



Charles Sturt
University

Social Work in Public Libraries

Handbook for Social Work students and supervisors

School of Social Work and Art
Faculty of Arts and Education
Charles Sturt University

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Foreword

This Handbook outlines the public libraries program of Social Work in Libraries (SWiL) from Charles Sturt University, Australia. This Handbook provides essential information for social work students and social work supervisors in relation to what a social work placement looks like in a public library setting. It outlines what might be expected of social work students when working in public libraries, and the supervisors' role in supervising these placements. In addition, this Handbook provides important information for library staff who host social work student placements in their libraries and who work directly or indirectly with social work students and their social work supervisors.

To get further information on the social work field education coursework, prerequisite subjects and knowledge for field education, this Handbook should be read in conjunction with the University's Student Field Education Handbook (CSU, 2020). This can be found at <https://arts-ed.csu.edu.au/schools/social-work-arts/workplace-learning/social-work>

Acknowledgements

Acknowledgement of Country

Social Work in Libraries (SWiL) was introduced on Wiradjuri Country in September 2021. We acknowledge the Traditional Owners of this land and pay our respects to Wiradjuri Elders both past and present. We recognise and respect their cultural heritage, beliefs and continuing connection with the land and rivers.

Author Acknowledgement

The Social Work in Libraries (SWiL) team would like to express their profound appreciation to all who made it possible to create this Handbook. We owe special gratitude to those involved in our first social work student placement project at the Wagga Wagga City Library, in particular Library Manager, Ms Claire Campbell whose contribution through thought-provoking suggestions and encouragement helped us initiate the project. We sincerely thank the exceptional staff at the Wagga Wagga City Library for welcoming Charles Sturt University's initiative to introduce social work students to public libraries.

We also acknowledge and appreciate the willingness and commitment of the social work students in undertaking their placement at a public library and in embracing the concept of social justice and social inclusion in a non-traditional social work practice setting.

We acknowledge the initiative of Dr Jane Garner to bring academics from the School of Information Studies and the School of Social Work and Arts together which resulted in Social Work in Libraries (SWiL) Research Team. We thank Associate Professor Karen Bell for her insights on Social Work placements in public libraries, collaborative research, and for providing the bibliography used in this Handbook. We thank Dr Heather Boetto and Associate Professor Karen Bell for their time and efforts in the Academic Liaison role to support Social Work students who undertook their placements at the Wagga Wagga City Library.

We thank the Associate Head of School-Workplace Learning (WPL) and Partnerships (Social Work and Human Services), Ms Lisa Campbell, and her WPL team for sharing their knowledge and expertise on the Social Work Work placement requirements and for kindly sharing the resources related to social work work placements as required by Australian Association of Social Workers (AASW).

Introduction

Role of social workers in the community

According to the Australian Association of Social Workers (AASW) website, social workers act collectively and individually in partnership with people in a way that addresses personal difficulty and structural barriers. Social workers are found in a range of settings and are dedicated to achieving social justice, inclusion, and wellbeing (2022). They work in organisations such as schools, healthcare settings, emergency services, family and community organisations, government departments, and criminal justice settings as well as private practice. Social workers bring skills in assessing situations and developing plans, building relationships, and connecting individuals to services and resources. The Social Work courses at Charles Sturt offer broad-based training that provides their students with understanding of First Nations communities, children and adolescents, cross-cultural communities, the aged, and those with a disability, a mental health concern or substance abuse issues. Social workers make a difference in the lives of individuals, families, groups, and communities.

Role of public libraries in the community

According to the State Library of New South Wales, community building is integral to all services provided by public libraries. The modern public library has a high social value within the communities it serves due to its role in community building and engagement (Twomey, 2017). This is particularly seen in smaller centres, where public libraries provide information, access to technology, programs that support community participation, and “safe and trusted public spaces where everyone is welcome” (State Library NSW, 2015, p. 89). The important social role of public libraries was evidenced in the 2008 State Library NSW “Enriching communities: The value of Public Libraries in New South Wales” report, which found underlying themes of safety, harmony, equity and education as the library’s primary contributions to community (Library Council of NSW, 2008, p. i). It is this alignment with social work’s focus on social justice, inclusion and well-being that makes public libraries an ideal location for social work skills to be employed in supporting individuals, communities, and public library staff.

The Social Work in Libraries (SWiL) program

In recent years the trend for collaboration between professional social workers and public librarians has gained some attention, particularly in the US and Canada. The practice of social work students undertaking placements at libraries is relatively new for the Australian public library system and has significant benefits to both library users in need and the staff who work with them. These benefits extend to addressing the psychosocial needs of library users through information provision, case management, referrals for library users and working alongside the library staff who are often limited in dedicated training that supports them to address the psychosocial needs of users.

In Australia public libraries are increasingly serving as a central gathering place for the community, making this setting more suitable for social work practice. The first placement for Charles Sturt's SWiL program in regional Australia occurred as a pilot project at Wagga Wagga City Library, New South Wales, in September 2021. Building on the success of the first social work student placement, the second social work student completed their placement in August 2022. Both social work students worked with both community members and public library staff undertaking various community development projects, and online refer services in the post-COVID-19 world and developed useful resources for the public library staff and library users. The aim of the SWiL program at Charles Sturt University is to bring social work to communities at the grassroots level.

In this first edition of the Handbook, we recognise and draw on the well-established social work student placements in public libraries in New York, San Francisco, and New Jersey in the United States. Social work student placements also exist at Canadian public libraries, yet the current knowledge draws on experiences and research on the known partnerships primarily based in the United States (Johnson, 2021).

Key areas of social work practice in libraries

The purpose of social work student placements in public libraries is to give students experiences where they can apply theoretical concepts learnt in the classroom to real-life situations under supervision before entering professional practice. Social work placements offer students the opportunity to engage with the community and contribute toward systemic change for individuals who are often overlooked by the system and policies; marginalised, underserved, or oppressed. Social work students undertaking placements in libraries can assume various roles thereby

extending the growth and development of their social work practice skills, and this can provide many benefits when working with individuals and communities at the grassroots level.

Social work placement in a public library allows students to interact with a range of people at micro, mezzo and macro levels. For example, at the micro level, students can work one-on-one with users of the library. This may include frontline outreach work through one-to-one interactions, information sharing about local resources, referral services, or case management. At the mezzo level, social work students build a bridge from micro to macro by making connections with community organisations or stakeholders. Social work students can design, coordinate, and deliver training sessions for staff by providing information on tools to improve interactions with library users, assist staff in coping with the aftermath of challenging situations, and promote self-care by fostering an inclusive, compassionate space in the library. At the macro level, students can help in the library by writing grant proposals, undertaking research projects, evaluating public library programs or reviewing and/or writing library policies. Social work students’ knowledge and expertise can inform the creative design of community programs and support constructive program evaluations. In addition, social work students may support systemic change in library education and culture to better support library users with diverse needs, depending on the identified community needs, budget, and potential stakeholders in a particular library. To undertake any of these tasks, learning about library culture, librarianship as a profession, and the similarities in social work and librarianship as ‘sister professions’ is crucial.

To understand the concept of ‘sister professions’, refer to the readings below:

Garner, J., Mitchell, L., Bell, K., Lockwood, A., & Wardle, S. (2020). Social work in Australian public libraries: An interdisciplinary approach to social justice. *Public Library Quarterly*, 40(6), 504–520. <https://doi.org/10.1080/01616846.2020.1825917>

Wahler, E. A., Provence, M. A., Helling, J., & Williams, M. A. (2019). The changing role of libraries: How social workers can help. *Families in Society: The Journal of Contemporary Social Services*, 101(1), 34–43. <https://doi.org/10.1177/1044389419850707>

Some common misconceptions about social workers in the library space are outlined below:

Misconception	Appropriate Expectation
The social work student can provide security for the library.	Social workers may model and provide training for staff on de-escalation tactics, but they are not trained in security and should not be placed in that role.

Staff can send all "problem library users" to the social work student so that person can handle all of their needs.	Library users may be referred to the social work student when they need to be connected with resources or assistance, but staff should still fulfill their normal job responsibilities with library users.
The social work student can fill in for other library staff as needed.	The social work student may support library staff by providing social work services to library users in a non-clinical role, but they should not be used to cover other library responsibilities, such as shelving, cataloguing etc.
Hosting a social work student is the same as having a paid social worker in the library.	The social work student is still learning and cannot work independently. They will need to consult with their social work supervisor frequently as they continue to develop their social work skills.
Once the social work student starts, staff will no longer have to deal with the psychosocial needs of library users	The social work student can provide resources and advice for both staff and public library users regarding the particular needs in that community, but social work students are not yet skilled as a fully qualified social worker.

Adapted from: Wahler, E. A., & Cook, J. D. (2022). Toolkit: Guidance for hosting a social work student in your library. City Library Collective of Wisconsin. P. 19

Please see a sample task plan for library placement in **Appendix A**.

