Designing a Sustainable Information Literacy Curriculum for Health Care Professionals in a Hospital Library Network

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Outline

• Introduction
• Background: Instruction program
• Adult social learning theory
• Methods
• Outcomes/Evaluation
• Discussions – Sustainability and Success
• Future directions
Background

Health Information Network Satellites

- Rockyview General Hospital Knowledge Centre
- Health Sciences Library (UofC)
- Tom Baker Cancer Knowledge Centre
- Holy Cross Touchdown Suite
- Peter Lougheed Knowledge Centre
- Women's Health Knowledge Centre

Background of the Region

- Area: 39,260 km²
- Acute Care Facilities: 4 urban, 8 rural
- No. of Beds: 7,836
- Population of Alberta Served: 36%

*2005 Statistics
Health Information Network Calgary: Information service delivery model

- **Facilities:** provide access to facilities (virtual and physical) needed
- **Skills:** acquire the skills “I” need
- **Information:** acquire the information “I” need
- **Support:** acquire the help/support “I” need

*Making Information Count: an Integrated Knowledge Service for Healthcare Practitioners, Staff, Patients and their Families, February 2003*
The Theory
How do adults learn?

1. Need to know **why** they need to learn something
2. Need to learn **experientially**
3. Approach learning as **problem-solving**
4. Learn best when the topic is of **immediate value**

-Malcolm Knowles, 1984

Need to know more? Check out:
Adult social learning

“[t]he social environment... is truly educative in its effects in the degree in which an individual shares or participates in some conjoint activity. By doing his (sic) share in the associated activity, the individual appropriates the purpose which actuates it, becomes familiar with its methods and subject matters, acquires needed skills, and is saturated with its emotional spirit”

Dewey (1917)
How did we **NOT** mindfully instruct/teach?

“We cannot teach anyone directly; we can only facilitate a person’s learning.”

Carl Rogers

- Interactively
- Socially
- User-driven
- Flexibly
METHODS
Case study approach

• In-depth, retrospective examination of the HIN instruction programs over the 6 years
• Gain a better understanding of why the current program is successful and sustainable, and what might become important to look at more extensively in future services
HIN Instruction: 2005 - Fall 2011

- Individual site-based, requests from individual users and user groups
- Multiple versions/various types of presentations on same content
- Inconsistent communication messages about resources and services
- Lack of effective communication and promotion about the instruction program
- Regional Learning Guide Courses, 2009-2011
# Regional Learning Guide Courses, 2009-2011: Quick course statistics

<table>
<thead>
<tr>
<th>Course Title</th>
<th># of Sessions</th>
<th># of Hours</th>
<th>Clients Served</th>
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</thead>
<tbody>
<tr>
<td>Library Skills – Nurses</td>
<td>16</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>Library Skills – Mental Health</td>
<td>12</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Library Skills – Advanced</td>
<td>7</td>
<td>21</td>
<td>35</td>
</tr>
</tbody>
</table>

- Library Skills – Nurses: 0.81 hour per client
- Library Skills – Mental Health: 1.5 hour
- Library Skills – Advanced: 0.6 hour
Constructive user feedback

• More practice time
• Better description of necessary skill levels
• Better advertising
• More detailed handouts
• Practice handouts
• Pacing slow with participants of varying experience
Instructor observations

• Long sessions created limitations for clients
• A lot of content
• Limited practice time
• Content needed to be more personalized
• No follow-up opportunities provided
• No pre-assessment
2011 Fall Program
What does sustainability look like?
Our criteria for sustainability

• “Sustainability is about maintaining and continuing program services after the funding is over.”

