

**Investigating the use of the Internet and other
information sources by health professionals**

A report on the application of a research tool

by

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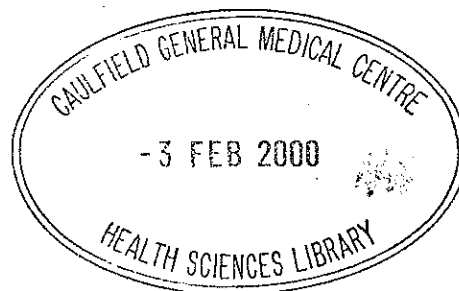


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1.0 Introduction

This report outlines the methods involved in undertaking a research project. It concentrates mainly on the use and application of a questionnaire developed by the author. The report also outlines the basis for analysing data derived from the questionnaire. The methods and steps outlined in this report, are derived from the experiences of the author in completing a thesis for the Master of Business in Information Technology at R.M.I.T.

Included with this report is the questionnaire developed by the author over a series of months. The questionnaire was used as the research instrument for the thesis. The questionnaire may be used to investigate other populations and may be used to monitor changes over time.

2.0 The Research Project

In undertaking a piece of research it is first essential to explore the reasons for the study. You need to establish what you want to study and why. Just as important is the identification of available resources, such as the target groups and the time and/or costs involved.

It is important to then explore the essence of the topic by deriving various research questions and objectives. The research questions and objectives are more precise statements and questions of what the study is seeking to discover. They can also provide an outline or basis for the study as well as a template for the analysis and discussion stage of the project. Hypotheses can also be developed and can provide points of discussion for the findings.

Having established the research questions, objectives and hypotheses, it is then pertinent to explore how and where the research is to be conducted. It is also appropriate at this stage to establish the necessary resources such as time and the availability of the groups to be studied. For the thesis, the author decided to investigate a group of health professionals that worked for a hospital. These were deemed to include such groups as physicians, nurses and allied health professionals. As the author's place of work did not have extensive Internet connections it was decided to choose another local hospital with Internet connections. Permission to conduct research on various groups had to be sought from the relevant departments of the target hospital. Once this permission was established, ideas for contacting the health professionals could be discussed and established.

2.1 Literature Review

It is important to mention the literature review as it can and does provide a basis for various parts of the research project. The literature review not only gives an overview of what if any research is currently taking place in the chosen area, but it also forms an important basis for comparison when analysing and discussing the results of the survey.

A general reading of the literature had provided the impetus for conducting the research. A more focused overview of the literature also began to formulate various themes that were then explored both in the review and in the discussion and analysis of the data. These themes included not only the use of the Internet but also the use of various information sources. Other themes included the role of libraries in the Internet age. Defining and concentrating on certain themes during the literature review, made the data analysis more focused and allowed the discussion to follow an ordered approach. This made the results easier to discuss as there were guidelines that could be followed. Most importantly there were consistent areas that could be compared and contrasted.

3.0 The Questionnaire

The survey method was chosen for the thesis and this method involved the use of a questionnaire. This method was chosen for a number of reasons. Firstly, it was felt that pertinent questions would be the best method of discovering what information resources health professionals used. Secondly, the questionnaire was felt to be more manageable in terms of time for both the researcher and the respondents. The interview method which was considered, would have been time consuming for both the researcher and the respondents. It was felt that a questionnaire could be quickly filled out, and could also reach a larger audience than the interview method.

The questionnaire (see appendix 1) was derived over a number of months. The basis of the questionnaire was formulated not only by exploring the research objectives that were outlined in the project planning stage, but also by the themes derived from the literature. The original questionnaire consisted of a series of questions where respondents had to tick boxes or indicate a 'yes' or 'no' response. The questions were mainly closed, that is fixed choices were given, although there was provision for 'other' comments.

After pilot testing and looking at the type of responses obtained, it was felt that the questions were obtaining superficial data. It was then decided to change the questionnaire design to include a number of scales based on the Likert scale. This would allow respondents to indicate not only their frequency of use for various resources and services, but it also allowed for an indication of usefulness of such items.

4.0 Conducting the Research

The choice of research design, as outlined above, was the survey method with the use of a questionnaire. This section looks at the methods involved in carrying out the research including choosing the sample and applying the questionnaire.

4.1 Choosing the sample

As stated previously, the target group for the research problem, was health professionals which consisted of three subgroups of physicians, nurses and allied health staff. The target group was further defined into those health professionals who worked at a hospital with Internet connections.