Overview of social work placements in libraries

The workplace learning (WPL) component of CSU's Social Work courses places students into various government and non-government organisations to both learn from and contribute to the practices of those specific organisations. Placements are usually conducted during the students' third and fourth year of study in the Bachelor of Social Work and due to the students' prior experience, in the first or second year of study in the Master of Social Work (Professional Qualifying). Students may be on their first or second placement when coming into a public library. Importantly, social work students selected for placement in a public library will have expressed an interest and willingness to undertake a placement in:

- a non-traditional setting, and/or;
- community development, and/or;
- Policy development, and/or;
- Undertaking a research project, and
- Working with individuals, communities or groups at a grassroots level.

Student skills

Social work students come to their placements with a range of competencies related to ethical and professional behaviour, actively engaging with diversity, ensuring research-informed practice, and effective evaluation of programs, among others. All social work students have attained their National Police Check (NPC) and will show proof of immunisation, where required.

In libraries, social work students take on many roles that contribute to the library's mission. To that end, it is expected that students will demonstrate the following essential skills and attributes:

- Adaptability
- Independent self-starter
- Good time management
- An interest in seeking creative solutions
- Strong problem-solving skills
- Excellent communication skills
- Research skills.
- Ability to work in a diverse team environment

When considering whether a social work student will suit a public library some of the following attributes in the student will be helpful:

- Good communication skills, both face-to-face and over the phone
- Prior work experience with poverty, mental health, substance use, homelessness
- Some knowledge of the resources available in the local community
- Able to work independently and to resource themselves
- Able to think quickly, and to make decisions
- Some experience with case management including setting goals and strategies
- A desire to work with a wide range of people
- Interested in and excited about program development.

Expected outcomes

Placements are structured, individualised periods of experiential learning that occurs after students have completed their first Theory and Practice subject. Each placement has course requirements that the student must achieve. These are known by the student and are accomplished under the guidance of the social work supervisor responsible for the placement and in collaboration with the agency supervisor. These include:

- Assessment tasks as expected in the field education subject requirements
 - the learning plan
 - mid-placement presentation
 - end-placement presentation and the final report

About the Workplace Learning (WPL) Office

All Charles Sturt University students on placement are supported by a number of people at the University. This support extends to the managers of the libraries where students are located.

Role of Charles Sturt University support staff

ASSOCIATE HEAD OF SCHOOL WORKPLACE LEARNING AND PARTNERSHIPS :

The Associate Head of School Workplace Learning and Partnerships is responsible for the delivery and quality of the field education program, ensuring it meets the legislative and accreditation requirements of work integrated learning in social work and human services. With the Workplace Learning Co-ordinators, they ensure appropriate educational and wellbeing support is provided to students, coordinate university liaison staff, and mediate resolutions in cases where difficulties arise in a placement, among other aspects.

WORKPLACE LEARNING COORDINATOR (WPLC):

WPLCs provide support and assistance to students, field educators and academic and university liaison staff, problem-solving and mediation, coordinating, establishing and overseeing the professional placement arrangements for students. They have responsibility for developing and assessing student readiness and preparation for placement.

PLACEMENT ESTABLISHMENT ACADEMIC (PEA):

The PEA is responsible for establishing the professional placement arrangements for the students and supporting them prior to the placement interview. They liaise with the library manager and the student around the placement, ensuring the placement meets the accreditation requirements.

ACADEMIC LIAISON (AL) / FIELD EDUCATION LIAISON OFFICER (FELO)

The FELO has a very important hands-on role during the placement, supporting students by:

- Promoting a consultative process between the onsite and/or offsite field educator and the student to discuss learning processes, structure, and assessment of the placement
- Maintaining regular contact with the student through meetings to clarify educational issues, monitor progress, and mediate any difficulties. FELOs are available for informal contacts throughout the placement as the student and/or the field educator require.
- Assessing student progress against the subject learning outcomes and placement goals.

SOCIAL WORK FIELD EDUCATORS / SUPERVISORS:

In all accredited Australian Social Work Field Education subjects, each student placement must be supervised by a qualified social worker who is eligible for membership of the Australian Association of Social Workers (AASW) and who has a minimum of 2 years' full-time experience, or its part time equivalent.

The social work supervisors provide regular supervision for the student either face-to-face and/or via videoconferencing. They assist students understand how their practice and learning map to the AASW Practice Standards and supervise the student's day-to-day work through line management/task supervision. The Social Work Field Educator is considered to be the primary supervisor in recommending student grades to the university.

CONTACT INFORMATION

Workplace Learning Office (WPLO)

Email: FOAE-WPL@csu.edu.au

Phone: (02) 6933 2020

Role of Library staff

LIBRARY MANAGER

The library manager liaises with the PEA prior to the student placement interview, and then with the social work student in preparation for the placement at the public library. The library manager works with the PEA to identify and delineate the role the student will have within their library space and any particular focus they have for the student while undertaking a placement. Some examples of social work student tasks might include but are not limited to a community needs assessment, evaluation of the existing library programs, designing new community programs, policy development, developing staff education and training programs to promote staff well-being initiatives, etc. In addition, the library manager organises social work student orientation to their public library, and in explaining the relationships between library staff and the social work student in clarifying their roles, and responsibilities and in supporting the student on a day-to-day basis.

PLACEMENT TASK SUPERVISOR

The supervisor within the library will supervise the students' daily work and liaise with the social work supervisor in particular through the placement meetings (First, mid and final liaison

meetings), where they will provide feedback on the student's learning goals and progress. This role can be undertaken by the public library manager.

Preparing for the Placement – Library Manager

Preparing the library staff

The success of the student's placement hinges on the library staff and their attitudes to and understanding of the part the social work student will play in their library. Talking with the staff well in advance of the start of the placement is vital to helping them to understand the parameters of the role the student will have and how it fits with their usual practice. To avoid conflict, ensure you have listened to all concerns from your staff before the student arrives. Share information with them on some existing social work placement models so they can see that students will not take a clinical role nor a librarian's duties but serve to supplement services and to help library users in meeting their needs

Once your staff are on board, set professional boundaries maintain the professional identity of the social work student and the library staff, and clarify what the social work student will be doing so the staff knows exactly when to refer a library user to the social work student. The workplace learning academic team at the university will be able to help with this if you need further information. It is also valuable to identify one point of contact for the social work student, which will help the student in prioritising the workflow, effective time management and minimising misinformation.

Outline the student's role and focus

The library manager must be clear about their vision for the role of the social work student in their library. It is also important to be realistic about what the student can achieve, both in terms of skills and in terms of their time. Often the placement tasks take a broad (macro) focus, such as undertaking a needs assessment or reviewing library policies in relation to a particular patron population, such as homeless people, youth, library users with a disability or mental health concern, people from other cultures, or older library users. If the public library has already done a needs assessment, there may be community programs they would like designed, or such programs to be implemented, or trialled and evaluated.

As with any position, it is important to create a 'job description' for the student. Please see **Appendix B** for a sample position description. This will help in describing the role and tasks in clear terms, identify any resourcing (i.e., desk, computer, quiet space, etc.), improve

communication with staff, and generally provide the framework that sits around the interactions between the social work student and the library staff and library users.

Depending on the tasks the student is expected to undertake, identifying a suitable space for the social work student to be able to have confidential conversations with the library users, but also ready access to assistance if required is important. Also, planning for secure record-keeping can be a challenge, but necessary for social worker students working with the public to fulfil any legal requirements.

Orientation

Providing orientation for new staff might not be uncommon for public library managers, social work placement students will also need:

- Familiarity with the library's mission and values
- A good understanding of student's role in the library
- Knowledge of demographics, needs and diversity of library users that the library serves.
- Understanding of both the Australian Library and Information Association (ALIA) Code of Ethics and the AASW Code of Ethics
- Awareness of the general running of the library, its processes and procedures
- To read and be familiar with current literature on social work in the library

It is important to include the Social Work Field Educator/Supervisor in planning the orientation as this will set the groundwork for the student's move towards working with library users. The Social Work Supervisor will also be able to identify when a social work student is ready to work with the general public in an individual or a group setting.

Ongoing supervision

A placement in a library is a learning experience for the student and they will require supervision and guidance throughout. There is usually library task supervisor who is available for day-to-day assistance and a qualified Social Work Supervisor who will provide education, problem-solving, support and corrective feedback throughout the placement. These two supervisors work together to ensure the placement goes smoothly, providing the necessary social work skills while working within the scope and guidelines of a public library, ALIA and the AASW. For a successful placement for the student and the library, the communication between these two roles is paramount. After all, a library-based social work placement should benefit the library users, the library and the student.

Assessment

Students are evaluated on their Learning Plan and on their progress throughout the placement. The library manager or the task supervisor will be asked for feedback on how the student has progressed and it is essential that feedback about the student's skills and learning goals is timely, honest, transparent and consistent.

It is also helpful for the library to gather data on how the student has performed during the placement. This could include the number and nature of library who have been helped; referrals to other services; staff or library users' workshops that have been delivered; new resources or programs that have been developed or implemented. The library could also collect information on library users' satisfaction with the service, or staff appraisal of the social work student's value.

Preparing for the placement – the student

Undertaking a placement in a public library could appear to be a different experience from other field placements opportunities in social work practice. It will also be quite different to attending a public library as a library user!

