

Brighton and Sussex NHS Library and Knowledge Service

Informing • Educating • Influencing



Annual Report 2020-2021

Our aims

To inform staff and patients, enhance healthcare education, and positively influence the quality of care provided in Brighton & Sussex.

We focus our attention on:

- Patients and the public
- Clinicians, managers and researchers
- Learners and educators
- Our team
- Our partners

Our foundations

Evidence advocacy

We advocate for the use of evidence and knowledge in healthcare.

Digital first

Learning environments, patient education and access to evidence all benefit from digital technologies.

Quality assured

We monitor and continuously improve our quality and cost-effectiveness.



University Hospitals Sussex
NHS Foundation Trust



Sussex Partnership
NHS Foundation Trust



Sussex Community
NHS Foundation Trust



Brighton and Hove
Clinical Commissioning Group



East Sussex
Clinical Commissioning Group



West Sussex
Clinical Commissioning Group



“I can’t say enough about how impressive the library and knowledge service is here. I’ve been at the Trust for ten years and can’t believe I’m only starting to take advantage!”

- Senior Director, University Hospitals Sussex

“I was caring for a patient with pyoderm gangrenosum (a rare condition causing painful skin ulcers) and I requested evidence on the use of mycophenylate mofetil for this condition.

You sent me a concise list of abstracts and links, immediately showing that MMF was a good second-line choice for my patient, which changed my management of her condition and improved her outcomes.”

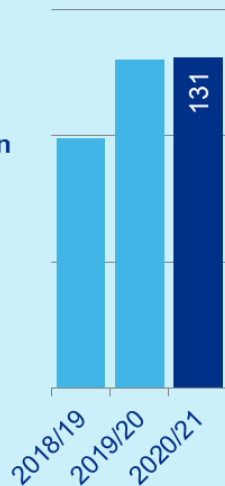
- Consultant Dermatologist, University Hospitals Sussex

Patients and the Public

The patient experience will be enhanced by high-quality patient education materials and by information professionals who improve patients' health literacy and signpost them to local services.

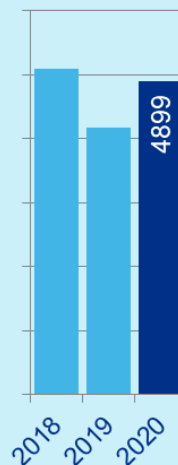
Patient Education Leaflets

UHSussex leaflets co-written between clinical colleagues and our patient education librarian



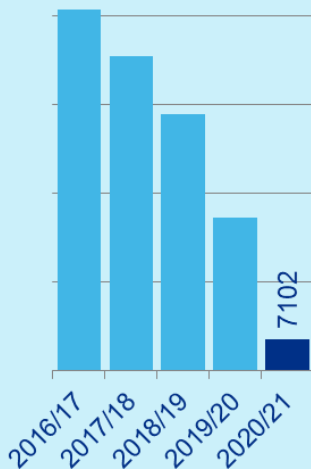
EIDO

Patient education leaflets downloaded to support informed consent



Health Promotion Leaflets

Leaflets distributed on request to local schools, GP practices, charities, hospital wards, etc.



Requests for health promotion leaflets dropped significantly due to COVID-19, though started to pick up towards the end of the year.

We will be exploring a print-on-demand leaflet service in response to the diminishing number of leaflets available in print.



Our patient education librarian:

- Produced a leaflet for patients with advice on staying positive after a COVID-19 diagnosis.
- Gathered resources for a Health Education England website supporting vulnerable groups during the pandemic.
- Helped put together online support groups for physiotherapy patients.
- Created a new workshop on Producing Patient Information.
- Began work to convert all UHSussex patient leaflets to web-accessible versions, for patients using screen readers.



The Crucible website went live: <https://thecrucible.org.uk/>

Here we brought together the history and legacy of the Royal Sussex County Hospital based on stories and records since 1828. It includes archival documents, photographs and oral histories.

“I was part of the public health team looking at vaccine confidence in relation to Black, Asian and minority ethnic (BAME) groups.

I wanted to ensure I had up-to-date knowledge of existing research, and what other areas were doing to support uptake. The information you provided informed our approach for engaging with BAME communities. There was a financial impact as it saved me time, and I shared the information via conversations and discussions with colleagues.”

- Public Health Project Manager, Brighton & Hove City Council

“In the clinical cell at the local authority it was important to have the latest evidence on the performance of tests for COVID-19, so I requested a rapid review on point-of-care testing from our public health specialist librarian.

The evidence we received helped me advise a consultant colleague, and others, about the reliability of these tests at that point in time, pending further evidence.”

- Public Health Practitioner, East Sussex County Council

Clinicians, Managers and Researchers

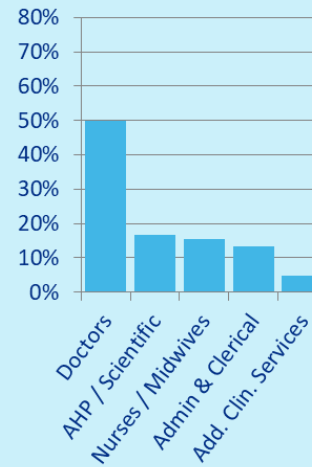
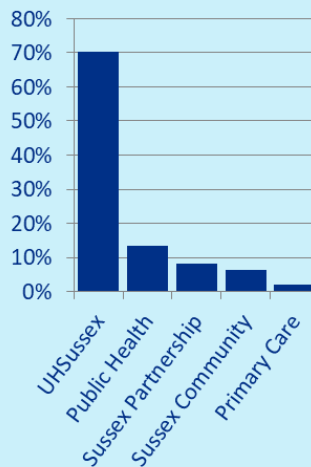
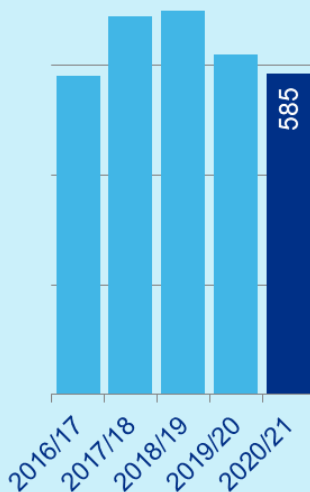


