



Lancaster General
College of Nursing
& Health Sciences

**HEALTH SCIENCES LIBRARY
FACULTY HANDBOOK**

<http://www.lancastergeneralcollege.edu>

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Hello! Welcome to the library!

The library staff are here to support you in meeting your curriculum goals and standards. We are eager to collaborate with you to help your students become more effective researchers. We are happy to work with your students in a variety of settings; in your classroom, in the library, at the reference desk, in the computer lab, or any other location you need us to be!

Although we are a small library, we offer a vast selection of resources both print and electronic. Our online resources are especially deep, offering scholarly journals from a variety of disciplines. If however, we do not have a resource you need, please ask the librarian about interlibrary loan services. Requests for specific articles, journals and books can also be made directly by simply completing a “request form” via the library homepage.

We hope this handbook will serve as a reference point for everything you need to know about the library services and resources available to faculty. Again, do not hesitate to contact us with any requests or suggestions.

Health Sciences Library

Integration of information literacy into your curriculum

Librarians share your commitment to fostering student learning. Librarians are in a unique position to support “information literate” students. An information literate student is able to successfully:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Librarians believe information literacy provides the foundation for lifelong learning. It is relevant to all disciplines, all learning environments and all levels of education.

(Source: Association of College & Research Libraries’ Information Literacy Competency Standards for Higher Education at <http://www.ala.org/ala/acrl/acrlstandards/standards.pdf>)

We welcome the opportunity to collaborate with faculty in designing and supporting both introductory and discipline-specific assignments that strengthen the skills of our students. As students are more frequently challenged to find, evaluate and use information, these skills become assimilated into all of their scholarly work.

Options for information literacy instruction

The library supports learning through a variety of options. We hope this list of potential options to integrate library instruction sparks some additional interest. Of course, we welcome your suggestions. Please do not hesitate to contact us directly to specifically discuss integration of information literacy within the context of your course or discipline.

- Departments work with librarians to identify appropriate skill sets within their discipline and incorporate the teaching of those skills into courses taken over the semester.
- Librarians collaborate with faculty to develop customized, course integrated instructional sessions
- Librarians develop print or web based research guides tailored to a specific course or project.
- Librarians provide one-to-one assistance to students having difficulty mastering research oriented assignments.

Library Instruction.....A La Carte Style

The menu below provides a sampling of library and information instruction options available to help students succeed in their academic endeavors. Included are approximate time frames for completion, however various sessions can be combined based on need. It is important to note, that listed are some of the more commonly instructed sessions. The list is not all inclusive. If you have a unique course assignment, we would be happy to design a session specific to your needs. All you need to do is give us a call!! It is that simple!

Frequent topics:

Academic Integrity and Plagiarism(15-30 minutes)

Students learn about intellectual property and how to avoid plagiarism

CINAHL (30 minutes)

Students will learn how to search CINAHL for evidence based articles utilizing subject headings.

Citing sources (20 minutes)

Students learn about tools available to assist them in building bibliographies and citing sources properly.

Developing a refining a topic (10-20 minutes, depending on content and activity)

Developing and refining a topic is generally completed with additional direction from the faculty member regarding specific criteria. Librarians can recommend sources to gain an overview or background information on their topic. Additional assistance is provided on techniques to narrow a topic.

Distinguishing between scholarly and popular sources (10-20 minutes depending on content and activity)

Students compare and contrast sources to determine the difference between scholarly, trade and popular periodicals.

Evaluating Websites (10-40 minutes depending on activity)

This session is intended to teach students the basics of website evaluation including credibility, reliability, authority, accuracy and purpose. This session may be presented as a brief overview or a more lengthy session which includes website evaluation exercises

Evidence Based Nursing (40 minutes)

Students will be receive an introduction to evidence based nursing including development of a research question based on PICO.

Library web page and catalog (10-20 minutes)

Students learn how to find information via the library homepage, includes general navigation of electronic resources and library catalog.

General Database searching (20 minutes per database depending on activity)

Students explore basic searching techniques searching multidisciplinary databases such as Academic search premier.

Google scholar or Library databases? (15-20 minutes)

Students learn the benefits and limitations of using Google scholar through a comparison with a library database specific to a discipline selected.

How to find articles when all you have is a citation (10-15 minutes)

Students learn how to use library resources to find the full text journal, magazine, and newspaper articles. Interlibrary loan procedure is also explained.

Specialized Databases (20-40 minutes per database depending on activity)

Students learn about databases that are focused on a specific discipline. The specialized database sessions include strategies for developing complex searches

The Research Process (40 minutes)

Students will learn the five basic steps to completing a research project. This topic can easily be broken down into shorter sessions presented on various days.

Other possible topics

Finding statistics, locating country information, assignment specific sessions and any other topics you have of interest!

How to Schedule Information Literacy Instruction

TIPS

Consult with the librarian

- Call or met to discuss your request and or ideas
- To help us provide the most effective session, please consider providing a copy of the research assignment ahead of time. This allows us to gear our resources appropriately
- Provide information regarding the current knowledge level of your students. This helps us to develop the session at a level appropriate for the students.

Consider the timing

- Library instruction is most effective when it is connected to a specific course assignment. If possible, try not to schedule the session too far in advance of the assignment due date
- Please contact the library atleast a week in advance to allow us ample time to prepare.

Consider delivery options

- Librarian can provide the faculty with the information to present at class
- Instructional session can be facilitated by librarian
- Librarian can consult with students individually
- Additional options?

Scheduling Options

- Complete the “Library Instruction” request form located on the library homepage
- Contact the library directly to schedule the session at X45697.
- Email specific instruction requests to cd004@lancastergeneral.org
- Stop by the library and speak with us! We would be happy to see you!

Faculty Guidelines for Plagiarism Prevention

1. Explain what “plagiarism” means

Of course, most students will tell you they already know what plagiarism means. But do they really understand the difference between a legitimate paraphrase and a plagiarized one? Or between a proper citation and an improper one? Spending some time during the beginning of the course to explain plagiarism may go a long way toward preventing future problems.

You may also wish to distribute examples of plagiarism and legitimate citation, and then go over the differences together. This will clarify some of the common misconceptions about plagiarism and reduce the likelihood of “honest mistakes,” while at the same time showing how serious you are about the issue. Finally, you can direct your students to our website, where they can take a [quiz](#) on the difference between plagiarism and legitimate citation.

2. Explain what’s Wrong about Plagiarism

Without instruction, it may be hard for your students to understand the seriousness of plagiarism. Their response is often: “How can copying some words actually hurt anyone?” But the reality is that plagiarism is an act of fraud that involves both stealing (another’s intellectual property) and lying (implying that the work is one’s own). This undermines the principles of trust and respect that make education possible. But when they plagiarize, students hurt more than just their instructors and the person from whom they steal. They also hurt themselves, because they fail to acquire the research, analytic, and writing skills that they would have learned by doing the assignment honestly. Finally, plagiarism also victimizes those classmates who have legitimately earned their grades and degrees, and who will be competing with the plagiarizer for school admissions and jobs.

3. Make the Consequences Clear

Students often do not know just what they risk when they plagiarize. Begin your course by establishing a clear policy on plagiarism. Give very specific information about the penalties involved. You may want to create a specific policy for your courses in addition to your institution’s general policy. Try telling your students, for example, that any case of plagiarism will result in immediate failure of the paper, and that a second instance will result in failure

of the course and possibly expulsion, will doubtless make them think twice about it. Be sure to cite your policy on any research assignments as a reminder

4. Start off with Clear Expectations

First, let your students know you expect them to produce thoughtful, original work. Students are often under the illusion that the goal of their assignments is to collect the best information possible. Explain to them that while good research is critical, you are even more interested in their ability to transform the information they find into an original and persuasive argument than in their ability to come up with the most or best sources. The skills they learn in working to further the ideas and arguments of others are a valuable part of what they will take away from their assignments. Knowing this may help them understand the value of original work.

You may also want to establish some rules in advance: Should your students collaborate? Will you require separate “works cited” pages and bibliographies? How many sources will they be required to consult? How many sources will they have to include in their paper? Will online sources be sufficient, or would you like your students to find printed material as well? Starting off with clear guidelines will prevent most of the confusion that leads to unintentional plagiarism, and allow no excuses for the intentional kind.

5. Assign Specific Questions or Topics

Provide a list of topics or questions that you would like your students to address in their papers. The more particular the questions, the less likely that your students will find papers already written on them. If you worry that lists like this restrict your students’ creative freedom, you might want to add an option that allows your students to develop their own topics in consultation with you or a teaching assistant.

6. Require Students to Submit Thesis Statements, Introductions, Outlines, or Drafts

One of the best ways to ensure that your students’ work is original is to check it during the process of composition. Since rough drafts, etc., are not as readily available for copying as finished papers, the simple fact that they have to submit one will encourage most of your students to produce original work. It often takes more work to forge these materials than it does to produce them originally. Also, if you have time to comment on what they submit, you can monitor how they respond to your feedback and whether their papers show the flexibility of works-in-progress.

7. Have your students Annotate their Bibliographies

Ask your students to summarize the content and usefulness of their sources in a few sentences. Be sure to tell them that copying library abstracts or blurbs from the backs of books is not permissible. Emphasize that the annotation has to be in their own voice and words, and should specifically discuss the relevance of the source to their research. This exercise should take no time at all for students who have done their work honestly. Plagiarizers, however, will find it considerably more difficult.

