

5-2013

## Addressing Information Management Competency Attainment through Consultations: An Effective and Sustainable Strategy?

Marie T. Ascher

*New York Medical College, marie\_ascher@nymc.edu*

Penny Liberatos

*New York Medical College, penny\_liberatos@nymc.edu*

Follow this and additional works at: [https://touro scholar.touro.edu/nymc\\_fac\\_posters](https://touro scholar.touro.edu/nymc_fac_posters)



Part of the [Information Literacy Commons](#)

---

### Recommended Citation

Ascher, M.T. & Liberatos, P. (2013, May). Addressing Information Management Competency Attainment through Consultations: An Effective and Sustainable Strategy? Poster presented at the meeting of the Medical Library Association, Boston, MA.

This Poster is brought to you for free and open access by the Faculty at Touro Scholar. It has been accepted for inclusion in NYMC Faculty Posters by an authorized administrator of Touro Scholar. For more information, please contact [touro.scholar@touro.edu](mailto:touro.scholar@touro.edu).

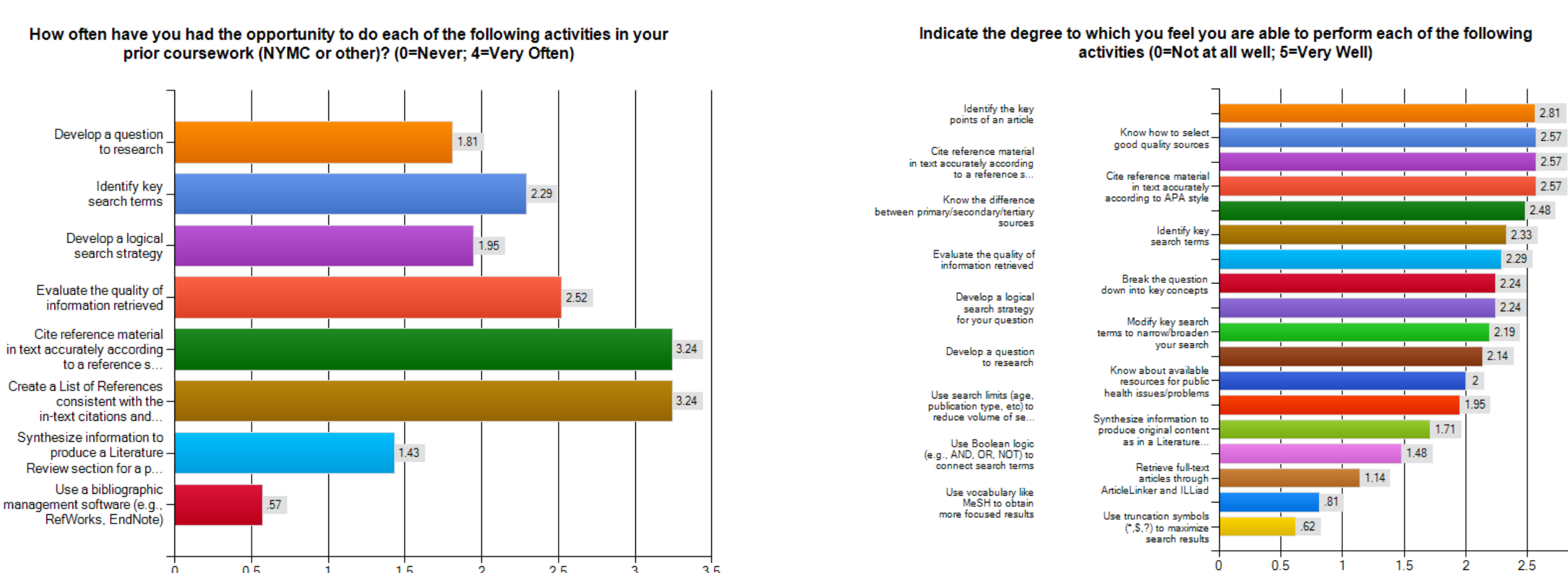


# Addressing Information Management Competency Attainment through Consultations: An Effective and Sustainable Strategy?

Marie T. Ascher, AHIP, Associate Director, User Services, Health Sciences Library, New York Medical College  
Penny Liberatos, PhD, Assistant Professor, Department of Epidemiology and Community Health, New York Medical College

**Objectives:** To study the application of local information management competencies in the context of a research methods class in the university's behavioral sciences program. We sought to measure competencies, address them through targeted individualized consultative instructional sessions, and evaluate improvement of skills as well as the sustainability of this level of concentrated individualized service.