Social work students can prepare themselves for a public library placement by:

- Reading about the various programs and activities the library is currently doing
- Understanding the demographics and dynamics of the community this library serves
- Reviewing the library’s policies and guidelines, in particular overarching guidelines for libraries:
 - International Federation of Library Associations and Institutions (IFLA)
 - Australian Library and Information Association (ALIA)
 - State Library NSW
- Assessing their existing skills and identify gaps they may be able to work on during a public library-based placement
- Thinking about the kinds of learning experiences that they will want to participate in. Include those that fit well with their existing strengths and those that might help extend into new areas of knowledge
- Considering the type of supervision which works best for them, so it is easier to communicate with the supervisors.

Please see **Appendix C** for additional orientation resources and **Appendix D** for key terms and additional academic literature on social work in libraries.

The Learning Plan

In the first few weeks of placement, students need to complete a Learning Plan. This should be developed in conjunction with the onsite task supervisor, the library manager and the social work supervisor. Ongoing consultation with supervisors is necessary in developing the student learning plan. The Learning Plan will then be shared with the Field Education /Academic Liaison Officer (FELOL) to get further feedback on realistic and achievable learning goals and alignment with subject learning outcomes.

The Learning Plan will act as a roadmap for the student’s professional development and guide social work relevant tasks during the placement. By outlining specific learning outcomes, the

Learning Plan ensures that the student gains relevant skills and experiences necessary for their professional growth. It also provides a structure for monitoring progress and assessing the effectiveness of the placement.

Conclusion

Charles Sturt University is committed to ensuring each social work student placement is a success for both the student, the public library and their staff and community.

The Social Work in Libraries program aims to bring social work to communities at the grassroots level, promote co-designed research and enhance andragogy for social work students. The program is focused on developing resources for communities and individuals in the places where they are most comfortable and feel safe: public libraries. Whether library users seek assistance with homelessness, domestic and family violence, mental health, re-entering the community following periods of incarceration or any other psychosocial concern, this program aims to provide access to appropriate psychosocial support and resources.

The SWiL team are always happy to accept feedback from public library staff and supervisors, social work supervisors and students on how we can continue to improve this vital program aimed at increasing community well-being through social work in libraries. Please see further information on the SWiL Research Team below.

The SWiL Research Team

Associate Professor Karen Bell

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Karen Bell, PhD, is an Associate Professor of Social Work and co-leader of the Environmental and Social Justice Research Group and the Future of the Professions Research Group at Charles Sturt University. Karen's record of research and publication reflects her interest in the philosophy of social work, post-anthropocentric and critical post humanist theory, gender, and ecosocial work. Many of Karen's publications explore the potential of post-conventional theory in relation to the philosophy of social work, qualitative research, gender, climate change, and interprofessional practice. Karen's current research collaborations include projects on disaster resilience, professional identity, international education, research capacity-building, gender and patriarchy, and interprofessional projects exploring social work in libraries.

Dr Jane Garner

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Jane Garner, PhD, is a Senior Lecturer with the School of Information and Communication Studies at Charles Sturt University. She is also a member of the Charles Sturt University Libraries Research Group, the Environmental and Social Justice Research Group, and the Future of the Professions Research Group. She is an elected Standing Committee member of the International Federation of Library Associations and Institutions Library Services to People with Special Needs Section. Jane's research and publications focus on the role of books, libraries, reading and information in the lives of people experiencing disadvantage, such as persons deprived of liberty and those experiencing homelessness or poverty.

Dr Kasey Garrison

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Dr Kasey Garrison is a Senior Lecturer in Teacher Librarianship and coordinator of the Children's Librarianship Specialisation at Charles Sturt University. Before becoming an academic, she taught in early childhood and primary schools in the Spanish and special education classroom as well as the school library. Her research interests center around various topics in

school libraries including information literacy, collaboration with public libraries, and social justice and diversity issues in youth literature.

Dr Monique Shephard

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Monique Shephard, PhD, is a Postdoctoral Research Fellow with the Future of the Professions Research Group at Charles Sturt University. Monique's academic experience spans 10 years across the disciplines of social work, teacher librarianship, English, and in PhD candidate training. Her PhD from Charles Sturt was interdisciplinary, grounded in knowledge from the social work, English and librarianship disciplines. Monique also has experience in private child and adolescent psychology practice, and in public libraries with a focus on the youth literature collection. Monique is a member of the Libraries Research Group, the Environmental and Social Justice Group, and the Social Equality Intersectionality & Inclusion Research Group at Charles Sturt. Her current research includes projects on adolescent mental health in schools, environmental practice in social work, disaster resilience, and open-access training for doctoral students.

Dr Sabine Wardle

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Sabine Wardle, PhD, is a Senior Lecturer and the Project Lead for the Social Work Placement initiative with the School of Social Work and Arts at Charles Sturt University. Her research interests and publications focus on culturally and linguistically diverse population groups, public health and well-being, social work in public libraries and promoting inclusion of people from diverse cultural backgrounds. She is an active member of Charles Sturt University's Library Research Group and Environment and Social Justice Research Group. Sabine's research remains focused on the theme of social justice, cultural inclusion, embracing diversity and promoting the role of social workers and social work interns in public libraries.

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Appendix A

Placement Task Plan Sample

Placement phase	Placement tasks
<p>Orientation and information-gathering / sharing phase (Four weeks FTE)</p>	<p>ORIENTATION TO THE LIBRARY AND ITS PEOPLE</p> <ul style="list-style-type: none"> • meet the library management, library staff, relevant staff in the community services portfolio, and other relevant Council staff as suggested by the on-site supervisor • understand organisational structure • familiarise self with local community profile • familiarise self with library programs and their proposed outcomes • familiarise self with library policies and mission statement. <p>GAIN A BROAD UNDERSTANDING OF LOCAL GOVERNMENT CONTEXT.</p> <ul style="list-style-type: none"> • gain a sense of the local community profile and needs by developing an understanding of broader community context. This could be done through desktop research within the Council and Libraries’ site, shadowing the community development team, or through discussions with library staff • explore organisational structure and processes <p>Learn about basic library processes</p> <ul style="list-style-type: none"> • spend time with staff on the front desk • talk with Manager and Team Leaders • review the resources available within the library – books, pamphlets, etc. • observe interactions with library users. <p>Access and read literature on Social Workers in Libraries</p> <ul style="list-style-type: none"> • See resources list (pp. 26-43) • focus on Johnson (2021) and Garner et al. (2020) at this stage.

	<p><i>COURSEWORK:</i></p> <p>Develop your draft Learning Plan (The learning plan draft should be completed in week2)</p> <p>Prepare for the first liaison meeting (This happens at day 10 of the placement)</p> <p>Develop your supervision agreement with your social work and library supervisors</p>
<p>Middle Phase</p> <p>(Six weeks FTE)</p>	<p>Continue tasks from the initial phase of the placement.</p> <p>Draft a needs assessment for the Library</p> <ul style="list-style-type: none"> • Liaise with library manager, staff, community services staff, and library users <p>Create a community resource folder/webpage content for the Library</p> <ul style="list-style-type: none"> • Liaise with library manager, staff, community services staff, and library users. <p><i>COURSEWORK:</i></p> <p>Meet field education subject requirements</p> <ul style="list-style-type: none"> • complete assessment tasks • engage in weekly social work supervision <p>Review Learning Plan</p> <p>Reflect on:</p> <ul style="list-style-type: none"> • ethical dilemmas • theory and practice integration • learning plan goals and objectives. <p>Prepare for the mid placement presentation and mid-placement assessment (academic liaison) meeting.</p> <ul style="list-style-type: none"> • Further resources reading • Prepare PPT presentation • Book online meeting with relevant stakeholders

<p>Final Phase</p> <p>(Six weeks FTE)</p>	<p>Meet library users during dedicated couple of hours per week</p> <p>NOTE: this will be a non-clinical role (<i>providing information on community services and referral only</i>) under direct supervision by the task supervisor, (usually the Library Manager) and the Social Work Supervisor.</p> <p>Present Needs Assessment and Community Resource materials to Library Manager</p> <p><i>COURSEWORK:</i></p> <p>Plan for the end of placement wrap-up and rituals.</p> <p>End of placement meeting, presentation</p>
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Appendix B

Sample Social Work Student Job Description

Generalist Job Description:

Student will:

- Identify library patrons who may benefit from social service support through outreach, direct observation, or referral by library staff
- Meet individually with library patrons in order to provide referral services or address issues in ways that are consistent with the mission, services, and constraints of the library
- Assess patrons' identified needs including those related to housing, mental health, primary care, substance abuse, etc.
- Provide current and relevant information, support, referrals, and assistance to patrons experiencing mental health issues, substance abuse, unstable housing, or other needs as identified
- Provide short-term case management for library patrons who need assistance connecting with other community resources for ongoing services
- Coach, model, and serve as a resource for staff re: best practices related to working with vulnerable populations and customers
- Provide training to staff on trauma-informed care
- Provide crisis assistance and intervention in the library as needed
- Develop partnerships with area agencies and stakeholders in order to provide services within the library or make referrals to off-site services available to library patrons
- Participate in community engagement and outreach, and assist in community-based initiatives

