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Five-Course Meal Infused with Information Skills and Resources

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NUTRITION INFORMATION

This hearty menu blends a librarian throughout an on-campus undergraduate nursing research course.

SERVES

Serves an undergraduate nursing research class with up to 80 students

COOKING TIME

This five-course meal spans one semester. To develop flavors properly, simmer, taste, and adjust seasoning as necessary.

American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice Standards Addressed

Essential Three: 3.2, 3.4, 3.5, 3.7

Essential Four: 1.1

INGREDIENTS AND EQUIPMENT

- Nursing professor and librarian collaboration
- Regular librarian class attendance
- Librarian time dedicated to grading assignments outside of class
- Course textbook for librarian
- Access to course management system
- Computer lab with instructor station and computer for each student

- Access to article databases and Internet resources
- Materials to create:
 - » PowerPoints with voice narration of lecture
 - » Handout of search tips and suggested resources
 - » Handout showing first pages of primary research and non-primary research articles (literature review or opinion article)
 - » Blank Individual Research Log Worksheet (figure 1.)
 - » Handout depicting levels of evidence
 - » Sample of evidence summary, best practice information sheet, systematic review, clinical practice guideline, and primary research article
 - » Handout explaining MeSH and CINAHL subject headings, samples of sophisticated searches, and advanced search tips

PREPARATION

1. Nursing professor and librarian
 - Discuss course learning objectives, assignments, grading rubrics, and expectations of involvement in class sessions.

- Develop class schedule that integrates librarian and information resources relative to assignment due dates.
 - Integrate research logs within course assignments. (Research logs document search conducted, critical appraisal of information utilized, and reflection on difficulties and lessons learned).
2. Nursing professor creates PowerPoint with voice narration of lecture material to free up class time for information content.
 3. Librarian
 - Discusses time commitment with library colleagues and administration prior to committing.
 - Gains access to a laptop or tablet for each class session so technology is readily available to support impromptu reference and research questions.
 4. Nursing professor
 - Lists librarian name and contact information on course syllabi.
 - Provides librarian access to class within course management system.
 5. Librarian creates class and assignment-specific resource guide using Spring-Share LibGuides or other system. Links

guide to course within course management system.

COOKING METHOD

First Course: Hors D’oeuvres

1. Nursing professor
 - Introduces librarian at first and second class sessions.
2. Librarian
 - Explains role in course and provide in-person and online contact information.
 - Following in-person introduction, posts welcome message to class within course management system.

Second Course: Soup

1. Prior to the first hands-on information session, have students read a chapter in their text and watch a 20 minute PowerPoint with voice narration describing how to search for nursing information.
2. Make plans to hold class session in a computer classroom within the library.
3. Nursing professor
 - Discusses first assignment which requires students to locate a primary research article. Provides students topic ideas including pain management in the elderly or reality shock among newly graduated nurses.
 - Reinforces importance of using library provided databases to find quality information for course assignments.
4. Librarian
 - Discusses differences between

primary and secondary sources of information.

- Distributes handout showing the first pages of a primary research and a non-primary research article. Ask students to locate clues which identify the type of article under review.

- Discusses importance of developing a systematic search for information.
- Demonstrates how to document search process, resources searched, and results.
- Distributes individual research log worksheet.

FIGURE 1. Individual Research Log Worksheet

What is your topic? _____

What keywords or phrases do you hope will be in the "perfect" research article on your topic?
 _____ , _____ , _____

Jot down other terms (synonyms) that could be used for the keywords or phrases above.
 _____ OR _____ OR _____

Now jot down the best information resources/databases for your research.
 _____ , _____ , _____

After you've thought about your topic, keywords/search terms, and databases, log in and search.
 Which database/resource did you use to find your primary research article? _____

How many articles (results) were yielded from your best/final search? _____

What keywords/phrases were used in the search strategy that located your research article?
 _____ , _____ , _____

Did you end up using CINAHL Headings or MeSH in your search?
 _____ , _____ , _____

What limiters did you use in the search that located your research article? (Date range, language, or any other limiting criteria used)
 _____ , _____ , _____

Why did you select that specific primary research article? How did it match your topic of interest? How did it meet the needs of this assignment? How current was the research? Were the findings significant?

What difficulties did you have locating an appropriate primary research article for this assignment?

The next time you use a scholarly database to search for evidence, what will you do differently?