There are various methods involved in selecting a defined target sample to investigate. Various sampling techniques are described in the literature. These include such techniques as probability samples, accidental samples, and quota samples. The sampling technique chosen for the thesis was the non-probability sample, also known as the non-random convenience sample. This type of sampling technique is used for convenience and economy.

Although, this technique does not allow a generalisation from the sample to the population, it is useful to gather insights into a particular phenomena such as the use of the Internet by a particular group of health professionals. This technique was also easier and cheaper to use as it allowed the choice of a particular hospital and a particular group of health professionals rather than attempting to investigate a wider number of hospitals with hundreds of health professionals.

For the thesis, the author contacted a number of hospitals to establish the availability of the Internet in the workplace. From this list of hospitals, one was chosen as the target for the research. The directors of the three departments, medical, nursing and allied health were contacted and permission was sought to research their staff. As confidentiality was an important issue, lists of staff were not given to the author. This meant that distribution of the questionnaires was undertaken by the directors themselves.

4.2 Collecting the data

It was decided that the directors of the three subgroups of health would distribute the questionnaire amongst their staff. The total number of staff for each department was given so that sufficient copies of the questionnaire could be provided. The directors then undertook various means of distribution. The medical director sent the questionnaires out with their regular monthly newsletter. The nursing director sent the questionnaires out with the nursing staff pay-slips, while the allied health director distributed the questionnaires at the regular allied health staff meetings.

All questionnaires included a self-addressed, stamped envelope in which replies could be returned. All participants were given four weeks to fill in their survey. It was not possible to do a follow-up as no staff lists were given to the author and there was no way of knowing who had or had not completed the questionnaire. Even so, the response rate was reasonable for the survey method. Out of 313 questionnaires sent to the health professionals, 107 were returned, giving a response rate of 34.2%.

5.0 Analysis of the Data

The data was analysed with the help of SPSS (Statistical Package for the Social Sciences). This software package allowed for the entering of the raw data and the manipulation of such data into simple analysis methods such as frequencies and cross-tabulations. These two simple analysis methods were deemed to be the most appropriate methods for describing and analysing the results. Frequencies allowed for counting the number of times resources or services were used and at what level. Cross-tabulation allowed for the comparison of different items or variables.

Many of the findings were derived at by cross-tabulating certain variables such as 'Internet users with occupation' or 'Non-Internet users with occupation' or 'Reasons for not using the Internet with non-Internet users'. Comparisons and contrasts could therefore be derived from the data. The use of frequencies was useful for assessing the amount of use for various items. The use of Internet components was one in which various degrees of use were investigated. These included the variables of 'once a week', 'once a month' and others. By obtaining the frequencies for each variable, it was easy to see how often resources were being used. Frequencies were also obtained for degrees of usefulness. This data then showed how useful certain resources were to the respondents.

Tutorials in the use of SPSS were undertaken by the author. These tutorials were provided by the educational institute and also by a private tutor. The tutorials were essential in learning to manipulate the software package.

5.1 Coding the data

The first step before using the SPSS package involved coding the data from the questionnaires. Coding is essential in order to enter the data into the statistical package. Coding involves assigning variables and numbers to questions and their responses. All questions had to be entered onto the SPSS package as variables or characteristics. These variables included such items as occupation, gender and age. The responses to each variable then had to be assigned numbers as codes. For example the response of 'yes' was coded as the number 1 and the response of 'no' was coded as the number 2. A blank questionnaire was used as a master for coding.

Some questions required various levels of coding such as the question 'reasons for not using the Internet'. A number of choices were given for this question and respondents were asked to choose as many as were appropriate. Each choice had to be entered into SPSS as a separate variable. Each one then required individual yes/no coding for each reason given. A number of questions required this type of treatment, meaning that one question could actually contain a number of variables and responses.

The questions that included scales were similar in that each choice had to be entered as a separate variable. These were slightly more complicated in that often they consisted of two scales in the one question. This meant that a second group of variables with similar conditions had to be created for the second scale. The response codes were then entered as for the scales. For example 1 is 'never use' and 5 is 'use every day'.

Once all the questionnaires were coded with the appropriate codes and numbers, the data was then able to be entered into the SPSS package. The package could then be used to provide various statistical functions. Before using these functions, decisions were made as to what information was needed to be retrieved. The raw data allowed for a huge amount of information to be gathered. As the problem being investigated was specific and certain themes were being focused upon, it was decided to investigate only those variables that answered the specific research questions and objectives and that also fitted in with the themes outlined in the literature review.

