Evidence-based library instruction for nutrition research: Librarian and faculty collaboration

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Evidence-Based Library Instruction for Nutrition Research: Librarian and Faculty Collaboration

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Background

- **Institution**: Brooklyn College, City University of New York
- **Program**: Didactic Program in Nutrition and Dietetics (DPD)
- **Degree**: BS in Health and Nutrition Sciences, Concentration in Foods and Nutrition
- **Accreditation**: Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- **Curriculum**: standards and Knowledge Requirements for the Dietitian Nutritionist (KRDNs)
- **Research skills and using evidenced based research are key components of preparing students for future professional practice in the field of nutrition and dietetics.**

Approach

- Evidence-based library instruction series is a collaboration between the Nutrition Steering Committee, Department of Health and Nutrition Sciences, and the Health Sciences Librarian.
- Scaffolds the development of research skills across 6 key courses.
- Library lesson plans address specific course assignments that build students’ research skills.
- 8 hours of librarian-led research skills instruction across the DPD curriculum.
- Capstone course (HNSC5290W) is culmination of series where students demonstrate research skills proficiency through final project.

Lesson: Health Information literacy
**HNSC 2210 Human Nutrition**

Learning Objectives:

- Distinguish between and articulate the differences between health information sources found on the web.
- Understand the difference in searching library databases and search engines such as Google.
- Would you use this source for a research paper? Why or why not?

Lesson: Introduction to PubMed
**HNSC 2211 Advanced Nutrition 1**

Learning Objectives:

- Construct basic searches in PubMed.
- Describe what MeSH terms are and how to use them effectively for searches.
- Access full text (free and subscription) via library link to PubMed.
- Write an evaluative report about the scientific article.

Lesson: Finding and Using Health and Demographic Data
**HNSC 4230 Community Nutrition Education**

Learning Objectives:

- Locate and use NYC demographic and health data.
- Understand the role of data in evidence-based decision making and nutrition programming.
- Develop a nutrition program for a particular NYC neighborhood: using data, statistics, and literature to demonstrate the evidence for your particular program. Term paper and group presentation.

Lesson: Advanced PubMed Searching, Systematic Reviews
**HNSC 4230 Integrative Nutrition and Functional Foods**

Learning Objectives:

- Locate systematic reviews in Cochrane Library and PubMed
- Use filters and MeSH terms effectively
- Evidence-based report about an alternative nutrition therapy

Lesson: Using Online Databases and Citation Management Tools
**HNSC 2222 Foods of Diverse Populations**

Learning Objectives:

- Describe databases appropriate for interdisciplinary nutrition research (Medline, CINAHL, Scopus).
- Construct searches using Boolean logic. Access and download full-text articles.
- Use RefWorks to create bibliography and organize citations. Discuss purpose of citations.
- Write annotated bibliography. 8 of 10 sources must be peer-reviewed scholarly articles.

Lesson: Pulling it All Together—Using Your Research Toolkit
**HNSC 5290W Seminar: Trends in Nutrition Research**

Learning Objectives:

- Create search strategies for various databases for individual research project.
- Use Scoops and Google Scholar to find related studies/research by tracking citations.
- Understand the research process and the value of using a combination of tools.
- Individual term paper and seminar presentation on a nutrition trend. Min. 10 scholarly sources.

Collaboration Process

1. Faculty assess nutrition student research skills needs.
2. Librarian conducts text mining of syllabi to determine courses that are appropriate and would benefit from library research instruction sessions.
3. Nutrition faculty provides Librarian with Curriculum Map indicating courses with potential library research activities and associated class assignments.
4. Collaborative team of faculty and librarian aligns library sessions with 6 courses and assignment to build skills in a scaffolded manner.
5. Research skills progression follows the required course schedule.
6. Librarian designs lesson plans for each specific course (6 courses identified for session).
7. Nutrition steering committee members offer feedback and accept lesson plans.
8. Nutrition faculty include session on syllabus and schedule dates for session with librarian.
9. Librarian and faculty confer on assignment(s) to ensure research skills in the library session are applied.
10. Librarian creates Nutrition Research Guide (Springshare LibGuides). Used as electronic handout during the research skills sessions.
13. At the end of the semester, librarian sends a short feedback survey to students to collect responses regarding what was useful and what needs improvement or is still unclear and uses this information to strengthen the lesson plans.
14. Librarian reflects on and updates lesson plans based on student and faculty feedback.
15. Series is now formally embedded into DPD curriculum.