

Exploring and Extending Information Literacy Support with Nursing and Midwifery students Susan Boyle, Liaison Librarian, UCD Library

A prime objective for Liaison Librarians is the development of Information Literacy (IL) skills programmes within School curricula. This poster illustrates the need for and development of an embedded IL programme for undergraduate students in the School of Nursing, Midwifery and Health Systems (SNM&HS) in UCD. It explores and identifies the best route and structure for an Information Literacy skills programme through collaboration with staff in the School. The poster demonstrates how the programme was designed and implemented to provide appropriate, incremental support and how it engaged with students at each stage. Feedback and reflection on the highlights and challenges of engaging with the students are included. The poster also presents creative training ideas to further engage students and suggests amendments and possibilities for increasing and extending the support offering into the future.

No Programme: Do Not Proceed

- No existing structured programme
- Last-minute training requests not ideal
- Student absorption of IL skills hindered by stress
- Inefficient use of librarian's time

New Programme Barriers: Check

- Securing hours in the timetable
- Sustainability
- Organisational challenges
- Selling the programme idea

New Programme: Proceed

- Propelled by meetings, training & requests
- Follow through on work of predecessor
- Membership of the School Committees
- Alignment with UCD Draft Strategy for Education • Evidence Based Health practice rationale

- Current structure patchy
- Current offering not equitable for all students & no incremental learning in place
- Large class numbers
- Challenges of integrating a programme alongside elective modules
- Value of Information Literacy to health students

The route below works towards the finish line: To have all Nursing & Midwifery students graduate as information literate students



• Problem Clinics worked well for 4th years

Creative Gear Changes

- Student programme feedback was very positive
- Continuation of programme approved
- Active learning worked well worksheets
- Valuable learning experience for me
- Back to back sessions for large classes were a heavy teaching load for one librarian
- Too many learning objectives to cover in too few contact hours
- Incorporate games to add variety
- Increase active learning tasks and relate content to curriculum
- Tailor sessions for audio, visual and kinaesthetic learners
- Package salient points into mini take-away bites for easy recall

Programme Parts Upgrade

- Make location clearer and avoid back to back sessions where possible or request assistance
- Remove basics element from programme in next run
- Amend programme to reflect library innovations, service / resource changes and new strategies
- Consider using stop, start continue or H form evaluation

Extending Toolkit

- Make 1st year sessions more challenging and dynamic
- Increase exercise time for 3rd & 4th yrs & continue problem clinics
- Design in-depth handouts and more VLE aids
- Investigate ways to incorporate assessment

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- Use feedback, reflection & evidence from IL literature to improve practice & incorporate knowledge from CPD courses.
- Investigate equivalent roll out at postgraduate levels

School of NM&HS **Teaching & Learning** Committee

Next Race

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