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Context and Contribution: Going Beyond the Research Paper in the Health Sciences

Laura Menard
Butler University, lmenard@butler.edu

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Context and Contribution: Going Beyond the Research Paper in the

Health Sciences

Presented by Laura Menard, Butler University



Purpose

Transform a research paper assignment into a web-based presentation to better meet university student learning outcomes and integrate information literacy competencies into a pharmacy course.

Subjects

Thirteen upper-level pharmacy students enrolled in the Ambulatory Care elective course participated.

Conclusions

Results and evaluation show that the project was successful as far as meeting learning outcomes. However, student responses to survey indicate that future projects might benefit from enhanced library and technical support presence throughout the duration of the class to facilitate best use of technology. Additional in-class work time was also requested.

Methodology

Students had previously been instructed to submit a written business plan as their final project for the course. Historically, no librarian had been involved in course design or provided in-class instruction. We saw an opportunity to use our existing technology and new embedded Health Sciences Librarian to re-design the project as a business plan proposal given by the students to key stakeholders in their hypothetical business. For their presentation, groups of students were tasked with using WordPress to create an interactive website. This gave the students a chance to develop skills in research, web design, citation, understanding copyright, and writing for publication. The librarian liaison provided targeted instruction throughout the duration of the course to assist students in developing these skills.

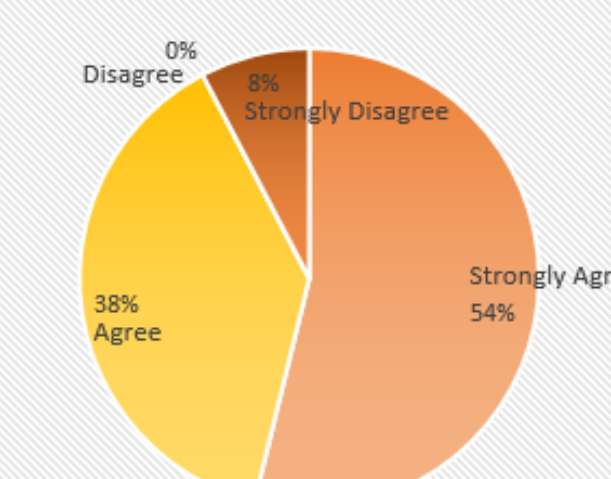
Results

The majority (92.31%) of students agreed that the re-designed project was an innovative assignment that had taught them new skills to succeed professionally. Of the respondents, the majority (73%) also agreed that they preferred the website to the paper format. Based on the rubric, a majority of student learning outcomes were met.

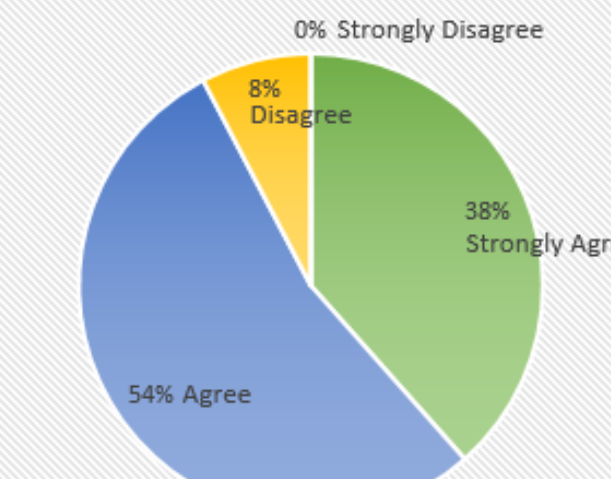
“ At first, I wanted to do the business plan in written format because it's what I'm used to and that's what I've always done. I was a little nervous about the website because I didn't know how to do it and have little background with it. After doing it, I think the website was fun and a different way of presenting, which was a nice change of pace. I'd recommend continuing the website. ”

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
The business plan assignment was an innovative assignment unlike projects I have completed in other courses.	38.46%	53.85%	7.69%	0.00%	13
The amount of time spent on this project was appropriate and comparable to other group projects in other courses.	0.00%	61.54%	38.46%	0.00%	13
Time allotted during class to work on sections of the business plan was beneficial.	53.85%	46.15%	0.00%	0.00%	13
The amount of time allotted during class for group work on the business plan assignment was sufficient.	15.38%	46.15%	38.46%	0.00%	13
Sufficient resources were provided by course instructors to successfully complete the business plan assignment.	15.38%	61.54%	23.08%	0.00%	13
Using the website as a medium to present our business plan enhanced the group's ability to deliver information regarding our service	30.77%	38.46%	23.08%	7.69%	13
I feel the website will serve as valuable resource for me in the future.	0.00%	75.00%	25.00%	0.00%	12
If asked by a future employer to develop a new pharmacy service, concepts learned from this assignment will be useful.	53.85%	38.46%	0.00%	7.69%	13

