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Version of item: Presented version



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Putting theory into practice:

How can we better support
practitioners returning to
education?

Gillian Siddall and Bethan Carter

Session plan

- Introduction and background
- Who are they?
- Evidence from practice

Interactive session

US and THEM

- **University of Northampton**
 - Post 1992 University
 - Previously Sir Gordon Roberts School of Nursing
 - Student experience
- **York Teaching Hospital NHS Foundation Trust**
 - Clinical Librarian
 - Search and training across York, Scarborough and community
 - Previously in commercial and charity Libraries

Who are they?

- Registered nurses and midwives
- Mature learners
- Returning to education:
 - Return to practice
 - Top-up degree (e.g. BSc (Hons) Emergency Care)
 - Short courses for development (e.g. Mentoring, Leadership)
 - Short courses for clinical skills (Nurse Prescribing)
 - Distance learners/day release
 - Who else?

What are the issues?



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- Confidence
- Academic barriers
- IT Skills
- Length of course
- Motivation – incl. line manager support
- Distance
- Time – incl. family/personal commitments
- What have we missed?



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Student support

NHS Library

- Inductions
- Ad hoc support
- One-to-ones/small group training
- Targeted sessions - returning to practice
- No online support but 24/7 PC access

University Library

- Inductions
- Information Skills sessions
- One-to-ones
- Online tutorials and guides
- Open door



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Is it enough?



Are reading lists important?

- Hannah Rose and Gillian Siddall – LIRG research award 2011

An investigation into the use of reading lists as a pedagogical tool to support the development of information skills amongst Foundation Degree students.



THE UNIVERSITY OF NORTHAMPTON **URB@N**

Free tea and cake!

We are carrying out some research into the use and value of reading lists for undergraduate students. Get involved with our **focus groups** and tell us what you really think! We are looking for 8-10 people from each school to tell us about their experience.

Participants will have the opportunity to be entered into a draw for a £50 Amazon voucher!

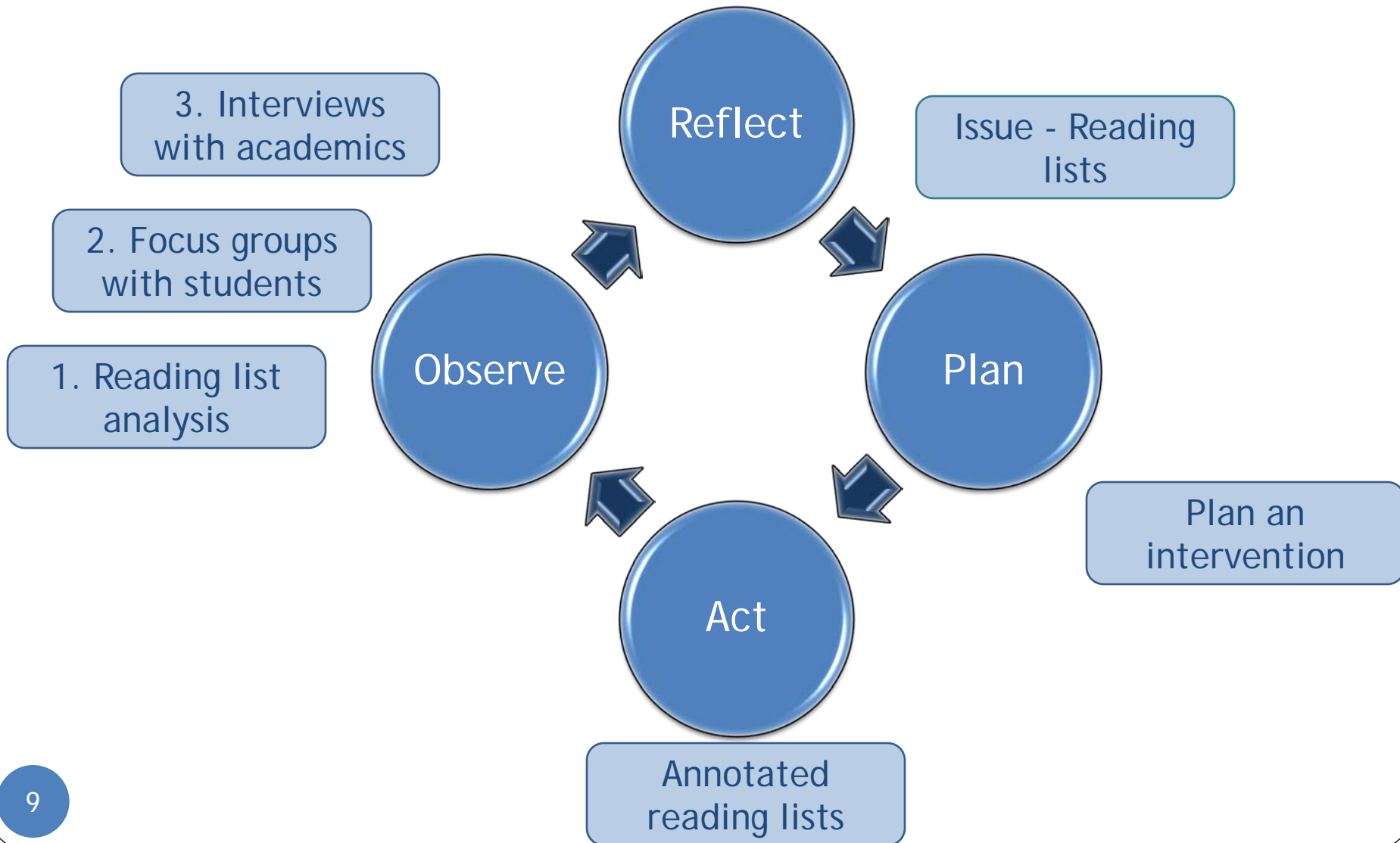
Details for focus groups:

Tues 13 th March	1-2pm	Education
Fri 16 th March	1-2pm	Science and Technology
Tues 20 th March	1-2pm	Health
Wed 21 st March	3-4pm	Arts
Wed 28 th March	1-2pm	Social Sciences
Fri 30 th March	1-2pm	NBS

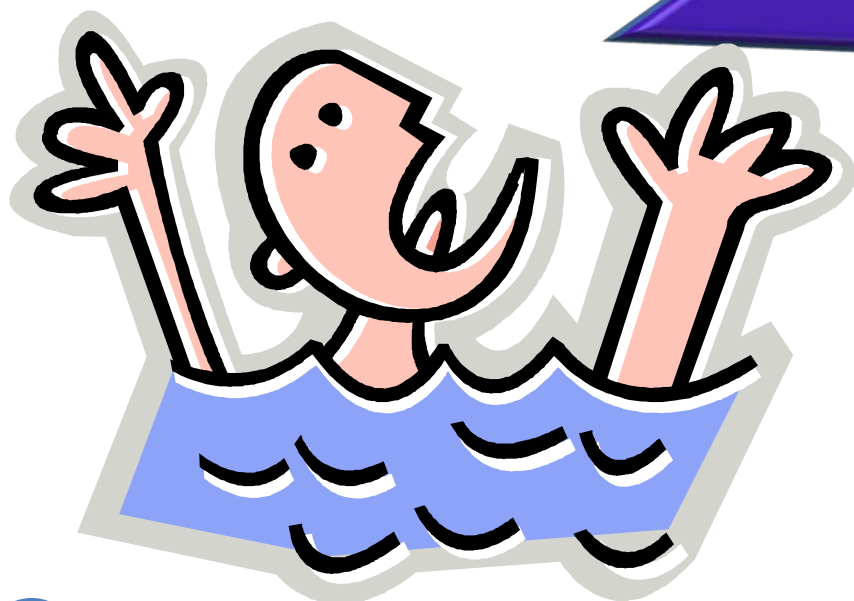
To get involved or for more information please contact:
Emma Rowling – URB@N Student Research Assistant
Email: erowling123@gmail.com



What we did . . . Libraries for Nursing



Putting yourself in the students' shoes



"I think reading lists play an important role because it's like being thrown into a swimming pool with lead boots on and no life saving device otherwise, and I think, it might change further on down the course, but I think particularly for new students the reading list is absolutely invaluable." (Yr 1 student)

Reading list analysis

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Sample reading lists

- ❑ 42% of information on reading lists is incorrect
- ❑ On average 23% of the books on reading lists are out of date
- ❑ 25% of books on reading lists are available as eBooks, but only 3% are labelled as such
- ❑ On average, books make up 73% of the sample reading lists
- ❑ The average number of sources on a reading list is 34.5 items, the most is 59, the least is 22
- ❑ NHS Perspective

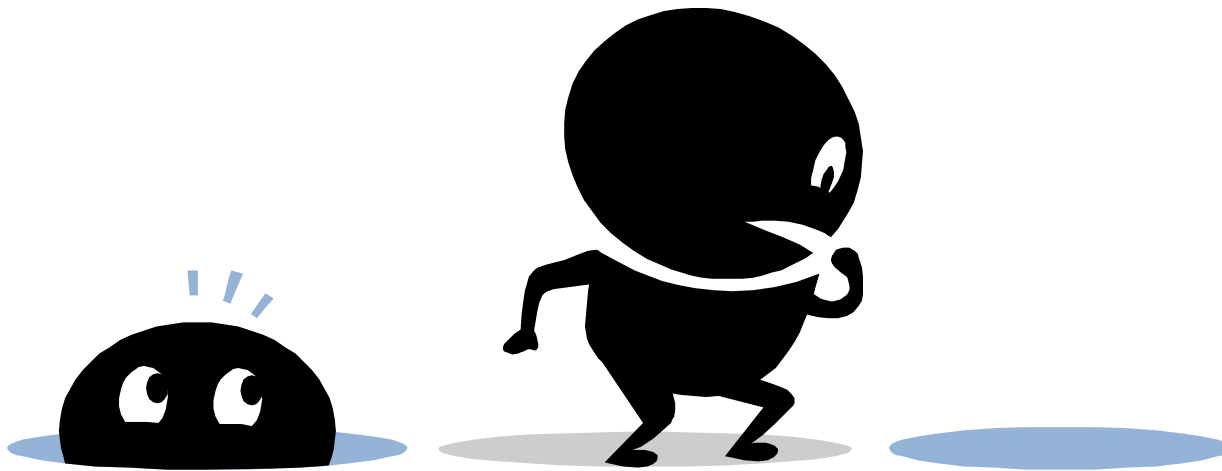
"It does make me chuckle when I get the odd reading list and I look and I think: **typo, spelling mistake, error,** and then we get penalised!" (Yr 2 student)

"...when you've been out of study for a while it's nice to have it as a guideline and then you can go to those areas and generally find more focused areas of your own particular setting from these." (Yr 2 student)

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"...the inconsistencies... their own individual styles... where the journals have been referenced slightly differently. Some use a comma, some use bold, some put full stops... I'm always cautious of just directly copying straight from the reading list!" (Yr 2 student)

- What next for the Rose-Siddall research?



Discussion

- What more can we do?
- How can we improve the service we offer?
- How can we prove the value of the service we offer?

What next?



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- Study day November 2012
 - Marketing on a limited budget (and limited time)
- Study day March 2013
 - Tried and tested technologies workshop



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Watch this space!



Questions?



References

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