A joint program of instruction was created between the University of Northern Colorado's Michener Library and School of Nursing. This expanded bibliographic instruction program was based on a proposal that outlined the need for information literacy instruction in nursing education, enumerated the possible benefits of such instruction to students and faculty, and outlined the course content and assignments that might be included. First offered in the fall semester of 1988, the course is currently presented as part of two courses and includes four class sessions of one and a half hours each. The first session is included in an introductory course, Conceptual Foundations; the remaining three sessions are included in the required course on nursing research. This report provides background information on the course, a copy of the proposal, an outline of the lecture content for each session, a resource bibliography, a background survey questionnaire for students, and handouts and assignments created for the course. The course materials include a resource bibliography; assignments for research papers; guides and assignments for using Social Sciences Citation Index (SSCI), MEDLINE on CD-ROM, and the Index Medicus and Nursing and Allied Health (CINAHL) online databases. Also provided are handouts on the APA (American Psychological Association) style manual, scholarly research, and sources of information on evaluation, and tests and measurement. A topics chart for organizing a research paper, the questionnaire for the 1990-1991 survey of library users, and questions included in the graduate follow-up survey are also included. (MAB)
PATHWAYS TO INFORMATION LITERACY

AN INFORMATION LITERACY SKILLS PROGRAM
FOR B.S. NURSING STUDENTS

James A. Michener Library and
School of Nursing
University of Northern Colorado
Greeley, Colorado 80639

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1990

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MATERIAL HAS BEEN GRANTED BY

Lynne M. Fox
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)
INTRODUCTION

During the past few years we have been asked to share information regarding the University of Northern Colorado Michener Library - School of Nursing's "Pathways to Information Literacy" program. We are enthusiastic about the possibilities for developing information literacy skills in undergraduate students. We hope you can benefit from this presentation of our lecture outline and course materials created for the program.
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BACKGROUND

In 1987-1988 several factors came together to create the catalyst for designing a joint program of instruction between the University of Northern Colorado's Michener Library and School of Nursing. First, UNC was converting from the quarter calendar to the semester system, so courses in the School of Nursing were being analyzed for logical sequence and expanded course content. Second, in 1987 the Association of College and Research Libraries Bibliographic Instruction Section published its "Model Statement of Objectives for Academic Bibliographic Instruction." The "Model Statement" provides a set of curriculum objectives to meet the goal of providing lifelong information literacy skills within bibliographic instruction.

Previous to 1988 bibliographic instruction for nursing students was provided in a one hour session in the senior year Nursing Research course. Students often remarked that skill learned in the course would have been more useful earlier in their career as students. Faculty were frustrated because one hour did not seem to be enough time to share information on the complex tasks involved in information seeking.

Before the change to the semester system a proposal for expanded bibliographic instruction based on the "Model Statement" was submitted to the Nursing faculty. This proposal outlined the need for information literacy instruction in nursing education, enumerated the possible benefits to students and faculty, and
outlined the course content and assignments which might be included. The proposal was accepted in June 1983 and work began to include the program in the Fall 1988 curriculum. During the 1988-1989 academic year the program was refined and revised. It took its present form during the 1989-1990 academic year. Currently the program is presented as part of two courses and includes four class sessions of 1 1/2 hours. The first session is included in the introductory course, Conceptual Foundations, taken during the summer prior to the junior year. The following three sessions of the program are included in the Nursing Research course required of all junior nursing students.

The assignments relating to the information literacy program are reproduced in this publication. In addition, the Nursing Research course requires a critique of a research article, and a group presentation of a research proposal. Both courses include examinations, as well.

The "Pathways to Information Literacy" program meets all objectives of the "Model Statement" while being offered early in the nursing students' professional coursework. Students now receive expanded instruction through the library and have time to perfect their new skills in late junior and senior level courses. The program is in the midst of a three year evaluation period. Four types of evaluation are used. First, student work is graded which provides insight into whether students are mastering skills in the short term. Second, students complete a pre- and post-program self-evaluation to determine attitude changes during the program. Third, students complete a "Survey of Library Users"
which tests knowledge acquired and are then compared to other
groups of library users. Fourth, graduates of the School of
Nursing complete a Graduate Follow-up Survey one year after
graduation which includes questions designed to determine whether
sired lifelong information literacy skills.
"In an era when today's "truths" become
tomorrow's outdated concepts, individuals
who are unable to gather pertinent information
are equally as illiterate as those who are unable
to read or write." (Gee & Breivik, 1987, pp. 5-6)
PATHWAYS TO INFORMATION LITERACY IN NURSING

Introduction: Each year the profession of Nursing grows stronger, but each year also brings greater challenges. Problems of image, differing philosophies of educational preparation, recruitment, and changing expectations for performance in the field face the profession. Nursing students deserve every opportunity during their educational preparation to obtain the skills that will help them effectively deal with the challenges they must meet. The key to preparing nurses to meet these challenges is providing skills which can be used in lifelong learning.

Three concerns can be expressed about the Information Age, concerns which must be addressed to allow students to function well in the Information Age:

- the half-life of information keeps shrinking; therefore, learning strategies rather than facts should be mastered during college years.
- effective problem solving is dependent upon an adequate and accurate information base; therefore, learning in college should be structured around information resources that will continue to be available after graduation, e.g., books, magazines, television, and online databases.
- the information basis is constantly expanding in all formats; therefore, students need to develop skills to access, evaluate and judge format suitability of information resources.

The best way to achieve the goals expressed in the above educational philosophy is to make every attempt to incorporate the teaching and student practice of these skills into the curriculum. In the words of an Earlham College biology professor:

"I believe that the student is more successfully motivated to use the library when library skills are integrated in the curriculum as a fundamental component of the learning process or philosophy of a course." (Harvey, 1976, p. 30)

Without altering the curriculum of Nursing then, these information skills can be integrated into the Nursing education program. Course structure could not be disrupted, only enriched.
Goals:
To assist the student in understanding library organization and services.
To promote student skills in locating and evaluating the accuracy of information, for academic use and for lifelong learning.
To help students understand different information seeking strategies and the appropriate use of those strategies.
To give students the skills and knowledge that will help them emulate their mentors among the Nursing faculty.

Benefits
To Students: Students improve research skills.
Students receive sound preparation for graduate level study.
Students make faster, more efficient use of the library, needing less time for information gathering, and allowing more time for information analysis and synthesis.
Lifelong learning skills are gained which allow students to be self-educating.

To Faculty: Teaching becomes more rewarding - more time is allowed for mentorship and less time is necessary for the mundane tasks of guiding elementary research. Students produce better quality research which makes evaluating student work more interesting.

To the University: The reputation of the Nursing program and the university is increased because of the competency of students in the field.

Level 1: Responsible Patienthood*/Nurse-Educator Paper

Rationale: Health professionals must retain the ability to communicate information and educate patients about diagnosis and treatment on a basic, lay level, while maintaining the ability to communicate information on a technical level to other health professionals who are immersed in the language of a highly technical field.

*This assignment was created by Sara Penhale, Science Librarian, Earlham College, Richmond, IN.

Assignment: A diagnosed condition and its corresponding prescribed treatment is chosen from a predetermined list; for example, "hyperactivity - additive-free diet." The student is then asked to prepare a two to three page report using Medical/Nursing
dictionaries, encyclopedias, handbooks, and pharmacology works and Medical/Nursing indices to scholarly periodicals in the health sciences.

The paper should include information on the following: (but not necessarily in this order)

1. a description of the condition, its symptoms and its incidence (how often does it occur in the population.)
2. the etiology (cause) of the condition.
3. the prognosis of the condition.
4. the effectiveness of the prescribed treatment, its side effects and contraindications (conditions under which it should not be used.)
5. a comparison of the relative effectiveness and contraindications of alternative treatments. Present evidence which supports this.
6. identify one nursing diagnosis connected with this condition and the appropriate nursing interventions.

At least five different sources must be used to gather information for this paper. At least 2 of the sources must be scholarly research articles in Medical/Nursing periodicals. The Publication Manual of the American Psychological Association will be used as a style manual when citing sources and preparing a list of references.

Library Instruction: Students will receive 90 minutes of classroom instruction. This session will include a brief orientation to the physical plan of the library and its services. It will also cover basic principles in the use of information: determining author credibility, currency of the information, reputation of the source, and documentation of the accuracy of the information. The session will also review the appropriate use of indices for access to articles: including scope, coverage, access points, and elements of information included in citations. In addition, it will include a basic introduction to the Publication Manual of the A.P.A, and the rationale for the use of a standardized style.

Evaluation of Success of Assignment: In order to remove some of the responsibility from the instructor for reading and grading the assignment, the librarian should first examine and grade the bibliography. Criteria for grading this portion of the paper would be:
- Number of sources used
- Quality (or appropriateness) of sources used
- Variety of sources used
- Accuracy in use of the A.P.A. Publication Manual

The instructor will then grade the paper for content, based on the information required to complete the assignment and for the student's ability to integrate and synthesize sources.

Goals: To involve the student in successfully locating, evaluating and synthesizing information into a short paper using scholarly, as well as basic reference sources, and to have the student put into practice the use of a standard writing style.

Level 2: Scholarly Communication

Rationale: Health professionals must understand the flow of scholarly communication in order to locate information sources at appropriate points in the research process. They must also understand that the process of identifying and refining a research topic is an essential element of effective research planning.

Assignment: A list of significant nursing theorists will be provided. Students will be asked to locate that theorist's name in the Citation section of the Social Sciences Citation Index. They will evaluate the significance of the theorist's ideas to other authors.

Library Instruction: Students will receive 90 minutes of classroom instruction. The flow of research from idea to written communication will be discussed. Topics such as the methods used to communicate scholarly information, the juried review of scholarly information, and the formulation and refinement of research questions will be covered. Alternatives to library oriented methods for locating scholarly information will be described. The use of a citation index for tracing the significance of an article to other scholars will be discussed.

Evaluation of Library Assignment: The librarian will evaluate the Citation Index exercise to determine if the student has used the index correctly to locate citation information for a specific person writing in the field of Nursing and to evaluate the student's understanding of the purpose of the citation index in the research process.

Goals: To make the student aware of the flow of scholarly communication in Nursing and the use of specialized...
Reference tools and non-library resources in effective participation in the research process.

Level 3: Research Proposal Writing

Rationale: In order to understand why Nursing exists as a profession, and in order to defend Nursing against those who would say it should not be a profession students must have knowledge of the theoretical groundwork of Nursing research and be able to support their observation of phenomenon in the field with carefully collected statistical data. Only then will Nursing students be prepared to add to the body of theoretical knowledge which guides the field, or to make a contribution to the health sciences.

Assignment: Teams of students prepare a research proposal on the topic of their choice. The instructor and the Nursing librarian work closely with the teams to ensure that topics are appropriate to current concerns in Nursing and fit within the parameters of resources available in Michener Library and regional health sciences libraries. Students prepare to conduct a research experiment, without actually having to administer the experiment or write up conclusions. A literature review, hypothesis, description of methodology, and tests to be administered are included in a proposal presented to the class and in a written summary submitted by the group to the instructor. The Publication Manual of the A.P.A. is used as a style manual. In addition, students will receive an exercise to evaluate their understanding of electronic information retrieval concepts using CD-ROM databases.