Macro Job Description:

This practicum placement is the initial placement for the library, and student will work with the social work field instructor and library task instructor to help determine the library's and community's needs and lay the foundation for future potential social work and public library practicum placements or collaborations by:

- Conducting a needs assessment of staff to understand staff concerns with meeting patron needs, their perception of patrons' unmet needs, training needs, and ideas for improvement
- Conducting a needs assessment with library patrons to understand patrons' unmet needs and how the library might be able to use a social work collaboration in the future to meet these needs
- Conducting a gap analysis of the community to understand services provided and existing gaps in community resources that could inform the library's future programs
- Preparing a literature review of existing social work and public library collaborations to inform the library about future possibilities of library-based social service programming and services
- Reviewing library policies and making recommendations for improvement to ensure policies are patron-centered and equitable for patrons with financial barriers or other unmet needs
- Developing partnerships with area agencies and stakeholders in order to solicit other organizations and new collaborations to provide needed services within the library
- Participating in community engagement and outreach, community task force meetings, and assisting in other community-based initiatives as needed

Appendix C

Suggested orientation resources

GUIDELINES

[APLA-ALIA Standards and Guidelines for Australian Public Libraries, May 2021](#)

[IFLA-UNESCO Public Library Manifesto \(2022\)](#)

[IFLA Guidelines for Library Services to people Experiencing Homelessness \(2017\)](#)

[ASWEAS Field Education Standards \(April 2021\)v](#)

CODES OF ETHICS

[ALIA Code of Conduct Statement](#)

[AASW Code of Ethics](#)SW Field Education Standards – Australian Social Work Education Accreditation Standards (ASWEAS) (AASW, 2020) -

<https://www.aasw.asn.au/document/item/13629>

WEBSITES, BLOGS, WEBINARS AND ARTICLES

[Whole Person Librarianship](#)

[Libraries and Social Workers – Perfect Partners](#)

[Social Workers and Librarians— A Case for Why We are BFFs](#)

[Social work students and public library partnerships](#)

[Libraries as Mental Health Hubs \(2020\)](#)

Links to relevant CSU course materials:

CHECK:

- Public Library Manifesto IFLA
- Guidelines how libraries should respond to people experiencing homelessness (are there other community groups)

Appendix D

Glossary of Social Work terms

AASW Code of Ethics

Advocacy Representing others individually or in groups in order to advance their cause

Assessment The process of examining a problem to determine its cause, severity, and course which is necessary to design an effective intervention plan

Capacity building Process of developing the abilities, attributes, resources and will to set and reach goals by a client, group, organisation, or community

Case management Securing, implementing, and monitoring services needed by a client on an ongoing basis

Competency The specific knowledge, skills, and values necessary for ethical and competent social work practice

Direct practice Social work practice that involves direct contact with clients

Engagement Engaging in and building a professional relationship with a client or system which sets a foundation for subsequent phases of collaborative work

Ethical dilemma A situation in which two strongly held values are in conflict, and in which action to support one value violates the other

Field Education Subject Coordinator/ Workplace Learning (WPL) Coordinator The faculty member responsible for administration of the field education program

Field Education Supervisor The social worker assigned to provide the supervision of a practicum student and to evaluate student performance

Fields of practice The range of social work practice arenas and settings, each of which require specific knowledge and techniques

Generalist A social worker who possesses a broad range of knowledge and skills for work in various fields of practice, who can move from one level of practice to another as needed, draws from a variety of theories and perspectives, and uses a variety of models and techniques in interventions

Indirect practice Social work practice that does not include direct contact with clients, but that impacts them through research, program development, administration, and policy practice

Intervention The overall term used to describe all change-focused activities performed by social workers on behalf of and in collaboration with their clients, including activities at micro, mezzo, and macro levels of practice

Learning plan/contract The document required by social work programs, and developed by the student in collaboration with their supervisors, that details the agreed-upon goals and activities of the student in their practicum placement and ensures the placement will meet the CSWE required competencies

Levels of practice The term that refers to the micro, mezzo, or macro areas of social work practice

Macro The level of social work practice on behalf of and in collaboration with communities and organisations

Mezzo The level of social work practice on behalf of and in collaboration with groups

Micro The level of social work practice on behalf of and in collaboration with individuals

Needs assessment The process of identifying certain needs and resources of a population or community, combined with the opportunities and challenges for meeting those needs

Presenting problem The issues, problems, or challenges which are seen by the client or referral source as in need of intervention, and which provide a starting point for social work assessment

Self-determination A social work ethical principle that protects and ensures a client's right to make decisions on one's own behalf

Social justice A social work principle that involves ensuring everyone the same basic rights, protections and opportunities and addressing inequalities and injustices in order to eliminate oppression and unequal treatment.

Social worker A person who is eligible for membership of the AASW.

Social work qualification. Named qualifications in social work, including a bachelor of social work or a qualifying master of social work, both of which qualify graduates for membership of the AASW provided the program has been accredited by the AASW.

Strengths perspective The professional lens that helps social workers maintain a focus on the strengths and resources of clients and client systems upon which to build interventions

Task supervisor The person inside the organisation assigned to work with the student on a day-to-day basis when there is no qualified social work supervisor in the organisation

This glossary is adapted from the Dictionary of Social Work from the University of Montana and State Libraries Victoria/Public Libraries Victoria partnerships toolkit

Appendix E

Annotated bibliography and selected resources (see also Appendix C)

Reference	Annotation
<p>Garner, J., Mitchell, L., Bell, K., Lockwood, A. & Wardle, S. (2020). Social Work in public libraries: An interdisciplinary approach. <i>Public Library Quarterly</i></p> <p>https://doi.org/10.1080/01616846.2020.1825917</p>	<p>“Public library staff are increasingly required to work with members of the public with high social needs. Public libraries are places of sanctuary and connection for people experiencing challenges such as homelessness, poverty, mental illness, domestic violence and substance abuses. In recognizing their role to serve the needs of all people who enter their buildings, public library staff are often asked to work outside their areas of expertise to meet the needs of community members. Public library staff can experience feeling overwhelmed and anxious when working with this community, often wanting to help but not knowing where the boundary between providing support and undermining the self-determination of the individual lies, and not knowing what resources and services would best meet the needs of these visitors. To assist patrons with high social needs and library staff, the City of Melbourne Libraries followed an approach now common in the United States of America, but largely untested in Australia by working with a local housing group to place a social worker in their City Library. This article explores the early work of the Library Social Worker as she engaged with library patrons and provided training to library staff. Using statistics and case notes that describe her activities and their outcomes, we can see that although this practice is new for the Australian public library system, the placement of a social worker into a busy urban library has significant benefits to both patrons in need and the staff who work with them” (Garner et al. 2020, p.1).</p>

<p>Sarah C. Johnson (2021) Innovative social work field placements in public libraries, <i>Social Work Education</i></p> <p>https://doi.org/10.1080/02615479.2021.1908987</p>	<p>Provides a solid review of literature on SW in libraries and considers collaborative practice between social workers and librarians, including SW placements.</p>
<p>Schofield, A. (ND). Social workers and librarians – a case for why we are BFFs. <i>Intersections: a blog on diversity, literacy, and outreach</i>, American Library Association</p> <p>http://www.ala.org/advocacy/diversity/odlos-blog/social-workers</p>	<p>USA – in 2014 SW introduced to Richland Library - “to provide accurate, unbiased information on the then-new Affordable Care Act” ... “now our reach includes a team of social workers who provide a range of services, including in-house consultations with library customers, educational opportunities for the incarcerated, health literacy programming, and staff training”. Enhances work of library, SW in libraries as “an integral forces in the library’s efforts to provide value to our community”.</p> <p>Several libraries in USA now have SWs “and I think it’s safe to say that those of us who don’t have social workers want them” ... “the idea of social workers in libraries just seems right to librarians” “SWs are our perfect counterparts” given the nature of library-users’ enquiries and what they really need; SWs provide individual consultations where the query warrants more specialised knowledge (about welfare, community services, etc.).</p> <p>People trust libraries, integral part of communities – safe places. Library users “hope to cut through bureaucratic hurdles” and be treated with compassion. SW skills and values complement and intersect with librarian skills and values – care, client self-determination, confidentiality, empowerment through knowledge, informed practice for positive change.</p> <p>“Most librarians have had to accept limits in assisting patrons in crisis” – SW as an option to address this gap in library services.</p>