University Hospitals Sussex
NHS Foundation Trust

Health professionals working under significant time constraints will more easily find and make use of the right evidence, at the right time, to improve the quality of care.

Evidence Search Requests

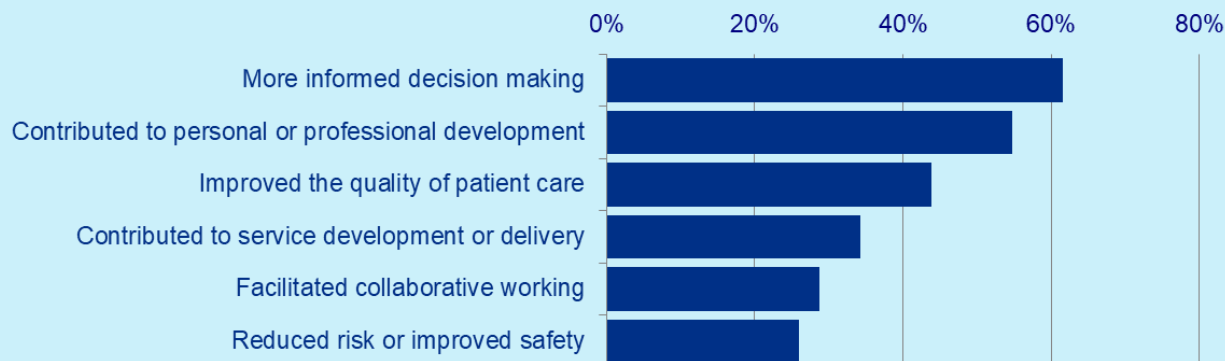
In-depth reports on the latest evidence for patient care and service improvement



Our attendance at face-to-face clinical meetings significantly reduced this year due to COVID. Nevertheless we continued to work closely with:

- Children's and Women's Services
- General Surgery and Digestive Diseases
- Acute, ICU and Emergency Medicine
- Trauma and Orthopaedics
- Urology

Impact of evidence search reports on patients and staff



Sussex Partnership
NHS Foundation Trust

Our specialist librarians at Sussex Partnership work with:

- Clinical Academic Groups
- Effective Care and Treatment Group

“We were required to halt our weekly pulmonary rehabilitation sessions due to COVID-19, and needed to provide an alternative service. The knowledge you supplied helped shape how our new rehab service would look in the pandemic.”

- Occupational Therapist, Sussex Community NHS Foundation Trust

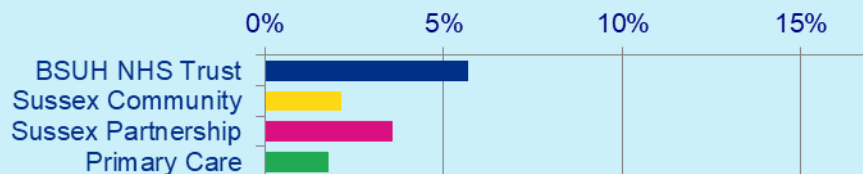
“In the flurry of anxiety surrounding PPE for consultations during COVID-19 I wanted evidence to back-up our team’s practice. Your evidence review helped massively as it showed us early on how important face masks are.

This alleviated anxiety with colleagues, and allowed us to be ahead of the game, as no direct guidance had been issued at that time. The evidence you found directly led to us protecting our patients and colleagues.”

- Specialist Nurse Practitioner, University Hospitals Sussex

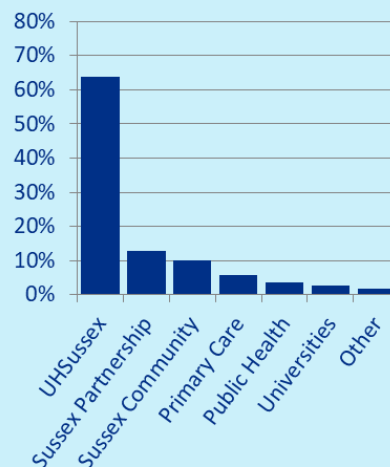
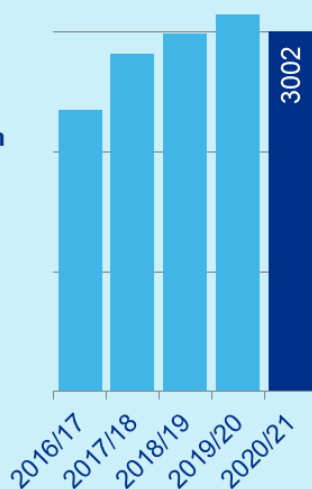
Clinicians, Managers and Researchers