5.2 Analysing the data

A close analysis of all the research questions, objectives and themes led to a number of variables to be identified. These were listed into sections that followed the outline of the themes used in the literature review. The variables were then further explored by identifying which questions from the questionnaire would provide the data for each section (see appendix 2).

The first section in the analysis compared the similarities and differences with Internet users and non-Internet users. Variables were created to identify these two groups. For example, 'Internet users' were those that chose 2-5 on the Internet frequency of use scale. 'Non-Internet users' were those that chose 1 (1 is 'never use' on the frequency scale). These variables were then used for the cross-tabulations with other items. For example, 'Internet users' were cross-tabulated with the variables for using library resources. This was also done for non-Internet users so as to give a comparison of what library resources each group used.

Section two of the analysis focused on Internet usage. This section looked in-depth at various factors of Internet use. Variables investigated included the frequency of use of the Internet, and the frequency of use of the Internet components such as e-mail and the world wide web. Other variables investigated in this section included an analysis of

Internet search methods and search time and Internet training. Some of these variables were cross-tabulated to explore such themes as "Did training have any effect on Internet usefulness". Internet usefulness was explored both in this section and in the next which focused more on information types.

Section three looked at the type of information being sought on the Internet. These information types were listed in question 4 of the questionnaire. Both the frequency of use and the usefulness of each information type was explored. The analysis of this section involved discussing the most sought information types and the most useful as well as any bearing these findings may have had on the usefulness of the Internet as a whole.

The fourth section looked at the issues involved in establishing the credibility of information on the Internet. The ability to establish credibility as well as how important these factors were to respondents was explored. The analysis in this section involved exploring such issues as "Did the information type have any bearing on the importance of information credibility" and "Was the credibility able to be established for important information types".

The fifth section looked at the use of information sources other than the Internet. This section allowed for various comparisons to be made. It also allowed for the inclusion of non-Internet users. Once again frequency of use and usefulness of the various information sources was analysed. Some of the data investigated in this section had been already outlined in section one which looked at the characteristics of Internet and non-Internet users. Section five explored these characteristics in a more in-depth manner.

Section six looked specifically at the use of the library and mediated searching. Frequency of library use and the usefulness of library resources were explored. This section also included a more in-depth look at data that had also been outlined in section one.

The seventh section to be explored was also the last one in the analysis. This section looked at the possible role of libraries in providing various Internet services. The analysis involved discussing which Internet services were likely to be used by health professionals and also which services were thought to be the most useful. The analysis also included discussions on the different choices made by Internet and non-Internet users.

As stated previously, the analysis of the data depends largely on what needs to be answered in the research project. It is up to the researcher to explore the variables most suited to answer the research questions and objectives. Having obtained figures and data from the various groups and variables, the researcher can then discuss what these mean in terms of the research project. As the thesis had established certain themes, questions and objectives from the start, it became easier to focus the analysis and discussion of the findings into the sections defined in the planning and the literature review. This outline allowed for the discussion of the findings in terms of similarities and differences from

the literature review, as well as providing arguments for the hypotheses and a basis for conclusions. In the end, analysis and discussion of data is made according to the researcher's knowledge and experiences.

6.0 Lessons Learned

After completing the thesis, it was found that it would have been useful to include various things into the research. This involved not only adding a few extra questions to the questionnaire, but also the selection of a different or larger sample. For the purposes of the thesis, what was used was sufficient. However, any researcher wishing to do a similar study may want to explore some extra ideas.

After receiving the questionnaires from the respondents it was discovered that the availability of the Internet was not as widespread as had been assured at the beginning of the investigation of hospitals. This meant that there was only a small number of Internet users in the sample. For future research, a larger sample of Internet users may provide more extensive data.

After finishing the data analysis and discussion it was found that it would have been useful to make comparisons between the use or non-use of the Internet with the use and non-use of other information sources. The questionnaire only asked about reasons for not using the Internet. It did not ask about the reasons for not using other information sources. In order to make comparisons with different information resources, extra questions regarding those information sources would need to be included in the questionnaire.

Further exploration into the types of information being sought would have been useful. The questionnaire only asked what types of information are being sought from the Internet. Extra questions regarding the types of information being sought from a variety of information sources, would allow comparisons to be made between the Internet and the other information sources.