	<p>SW skills in professional development/training – e.g., how to respond to people in crisis, set boundaries, deal with at risk children and adults, self-care.</p> <p>“In considering how SWs and libraries might continue to integrate, it is interesting to consider how the profession might change in relation to the needs of patrons. As SWs and librarians learn from each other and see the benefit of our partnerships growing, perhaps the future may hold a hybrid space where we exist together in new ways”.</p>
<p>Social Work in Libraries Symposium presentations</p> <p>https://thinkspace.csu.edu.au/librarysocialwork/social-work-in-libraries-2/social-work-in-libraries-symposium</p>	<p>A collection of recordings from the inaugural Social Work in Libraries (SWiL) Symposium, hosted by the Future of the Professions Research Group at Charles Sturt University, 1 December 2022.</p> <p>Includes links to resources.</p>
<p>ALA Site search ‘social work’</p> <p>BITLY: https://bit.ly/3b0ZuAj</p>	<p>List of search results from ‘social work’ search of ALA site (selected items from this list are also included below)</p>
<p>Social Work in Public Libraries Virtual Forum Series</p> <p>http://www.ala.org/pla/education/onlinelearning/socialworkforums</p>	<p>Established 2018. Have a strategic plan, more information on ethos, professional development. Held a conference in 2019 – ‘Librarians and SWs: Partnerships that work for connecting people in need’.</p> <p>PLA SW Taskforce – “To develop and recommend a strategic and coordinated approach for PLA related to how public libraries address the social service needs of customers. The task force will identify best practices and will consider resources to be developed that will allow PLA to offer guidance and technical support to libraries. Task force activities include but are not limited to: recommendations for training and ways to engage library staff on the topic; identification of model programs in order to generate and share best practices; consideration of how social work methods can be integrated into libraries and PLA's educational programming; identifying ways PLA might influence social work services within public libraries; and helping libraries serve</p>

<p>Conference: http://www.ala.org/pla/education/conferences/alaannual/19preconference</p> <p>Podcast: http://publiclibrariesonline.org/2018/07/equity-diversity-and-inclusion-new-pla-podcast/</p>	<p>diverse communities. The group will also work to ensure that the model developed here can be adapted to support other non-librarian professionals working in public libraries (i.e., early literacy experts, IT staff, etc.)”.</p> <p>PLA mission and strategy – commitment to equity, diversity, inclusion, and social justice.</p> <p>Also a podcast - Equity, Diversity, and Inclusion; Social Workers in Public Libraries; Serving Children of Incarcerated Parents.</p>
<p>Public Library Social Work – Overview of trauma-informed care</p> <p>http://www.ala.org/pla/sites/ala.org.pla/files/content/tools/Public-Library-Social-Work_Overview-of-Trauma-Informed-Care_FINAL.pdf (1 page poster)</p>	<p>Provision of “thoughtful, trauma-informed care and the positive impact it has on our libraries, customers, library staff, and communities”.</p> <p>Sections on trauma, best practice, strengths-based perspective, compassion, behaviour, creating welcoming spaces.</p> <p>“Our approaches are made even more effective when we create welcoming spaces for customers experiencing life challenges. Our spaces and our resources are available to all—regardless of economic status, housing status, health condition, race, creed, sexual orientation, gender orientation, and more. Our commitment to the public means that we welcome everyone but address behavior separately so that everyone is free to benefit from our work. We feel this approach reflects the values of librarianship: providing free and equal access to anyone who can benefit. Social-work informed library service is producing measurable results. Adapting these research-based approaches reduces barriers to library access, makes the library a better, more welcoming place for all and positions libraries as being actively part of the solution for many of these issues. We encourage you to explore these ideas and implement them at your library”</p>
<p>Social Worker Taskforce Public Library Assoc (PLA)</p>	<p>USA task force formed in 2018 to “develop and recommend a strategic and coordinated approach for PLA related to how public libraries address the social service needs of customers”</p>

<p>http://www.ala.org/pla/about/people/committees/pla-tfsocwork</p>	
<p>Serving at-risk patrons</p> <p>http://www.ala.org/tools/programming/serving-risk-patrons-lessons-library-social-workers</p>	<p>Professional development session facilitated by SWs –</p> <p>“Participants will learn how to provide new or additional services to vulnerable customers in the library system. ... Gain tips and advice from social workers working in the library field”</p>
<p>Trauma-informed approach: A Social Work definition</p> <p>http://www.ala.org/pla/sites/ala.org.pla/files/content/onlinelearning/webinars/archive/pla_trauma-informed_approaches_johnson.pdf (9 pages)</p>	<p>More details on Trauma-informed approach, including how to create a trauma-informed environment (5 principles) – safety, choice, empowerment, collaboration, trustworthiness</p>
<p>O’Connor, M. (ND). SW in Public Libraries</p> <p>http://www.ala.org/pla/sites/ala.org.pla/files/content/onlinelearning/webinars/OConnor_PLA_Homelessness_OConnor.pdf (37 slides)</p>	<p>PPT on libraries as community hubs for many disadvantaged people, embedded SW in libraries, role of SW in libraries (mostly key word slides), includes patron survey results on frequency of visits to library (52% daily, 33% 3-5/week), reasons for visits (55% access reading materials, 48% safe, quiet, comfortable place, 45% access to computers), staff training – homelessness, mental health first aid</p>
<p>Whole person librarianship: Social Work concepts for holistic patron services</p> <p>http://www.ala.org/asgcla/whole-person-librarianship-social-work-concepts-holistic-patron-services-feb-2020</p>	<p>Professional development session Feb 2020</p> <p>“Whole Person Librarianship applies social work concepts to library practice to improve patron services across library types. As library-social work collaborations expand in number and type across the country, all library staff members can learn to provide more holistic service by applying tools and technique that are grounded in decades of social work practice and experience. The techniques used in a Whole Person Librarianship approach bolster library staff skills in areas of mental health, self care, and understanding and working with patrons in crisis, and more.</p>

	<p>This course will engage learners in a personalized project that they develop over the course of five weeks, focused on these topic areas: introduction to library-social work collaboration, Person-in-Environment, resource mapping, Cultural Humility, and Reflective Practice. Participants will gain new perspectives on service that they can apply from the front line to the board room”</p> <p>“By the end of this course, the participant will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of library-social work collaboration in a contemporary library service. • Describe key social work concepts for a whole person approach to library service • Apply key social work concepts to their own library work.”
<p>PLA Taskforce Trauma Informed Series</p> <p>http://www.ala.org/pla/sites/ala.org.pla/files/content/onlinelearning/webinars/archive/Trauma_PLA_Webinar_2.pdf (21 slides)</p>	<p>**Useful PPT slides on Trauma-informed approach, self-care, types of trauma including vicarious trauma, trauma reactions & presentations, policy, funding</p>
<p>Why trauma-informed? A PLA SW Taskforce webinar (presented in 2019). Cost to view</p> <p>http://www.ala.org/pla/education/onlinelearning/webinars/ondemand/whytraumainformed</p>	<p>“Members of the PLA Social Worker Task Force continue to explore trauma-informed library approaches with this deep-dive into trauma and the trauma-informed approach, with a focus on why this is an important consideration for every public library. Every person who works in your library has been through a stressful or traumatic experience and all those who walk through your library's doors have also experienced some degree of trauma and/or stress.</p> <p>In this on-demand webinar, the presenters—all working library social workers—show how following a trauma-informed approach can relieve the pressure that results from managing difficult situations, explore methods for offering choices to patrons, and for creating an environment of collaboration and trust at the library.</p> <p>At the conclusion of this on-demand webinar, participants will be able to:</p> <ul style="list-style-type: none"> • Understand more about what trauma is, including types of trauma;

	<ul style="list-style-type: none"> • Empower patrons with making choices; • Understand how the trauma-informed approach aligns with library values; • Comprehend the use of trauma-informed ideals in developing informed judgement; and • Appreciate the importance of self-care”
<p>Applying trauma-informed concepts to reduce harm: A PLA SW (presented in 2019). Cost to view</p> <p>http://www.ala.org/pla/education/onlinelearning/webinars/ondemand/reduceharm</p>	<p>“This on-demand webinar—the third in a series—dives into how a trauma-informed service philosophy can reduce harm for library staff and patrons. Panellists address specific scenarios and help participants begin to use trauma-informed concepts to address concerns before they arise and when they arise. By incorporating concepts and research covered in the first two webinars, attendees learn how to look through a trauma-informed lens and gain ideas to consider when approaching an interaction.</p> <p>In this latest instalment in the series, members of the PLA Social Worker Task Force continue to explore trauma-informed services at the library. Previous webinars in the series have looked at what a trauma-informed approach is and why it is important; this on-demand webinar focuses on how to implement a trauma-informed approach. However, each webinar is designed to stand alone, so attendance at the previous webinars in the series is not a prerequisite.</p> <p>At the conclusion of this on-demand webinar, participants will be able to:</p> <ul style="list-style-type: none"> • Understand trauma-informed considerations; • Understand the concept of harm-reduction and how trauma-informed considerations can reduce harm; • Use grounding techniques when approaching an interaction; and • Practice taking all learned information and forming a trauma-informed approach”.
<p>PLA at 2019 ALA Annual Conference – Librarians and SWs</p>	<p>“Libraries increasingly find themselves on the front lines of addressing growing needs around homelessness, immigration, incarceration, opioid use, aging, and more in our communities. Over the past 10 years, many public libraries have turned to social workers to help them respond to these and other life challenges our</p>

