

## Project Summary

The students completed one major writing assignment during the psychiatric and maternity nursing course. Case management is a collaborative process focused on assessment, planning, implementation, coordination, monitoring, and evaluation of health care services. The purpose of the assignment was to increase students' knowledge of the health care needs of clients with psychiatric/mental health care need and pregnant women. In addition, the assignment helped students learn about community resources and services by using a case management model of care. Students also learned increased their information literacy skills.

### Information Literacy Project Summary

#### Impact on Teaching

Information literacy was incorporated into an assignment for case management with junior nursing students. The project started in the fall 2004 semester and continued with the same group of students. **Submitted by**  
**Marian Farrell, PhD, CRNP, CS**  
**Nursing Department**

There were two different sections for psychiatric nursing in the fall semester. Section One had 36 students. The highest grade was 18 points scored out of 18 and the lowest was 8.6 points. The range of grades was as follows: 18 (n=3); 17-17.9 (n=3); 16-16.9 (n=3); 15-15.9 (n=2); 14-14.9 (n=5); 13-13.9 (n=4); 12-12.9 (n=2); 11-11.9 (n=2); 10-10.9 (n=0); 9-9.9 (n=1); 8-8.9 (n=1). Section Two had 30 students with a grade range of 18 to 13.3 points. The range of grades was as follows: 18 (n=2); 17-17.9 (n=6); 16-16.9 (n=4); 15-15.9 (n=2); 14-14.9 (n=0); 13-13.9 (n=5); 12-12.9 (n=0); 11-11.9 (n=0); 10-10.9 (n=0); 9-9.9 (n=0); 8-8.9 (n=0).

The assignment expectations consisted of appropriate use of the APA style, information literacy, and content regarding case management. Approximately one-third of the students (27 out of 66 students) received full credit on the section related to paper style. Paper style included use of an abstract, title page, reference page, and proper citation. Students frequently did not include an abstract and did not correctly format the title page. Additional frequent errors included improper formatting of the reference page and incorrect citation.

In terms of information literacy, students had difficulty identifying primary and secondary references. In addition, they also tended to use abstracts instead of full text articles. In some cases students did not incorporate the information into the main text of the paper. Students failed to initially submit a search strategy or interlibrary loan request on-line. Students needed to increase the depth of information related to the topic area. This was largely due to the lack of information related to the insufficient literature search.

Information literacy was incorporated into an assignment for OB case management in the junior year for nursing students.

## **Project Statement**

The students completed one major writing assignment during the psychiatric and maternity nursing course. Case management is a collaborative process focused on assessment, planning, implementation, coordination, monitoring, and evaluation of health care services. The purpose of the assignments was to increase students' knowledge of the health care needs of clients with psychiatric/mental health care need and pregnant women. In addition, the assignment helped students learn about community resources and services by using a case management model of care. Students also learned increased their information literacy skills.

## **Impact on Teaching**

Information literacy was incorporated into an assignment for case management with junior nursing students. The project started in the fall 2004 semester and continued with the same group of students into the spring 2005 semester. Students were able to develop knowledge and skills over a two semester time period regarding case management and information literacy.

There were two different sections for psychiatric nursing in the fall semester. Section One had 36 students. The highest grade was 18 points scored out of 18 and the lowest was 8.6 points. The range of grades was as follows: 18 (n=3); 17-17.9 (n=3); 16-16.9 (n=3); 15-15.9 (n=9); 14-14.9 (n=8); 13-13.9 (n=4); 12-12.9 (n=2); 11-11.9 (n=2); 10-10.9 (n=0); 9-9.9 (n=1); 8-8.9 (n=1). Section Two held 30 students with a grade range of 18 to 13.3 points. The range of grades was as follows: 18 (n=2); 17-17.9 (n=6); 16-16.9 (n=4); 15-15.9 (n=2); 14-14.9 (n=0); 13-13.9 (n=5); 12-12.9 (n=0); 11-11.9 (n=0); 10-10.9 (n=0); 9-9.9 (n=0); 8-8.9 (n=0).