Library Instruction: Level 3 instruction will deal with electronic access to information, including definition of computer search concepts such as databases, fields, Boolean operators, controlled vocabulary, and free-text searching. Electronic services will be discussed, so that the students will understand the difference between mediated online search services such as COBRA, and end-user stand-alone search services such as Silverplatter CD-ROM. Students will receive a guided practice sheet to help them develop skills needed for searching. If the Medline Silverplatter CD-ROM electronic index is purchased the assignment will be based on it, if it is not purchased Silverplatter Psychlit or ERIC will be substituted.
Evaluation of Success of Assignment: In addition to the instructor grading the research proposal, students will receive a short evaluation to be graded by the Nursing librarian. This is to be completed outside of class, to measure their competency in gathering information through the use of electronic indices. The test will consist of a question, to be posed in natural language, for which students must formulate a search strategy statement. In addition, the students will be asked to perform the search and turn in the results. This will be evaluated based on the ability of the search statement to produce a list of relevant articles, and the sophistication of the search statement.

Goals: To introduce the students to the means of locating information electronically and to have them understand and use the concepts of searching computer databases. Also, to be certain students understand how the use of library resources supports the research process.

Documentation: The 3-level program described above uses the "Model Statement of Objectives for Academic Bibliographic Instruction: Draft Revision" as a guide for setting learning objectives (Arp, 1987, 256-260.) These objectives, when successfully applied, ensure that students will have achieved the goals outlined on the second page of this proposal.

Conclusion: We have entered the Information Age. The base of power in our society is shifting to those who can obtain, evaluate and apply information quickly to problem solving. By graduating knowledgeable and information literate nurses, we empower our students to achieve at their highest potential in the field. Or in the words of E. Gordon Gee and Patricia Senn Breivik:

"...the ability to independently and appropriately gather information will determine mobility, and ultimately, the upper range of the continuum of literacy itself; and the provision of the opportunity to master this aspect of literacy...must be center to higher education's response to the challenges of the Information Age." (1987, p.6)
REFERENCES


Lecture Outline

SESSION I: NURSING 306

Introduction: What is information and what is knowledge?

110/70= normal young adult blood pressure = 1.5714285

1. Why is it important to be information literate? Examples: Future of nursing profession; The information explosion. 5 minutes

2. Role playing/Brainstorming: What questions do patients ask? What tasks do nurses perform for patients? Use example of student who has just been diagnosed with a yeast infection.

   (Media: List on blackboard.) 10 minutes

3. Access to information in nursing: In groups, students identify resources which could be used to answer patient questions.

   (Handout: Bibliography of Nursing Resources.) 15 minutes

4. Research vs. professional journals: In groups, students discuss differences between professional and research articles.

   (Media: One journal per group.) 15 minutes

5. Article access: Learning to use Index Medicus and CINAHL.

   (Handout: IM and CINAHL examples. Media: Copies of the indexes.) 10 minutes

6. Computer resources: PAC - UNC, UCHSC, Uncover; Silverplatter MEDLINE, interlibrary cooperation.

   (Media: Demonstration on big screen.) 15 minutes

7. APA format: Discussion of why it’s used, examples.

   (Handout: APA style, Media: Exercise on overhead, APA Manual.) 10 minutes

8. Hints for the paper.

   (Handout: Nurse Educator assignment.) 5 minutes

SESSION II: NURSING 306

9. Communication flow in scholarly research and access 15 minutes to information at any point in the process.

   (1T1-1T3,2T2, Overhead: Communication flow of scholarly research.) 4T6d

10. Journal literature, Evaluating the accuracy and usefulness of articles.

     (Handout: One set of articles and one discussion question sheet per group of 3 - 5.) 40 minutes

11. Citation indices and their use in tracing the influence of scholarly ideas.

     (Handout: SSCI, Citation Index Exercise, APA guide, Media: Demonstrate use of SSCI.) 15 minutes
SESSION III: 11.7.5-6 2.11

12. Identifying and refining research ideas. 15 minutes
Discussion on instructor's current research.  (1T4-1T5, 3T5)
(Handout: Topic chart.)

13. Group work: Mapping the major concepts of the group 30 minutes
research project, discussing selected proposal
topics with faculty member and librarian.

14. Locating measurement instruments for use in research. 5 minutes

SECTION IV: 11.7.14-6 3.1

Introduction: Computer searching in the Information Age.

15. Using a thesaurus for effective searching. 30 minutes
(Overhead: Sample thesaurus pages.) (3T1e1-4)

16. Mediated computer searching: COBRA 15 minutes
(Handout: COBRA, Media: COBRA videotape.)

17. End-user searching: CD-ROM systems 5 minutes

18. Translating the concept map into a computer search 20 minutes
using BOOLEAN Logic.  (3T3b)
(Handout: Concept map, Overhead: Concept map,
Venn diagrams.)

19. Thesaurus vs. free text searching, and the pros and 10 minutes
cons of each method.  (3T1a-e)

20. The "mechanics" of CD-ROM searching. 20 minutes
(Handout: CD-ROM Guided Practice, Demonstration:
Sample search on CD-ROM.)

21. Assignment: Evaluation of CD-ROM search skills. 5 minutes
(Handout: Evaluation of CD-ROM search skills.)
Pathways to Information Literacy

Lynne Fox, Michener Library, UNC, Greeley, CO 80639 (303) 351-2562
Judy Richter, School of Nursing, UNC, " ", " ", " (303) 351-2293
Nancy White, School of Nursing, UNC, " ", " ", " (303) 351-2293

RESOURCE BIBLIOGRAPHY


1. Background Information
   A. _____ RN or _____ BSN Student or _____ other: ________
   B. Age: _____ 18-22 years
      _____ 23-30 years
      _____ 31 and over
   C. Do you hold a higher education degree? _____ Yes _____ No
      If yes, what degree do you hold? ____________________________
   D. Work responsibilities:
      Are you employed? _____ Yes _____ No
      Number of hours worked each week:
      _____ 1-10 hrs _____ 11-20 hrs _____ 21-30 hrs _____ 31-40 hrs _____ 40+
      Is your job related to health care? _____ Yes _____ No

2. A. I have used the following sources to answer my information needs in the past:
   ______ Medical/Nursing textbooks
   ______ Pamphlets
   ______ Books
   ______ Popular Indexes/Popular Magazines (such as Reader's Guide/Time or Newsweek)
   ______ Nursing and Allied Health Index/Professional Journals (such as RN or Patient Care)
   ______ Index Medicus/Scholarly Journals (such as JAMA)
   ______ Computer Searches:
      _____ Performed by myself: database or system name?: ___________ (For example PAC- book catalog, Infotrac- General Periodicals Index, computer indexes such as ERIC, Medline or Psychlit)
      _____ Performed for me by someone else: where?: ___________
   B. I have used the following Michener Library services in the past:
      ______ Periodicals Department
      ______ Interlibrary Loan
      ______ Reference Librarians
      ______ Government Documents
      ______ Reserve Reading
      ______ COBRA (Computer literature review service)

3. A. I feel confident about my ability to find the information I need in Michener Library:
      Very ______ Somewhat ______ Somewhat ______ Very ______
      confident  confident  insecure  insecure
   B. I feel confident about my ability to find the information I need in another library (hospital, public or other university)
      library):
      Very ______ Somewhat ______ Somewhat ______ Very ______
      confident  confident  insecure  insecure
C. I feel confident about my ability to find the information I need by using scholarly indexes (Index Medicus, Nursing and Allied Health Index, etc.):

<table>
<thead>
<tr>
<th>Very confident</th>
<th>Somewhat confident</th>
<th>Somewhat insecure</th>
<th>Very insecure</th>
</tr>
</thead>
</table>

D. I feel confident about my ability to find books by using PAC:

<table>
<thead>
<tr>
<th>Very confident</th>
<th>Somewhat confident</th>
<th>Somewhat insecure</th>
<th>Very insecure</th>
</tr>
</thead>
</table>

E. I feel confident about my ability to locate the information I need using computer databases (ERIC, PSYCHLIT, SOCIOFILE):

<table>
<thead>
<tr>
<th>Very confident</th>
<th>Somewhat confident</th>
<th>Somewhat insecure</th>
<th>Very insecure</th>
</tr>
</thead>
</table>
RESOURCES IN NURSING

INFORMATION SOURCES: (All items are on Reference shelves unless otherwise noted)

Basic Guide to online information systems for health care professionals  
Consumer health information sourcebook  
Encyclopedia of health information sources  
Encyclopedia of medical organizations and agencies  
Guide to reference books  
Health care U.S.A.  
Health organizations of the United States, Canada and the world  
Library research guide to nursing  
Medical and health information directory  
National health directory

DICTIONARIES, ENCYCLOPEDIAS, AND HANDBOOKS: (All items are on Reference shelves unless otherwise noted)

A to Z of women's health  
A to Z of women's health  
American Medical Association encyclopedia of medicine  
Atlas de la enferma  
Duncan's dictionary for nurses  
Encyclopedia and dictionary of medicine, nursing and allied health  
Mosby's medical and nursing dictionary  
New our bodies, ourselves  
Omni's future medical almanac  
Taber's cyclopedic medical dictionary  
Webster's medical desk dictionary

INDEXES AND ABSTRACTS: (All items are in Reference Index and Abstracts area unless otherwise noted)

Current index to journals in education (or ERIC on CD-ROM Silverplatter)  
General science index  
Index medicus (or Medline on CD-ROM Silverplatter)  
Index to nursing and allied health  
Infotrac: General periodicals index  
Psychological abstracts (or Psyehlit on CD-ROM Silverplatter)  
Public affairs information service bulletin (P.A.I.S.)  
Reader's guide to periodical literature  
Resources in education (or ERIC on CD-ROM Silverplatter)  
Science citation index  
Social science citation index  
Social sciences index  
Sociological abstracts (or Sociofile on CD-ROM Silverplatter)
DIAGNOSIS, CARE PLANNING & NURSING MODELS: (All items are on Reference shelves unless otherwise noted)

Care planning pocket guide
Diseases
Handbook of nursing diagnosis, 1989-90
Merck manual
Nursing care plans
Nursing care plans
Nursing diagnosis and intervention
Nursing theorists and their work
Signs and symptoms in nursing

ANATOMY AND PHYSIOLOGY SOURCES: (All items are on Reference shelves unless otherwise noted)

Color atlas of human anatomy
Gray's anatomy
Human body on file
Way things work book of the body

FIRST AID SOURCES: (All items are on Reference shelves unless otherwise noted)

Common sense medical guide and outdoor reference
Handbook of emergency care procedures
EMT handbook of emergency care
Mosby's emergency dictionary
Parents' emergency medical guide
Where there is no doctor: A village health care handbook

PSYCHOLOGY AND PSYCHIATRY SOURCES: (All items are on Reference shelves unless otherwise noted)

Concise encyclopedia of psychology
Encyclopedia of neuroscience
International encyclopedia of psychiatry, psychology and psychoanalysis
Oxford companion to the mind

BIOETHICS RESOURCES: (All items are on Reference shelves unless otherwise noted)

Bibliography of bioethics
Bioethics reporter
Biolaw
Concise dictionary of christian ethics
Encyclopedia of bioethics
International directory of bioethics organizations
Sloan-Dorland annotated medical-legal dictionary
BIOGRAPHICAL SOURCES: (all sources in Reference Biography area unless otherwise noted)

American nursing: a biographical dictionary  RT 34 A44 1988
Best doctors in the U.S. R 712 A1 P44
Contemporary American leaders in nursing RT 4 S23
Contemporary minority leaders in nursing RT 63 C66 1983
Dictionary of American nursing biography RT 34 D53 1988
Directory: American College of Physicians R 15 A4
Directory of medical specialists R 712 A1 D5
Directory of nurses with doctoral degrees RT25 A3 D54 1984
National faculty directory L 901 N34

STATISTICAL SOURCES: (All items are on Reference shelves unless otherwise noted)

Census of the United States
Morbidity and Mortality Weekly Report
Nurses almanac
Nursing data review
Nursing student census
Statistical abstract of the United States

PHARMACY AND DRUG SOURCES: (All items are on Reference shelves unless otherwise noted)

American Medical Association guide to prescription and over-the-counter drugs RM 301.12 A44 1988
Complete guide to vitamins, minerals, and supplements QP 771 G75 1988
Drug facts and comparisons
Drugs and nursing implications
Merck index

Natural healing with herbs RZ 440 S24 1987
New honest herbal RM 666 H33 T94 1987
Nurses drug handbook
Nurse’s drug manual
People’s pharmacy, totally new and revised
Pharmacists’ prescription
Physicians desk reference for non-prescription drugs
Physicians desk reference: PDR
Rodale’s Illustrated Encyclopedia of Herbs

Ready Reference E5 or RS 75 P5
SB 351 H5 R58 1987
TEST AND MEASUREMENT SOURCES: (All items are on Reference shelves unless otherwise noted)

Instruments for clinical nursing research
Measurement for nursing outcomes
Mental measurements yearbook
Test critiques
Tests in print III
Health and Psychosocial Instruments File

On Reserve
RT 81.5 I57 1988
On Reserve
RT 85.5 M434 1988
Z 5814 P8 B932
BF 176 T419
Z 5814 E9 B825
COBRA/PAPI

COMPUTER SOURCES:

PAC: The online Public Access Catalog, is a computer catalog of materials available in Michener Library. Each PAC screen gives simple instructions; if the PAC is not turned on when you approach it, then type any key to begin.

