

Notes from Nursing Curricular Meeting on Information Competence  
Nov 29, 2004

1. Defined IC:

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." American Library Association. [Presidential Committee on Information Literacy. Final Report.](#) (Chicago: American Library Association, 1989.)

2. Reviewed Faculty Senate proposal for a new graduation requirement (5 objectives integrated into following table).

*Adapted from: Rubrics for Assessing Information Competence in the CSU, by Dr. Ilene Rockman. 10/02  
Information Literacy Competency Standards for Higher Education, ACRL. 2000  
3/1/04 – Approval recommended by the GE/GRPC*

The Faculty Senate further recommends that the new policy be referred back to the GE/GRPC for development of an implementation strategy within the following parameters:

- Requirement be program based for all undergraduate degree programs
- Require no new courses
- Reporting be incorporated within program review

3. FYI only: Later, another requirement may come into play. ETS ICT Literacy Assessment: Measuring Cognitive and Technical Skills. The CSU has joined with ETS to develop and plan to implement this web based assessment of students. This would be used campus/system wide in a fashion similar to the writing proficiency exam. Potential Use (Policy Decisions) to be made are should this assessment be done for:

Entrance to the university?  
Entry to the major/professional program?  
Graduation from the university?

Model requires that students:

- 1) Define: The ability to use Information and Communication Technology (ICT) tools to identify and appropriately represent and information need.
- 2) Access; The ability to collect and/or retrieve information in digital environments. This includes the ability to identify likely digital information sources and to get the information from these sources.
- 3) Manage: The ability to apply existing organizational or classification scheme for digital information.
- 4) Integrate: The ability to interpret and represent digital information.
- 5) Evaluate: The ability to determine the degree to which digital information satisfies the needs of the task in ICT environments.
- 6) Create: The ability to generate information by adapting, applying, designing or inventing information in ICT environments.
- 7) Communicate: The ability to communicate information properly in its context of use for ICT environments.

4. New summative objective added by Division Assembly (bold below).

## CSUS Summative Outcomes

1. Synthesizes knowledge from the physical, behavioral, social sciences, humanities, and nursing to interpret clients in a holistic manner.
2. Evaluates health care consumer-environment interactions using knowledge of reciprocal adaptation in order to assist individuals, families, groups and communities in meeting health needs.
3. Demonstrates critical thinking as a foundation for nursing research and as the basis for decision making in nursing practice.
4. Performs in a professional nursing role demonstrating competency, responsibility, and accountability.
5. Exhibits compassion in a professional nursing role.
6. Incorporates management principles and provides leadership in the delivery of optimal health care to individuals, families, groups and communities.
7. Exhibits effective interpersonal relationships with individuals, families, groups and communities to foster an optimal level of health.
8. Uses knowledge when identifying values, beliefs, and behaviors of self and others in promoting health.
9. Performs selected psychomotor skills effectively and safely with understanding rationale.
10. Promotes the profession of nursing.
11. **Demonstrate competence required to determine when information is needed and to access, evaluate, utilize and communicate information relevant to nursing practice.**

**TO DO LIST** After review of the table, with changes added for N143, N155, N16, N128/18 as discussed in meeting or afterward, the significant issues to deal with in UG committee are:

1. Faculty in N11 and N17 frequently describe expecting students to come with certain skills. In the absence of an ETS ICT prereq to nursing, please evaluate if these skills covered adequately in the other (6/sem#1) courses.
2. Is a group project a sufficient way to demonstrate competency with a given task? (Power point, spreadsheets)
3. Are there adequate ways to measure competency in all tasks for the collaborative students and other transfers?
4. Need examples of methods used to evaluate competence from various courses.
  1. How do faculty evaluate student ability to find info quickly in a long document? (courses N18, N143, N155, N210A, N111B)
  2. Using a search engine. (N18)
  3. Find/use government/professional org web site to locate standards of practice.(N144, N123, N155, N11, N111B)
  4. Use index and table of contents. (N16, N169, N111A and B)
  5. Sort email into folders (N169)
  6. Select the best database for an information need. (N150, N111B)
  7. Evaluate credibility of web site. (N150, 144, 210A, 11,111A, 111B, 123, 18, 138/9)
  8. Evaluate the credibility of research. (N150, 144, 210A, 111B, 138/9, 123, 18, 136/7, 17)
  9. Compare and contrast info in a spreadsheet. (N143 group)
5. Some think the following not important skills for a CSU graduate to have.
  1. Sort email into folders.
  2. Compare and contrast information in a spreadsheet.
  3. Send a text message from a cell phone.

4. Use point-of-care technology to guide care or pt teaching (PDA).
5. Use government and professional web sites to locate standards of practice.
6. Seem a little light on evaluating:
  1. Find government and professional organization web sites to locate standards of practice.
  2. Selecting the best database for an information need.
  3. Compare and contrast information in a spreadsheet.
  4. Sending a text message from a cell phone.
  5. Use of point-of-care technology to guide care or pt teaching (PDA).

## INFORMATION COMPETENCE GRADUATION REQUIREMENT

### Plan for Demonstration of Information Competence in the nursing curriculum

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p><b>1. Determine the extent of the information needed.</b></p> <p style="text-align: center;">Students will be able to define and articulate the need for information; identify a variety of types and formats of potential sources for information; consider the costs and benefits of acquiring the needed information; reevaluate the nature and extent of the information need.</p>					
Identify when more information is needed	N12, N14, N150, N169, N144, N210A, N111B, N111A, N18, N123, N143, N155		N168, N11, N17, N123, N129	N15, N111A, N16	
<p>Examples of assignments where competency is demonstrated:                      N14/N12: Weekly open book, open internet quizzes.                      N12: Case studies distributed in advance for midterm and final. Problem-based learning exercise on perioperative care.                      All clinical courses: Preclinical prep.</p> <p>Potential discrepancies:                      Alpha (6/sem#1) courses (N11 and N17) expect students to come with this. Is it covered enough in N14 and N18 or will ETS ICT literacy assessment someday be a prereq for N11 and N17?</p>					
<p><b>2. Access needed information effectively and efficiently.</b></p> <p style="text-align: center;">Students will be able to select the most appropriate investigative methods or information retrieval systems for accessing the needed information; construct and implement effectively-designed search strategies; retrieve information online or in person using a variety of methods; refine the search strategy if necessary; extract, record, and manage the information and its sources.</p>					
Use search engine	N150, N210A, N138/9, N11, N17, N123, N18, N111B, N11A, N143, N155	N14, N138	N15, N16 N12, N150, N168, N129, N111A, N123, N136/7, NN138/9	N138/9, N11A, N123	

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p>Examples of assignments where competency is demonstrated: N18</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N17) expect students to come with this. Will ETS ICT literacy assessment someday be a prereq for N17?</p>					
Find research article	N150, N210A, N144, N111A, N111B, N138/9, N136/7, N123, N18, N17, N143, N155		N150, N168, N17, N129	N15, N14, N12, N138/9, N11, N111A, N16	
<p>Examples of assignments where competency is demonstrated: N123: Group assignment? N150: 5 articles/student</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N17) expect students to come with this. Is it covered enough in N14 or will ETS ICT literacy assessment someday be a prereq for N17? Is a group project enough to ascertain competency?</p>					
Find research abstract	N14, N12, N210A, N111A, N111B, N138/9, N18, N136/7, N143	N123	N168, N17, N129, N138/9, N155	N15, N11, N137/9, N111A, N16	
<p>Examples of assignments where competency is demonstrated: N14: Websearch paper cut and paste. N12: Group selects abstract related to care of presented patient.</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N17) expect students to come with this. Will ETS ICT literacy assessment someday be a prereq for N17?</p>					
Find specific information quickly in a long electronic document.	N14, N210A, N111B, N18, N143, N155	N12, N123	N168, N150, N11, N138/9, N17, N123, N129	N15, N138/9, N111A, N16	

