Developing an embedded Information Literacy Programme in a new medical school and an established Health Science department curriculum: two case studies

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Background and setup

- Established in answer to a national need for more doctors

- Joint between Universities of Hull and York and the NHS in North Yorkshire, England

- Problem Based Learning (PBL) Curriculum

- Placements equally in hospital and primary care settings

- First undergraduate cohort started 2003 (First completing students 2008)

Geography

- Mix of urban and rural communities

- Years 1-2:
  - Students based at Hull or York University with NHS placements from year 1, term 1

- Years 3-:
  - On rotational NHS placements throughout region
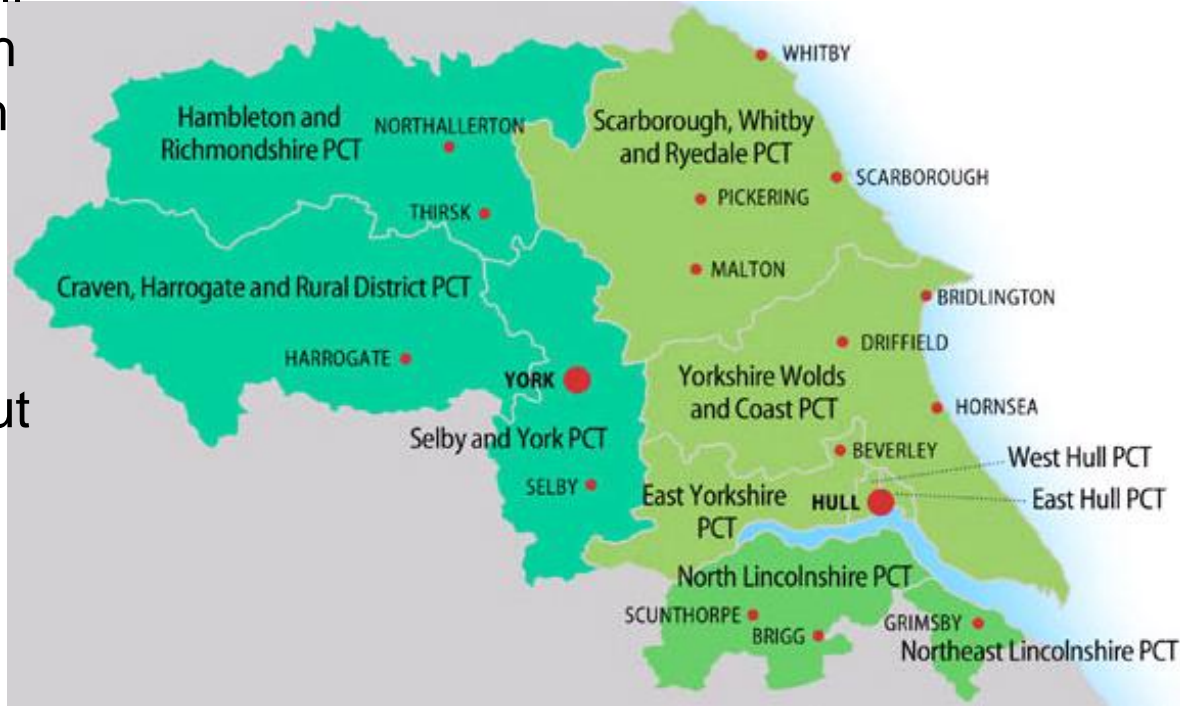
School & Curriculum involvement

- A member of the Medical School, paid for by the Medical School

- Working across two universities and with local but dispersed NHS colleagues

- On School Curriculum Committees and Board of Studies

- School has a 'spiral' curriculum with 7 themes running through length of course
  - Part of Evidence Based Decision Making (EBDM) theme
  - Working closely with academic colleagues in planning, designing and delivery of teaching and assessment

Year 1

- Part of 'key skills' package slotted into first year
  - (with other academic skills such as referencing, plagiarism awareness)