Use the GOVERNMENT PUBS file on PAC to locate government documents.

CD-ROM SILVERPLATTER: ERIC, MEDLINE, PSYCLIT, and SOCIOFILE are available for searching on CD-ROM. These systems are located in an alcove on the north side of the reference area on the first floor.

COBRA: Many bibliographic, statistical and medical sources are available through telecommunication and microcomputer link to information services such as BRS, DIALOG or Wilsonline. If you are interested in an online search of medical/nursing sources, some of which are not available in Michener Library, please sign up for a COBRA (Computer Based Reference Assistance) search at the COBRA office (1st floor, south side, Michener Library.)
USING THE MEDLINE CD-ROM

MEDLINE is the computerized version of the paper index, INDEX MEDICUS, which is published by the National Library of Medicine. It is the major source of information relating to the health sciences. It includes records of articles, some including abstracts. MEDLINE does not include the full length article.

Use the function keys (F2, F4, & F6) at the top of the keyboard to FIND, SHOW and PRINT items found in MEDLINE. The ENTER key must be used after the function keys and after search statements have been typed.

SEARCH TECHNIQUES

1. Begin by pressing the F2 (FIND) key.

2. Type in the subject you wish to research. Some examples:

   Parkinson’s Disease
   Multiple Sclerosis
   Diabetes
   Menopause
   Accutane
   Herpes
   Diabetes
   Cystitis
   Yeast Infections

   Use one or two word phrases. For example, type in:
   yeast infections

   If the result of your search isn't satisfactory, you may:
   A. Type in a synonym or related subject. For example, type in: candidiasis
   B. Narrow your search by adding a term. You must use the command word and to do this. For example, type in: yeast infections and infants
   C. You may use an approved subject heading from the Medical Subject Headings list. (A copy of this list should be sitting near the MEDLINE. Choose only terms which appear in large capital letters.) For example, type in: candidiasis vulvovaginal (Don’t type in any punctuation.)
   D. Type in an entirely different subject. (Change your topic.)

3. SHOW your results by pressing F4 and ENTER. Use PAGE DOWN to browse your results. If you would like to change your search, press F2 to go back to FIND.

4. Choose items to print. Write down the numbers in the upper right preceding the article that interests you.

5. To PRINT, press the F6 key, then:
   A. Type: citn, ab
   B. Press the TAB key.
   C. Type the item numbers you selected in step 4. For example, type: 1,3,9
   D. Press enter.

6. Use the List of Journals Indexed in the Index Medicus to locate the full title of each journal.
SAMPLE SEARCH SCREEN:

SilverPlatter 1.8  MFPL1BF (8) 1/80 - 1/91  Esc/Commands F1:Help

No. Records Request
#1: 2275 YEAST
#2: 15575 INFECTIOUS
#3: 11 YEAST INFECTIONS
#4: 704 CANDIDIASIS
#5: 2275 YEAST
#6: 15575 INFECTIOUS
#7: 4308 INFANTS
#8: 1 YEAST INFECTIONS and INFANTS
#9: 704 CANDIDIASIS
#10: 94 VULVOVAGINAL
#11: 81 CANDIDIASIS VULVOVAGINAL

FIND:

Type search then Enter (F7); To see records use Show (F4) To Print use (F5).

SAMPLE RECORD SCREEN:

SilverPlatter 1.8  MFLIBF (8) 1/80 - 1/91  Esc/Commands F1:Help

Record Number 3 of 81

Author

Tl: Torulopsis glabrata vannamei clinical aspects and susceptibility antifungal agents
D: Department of Medicine Wayne State University School of Medicine,
D: Detroit, Michigan
Y: 1980
L: ENGLISH
C: UNITED STATES
Ae: Torulopsis glabrata in second only to Candida albicans in frequency of isolation from the vagina in both asymptomatic women and patients with yeast vaginitis. We prospectively studied 33 patients from whom vaginal isolates of T glabrata were obtained. Torulopsis glabrata caused symptomatic vaginitis in 42% of the patients but was unassociated with symptoms in 31%. In 27% of patients, its importance was uncertain because of concomitant pathology. Antifungal susceptibility testing was performed on 39 T glabrata strains isolated from 39 patients. The minimal inhibitory concentrations (MICs) of the majority of T glabrata isolates fell within the sensitive range of the antifungal drugs tested: however, no correlation was found between in vitro antifungal MICs and the response toazole drug therapy. Clinical success was achieved in 67% of the patients although mycologic cure occurred in only 33%. A small number of patients developed recurrent and often chronic Torulopsis vaginitis unresponsive to conventional therapy. Limited experience suggests that vaginal boric acid therapy may be of value in these recalcitrant cases.

MESH: Adult.; Antifungal-Agents-therapeutic-use; Candida-albicans; Candidiasis.; Vulvo-vaginal-drug-therapy; Case-Report; Female.; Human. Microbial-Sensitivity-Tests, Middle-Age; Recurrence-

ISSN: 0029-7844
AN: 91019197
ID: 3101
SR: AIM

SHOW Fields: ALL  Records: ALL
Press CTRL F2 to select terms from record for searching PgDn for more; F10 Next; F9 Previous; F2 Find; F6 Print, Esc D-Download

Use the "list of Journals Indexed" in the Index Medicus to find the full title of the journal.
FIND - F2  The FIND (F2) key will allow you to type in the subjects you would like to research. After SHOWing the results of your search, you can return to the FIND mode by pressing F2.

SHOW - F4  Once you FIND articles on your subject, press SHOW (F4) and ENTER. Use PAGE DOWN to move through the records. Each record is numbered at the above right of the first line of that record. Write down the numbers of the records you’d like to print.

PRINT - F6  To PRINT press F6. Type: citn, ab
Then press TAB.
Then type the record numbers you selected, separated by commas. For example, type: 3,5,9
Then press the ENTER key.
NURSE EDUCATOR PAPER

Refer to the DIAGNOSED CONDITIONS AND PRESCRIBED TREATMENTS table and imagine that you must research one of the conditions and treatments and communicate your findings to other health professionals.

After attending a library instruction session and receiving the list of possible library resources, begin researching your chosen topic in Michener Library. (You may also use a public, hospital, or CU Health Sciences Center library if you would like.) Prepare a 2-3 page paper including information addressing the questions below.

The goal of this assignment is to develop skills which will allow you to effectively research and educate others about diagnosis and treatment, especially other health professionals. It is important to develop skills which will allow you to communicate knowledgeably and effectively to your colleagues.

Prepare a 2-3 page typewritten, doublespaced paper which addresses the following (not necessarily in this order):

1. a description of the condition, its symptoms and its incidence (how often does it occur in the population.)

2. the etiology (cause) of the condition.

3. the prognosis of the condition.

4. the effectiveness of the prescribed treatment, its side effects and contraindications (conditions under which it should not be used.)

5. a comparison of the relative effectiveness and contraindications of alternative treatments. Present evidence which supports this.

6. identify one nursing diagnosis connected with this condition and the appropriate nursing interventions.

In the course of your paper cite 5 (or more) sources. **At least 2 of the sources must be scholarly research articles in Medical/Nursing periodicals.** Use the Publication Manual of the American Psychological Association as a style guide for your term paper, including text references in the body of your paper and a references list at the end of the paper. Please read pages 107-127, 136-147, and see the sample paper on pages 148-153 in the Publication Manual, for information on APA style.

Grading will be based on the completeness with which the 6 points listed above are addressed and the integration and synthesis of resources used in writing the text of the paper. The reference list will be reviewed by the Nursing librarian for the number, variety, quality (or appropriateness) of resources used and the accuracy in use of the APA Manual.
DIAGNOSED CONDITIONS AND PRESCRIBED TREATMENTS

Please choose a topic from this list, other topics must be approved by the instructor.

*Indicates trade name - consult drug sources for ingredients.

flu prevention - vaccination
manic-depression - lithium
psoriasis - anthralin
chronic tension - tranquilizers
infertility - G.I.F.F.
gamete intrafallopian transfer
strep throat - antibiotics
breast cancer - radical mastectomy
amenorrhea in female runners - weight gain
vaginal yeast infections - nystatin
insomnia - sleeping pills
colds - vitamin C
irritable bowel syndrome - psychotherapy and diet change
cystitis - cranberry juice
traveler's diarrhea - Pepto-Bismol
acne - accutane* (synthetic vitamin A)
coughs - dextramethorphan
chronic pain - oral morphine
bed-wetting - imipramine
athletic injury pain - cortexone
rabies - vaccination
overweight - starch blockers
AIDS - AZT
poison ivy - calamine lotion
anorexia nervosa - psychological counseling
sore throat - Listerine*
depression - electroconvulsive shock
epilepsy - valproic acid
swimmer's ear (otitis externa) - ear drops
lung cancer risk - low tar cigarettes
hemorrhoids - Tronolane*
respiratory distress syndrome - dexamethasone
precocious puberty - luteinizing hormone releasing hormone
tardive dyskinesia - propanolol
Parkinson's disease - L-dopa
menstrual cramps - Midol*
ulcers - bland diet
hypertension - salt-free diet
colds - antihistamines
alcoholism - disulfiram
migraine headache - biofeedback
schizophrenia - chlorpromazine
depression - long distance running
skin problems - hydrocortisone
asthma - Vanceril*
diverticulitis - high fiber diet
menopausal hot flashes - estrogen
strep throat - penicillin
sun sensitivity - PABA
hyperactivity - additive-free diet
acne - benzoyl peroxide
bad breath - Scope*
genital herpes - acyclovir
Crohn's disease - prednisone
angina - calcium channel blockers
schizophrenia - neuroleptics
knee problems - arthroscopic surgery
newborn infant - breast feeding
gonorrhea - penicillin
periodontal disease - oral surgery
hypoglycemia - high protein diet
neonatal jaundice - phototherapy
obesity - jejunoileal bypass
PMS - anti-prostaglandins
unwanted pregnancy - "morning after pill"
multiple sclerosis - ACTH (adrenocorticotropic hormone)
prostatitis - antibiotics
opiate addiction - clonidine
disc disease - chymopapain
kidney failure - dialysis
heart disease - chelation therapy
chemotherapy nausea - nabilone
heart attack - thrombolytic therapy
preventing organ transplant rejection - cyclosporins
urinary incontinence - "sling" surgery
angina - Inderal*
REFERENCE LIST

1. References (for your papers or proposal) should be typed on a separate piece of paper.

2. Only references cited in the text of the paper should be included in the reference list.

3. Items should be in alphabetical order by authors' last names. Articles without an author should be listed in alphabetical order by the first word of the article title.