## PRE-TEST RESULTS



**Results:** Students in the research methods class were required to submit a pre- and post-survey. The post-survey utilized a post-test retrospective pre-test methodology that asked them to self-assess their current competencies and where they believe they were at the beginning of the semester. Using this methodology, students indicated an improvement across every competency indicator. In addition, the students were asked to indicate how helpful it was to have the availability of the librarian and the information management consultation, and in every area, the students indicated that it was "very helpful" to at least "a little helpful" to have the librarian involved in the curriculum of this course.

### Information Management Competencies (5/10/2011)

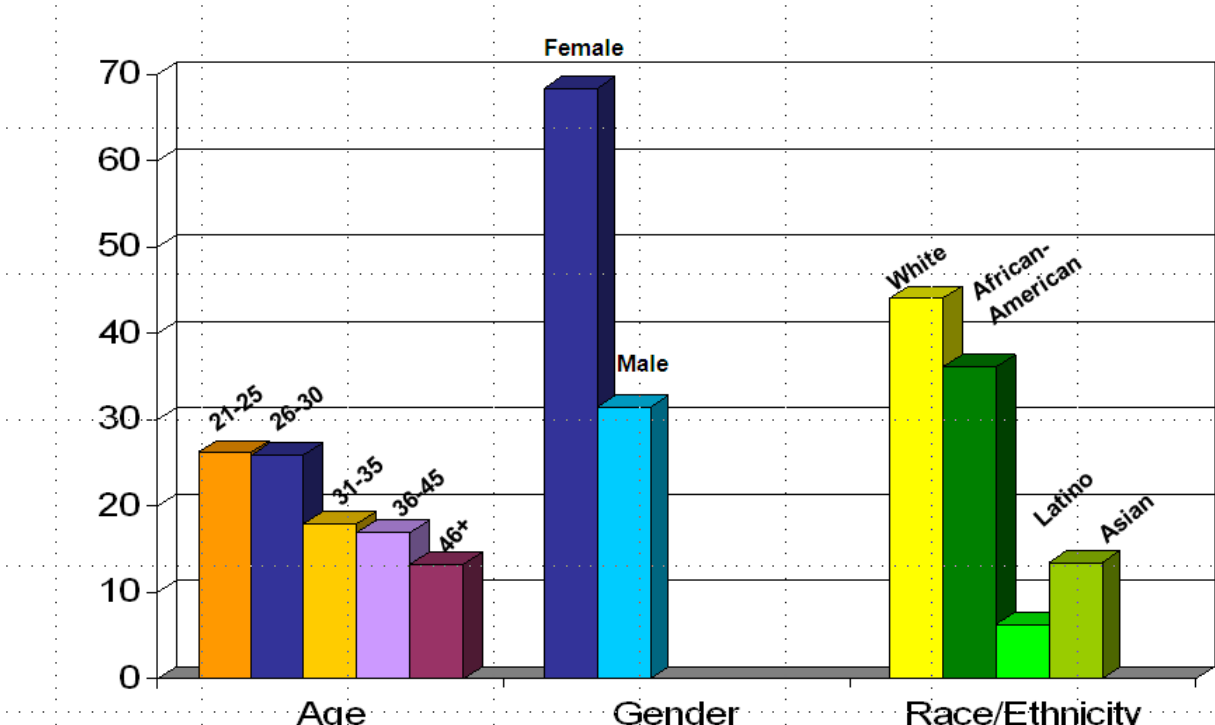
By graduation, all NYMC students, residents, and fellows should be able to find, evaluate, use and communicate information. Furthermore all should demonstrate understanding of information literacy as a set of skills that are transferable and fundamental to education, research, patient care and life-long learning.