Appendix 1

The Questionnaire

Q.1. Listed below are a number of information sources. Please indicate how often you would use the following information sources and also how useful you have found these sources.

Source of Information	Frequency of use					Usefulness of information source				
	never use	use infrequently	at least once a month	at least once a week	every day	not useful	low usefulness	Neither useful nor un-useful	useful	very useful
Colleagues	1	2	3	4	5	1	2	3	4	5
Personal collection of books/journals	1	2	3	4	5	1	2	3	4	5
Hospital library	1	2	3	4	5	1	2	3	4	5
Other libraries	1	2	3	4	5	1	2	3	4	5
CD-ROM databases (MEDLINE, CINAHL etc.)	1	2	3	4	5	1	2	3	4	5
Internet	1	2	3	4	5	1	2	3	4	5

Comments _____

Q.2. If you do not use the Internet as an information source for work purposes, please indicate why?(please tick all those that apply to you)

- The Internet is not an appropriate source of information for my work
- The necessary equipment is not available in my area/department
- There is no access in my area/department
- No time to use the Internet
- Previous information found on the Internet was unsatisfactory
- Don't know how to use the Internet
- Other (please specify) _____

Comments _____

IF YOU HAVE NEVER USED THE INTERNET FOR WORK PURPOSES PLEASE GO TO Q.15

IF YOU DO USE THE INTERNET FOR WORK PURPOSES PLEASE GO TO Q.3

Q.3. Listed below are a number of components which make up the Internet. Please indicate your frequency of use for the following Internet components by circling the appropriate numbers.

Internet Component	Frequency of use				
	never use	use infrequently	at least once a month	at least once a week	every day
E-mail	1	2	3	4	5
Electronic discussion groups	1	2	3	4	5
Newsgroups	1	2	3	4	5
Telnet (remot login to databases, library catalogues etc.)	1	2	3	4	5
FTP (downloading of files etc.)	1	2	3	4	5
World Wide Web	1	2	3	4	5

Q.4. Listed below are a number of different uses of the Internet. Please indicate how often you would use the Internet for the following purposes and also the usefulness of the information found.

Uses of the Internet	Frequency of use					Usefulness of information found				
	never use	use infrequently	at least once a month	at least once a week	every day	not useful	low usefulness	Neither useful nor un-useful	useful	very useful
Information for patient care	1	2	3	4	5	1	2	3	4	5
Information for patient education	1	2	3	4	5	1	2	3	4	5
Information for patients' families	1	2	3	4	5	1	2	3	4	5
Management information	1	2	3	4	5	1	2	3	4	5
Administrative information	1	2	3	4	5	1	2	3	4	5
Financial information	1	2	3	4	5	1	2	3	4	5
I.T./Computing information	1	2	3	4	5	1	2	3	4	5
Information for research work	1	2	3	4	5	1	2	3	4	5
Information for presentations	1	2	3	4	5	1	2	3	4	5
Keeping up with developments in my area/specialty	1	2	3	4	5	1	2	3	4	5
Searching library catalogues	1	2	3	4	5	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5	1	2	3	4	5

Comments _____

Q.5. How important are the following criteria to you? Did the information found on the Internet for the purposes described in question 4, meet the following criteria?

Criteria	Importance of criteria					Ability to establish criteria (with information found on the Internet)				
	Not important	Low importance	Neutral	Important	Very important	Never	Sometimes	Often	Very Often	All the time
Peer-reviewed information	1	2	3	4	5	1	2	3	4	5
Information produced by a reliable source (i.e. well known association/body)	1	2	3	4	5	1	2	3	4	5
Qualified (author's name and credentials and date of publication provided)	1	2	3	4	5	1	2	3	4	5

Comments _____

Q.6. When you use the Internet to obtain information, how do you initiate your search? Please indicate how often you would use the following search methods and also how useful you have found these methods.

