Introduction
Health care librarians are increasingly being encouraged to boost their profile by engaging with their clients outside the physical library context, by offering training at their place of work or through their existing continuing professional development (CPD) infrastructures.

This has led to alternative roles for librarians such as the NIH led informationist programme in the USA (Whitmore SC et al 2008), the clinical librarian model in the UK (Harrison J & Beraquet V, 2010) and the embedded librarian role which has expanded across all areas of librarianship (Kvenild C & Calkins K, 2013). In April 2015, an opportunity to participate in a health care professionals’ CPD conference by offering a librarian led information skills workshop presented itself to three librarians working in two different Irish health care organisations. This study explores the outcome of that workshop.

Aim of the Study
The primary aim of this study was to evaluate the perceptions of a specific group of health and social care professionals regarding the effects of a librarian-led workshop on patient outcomes and research practice in public health services. A secondary aim was to assist health science librarians with service planning.

Methods
Immediate feedback was sought using an evaluation form provided to participants (n=87) after the workshop session. A three-month follow up online survey - compiled using questions adapted from the Kirkpatrick model-based survey by Ayre et al (2015) – was emailed to all participants.

The survey addressed the following headings:
- Health and Social Care Professional Group
- Area of Employment
- Use and Non-Use of Training
- Patient Care
- Teaching and Learning
- Changes in Behaviour
- Information Skills Training

Data received was analysed using the on-line software tool, Survey Monkey. Survey information collected was anonymous and participation was voluntary.

Collaboration
Collaboration was a critical success factor in the design, delivery and impact of the training.

Results
There was a higher response rate to the evaluation form (45%) than the survey (24%). Both results confirmed the value of the workshop in terms of its usefulness. A high percentage of respondents (80.95%) stated that they had put the information into practice post workshop, which is a positive finding.

Results also showed that participation in the workshop had tangible benefits for participants, including: time saved, influence on decision-making regarding patient care and practice, and reduction in errors and risks in practice. Respondents also indicated topics on which they would welcome future training. These included: hands-on practice, critical appraisal and use of Patient Intervention Comparison Outcome (PICO) framework.

Conclusion
This collaborative approach to a librarian-led workshop has several benefits. It saves time, reaches a wider audience and informs service planning. The cooperation of librarians from different organisations brings together a combination of different skillsets and competencies leading to enriched content. Involving health professionals in the planning phase of the workshop means that their learning objectives and expectations are met.

References

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