The integration of information literacy into the curriculum directly supports the learning goals and outcomes of the Nursing and Health Studies degrees as well as specific course and assignment outcomes.

The role of the librarian in your teaching

We currently have 1 FTE subject librarian assigned to the Nursing and Health Studies Programs. As with all of our librarians, this position also teaches in targeted courses at the lower division.

Based on this we recommend the following approach to sustainably integrating information literacy and library research instruction into the SNHS on- and off-site curricula:

1. **Undergraduate Curriculum** - Librarian partners with faculty to team teach hands-on information literacy workshops and/or provide online learning activities in the courses outlined below:

   **Bachelor of Science in Nursing** - The goal of working with this group is to be able to facilitate their access to evidence-base practice research to improve their practice:

   - **BNURS 360**: Critical Reading and Information Literacy in Nursing (Summer, Fall, and Winter)
     - Provide an introduction to searching and evaluating the types of articles found in CINAHL with a Canvas module.
     - Provide a Canvas module that includes an introduction to searching in PubMed and locating various article types.
     - Provide an Interlibrary Loan Account Set-up homework assignment module in Canvas.
     - Provide customized APA Style formats page for this course.
     - The EBP resources students have access to after they graduate through HEALWA.
     - Due to curricular revisions linking the BNURS 360 and 460 courses, combined library course guides now include search tips for PubMed and the Cochrane Library, and links to EBP databases specifically for the BNURS 460 content.

---

**What is Information Literacy?**

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. These skills are best learned and retained when taught as part of the curriculum and in conjunction with the companion skills of critical thinking, reading, writing, and production. They are developmental and must be introduced, applied, reinforced, and extended throughout a student's educational career.

The ACRL *Framework for Information Literacy for Higher Education* offers educators a structure around which instruction sessions, assignments, courses, and even curricula may be designed. The *Framework* is organized into six frames articulating the concepts, knowledge practices, and dispositions central to information literacy: Authority Is Constructed and Contextual; Information Creation as a Process; Information Has Value; Research as Inquiry; Scholarship as Conversation; and Searching as Strategic Exploration.

Bachelor of Arts in Health Studies - The goal of working with this group is to be able to facilitate their access to research literature in support of them advocating for public health improvements:

- BHS 300: Principles of Health Research (Fall, Winter, and Spring)
  - Provide an online introduction to library services and background resources.
  - Provide an Interlibrary Loan Account Set-up homework assignment module in Canvas.
  - Provide a Canvas module that includes an introduction to searching in PubMed and locating various health research articles in support of the literature review matrix/grid assignment.
  - Provide one face-to-face workshop in support of the literature review and research proposal assignments.
  - Provide an introduction to the Health Studies Research Guide located online at http://guides.lib.uw.edu/bothell/healthstudies

Due to our limited resources it is unlikely that additional hands-on workshops can be implemented in courses other than those listed here, though the NHS Librarian liaison and the Library’s Head of Teaching and Learning will consider all additional requests, and we will do our best to honor them when possible.

2. Master of Nursing Graduate Curriculum – Librarian partners with faculty to team teach hands-on information literacy workshops and/or provide online learning activities in the courses outlined below. We work closely with the new Master of Nursing (MN) student cohorts in the first quarter. In this two-year program many second year students make appointments with us for consultations on their literature reviews for their advanced fieldwork and final projects. One of the many rewards in working with this group of change agents is seeing their research projects that speak to the positive impact they have in their workplace and community.

- BNURS 501: Contemporary Issues in Advanced Nursing Practice (Fall)
  - Introduce searching, locating, and evaluating the types of articles found in CINAHL and PubMed with a Canvas learning activity.
  - Teach students to use a variety of resources to investigate advanced nursing roles and nursing theories.
  - Provide customized APA Style formats page for this course.
  - Provide an Interlibrary Loan Account Set-up homework assignment module in Canvas.
  - An example library web guide in support of this course is located online at http://guides.lib.uw.edu/bothell/bnurs501

- BNURS 520: Translational Research I: Healthcare Practice (Winter)
  - Building on BNURS 501 learning outcomes, library instruction supports the literature review assignment by focusing on advanced and discipline-specific resources and search methods, how to conduct a comprehensive literature search, and includes a discussion and demonstration of online personal citation database resources.
  - An example library web guide in support of this course is located online at http://guides.lib.uw.edu/bothell/bnurs520522
• BNURS 522: Translational Research II: Patient Safety, Quality Improvement, and Evaluation Processes (Spring; class library web guide only)
  o Building on what has been learned in BNURS 501 and 520, advanced search instructions are provided in multiple databases to guide the students in investigating and locating research instruments/tools/surveys/interview guides/checklists on their individual topics.
  o An example library web guide in support of this course is located online at [http://guides.lib.uw.edu/bothell/bnurs520522](http://guides.lib.uw.edu/bothell/bnurs520522), and the Finding Articles page has the specific instructions at [http://guides.lib.uw.edu/c.php?g=345753&p=2330532](http://guides.lib.uw.edu/c.php?g=345753&p=2330532)

• BNURS 525: Healthcare Systems Leadership for Advanced Roles (Fall)
  o How to navigate the databases that contain leadership, management, and education literature.
  o An example library web guide in support of this course is located online at [http://guides.lib.uw.edu/bothell/bnurs525](http://guides.lib.uw.edu/bothell/bnurs525)

Due to our limited resources it is unlikely that additional hands-on workshops can be implemented in courses other than those listed here, though the NHS Librarian liaison and the Library’s Head of Teaching and Learning will consider all additional requests, and we will do our best to honor them when possible.

3. The librarian as a consultant – “information literacy across the curriculum”

In addition to targeting strategic points in the curriculum for the integration of “core” nursing and health studies information literacy concepts and skills, we also propose that they be infused across the curriculum through assignments and assessments that build upon the work being done in the targeted courses.

As we have limited resources for hands-on classroom workshops, we may also be limited in our ability to meet with students individually. Based on this, we welcome the opportunity to meet with you as you design or revise courses and assignments.

The librarian is available to:

- Consult with you on assignment design and the availability of sources
- Co-create short homework activities that integrate research skills and course content
- Create course specific web-based research guides (with advance notice and feedback from you)
- Meet with you individually for training in using our research databases or other library resources

4. The Nursing and Health Studies Information Literacy Program will be reviewed regularly by faculty and librarians, and revised as needed.

5. Other Nursing and Health Studies faculty/librarian curricular collaborations include:

- Collection Development
- Affiliate faculty status
- Serving the distance cohorts including Everett Community College, Harborview Medical Center, and Providence Regional Medical Center Everett

Contact the SNHS librarian:
Julie Planchon Wolf – [jspw@uw.edu](mailto:jspw@uw.edu)  425-352-3452

Contact the library’s Head of Teaching & Learning:
Leslie Hurst – [lhurst@uw.edu](mailto:lhurst@uw.edu)  425-352-3168
For more information:

- See the *Nursing Information Literacy Competency Standards* located online at [http://www.ala.org/acrl/standards/nursing](http://www.ala.org/acrl/standards/nursing)
- See the *Framework for Information Literacy for Higher Education* located online at [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework)