Health Librarianship Competencies Review 2018

Presented on behalf of ALIA/Health Libraries Australia
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Today’s presentation

1. What is a health librarian?
2. HLA Competencies – the review
   – Objectives, methodology, results
3. Next steps
Roles of health librarians in multidisciplinary teams serving multiple client groups:

- Reference & research librarians
- Informationists – embedded
- Clinical, subject, faculty & liaison librarians
- Collections & resources managers
- Systems & e-resources/e-services managers
- Education/literacy/e-learning librarians
- Research data managers
- And more

Never underestimate the importance of a librarian.

Librarians play a vital role on any team enabling research breakthroughs and point-of-care solutions. Whether you’re choosing information for specific research communities or decision-support for professionals, Elsevier offers access to a world of information that empowers knowledge, which empowers those who use it. Select from a wide range of
What is a health librarian?

- A librarian who works in a health care service to achieve the business goals of their organisation
- A health information professional who serves the information needs of their clients in multiple ways – right information, right place, right time
- A dynamic, innovative, techno-savvy, evidence-based practitioner with advanced health information skills, knowledge and attributes
- Not simply any librarian who works in a health library!
Who are we?

2014-16 Census: Quick facts

- 328 health libraries (2% drop since 2002)
- 1250 staff, 1050 LIS qualified, mostly female
- ~50% work in hospitals, also universities, research, not-for-profit community/social care, dentistry, pharma/drug, etc
- serve client groups from multiple organisations
- 10% job vacancy rate
- 2:1 will retire < 5yrs vs new recruits

Where are health libraries located?

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Number of LIS</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>104</td>
<td>32</td>
</tr>
<tr>
<td>Victoria</td>
<td>96</td>
<td>29</td>
</tr>
<tr>
<td>Queensland</td>
<td>48</td>
<td>15</td>
</tr>
<tr>
<td>SA</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>WA</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>ACT</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>NT</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Tasmania</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>328</td>
<td>100</td>
</tr>
</tbody>
</table>

73% metro --- 31% regional --- 4% rural/remote
61% public --- 20% NFP --- 14% private sector
# Who are our clients?

<table>
<thead>
<tr>
<th>Type of org served</th>
<th>Number</th>
<th>Percentage</th>
<th>Type of org served</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital</td>
<td>112</td>
<td>51%</td>
<td>Health prof assocn</td>
<td>20</td>
<td>9%</td>
</tr>
<tr>
<td>University</td>
<td>87</td>
<td>40%</td>
<td>Primary care GPs/private</td>
<td>20</td>
<td>9%</td>
</tr>
<tr>
<td>Community health</td>
<td>60</td>
<td>27%</td>
<td>Pathology</td>
<td>16</td>
<td>7%</td>
</tr>
<tr>
<td>Mental health</td>
<td>48</td>
<td>22%</td>
<td>Pharmacy/drug co Dentistry</td>
<td>12</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Public health</td>
<td>46</td>
<td>21%</td>
<td>Health informatics</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Research institute</td>
<td>45</td>
<td>21%</td>
<td>Biotech</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Govt dept</td>
<td>36</td>
<td>16%</td>
<td>Publisher Consulting firm Veterinary</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Consumer/ patient orgn</td>
<td>24</td>
<td>11%</td>
<td>Other No response</td>
<td>33</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL responses</strong> (more than one response possible)</td>
<td></td>
<td></td>
<td></td>
<td><strong>589</strong></td>
<td><strong>269%</strong></td>
</tr>
</tbody>
</table>
Workforce & Education Research 2009-11

- Developed initial HLA Competencies (based on MLA’s, 2007)
- Future requirement for more technology-related competencies
- Employers wanted more proactive health librarians, had bigger vision for the profession
  -> competency-based education and PD (e.g. research data management, advanced searching, systematic reviews)
  -> Health Librarianship Essentials online course (with QUT)
  -> Digital Health Information Services course (2019 Uni Melb to host, + digital/ehealth/data management content)
Competencies Review

• Objectives
• Methods
• Results
Objectives

1. To update the HLA competencies in line with the changing health services environment
2. To learn from and incorporate the experiences of colleagues in professional associations (e.g. USA and UK) regarding competencies and evolving roles for health library and information professionals
3. To inform strategic workforce planning, post-graduate education and professional development for the profession
Methods

1. Environmental scan – Australia’s *National Digital Health Strategy 2018*
2. Comparison with MLA’s 2017 revisions and CILIP/HLG’s 2014 Professional Knowledge & Skills Base
3. Rolling re-drafts and feedback from peers
4. Consultations with educators
HLA Competency Area 1

2010
Understand the health sciences and health care environment and the policies, issues and trends that impact on that environment.

2018
THE HEALTH ENVIRONMENT:
The health sciences, and the health and social care environments, and the policies, issues and trends that impact on those environments.

*Red text indicates changes from 2010
HLA Competency Area 2

2010
Understand the principles and practices related to providing information services to meet users’ needs.

2018
REFERENCE & RESEARCH SERVICES:
Reference and research services and delivering best practice information services.
HLA Competency Area 3

2010
Understand the management of health information resources in a broad range of formats.

2018
RESOURCES:
The management of health knowledge and information resources in a variety of formats.
HLA Competency Area 4

2010
Know and understand the application of leadership, finance, communication, and management theory and techniques.

2018
LEADERSHIP & MANAGEMENT:
Leadership and management theory and practice.
HLA Competency Area 5

**2010**
Understand and use technology and systems to manage all forms of information.

**2018**
DIGITAL, EHEALTH & TECHNOLOGY:
The digital and ehealth context, and the technology and systems used to manage data, information and knowledge resources in the delivery of library and information services.
HLA Competency Area 6

**2010**
Understand curricular design and instruction, and have the ability to teach ways to access, organise and use information.