4. "References" should appear, centered, at the top of the page (without the quotation marks).

5. Items should be double-spaced.

6. Items should begin at the left margin and subsequent lines are indented.

EXAMPLE:

References


USING THE PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION FOR BIBLIOGRAPHY CARDS IN NURSING

Books
Use initials, not full name; if author is not given then item should be listed in alphabetical order by title of article.
Location and call number for later reference.

Newspaper.
Section:Page:Column.
List all authors in order given, do not use titles or degree abbreviations, do use Jr. or III.

Journal
(with page numbering which is continuous throughout the volume.)
Underline both journal title and volume number.
Note index title, volume or year of index abstract number (if available) and subject searched. (This item was found using a CD-ROM index.)

Journal
(with page numbering beginning with page one in each new issue.)
Article titles are written in sentence form, only the first word or proper nouns are capitalized.
Include issue number, as well as volume number.
Note index title, volume or year of index and subject heading for traditional indexes.

Magazine.
Capitalize first word of subtitle.
For magazines no volume number is stated, use p. for page, pp. for page numbers.

Some Tips on A.P.A. Style:
1. Bibliographies are always arranged in alphabetical order by the author’s last name.
   * When no author is given, the item is put in alphabetical order by the last word of title. (Do not list the author as “anonymous”.)
2. Check each article before writing a card or references list to see if the article is in a journal with continuous page numbering throughout the volume (give the month and the volume number) or page numbering by issue (include the month, volume number and issue number from the Table of Contents page.)
3. Include both books and journal articles to have a balanced bibliography.
4. The above are to be used as examples, for complete, authoritative information on A.P.A. please see pages 107-133, and pages 148-154 of the Publication Manual.
# Nursing 315
## Scholarly Research
### STAGE OF RESEARCH
#### GENERAL RESOURCES

<table>
<thead>
<tr>
<th>Idea</th>
<th>Literature</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking</td>
<td>Encyclopedia of Associations</td>
<td>Research Centers Directory</td>
</tr>
<tr>
<td>Newsletters</td>
<td>Newsletters In Print</td>
<td>News section of most journals Periodicals Department</td>
</tr>
<tr>
<td>News Columns</td>
<td>Directory of Nurses With Doctoral Degrees</td>
<td>Ref Biog RT</td>
</tr>
<tr>
<td>Biographical Directories</td>
<td>Who's Who in America</td>
<td>Ref Biog E</td>
</tr>
<tr>
<td>Research In Progress Database</td>
<td>Nurse Link</td>
<td>CRISP</td>
</tr>
</tbody>
</table>

**Library Resources** *(All sources are in Reference Department unless otherwise noted.)*

- Encyclopedia of Associations
- Newsletters In Print
- News section of most journals Periodicals Department
- Directory of Nurses With Doctoral Degrees
- Who's Who in America
- Nurse Link (available through UCHSC School of Nursing)
- CRISP (available through COBRA, See #2 below)

**CARL PAC**
- UNCF file for books, UNCOVER for journal articles, Government Pubs file, other CARL library files for additional resources.

**Browsing**
- Current Contents (Not available at UNC)
- CARL PAC UNCOVER File

**Indexes & Abstracts**
- Index Medicus or CD-ROM MEDLINE
- Nursing and Allied Health Index (CINAHL)
- Current Index to Journals In Education (CIJE), or Resources in Education (RIE), or CD-ROM ERIC
- Psychological Abstracts or CD-ROM PSYCLIT

**Computer Literature Reviews**
- Michener Library's COBRA Service (Computer Based Reference Assistance), a fee is charged for this service.

**Bibliographies**
- CARL PAC UNCF file; sample search: NURSING BIBLIOGRAPHIES

### 3. PROPOSAL

**Grant or Foundation Directories**

- Catalog of Federal Domestic Assistance
- Colorado Foundation Directory
- Complete Grants Sourcebook for Nursing and Health
- Federal Register
- Foundation Grants Index

**Test Directories**

- Instruments for Clinical Nursing Research
- Measurement for Nursing Outcomes
- Health Instrument File (BRS-HAF)

**Handbooks to Research**

- From Proposal to Publications
- UNC Graduate School
  - Stacks RT 81.5 N873 1990
  - RT 24 T67 1986

**Ready Reference**

- E8
4. PILOT STUDY
Networking..................SEE #1 ABOVE.
Newsletters
News Columns

5. RESEARCH PROJECT
Networking..................SEE #1 ABOVE.
Newsletters
News Columns
Research In Progress Database
Research Facilities Directory

6. CONFERENCE
Associations..................SEE #1 ABOVE.
Conference Programs
Proceedings Indexes............Index to Scientific and Technical Proceedings
Papers Compiled into Book......CARL PAC

7. JOURNAL ARTICLE
Indexes & Abstracts............SEE #2 ABOVE.
Browsing..........................SEE #2 ABOVE.
Selective Dissemination of
Information (SDI)...............COBRA Service (SEE #2 ABOVE)
Bibliographies.................SEE #2 ABOVE.

8. BOOK OR DISSERTATION
Book Reviews..................Book Review Digest
Dissertations....................Dissertation Abstracts International
Comprehensive Dissertation Index
Book Lists......................Nursing and Allied Health Literature Index (CINAHL)
Nursing Outlook, March issue
Publisher Catalogs, Brochures, Publishers' Trade List Annual (PTLA),
Micahner Library
Acquisitions Department

9. CITATION
Citation Index..................Social Sciences Citation Index
Science Citation Index
International Nursing Index
(Not available at UNC)
BIBLIOGRAPHY:

ANATOMY OF A DISAGREEMENT:
WHAT CAN BE DONE WHEN THE EXPERTS DISAGREE?


DISCUSSION QUESTIONS:

ANATOMY OF A DISAGREEMENT:
WHAT CAN BE DONE WHEN EXPERTS DISAGREE?

1. In what types of publications do these articles appear? (Research, professional, popular?)

2. Which source would you consider most reliable based on the author’s credentials, documentation of information, and the publication’s credentials and reputation?

3. What steps would you take to determine which "expert" gave the most reliable and accurate information?

4. What length of time passed between the appearance of the first article and the appearance of the last article discussing this topic? When were the articles written? When were they published?

5. What was the source of the information that appeared in the first Lancet article? What was the source of information in the New York Times article printed 6/23? How are these sources documented?

6. What methods are used to convey ideas in the discussion following the original article? (Anecdote, interview, opinion, original research or others?) Is information conveyed using one method more scholarly and reliable than the others?

7. Do all the writers provide references or quote other sources? (References can be implicit or explicit: Which articles use these methods?)

8. Did the letter writers in the New York Times read the original Lancet article? Did the Artnews writer read the original Lancet article? Did the authors in the New York Times and Artnews completely understand the researcher's methods and conclusions as expressed in the report of their research which appeared in the Lancet?

HOW TO EVALUATE INFORMATION SOURCES

I. BOOKS

A. Consider the Author

Questions: Is s/he an authority on the topic?
-- Does the author's academic or work background relate to the book's topic?
-- Is the author cited by other writers?
-- What else has this author written on this or related topics?

Answers: Use a biographical directory or encyclopedia to find out more about the author's background and writings. For example:
Biography and Genealogy Master Index (REF Biog: CT 214 B564)
Use bibliographies of other books or articles on the topic. Is this author's work cited? For example:
Bibliographic Index (REF Indexes) or CARL PAC w (word) search to find bibliographies
Use CARL PAC to find other books by this author in UNC Libraries.

B. Consider the Book's Content

Questions: Was the book reviewed favorably?
-- Does the review compare/contrast the book with others on the same topic?
-- Where does the review appear? What is the reputation of the journal?
-- Is the review done by an expert on the topic?

Answers: Use an index to book reviews. Look at several reviews in various journals to determine whether the reactions were consistent. For example:
Book Review Digest (REF Indexes)
Combined Retrospective Index to Book Reviews in Scholarly Journals (REF Indexes)
Book review sections in indexes such as Social Sciences Index or Humanities Index
Use a periodical directory to find out more about the journals or magazines in which reviews appear. For example:
Magazines for Libraries (Ready REF)
Use a biographical directory to find out more about the reviewer. (See I.A.)

C. Consider the Publication Date

Question: Is the information in the book still accurate?
Answer: Older works should not be ignored since they often provide valuable insights. Careful comparison of an older work with more recent writings is needed to assess accuracy. To avoid reliance on dated or inaccurate sources, choose a mix of "vintage" and current books on social science or humanities research topics. In science research use only current materials.
II. MAGAZINE OR JOURNAL ARTICLES

These are usually more difficult to evaluate since articles are not reviewed and since biographical information may not always be available on authors.

A. Consider the Author

Question: Is s/he an authority on the topic?
Answer: Use a biographical directory to find out more about the author. (See I.A.)

B. Consider the Article's Contents

Question: Does the author present facts or opinions?
-- Does s/he cite or quote authorities on the topic?
-- Is a discussion of the article by another writer available?
-- Is the article cited by other writers?

Answer: Use a periodical index to find other articles on the topic. Compare viewpoints.
Use a biographical directory to find out more about cited or quoted authorities. (See I.A.)
Use a periodical index to determine whether a discussion of a specific article is available. The citation for a discussion will follow the index entry for the article discussed.
Use a citation index to determine whether other writers have cited the article. For example:
Arts and Humanities Citation Index (REF Indexes)
Science Citation Index (REF Indexes)
Social Sciences Citation Index (REF Indexes)

C. Consider the Journal

Question: Where is the journal indexed?
What is the reputation of the journal?

Answer: Use a periodical directory to locate information on specific journals. For example:
Magazines for Libraries (Ready REF)

D. Consider the Publication Date

Question: Is the information still accurate?

Answer: For topics where ideas are rapidly changing, such as science, focus on recent articles. For other topics, a mix of classic and current articles may be useful, especially if primary sources (published at the time of an event) are needed.

The SOCIAL SCIENCES CITATION INDEX (SSCI) covers journal articles, single and multi-authored books, monographic series and symposia. There are five year cumulations for most of the last 20 years. SSCI is the most comprehensive cross-disciplinary index for the social sciences. SSCI has parts which interrelate entitled: Permuterm Subject Index, Source Index (including Corporate Index), and Citation Index. The title of each part is located on the upper spine of the volume. Explanation of abbreviations, markings and use is provided on the inside front cover and introductory pages of the volumes. Volumes for the same time period are the same color.

Part A: Permuterm Subject Index Narrow columns list words taken from the title of the articles. Each word used in the title is paired with every other significant word from the title. Consider and use synonyms and variant forms of your subject term to use the Permuterm Subject Index effectively.

Step 1: Look for the term(s) in alphabetical order.
Step 2: Under that term look down the column for the second term in alphabetical order.
Step 3: Opposite the second term, find the author’s name (some names are truncated to save space.)

ENTRY \hspace{2cm} INTERPRETATION

ADAPTATION

First subject term from title of article.

Second subject term from title of article.

Selected author, with year of publication.

* Review indicator

◆ Unique article indicator

Step 4: Turn to the Source Index to find bibliographic information for the article by that author.
Part B: Source Index

The Source Index is a bibliography of articles published during each time period of the SSCI. It includes a listing for corporate authors (items published under a group name, for example, the American Cancer Society,) and for individual authors.