Evidence search requests as proportion of staff served

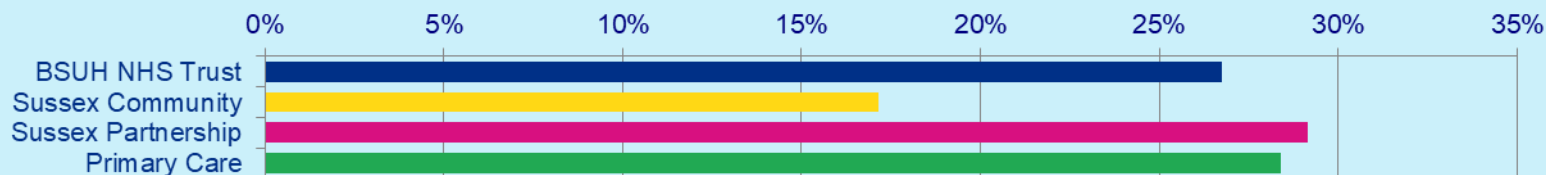


Evidence Update Recipients

Targeted email updates on new high-level evidence, national publications and local events



Evidence update recipients as proportion of staff served



Among the 585 searches carried out this year were 63 on aspects of COVID-19. We submitted these to a national collection of resources set up by Health Education England to trace evidence on COVID-19.

Locally we produced a daily updated website reporting on the latest research on COVID-19 vaccinations.

We participated in a regional collaborative, funded by Health Education England, to pilot the transition away from the national Health Database Advanced Search.



We worked closely with the newly formed UHSussex Clinical Advisory Group to make available 130 new guidelines and pathways related to COVID-19.

These were added to the 1,500 clinical guidelines and pathways already available through the MicroGuide. We work with clinicians to ensure these are up-to-date and easily available.

“Many thanks for all of your efforts with MicroGuide. Like many others I can say with certainty it is the ‘go-to’ resource for information at BSUH – well done to you and your colleagues!”

- Associate Medical Director, University Hospitals Sussex

“I attended the divisional presentations to the Execs this morning. Each division presented what they’ve done to support COVID-19, what worked and what they want to keep. Thanks were given by one divisional lead for all that you have done to provide information on COVID, and the genius that is MicroGuide.”

- Lead for AHP & Healthcare Science Workforce, University Hospitals Sussex

“The evidence you provided went to develop the British Association of HIV and Sexual Health 2021 guidelines on HIV post-exposure prophylaxis. Your report included essential evidence used to grade our recommendations. We couldn’t have completed the guidelines without your work, which will impact on policy.”

- Specialist Trainee, University Hospitals Sussex

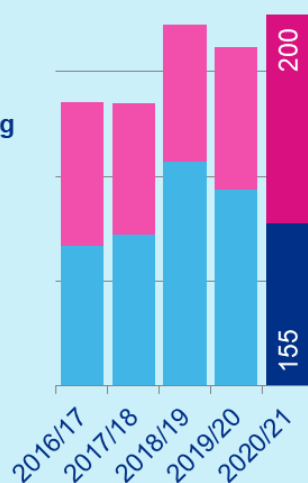
Learners and Educators

The experience of being a student, trainee or learner will be improved through high-quality digital and physical learning environments. Staff with an educational role will receive information, tools and training to enhance the quality of their teaching.

Teaching Sessions

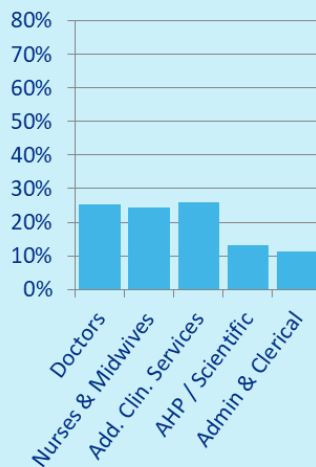
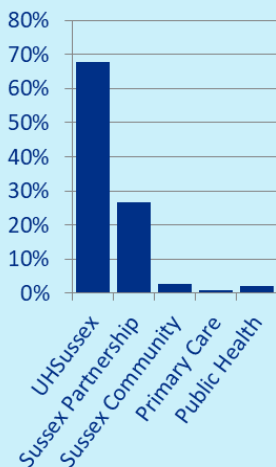
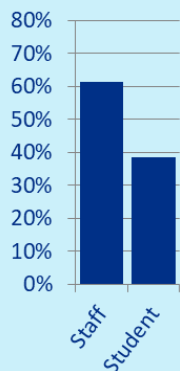
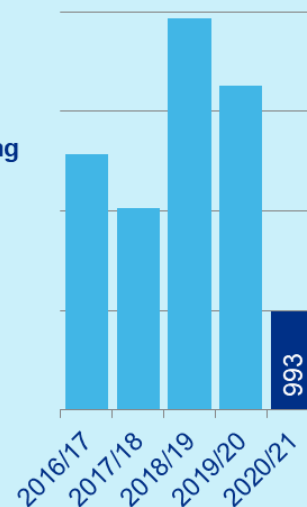
Information skills teaching for staff and students

■ Group
■ One-to-one



Teaching Attendance

Information skills teaching for staff and students



Our teaching to medical students shifted primarily to asynchronous pre-recorded sessions due to COVID-19.

These had excellent uptake, with 1,642 downloads by students during the year.

Our team worked on a rota basis to ensure our libraries remained accessible to NHS staff and students throughout the COVID-19 lockdown.

Our Mill View Hospital Library closed for twelve weeks while the Sussex Education Centre delivered COVID-19 vaccinations.

We introduced measures to ensure safety in our libraries, such as regular cleaning of surfaces and quarantining returned books. Screens were installed at our enquiry desks and seating for staff and library users was reduced to comply with social distancing.

