

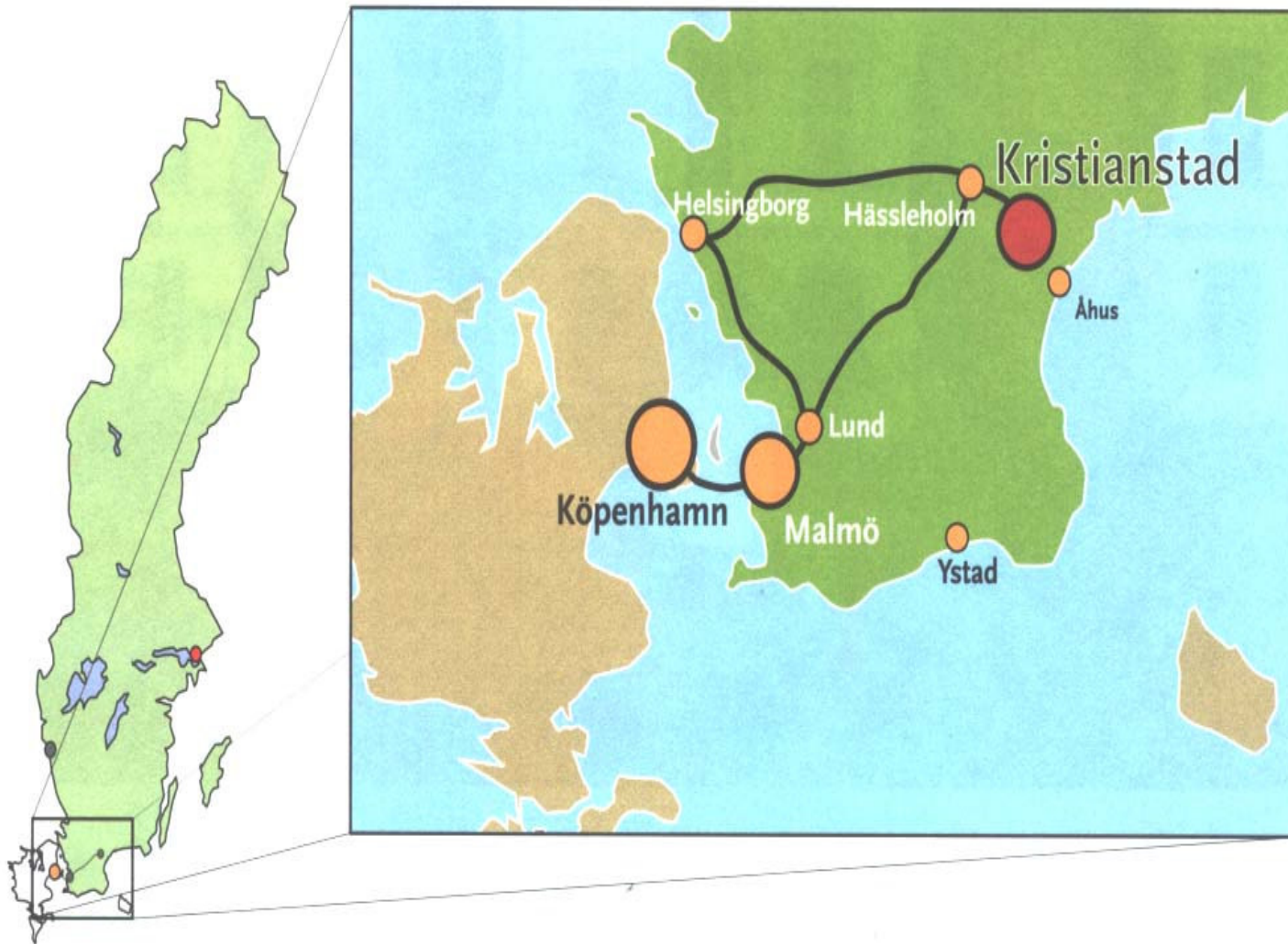
EAHIL WORKSHOP JUNE 23-25 2005

Collaboration and examination in information literacy as an aspect of quality in the professional role of student nurses

