

# Collaborative teaching:

The librarian & academic bridging  
the theory practice gap to deliver  
high quality care at the bedside

# Plan for today:

- Background to project / Rationale
- Best practice / Some definitions
- Opportunities/Collaboration/Negotiations
- The art & science of nursing – adapted
- Conclusions – Reflecting on our practice?

# Background to project (i)

- The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively. (CILIP, 2003)
- Without information literacy, evidence based practice cannot flourish. (Skiba, 2005)

# Background to Project (ii)

## ■ Recognition

Need to equip nursing students with the skills, knowledge and attributes that will enable them to deliver evidence based care.

## ■ Challenge

Design a programme of training in library/information research that will enable students to; formulate research strategies, distinguish between different sources of information, locate “evidence”, evaluate findings and to interpret/apply this information to create new knowledge and influence care delivery.

## ■ Collaboration

Between nurse educator/course leader for a compulsory module in all first year nursing and midwifery courses and the EHS faculty librarian.

## ■ Outcome

Embedded, assessed IL module in The Art and Science of Nursing.

# Rationale

- Producing an evidence-based nursing workforce must begin prior to licensure as registered nurses.
  - Librarians are natural partners for this education and have key skills that can help both nursing educators and students to become information literate and appreciate the role of research in daily practice.
- (Klem, 2005)

# Best practice?

- ACLR's Information Literacy Standards for Higher Education (2000).
- CONUL (Consortium of National and University Libraries Ireland) 2005 Information Literacy Standards.
- ANZIL (2004) Framework



# Information Literacy Defined

- A combination of skills or competencies that together make for effective use of information. (CILIP, 2005)
- The ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand.  
(US Nat Commission on Library & Info Science, 2003).

# An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally



# Collaboration



- “Getting to know you” - faculty librarian & nurse educator/course leader for compulsory module in first year undergraduate nursing courses.
- Identification of common goals and possible solutions – based on best practice and accepted definitions of IL.

# Negotiations



- Minimum 120 students.
- Schedule already pretty packed.
- Specified learning outcomes.
- Marking criteria.
- Unknown territory.

# The Art and Science of Nursing – adapted to include IL skills

- Compulsory module – all first year nursing and midwifery undergraduates.
- Module assessed – 70% for essay and 30% for bibliography (Including research strategy and justification for using resources found).
- 3 books, 5 journal articles, 2 websites.

# The Art & Science of Nursing – pedagogy

- 1 hour lecture – Distribute assignment.
- 2 hour small group workshops – brief demo followed by individual working.
- Librarian and nurse educator present throughout.
- Distribution of class material and worksheets for completion in class.
- Completion of Online quiz.

# Results/evidence

- 97.5% pass rate in IL section of module.
- Low marks – linked to poor attendance during all strands of this module.
- The quality of references cited following completion of these classes, showed marked increase in scholarly citations.
- Students remark on the value of this training early on in their university career at the end of year feedback meetings with Faculty.

# Feedback informal & quantifiable



- Information desk staff remark on significant decrease in queries from nursing students, yet circulation and database statistics reflect increased use of health related resources.



# Did we achieve what we set out to do?

- The results were overwhelmingly good.
- Of most importance is the fact that all students were engaged with the process, and as Cunningham and Lanning (2002) say, information literacy is not a destination, but a journey – and the very key to life long learning.

# What contributed to the success of this module?

- Students had clear understanding of the reasons behind this course via clearly specified learning objectives/outcomes.
- Complementary skill sets were being utilised and evaluated in both the main Nursing module and the IL section – as both invited ‘reflection’ on why they chose particular interventions/resources.

# In summary:

- Information literacy forms the basis for lifelong learning.
- It is common to all disciplines, to all learning environments, and to all levels of education.
- It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. (ACRL, 1989)

- Instilling a culture of evidence based practice in nurses will enable them to influence policy and potentially transform healthcare for future generations.

(Killeen and Barnfather, 2005)

# Thank you.

## ■ Questions

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