The assignment expectations consisted of appropriate use of the APA style, information literacy, and content regarding case management. Approximately one-third of the students (21 out of 66 students) received full credit on the section related to paper style. Paper style included use of an abstract, title page, reference page, and proper citation. Students frequently did not include an abstract and did not correctly format the title page. Additional frequent errors included improper formatting of the reference page and incorrect citation.

In terms of information literacy, students had difficulty identifying primary and secondary references. In addition, they also tended to use abstracts instead of full text articles. In some cases students did not incorporate the information into the main text of the paper. Students failed to initially submit a search strategy or interlibrary loan request on-line. Students needed to increase the depth of information related to the topic area. This was largely due to the lack of information related to the insufficient literature search.

Information literacy was incorporated into an assignment for OB case management in the junior year for nursing students.

As a result of this writing assignment, students met the following criteria.

The students were in two different sections. Section one had 29 students. The highest grade was 18 points scored out of 18 and the lowest was 12.4 points. The range of grades was as follows: 18 (n=4); 17-17.9 (n=14); 16-16.9 (n=8); 15-15.9 (n=1); 14-14.9 (n=0); 13-13.9 (n=1); 12-12.9 (n=1); 11-11.9(n=0); 10-10.9 (n=0); 9-9.9 (n=0); 8-8.9 (n=0). Section two held 13 students with a grade range of 13.8 to 17.75 points. The range of grades was as follows: 18 (n=0); 17-17.9 (n=0); 16-16.9 (n=3); 15-15.9 (n=6); 14-14.9 (n=2); 13-13.9 (n=2); 12-12.9 (n=0); 11-11.9(n=0); 10-10.9 (n=0); 9-9.9 (n=0); 8-8.9 (n=0).

In general grades improved. Approximately one-half of the students (24 out of 47) received a perfect score on the paper style section. The reference page and citation format remained the two areas of concern in terms of need for improvement. The content increased in depth to meet the needs of the paper. Students followed directions and improved in their selection of primary versus secondary research articles and in their ability to incorporate the information into the main text of the paper.

### **Impact on Student Learning Outcomes**

In general, students demonstrated improvement in level of knowledge and skill acquisition regarding case management and information since they now have basic skills in both areas at the end of the spring, 2005 semester, as evidenced by their increased specific content scores and overall scores on the case management assignment.

#### **Objectives for Case Management**

As a result of this writing assignment, students met the following objectives:

1. Demonstrated effective critical thinking skills;
2. Utilized appropriate research methodology to support the development of case management in the care of pregnant women;
3. Discussed the use of case management as an effective health care delivery system;
4. Described the components of case management: selection of case type, review of the literature related to case type, audit, case management plan, and critical path;
5. Identified at least 2 appropriate community resources to be implemented within the case management framework;
6. Discussed how case management as a process and as a model of care will enhance the care of pregnant women.

#### **Objectives for Information/Computer Literacy**

The objectives for information & computer literacy were taken from the Information Literacy Competency Standards for Higher Education written by the Association of College & Research Libraries (2000) and the course and assignment objectives.

As a result of this writing assignment, students met the following criteria:

**Standard 1: The information literate student determines the nature and extent of information needed.**

**Performance Indicator**

The information literate student defined and articulated the need for information.

**Outcomes:**

As a result of the assignment, the student:

- a. Conferred with the instructor regarding possible target case type for project.
- b. Explored general information sources to increase familiarity with topic.
- c. Defined or modified the information to focus.
- d. Identified key concepts & terms that describe the information needed.

**Standard 2: The information literate student accesses needed information effectively and efficiently.**

**Performance Indicator**

The information literate student selected the most appropriate investigative methods or information retrieval systems for accessing the needed information.

