Introductions

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Today’s session

➢ What does information literacy look like in the Health Sciences?

➢ How can you apply knowledge from clinical setting into the classroom for teaching information literacy?

➢ How to make health science less intimidating

➢ How our experiences influenced the design of Instruct: Health Science
Poll

What is your role/experience with health sciences and information literacy? (select all that apply)

- Liaison to Clinical Department
- Liaison to Health Science Department
- Research Librarian
- Reference or Instruction Librarian
- No direct work with Health science, but curious
Poll

How confident are you with teaching students about health science related resources and information literacy concepts?

- Yes, I’ve got this!
- I’m confident I can figure it out
- I know a little, but I’m pretty nervous
- No idea where to begin
A DAY IN THE LIFE
HEALTH SCIENCES LIBRARY
A DAY IN THE LIFE

Blend of projects, duties
Clinical Informationist role
Types of patrons

For more info:
- https://bmjinsiders.com/2019/03/21/get-to-know-jonna-peterson-mlis
- https://bmjinsiders.com/2019/05/31/get-to-know-corinne-miller-mlis
A DAY IN THE LIFE

Liaison area w/ Department of Medicine
Working in teams
Challenges we face
DIFFERENCES
Training wheels off for students

Medical student (most junior person):
leads the care
→ resident/attending will correct if needed
→ librarian supports
Hierarchical Diagram

1. Systematic reviews of randomized controlled trials
2. Single randomized controlled trial
3. Systematic review of observational cohort studies
4. Single observational cohort study
5. Systematic review of descriptive qualitative studies
6. Single descriptive or qualitative study
7. Opinions of experts and authorities

## Questions/Requests from Patrons

<table>
<thead>
<tr>
<th>Point of Care</th>
<th>Academia</th>
<th>Not as common</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td></td>
<td>Very common, challenging because of short timeline. Information has to be delivered before treatment can be started or planned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background Literature</th>
<th>Academia</th>
<th>Residents who have an idea for clinical research or perhaps see a common trend in patients and they want to know what the literature says.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td></td>
<td>More specific and focused on a piece of clinical information - i.e. “How many times does drug 'x' cause a specific side effect?”, “My patient has X condition, I know nothing about it...”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Search</th>
<th>Academia</th>
<th>Very common, Searching across many databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td></td>
<td>Not common due to nature of requests and time constraints</td>
</tr>
</tbody>
</table>
How we receive questions from patrons

Clinical Service
- Point of Need

Academia
- Less in-the moment or urgent
SIMILARITIES
Universal truths about IL in the disciplines

Partnerships are important

Patrons are just people, even doctors with advanced degrees

Information Literacy skills are universal

Your search skills are universal - tactics from other databases apply to medical resources
Your Role in the Information Cycle

Cycle of 5 “A”s

- Ask
- Acquire
- Appraise
- Apply
- Act
How can you apply this to working with your students?
Learn more about what the real world looks like for students after graduation
- Lean on your relationships with faculty - who have been clinicians before

Look for ways to incorporate authentic learning into your library instruction
- Instructors may take for granted the every-day clinical experiences that can be turned into an assignment

Remember this is the first step of a long scaffold to students becoming clinicians

Authentic Learning
Health science instructors are likely eager to work with you
- Sheer volume of resources
- They can’t support students alone

Support students by working closely with faculty on:
- Research assignments
- Lesson planning
- Course guides

When instructors realize the value you provide - that will transfer to their students.
Dip Your Toe into New Resources

- Consumer Health/Point of Care resources
  - MedlinePlus

- Educate yourself about different resources - why, when, and how to use them
  - https://libguides.library.drexel.edu/c.php?g=176794&p=1163220

- Learn the lingo - sign up for a free medical terminology class!
Content:
- Library of online learning objects to support teaching IL
- Tutorials with brief videos, and formative assessments
- Quizzes for graded assessments

Features:
- Mix and match to meet the needs of individual courses
- Content can be customized for your institution
- Integrates with campus Learning Management System for gradebook sync
- IP/Proxy authentication
- Analytics - Usage and Assessment

credo.link/instructhealthscience
Flipped Class Strategy

Covers topics including:

★ PubMed, CINAHL, Point of Care, Health Statistics, Drug Info
★ Understanding Scholarly Research Articles, Scientific Method, Health Literacy
★ PICO(T) method
★ Searching Medical Databases
★ Evidence Based Practice

The purpose of PICO is to Identify/identifying the key elements of a research question

Support/Supporting evidence-based decision making

by ____________________________.
Poll

Are you interested in learning more about Instruct: Health Science and how it can support your IL instruction?

- Yes, I’d like to hear from Credo
- No, thank you
Check out more free webinars from Credo!

credo.link/webinars