Step 5: Find the Source Index volumes for the same time period as the Permuterm Subject Index (the volumes should be the same color.)

Step 6: Look for the author's name in alphabetical order that was listed in the Permuterm Subject Index opposite from your second term.

Step 7: Under that author look down the column to find the title with the same terms you found in the Permuterm Subject Index.

ENTRY

INTERPRETATION

Selected author.

list of references used in the preceding article. (Author, book title, year of publication; OR Author, year, journal abbreviation, volume and page.)

Title of article, which is a review of a book written by C. Roy & S.L. Roberts. Journal title abbreviation, volume, issue, pages, year and number of references in the article.

See references; for other reviews of the book by C. Roy, look in the Source Index under the authors listed.

Step 8: Copy the bibliographic information for the item: Author, Title, Journal Abbreviation, Volume, Page & Year.

Step 9: Use the Guide and List of Source Publications (thin paperback volume) to get the full title of the journal, then use the UNC Serials List to find the article in the library.

BEST COPY AVAILABLE
Part C: Citation Index

The Citation Index lists works (articles, books, etc.) by an author (or theorist) that have been referenced in articles by other authors. The works can be from any time period, but the citations will have been made in articles published during the time period of the SSCI. In the example below, the works by Sister Roy come from any time period, but the articles by other authors citing her work were written between 1981 - 1985, the time period of this cumulation of the SSCI.

The Citation Index is used when you already have the name of a theorist who has done important work in your subject area and would like to find articles by other authors who have used her ideas in their research.

Step 1: Look up your theorist’s name in alphabetical order in the Citation Index.

Step 2: Beneath her name in bold face type are the articles, books, etc., written by that theorist.

Step 3: Beneath each bold face entry is a list of authors who have cited that work by your theorist in their own work.

Step 4: Write down the information for each item (Author, Journal, Volume, Page, and Year.) When a book # is given check the Guide and List of Source Publications (thin paperback) for full information.

Step 5: If full bibliographic information is needed for the items, refer to the Source Index.

Step 6: Use the Guide and List of Source Publications (thin paperback volume) to get the full title of the journal, then use the UNC Serials List to find the article in the library. Find call numbers for books by using CARL PAC.
Choose the name of one nursing theorist from the list which has been check marked below:

Ashley, J.A.          Barnard, K.          Chinn, P. and P.L.
Downs, F. and F.S.    Fitzpatrick, J.J.    Henderson, V. and V.A.
Orlando, I. and I.J.  Wiedenbach, E.      Patterson, J.G.
King, I.              Peplau, H. and H.E.
Orem, D. and D.E.     Travelbee, J.       
Polit, D.F.           Zderad, L.

The above names were chosen based on information gathered from:


INSTRUCTIONS:
Using the handout you received in class on the SSCI: Social Sciences Citation Index and the SSCI Five Year Cumulation, 1981-1985, look up the name you’ve chosen in the CITATION section of the SSCI and answer the following questions: (The SSCI is located in the last row of the Reference Index Area in alphabetical order by title, Social Sciences Citation Index)

1. Which theorist did you choose? Name:________________________________________
   Give the volume number and column number in the SSCI in which you located the listing for the above name: Vol ___ Col ___

2. Give the total number of the theorist’s works which have been cited by other authors (bold face items): ___ works cited by other authors

3. A. How many of these works have been cited by more than one author?
   B. Speculate on the reasons your theorist is well cited by other authors or if your theorist has not been cited by many authors, why not?

---40---
4. Are books and journal articles written by the theorist being cited by other authors? (Look at bold face items.)
Books: Yes No
Journals: Yes No

5. Pick one article which cites your theorist. (These are items in light type.) Find the article and skim its contents. Does the article rely heavily on the ideas of your theorist? Or is your theorist merely mentioned in passing in the article without much use of her ideas? Does the author of the article support or refute the work of your theorist?

6. Using APA style give the reference for the article you used to answer question number 5: (APA style manuals are available at the Michener Library Reference Desk, 1st floor and at the Reserve Desk, northeast corner, 1st floor.)
**EXAMPLE:**
The five dimensions of the research paper topic on aspects of death and dying.

<table>
<thead>
<tr>
<th>Settings</th>
<th>Interest groups</th>
<th>Implications</th>
<th>Times</th>
<th>Modes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Dying person</td>
<td>Physical comfort</td>
<td>When told about condition</td>
<td>Cancer</td>
</tr>
<tr>
<td>Hospital</td>
<td>Relatives</td>
<td>Emotional support</td>
<td>Prior to institutionalizing</td>
<td>Heart disease</td>
</tr>
<tr>
<td>Hospice</td>
<td>Immediate family</td>
<td>Dehumanizing atmosphere</td>
<td>While institutionalized</td>
<td>Alzheimer's disease</td>
</tr>
<tr>
<td></td>
<td>Physicians</td>
<td>Denial/acceptance by patient</td>
<td>Near death</td>
<td>AIDS</td>
</tr>
<tr>
<td></td>
<td>Nurses</td>
<td>Denial/acceptance by family</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEST AND MEASUREMENT SOURCES:

Instruments for clinical nursing research

Measurement for nursing outcomes

Mental measurements yearbook

Test critiques

Tests in print III

Health Instrument File
Introduction:

Michener Library presently owns four CD-ROM search systems: ERIC, MEDLINE, PSYCLIT and SOCIOFILE. ERIC covers subjects relating to education; MEDLINE covers subjects related to medicine and health; PSYCLIT covers subjects related to psychology; and SOCIOFILE covers materials concerning sociology, family relations and social relationships. This guide should prepare you to use any of the CD-ROM systems.

What is CD-ROM?

CD-ROM is an abbreviation for compact disk, read-only memory. Information cannot be written on (stored for later use) the compact disk by the personal computer. The compact disc comes to the library with information electronically pre-printed on it. Information can be retrieved from the disc through the use of a personal computer, a special player, and a special set of commands. Information from the CD-ROM can be listed on a sheet of paper using a printer.

The Systems:

Michener Library's CD-ROM systems can be used to gather lists of articles relevant to your topic. Each system is actually a printed periodical index translated into computer form:

ERIC includes the printed indexes: Resources in Education and Current Index to Journals in Education

MEDLINE is based on the printed index: Index Medicus

PSYCLIT is based on the printed index: Psychological Abstracts

SOCIOFILE is based on the printed index: Sociological Abstracts

These printed indexes are available in the Michener Reference Department's Indexes and Abstracts Area, shelved in alphabetical order by title. The advantage of using the CD-ROM systems is that it can seek and cross-match subjects much more quickly than if a search is done in a printed index by hand.
Understanding the computer keyboard is essential to effective use of the CD-ROM computer indexes. At the top of the keyboard you will see the function keys F1-F12. The most important function keys follow:

F2 = FIND
Pressing the F2 (FIND) key will allow you to type in subjects on which you wish to locate lists of articles.

F4 = SHOW
Pressing the F4 (SHOW) key will allow you to view individual items on the screen to browse for the most relevant items. Records shown may be shortened by pressing F4 and typing au,ti,jn,ab and hitting ENTER.

F5 = INDEX
Pressing the F5 (INDEX) key will allow you to look up proper forms of names and variant forms of words (especially terms not listed in the thesaurus) and select those that are appropriate.

F6 = PRINT
Pressing F6 (PRINT) will allow you to print the citation for the first 30 items in your set or (after pressing the TAB key) to print just the items in your set that you wish to print.

F7 = RESTART
Pressing F7 (RESTART) SHOULD BE DONE ONLY WHEN YOU ARE CERTAIN YOU ARE FINISHED SEARCHING OR BEFORE YOU START YOUR SEARCH, as it will completely erase the "find" items on your screen.

F9, F10 =
Pressing F9 (PREVIOUS RECORD) or F10 (NEXT PREVIOUS RECORD) will allow you to move accordingly RECORD/NEXT through the items you want to view in the RECORD SHOW mode using the F9 or F10 buttons. However, if you use F9 or F10 you may skip some of your item. Use "Page Down" for better results.
<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL/BREAK</td>
<td>Pressing CONTROL/BREAK simultaneously will: Stop processing of the term just typed in the FIND mode. Stop the printer from continued printing of unwanted information in the F6 (Print) mode. (Turn printer on/off switch to off after pressing CONTROL/BREAK.)</td>
</tr>
<tr>
<td>ENTER/RETURN</td>
<td>Press ENTER key to allow the computer to begin processing your request. The ENTER key is also often referred to as the RETURN key.</td>
</tr>
<tr>
<td>PAGE DOWN/PAGE UP</td>
<td>Used to move through records in the SHOW (F4) mode.</td>
</tr>
<tr>
<td>BACKSPACE</td>
<td>BACKSPACE can be used to erase typos, or stray letters, numbers or punctuation.</td>
</tr>
<tr>
<td>TAB</td>
<td>In the PRINT (F6) or SHOW (F4) mode the TAB will move the flashing pointer (also known as a cursor) to change the specifications at the bottom of the computer screen. In the INDEX (F5) mode the TAB can be pressed to select menu options.</td>
</tr>
<tr>
<td>SPACEBAR</td>
<td>Press to proceed when using the tutorial, or when changing the print options from &quot;no&quot; to &quot;yes&quot;.</td>
</tr>
<tr>
<td>CONTROL/T</td>
<td>Press simultaneously to start the tutorial program.</td>
</tr>
<tr>
<td>CONTROL/ALT/DEL</td>
<td>Will reboot the computer program if the computer goes down.</td>
</tr>
</tbody>
</table>

**Definitions:**

- **Characters** - an individual letter or number
- **Field** - an individual element of information which makes up the article bibliography. Author, title or abstract elements are each fields
- **Record** - groupings of fields describing one article
- **File** - groupings of records
- **Database** - large groupings of records or files

As each article is read by an indexer the individual elements (fields) of an article (author, title, journal, publication year, description, etc.) are listed separately on a worksheet, which is then typed into the computer and becomes a record. Each part of the record has an abbreviated prefix which stands for the field name. AU=author, TI=title, JN (for ERIC, PSYCLIT and SOCIOFILE) or SO (for MEDLINE) journal title, volume, issue and page:, DE=descriptor (for ERIC, PSYCLIT and SOCIOFILE) or MESH=medical subject heading (for MEDLINE).
With the increasing use of cocaine in the U.S. population, women of childbearing age have particularly shown an increasing prevalence of use. In an ongoing study at the Perinatal Center for Chemical Dependence (PCCD) at Northwestern University Medical School, 70 infants delivered to cocaine-using women were evaluated. Pregnancy and neonatal outcomes were compared to a group of drug-free controls who had no history of drug use. These controls were selected on the basis of social, demographic, and environmental backgrounds and were comparable for cigarette use during pregnancy. The cocaine-addicted women had a high incidence of pregnancy complications, and infants born to cocaine-using women demonstrated an increased rate of intrauterine growth retardation, prematurity, microcephaly, and perinatal morbidity. Further research will begin to focus not only on the effects of cocaine per se, but also on the interactive effects of polydrug use, the dynamics of maternal-infant interaction in the substance abusing mother, and the environmental factors that place cocaine-exposed infants at high risk for future medical and developmental disabilities.