<p>http://www.ala.org/pla/education/conferences/alaannual/19preconference</p>	<p>community members are facing. Libraries that cannot afford to hire a dedicated social worker can partner with community agencies to develop library social service programs. This PLA session highlights best practices, particularly in the realm of community partnerships, and provides resources to better equip libraries to serve patrons experiencing life challenges. Cosponsored by ODLOS and YALSA.</p> <p><i>Learning Outcomes</i></p> <p>At the conclusion of this preconference, participants will:</p> <ul style="list-style-type: none"> • Identify key issues and options for public libraries to consider in assisting library patrons experiencing homelessness, mental health issues, and other challenges; • Apply recommendations and best practices from public library social workers to interactions with patrons experiencing life challenges; and • Define the characteristics of a successful partnership between public libraries and community agencies or other organizations serving patrons in need.”
<p>Understanding trauma-informed approaches in public libraries (presented in 2019).</p> <p>http://www.ala.org/pla/education/onlinelearning/webinars/ondemand/traumainformed Running time: 59 minutes</p>	<p>“In this on-demand webinar, members of the PLA Social Work Task Force introduce you to the use of trauma-informed approaches in public libraries. A trauma-informed approach generally means understanding that library patrons may have experienced trauma and working with them to engender trust in libraries. Adopting trauma-informed approaches reduces barriers to library access, makes the library a more welcoming place, and positions the library as part of the solution for many of the issues faced by patrons experiencing trauma. Presenters clarify the concept of trauma-informed approaches; detail what this looks like in a public library environment; and preview how understanding and beginning to implement this approach can aid your community and your library.</p> <p><i>Learning Outcomes</i></p>

	<ul style="list-style-type: none"> • At the conclusion of this on-demand webinar, participants will be able to: • Understand the social worker definition of trauma-informed approaches; • Comprehend what this looks like in a public library; and • Know how using a trauma-informed approach can make the library a more empathetic and welcoming place.”
<p>Trauma-informed care: An Introduction for Libraries</p> <p>https://ischool.wisc.edu/continuing-education/trauma-informed-care</p>	<p>Online short course from Uni of Wisconsin-Madison</p> <p>“Trauma-Informed Care started in the healthcare field, but there is a lot to being Trauma-Informed that can equip libraries to best serve our complex communities. A trauma-informed library is a place where staff understands the perspectives of people who have experienced trauma and provides positive and unbiased service. All the decisions we make are opportunities for retraumatization or healing; so we might as well make them deliberately! Learn how to apply a trauma-informed lens to improve your service, space, and work culture”.</p>
<p>Resources for Public libraries service person experiencing homelessness</p> <p>http://www.ala.org/pla/resources/tools/homelessness</p>	<p>“According to the U.S. Department of Housing and Urban Development's 2016 Annual Homeless Assessment Report (AHAR), on a single night in January 2016, 549,928 people were experiencing homelessness in the United States. This population includes men, women, children, and families. They face a wide range of challenges including lack of affordable housing, employment opportunities, healthcare, and other needed services. As many public librarians know, with no safety net to speak of, homeless citizens often turn to the library for help. We’ve started this list of resources and related reading as a way to help libraries provide the best possible service to this group. We welcome your input!”</p> <p>Social Work Interest group is open to the public, but an ALA login is required to join.</p>

<p>Badalamenti, J. & Hardy, E. (2019). Supporting autonomy while setting clear boundaries. News & Opinion, social workers in public libraries. Public Libraries Online, PLA.</p> <p>http://publiclibrariesonline.org/2019/02/supporting-autonomy-while-setting-clear-boundaries/</p>	<p>SW framework can be adapted to public library setting to complement the safety, comfort and health of the library as a community service organisation and asset, uses trauma-informed approach to contextualise library users' behaviour, needs, enquiries. Relationship-building, compassionate approaches and holistic approaches to service. Using person-first language.</p>
<p>Scheyett, A. M. (2019, February 9). Trauma-informed library transformation: The next step in library social work. <i>The New Social Worker: The social work careers magazine</i></p> <p>https://www.socialworker.com/feature-articles/practice/trauma-informed-library-transformation-next-step-in-library-social-work/</p>	<p>Article discusses the way social workers practice in and transform community settings through a partnerships between the University of Georgia School of Social Work (UGASSW) and the Athens Clarke County Library. These two organisations worked together to create a <i>trauma-informed library</i>, and to train social workers in this novel intervention.</p> <p>“The Trauma-Informed Library Transformation (TILT) project, funded by the Institute for Museum and Library Services, is an initiative and learning track at UGASSW, bringing together MSW students, social work faculty, and library staff and leadership. TILT has three parts. First, students in the TILT track have their field placement within the library, where they provide information and case management to library patrons, receive intensive supervision and training from an experienced clinical social worker, and will participate in a specialized seminar on establishing trauma-informed community spaces”</p> <p>“The second part of TILT focuses on the library staff, helping them grow in their capacity to engage with patrons in a trauma-informed way. Social work faculty survey the staff about challenging situations in the library, to identify areas where staff want to learn more effective ways to interact with patrons. Then faculty provide training to the staff that introduces the concepts of trauma, trauma-informed interaction, and pragmatic ways to interact with patrons who are struggling with trauma-related issues.</p>

	<p>“The final aspect of TILT is transformation of the library context. TILT students and faculty assess the library environment to identify ways to make it feel more welcoming and safe to patrons. They also assess all library policies, to see if these support trauma-informed principles. After these assessments, the TILT team makes recommendations for ways to make the library context more trauma-informed.</p> <p>The TILT project is an example of a next step blending library social work, trauma-informed social work, and social work education. TILT is not simply providing social work services in a library setting. It transforms the library, the place that people trust and where they can get help without stigma, into a place of guaranteed respect, help, and healing. Through its educational track, it ensures that future generations of social workers will have the opportunity to learn about transformative trauma-informed practice in an innovative and interdisciplinary setting.”</p>
<p>Trokyna, M. (2015). Social workers and librarians working together. News & Opinion, social workers in public libraries. Public Libraries Online, PLA</p> <p>http://publiclibrariesonline.org/2015/05/social-workers-and-librarians-working-together/</p>	<p>People living homeless/libraries</p> <p>2009 – USA’s first full-time SW appointed to a public library for outreach to people in need of social services (SW = Leah Esguerra). Mostly did assessment and referral.</p> <p>Outlines issue of people living homeless ‘dominating’ the library (etc.) – San Fran City Library is “committed to this local revolution of how a library can inspire and help all of its community”.</p>
<p>Woodruff, J. <i>Library social worker helps homeless seeking quiet refuge</i>. News Hour, San Francisco: PBS, 2015.</p> <p>http://www.pbs.org/newshour/bb/library-social-worker-helps-homeless-seeking-quiet-refuge/</p>	<p>News article on the first social worker in the USA, located in a library in San Francisco, particularly employed to address issues around homelessness</p>

Zettervall, S. (2015). Whole person librarianship. *Public Libraries Magazine*, PLA, May 5, 2015
<http://publiclibrariesonline.org/2015/05/whole-person-librarianship/>

Libraries and SW “not new” – 1970s, Baltimore. Even further back, the service ethos of librarianship and SW is “rooted in the great populist movements of the late 19th and 20th centuries. Today we’re living in what may become a golden age of library-social work collaboration, as libraries experiment with hosting and hiring social service staff, as well as novel methods for providing reference services that go beyond information provision”. “San Francisco Public Library became the first library in North America to hire a full-time social worker in 2009, providing a model that has since been replicated with local modifications in Washington (DC), Edmonton (AB,Canada), and Dallas (TX), among others. These social workers provide a direct response to the needs of patrons experiencing homelessness and housing insecurity who seek shelter in urban libraries, often because they have no other safe, freely accessible place to go during the day. However, the benefits of collaborative work between librarians and social workers extend to all patrons. Libraries provide an ideal point of access for social-service providers to reach clients who may not know the full spectrum of services available to them. Social workers have access to case files and confidential information that aren’t available to librarians, giving them context for managing patron crises and the ability to make more appropriate referrals than frontline staff”.

Useful info on SW student placements and internships (e.g. Martin Luther King Library San Jose); students working on special projects.

SW as providing staff development – e.g., crisis management training

Outlines how ‘whole person librarianship’ fits with SW values and ethics – person in environment, eco perspective, social justice

Librarians and SW in partnership, learn from each other.

