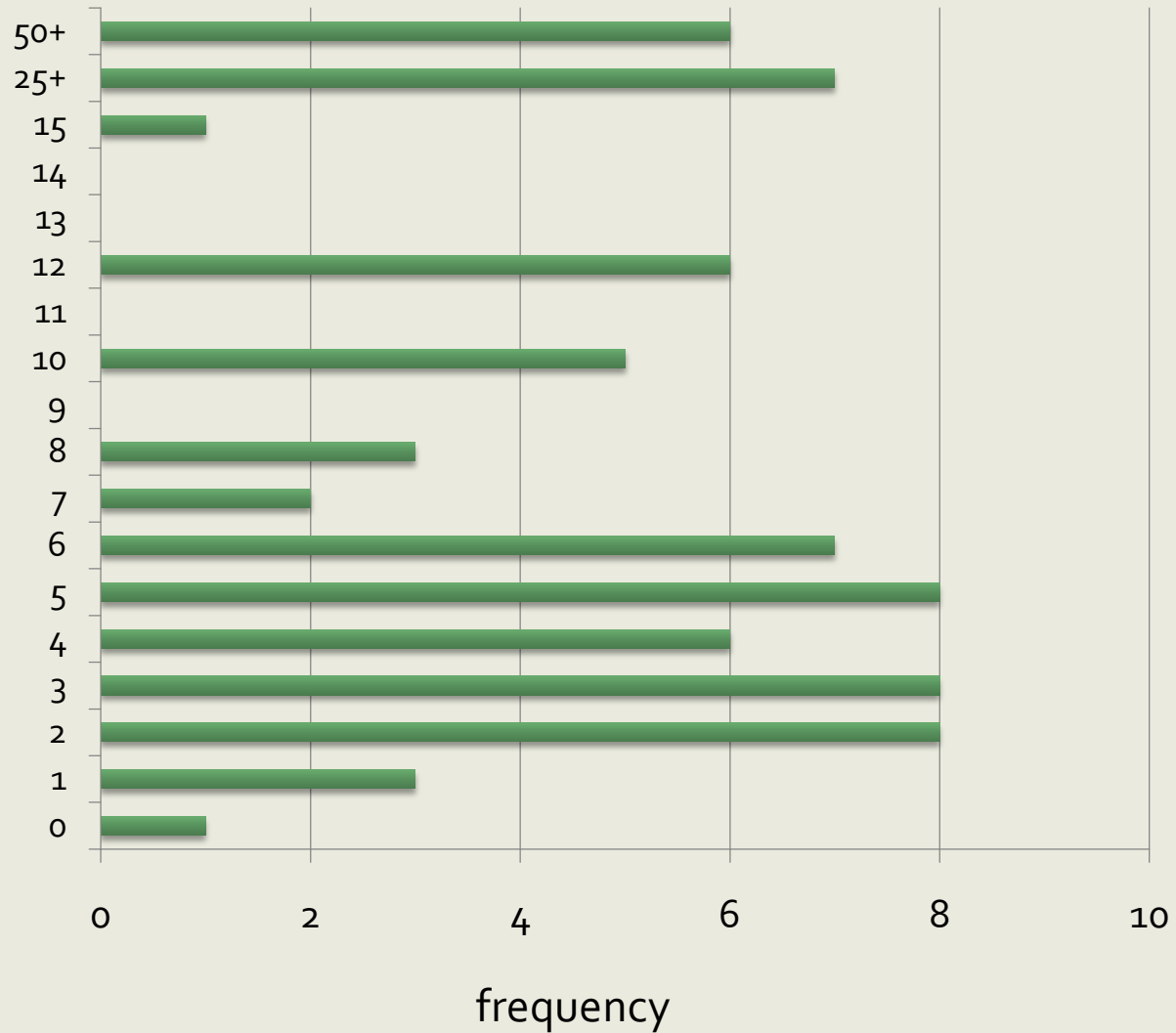
Findings (Phase 2)

Country



Findings (Phase 2)

Number of Evidence Summaries Read in Past Year



Title of Evidence Summary

- 25 different evidence summaries were identified
- Decline in Reference Transactions with Few Questions Referred to Librarian when the Reference Desk is Staffed by a Paraprofessional (8)
- The Presence of Web 2.0 Applications Is Associated with the Overall Service Quality of Library Websites (6)
- Google Scholar Out-Performs Many Subscription Databases when Keyword Searching (4)
- Statistical Measures Alone Cannot Determine Which Database (BNI, CINAHL, MEDLINE, or EMBASE) Is the Most Useful for Searching Undergraduate Nursing Topic (4)
- A Graduate Degree in Library or Information Science Is Required, but not Sufficient, to Enter the Profession (3)