MEDICAL SUBJECT HEADINGS

- Adolescence
- Adult
- Arousal-Drug-effects
- Birth-Weight-Drug-effects
- Female
- Human
- Infant
- Newborn
- Pregnancy
- Support-U.S.-Gov't

THESAURUS

- *Cocaine-adverse-effects*
- *Infant, Newborn, Disease-chemically-induced*
- *Pregnancy Complications-chemically-induced*
- *Prenatal Exposure-Delayed Effects*

ABSTRACT

A brief summary of an article pointing out helpful information and highlights

ACCESSION NUMBER

The number of a record, which is assigned to an item the first time it is typed into the computer database by an indexer

INDEXER

The person who reads and analyzes an article to enter the appropriate information in each field so that the record can be included in the database.

THESAURUS

The glossary of standard subject terms which can be used to create a list of related or synonymous terms for searching.
Descriptor

the accepted, standard subject heading as listed in the thesaurus, and assigned to each record by an indexer as appropriate.

Boolean Operators

the words or, and, & not are used for specific operations in computer searching

OR - should be used to group similar concepts together
    Nurses or Nursing

finds any record with the word Nurses or the word Nursing

AND - should be used to link dissimilar items
    Nurses and Education

finds any record with both the word Nursing and the word Education

NOT - used to eliminate unwanted terms Nursing and education
    not bachelors

finds any records with nursing and education but not records with nursing, education and bachelors in them

Search strategy

the combination and recombination of descriptors and Boolean Operators to create a useful group of records.

Retrieval

the computer process of creating a set of records through a search command

Truncation

the asterisk symbol (*) at the end of a word entered in the F2 (FIND) mode will retrieve words with variant endings:
    nurs* will find records with the word nurse, nurses or nursing in the record.

53
Set
a group of records created by a search

Bound
subject heading listed in a thesaurus usually typed in the
Descriptor
Find (F2) mode with a hyphen between the words of the
descrriptor. NURSING-EDUCATION would find only those records
that have been assigned that descriptor.

Free Text
search commands using individual or keyword searching,
especially individual words or two word phrases not found
in the thesaurus. DIPLOMA NURSING will find all records
where the words diploma and nursing appear next to each other.

Proximity
the command "near" will find two words in the
same sentence in any order. NURSING NEAR EDUCATION will find
any records where the words nursing and education appear
in the same sentence, in any order.

NURSING NEAR2 EDUCATION will find any records where the
words nursing and education appear within two words of
each other, in any order.

Limiting
Searches can be limited to a specific field of each record by
By Field
using "in" and the prefix abbreviation for the field.
For example: NURSING IN TI will find all records that
include NURSING in their title.
1990 IN PY will find all records of
articles published in 1990.
RICHTER IN AU will find all records where
RICHTER is an author.

SEARCHING PRACTICE

STEP 1: Identify your topic:
According to medical research, what adverse effects do
maternal use of drugs have on newborn birth weight?

STEP 2: Identify the appropriate computer database(s):
Education = ERIC
Social Problems = SOCIOFILE
Psychology = PSYCLIT
Medicine/Health = MEDLINE

Choose which years you wish to search:

ERIC - 1983-present     MEDLINE - current year, 1989,
1974-1982    SOCIOFILE - 1974-present
STEP 3: Break your topic into major concepts:
Newborns/Birth Weight/Drugs
Use a chart to think of synonyms for your concepts.

<table>
<thead>
<tr>
<th>Newborns</th>
<th>Birth Weight</th>
<th>Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>infant</td>
<td>weight</td>
<td>drug abuse</td>
</tr>
<tr>
<td>born</td>
<td>grams</td>
<td>cocaine</td>
</tr>
<tr>
<td>newborn</td>
<td></td>
<td>crack</td>
</tr>
</tbody>
</table>

STEP 4 Use the paper version of the thesaurus (glossary of standard subject headings) provided by the database you chose. (The thesaurus should be sitting on the table next to the computer.) List similar descriptors (subject headings) together on a sheet of paper. (The following are from the Medical Subject Headings - MEDLINE.)

Broad terms - SUBSTANCE ABUSE, SUBSTANCE DEPENDENCE

Narrow terms - COCAINE

Other key words - INFANT, NEWBORN & BIRTH WEIGHT

STEP 5 Begin searching the computer database by pressing the RESTART key (F7), then type in your first subject heading: infant-newborn* in mesh. (Be sure to hyphenate the words and include "* in mesh".) Press the ENTER/RETURN key.
STEP 6

Type in the second subject heading: birth-weight* in mesh. Press the ENTER/RETURN key.

STEP 7

Type in: substance-abuse* in mesh or substance-dependence* in mesh or cocaine* in mesh. Press the ENTER/RETURN key.
STEP 8

Combine terms using "AND" and set numbers. Type: 
#2 and #4 and #8. Press the ENTER/RETURN key. 
(Using the set numbers saves time and typing.)

STEP 9

Limit to english language publications by typing: 
and english in la. Then press ENTER/RETURN key.
STEP 10

View the results by pressing SHOW (F4), then ENTER/RETURN.

SilverPlatter 1.8     MEDLINE (R) 1/90 - 7/90  Esc=Commands F1=Help

<table>
<thead>
<tr>
<th>No.</th>
<th>Records Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&gt;5750</td>
</tr>
<tr>
<td>2</td>
<td>5004</td>
</tr>
<tr>
<td>3</td>
<td>&gt;265</td>
</tr>
<tr>
<td>4</td>
<td>305</td>
</tr>
<tr>
<td>5</td>
<td>&gt;139</td>
</tr>
<tr>
<td>6</td>
<td>&gt;64</td>
</tr>
<tr>
<td>7</td>
<td>&gt;407</td>
</tr>
<tr>
<td>8</td>
<td>1282</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>1725R</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

SHOW Fields: ALL  Records: ALL

The following will appear on the next screen:

SilverPlatter 1.8     MEDLINE (R) 1/90 - 7/90  Esc=Commands F1=Help

1 of 5

TI: Perinatal implications of cocaine exposure.
AU: Burkett-O; Yasin-S; Palow-D
AD: Department of Obstetrics and Gynecology, University of Miami School of Medicine, Florida 33101.
PY: 1980
LA: ENGLISH
CP: UNITED STATES
AB: Obstetric outcome was reviewed for 139 women who volunteered information on cocaine abuse during pregnancy past 20 weeks. Information on the duration of use during pregnancy was not accurate enough for documentation. In previous pregnancies, only 44.8% of the infants were live born, with spontaneous or therapeutic abortions occurring in 41.1% and stillbirths accounting for 5.8%. In the current pregnancies, 81 patients (68.1%) were nonwhite, and multiple-drug usage was found in 92%, with intravenous cocaine use in 44.9% and freebasin in 21.7% as the main routes of administration. Syphilis or another infection, no prenatal care and poor weight gain (less than or equal to 19 lb) in pregnancy was present in one-third of the patients. Infants born to cocaine abuse mothers were premature, small for gestational age, and frequently had symptoms of withdrawal syndrome.
SHOW Fields: ALL  Records: ALL
Press CTRL F2 to select terms from record for searching
PgDn for more; F10-Next Record; F2-Find; F8-Print; Esc,D-Download
pregnancy, emphasizing prevention since cures are not available. MESH: Abortion-chemically-induced; Adult-; Apgar-Score; Birth-Weight-drug-effects; Female-; Fetal-Death-chemically-induced; Gestational-Age; Human-; Infant,-Newborn; Infant,-Newborn,-Diseases-chemically-induced; Infant,-Small-for-Gestational-Age; Labor-Complications-chemically-induced; Pregnancy-; Syphilis-complications; Weight-; Obstetric- financial-; Neonatal-Effects; MESH: *Abnormalities,-Drug-Induced; *Cocaine-; Pregnancy-Complications; SHOW Fields: ALL; Records: ALL

Press PAGE DOWN to see the rest of this record, and the rest of this set of records.

2 of 5


Press CTRL F2 to select terms from record for searching. PgDn for more. F10-Next Record; F2-Find; F8-Print; Esc,D-Download
### STEP 11

You may print selected records. Press PRINT (F6). Then press TAB. Then type in the numbers you wish to print: 3,4 (separate numbers with a comma, BACKSPACE to erase mistakes.) Then press the TAB key twice and press the spacebar to change NO to YES. Press the ENTER/RETURN key.

![SilverPlatter 1.0 MEDLINE (R) 1/90 - 7/90](image)

**PRINT** Fields: CITE  Records: 3.4

<table>
<thead>
<tr>
<th>No.</th>
<th>Records</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>&gt;5750</td>
<td>INFANT-NEWBORN*</td>
</tr>
<tr>
<td>#2</td>
<td>5084</td>
<td>INFANT-NEWBORN* in MESH</td>
</tr>
<tr>
<td>#3</td>
<td>&gt;285</td>
<td>BIRTH-WEIGHT*</td>
</tr>
<tr>
<td>#4</td>
<td>305</td>
<td>BIRTH-WEIGHT* in MESH</td>
</tr>
<tr>
<td>#5</td>
<td>&gt;139</td>
<td>SUBSTANCE-ABUSE*</td>
</tr>
<tr>
<td>#6</td>
<td>&gt;84</td>
<td>SUBSTANCE-DEPENDENCE*</td>
</tr>
<tr>
<td>#7</td>
<td>407</td>
<td>COCAINE*</td>
</tr>
<tr>
<td>#8</td>
<td>1282</td>
<td>(SUBSTANCE-ABUSE* in MESH) or (SUBSTANCE-DEPENDENCE* in MESH) or (COCAINE* in MESH)</td>
</tr>
<tr>
<td>#9</td>
<td>5</td>
<td>#2 and #4 and #8</td>
</tr>
<tr>
<td>#10</td>
<td>172528</td>
<td>LA=ENGLISH</td>
</tr>
<tr>
<td>#11</td>
<td>5</td>
<td>#8 and LA=ENGLISH</td>
</tr>
</tbody>
</table>

### STEP 12

Try a "free text" search. Instead of using thesaurus terms use your own terms. Type in: cocaine or crack. Press the ENTER/RETURN key.

![SilverPlatter 1.0 MEDLINE (R) 1/90 - 7/90](image)

**PRINT** Fields: CITE  Records: 3.4

<table>
<thead>
<tr>
<th>No.</th>
<th>Records</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>&gt;5750</td>
<td>INFANT-NEWBORN*</td>
</tr>
<tr>
<td>#2</td>
<td>5084</td>
<td>INFANT-NEWBORN* in MESH</td>
</tr>
<tr>
<td>#3</td>
<td>&gt;285</td>
<td>BIRTH-WEIGHT*</td>
</tr>
<tr>
<td>#4</td>
<td>305</td>
<td>BIRTH-WEIGHT* in MESH</td>
</tr>
<tr>
<td>#5</td>
<td>&gt;139</td>
<td>SUBSTANCE-ABUSE*</td>
</tr>
<tr>
<td>#6</td>
<td>&gt;84</td>
<td>SUBSTANCE-DEPENDENCE*</td>
</tr>
<tr>
<td>#7</td>
<td>407</td>
<td>COCAINE*</td>
</tr>
<tr>
<td>#8</td>
<td>1282</td>
<td>(SUBSTANCE-ABUSE* in MESH) or (SUBSTANCE-DEPENDENCE* in MESH) or (COCAINE* in MESH)</td>
</tr>
<tr>
<td>#9</td>
<td>5</td>
<td>#2 and #4 and #8</td>
</tr>
<tr>
<td>#10</td>
<td>172528</td>
<td>LA=ENGLISH</td>
</tr>
<tr>
<td>#11</td>
<td>5</td>
<td>#8 and LA=ENGLISH</td>
</tr>
</tbody>
</table>

FIND: cocaine or crack

Type search then Enter (DY). To see records use Show (F4). To Print use (F5).
STEP 13

Type in: infants. Press the ENTER/RETURN key.