8. Assign Oral Presentations

Have your students answer questions about the process of researching and developing their ideas. This is also an excellent opportunity to ask them specific questions about their papers, and to bring up passages that seem suspicious. Questions like “This quotation here is a little unclear. Could you tell me a little more about the article from which you got it?” can be very effective in determining how much work the student did without offending or seeming suspicious.

9. Require Recent and Printed Sources

Most papers from online paper mills and other cheating databases are already several years old at best. Having your students integrate at least one contemporary source in their paper will keep your students up to date on the issues and help ensure legitimate research and work.

10. Assign a Paragraph on the Composition Process

If you do not have your students give oral presentations or turn in drafts during the composition process, you may want to have them submit a paragraph explaining how they arrived at their topic, how they began researching it, what criteria they used for evaluating their sources, and what they learned from the research project. This will give you an idea of how well they have comprehended the material and the degree of fluency they have in speaking about it.

11. Encourage Concision

Students often try to “fill space” by “borrowing” material once they have finished with their own ideas. Tell your students that it is very obvious when they “pad” their papers to fill up page requirements. Encourage them to be as concise as possible, focusing on the substance of their claims rather than the length of their writing. Make sure they know the trick to writing a long research paper lies in coming up with a thesis or argument which requires the assigned number of pages to develop, and not in drawing out the points they make or citing multiple sources to prove a single idea.

Source: Plagiarism.org. Retrieved August 1, 2008 from http://www.plagiarism.org/learning_center/preventing_guidelines.html

Collection Development

The Health Sciences Library provides systems, resources, and services to enable hospital, medical staff, faculty, students and patient and families to acquire and maintain the knowledge and skills needed for patient care, education, research and management.

Specific to the college, the goal of the library is to provide required and supplementary materials designed to support the academic curriculum. Additionally, this includes materials needed by the faculty for course preparation, teaching, and reference materials for the general and professional growth of all members of the college community.

Book and journal recommendations are welcomed and encouraged. Recommendations can be made by completing the “Purchase recommendation” form via the library homepage or submitting the print request. Additionally, a print copy is available in the appendix which may be faxed, mailed or delivered to the library for processing.

A variety of criteria are considered when selecting books for acquisition. Should the book requested fall outside of the scope of our collection, we would be happy to explore the possibility of obtaining the book through interlibrary loan.

Interested in what new selections are available at the library? Please look for our monthly newsletter updates!

The Standard Library FAQ’S

How are library materials organized?

The Health Science Library uses a combination of the National Library of Medicine Classification System and the Library of Congress Classification System.

What are the hours?

Regular Hours: Fall and Spring
Monday-Thursday: 8:00am-9:00pm
Friday: 8:00am-5:00pm
Saturday: 12:00pm-5:00pm
Closed Sunday

Summer hours (July & August)
Monday-Thursday: 8:00am-9:00pm
Friday: 8:00am-5:00pm
Closed Saturday
Closed Sunday

Closed Holidays.

Please check hours during session breaks as they may be subject to change.

Off-Campus: How do I access Library Resources

Students and Faculty may access the library resource remotely through VPN access.
Library homepage→online services→VPN→login→Health Sciences Library

Borrowing Materials

Faculty may check out books for the semester, however if another faculty or staff member requests the book, the item may be recalled.

Please be considerate of others and return the materials as due.

Materials can be renewed in person at the circulation desk or by contacting the library at 45698.

If you want to borrow a book that is not owned by the library, please complete the “book request” form on the library homepage. Additionally, a print copy is available in the appendix which may be faxed, mailed or delivered to the library for processing.

Article Requests

If you are interested in article you cannot find online nor at the library, please complete an “article request” form and we would be happy to order the article at no charge for faculty. The article request form is located on the library homepage and can be submitted electronically. Additionally, a print copy is available in the appendix which may be faxed, mailed or delivered to the library for processing.

Photocopiers

Photocopy services are free to faculty and staff members. Please see library staff at the circulation desk for the key to bypass the system.

There is a .10 per page fee for students to use the copier.

Printing

Printing is free to all faculty and staff.

Patron Confidentiality

The Health Sciences Library protects patron’s confidentiality and privacy. All transaction records are confidential and not made available to anyone except by court order.

While it is our policy to respect privacy, it is also our responsibility to protect our electronic systems from unauthorized or criminal use. We reserve the right to monitor our system and to make voluntary disclosures of content as necessary to protect our property, specifically if the content is related to the commission of a crime, or if it is related to an emergency involving immediate danger, death or serious injury.

Still need more? Please do not hesitate to contact us directly at:

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