**Outcomes:**

As a result of the assignment, the student:

- a. Investigated the scope, content, & organization of information retrieval systems.
- b. Selected efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system.

**Performance Indicator**

The information literate student constructs and implements effectively-designed search strategies.

**Outcomes:**

As a result of the assignment, the student:

- a. Identified keywords and related terms for the information needed.
- b. Constructed a search strategy using appropriate commands for the information retrieval system selected.
- c. Used appropriate search systems to retrieve information in a variety of formats

**Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.**

**Performance Indicator**

The information literate student summarized the main ideas to be extracted from the information gathered.

**Outcomes:**

As a result of the assignment, the student:

- a. Differentiated between primary and secondary research.
- b. Articulated the meaning of a peer reviewed research article.
- c. Utilized at least (6) six primary research articles within the paper.

**Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.**

**Performance Indicator**

The information literate student applied new and prior information to the planning and creation of a particular product or performance.

**Outcomes:**

As a result of the assignment, the student:

- a. Organized the content in a manner that supports the purposes & format of the paper.
- b. Articulated knowledge and skills transferred from prior experience to planning and creating the product or performance.
- c. Integrated the new and prior information, including quotations & paraphrasing, in a manner that supports the purposes of the product or performance.

**Standard 5: The information literate student understood many of the economic, legal, and social issues surrounding the use of information & accesses and used information ethically and legally.**

**Performance Indicator**

The information literate student understood many of the ethical, legal and socioeconomic issues surrounding information & information technology.

**Outcomes:**

As a result of the assignment, the student:

- a. Identified and discussed issues related to privacy and security in both the print and electronic environments.
- b. Identified and discussed issues related to intellectual property, copyright, and fair use of copyrighted material.

- c.  Demonstrated knowledge of plagiarism regarding print and electronic materials.

A. Paper Style	Possible Points	Actual Points
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**Assessment**

0.5

**Title:** Students completed the writing assignment. The completed assignment was submitted in both a written and in an electronic format. All of the electronic assignments were submitted to Turnitin.com prior to the final grade.

**Project Timeline**

0.5

**Spells:** The project was completed in the spring 2005.

**Name of Library Faculty Member**

**Utilize:** Katie Duke a research methodology

1.0

Identified 6 primary references in peer reviewed journals

1.0

Utilized the 6 core information sources within the paper

1.0

**HL. Case Management Content**

Discuss case management as an effective health care delivery system

3.0

Describe the specific case type

2.0

Discuss the review of the literature related to both the case type and case management

1.0

List 10 parameters of the audit found in the literature

1.0

Describe the contents of the case management plan & attach the plan to the paper

1.0

Describe the contents of the critical path and attach the critical path

1.0

Discuss how case management as a process & as a model of care enhances the care of clients with the target case type

4.0

## Grading Criteria for Case Management Paper OB

I. Paper Style	Possible Points	Actual Points
Abstract	0.5	_____
Title Page	0.5	_____
Reference Page	0.5	_____
Grammar	0.5	_____
Spelling & Citation	0.5	_____
<b>II. Information Literacy</b>		
Utilized appropriate research methodology	1.0	_____
Identified 6 primary references in peer reviewed journals	1.0	_____
Utilized the 6 core information sources within the paper	1.0	_____
<b>III. Case Management Content</b>		
Discuss case management as an effective health care delivery system	3.0	_____
Describe the specific case type	2.0	_____
Discuss the review of the literature related to both the case type and case management	1.0	_____
List 10 parameters of the audit found in the literature	1.0	_____
Describe the contents of the case management plan & attach the plan to the paper	1.0	_____
Describe the contents of the critical path and attach the critical path	1.0	_____
Discuss how case management as a process & as a model of care enhances the care of clients with the target case type	4.0	_____

## Reference

The Association of College & Research Libraries. (2000). *Information literacy competency standards for higher education*. Chicago: Illinois: Author.

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