  (American Indian Development Associates)

• Continuity
• Permanence
• Reusability
• Adaptable and evolving
• Long term value
• Better resource management
• Effective governance
Curriculum design approach

• Identify the need
• Set the curriculum objectives
• Framework to address those objectives:
  – Interactive: how to engage learning?
  – Social: how adults learn best?
  – User-driven: what learning contents to consider for our users?
  – Flexible: time, convenience, learning paces
• External partnerships
• Peer review

1. **Multi-site, lunch hour, hands-on, brief sessions over a series of information topics**
2. **Partnering with the Regional Learning Management System**
Course topic selection

• User feedback surveys evaluated: what content users have felt important and useful
• Librarian instructors surveyed for relevant information literacy topics: core library skills required

Top 13 topics selected for further development
The 2011 Fall Program – course curriculum

• 100 Series:
  – HIN100 Finding EJournals
  – HIN120 Literature Searching
  – HIN140 Finding Ebooks

• 200 Series:
  – HIN200 Clinical Queries
  – HIN220 Grey Literature
  – HIN240 Drug Information
  – HIN260 Clinical Practice Guidelines

• 300 Series:
  – HIN300 Current Awareness
  – HIN 340 Point of Care Resources
  – HIN 360 What is Evidence

• 400 Series:
  – HIN420 Lit. Searching in Mental Health
  – HIN440 Lit. Searching in Nursing

• 500 course:
  – HIN500 Advanced Searching Skills
Course promotion
Course modification & peer review

• Instruction Workteam: 6 librarians
• Consultation and collaboration on course content development
• Peer review on course materials
• Constructive feedback on interactive activities
• Identifying needs for new courses
Results
<p>| | |</p>
<table>
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<tbody>
<tr>
<td><strong># of Courses</strong></td>
<td>13</td>
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<tr>
<td><strong># of Sessions Planned</strong></td>
<td>114</td>
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<tr>
<td><strong># of Sessions Delivered</strong></td>
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<td><strong># of Hours Taught</strong></td>
<td>34</td>
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<tr>
<td><strong># of Attendants</strong></td>
<td>160</td>
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<tr>
<td><strong># of Registrants</strong></td>
<td>180</td>
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<tr>
<td><strong># of Sites</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong># of Disciplines Reached</strong></td>
<td>16</td>
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</tbody>
</table>

- 0.21 hour per client
- 0.6 hour
Program participant disciplines

- Admin: 23
- Clinical Lead: 18
- Consultant: 17
- Dietitian: 6
- Health Admin: 11
- Infection Control: 10
- Instructor: 10
- Nurse: 10
- Occupation Therapist: 10
- Pharmacist: 9
- Physical Therapist: 9
- Researcher: 8
- Respiratory Therapist: 8
- Social Worker: 8
- Speech Language Pathologist: 8
- Health Care Planning: 6
Overall confidence level changed

Advanced Sessions
- Somewhat more confident: 31.8
- Much more confident: 68.2

Basic Sessions
- Somewhat more confident: 45.5
- Much more confident: 54.5
Amount of information presented

- 90.9% for Basic Sessions
- 90.9% for Advanced Sessions

Categories:
- Too much info
- Too little info
- The right amount
Return visits

• Will keep track of repeated visits and impact of instruction on other types of services
Evaluating sustainability – what we know now

- Continuity
- Permanence
- Reusability
- Adaptable and evolving
- Long term value
- Better resource management
- Effective governance

- Has the program been offered again?
- If so, did we have to start over with this new round of sessions?
- Has it been accepted?
- Has it been well used?
- Has it become a part of community resources?
- Is the program easy to modify and evolve?

“Sustainability is about change.”
Evaluating sustainability – what we keep monitoring

• Continuity
• Permanence
• Reusability
• Adaptable and evolving
• Long term value
• Better resource management
• Effective governance

• Does the program have long term value for the organization, and the users we serve?
  – Ongoing transformation
  – Return visits and repeated users

• Governance
  – Is the system working?

• Time-saving

“Sustainability is about change.”
Discussions & challenges

- Administrative efforts
- Promoting and marketing
- Evaluation on long-term value
- Changes in teaching methods and philosophies
Future directions

• Developing new partnerships
  – with the University of Calgary Teaching and Learning centre
  – a province wide instructional program

• Enhancing existing relationships – with Alberta Health Services MyLearningLink on e-learning

• Evaluating and strategizing the current program

• Promoting the program and the program success
Thank you

Questions?