

Marrying Nursing Informatics, Information Literacy, and Cultural Competency: The Librarian's Role in the Development of an Online Undergraduate Nursing Informatics Course

Stephanie J. Schulte, MLIS, and Linda Meyer, PhD, RN, CNE
Indiana University-Purdue University Fort Wayne

Context of the Course

- Required course for the RN to BSN and BS with a major in nursing
- Added due to curriculum changes resulting from the BS with a major in nursing
- First offered Summer Session I, 2007
- Taught entirely online using WebCT Vista

Course Outline

- Unit 1: Informatics Overview
- Unit 2: Software and Hardware
- Unit 3: Information Literacy
- Unit 4: Standardized Languages
- Unit 5: Data, Information, Knowledge
- Unit 6: Information Systems
- Unit 7: Ethical, Legal, and Ergonomic Issues

Final Project

- Group project
- Culturally-based patient scenario with cultures relevant to Fort Wayne region
- Develop teaching presentation appropriate in content and literacy level for the patient using presentation software
- Write paper providing research information about patient condition in relation to her culture and describing rationale for presentation's content and teaching methods
- Paper also had to note role of informatics in creating the presentation

Course Framework

Staggers, Gassert, and Curran (2003). A Delphi Study to Determine Informatics Competencies at Four Levels of Practice. *Nursing Research* 1(November/December 2002): 383-390

*Provided list of 37 competencies for beginning nurses.

Thede, L.Q. (2003). *Informatics and Nursing: Opportunities and Challenges*. Philadelphia: Lippincott, Williams, and Wilkins.

*Textbook for the course.

Neuman, B., & Fawcett, J. (2002). *The Neuman Systems Model*. Upper Saddle River, N.J.: Prentice Hall.

*Conceptual framework for the IPFW Department of Nursing

Information Literacy Unit

- Chapter readings from textbook
- Seven video tutorials created by librarian and related to the types of information needed for the final project. Available at <http://users.ipfw.edu/schultes/informatics/>



Information Literacy Assignment

- Two essay questions taken from p. 301 of text
- Required searching databases
- Examined differences and similarities in keywords and subject headings
- Examined unique content of Medline and Cinahl and a third database chosen by the student
- Worth 50 points (10%) of 500 points for the course
- Graded using a simple rubric

Librarian's Role in Course

- Helped design course from the beginning
- Presented as a co-instructor
- Full responsibility for information literacy unit content and grading
- Interacted with students via WebCT Vista discussion boards

Future Research/Revisions

- Assignment revised to clarify wording and add Web evaluation skills
- Pre/post testing to investigate changes in skills and perceptions of searching/information literacy and whether videos are effective