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www.hkr.se



Midsummer celebration 24 June in Sweden





Foto: Tommy Gustavsson





Foto: Tommy Gustavsson



Fundamental goals of university studies

Undergraduate education shall provide the students with:

- the ability to make independent and critical assessments**
- the ability to define, formulate and solve problems independently**
- the capacity to adjust to changes in their working life**

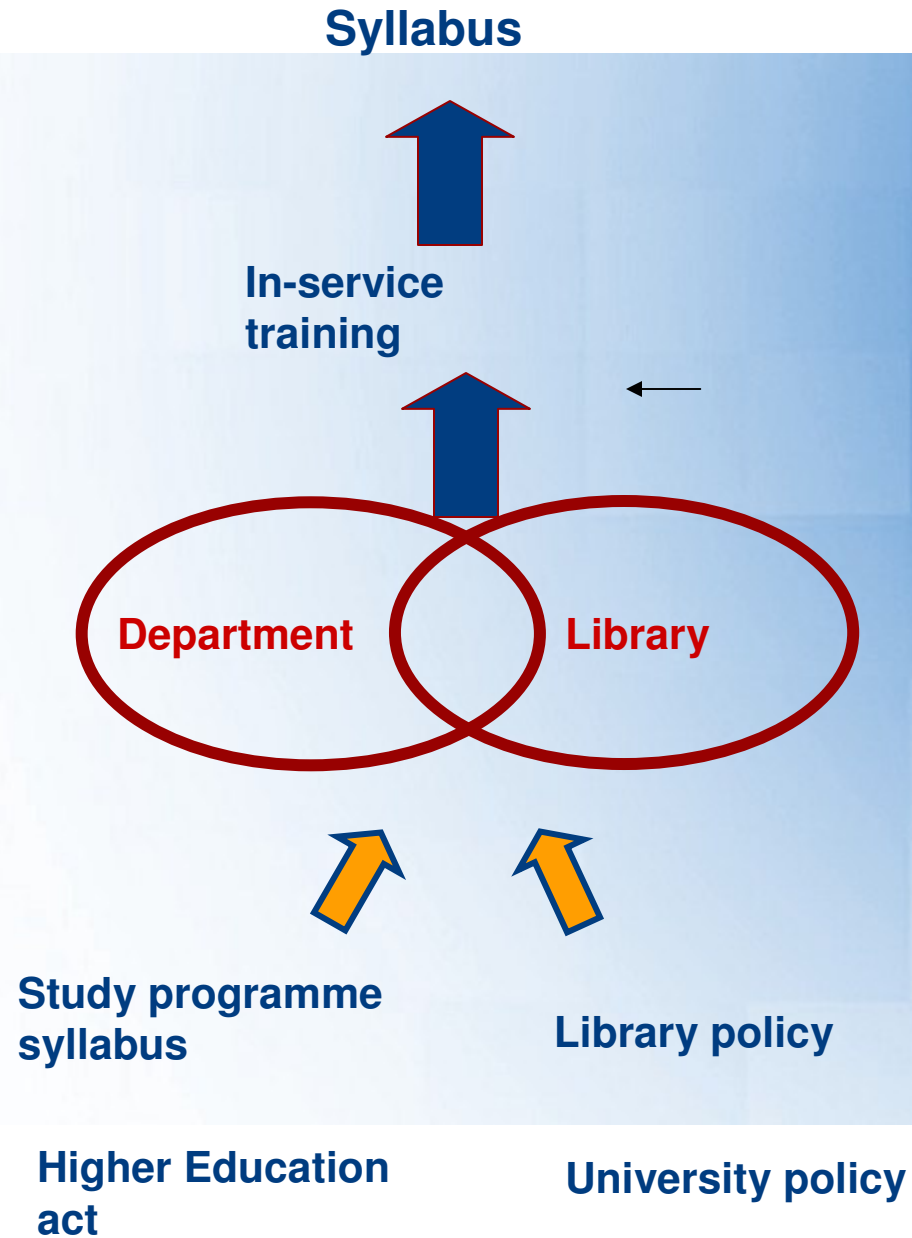
Fundamental goals of university studies

The students are to develop the ability to:

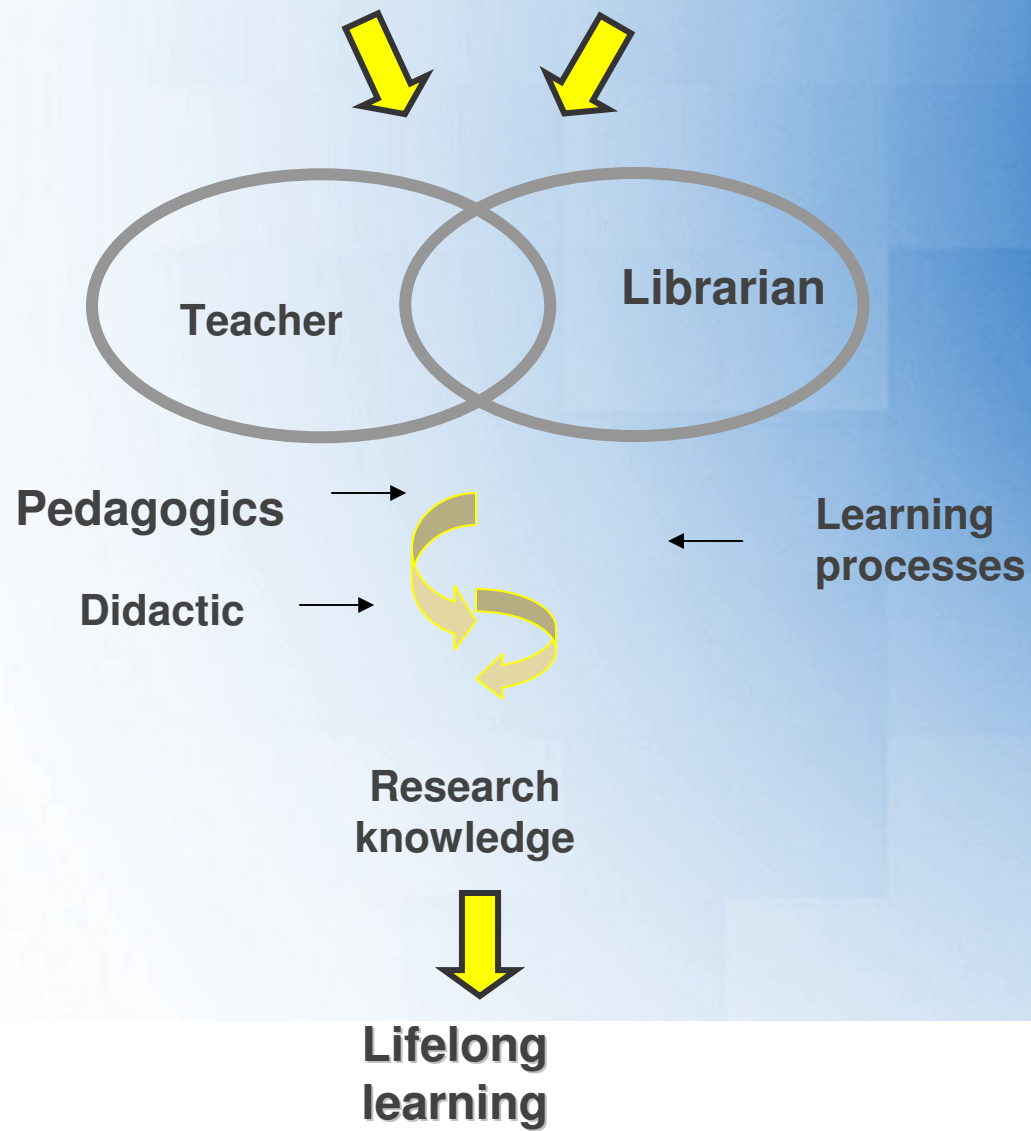
- search for and evaluate knowledge at a scientific level
- follow the development of new knowledge
- exchange knowledge, also with individuals who have no specialist knowledge in the area



COOPERATION



Student



Nursing research in nursing practice

Essential for nurses to

- **understand their profession**
- **explain phenomena that must be considered in planning nursing care**
- **predict the probable outcomes of certain nursing decisions**
- **control occurrence of undesired outcomes**
- **initiate activities to promote desired client behavior (compliance)**

Nurses as consumers of nursing research

The nurses needs for knowledge

- **suitable technology**
- **correct language (proper terminology)**
- **producers for searching literature**
- **use of the information**
- **sorting the information**
- **communicate the information to others**
- **selecting the most useful findings for their patients**

Study Programme in Nursing 120 credit points

1st year*

1. Introduction to nursing Information-literacy 1 and 2	2. Basic course in medicine Inf.lit. 3	3. Pre-clinical course I	4. Theory and methods in nursing science Inf.lit. 4	5. Nursing process, nurse-patient relationship and care environment	6. Applied clinical nursing in medicine
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2nd year*

7. Nursing theory and models Inf.lit. 5	8. Theory and methods in nursing science II Inf.lit. 6	9. Community health Public health science	10. Pre-clinical course II Nursing	11. Applied clinical nursing in psychiatry Medical science; Special diseases and conditions diagnosis and treatment	12. Applied clinical nursing in primary care Public health science
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1. Admission restriction: course 4 passed

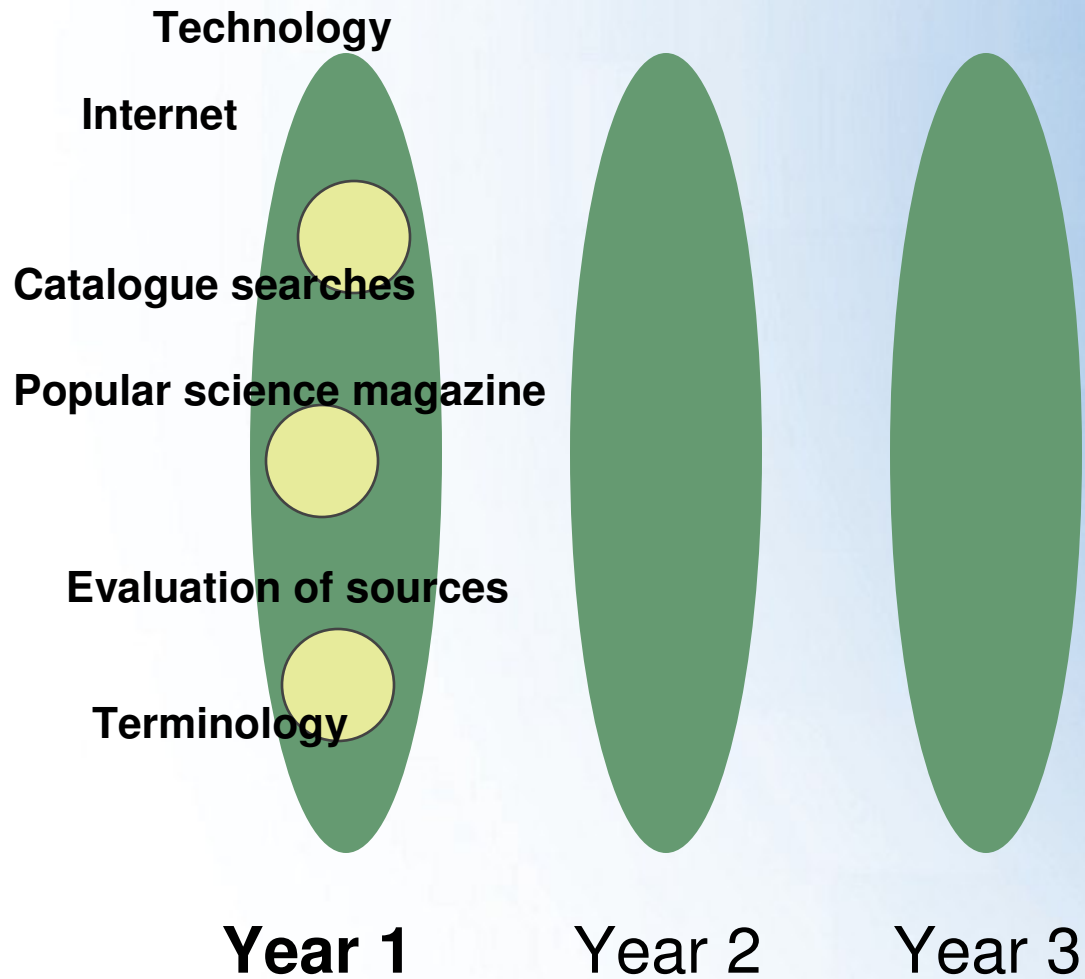
2. Admission restriction: courses 1-6 passed