The need for social distancing led to the creation of a COVID-19 Charter, with expectations for those visiting our libraries. Restrictions on numbers using our study rooms were set, and we introduced a booking system to aid contact tracing.

“Following this teaching I will examine my own inherent bias as a physician and a researcher first, and keep an open mind regarding different view points whilst conducting research.”

- Clinical Fellow, University Hospitals Sussex

“This session on interpreting statistics made me remember how much I love critical thinking and how important it is.

This will make it easier to understand new articles on subjects relevant to my work, and ensure I have the most up-to-date information to give people.”

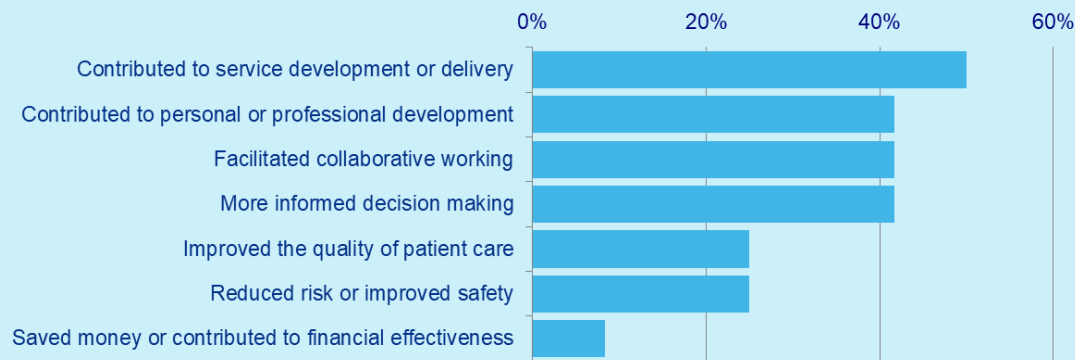
- Nutritionist, Brighton & Hove City Council

“I am undertaking a systematic review and will be reviewing qualitative papers, so this session was very timely and will help me to use a logical approach and the CASP checklist, as planned in my protocol.”

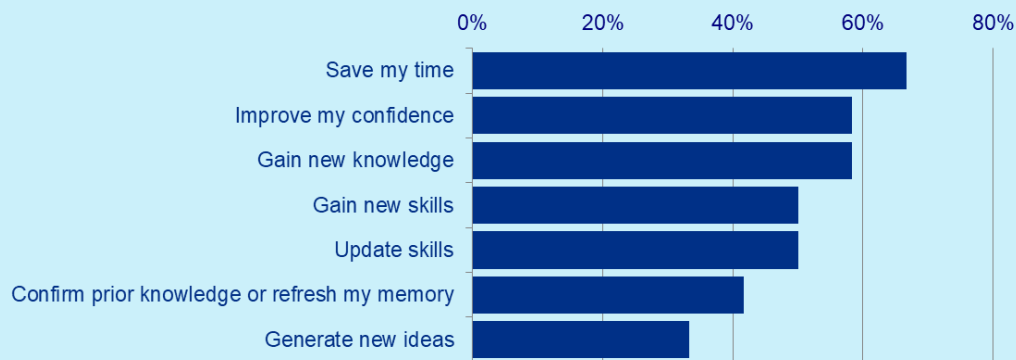
- Speech and Language Therapist, Sussex Community

Learners and Educators

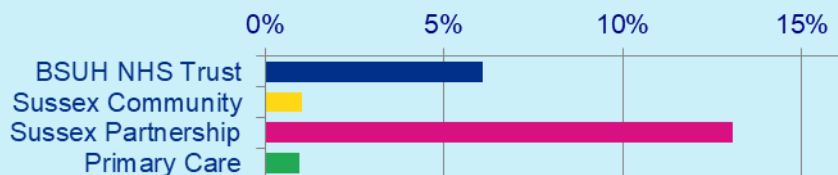
Impact of information skills teaching on patient care



Impact of information skills teaching on staff and students



Teaching attendance as proportion of staff served



Our teaching for staff shifted to a blend of on-site and online live teaching due to COVID-19, and so we continued to provide a high number of sessions.

For new starters, a screencast introduction to the service was created and shared on iris, the UHSussex learning platform, as well as on our website.



Some of our BSMS teaching was provided live via MS Teams, and this was supplemented with online videos, including 'Advanced Literature Searching', 'EndNote Web', 'Systematic Reviews', 'Finding the Right Information', and many others.

Our Medical School Librarian and Technology-Enhanced Learning Lead helped facilitate the 'Immersion Week' sessions of the inter-professional education module. These allowed medical students and students from a range of other professions to learn together.

“These skills are so helpful as they allows me to narrow down literature searches easily, make my research more efficient, and allow me to save all the files I need in one place. It will save me so much time and energy!”

- Research Assistant, Sussex Partnership

“We were preparing a teaching session in the Emergency Department and had questions about steroid use in children during the pandemic. The evidence you found showed that steroids in exacerbations of wheeze for patients with unconfirmed COVID-19 is safe. This informed our teaching and improved the care of wheezy children during the COVID pandemic.”

- Paediatric Consultant, University Hospitals Sussex

“Simulation training is an area of increasing focus in health care, but less so in the psychological professions. Your evidence report will inform our training strategy for psychology and psychological therapies, and will lead to multi-professional simulation training initiatives in mental health.”

- Clinical Psychologist, Sussex Partnership

Learners and Educators



The pandemic emphasised the need for online learning, with most UHSussex training shifting online. This was supported by iris, our learning management system. We made it easier for staff to access iris as soon as they are appointed, upgraded the system to the latest version, and re-designed the dashboard to focus on COVID-19.