<p>Zettervall, S. & Nienow, M. (2019). <i>Whole person librarianship: A social work approach to patron services</i>. Libraries Unlimited.</p> <p>https://primo.csu.edu.au/permalink/61CSU_INST/1hkg98a/alma991013295080502357</p>	<p>BOOK: “The concept of “whole person librarianship” (WPL) grew out of the “serve the whole person” model of social work, giving extra attention to vulnerable groups, those often oppressed because of their race, religion, gender, or economic status. Six information-packed chapters, with titles such as “Partners in the Library,” “Full-Time Library Social Workers,” and “Advocating for Change,” guide readers “from a basic understanding of the intersection of librarianship and social work through various stages of collaboration and into more complex social work concepts as they can apply to library service.” Following an introductory case study, each chapter offers a tremendous amount of practical explanation, advice, and suggestions. Appendixes provide worksheets for community-needs assessments, contracts, intake forms, and staff surveys, with a link to additional resources. Authors Zettervall, a library-science student working on a practicum for a book club with Somali girls, and Nienow, an academic, field worker, and policy developer with decades of social-work experience, have done a wonderful job of artfully blending librarianship and social work into a very solid and promising new enterprise. <i>Whole Person Librarianship</i> is a relevant, skillfully crafted, refreshingly optimistic, and highly recommended read”.</p>
<p>Westbrook, L. (2015). “I’m Not a Social Worker: An Information Service Model for Working with Patrons in Crisis,” <i>The Library Quarterly: Information Community, Policy</i> 85(1), 6-25.</p> <p>https://primo.csu.edu.au/permalink/61CSU_INST/15aovd3/cdi_gale_infotracademiconefile_A399225164</p>	<p>Abstract - “ Public library patrons rarely reveal their personal crises, but experienced reference librarians quickly recognize the difference between casual and intense questions. Assuming professional responsibility for meeting such information needs, many librarians live with the ambiguity of the librarian/social worker dichotomy. Seeking that delicate balance between the librarian's customized information service and the social worker's case management triage, librarians must understand the situated information needs of their in-crisis patrons. For these individuals, self-identity becomes a primary factor in any service interaction, including the opportunities and threats that new information generates. This article posits a four-part model of reference service that is centered on self-identity relationships between patrons and their crisis situations. The model incorporates information service guidelines. Intimate partner violence is used as the crisis context with which</p>

	to explicate the model's components. Librarians are not social workers, but they are asked to and certainly can provide practical, effective problem-solving information”
<p>Malai, R. (2012). “Program Brings Social Workers to Library Setting,” <i>NASW News</i>, Feb. 2012</p> <p>http://www.socialworkblog.org/nasw-news-articles/2012/02/program-brings-social-workers-to-library-setting.</p>	Libraries as ‘neutral’ settings
<p>Whole Person Librarianship – The hub for library-social work collaboration</p> <p>https://wholepersonlibrarianship.com</p>	A website offering a blog, the opportunity to join an email list or link with related sites and groups
<p>Blank, B. (2014). Public libraries add social workers and social programs. <i>The New Social Worker</i>.</p> <p>https://www.socialworker.com/feature-articles/practice/public-libraries-add-social-workers-and-social-programs</p>	<p>“The trend toward providing social services in libraries began at the San Francisco Public Library (SFPL), which hired a licensed marriage and family therapist, not an MSW”</p> <p>“The social workers can help with such issues as education; emergency services (food, clothing, housing, and crisis support); employment; family matters; health improvement (including health insurance); immigration; and support groups for men, women, and teens”</p> <p>“A big part of the outreach worker’s job is to connect people with resources and do community building.”</p> <p>Good overview of development of SW in USA libraries and some on Canada.</p> <p>“For sure, the quiet library of the past is not the library of today. Initiatives such as hiring library social workers live up to the public library’s tradition as the “first social justice initiative of Western society,” adds MacMain, formerly of Edmonton. “Access to information is power, and the library gave people that access.”</p> <p>The ways that access is being given may change, but it’s all part of an honored tradition”.</p>

<p>Lloyd, P. (2018). The public library as a protective factor. <i>Public Libraries Online</i>. http://publiclibrariesonline.org/2018/12/the-public-library-as-a-protective-factor</p>	<p>Safe place, information-giving role, range of issues, relational approach</p> <p>“Fundamentally, I see the goal of public libraries as the empowerment of the citizenry. Historically, libraries have empowered individuals primarily through the distribution of information. However, we offer so much more than that. I encourage you to consider the ways in which your library functions as a protective factor for the members of your community and to build upon those strengths so that all our patrons, both privileged and vulnerable, are empowered to reach their full potential”</p>
<p>Lloyd, P (2019). The public library as a protective factor: An introduction to library social work. <i>Public Library Quarterly</i>, 39(1), 1-14 https://doi.org/10.1080/01616846.2019.1581872</p>	<p>Abstract - Libraries from San Francisco to Washington, D.C. are now employing or housing social workers. As this practice area grows, it is reshaping the way that libraries assist their patrons. Though the work of individual library social workers vary depending on the unique needs of their patrons and communities, there are some social work concepts that remain constant across the country. Conceiving of the library as a protective factor, particularly for vulnerable patrons, can be a helpful lens through which to view the ever-changing needs of individuals and communities served by public libraries. Libraries can play a crucial role in the strengthening of their communities by partnering with local service providers and by considering ways to strengthen and expand the resources they offer to patrons.</p>
<p>Aykanian, A., Morton, P., Traver, K. ... Street, K., (2020). Library-based field placement: Meeting the diverse needs of patrons, including those experiencing homelessness. <i>Journal of Social Work Education</i>. https://doi.org/10.1080/10437797.2020.1723757</p>	<p>Abstract: People experiencing homelessness or other life crises often seek respite, information, and assistance in libraries. Librarians, like social workers, are helping professionals and have historically been advocates for and supporters of low-income groups. However, librarians may lack the knowledge, skills, and capacity to provide adequate support. As a result, social workers have become integral to innovative library initiatives serving low-income and homeless patrons. This field note presents three examples of how schools of social work partnered with public libraries to create student internships to support library patrons, including those experiencing homelessness. Each example provides an overview of how the partnership developed and the intern’s role and responsibilities. The note concludes with guidance for schools interested in establishing similar field placements.</p>

<p>Wahler, E., Provence, M., Helling, J. & Williams, M. (2019). The changing role of libraries: How social workers can help. <i>Families in Society: The Journal of Contemporary Practice</i>.</p> <p>https://doi.org/10.1177/1044389419850707</p>	<p>Abstract: Public libraries in the United States are visited daily by vast numbers of people experiencing unmet psychosocial needs including poverty, homelessness, immigration concerns, mental health, substance abuse, and health problems. While some libraries have begun to hire or partner with social service personnel, many library staff are facing patron psychosocial crises without adequate training or resources. Various studies examine different facets of this issue; however, none examine how library staff perceive their role, patron psychosocial needs, library responsibility to address psychosocial needs, and policy and program recommendations. This study addresses that gap and presents needs assessment results from a large metropolitan public library system. Recommendations are included for how social workers can help libraries meet patron psychosocial needs.</p>
<p>Williams, R. & Ogden, L. (2020). What knowledge and attitudes inform public librarians' interactions with library patrons? <i>Journal of Librarianship and Information Science</i>.</p> <p>https://doi.org/10.1177/0961000620917720</p>	<p>Abstract: Using a thematic analysis, this article explores the knowledge and attitudes that inform public librarians' interactions with people in crisis. Through five focus groups with 22 librarians at a large urban public library system, the study addresses how public librarians support people in crisis, what kinds of barriers and opportunities they experience, and how their perspectives on supporting patrons in crisis have professional impacts. Focusing on both the knowledge and attitudes of public librarians, this research has implications for exploring how public librarians can develop knowledge, attitudes, and skills that may be beneficial for supporting patrons in crisis.</p>
<p>Stringer, H. (2020). Libraries as mental health hubs, <i>Monitor on Psychology</i>, (51)3,</p> <p><u>Libraries as Mental Health Hubs (2020)</u></p>	<p>Article discussing those with mental ill-health accessing libraries and how the idea of libraries as 'community centres' has changed those interactions.</p>
<p>Karki, M., El-Osta, A., El Asmar, M., Sasco, E. R., Loombia, P., Harland, D., & Neville, R. (2022). What is the potential of public libraries to</p>	<p>Abstract: The role of public libraries has changed significantly over the last few decades, but they remain popular and are increasingly well-positioned to support the mental health and wellbeing needs</p>

<p>promote public mental health & wellbeing? Findings from a cross-sectional study of community-dwelling adults (Version 1). <i>Advance</i>. https://doi.org/10.31124/advance.21215006.v1</p>	<p>of members of the community. We conducted a cross-sectional online survey and interview-based study with community-dwelling adults to explore the potential of libraries as community hubs to tackle health and digital inequalities and promote mental and physical health and wellbeing. We analysed data from electronic survey and interviews to gauge perceptions. Descriptive statistics and thematic analysis were used to identify key trends and emergent themes. Our study findings show that libraries remain popular and are considered a 'safe place' by community members, irrespective of whether they are frequent users of services. Libraries already offer a variety of resources that either directly or indirectly support health and wellbeing, but public awareness of these services is limited and acts as a hurdle to improving community health and wellbeing. Targeted engagement with residents is needed to increase awareness of the services libraries offer, including community interventions to help tackle loneliness and inequalities in digital and health literacy. There was a clarion call for library staff to be more involved in decision-making. By acting as community hubs, libraries are ideally suited to deliver interventions to help tackle the existing and emergent health and digital inequalities following the advent of the COVID-19 pandemic</p>
<p>Cathcart, R. (2008). Librarian or Social Worker: Time to Look at the Blurring Line? <i>Reference Librarian</i>, 49(1), 87-91. https://doi.org/10.1080/02763870802103845</p>	<p>Discusses the role e-government (government doing their business with the community via online) has played in an increased social consciousness in libraries. Explores the possible need for librarians to have different training that helps them cover more social advocacy in their role.</p>
<p>Luo, L., Estreicher, D., Lee, P. A., Thomas, C., & Thomas, G. (2012). Social Workers in the</p>	<p>Useful literature review, uses SW in the library (SWITL) model.</p>