Search method	Frequency of use					Usefulness of search method				
	Never	Sometimes	Often	Very Often	All of the time	not useful	low usefulness	Neither useful nor un-useful	useful	very useful
Start with a search engine (e.g.: AltaVista, Yahoo etc.)	1	2	3	4	5	1	2	3	4	5
Use a known Internet address	1	2	3	4	5	1	2	3	4	5
Browse through a WWW list of links	1	2	3	4	5	1	2	3	4	5
Use the hospital library home page	1	2	3	4	5	1	2	3	4	5
Ask a librarian to find Internet information	1	2	3	4	5	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5	1	2	3	4	5

Comments _____

Q.7. Thinking back to the last time you specifically looked for information on the Internet to answer a work-related query, how much time did you spend in that session? (estimate) (please tick one answer)

- 0-30 mins.
- 31-60 mins.
- 61-90mins.
- 91-120 mins.
- Over 120 mins.
- Other (please specify) _____

Comments _____

Q.8. Have you had any training in using the Internet and/or its components?

- Yes (Go to Q.9) No (Go to Q.11)

Q.9. If yes, what method of Internet training did you undertake? (Please tick those that apply to you)

- Informal training by colleagues
- Formal training by library staff
- Formal training by I.T. Dept. staff
- Formal training by outside body (ie: not within your organisation)
- Other (please specify) _____

Q.10. Please indicate the type of Internet training you received? (Please tick all those that apply to you)

- General overview of the Internet
- Training in specific areas e.g.: use of e-mail
- Search skills e.g.: how to use search engines
- Other (please specify) _____

Q.11. When looking for work-related information, have you ever used the Internet as your first source of information?

- Yes (Go to Q.12) No (Go to Q.13)

Q.12. Why did you use the Internet as a first source of information? (please tick all those that apply to you)

- Previous success
- Ease of access/use
- Most appropriate source
- Other information sources not considered
- Other (Please specify) _____

Comments _____

Q.13. Has access to the Internet affected your use of the library? (please tick the box that applies to you)

- Increased use of the library
- No change in use of the library
- Decreased use of the library

Comments _____

Q.14. Where do you access the Internet?

- At home
- At work
- At the hospital library
- At the public library
- At university, college etc.
- Other (please specify) _____

Q.15. When obtaining information for a work-related query, do you prefer to ...

Search method	Frequency of use				
	Never	Sometimes	Often	Very Often	All of the time
Do your own search for information	1	2	3	4	5
Ask library staff to search for information	1	2	3	4	5
Ask colleagues to search for information	1	2	3	4	5

Comments _____

Q.16. Listed below are a number of library resources. Please indicate how often you use the following library resource and also the level of usefulness.

Library resources	Frequency of use					Usefulness of library resource				
	never use	use infrequently	at least once a month	at least once a week	every day	not useful	low usefulness	Neither useful nor un-useful	useful	very useful
Books	1	2	3	4	5	1	2	3	4	5
Journals	1	2	3	4	5	1	2	3	4	5
Library staff	1	2	3	4	5	1	2	3	4	5
Library catalogue	1	2	3	4	5	1	2	3	4	5
CD-ROM databases (MEDLINE, CINAHL etc.)	1	2	3	4	5	1	2	3	4	5
Other (please specify) _____	1	2	3	4	5	1	2	3	4	5

Comments _____

Q.17. Below are a number of services that may possibly be provided by library staff to make information easier to access. Please indicate how useful these services would be to you.

Information Service	Usefulness of service				
	not useful	low usefulness	Neither useful nor un-useful	useful	very useful
Provision of an evaluated list of Internet sites in your subject area	1	2	3	4	5
Provision of Internet searches conducted for you	1	2	3	4	5
Provision of Internet training in specific areas (eg. use of search engines)	1	2	3	4	5
Provision of Internet training in general (overall familiarization)	1	2	3	4	5
Provision of an electronic question and answer service	1	2	3	4	5
Provision of home page design and/or creation	1	2	3	4	5

Comments _____

Q.18. Does your library provide any of these services?

Yes No Don't know

Comments _____

Q.19. Any comments about what impact the Internet may have on libraries?

Demographic details (please tick appropriate boxes for each question)

Q.20. Are you

Male Female

Q.21. Age

25 and under

26-35

36-45

46-55

56-65

Over 65

Q.22. Please state your current occupation? (eg: physician, nurse, physiotherapist)

THANK YOU FOR YOUR TIME AND EFFORT

PLEASE RETURN QUESTIONNAIRE BY _____

Appendix 2

Variables for Analysis

Variables for analysis

Section 1. Internet and non-internet users

- Who are they? - numbers within each subgroup of health professionals.
Data can be obtained from question 1 - Internet use variable
- Internet users are those who chose 2-5 for this variable
- Non-Internet users are those who chose 1 for this variable
- Cross tabulate Internet variable with the Occupations variable to see the numbers for each group.