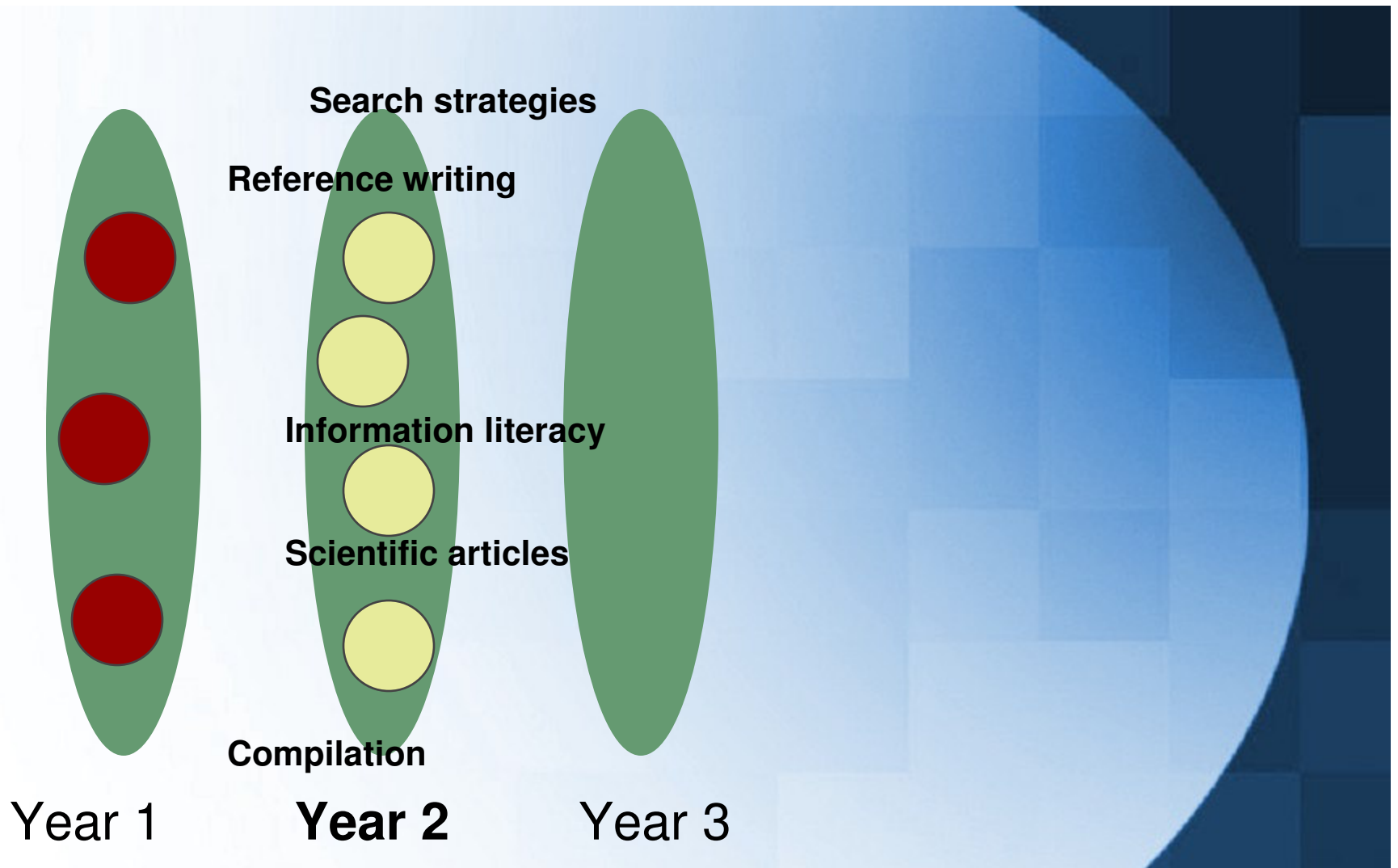
3rd year*

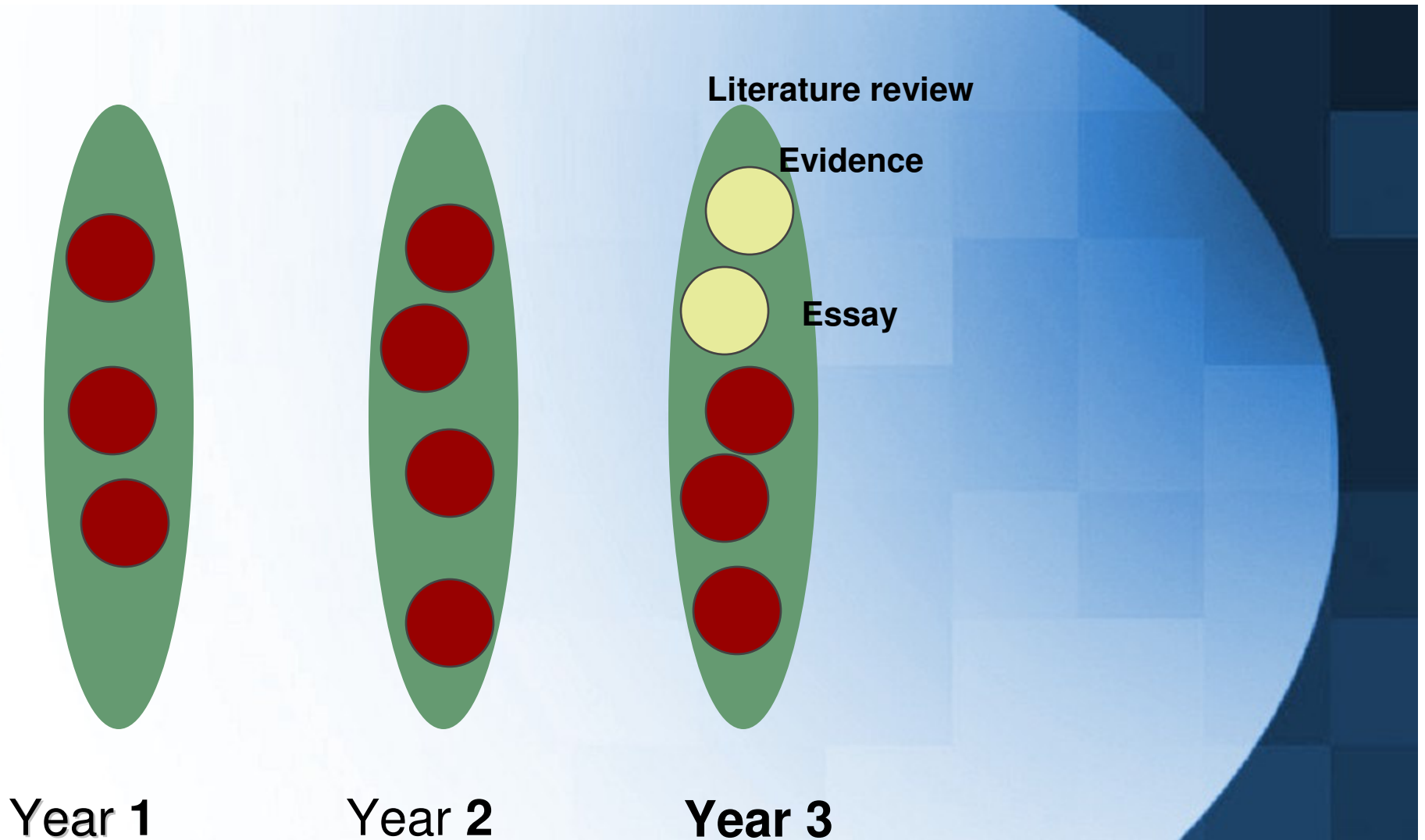
13. Theory and methods in nursing science III Inf.lit. 7	<i>Alt 1</i>	14. Thesis Inf.lit. 8	16. Applied clinical nursing in home nursing Medical science; Special diseases and conditions diagnosis and treatment	17. Applied clinical nursing in medicine Medical science; Special diseases and conditions diagnosis and treatment
	<i>Alt 2</i>	Elective courses		
	15. Pre-clinical course III Specific nursing Medical science			