<table>
<thead>
<tr>
<th>SilverPlatter 1.8</th>
<th>MEDLINE (R) 1/80 - 7/80</th>
<th>Esc=Commands F1=Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Records</td>
<td>Request</td>
</tr>
<tr>
<td>1</td>
<td>&gt;5750</td>
<td>INFANT-NEWBORN*</td>
</tr>
<tr>
<td>2</td>
<td>5984</td>
<td>INFANT-NEWBORN* in MESH</td>
</tr>
<tr>
<td>3</td>
<td>&gt;285</td>
<td>BIRTH-WEIGHT*</td>
</tr>
<tr>
<td>4</td>
<td>305</td>
<td>BIRTH-WEIGHT* in MESH</td>
</tr>
<tr>
<td>5</td>
<td>&gt;139</td>
<td>SUBSTANCE-ABUSE*</td>
</tr>
<tr>
<td>6</td>
<td>&gt;84</td>
<td>SUBSTANCE-DEPENDENCE*</td>
</tr>
<tr>
<td>7</td>
<td>&gt;407</td>
<td>COCAINE*</td>
</tr>
<tr>
<td>8</td>
<td>1282</td>
<td>(SUBSTANCE-ABUSE* in MESH) or (SUBSTANCE-DEPENDENCE* in MESH) or (COCAINE* in MESH)</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>#2 and #4 and #8</td>
</tr>
<tr>
<td>10</td>
<td>172528</td>
<td>LA=ENGLISH</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>#8 and LA=ENGLISH</td>
</tr>
<tr>
<td>12</td>
<td>407</td>
<td>COCAINE</td>
</tr>
<tr>
<td>13</td>
<td>39</td>
<td>CRACK</td>
</tr>
<tr>
<td>14</td>
<td>421</td>
<td>COCAINE or CRACK</td>
</tr>
</tbody>
</table>

FIND: infants
Type search then Enter (DY). To see records use Show (F4). To Print use (F8).

STEP 14

Type in: birth weight. Press the ENTER/RETURN key.

<table>
<thead>
<tr>
<th>SilverPlatter 1.8</th>
<th>MEDLINE (R) 1/80 - 7/80</th>
<th>Esc=Commands F1=Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Records</td>
<td>Request</td>
</tr>
<tr>
<td>1</td>
<td>&gt;5750</td>
<td>INFANT-NEWBORN*</td>
</tr>
<tr>
<td>2</td>
<td>5984</td>
<td>INFANT-NEWBORN* in MESH</td>
</tr>
<tr>
<td>3</td>
<td>&gt;285</td>
<td>BIRTH-WEIGHT*</td>
</tr>
<tr>
<td>4</td>
<td>305</td>
<td>BIRTH-WEIGHT* in MESH</td>
</tr>
<tr>
<td>5</td>
<td>&gt;139</td>
<td>SUBSTANCE-ABUSE*</td>
</tr>
<tr>
<td>6</td>
<td>&gt;84</td>
<td>SUBSTANCE-DEPENDENCE*</td>
</tr>
<tr>
<td>7</td>
<td>&gt;407</td>
<td>COCAINE*</td>
</tr>
<tr>
<td>8</td>
<td>1282</td>
<td>(SUBSTANCE-ABUSE* in MESH) or (SUBSTANCE-DEPENDENCE* in MESH) or (COCAINE* in MESH)</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>#2 and #4 and #8</td>
</tr>
<tr>
<td>10</td>
<td>172528</td>
<td>LA=ENGLISH</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>#8 and LA=ENGLISH</td>
</tr>
<tr>
<td>12</td>
<td>407</td>
<td>COCAINE</td>
</tr>
<tr>
<td>13</td>
<td>39</td>
<td>CRACK</td>
</tr>
<tr>
<td>14</td>
<td>421</td>
<td>COCAINE or CRACK</td>
</tr>
<tr>
<td>15</td>
<td>2369</td>
<td>INFANTS</td>
</tr>
</tbody>
</table>

FIND: birth weight
Type search then Enter (DY). To see records use Show (F4). To Print use (F8).
STEP 15: Type in: #14 near #15 and #18. Press the ENTER/RETURN key.

STEP 16: Type in: and english in la. Press the ENTER/RETURN key. Press SHOW (F4) to view records, or PRINT (F5) to print out the results of your search. (See STEP 11).
STEP 17

Change CD-ROM disks to 1989 records. Press "push to open" panel on top of CD-ROM drive to left of computer. Remove disk. The computer monitor screen will go blank.

Please insert a new compact disk and close the CD-ROM drive door to continue.

Insert the 1989 disk and close the CD-ROM drive door. The screen will remain blank while the system starts.

STEP 18

Use the search strategy you have already developed by automatically re-executing your search from the 1990 disk. Type in: #21. Press ENTER/RETURN key.
**STEP 19**

You may SHOW selected fields to make browsing easier. Press SHOW (F4), then type in: AU, TI, SO, AB, MESH. Then press ENTER/RETURN.

Use PAGE DOWN to browse through 1989 records on your subject.

```
SilverPlatter 1.6  MEDLINE (R) 1989  Exec=Commands F1=Help
<table>
<thead>
<tr>
<th>No.</th>
<th>Records</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>#12:</td>
<td>407</td>
<td>COCAINE</td>
</tr>
<tr>
<td>#13:</td>
<td>39</td>
<td>CRACK</td>
</tr>
<tr>
<td>#14:</td>
<td>421</td>
<td>COCAINE or CRACK</td>
</tr>
<tr>
<td>#15:</td>
<td>2308</td>
<td>INFANTS</td>
</tr>
<tr>
<td>#16:</td>
<td>2377</td>
<td>BIRTH</td>
</tr>
<tr>
<td>#17:</td>
<td>10302</td>
<td>WEIGHT</td>
</tr>
<tr>
<td>#18:</td>
<td>686</td>
<td>BIRTH WEIGHT</td>
</tr>
<tr>
<td>#19:</td>
<td>1</td>
<td>(#14 near #15) and #18</td>
</tr>
<tr>
<td>#20:</td>
<td>172520</td>
<td>LA=ENGLISH</td>
</tr>
<tr>
<td>#21:</td>
<td>1</td>
<td>#19 and LA=ENGLISH</td>
</tr>
</tbody>
</table>

SEARCHES ABOVE FROM: MEDLINE (R) 1/90 - 7/90
```

SHOW Fields: au, ti, so, ab, mesh  Records: ALL

TAB between settings to change; RETURN to start with first record; F1 for HELP.

**STEP 20**

Press the INDEX (F5) key to search for an author. Type in: richter-jm. Press ENTER/RETURN key.

```
SilverPlatter 1.6  MEDLINE (R) 1989  Exec=Commands F1=Help
<table>
<thead>
<tr>
<th>No.</th>
<th>Records</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>#13:</td>
<td>39</td>
<td>CRACK</td>
</tr>
<tr>
<td>#14:</td>
<td>421</td>
<td>COCAINE or CRACK</td>
</tr>
<tr>
<td>#15:</td>
<td>2308</td>
<td>INFANTS</td>
</tr>
<tr>
<td>#16:</td>
<td>2377</td>
<td>BIRTH</td>
</tr>
<tr>
<td>#17:</td>
<td>10302</td>
<td>WEIGHT</td>
</tr>
<tr>
<td>#18:</td>
<td>686</td>
<td>BIRTH WEIGHT</td>
</tr>
<tr>
<td>#19:</td>
<td>1</td>
<td>(#14 near #15) and #18</td>
</tr>
<tr>
<td>#20:</td>
<td>172520</td>
<td>LA=ENGLISH</td>
</tr>
<tr>
<td>#21:</td>
<td>1</td>
<td>#19 and LA=ENGLISH</td>
</tr>
</tbody>
</table>

SEARCHES ABOVE FROM: MEDLINE (R) 1/90 - 7/90
```

INDEX word to look up: richter-jm

Type the word or root you want to look up in the INDEX, then RETURN.
STEP 21
Press ENTER/RETURN to highlight RICHTER-JM. Then press TAB, then ENTER/RETURN, to change from the SELECT TERM to the FIND mode. Press ENTER/RETURN again.

STEP 22
SHOW (F4) or PRINT (F5) the results of your author search.

STEP 23
Press RESTART (F7) to clear your search when you are finished.
Evaluation of CD-ROM Computer Search Skills

This evaluation is designed to monitor your understanding of CD-ROM computer searching skills. Please complete all steps; work independently, not in your proposal groups, to complete this assignment. If you have questions regarding this evaluation, Lynne Fox (351-2562) will be available in the library at the following times:

CD-ROM HELP SESSIONS WILL MEET IN MICHENER LIBRARY ROOM 335
Friday, February 22, 1991, 12:30pm - 3pm.
Saturday, February 23, 1991, 10am - 2pm.
Saturday, March 2, 1991, 10am - 2pm.

Please consult the CD-ROM Guided Practice handout for information which will help you with this assignment.

STEP 1:
Choose a topic from the following list:
___ How does psychological stress contribute to burnout among nurses?
___ What role does psychological stress play in adaptation to chronic illness?
___ Can health promotion efforts help people reduce psychological stress?
___ Is psychological stress a factor in job satisfaction among nurses?
___ Do young children (elementary school age) experience stress after their parents' divorce?
___ Can psychological stress among adolescents lead to suicide?

STEP 2:
Identify the CD-ROM database that will produce the best results for your topic:
___ EDUCATION - ERIC  ___ HEALTH/NUTRITION - Medline (Use '89 or
___ PSYCHOLOGY - Psychlit  ___ SOCIOLOGY - Sociofile '90 disk)

STEP 3:
What are the major concepts and synonyms for the concepts from your topic that you will use in your search?

Major Concepts: 1.  2.  3.

Synonyms: [Your own]

(add others if you need to.)
STEP 6:
Use the thesaurus for the CD-ROM index to identify the standard subject headings which best reflect the concepts and synonyms you listed in step 3:

PSYCHLIT - Thesaurus of Psychological Index Terms
ERIC - Thesaurus of ERIC Descriptors
MEDLINE - MESH (Medical Subject Headings) Use the paper version NOT the computer version.
SOCIOFILE - Thesaurus of Sociological Index Terms
(The thesaurus for MEDLINE, PSYCHLIT, ERIC, and SOCIOFILE should be near each CD-ROM station, ask a librarian if you don't see it.)

1.
2.
3.
(add others if you need to.)

You may want to type in thesaurus terms for your search or you may want to type in the concepts or synonyms you identified in Step 3 to see which search produces better results.

STEP 5:
Write your search strategy as you will type it into the computer in the space below: (be sure to use the "AND" or "OR" operators in your search strategy.) Do this before you begin your CD-ROM search.

#1:
#2:
#3:
#4:
#5:
#6:
#7:
#8:

STEP 6: PRINTING YOUR RESULTS
After performing the computer search please print out your search strategy and 2 of the records most relevant to your topic.
(TO PRINT: Press F6, press TAB key once, type in the record numbers that you wish to print separated by commas, press the TAB key twice, press the space bar to change NO to YES, then press ENTER/RETURN key.)

Grading Criteria:
70 or below - Exhibits no understanding of the potential of CD-ROM searching
70 - 75 points - Uses "and" operator to combine 2 or more concepts
75 - 85 points - Uses "and" operator to combine 2 or more terms located in the thesaurus appropriate for the system.
85 - 95 points - Uses above plus uses index function or "or" operator or limits search using fields.
95 - 100 points- Use all of the above and "near" or "not" operator, or * (truncation) command, or combination of free text and controlled vocabulary searching or any other combination of search techniques which indicate a sophisticated level of knowledge about CD-ROM searching.
1990-91 SURVEY OF LIBRARY USERS

As part of the UNC Libraries' assessment of experiences and success in using materials and services, we ask that you complete the following survey and return it to the collection boxes located near the Circulation Desk. Thank you for participating in this survey.