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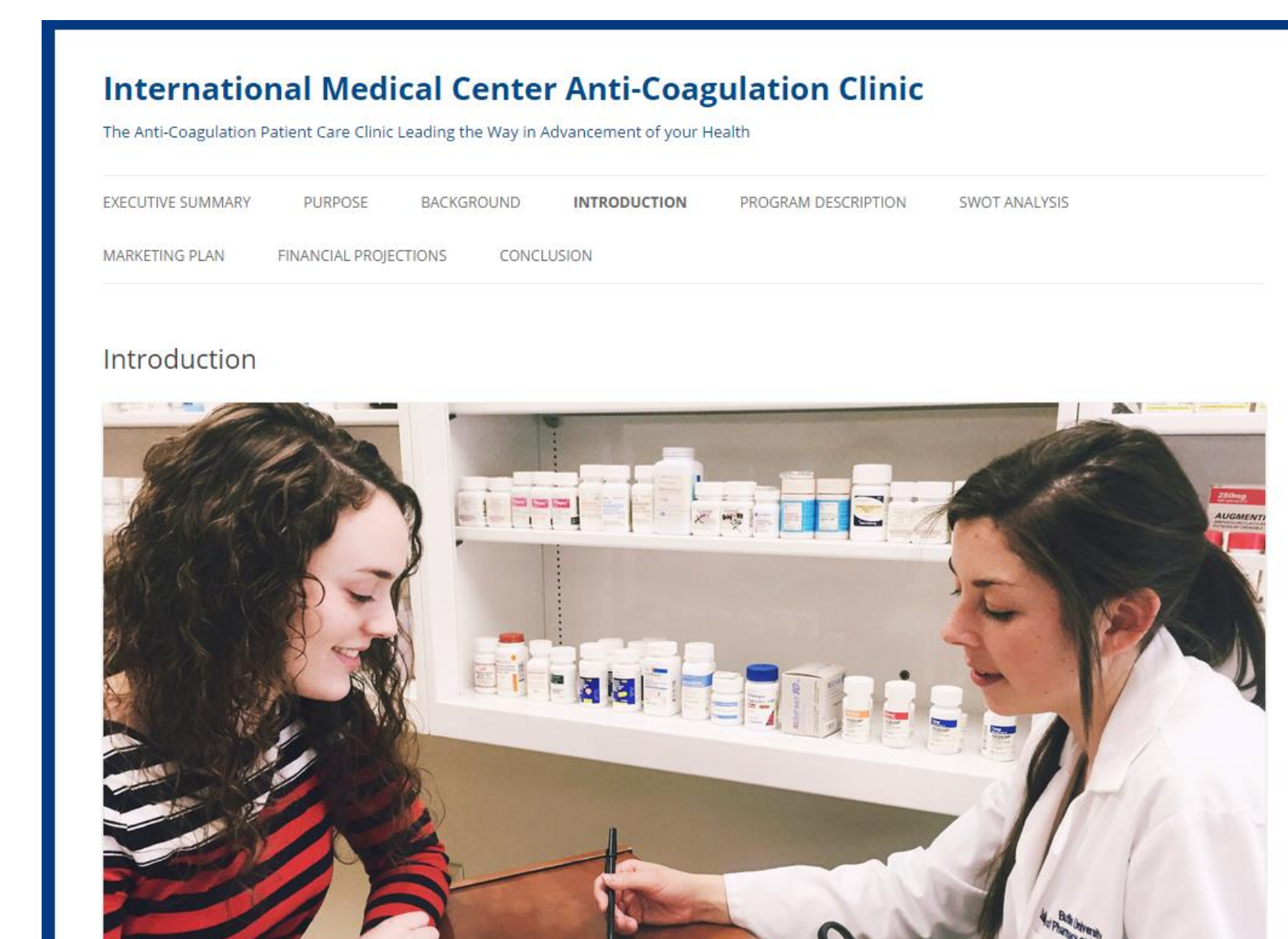


The business plan assignment was an innovative assignment unlike projects I have completed in other courses



Evaluation

After the final presentations, the instructors and embedded librarian used the project deliverable (websites) to assess several key student learning outcomes. Students were also asked to complete a survey assessing the success of the new project



WEBSITE DESIGN 40 POINTS	2 points	5 points	8 points	10 points
Writing	Many errors in spelling or grammar. Difficult to understand main idea.	Easy to understand, with many errors	Clear, concise, and well-written. Still has a few errors	Clear, concise, and well-written and edited. No serious errors.
Layout/Structure	Utilizes one page. No structure or organization	Utilizes one page with effort at organization, labeling, and navigation.	Utilizes two or more pages with fair organization, labeling, and navigation.	Utilizes multiple pages with clear order and strong organization. Consistent labeling and clear navigation.
Use of Information Sources	Does not include sources; includes sources of poor quality; does not attempt to cite sources	Utilizes few sources; uses some poor quality information sources; makes attempt but does not cite sources properly	Utilizes a good number of sources; most sources are credible; cites sources with some errors	Utilizes several sources. All sources are credible and academic. Cites sources with no errors
Images / Visuals	No images or images with no attempt at citation.	Few images are included. Images have little relation to pagetext; attribution was attempted but done improperly	Images are related to pagetext; most images are cited properly according to CC best practice.	Images have a strong relation to pagetext; some images are produced or edited by student; all images are cited properly according to CC best practice.
Total Web Design Points:				(out of 40 points)

BUSINESS PLAN CONTENT 60 POINTS	Unsatisfactory	Partially Proficient	Proficient	Exemplary
Executive Summary	1 point	3 points	6 points	8 points
Purpose, Background, Introduction	2 points	5 points	8 points	10 points
Program Description	2 points	5 points	8 points	10 points
SWOT Analysis	1 point	2 points	4 points	6 points
Marketing Plan	1 point	3 points	6 points	8 points
Financial Projections A listing of major operating and capital expenditures needed for the program, with a description and cost of each A financial breakeven analysis	2 points	5 points	8 points	10 points
Conclusion / Summary	1 point	3 points	6 points	8 points
Total Content Points:				(out of 60 points)