3. Admission restriction: course 8 passed

4. Admission restriction: courses 1-12 passed







Intellectual activity

- read the literature
- reflect upon gathered information
- compare different sources
- analyze
- examine and assess the relevant findings
- make synthesis of the study
- create meaning from the gathered information

- Exercise task

- Short lecture. Groups of 12-15 students
- Information searches with supervisors

- Examination task

- 3 hours lecture. Approximately 50 students
- Information searches with supervisors
- Invitation to attend search workshop
- Examination seminar with both librarian and teacher as examiners

Lecture

- **Information literacy**
ALA definition, Christin Doyle and Christine Bruce
- **Information searching and information use**
T. Wilson, D. Ellis, C. Kuhlthau and J. Heinström.
- **How to formulate a question to the literature**
- **Learning**
- **What is a scientific article?**
- **How to write references and make a reference list**

Examination task

- **Selection of case study**
- **Formulation of a question to the literature**
- **Literature searches**
- **Drawing of document searches in a search diagram**
- **Critical review of their own results**
- **Write up in a short paper**

Examination task

- **Resons and reflections up on choosen information sources search strategies and choice of articles.
Relate to a theory**
- **Reflect upon problems and possibilities**
- **Reflect upon benefits**
- **Write a reference list**
- **Repeat another group´s search strategy**
- **Present and discuss their experiences on the examination seminar.**

Assessment of the examination task

- Use of resources
- Search strategy
- Motivations and reflections in documentation
- The reference list
- The presentation at the seminar





Nurses as producers of nursing research

Nurses need knowledge

- of research methods
- to assess/value the information
- to criticize the information
- to find the evidence in the information
- to do their own research studies

•Evaluation

•Future

**”Information literacy is too important to be handled only by librarians”
- Ralph Catts**

Improve the quality by

- **Collaboration concerning in planning the students tasks and examination**
- **Develop teaching methods, as a didactic for information literacy**
- **Improve the students´ learning environment**



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WELCOME TO KRISTIANSTAD UNIVERSITY



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