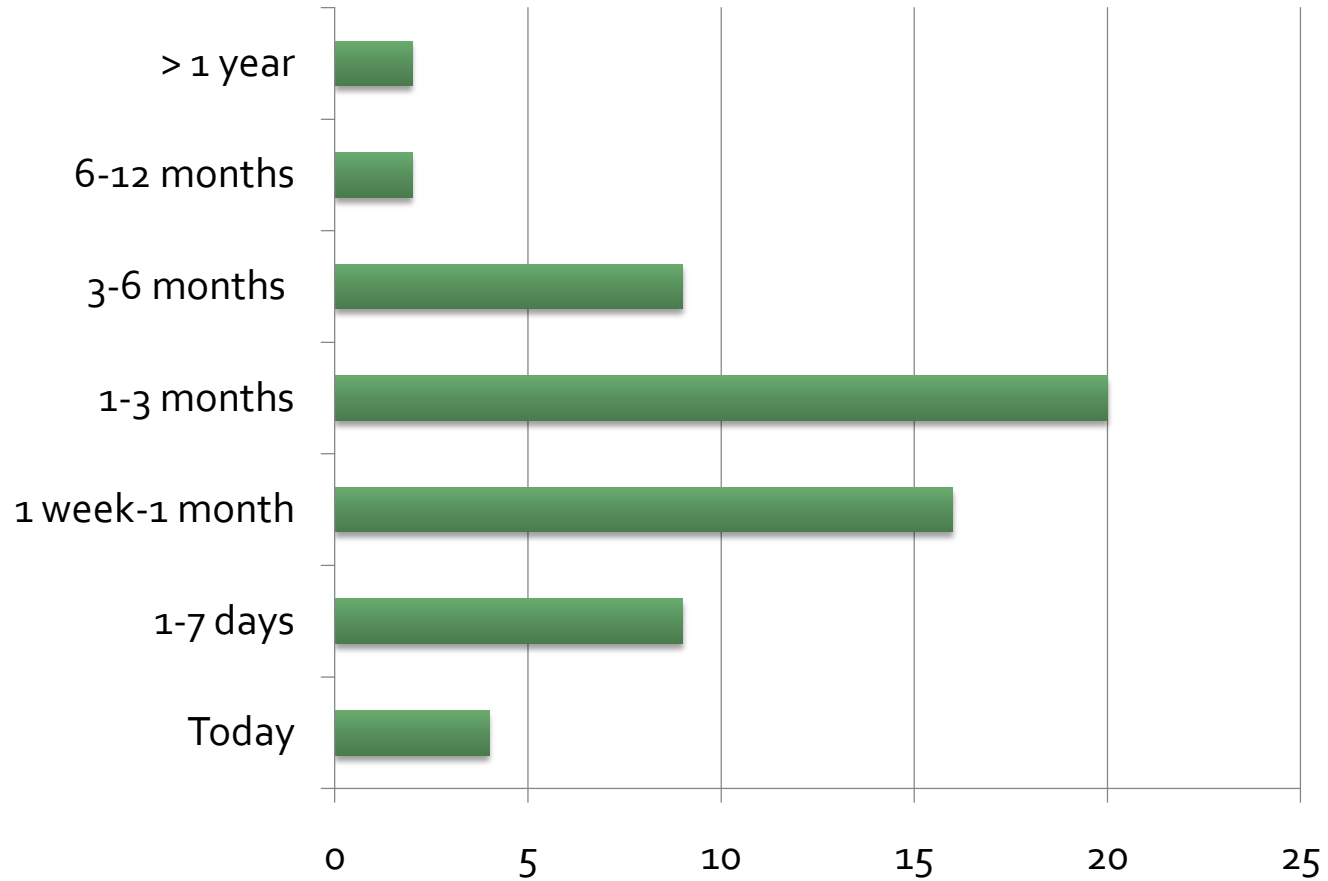
Findings (Phase 2)

Reason for Reading Evidence Summary

n=62

	Freq.	%
For general interest or curiosity	15	24%
For personal continuing professional education	18	29%
To answer a specific question or address a specific issue in my practice	21	34%
Other	8	13%

When the Evidence Summary was Read



Cognitive Impact

	Freq.	%
My practice was (will be) improved	11	13%
I learned something new	36	42%
I recalled something I already knew	14	16%
It prompted me to investigate more	23	27%
It confirmed I did (I am doing) the right thing	17	20%
I was reassured	13	15%
I was dissatisfied: There is a problem with the presentation of this evidence summary	1	1%
I was dissatisfied: I disagree with the content of this evidence summary	0	0%
It is potentially harmful	0	0%
Other	9	10%

Cognitive Impact: Presentation Problem

“You reported: I was dissatisfied; There was a problem with the presentation of this Evidence Summary. Which of the following problems did you encounter?”

	freq.	%
Too much information	0	0%
Not enough information	1	1%
Information is poorly written	0	0%
Information is too technical	0	0%
Other	0	0%

Cognitive Impact: Disagree with Content

“You reported: I was dissatisfied; I disagree with the content of this Evidence

Summary. Which of the following content elements did you disagree with?”

	Freq.	%
The structured abstract did not adequately explain the original study	0	0%
The writer of the evidence summary presented incorrect information	0	0%
The commentary was overly negative	0	0%
The commentary was not critical enough	0	0%
The writer of the evidence summary did not place this study in context	0	0%
Other	0	0%

Practice Impact

“You reported: My practice was (will be) improved. What did you (will you) do differently after reading the Evidence Summary?”

	Freq.	%
Change my service approach	5	6%
Change my approach to collections	1	1%
Change my management approach	4	5%
Change my approach to teaching	4	5%
Change my professional approach	4	5%
Other	3	3%

Community Impact

“If reading this Evidence Summary resulted in some change to your individual practice, do you think it led to an impact on anyone within the community you serve or environment in which you work? Please explain in the comment box.”

- None
- Hypothesized future/potential impacts on users
- Reinforced cognitive or practice impacts, not user outcomes
- 5 reported actual impact at this level:
 - Change in teaching LIS students
 - Observed (anecdotal) changes

Discussion

- One evidence summary assessed per respondent
- Cognitive impact comparable to findings in Grad, Pluye, et al. (2006)
- Practice impact – two-tiered?
- Low community impact

Conclusion

- Tool validation
- Cognitive impact
- Practice impact
 - Individual
 - Collective/immediate environment
- Difficult to assess impact on community/users

Next Steps

- Phase 3:
 - Contact 24 respondents who agreed to be interviewed
 - Further validation using CIT in interviews
- Conduct survey again once validated with larger sample

Acknowledgements

- Canadian Association of Research Libraries
Research in Librarianship Grant



- Roland Grad and Pierre Pluye, McGill University, for their feedback
- All of our survey respondents