- Two 2-hour workshops
  - 1: Overview of the resources and services available to them, how to use their different e-accounts (Athens, Shibboleth) and how to make the best of the resources
  - 2: Ovid Medline and Embase

- Assessed
  - As part of submitted work for 'SSC'
  - Set of MCQs on VLE on Boolean, truncation/wildcards, recognising different parts of a MeSH display etc
  - End of year exam

Year 2

- Lecture from EBDM tutor

- Smaller group workshop with librarian and clinical tutor
  - Students asked to come with a clinical scenario they have encountered
  - Session in form of:
    - Lecture by Librarian
    - Hands on:
      - Translating scenario to question
      - Putting question into 'PICO' (Patient/Problem, Intervention, Comparison/Control, Outcome) format
      - Constructing and trying a search on the Cochrane Library firstly, then if time on Medline/Embase, Clinical Evidence, Guideline Finders etc

- Further workshop given by EBDM tutor
  - Translating scenario to question
  - Putting question into 'PICO' format
  - Critical Appraisal

Live literature search exams

- OSCEs
  - "Objective Structured Clinical Examination"
  - Year 1: 5 minute literature search
    - Scenario
    - Follow instructions/show familiarity with database
  - Year 2: 10 minute literature search
    - Scenario and PICO in advance
    - Prepare own search in advance
    - Show ability to create logical search

Year 3

- Long term rotational placements
- CATs (Critically Appraised Topics)
  - Searching for and identifying relevant paper to critically appraise
  - In submitted work to clinical tutor should include
    - Where they searched for evidence and why
    - Search strategy

Future plans

- In 2010 year 3:
    - Librarian marking of literature search element of CAT, not clinical tutor

- In 2011 year 4:
    - 10-15 minute end of year OSCE

- In 2012 year 5:
    - 'survival skills for practice' based on Foundation 2 (2nd year junior doctor) training

- Why wait?
    - Curriculum Committee approval

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Information Literacy for a Department of Health Sciences Curriculum
A Case Study

- Programme range

- Delivery

- Course Content Examples

- Assessment Examples

- My Role – How I Fit In

- Barriers/Overcoming Them

- The Future

Wide Range of Programmes

- Introductory Year for students who do not have the qualifications in place for higher education.

- Foundation Degree in Community Health and Social Care

- Midwifery

- Degree or diploma courses lead to professional registration as a nurse

- Graduate School - modules relevant to the needs of health professionals, managers and those seeking a career in health services research

- Continuous Professional Development

- MSc Health Sciences
  - With specialist pathways in:
    - Cancer Epidemiology
    - Diabetes Care
    - Health Services Research
    - Population Health
    - International Health
    - Mental Health Care (Primary Care Mental Health)
    - Mental Health Care (Primary Mental Health Worker - Child & Adolescent Mental Health)
    - Etc……

- Research Degrees - MPhil/PhD Programme in Health Sciences

- Large group lectures (2 x 200 intake – undergraduates per year)

- Small group lectures (continuous professional development)

- One to one tutorials (PhD/MSc students)

- Hands on practical session (workbook led)

- Distance learning courses

- Mandatory VLE presence for all modules

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Nursing Undergraduate 1st Year Sessions
Course content:

Accessing Sources of Evidence Nursing

- **Session 3a - Lecture: Using The Library**
  Session 3b – Practical

- **Session 4a - Lecture: Evidence Based Practice and an Introduction To Electronic Resources**
  Session 4b - Practical

- **Session 5a - Lecture: How To Search**
  Session 5b – Practical

- **Session 6a - Lecture: Introduction to Databases**
  Session 6b – Practical

Assessment

- **FORMATIVE:**

  Skills evaluation through classroom and online quizzes.

- **SUMMATIVE:**

  Under exam room conditions

  One hour examination comprising a multiple-choice test and a database exercise.

  This test will be conducted in an IT Training Room using the VLE

  The multiple choice test will require the student to respond to questions posted on the VLE. These will be automatically marked.

  The exercise will require the student to access specified databases to answer two simple clinical questions provided by the examiners. The student will then be asked to word-process the results of the search into a uniformly formatted document, attach it to an email and email this to the exams office for marking.

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Nursing Undergraduate 2nd Year Sessions
Course content:

Appraising the Validity of Evidence

- **2 x 2 hour keynote lectures:**
  EBP and EBP Questions
  Searching

- **2 x 3 hour hands on, workbook led workshops as part of the module Appraising the Validity of Evidence for Practice**

Assessment

- **SUMMATIVE**

- **Under exam room conditions**

- **The exam will be in two parts:**

- **Part A** **will be a series of 4 short answer questions relating to aspects of the evidence-based nursing process and health informatics**

- **Part B** **will be a series of 5 short answer questions relating to a pre-read research report relevant to health care and nursing**

- **You will be given a copy of the research report to pre-read at least two weeks before the exam. Research reports are branch-specific.**

- **You will not be able to bring your own copy of the report or any related material into the examination room.**

- **You will be given a clean copy of the report with your exam question paper.**

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Nursing Undergraduate 3rd Year Sessions

Course content

- **One 2 hour lecture/workshop designed to provide revision of the information skills knowledge acquired throughout the course and the provision of some transferable information skills for transition into practice.**

Assessment

- **SUMMATIVE**

- **The acquisition of Information skills acquired through three years of study are demonstrated in the final thesis.**

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MSc in Health Sciences

- Population Health

- International Studies

- Lecture and practical workshop as part of the module – 3 hours.

Assessment

- SUMMATIVE

Two part 3000 word assignment:

- Select a health topic, formulate a research question and construct a search strategy to address the question

- Provide a structured critique of a piece of primary research

- Collaboration, integration and embedding is the key:

  The Library

  Department of Health Sciences

  University of York Departments

  HYMS

  External organizations

- Library

Academic Liaison Librarians Role

Library Management Input

Professional Updating

- Promotion of research skills, evidence based practice and library services:

Curriculum Development

Teaching

Assessment

Management Input

Library Liaison

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- University Teaching Enhancement projects:

  i.e. Epigeum – study skills, numeracy initiatives,

  referencing projects.

- Sharing Best practice – new informal groups: internally – CRD group,

- Externally – Yorkshire University Health Librarians etc.

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- Liaison with HYMS Librarian

  i.e. curriculum development, acquisition of resources,

- Collaborative projects with HYMS.

  i.e. shared development of interactive programmes on VLE and website development

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- Fact finding visits and idea sharing

- Professional development issues

- Mentoring

- Shared networks

- Difficult to keep engaged - takes time and determination

- Multiple course involvement = clashes in teaching and assessment i.e. everything happens at once

- Assessment is time consuming i.e. MSc papers can take at least 1hour each to mark plus moderation time

- Victim of own success.

No quiet times not even in the Summer, therefore difficult to find time for development of course material and innovative. Can feel like you are constantly fire fighting

- In some ways the biggest barrier is the tension within the Lecturer/Librarian role.

- Isolation from librarian colleagues

- Library staff may forget you exist

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- You need help – teaching assistants allow intakes to be divided into manageable class sizes where teachers can spend time with individuals

- Teaching assistants can take care of the basic skills teaching and allow you to teach advanced research skills

- They can also assist in updating workbooks – a constant task

- Strictly manage your diary and ring fence time for personal and course development

- Maintain a presence in the department:

  Have an office there with an open door policy

  Belong to administrative groups i.e. Staff training

  Attend staff meetings, Board of Studies and Graduate Board

  Get involved in a project

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- New undergraduate curriculum planned which will provide a good opportunity to review and redevelop the whole course content and assessment.

- Production of online tutorials

- Joint website development (i.e. research support)

- Teaching materials i.e. PICO worksheet

- Joint postgraduate sessions i.e. reference management software, joint reading lists

- Joint promotion of EBDM/EBP/whatever?

- Motivation of collaboration with colleagues