Specifically, graduates will be able to:

1. Define an information need in terms of developing a searchable question;
2. Select appropriate resources relative to an information need in order to find the best available information;
3. Demonstrate the use of search terms and database features to construct a logical search strategy;
4. Evaluate information resources and the quality of information retrieved including the source, authority, currency, quality, reliability, and applicability to professional practice;
5. Synthesize and summarize information to produce original content appropriate for an intended purpose, to include a well formatted bibliography;
6. Demonstrate understanding of intellectual property and copyright laws, including plagiarism, the ethical use of information and fair use;

<http://library.nymc.edu/informatics/competencies.pdf>

### Demographic Characteristics for all Public Health Students in School of Health Sciences & Practice



The knowledge questions that students did the poorest on on the pre-test were regarding selection of resources and about the functionality of databases such as truncation and the use of subject headings.

## CONSULTATIONS

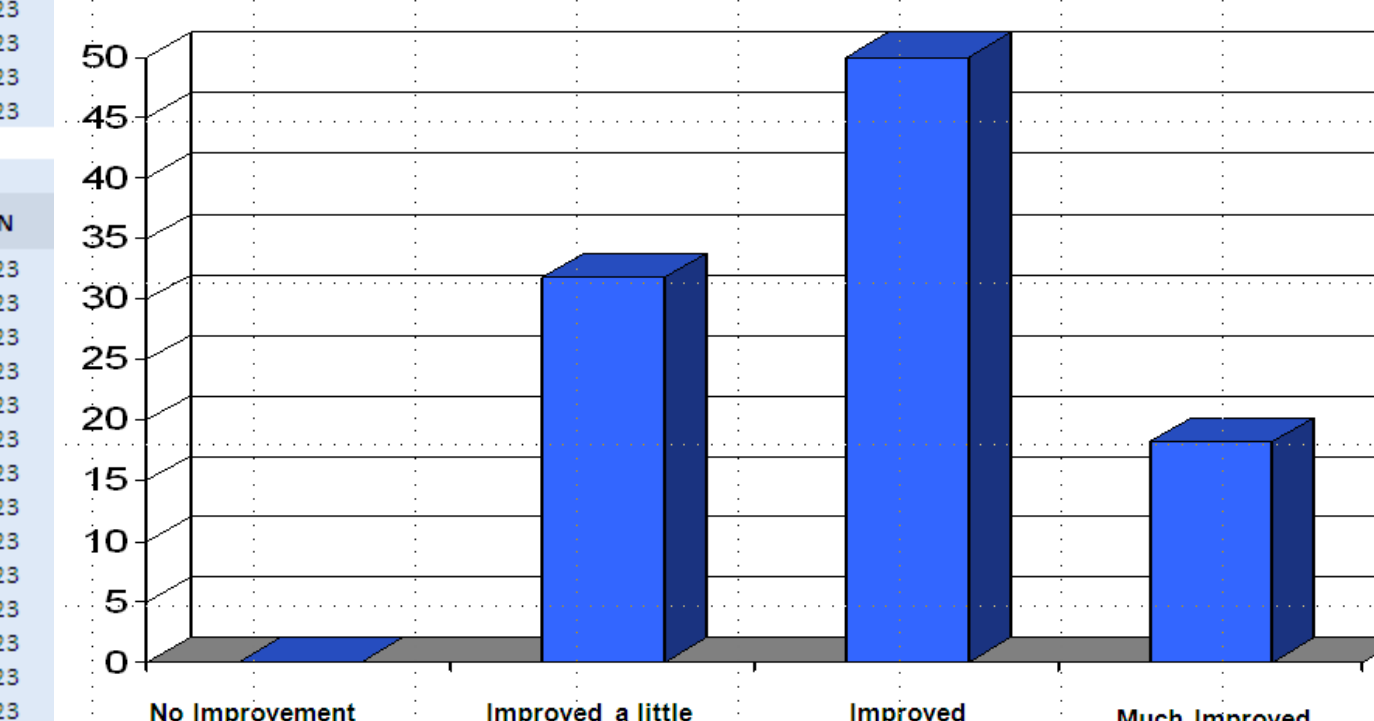
All students were required to schedule at least one consultation with the librarian. Consultations were requested using the library's standard Google Docs Consultation Request Form. Students could request that their consultation be in person, by phone, by email, or via GoToMeeting.