We also saw growth in the use of iris by BSMS medical students as it was used for COVID-19 awareness training.

Our learning technologists created a significant amount of new content—particularly for teaching that had previously been face-to-face, for example life support and moving and handling. We provided materials and training for educators wishing to use online tools for their teaching, e.g. training on MS Teams, accessibility, screencasting and video production.

Instagram and Facebook pages were created with frequent posts on e-learning tips and iris updates, and we began offering support for learners via instant messaging directly within iris.

Turn-it-in, the university style plagiarism detection software, was installed on iris to support in-house nurse education modules.

We created an e-learning package with formative and summative assessments on *Interpretation of Coronary Angiography: A Basic Guide*. We also produced the *Adult Safeguarding Level 2* bespoke e-learning package, with localised content and incorporating Mental Capacity Awareness materials. The Freedom to Speak Up for Line and Middle Management e-learning course was launched featuring gamification elements to encourage engagement.

We worked with Medical Education to ensure the rooms in the education centres were made ready for livecast teaching with webcams and appropriate software. We received praise in the trainee doctors' examination centre report for our audio-visual support and A/V equipment.

Equipment, training and support was given for the 3Ts project team to provide [3D scans of the soon-to-be moved chapel](#).

“Thanks to your teaching we are producing an online training programme for staff which will help reduce time taken for monthly face-to-face teaching.”

- Dietitian, University Hospitals Sussex

“There was a brilliant collaboration between the learning technologists and the medical education team to produce recorded teaching sessions so that the doctors-in-training now have 100% access to their learning. This cut down on face-to-face teaching time during the pandemic, and the trainees said the videos gave them greater confidence when starting in areas such as ICU.”

- Faculty Administrator, University Hospitals Sussex

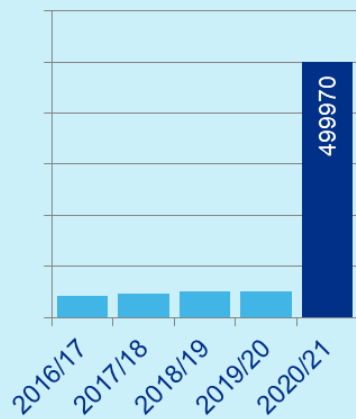
“I will apply the knowledge learnt when filming clinical skills videos for our e-learning teaching sessions for nursing staff.”

- Paediatric Outreach Nurse, University Hospitals Sussex

Learners and Educators



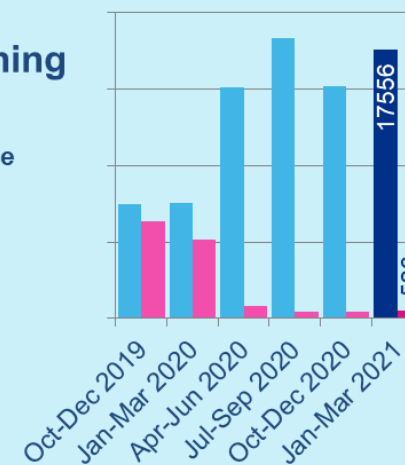
Total logins to iris



Statutory and Mandatory training

Total completions for face-to-face and online learning

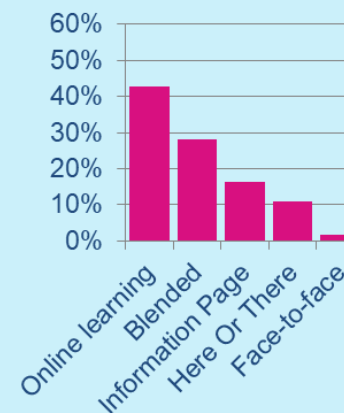
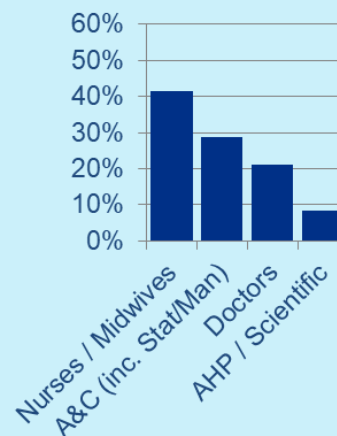
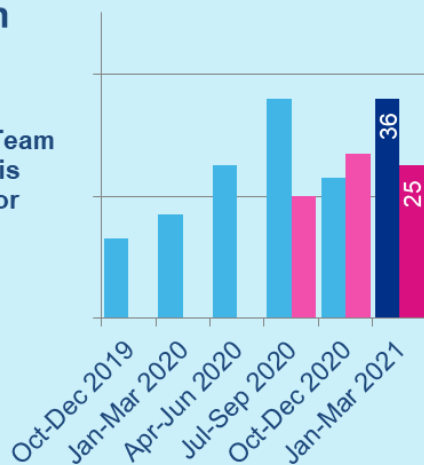
■ Online learning
■ Face-to-face



Course Creation Requests

Requests for the TEL Team to create courses on iris (face-to-face, blended or online)

■ Course Creation Requests
■ TEL Support



“The most important thing I gained was the knowledge of live captions. I am hard of hearing and have struggled this year with working from home, training staff and answering queries. The live captions on MS Teams have made me feel so included.”

- Administrator, University Hospitals Sussex

“My professional organisation wants us to be more visible and promote the profession on Twitter. After your teaching will be better able to do this, and to make links with clinical organisations of interest to us.”

