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Health Sciences First Year Seminar Library Lesson Plan (HSF90)

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HSF 090 - Health Sciences

Activity: College-level research in the Health Sciences

Location: Online or in computer lab during Studio Hour

Learning Outcomes

Students will be introduced to the concept of library academic resources.

Students will learn the strengths and weaknesses of different forms of information.

Introduction

College-level research in the Health Sciences requires an understanding of academic conventions through a disciplinary lens. Students should see research as an ongoing conversation where new ideas are fact-checked, debated, and supported over an extended period. To enter this conversation, students must develop “familiarity with the sources of evidence, methods, and modes of discourse in the field.”

This session will introduce students to the academic conventions of their field via a conversation about citation and academic sources of information for Health Sciences majors.

Frames	Core Competencies
Scholarship as Conversation	Inquiry & Problem Solving
	Integrative Learning
	Global Learning
	I & PS, Integrative Learning

Navigating the accompanying slides

Slide 5: What is college-level research?

- College level research requires you to be especially responsible for how you find and share information. You will need to go beyond superficial googling and learn how to identify and report on what sources you find. This is called citation.
- Consider the context of what you are writing and who you are writing it for. If you are presenting your research in front of a room full of your professional colleagues, you want to make sure that you are using information written in reputable sources. You want your writing to “look” scholarly or professional, right? When you “cite” or refer to other writers, you are taking part in a conversation with other scholars.
- You will want to learn the language used by your colleagues in your profession. This can enable you to further your own research, and make sure that you find the right kinds of information.

Slide 6: The Information Cycle

- College-level research requires that you ask yourself: Where is the information you are referring to coming from? What kind of website or publication is it found on? Who wrote the information that you are using and why did they write it? This is what is called the “information cycle.” We can use our understanding of the information cycle to help us identify information that is meant for the general public, verses that written for an academic audience.

Slide 7: Why do we use Library databases?

- College libraries can offer you powerful tools to help gain access to a wider range of appropriate information sources that also include formal citation details. Academic sources include peer-reviewed scholarly journals. But also use online tools like Wikipedia to help verify and fact-check the writers, publications, and websites that you are using. Wikipedia and other free websites might also be useful for doing the background research that you need to get started and point you towards other more appropriate sources.

Slide 8: What is professional-level research in the Health Sciences?

- College-level research is the first step of developing professional research skills. As a health care provider, you will routinely rely on your research skills to keep up with new treatments in your field, to confirm your diagnosis, or to investigate unfamiliar symptoms. What you learn for this assignment, in this class, will prepare you for the research you will need to do as a health care provider.

Slide 9: From patient to practitioner

- Where do people find information about their health? Often, it's from a site on the open web like WebMD. WebMD is not a bad source of information. But is it where practitioners find information?
- In order to practice college-level research, you need to shift your mindset from that of a patient (or patient-advocate) to that of a practitioner. This means that you need to approach your need for information like a health care provider, rather than as a person seeking health care.
- This means that you must get into the practice of asking, "where did this information come from? Where are the citations?" Looking at this article from WebMD: <https://www.webmd.com/skin-problems-and-treatments/hands-feet-itch> we see there are sources listed. **Still, how do we know what information needs to be cited?**

Slides 10-15: Citation in the health sciences

- Citation is a critical part of college-level research. When do you need to cite information? What kind of information requires a citation? (go through activity slides)

Slide 16: Why do we need to cite information?

- Citation directs the reader to the work used to create an essay or article; it spans time and geography to represent all of the information you used in order to come up with your ideas.
- It's also a tool that makes it easier for a reader to scan through the research you did. It's a standard, uniform way of presenting information that creates predictability.

Slide 17: Why do we need to cite information?

- Putting the two ideas together, formal citation allows your readers to build upon your hard work researching a topic; it also gives you a way into the work that others have done.

Slide 18: Citation help at the LaGuardia Library

Slide 19: Find an article using PubMed

- Ask students to search for peer-reviewed articles about cultural competency in PubMed (what is PubMed?). With the results in front of them, discuss the idea of “scanning” a result page. What words should you look for? What’s most important? Compare this to online shopping -- when you are looking at a page with 100 black sneakers, what do you “scan” for? (5 minutes)

Database searching activity

Instruct students to filter for sources from the last five years.

- Demonstrate how to generate a citation for the article. Return to the results, now paying attention to the subjects: physical therapists, speech, race, dental hygienist, nursing, etc. [Students should repeat the search incorporating another the keyword for their major, ex., cultural competence and nursing] (5 minutes)

After scanning 2-3 pages of results, students should choose something of interest and read a few pages.

- With help from the SSM, have students use the “Cite” button to copy the citation in APA style. Instruct students to copy and paste the abstract, save PDF of each article, and post Citations and PDFs to ePortfolio for use in next week’s activity (see below).

Homework / ePortfolio Assignment

1. Review the articles and abstracts first
2. Assignment Title, Annotated Bibliography: Cultural Competency and (major/discipline)
3. List the citation in APA style with abstract beneath followed by a short reflection.
4. 1-2 sentences summarizing the article. What was the article about?
5. 2-3 sentences about what you found interesting about cultural competency in your major discipline. Was the article helpful? What did you learn?
6. Save file and Post Annotated Bibliography in ePortfolio – Assignment completed! Deposit into Global Learning Assessment area



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