1.1 Characteristics of internet users

- How many use other information sources?
Data for this can be obtained from the 5 other variables from Q.1
- How many use library resources?
Data for this can be obtained from Q.15
- How many use mediated searching?
Data for this can be obtained from Q.14 and from Q.15 library staff variable
- Which Internet services were chosen by this group?
Data for this can be obtained from Q.16
- Used Internet as a first source?
Data from Q.11

1.2 Characteristics of non-internet users

- Why don't they use the Internet?
Data for this can be obtained from Q.2
- What reasons do the different occupations give for not using the Internet?
Data from Q.21 and Q.2
- How many use other information sources?
Data for this can be obtained from the 5 other variables from Q.1
- How many use library resources?
Data for this can be obtained from Q.15
- How many use mediated searching?
Data for this can be obtained from Q.14 and from Q.15 library staff variable
- Which Internet services were chosen by this group?
Data for this can be obtained from Q.16

1.3 Overview comparison of Internet and non-internet users

Compare and contrast the findings of sections 1.1 and 1.2

- use of information resources
- use of library resources
- use of mediated searching
- use of library provided Internet services
- most successful method of gathering information
- least successful method of gathering information

Section 2. Internet usage

- Amount of Internet usage

Data from Q.1 Internet variable gives frequency of overall Internet usage
People will have chosen responses 2-5

- Amount of use of the individual Internet components

Data from Q.3 gives the frequency of use for each Internet component.

- Search time on the Internet

Data can be obtained from Q.7

- Internet training

Data comes from Q.8, Q.9, Q.10

- Need for training for those who have not had any?

Cross-tabulate those who chose 2 to Q.8 with those who chose 2-5 for the 2 training variables in Q.16

- Internet usefulness and need for training?

Cross tabulate training (choice 1 for Q.8) with success or usefulness of Internet (choice 1-5 from Internet usefulness scale (Internet2 variable) in Q.1)

-Search methods

Data from Q.6.

- frequency of use for each method
- how useful is each method
- training had any effect on success rate?
- which is the most used method and which is the most useful?

- Internet used as first source and why?

Data from Q.11 and Q.12

- Success or usefulness of the Internet as a source of information

- Data from Q.1 Internet2 variable

- Access to the Internet affected the use of library

- Data from Q.13

Section 3. Types of information being sought on the Internet

Data from Q.4

- how often are health professionals using the Internet for these types of information
- how useful was the information found
 - frequency and usefulness variables
- which type of information was the most often used?
 - Those who chose 2-5 for the frequency of each variable
- which type of information was the most useful?
 - Those who chose 2-5 for the usefulness of each variable
- did the different types of information have any bearing on the usefulness factor. (Ie: the Internet is useful for management but not as useful for patient care)

Section 4. Credibility of information

Data from Q.5

- Was credibility of information able to be established and was this important to respondents
 - Cross-tabulate the 3 variables by importance and ability to establish
- Did the information type ie: patient care have any bearing on importance of credibility
 - Cross-tabulate the variables from Q.4 Information type, with the variables from Q.5 Importance
- How does the ability to establish credentials relate to the information type
 - Cross-tabulate the variables from Q.4 Information type, with the variables from Q.5 Ability to establish.

Section 5. Use of other information sources (ie. Not Internet)

- Internet users - what do they use and how useful do they find it?
 - More in-depth look at data pulled out for 1.1
- Non-internet users - what do they use and how useful do they find it?
 - More in-depth look at data pulled out for 1.2
- Comparison of the two groups - what they use and how useful
 - More in-depth look at data pulled out for 1.3

Section 6. Use of the library

- Internet users - what do they use and how useful do they find it?
More in-depth look at data pulled out for 1.1
- Non-internet users - what do they use and how useful do they find it?
More in-depth look at data pulled out for 1.2
- Comparison of the two groups - what they use and how useful
More in-depth look at data pulled out for 1.3
- Mediated searching
More in-depth look at data pulled out for 1.1,1.2,1.3

Section 7. The role of the library in providing Internet services

Data from Q.16

- Which Internet services do health professionals want to use?
-People who chose 2,4,5 for each variable
- How useful do they think these services will be for their work?
- Differences between the internet users and non-internet users and their choices
cross-tabulate those who chose 1 for Internet variable with the group of variables from Q.16
cross-tabulate those who chose 2-5 for Internet variable with the group of variables from Q.16