- Occupational Therapist, Sussex Partnership

“Since your session I have been applying the knowledge gained about evidence searching to medicines information enquiries, to gather robust information and provide an accurate response to questions.”

- Pharmacist, University Hospitals Sussex

Learners and Educators



Our learning technology team manages the BSMS Digital Strategy Committee and sit on the University of Brighton Digital Learning Steering Group.

At Brighton and Sussex Medical School, all teaching went online following the COVID-19 outbreak. Our team provided an unprecedented amount of training on remote teaching and video recording, through live online sessions and guidance documents. This included training on the new Digital Accessibility legislation, and we saw increasing demand for support with interactive tools in online teaching such as Poll Everywhere, Padlet, and Kahoot.

Our new TEL Support Portal has 282 active users with a median of approx. 75 users per day.

An online self-development tool for digitally-enabled teaching was released, helping faculty to understand and develop their core skills. We also introduced a new induction video and checklist to improve the experience for new starters.

We supported online submission of assignments and the running of fully online summative exams, as well as producing OSCE training videos for the medical students.

Short Clinical Skills videos were produced to compensate for the face-to-face practical skills classes that would usually take place.

The novel Anatomy iPad Interface was rebuilt and launched on the Apple and Google app stores to cater for a wider client base.

Our CAPSULE quiz app was taken up by 38 out of 39 UK medical schools to compensate for the halting of clinical placements. Together with our development partner we were awarded a UK Government grant to expand to the international market.

Feedback from the 2020 BSMS Year 5 Clinical Placement:

“Library staff are always more than happy to help.”

“Great variety of books and easy to renew loans.”

“They ordered the articles I needed.”

“Really good stock of books and library staff are always really friendly.”

“Very good library team; I could get all the books I needed.”

“This session on study skills reminded me of my own capabilities and informed me how to build on my knowledge to embark on further study. The session gave me ideas on how to approach academic writing. It looked at time management , how to reference texts, and signposted further resources for me to explore.”

- Psychotherapist, University Hospitals Sussex

“I am currently completing my preceptorship and your session will make writing the reflections easier, giving me more confidence in my workplace.”

- Occupational Therapist, Sussex Partnership

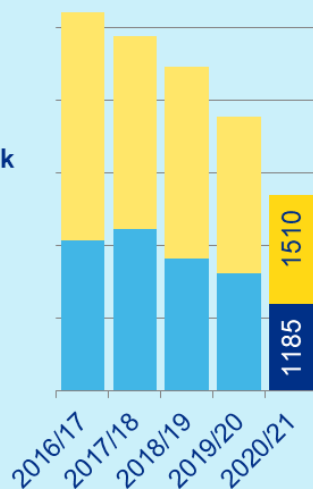
Valued information sources

The print and online information sources that enable decision-making, research and education will be valued, accessible and cost-effective.

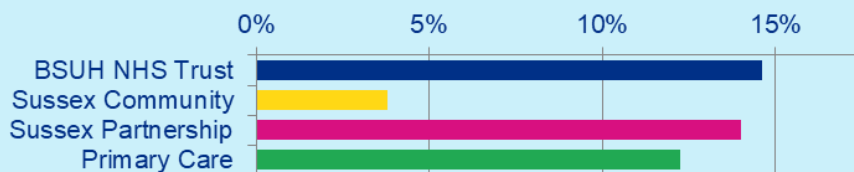
Document Supply

Articles provided rapidly on request from own stock or other libraries

- Articles for our members
- Articles for other libraries

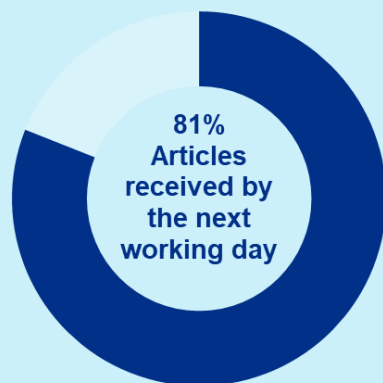
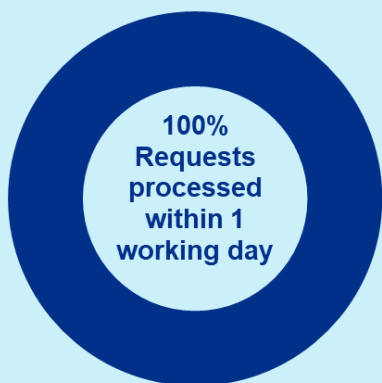


Document supply requests as proportion of staff served



Our document supply service continued without interruption during the pandemic, although the number of requests was reduced.

Articles and books were slower to arrive than pre-COVID-19, however we met our target of processing all requests within one working day.



“Many thanks to the staff on the library enquiry desks for all your continued help and support, despite the difficult times.”

- Consultant, University Hospitals Sussex

“Thank you SO much for sending all of these through. It has made all the difference to me being able to be prepared for my teaching.”

- Consultant Psychiatrist, Sussex Partnership

“Thank you so much for getting hold of these articles; what a wonderfully efficient service!”

- Public Health Specialty Registrar, Brighton & Hove City Council

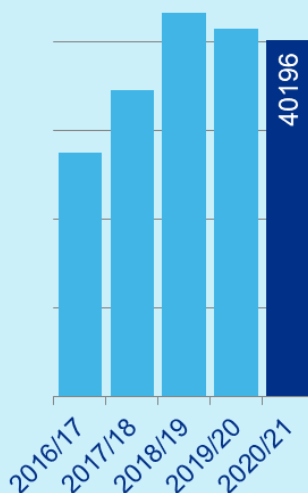
“Your document delivery service always amazes me. You are super quick.”