University Libraries Assessment Committee

CIRCLE THE NUMBER OF THE APPROPRIATE RESPONSE IN EACH CATEGORY. (5) - (14) ARE OPTIONAL.

<table>
<thead>
<tr>
<th>(1) User Status</th>
<th>(2) Length of Enrollment at UNC</th>
<th>(3) Grade Point Average</th>
<th>(4) Program Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Freshman</td>
<td>1 Less than 1 yr.</td>
<td>1 Under 2.0</td>
<td>1 BSN Student</td>
</tr>
<tr>
<td>2 Sophomore</td>
<td>2 1-2 yrs.</td>
<td>2 2.0-2.5</td>
<td>2 RN Returning</td>
</tr>
<tr>
<td>3 Junior</td>
<td>3 3-4 yrs.</td>
<td>3 2.6-2.9</td>
<td>for BSN</td>
</tr>
<tr>
<td>4 Senior</td>
<td>4 More than 4 yrs.</td>
<td>4 3.0-3.5</td>
<td>3 BA Dietetics Student</td>
</tr>
<tr>
<td>5 Graduate</td>
<td>5 Not applicable</td>
<td>5 3.6-4.0</td>
<td>4 Other</td>
</tr>
<tr>
<td>6 Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(5) Sex (6) Age (8) Ethnic Origin

| 1 F             | 1 Under 18                    | 1 White-Non Hispanic    |
| 2 M             | 2 18-29                       | 2 Black American        |
|                 | 3 30-39                       | 3 American Indian       |
|                 | 4 Over 40                     | 4 Hispanic              |
|                 |                               | 5 Asian American        |
|                 |                               | 6 Other                 |

(7) How often you have used the library in the past year?

1 Almost daily  2 Once a week  3 Once a month  4 Occasionally

(8) Have you ever had a presentation given to your class by a librarian?

1 Yes  2 No

CIRCLE THE NUMBER INDICATING YOUR EXPERIENCES IN THE ACTIVITIES LISTED.

<table>
<thead>
<tr>
<th>(9) Using PAC (Public Access Catalog) to identify a book on a topic</th>
<th>Usually Successful</th>
<th>Seldom Successful</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(10) Using printed indexes and/or abstracts to find a journal article on a topic</th>
<th>Usually Successful</th>
<th>Seldom Successful</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(11) Using computer database such as InfoTrac or UnCover-Article Access to identify a journal article on a topic</th>
<th>Usually Successful</th>
<th>Seldom Successful</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(12) Using computer search techniques on ERIC, PsycLit, Sociofile, ABI/Inform, or Medline to find a journal article on a topic</th>
<th>Usually Successful</th>
<th>Seldom Successful</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
(13) Locating where books should be on the shelves 1 2 3
(14) Locating periodicals/journals in bound or micro format, and/or current issues 1 2 3
(15) Using the UNC Serials List to determine ownership, identify holdings, format, and location of journal titles 1 2 3
(16) Obtaining government published materials 1 2 3
(17) RATE YOUR LIBRARY SKILLS. CIRCLE ONE.
    1 Excellent  2 Good  3 Average  4 Poor
(18) What influence has been primarily responsible for the development of your library skills? CIRCLE ONE.
    1 Assistance from other students
    2 The professor teaching the course provided instruction (lectures, exercises)
    3 Presentation(s) given to your class by a librarian
    4 Library handouts, brochures, or other guides
    5 Assistance from library personnel
    6 Other
(19) Which of the following are appropriate sources for professional journal articles on mental illness, wife abuse or eating disorders? CIRCLE ALL THAT APPLY.
    1. The Reader's Guide to Periodical Literature
    2. Psychological Abstracts
    3. New York Times Index
    4. Journal references in current books on topic
(20) The PAC indicates that a book with the call number F492.M36 is located in Michener stacks. What should be done to obtain the book? CIRCLE ALL THAT APPLY.
    1. Go to Government Publications
    2. Look on the shelves in the Reference Dept.
    3. Look at the book locator sign
    4. Go to the 3rd floor

Using computer search techniques on ERIC, Medline, Psyclit, Sociofile or ABI/Inform a search might best be constructed for the topics as shown below. CIRCLE ONE FOR EACH TOPIC.

(21) "Child abuse by alcoholic parents"
    1 Child-abuse or alcoholism
    2 Child-abuse and alcoholism
    3 Child-abuse by alcoholics

(22) "Educational attainment of minority students"
    1 Educational attainment and (minorities or Blacks or Asians or Mexican-Americans) and students
    2 Attainment and education or minority students
    3 Educational-attainment of minority students
(23) What is usually the best source to use in finding an extensive listing of materials on your subject? CIRCLE ONE.

1. General encyclopedia
2. Recent magazine/journal article
3. Bibliography
4. Directory
5. Almanac

(24) What is the most efficient method to find a specific reference book in Michener? CIRCLE ONE.

1. Browse shelves in the stacks
2. Browse shelves in the Reference Department
3. Consult PAC to find call number and location
4. Go to the Reference Desk

(25) A Geography seminar requires materials on the topic "location analysis" with a focus on business sites. A search on PAC UnCover -- Article Access has produced the following items. CIRCLE ALL THAT APPLY.

   Plasma Desorption Mass Spectrometric Analysis of Myc...

2. Ohsawa, Yoshiaki (Geographical analysis. 1989)
   Location-Allocation Models of Some Traffic Facilities...

3. Cellier, Dominique (Jrn. of multivariate analysis. 1989)
   Robust Shrinkage Estimators of the Location Parameters...

   Chromosomal location of resistance to Barley Yellow...

5. Kohsaka, Hiroyuki (Geographical analysis. 1989)
   A Spatial Search-Location Model of Retail Centers...

(26) PAC terminals (Public Access Catalog) provide access to a variety of information. CIRCLE ALL THAT APPLY.

1. Holdings of many Colorado Libraries including UNC
2. Current articles on all subjects
3. Listings of courses offered at UNC
4. Standardized tests, video-cassettes, atlases, music, tapes, records
5. Call numbers for Government Publications
A search on PAC for books on drug "abuse" by the "elderly" has produced the list below. CIRCLE ALL THAT APPLY.

1. Lipton, Helene L. 
   Drugs and the elderly: clinical, social, and p

2. Fulmer, Terry T. 
   Inadequate care of the elderly: a health care

3. Brillon, Yves 
   Victimization and fear of crime among the elderl

4. 
   Abuse of the elderly: a guide to resources and

5. Ruben, Douglas H. 
   Drug abuse and the elderly: an annotated bibli

The journal article or book needed is not available at the library. Which service will help get the item? CIRCLE ONE.

1 InfoTrac  2 Circulation  3 Periodicals/Media  4 Interlibrary Loan

(see next page)
Evaluation for Library Component of Nursing 315

Please respond to the following questions concerning the class sessions which were held in Michener Library.

1. After the library sessions:
   A. I have used the following sources to answer my information needs since the library sessions:
      ___ Medical/Nursing textbooks
      ___ Pamphlets
      ___ Books
      ___ Popular Indexes/Popular Magazines (such as Reader's Guide/Time or Newsweek)
      ___ Nursing and Allied Health Index/Professional Journals (such as RN or Patient Care)
      ___ Index Medicus/Scholarly Journals (such as JAMA)
      ___ Computer Searches:
         ___ Performed by myself: database or system name?
         ___ Performed for me by someone else: where?
   B. I have used the following library services since the library sessions:
      ___ Periodicals Department
      ___ Interlibrary Loan
      ___ Reference Librarians
      ___ Government Documents
      ___ Reserve Reading
      ___ COBRA (Computer literature review service)

2. A. I feel confident about my ability to find the information I need in Michener Library:
   _____________ Very confident  Somewhat confident  Somewhat insecure  Very insecure

B. I feel confident about my ability to find the information I need in another library (hospital, public or other university library):
   _____________ Very confident  Somewhat confident  Somewhat insecure  Very insecure

C. I feel confident about my ability to find the information I need by using scholarly indexes (Index Medicus, Nursing and Allied Health Index, etc.):
   _____________ Very confident  Somewhat confident  Somewhat insecure  Very insecure

D. I feel confident about my ability to find books or articles by using PAC.
   _____________ Very confident  Somewhat confident  Somewhat insecure  Very insecure

E. I feel confident about my ability to locate the information I need using computer databases (ERIC, MEDLINE, PSYCHLIT, SOCIOFILE):
   _____________ Very confident  Somewhat confident  Somewhat insecure  Very insecure
3. A. As a student, my ability to use APA style accurately will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

B. In the future, as a working professional, my ability to use APA style accurately will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

C. As a student, my ability to apply the information seeking techniques I've learned will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

D. In the future, as a working professional, my ability to apply the information seeking techniques I've learned will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

E. As a student, my familiarity with the services and locations in Michener Library will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

F. In the future, as a working professional, my familiarity with the services and locations in Michener Library will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

G. As a student, my ability to use any library (hospital, public, or university) will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

H. In the future, as a working professional, my ability to use any library (hospital, public or university) will be:

<table>
<thead>
<tr>
<th>Very valuable</th>
<th>Somewhat valuable</th>
<th>Valuable</th>
<th>Of little value</th>
</tr>
</thead>
</table>

I plan to stay in the Larimer/Weld County area after I graduate:

___ Yes ___ No

4. A. Lynne was well prepared and organized for her lectures:

___ Agree ___ Disagree

Comments?:

B. Lynne's explanation of lecture materials was clear and understandable:

___ Agree ___ Disagree

Comments?:

76
C. Lynne's lectures were:
* Too elementary
  ___ Appropriate for my level of knowledge
  ___ Too advanced

5. Please rate the instructional media used by Lynne in her lectures:

A. Overhead transparencies (research path, thesaurus use, Boolean logic):
   ___ Enhanced understanding of the lecture material
   ___ Detrimental to understanding of lecture material
   Comments?:

B. Handouts (How to Evaluate Information Sources, Social Sciences Citation Index,
   CD-ROM Guided Practice):
   ___ Enhanced understanding of the lecture material
   ___ Detrimental to understanding of lecture material
   Comments?:

C. CD-ROM and PAC Demonstration:
   ___ Enhanced understanding of the lecture material
   ___ Detrimental to understanding of lecture material
   Comments?:

6. Please add any other comments you would like to make:
Questions from the Graduate Follow-up Survey

1. When you have a nursing care problem which requires information to solve it, where do you turn?

    NEVER   SOMETIMES   ALWAYS

    Nursing textbook
    Medical librarian
    Colleagues
    Browsing journals in your specialty
    Read a book from the library
    Use an index to locate relevant journal articles on a topic
    Perform a computer search
    Have someone perform a computer search for you

2. How often do you use materials from the following to help you in your job?

    NEVER   SOMETIMES   ALWAYS

    Public library
    Personal library
    Hospital library
    College library
    Medical college library

3. Which professional journals do you read?

4. How often do you read them?

    Weekly
    Monthly
    Occasionally
    Every other month
    Other

5. If you don’t have access to the above resources, how do you get information to update your nursing care?

    Seminars/Conferences/Workshops
    Clinical Coordinators/Physicians/Colleagues
    Procedure Manuals/Textbooks
    Other: ____________________________

6. Since graduation have you engaged in any scholarly activities such as writing an article, doing research, or presenting at a nursing conference?

7. Are you considering (or are you presently) obtaining a Master's Degree?

    Yes
    Considering
    No