<p>Library: An innovative approach to address library patrons' social service needs. <i>Qualitative and Quantitative Methods in Libraries (QQML)</i>, 1, 73 – 82.</p> <p>http://www.qqml-journal.net/index.php/qqml/article/view/45</p>	
<p>Dankowski, T. (2018). A social worker walks into a library: Public libraries are using licensed professionals to address homelessness and mental health issues.</p> <p>https://americanlibrariesmagazine.org/blogs/the-scoop/pla-social-worker-walks-library</p>	<p>Discussion of the first USA social worker in a library, located in San Francisco. Covers the challenges and benefits of the library social work program.</p>
<p>Collins, L. N., Howard, F., & Miraflor, A. (2009). Addressing the Needs of the Homeless: A San José Library Partnership Approach. <i>Reference Librarian</i>, 50(1), 109-116.</p> <p>https://doi.org/10.1080/02763870802546472</p>	<p>Abstract: Describes an urban joint-use library's approaches to library programs for homeless children, teens, and adults as well as agencies the library could partner with. Proposes that libraries put more effort into reaching out to the homeless community instead of assuming the normal expectation that people will come to the library.</p>
<p>D'elia, G. (1980). The development and testing of a conceptual model of public library user behavior. <i>The Library Quarterly</i>, 50(4), 410-430.</p>	<p>Abstract: The objective of this study was to test the following hierarchical model: Public library use is a function of (1) individual characteristics, (2) awareness of library services, (3) perceived accessibility of the library, (4) perceived ease of use of the library, and (5) use of other non-public</p>

<p>https://www.jstor.org/stable/4307272</p>	<p>libraries. The model was tested with four different measures of library use--a dichotomized measure of non-use and use and, among library users, frequency of use and two-factor analytically derived indexes descriptive of two distinctly different types of library use. Type 1 use appeared to measure intensity of use, and type 2 use appeared to measure in-house use. Data were collected from 202 residents of the Syracuse metropolitan area by means of a telephone interview survey. Results indicated that, among individuals with the characteristics associated with library use, users of the public library tended to perceive the library as more accessible than did nonusers; and, among users of the library, (1) frequency of use was related to awareness of special library programs, (2) intensity of use was also related to awareness of special library programs, and (3) in-house use was related to use of other libraries</p>
<p>Featherstone, R. M., Lyon, B. J., & Ruffin, A. B. (2008). Library roles in disaster response: an oral history project by the National Library of Medicine. <i>Journal of the Medical Library Association</i>, 96(4), 343-350.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2568836/</p>	<p>Abstract: To develop a knowledgebase of stories illustrating the variety of roles that librarians can assume in emergency and disaster planning, preparedness, response, and recovery, the National Library of Medicine conducted an oral history project during the summer of 2007. The history aimed to describe clearly and compellingly the activities--both expected and unusual--that librarians performed during and in the aftermath of the disasters. While various types of libraries were included in interviews, the overall focus of the project was on elucidating roles for medical libraries. Librarians--particularly health sciences librarians--made significant contributions to preparedness and recovery activities surrounding recent disasters. Lessons learned from the oral history project increased understanding of and underscored the value of collaborative relationships between libraries and local, state, and federal disaster management agencies and organizations</p>

<p>Gillaspy, M. L. (2005). Factors Affecting the Provision of Consumer Health Information in Public Libraries: The Last Five Years. <i>Library Trends</i>, 53 (3), 480-95.</p> <p>https://www.ideals.illinois.edu/items/1831</p>	<p>Abstract: Between 2000 and 2005 several changes have created an impact on libraries that provide consumer health information to the public. They include increased Internet connectivity; quality and amount of consumer health information available; realization that American lifestyles are leading to health problems; maturation of the consumer health movement and greater acceptance of it among health care professionals; emphasis on health literacy; and September 11th. Some changes were notable in 2000 but remain issues for providers of consumer health information. They include the number of health news items available in all media; the aging baby boomers and their impact on health care financing; less time for physicians and nurses to provide health information and patient education during regular office visits; and the popularity of complementary therapies. The impact of these issues on the provision of health information in U.S. public libraries is discussed. In 2000 this author published an article entitled “Starting a Consumer Health Information Service in a Public Library” (Gillaspy, 2000). The present article expands on the basic information provided in the original document, noting especially what has and has not changed in the intervening five years that potentially affects consumer health information in the public library setting.</p>
<p>Gong, H., Japzon, A., & Chen, C. (2008). Public libraries and social capital in three New York City Neighborhoods. <i>Journal of Economic & Social Geography</i>, 99(1), 65-83.</p> <p>https://doi-org.ezproxy.csu.edu.au/10.1111/j.1467-9663.2008.00440.x</p>	<p>Abstract: This study uses the social capital concept to explain geographical variation in public library use. Applying Putnam's social capital theory, we examine how social capital in three New York City neighbourhoods affects usage of local branch libraries. A survey was conducted to understand differences in public library use and social capital in the neighbourhoods. Diversity and segregation indices were included as additional measures of social capital. The study found that neighbourhoods with higher levels of social capital, especially bridging social capital, tend to have higher public library use.</p>

<p>Harris, R., Wathen, N, & Chan, D. (2005). Public Library Responses to a Consumer Health Inquiry in a Public Health Crisis: The SARS Experience in Ontario. <i>Reference & User Services Quarterly</i>, 45(2), 147-54.</p> <p>https://www.jstor.org/stable/20864480</p>	<p>Abstract: This article addresses the extent to which public libraries in Ontario were able to respond to inquiries for health information during a major public health crisis. The 2003 outbreak of Severe Acute Respiratory Syndrome (SARS) in Toronto, Ontario, represented a challenge to those charged with providing accurate and timely information to the public. At the onset of the outbreak, the disease was not well understood and information about SARS was sketchy. As the outbreak progressed, information was in flux as more became known about the nature of the disease, methods of transmission, and treatment protocols. Against this background, sixty-nine randomly selected libraries in Ontario were queried by phone and by e-reference service (if it was offered by the library) for information about SARS, its symptoms, and prevention methods. The responses of the libraries were analyzed for the quality of the reference service and types of referrals, particularly Internet sources given the growing popularity of e-health initiatives. The results raise serious questions about the appropriate role of public libraries in the delivery of consumer health information and the preparedness of public library staff to respond to health-related inquiries, particularly in times of crisis.</p>
<p>Leisey, M. (2009). The Journey Project: a case study in providing health information to mitigate health disparities. <i>Journal of the Medical Library Association</i>, 97(1), 30-33.</p> <p>https://pubmed.ncbi.nlm.nih.gov/19159008</p>	<p>Abstract: The Journey Project, part of the Virginia Commonwealth University Libraries' Social Work Information Specialist in Context Fellowship, was designed to merge social work and consumer health librarianship skills in order to improve the provision of health information to patients. A resource notebook was created encompassing the many dimensions of cancer health information. A social work informationist distributed the notebooks and provided individualized consultations with respect to patients' health information needs. Areas of congruence as well as key differences between social work and consumer health librarianship emerged during the course of the project. Merging the</p>

	<p>two professions into the role of a social work informationist increased the ability to attend holistically to clients' health information needs</p>
<p>Tashbook, L. (2009) Aiming High, Reaching Out, and Doing Good: Helping Homeless Library Patrons with Legal Information. <i>Public Libraries</i>, 48(1), 38-45.</p> <p>https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2628849</p>	<p>Abstract: This article is a compendium of ideas and resources for public librarians to employ when interacting with homeless patrons, particularly in connection with that community's legal information needs. An extensive and descriptive bibliography shows how and when to use particular legal resources.</p>
<p>Zionts, N. D., Apter, J., Kuchta, J. & Greenhouse, P. K. (2010). Promoting consumer health literacy: Creation of a health information librarian fellowship. <i>Reference & User Services Quarterly</i>, 49(4), 350-59.</p> <p>https://www.jstor.org/stable/20865296</p>	<p>Abstract: According to a market survey showing that the public library is the first place many turn when seeking health information, librarians are the front-line workers in consumer health literacy. A consumer health literacy initiative has been undertaken throughout the Pittsburgh public library system to help librarians assure meaningful access to consumers seeking health information. This initiative, the Health Information Fellowship, through which librarians attain their Consumer Health Information Specialist certificate from the Medical Library Association, has had numerous outcomes, including:</p> <p>the creation of a new consumer health database and related Web information;</p> <ul style="list-style-type: none"> • the design of a staff training module; • the development of a presentation for consumers, including brochures and pathfinders; and • positive participant ratings regarding improved familiarity and preparedness with consumer health information in multiple dimensions.