- In large group, brainstorms potential keywords, synonyms, and subject headings related to librarian example.
 - Have students fill in individual research log worksheets for their chosen topic. Have students document keywords and synonyms that can be used to find information.
5. Librarian
 - Distributes handout of search tips and suggested resources.
 - Demonstrates searches for primary research articles within CINAHL and MEDLINE databases.
 - Demonstrates Boolean operators, combining terms, subject headings, and other appropriate limiters.
 6. Have students conduct a search for information, document search structure and results on research log worksheet.
 7. Librarian and nursing professor assist with questions during allotted hands-on time.
 8. Librarian grades student research logs using rubrics developed collaboratively with nursing professor.
 9. Nursing professor grades rest of assignment using rubrics discussed with librarian.

THROUGHOUT THE MEAL

1. Librarian
 - Brings textbook, course lecture notes, and relevant handouts to each class session.
 - Participates, as appropriate, in discussions during each class session.

- Posts announcements, as appropriate, highlighting search tips or resource suggestions within course management system.
2. Nursing professor
 - Involves the librarian, as appropriate, in information related questions during class sessions and in-class activities.

Third Course: Salad

1. Prior to this class session, students read a chapter in their text about levels of evidence.
2. Session takes place in regular classroom.
3. Librarian
 - Leads discussion about levels of evidence related to nursing practice.
 - Provides handout depicting the levels of evidence used in course textbook.
 - Distributes an evidence summary, best practice information sheet, systematic review, clinical practice guideline, and primary study all related to same clinical question. Discusses each type of evidence in detail.
 - Explains to students how primary research articles lead to secondary analysis and higher levels of evidence.
 - Demonstrates searches for secondary information sources within Joanna Briggs Institute Evidence Database, The Cochrane Library, and National Guideline Clearinghouse.

- Asks for student volunteers to assist with demonstrations.

Fourth Course: Entree

1. Session takes place in regular classroom.
2. Nursing professor
 - Discusses second assignment, which is a group project involving searching for the best evidence to address a nursing clinical question. Clinical questions could include identifying the best screening tool for depression or the best practices for fasting prior to surgery.
 - Places students into randomly assigned groups.
 - Discusses best practices for conducting a systematic group search versus an individual search.
3. Librarian
 - Reinforces the systematic search process by demonstrating a sophisticated database search using multiple keywords, at least one subject heading, and multiple limiters. Discusses why groups should begin their search for information in secondary sources of information like the Cochrane Library instead of within a predominantly primary source of information like CINAHL.
 - Provides handout explaining MeSH and CINAHL subject headings, samples of sophisticated searches, and advanced search tips.
4. Nursing professor distributes clinical scenarios to groups. Provides groups time

to read the assignment, ask questions about their clinical scenario, and begin their work.

5. Librarian and nursing professor move around room and assist with questions.

THROUGHOUT THE MEAL

1. Librarian and nursing professor
 - Answer student questions through one-on-one and group meetings outside of class sessions.
 - Answer student questions via email and telephone.

Fifth Course: Dessert

1. Session takes place in computer classroom within library.
2. Have students sit in assigned groups.
3. Librarian
 - Discusses importance of developing a systematic search for information.
 - Demonstrates how to document search process, resources searched, and results.
 - Distributes group research log worksheet.
4. Student groups
 - Brainstorm potential keywords, synonyms, and subject headings related to assigned clinical question.
 - Document concepts on group research log worksheet.
 - Conduct a search for information using group developed strategies.
 - Document search structures and results on group research log worksheet.

5. Librarian and nursing professor move around the room and assist with questions.
6. Librarian grades completed group research logs using rubrics developed collaboratively with nursing professor.
7. Nursing professor grades rest of assignment using rubrics discussed with librarian.

ALLERGY WARNINGS

Embedding within an on-campus course can be time consuming. Work with subject professor to strategically identify class times with best chances for interaction. At minimum try to attend at least ½ of class time each week.

Students might be confused as to the role of the librarian both within and outside of class sessions. Make sure introduction at start of semester is clear. Reiterate roles and responsibilities throughout semester.

Undergraduate students are often over confident of their information searching skills. Some initial resistance to building these skills is to be expected. Involving students in hands-on activities can highlight skills that need improvement as well as create active learning opportunities.

CHEFS' NOTE

- It is important to plan librarian led discussions around assignment deadlines.
- Be strategic about where the librarian led sessions take place—instruction both within the nursing classroom and

the library reinforces librarian integration.

- Librarian attendance at class related events such as group poster presentations further enhances the relationship with students.
- Using nursing professor developed PowerPoint with voice narrations outside of class frees up class time for active learning.
- Incorporating time for hands-on searching, group project work, and interaction with nursing professor and librarian positively impacts student learning outcomes.
- Consider embedding in a course early on in a curriculum so students will get to know “their librarian” before enrolling in more research intensive courses.
- Research log worksheets are a big hit with students. The worksheets act as a step-by-step guide through the information search process.

The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences-Permanence of Paper for Printed Library Materials, ANSI Z39.48-1992. ∞

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