- Senior Mental Health Practitioner, Sussex Partnership

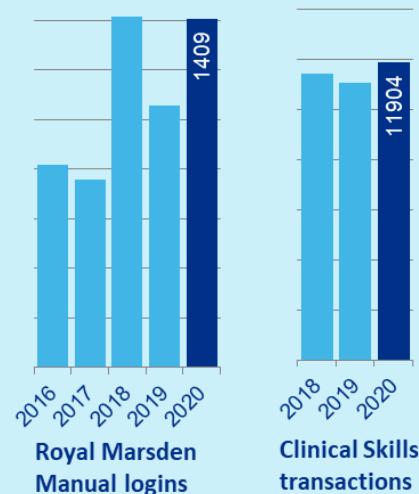
Valued information sources

UpToDate

Pages accessed on the evidence-based resource UpToDate by staff and students

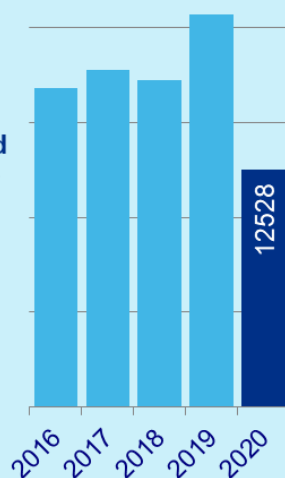


Nursing & Midwifery Resources



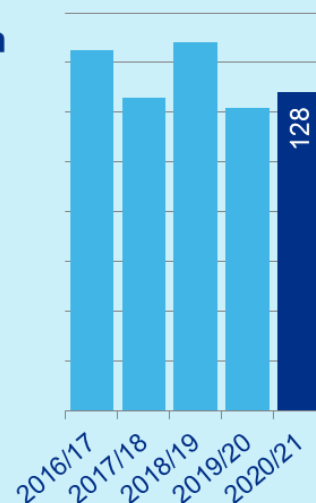
BMJ Best Practice

Visits to the evidence-based resource BMJ Best Practice by staff and students



Exam Preparation Resources

Doctors receiving online exam preparation materials from PassMedicine, BMJ OnExamination and FRCEM



We updated our collection development policy to confirm our “digital first” approach to information resource purchasing.

We increased our purchase of licences for the Health Service Journal and ensured that all senior staff at UHSussex (East) were offered a login.

We began a subscription to Complete Anatomy for BSMS students, which supplements our existing Anatomy.TV subscription.

We ran trials of the PsychTherapy and Osmosis mental health video collections, but decided against purchase following clinician feedback.

Health Education England is introducing a national resource discovery service and a new regional library management system in 2021/22. We contributed to needs analysis and user testing to inform the procurement.

“Patients who have undergone breast surgery often have a poor experience of contrast scans due to limited options for vascular access.

Our Patient First improvement project aimed to ensure that clinical practice was in line with current evidence. Your service provided evidence that led us to develop a traffic light system with multidisciplinary colleagues across the Trust and beyond. This will improve patient experience and minimise the risk of developing complications of lymphoedema following breast surgery.”

- Specialist Nurse Practitioner, University Hospitals Sussex

“I have a patient with long-standing obsessive-compulsive disorder and had exhausted the relevant NICE guidelines.

I asked you for an up-to-date evidence report, which led me to new medications that improved the patient's symptoms and quality of life significantly. She was able to return to work and come off benefits.

Money was also saved for the NHS as she did not require onward referral and is being seen less frequently in clinic.”

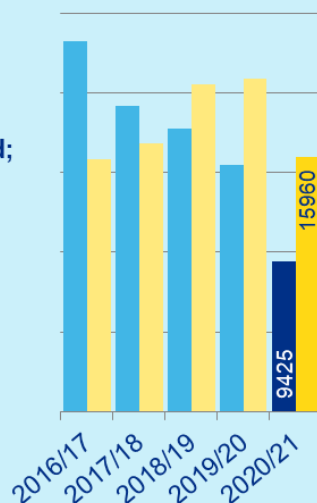
- Consultant Psychiatrist, Sussex Partnership

Valued information sources

Books

Books loaned or renewed; ebooks accessed

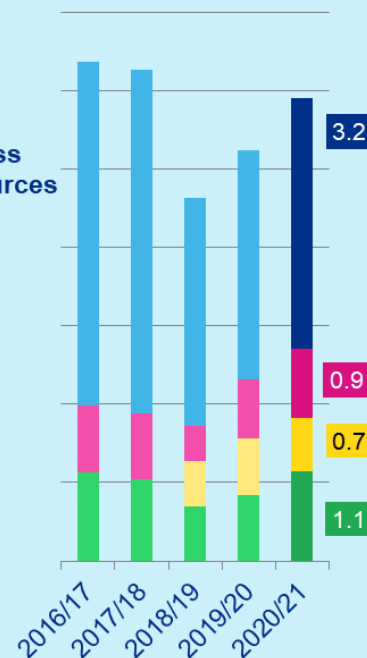
- Print
- Electronic



OpenAthens Logins per Staff Member

OpenAthens gives access to all of our online resources

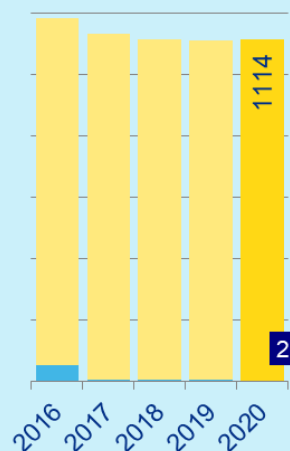
- UHSussex
- Sx Partnership
- Sx Community
- Primary Care (Sussex)



Journal Subscriptions

Number of journal titles purchased for local use

- Online
- Print Only



Kortext were awarded the ebook contract for London and Kent, Surrey and Sussex. We began working with Kortext to set up procurement of ebooks.