A total of 27 consultations:

- In person: 17
- GoToMeeting: 3
- Email: 5
- Phone: 2
- Average time 1.25 hours each

Indicate the degree to which you feel you were able to perform each of the following activities at the start of the semester	Very Well	Well	Okay	Not Too well	Not Well at All	N
Develop a question to research	0	5	8	8	1	23
Break the question down into key concepts	1	2	12	4	4	23
Identify key search terms	1	7	4	8	3	23
Modify key search terms to narrow/broaden your search	0	5	8	5	7	23
Know about available resources for public health	1	6	7	7	2	23
Know the difference between primary/secondary/tertiary sources	5	7	7	2	2	23
Know how to select good quality sources	5	11	4	2	1	23
Develop a logical search strategy for your question	1	7	3	8	4	23
Use vocabulary like MeSH to obtain more focused results	1	1	2	7	12	23
Use Boolean logic (e.g., AND, OR, NOT) to connect search terms	0	2	7	8	6	23
Use search limits (age, publication type, etc) to reduce volume of search results	1	2	9	8	3	23
Use truncation symbols (*, \$, ?) to maximize search results	0	1	2	11	9	23
Retrieve full-text articles through ArticleLinker and LUNA	3	5	2	7	6	23
Evaluate the quality of information retrieved	1	6	10	6	0	23
Synthesize information to produce original content as identified by the key points of an article	1	7	7	5	3	23
Cite reference material in text accurately according to a citation style	3	7	5	5	3	23

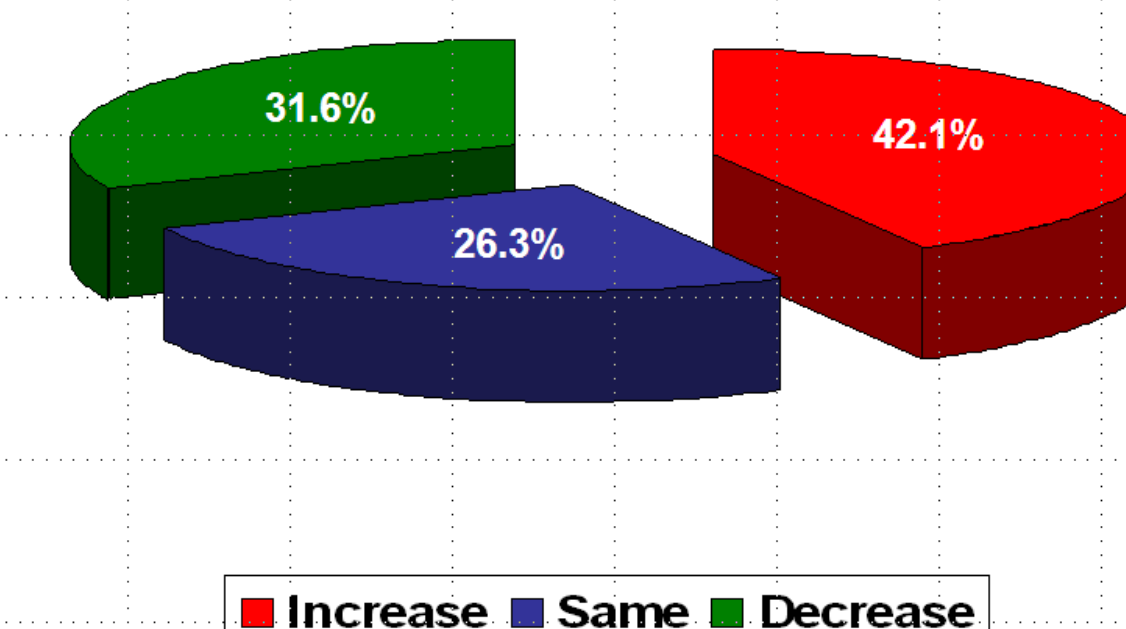
### Assessment of Any Skill Change from Pre to Post Intervention (N=22)