**2018**
HEALTH LITERACY & TEACHING:
Health literacy, curricular design and instruction, and teaching the information skills associated with evidence-based practice.
HLA Competency Area 7

2010
Understand scientific research methods and have the ability to critically examine and filter research literature from many related disciplines.

2018
HEALTH RESEARCH:
Health research and the application of health research methodologies.
HLA Competency Area 8

2010
Maintain currency of professional knowledge and practice.

2018
PROFESSIONALISM:
Health information professionalism.

HLA Competency Areas and Descriptions
Comments

• an ambitious set of competencies (Lisa Kruesi, University of Melbourne)
• indeed a big piece of work (Michele Gaca, Helen Baxter, Austin Hospital)
• I had to use this document recently as I was audited by the ALIA PD scheme (Laura Foley, ANZCA)

• Re the future:
  – One thing that does spring to mind is personalised medicine so some genetics type skills etc? ...The other area is machine learning / AI both in healthcare itself but also perhaps some of the online resources (Rob Penfold, Barwon Health)
  – Only thing I’m beginning to see on the horizon that is different is libraries as publishers. (Cheryl Hamill, Fiona Stanley Hospital)

• Re overlap with health informatics:
  – I believe our worlds will collide.... Yes it is a plausible future that we are more engaged in this space as we have information management, workflow analysis, usability (website design etc) skills.... They know we have a unique skill base which will plug their gap. (Michele Gaca, Austin Hospital)
  – There are many librarians who are already value-adding to their library services, and who have project roles that overlap with HIM and many other areas of knowledge management and information brokerage...the competencies are intended to express the broadest scope of health librarianship, because narrowing the scope removes recognition of value-added services and project collaborations. (Gina Velli, Princess Alexandra Hospital)
Primary responsibility* of health librarians

Aligning with the business purpose of the organisation i.e.

- Patient care – individuals, families, carers
- Population health – communities, geographic catchments and/or groups e.g. children, women, disabled etc
- Education, research, policy, and programs to influence health service delivery

*The state of being responsible, accountable, or answerable. A duty, obligation or liability for which someone is held accountable.
Competencies for future roles


Method: 268 peer-reviewed articles

Results: HIPs, who generally serve as “embedded librarians,” are taking on more active roles as collaborators, research experts, and liaisons, replacing more passive and exclusive roles as information providers and outreach agents or research assistants.

Conclusions: Linking roles to competencies... “A better understanding of HIP demands and expectations will enhance the capacity of library programs to prepare students in HIP specializations.”
..current master’s... programs in North America offer insufficient academic preparation for students who wish to work in health information fields [Aken, 2010]

...outdated curricula and nonspecific learning outcomes often neglect current emerging demands and challenges that health sciences libraries face [Albert, 2010; Alcock, 2017]

... (LIS) educators might fail to equip those students with sufficient understanding of evidence-based medicine (EBM) practice and updated HIP activities through their library science course learning [Aken, 2010; Akers, 2017].

.. the disconnect between the general knowledgebase of librarianship and the specialized competency requirements for HIPs compounds the problem of inadequate guidance and instructional support for library students who are pursuing a career as an HIP and later transitioning to continuing professional development [Aldrich, 2014].”
Results of scoping review: In approximate order* of frequency in or primacy of reviewed articles (n=268), the foremost roles emerged as 9 distinct categories:

1) Clinical and medical information provision
2) Instruction, reference, and medical education
3) Informatics collaboration
4) Library management
5) Liaison, outreach, and inclusion
6) Research and scholarly publishing
7) Patient support and advocacy
8) Web presence and scholarly communication
9) Data management

*My disclaimer—vote counting introduces bias to the rankings
Competencies for future roles


“As eHealth continues to integrate into routine healthcare, practitioners may require new knowledge, skills and competencies to make best use of it, and to be able to communicate with an increasingly digitally-enabled consumer.”
Health Information Workforce Alliance

• HLA/ALIA is a founding member (with HIMAA, HISA, ACHI, ACHSM)
• Mapping competency sets with other health information professions is underway
• These will be used to develop our education offerings, workforce planning and advocacy with employers and policy-makers
• Seeking joint recognition as a registered health profession
Challenges

The Census showed
  o 10% job vacancy rate (cf national rate 1.2%)
  o imminent shortage of health librarians entering and progressing to management and leadership positions (2 :1 ratio – those who will retire in < 5yrs vs new recruits)

National Digital Health Strategy highlights
  o Consumer health literacy & digital inclusion
  o Training health professionals and digital technology skills

Scoping review suggests a “.. disconnect between the general knowledgebase of librarianship and the specialized competency requirements for HIPs”

*We have updated our HLA Competencies*

*how are we educating health librarians to be practitioners, managers and leaders for the future?*
References & Acknowledgements


Thanks to ALIA/HLA for funding the project, and to all respondents who gave feedback on the drafts.
Questions?