Information Literacy

Nursing 442

Review of Clinical Problems

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The Challenge of Information Literacy in Review of Clinical Problems

Abstract: Lack of information literacy skills is a prevalent issue at the undergraduate level. Through the Information Literacy Course Enhancement Project library instruction was embedded into the Nursing 442 course, Review of Clinical Problems. The definition established for this course was “a series of skills in which the student is able to recognize health information needs; identifies credible sources; understands how to retrieve health information; evaluates the quality of health information; and is able to assist the patient in making good health decisions”. Four common problems were identified (lack of searching skills, reading of abstracts and articles, reference citation, and identification of primary and secondary sources). Traditional in-class library instruction was provided at the beginning of the course. Assignments related to the major components of credible literature review were incorporated online throughout the semester. Student comments have been favorable and indicate a need for continued information and health literacy education.
Health Literacy: “is the ability to obtain, process, and understand basic health information and services needed to make appropriate health decisions and follow instructions for treatment”. – Institute of Medicine, April 2004

Information Literacy: “Information Literacy is the set of skills needed to find, retrieve, analyze, and use information”. - ACRL

ILCEP/Nurs 442 Definition: A series of skills in which the student is able to recognize health information needs; identify credible sources; understand how to retrieve health information; evaluate the quality of health information; and assist the patient in making good health decisions.
Problems Identified

- Lack of searching skills
- Students not reading abstracts and articles
- Citing
- Lack of knowledge of primary and secondary sources; authoritative sites, etc...
Outcomes

1. Identify, locate, and evaluate credible, authoritative sources of health information

2. Develop patient education resources
Health Information Literacy Skills

- Recognize health information needs
- Recognize credible and authoritative sources
- Search and retrieval skills
- Evaluate health information
- Use of information (patient education tools)
- Ethical use of information / citing
Measurement

- Pre-semester survey / quiz
- Post-semester survey / quiz
- Assignments / Discussions
Librarians

- Embed into E-course
- Create Library Assignments
- Library instruction
- Participate in online discussions
Library Assignments

- Library Instruction (2 hr)
  - Incorporate resources, services, search strategies, CRAPP, ethical use of information, including pre-test and post test/survey

- Librarians will post questions based on case study – discussion board

- Participate with librarian in Live Chats
My definition of health literacy is a person's ability to comprehend, read, and utilize any information involving their health and care. They need to be able to use that information to make good decisions and follow instructions for effective treatment or prevention of an illness. Also, they could use it to take their medications effectively and manage a chronic disorder like diabetes.

- Joanna Lamp
My definition of Information Literacy is compiling ideas from sources of common information topics with data and putting them in the same category. Health Literacy is practically the same as Information Literacy except the focus is health and medical related topics. Since health is broad the information can then be broken down further into different categories in the health field.

- Ashley Hess
What Worked & Didn’t Work …

- Student participation in live chat
- Increase awareness of scholarly journals
- Reference librarian schedules
- Library instruction
- Participation in online discussions
- Time involvement
- Assignments based on Health Information Literacy skills
- Identification and selection of relevant and undergraduate level articles
- Case studies with patient education information
What we would do differently next time...

- Use the Fry Formula to assess readability
- Create assignments based on MeSH
- Provide library information tip sheets
- Spend more time on search strategies
- Provide additional library instruction on the use of all health related databases
Discussion 1 – Evaluating online reference sources

1. Review the Physician's Desk Reference site
   http://www.pdr.net/

   Discuss how this reference tool would be helpful

2. Review the DailyMed site
   http://dailymed.nlm.nih.gov/dailymed/about.cfm

   Evaluate this site. What makes it a credible online tool?
Discussion Posts - Evaluating online reference sources

After reviewing the pdr web page, I feel I will be using this more often. Since it is a common drug reference, I think it is a wonderful tool for drug information and alerts for medical providers. I wish I could find web pages like this, it would have been helpful if I knew about it while doing care plans.

The next web page I viewed was dailymed. I found this to be another wonderful source for marked drugs. This site is considered a credible source probably for a lot of reasons, but I believe it helps out that they do not accept advertisements and it is a public service. I also clicked on the Honcode, which dailymed is a member and became a member in April of 2010. This shows it is a quality site that serves as preparing medical information to the public people can trust.

Upon reviewing the PDR.net website, I found this very informative. You can research information on any drug that includes but not limited to contraindications, adverse effects and cross reference of drugs. It also has an A-Z directory so that you can research drugs that way as well. I have seen these PDR books in hospitals but had not paid much attention. After reviewing this site, I now know that it can be very helpful. This site is very credible and I feel comfortable being able to use this as a student and when I become a nurse.

I also reviewed the Daily Med website and found it to be very informative as well. It was interesting how the NLM (National library of medicine) does not accept advertisements and how you can look up and/or search drug labels from this site. This site obtains its creditation from providing high quality information about marketed drugs and provides health information to the public with the access to look up drug labels if they have questions. This site will also be beneficial to me throughout the remaining of my student career and throughout the rest of my life.
Information Literacy for Nursing 442

Definition - Revised Draft:
A series of skills in which the student is able to recognize health information needs; identify credible sources; understand how to retrieve health information; evaluates the quality of health information; and is able to assist the patient in making good health decisions.

Problems:
• Lack of searching skills
• Not reading abstracts and articles
• Citing
• Lack knowledge of primary and secondary sources; authoritative sites, etc...

Outcomes:
1. Identify, locate, and evaluate credible, authoritative sources of health information.
2. Develop patient education resources.