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p>Examples of assignments where competency is demonstrated:            N14: Timed open internet exam to locate specific information in long document using “find on the page” tool.</p> <p>Potential discrepancies:            Alpha (6/sem#1) courses (N11 and N17) expect students to come with this. Is it covered enough in N14 or will ETS ICT literacy assessment someday be a prereq for N11 and N17?</p>					
Find government and professional organization web sites to locate standards of practice.	N15 (demo only?), N12, N144, N11, N155	N211	N11, N129, N143	N14	
<p>Examples of assignments where competency is demonstrated:            N12: Final case study given in advance involving blood exposure motivates students to look up CDC guidelines. WebCT case link to Indwelling cath care CDC site with test question following.</p> <p>Potential discrepancies:            Alpha (6/sem#1) course (N11) expects students to come with this. Will ETS ICT literacy assessment someday be a prereq for N11?</p>					
Use index and table of contents of a text	N16, N12, N169, N111B, N111A, N14,		N16, N150, N168, N17, N136/7, N11, N111A, N138/9, N123, N18, N129, N143, N155	N15, N111A	
<p>Examples of assignments where competency is demonstrated:            N14: Open book timed exam. Students may look up drugs.            N12: No pages given for reading assignments.</p> <p>Potential discrepancies:</p>					
Sort email into folders	N169	N138/9	N150, N144, N210A, N211, N168, N111B, N17, N129, N18, N136/7, N138/9, N143, N155	N15, N12, N14	N16, N11, N111A, N123

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p>Examples of assignments where competency is demonstrated:</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N17) expect students to come with this. Will ETS ICT literacy assessment someday be a prereq for N17?</p>					
Select the best database for an information need	N14, N150, N111B	N144, N210A, N211, N138/9, N111A, N136/7	N150, N168, N11, N129, N17, N18, N143, N155	N15, N12, N111A, N138/9, N16	
<p>Examples of assignments where competency is demonstrated: N14: Open internet exams.</p> <p>Potential discrepancies: Alpha (6/sem#1) courses (N11 and N17) expect students to come with this. Is it covered enough in N14 or will ETS ICT literacy assessment someday be a prereq for N11 and N17?</p>					
<p><b>3. Evaluate information and its sources critically and use appropriately and effectively.</b></p> <p>Students will be able to articulate and apply initial criteria for evaluating both the information and its sources; compare new knowledge with prior knowledge to determine the value, contradictions, or other unique characteristics of the information; determine whether the initial query should be revised.</p>					
Evaluate credibility of web site	N150, N144, N210A, N11, N111A, N111B, N123, N18, N138/9	N12, N14, N136/7	N168, N17, N129, N143, N155	N15, N11, N138/9, N111A, N16	
<p>Examples of assignments where competency is demonstrated:</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N17) expect students to come with this. Is it covered enough in N11 or will ETS ICT literacy assessment someday be a prereq for N17?</p>					

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
Evaluate credibility of research	N150, N144, N210A, N111B, N138/9, N123, N18, N136/7, N17		N168, N17, N129, N143	N15, N12, N14N11A, N138/9, N16	
<p>Examples of assignments where competency is demonstrated:</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N17) expect students to come with this. Will ETS ICT literacy assessment someday be a prereq for N17?</p>					
Compare and contrast information in a spreadsheet	N12	N210A, N17	N138/9?, N143, N155	N15, N14, N111B, N16, N123	N168, N11, N138/9, N136/7
<p>Examples of assignments where competency is demonstrated: N12: Math exam uses a very small equi-analgesic table to covert between opioids and/or route of opioid. N143: group assignment?</p> <p>Potential discrepancies: Is this undercovered? Does research use to compare data? Does leadership use to determine budgets or staffing?</p>					
Send a text message from a cell phone			N138/9, N129, N17, N18	N15, N12, N14, N111B?	N16, N168, N111A, N123, N138/9, N143, N155
<p>Examples of assignments where competency is demonstrated:</p> <p>Potential discrepancies: Several courses expect students to come with this, several think it important for somewhere in the curriculum but no one is evaluating competency.</p>					