Our collection of ebooks from DawsonEra was transferred over to Kortext.

All three libraries bought copies of *Mental health and wellbeing in the workplace*, which was co-authored by Donna Butler, the UHSussex lead for the HELP service.

We also expanded our collection of books on inclusion at all our sites. This was funded jointly by us and the UHSussex Equality & Diversity team.

We adjusted our journal subscriptions based on usage figures, and added three new online journals to our collection:

- Emergency Nurse
- Clinical Simulation in Nursing
- BMJ Simulation and Technology Enhanced Learning

“There was a drive this year to introduce esketamine as an anesthetic agent, reducing ketamine use due to its high cost and side-effect profile.

You provided lots of evidence on the current usage and latest trials of esketamine and its benefits over ketamine. Thanks to this we now have a strong and informed application for the introduction of esketamine to the Trust. Ultimately there will be cost savings and patients will benefit from fewer adverse effects.”

- Pharmacist, University Hospitals Sussex

“We are working towards academic publication on elbow and wrist replacement. As with other joint replacements, the systemic complications are not well documented and not adequately covered in the consent process.

We worked closely with the clinical librarian, as part of our research team, to rapidly identify prior evidence for the literature review. Our publications will inform the consent process and legal claims, they will help doctors in their careers and be used for teaching, audit and further research.”

- Orthopaedic Consultant, University Hospitals Sussex

Our partners

We will work collaboratively with local and national partners in order to share knowledge and improve services for our staff and students.



KnowledgeShare

The KnowledgeShare system, developed locally to improve delivery of evidence services, is now licenced to

109 NHS organisations in England and Wales.

New teams joining this year:

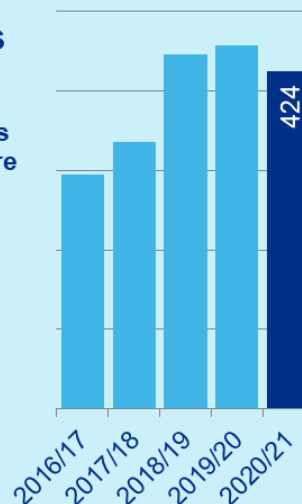
- Coventry and Warwickshire
- Cumbria, Northumberland, Tyne and Wear
- Dartford and Gravesham
- Glamorgan
- Leeds Community
- Norfolk and Suffolk
- Northern Devon
- South Tees
- South Tyneside and Sunderland
- Tameside and Glossop
- Walsall
- Wrexham



Training sessions for services that licence KnowledgeShare

Support Requests

Requests for support from our team by services licensing KnowledgeShare



We successfully negotiated an extension of our contract to provide specialist library and knowledge services to public health teams in Brighton & Hove and East Sussex for two years.

Our five-year strategy for SPFT Knowledge and Libraries was ratified at the Effective Care & Treatment Committee, with appreciation of how it reflected the Trust strategy.



98% BSMS student satisfaction with libraries and learning technology on the National Student Survey (July 2020). 7% above the sector average.

National assessment of NHS library and knowledge services was paused this year due to COVID-19. A new HEE Quality Improvement Outcomes Framework will be launched in 2021.

“I want to thank you for a thoroughly enjoyable and informative KnowledgeShare training session. You really do have a brilliant way of training. You answered all of the questions I wanted to ask and allayed my concerns.”

- Librarian, The Rotherham NHS Foundation Trust

“Thank you so much for the training over the last few days. It has been very useful and I feel I appreciate KnowledgeShare more now after the training than ever before.”

- Library and Knowledge Services Manager, Black Country Healthcare

“The KnowledgeShare evidence updates you send have been very helpful in service development. Knowing about the most recent evidence helps us to adapt and streamline our service, to more accurately measure effectiveness, and to target the most appropriate service users.”

- Senior Clinical Psychologist, Sussex Partnership

Our team

Vacancies allowed us to recruit three new staff to the team, and we were able to expand our KnowledgeShare team due to its increasing usage (see above).



Steve Bowman

*Medical School Librarian
and TEL Lead*



Yannis Vatis

*Learning Technologist
(UHSussex)*



Lucy Sinclair

Clinical Librarian



Clare Thornalley

*Assistant Librarian
(KnowledgeShare)*

Members of our team co-authored papers, or received acknowledgements, in:

- *American Journal of Infection Control*
- *BMJ Simulation and Technology Enhanced Learning*
- *European Society of Intensive Care Medicine*
- *International Orthopaedics*
- *JB1 Evidence Synthesis*
- *Journal of Hand Surgery Europe*
- *Journal of Orthopaedics*
- *Open Forum Infectious Diseases*
- *Royal College of Surgeons Bulletin*
- *Shoulder & Elbow*
- *The Wiley handbook of healthcare treatment engagement: theory, research, and clinical practice*

During COVID-19 we moved to partial or full home working depending on individual circumstances. We increased our meeting and check-in frequency to avoid home-workers feeling isolated.

We maintained our three annual staff development forums, switching to online delivery.

Members of the team presented at the following online conferences:

- **European Association for Health Information and Libraries on our COVID-19 response**



- **European Society of Radiology on using digital teaching platforms to inspire undergraduate students**

For further information or data please contact
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