
This volume covers a lot of ground. Edited by M. Sandra Wood, the book is divided into five sections and twenty-seven chapters. Each of the chapters was an article published in Medical Reference Services Quarterly between 1987 and 1994. This time period is considered to represent the period of greatest activity in the field of health sciences user education, and cover significant diversity in subject matter. The sections cover a wide range of important information, and the chapters include both descriptive articles and articles that are more theoretical in nature. There seems to be something for everyone.

The first section of the book, "Program Planning and Implementation," is the longest, containing seven chapters. Three were written by David N. King, and they give a good theoretical overview of the process of creating an educational program in a library. Of particular interest is the discussion of differences between training and education and of the benefits of focusing on the latter. The chapters also include some interesting insights about the pitfalls of teacher-centered instruction, and they encourage instructors to design classes that focus on the needs and learning style of the student.

Francesca Allegri's chapter, "Administrative Structures for Education Programs," is perhaps one of the more useful in the book. This chapter, based on strategic planning sessions held at the Health Sciences Library at the University of North Carolina at Chapel Hill, was originally published in 1991. Nine models of administering education programs are listed, along with advantages and disadvantages of each. There is valuable information here that would be helpful to anyone designing a user education program or anyone interested in restructuring an existing program.

The other sections of the volume are "Teaching End-User Searching," "Research in User Education," "Information Management Education and Computer Literacy Programs," and "Computer-Assisted Instruction and Audiovisual Aids." I will say a few words about each to help the reader determine the content of the volume and will spend a bit more time reviewing the content of the chapter on information management education.

"Teaching End-User Searching" focuses primarily on MEDLINE instruction. Chapters include a strategy for teaching MEDLINE in thirty minutes, a description of a graphical teaching aid to explain MEDLINE, a discussion of the impact of teaching on a reference department, and a description of a research study to determine the impact of end-user training. The section on "Research in User Education" includes an article by Martha Jane K. Zachert that describes the need for more educational research in special libraries. The other chapters describe research projects. The section on "Computer-Assisted Instruction (CAI) and Audiovisual Aids" describes multimedia technologies that can be used in user education and describes examples of products that have been developed. The thorough description of a team-based approach to designing computer-based instruction that is given in the chapter titled "Watch Your Language: A CAI Approach to Teaching MeSH" would be useful to anyone working in this area.

One will find much to think about in the section titled "Information Management Education and Computer Literacy Programs." This section includes five chapters on topics such as computer literacy, teaching and consulting about personal file management software, establishing a consulting program in a clinical environment, and teaching computer literacy skills to physicians, as well as a lead chapter by Diane G. Schwartz.

I was particularly impressed with the predictions in Schwartz's chapter on "New Roles for the Medical Librarian in an Information Management Environment." This chapter is based on a paper presented in 1984, and was originally published in 1987. Many of its predictions are with us now. These include the proliferation of personal computers, local area networks, remote access to databases, teaching end-user searching, construction of knowledge bases, and creation of CAI programs. The chapter asks important questions that are still valid: "(1) How do we utilize developing technologies to organize information so that we can make necessary decisions with ease? (2) How do we educate library users to function effectively in this rapidly changing, technologically complex environment? (3) How will the new environment change the responsibilities of the medical librarian?" (p. 190).

The chapter titled "Information Management Education for Students in the Health Care Professions: A Coordinated, Integrated Plan" includes detailed descriptions of two programs, one for a college of nursing and the other for a college of medicine. The course descriptions are extensive and include the instructional objectives and a description of assignments given in each of the classes. The description of the process of inserting an education program into an existing curriculum...
identifies many of the potential pitfalls and is thus particularly useful. The chapter ends with some practical suggestions for working successfully with faculty.

This volume is a handy compilation of the thoughts of some of the leading practitioners of user education in health sciences libraries. It would be useful to students and to anyone looking for a good description of the overall state of end-user education. One criticism is that some of the material is dated. Of the twenty-seven chapters, seventeen were published in 1990 or later, but only six of the chapters were published after 1992. I found only one mention of the Internet in the book. Still, no one can argue that many of the chapters raise issues that are still valid, and I doubt that any serious reader would get through the book without at least one “aha!” experience.

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Considering wide-spread interest in and recognition of the value of providing access to reliable, understandable medical information for the layperson, there have been surprisingly few practical manuals published on this subject. Those that supply useful instruction, such as Alan Rees’s Managing Consumer Health Information Services [1], have primarily covered U.S. consumer health information (CHI) programs. In Developing a Consumer Health Information Service: A Practical Guide, Susan Murray, coordinator of the Consumer Health Information Service (CHIS) located within the Metropolitan Toronto Reference Library, has drawn upon her experience with the evolution of the CHIS to create a “how-to” manual with universal appeal. Whenever possible, Murray uses Canadian examples and the manual is, therefore, especially pertinent to Canadian programs. However, she provides enough details and concrete guidelines that information specialists involved in all aspects of CHI service will be able to adapt her suggestions to their needs.

In 1988, Kathleen Mayo, through the Florida Department of State, published Health Info at Your Library: A Guide to Developing & Promoting Consumer Health Information [2]. That manual provided useful examples of program models, promotional materials, guidelines, and resources for libraries interested in making their communities aware that they are “an accessible and reliable source of consumer health information” [3]. In 1991, the American Hospital Association published Consumer Health Information: Managing Hospital-Based Centers [4], intended as a manual for hospital-based libraries interested in supplying health information to consumers and patients. As mentioned, Managing Consumer Health Information Services (Rees), contains descriptions of about seventeen different CHI programs throughout the United States, Canada, the United Kingdom, Australia, and New Zealand. Each of these resources, although now dated, provides useful suggestions to the information specialist designing or enhancing a CHI or patient education service. Murray’s manual is more current than any of these sources and also provides a more detailed, step-by-step approach to program development.

Murray walks the reader through development of the CHIS from the needs assessment surveys in 1990 to the current structure of the program. She covers mission statements, program goals and objectives, budget preparation, proposal writing, staffing, space, service and collection planning, marketing strategies, and evaluation. Throughout the manual are highlighted “Tips,” such as: “Always add a comfortable percentage, say 5-10%, when you are drawing up a budget to account for fluctuating currencies and unforeseen expenses” (p. 24). Often these “Tips” refer the reader to useful resources or ideas available from other CHI programs; for example: “The Health Library (Stanford) conducts half-day training sessions that emphasize listening skills and how to conduct a reference interview. Volunteers are given quizzes and ‘information treasure hunts’ to help them identify basic health information sources” (p. 61).

Developing a Consumer Health Information Service: A Practical Guide abounds with examples of statistical forms, evaluation questionnaires, guidelines, policies, disclaimers, resource guides and healthfinders, and addresses useful for networking opportunities. The grant proposal for the CHIS is included in the Appendices, as are its organizational chart, classification scheme for subject files, and listing of current subscriptions to periodicals and databases.

In the interest of presenting a balanced review of this manual (as opposed to following my initial inclination to simply sing its praises), it may be noted that there are some areas that could be improved in future editions. The section on “Legal Implications of Providing Health Information” (5.3, pp. 48-50) is somewhat weak. In fairness to Murray, this is an area that, although of concern to librarians, continues to be primarily theoretical. She quotes a lawyer practicing

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