Health Information Literacy skills:
• Recognize health information needs
• Recognize credible and authoritative sources
• Search and retrieval skills
• Evaluate health information
• Use of information (patient education tools)
• Ethical use of information / citing

Measurements:
• Pre-semester survey/quiz
• Post-semester survey/quiz
• Assignments

Library Assignments:
• Module 1: Library Instruction (2 hr)
  Incorporate resources, services, search strategies, CRAPP, RADCAE, liability and professionalism, including pre-test/survey
  • Provide library information tip sheets
• Librarians will post questions based on case study – discussion board
• Participate with librarians in Live Chats

Librarians:
• create library assignments
• Library instruction
• embed into e-course
• participate in online discussions
• establish google group to disseminate information throughout the course
• librarians will share schedules with students (weekly hours and scheduled chat sessions)

Planning:
Barbara Douglas, RN MSN
Jewel Rucker, MLIS
Joy Humphries, MLS
Mitch Casto, MLS
Develop a search strategy around the topic of diabetes therapy and new patients. What subject terms did you choose? Discuss your success in finding an article.

Hi Courtney,

True, doing a keyword search is a bit time-consuming. You get more information but it is not precise information. Refining your search is key. I would recommend using the fields and work with one database at a time. While they all share the same interface, CINAHL, for example, has more refinement features, but less full text.

jowel
Discussion 3: The CRAAP Test

Message
Subject: CRAP test
Author: Tiffany Baring
Date: March 18, 2011 8:09 PM
I retrieved my article from ebscohost on March 11, 2011
Chris Cantor, Australian and New Zealand Journal of Psychiatry 2009;43 1038-1048
Post- Traumatic Stress Disorder: Evolutionary Perspectives
1. Currency - The link is functional being from ebscohost. It was published in 2009, which is within the last 5 years and has not been revised.
2. Relevance - This article is very informative about post traumatic stress. The audience would be anyone who is interested in this disorder or someone who may have PTS. I have looked at many sources and would use this one in my research paper.
3. Authority - Chris Cantor, Adjunct Senior Lecturer
Department of Psychiatry, University of Queensland, PO Box 1216,
Noosa Heads, Qld 4567, Australia. Email: cantor98@powerup.com.au
Received 17 February 2009; accepted 11 May 2009.
I believe he qualifies to write this type of article, based on his status.
4. Accuracy - The information is coming from Chris Cantor and other people who have studies PTS. This article seems very intelligent and truthful. I did not see any spelling or grammatical errors.
5. Purpose - The purpose of this article is to inform and persuade. I believe this is one mans views while gathering evident information to ensure that when someone else is reading them they can be more aware of what PTS is.

Message
Subject: Re: CRAP test
Author: Alena Rucker
Date: March 22, 2011 10:16 AM
Hi Tiffany,
This article was interesting. It spelled out how humans and animals experience PTSD. I do, however, have some mixed feelings about the relevance of the article. It is theoretical and examined the topic of evolutionary psychology, humans, mammals and reptiles, relying on animal observations. I would say the audience would be for someone (vets) looking to examine how animals too can experience PTSD.
Otherwise, you did well looking applying the CRAAP to this article.
Library Assignment: Plagiarism

The purpose of this exercise is avoiding plagiarism which is the “copying”, “borrowing” and “stealing” of another’s ideas or works without crediting the source. The best way to avoid plagiarism is to use quotation marks and to cite the source(s) used in your paper.


The cornerstone of lipid-lowering therapy is dietary modification--reduced fat and cholesterol intake--and should be maintained even if antihyperlipidemic drugs are required. Studies have shown that these dietary changes have the potential to substantially reduce lipids and coronary events in patients with CAD.(n6) Furthermore, an intensive nondrug approach will be effective in most highly motivated patients. However, to attain the target LDL-C level or to reduce LDL-C by at least 25%, most patients will require drug therapy.
The most efficacious lipid-lowering agents are the 3-hydroxy-3-methylglutaryl coenzyme A (HMG CoA) reductase inhibitors, or statins, which block the rate-limiting step in hepatic cholesterol synthesis. The FDA-approved statins are fluvastatin (Lescol), lovastatin (Mevacor), pravastatin (Pravachol), simvastatin (Zocor), and atorvastatin (Lipitor). Cerivastatin (Baycol), a sixth statin, was approved in June 1997. The major differences between these agents are their potency, costs, and effect on triglycerides. The first four agents have been associated with either reduction of coronary events in large trials (n2-n4) or regression and/or reduced progression of CAD in smaller angiographic studies.
Discussion 4: Plagiarism (cont...)

- The three paragraphs above are taken from the cited article found in *Formulary*. Read the paragraphs and use APA to cite the source. Next, choose from one of the options to do and respond briefly about your choice. For the purpose of this assignment please disregard the references, “n6”, or “n2-n4”.

- Article Title: Secondary prevention therapy in patients with coronary artery disease. Author(s): E.A. Amsterdam & M. Dhond
  Retrieved from Ebscohost

1. Read the paragraphs
2. Use APA citation format for the source listed below
   Options: choose one of the three options below

   1. Re-write the information in your own words
   2. If unable to put the information in your own words, use quotes and cite your source
   3. If you paraphrase you must also cite your source
We did it. We incorporated Information Literacy concepts into your Review of Clinical Problems class. As future health professionals you learned the importance of recognizing credible and authoritative sources. In your field disseminating accurate information is critical to patients. You also learned how to search and retrieve by combining search terms and how to refine your search. A more interesting method of evaluating information was the use of the CRAAP test. Yes, you applied the CRAAP to it. Whether online or print, resources should be evaluated because you should have the patient's best interest and your own interest. Our final assignment about plagiarism is also an important part of information literacy. Ethical use of information is key to anyone. In the health field you want to be known for your honesty and integrity. So, I leave this final thought and as you begin your career in the health profession... just apply the CRAAP to it. :-)

- Jewel