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p><b>4. Use information effectively to accomplish a specific purpose.</b></p> <p>Students will be able to use information to solve a problem, answer a question or for other purposes; determine the breadth and depth of research on a topic; synthesize and integrate information from a variety of sources; draw appropriate conclusions; clearly communicate ideas to others in written, oral and visual forms.</p>					
Use online data bases to obtain drug/herb information.	N14, N123, N143, N155	N12, N17	N11, N123, N129, N18, N136/7, N138/9	N15, N111B?, N16, N138/9, N111A	N168
<p>Examples of assignments where competency is demonstrated: N14: Open internet quizzes and exams test this. WebSearch paper also evaluates this.</p> <p>Potential discrepancies: Alpha (6/sem#1) course (N11) expect students to come with this. Is it covered enough in N14 or will ETS ICT literacy assessment someday be a prereq for N11?</p>					
Use point of care technology to guide care or patient teaching (PDA)		N12, N17, N138/9, N123, N16, N136/7	N150, N11, N129, N123, N18, N136/7, N155	N15, N14, N111B?, N111A	N150, N168, N143
<p>Examples of assignments where competency is demonstrated:</p> <p>Potential discrepancies: Most courses think this important and presume students come with it/are willing to add or think it should be later in curriculum. No one however, is evaluating competence.</p>					
Use government and professional organization web sites to locate standards of practice. (infection control, vaccines, care plans, medicare, etc?)	N12, N111B, N123, N155	N144, N211, N136/7	N150, N11, N17, N123, N18, N129, N143	N14, N138/9, N16, N111A	N150, N168

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p>Examples of assignments where competency is demonstrated:  All clinical courses: Online Policy and Procedure manuals in clinical.  N14: Open internet exam questions on vaccines.  N12: WebSearch paper for care planning.</p> <p>Potential discrepancies:  N12 (at UCDMC at least) reporting too many students are not quick to look up P and P without prodding and guidance even toward end of semester.</p>					
Prepare and deliver a powerpoint presentation	N12, N18	N210A, N17	N168, N129, N136/7, N155	N15, N14, N111B, N138/9, N111A, N16, N143, N123	N11
<p>Examples of assignments where competency is demonstrated:  N12: Group presentation of a case.  Senior projects?</p> <p>Potential discrepancies:  Is a group demonstration of competency enough?</p>					
Sending email	N150, N169, N144, N11, N111A, N138/9, N123?		N150, N210A, N211, N168, N111B, N17, N136/7, N129, N18, N138/9, N143, N155	N15, N16, N12, N14, N138/9, N111A	
<p>Examples of assignments where competency is demonstrated:  N17: Required to send email to instructor</p> <p>Potential discrepancies:  Should we only evaluate this competency via standard (not WebCT) email to evaluate life-long learning skills?</p>					
Beam information from a PDA		N17, N123, N138/9, N136/7	N11, N18, N129,	N15, N12, N14, N16, N111B, N123	N168, N111A, N143, N155

Task	Currently have assignment requiring this	Reasonable to add	Expect student to come with this	Important for later in curriculum	Not important
<p>Examples of assignments where competency is demonstrated:</p> <p>Potential discrepancies: Most courses think this important and presume students come with it/are willing to add or think it should be later in curriculum. No one however, is evaluating competence.</p>					
<p>Potential overall discrepancy with this IC grad requirement: Tasks do not seem to adequately reflect the kind of synthesis of information required when students write papers. Should we add another task to address this? Such as “Synthesis information from a variety of sources for a scholarly presentation”?</p>					
<p><b>5. Understand the issues associated with legal and ethical access to and use of information.</b></p> <p style="text-align: center;">Students will be able to understand many of the ethical, legal and socio-economic issues surrounding information and information technology; acknowledge the use of information sources in communicating the product or performance.</p>					
<p>Demonstrates appropriate ethical and legal use of information</p>	<p>N12, N14, N150, N169, N11, N111B, N17, N111A, N18, N136/7, N143</p>	<p>N144, N210A, N211, N138/9, N136/7</p>	<p>N16, N150, N129, N111A, N136/7, N155</p>	<p>N15, N111A</p>	<p>N168</p>
<p>Examples of assignments where competency is demonstrated: N11: HIPAA check-off/quiz? All clinical courses: HIPAA compliance. N17: Sources cited for paper? N123: Sources cited for clinical prep?</p> <p>Potential discrepancies: Not sure what the socio-economic issues are.</p>					