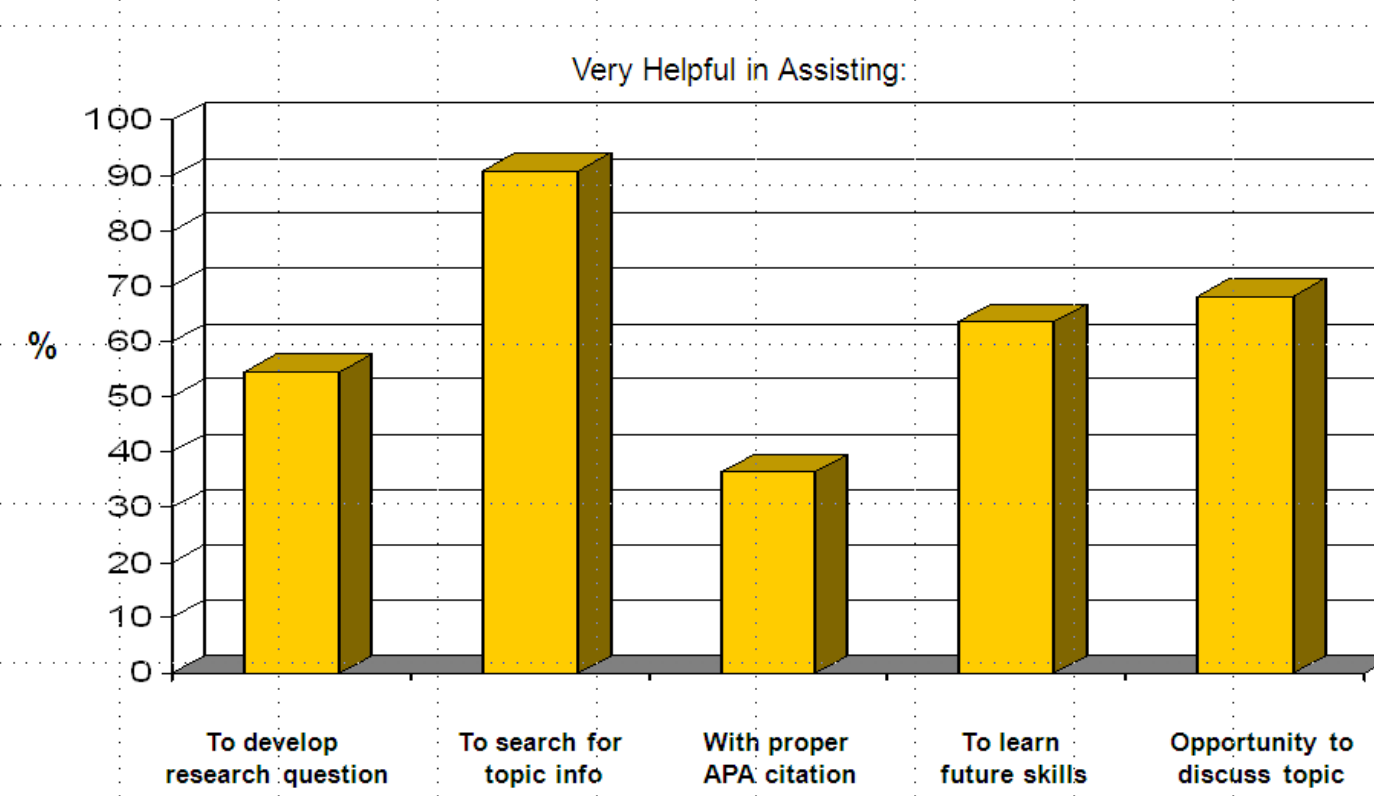
**Methods:** This is a collaboration of a librarian seeking to address student information management competencies and an instructor teaching a graduate course in research methods. Study participants were twenty-five students taking the course during Fall 2011. Using competencies previously developed by the library, the authors developed a sixteen-item questionnaire inquiring about the students' prior experience, their self-ratings of eighteen skills, and a knowledge test. This was pretested with twenty first-year students and modified accordingly. Students were required to complete the questionnaire and have at least one librarian consultation. The student responses and identified needs were then used to guide the consultation. Information was collected about: consultation content, duration, and number per student. A similar questionnaire will be completed at the end of the course, along with student grades and demonstration of the competencies through coursework.

## POST-TEST / EVALUATION

Used a post-test/retrospective pre-test method:



### Assessment of Information Management Consultation (N=22)



## PRE-TEST / EVALUATION

### Self-assessment of competencies:

### Knowledge assessment:

**Conclusions:** The librarian will continue to provide individual information management consultations with students in the research methods class. While it takes a considerable amount of time and scheduling can be difficult, this type of activity with the students is directly in line with the library's strategic initiative to improve information management competencies in the populations we serve.

The knowledge assessment tool and questions needs further refinement and coordination with the consultation sessions.

Correlation between consultations and the quality of the end-product is difficult to determine.