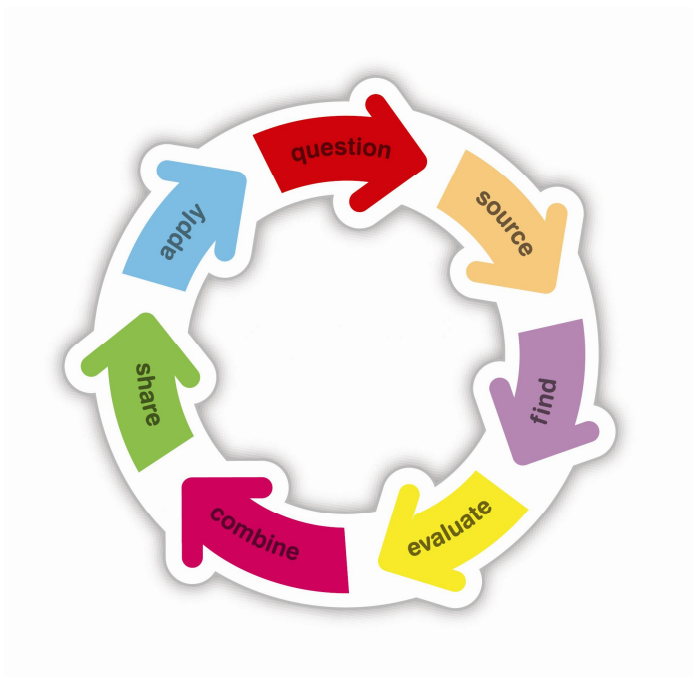


Health for all

The Equality in Health booklet from the Better Informed for Better Health and Better Care series



This work is licensed under the Creative Commons Attribution-Noncommercial 2.5 UK : Scotland License. To view a copy of this licence, visit <http://creativecommons.org/licenses/by-nc/2.5/scotland/>.

The Creative Commons licence enables users to derive other non-commercial works from the textual information provided that NES is acknowledged as the creator of the original work.

For more background and context on Information Literacy, please refer to the **Background** booklet in this series.

For the links between information literacy competence and the Knowledge and Skills Framework, please refer to the **Tables** booklet in this series.

For explanations of unfamiliar terms, please refer to the **Glossary** booklet in this series.

For demonstrations of search tools and techniques referenced in the tables, please visit our information literacy courses at <http://www.infoskills.scot.nhs.uk>.

For further information and resources related to information literacy, please visit the information literacy portal at <http://www.infoliteracy.scot.nhs.uk/home.asp>

Contents

| | |
|--|-----------|
| Introduction | 4 |
| Information Literacy | 4 |
| <i>The Model of the Information Literacy Process</i> | <i>5</i> |
| Examples of information literacy in action | 6 |
| <i>Food for the nursery</i> | <i>6</i> |
| <i>Mary and her line manager</i> | <i>9</i> |
| <i>Alex's Job</i> | <i>11</i> |
| <i>Chris and co-operation</i> | <i>13</i> |
| When your information source is a person..... | 14 |
| Further Information..... | 17 |

Introduction

Have you ever been aware of someone being treated unfairly in a work situation? Or, become aware of a lack of knowledge and experience when you've tried to give support to someone with a disability?

Then this booklet might help. It's intended to help illustrate some types of unacceptable behaviour together with a selection of resources which might be used to help resolve the situation.

This booklet will show you how to ask the right questions so that you find the right answers. It will help too in recognising 'good' sources of information, including workplace equality and diversity policies, human resources support, trades union officials, and items on the internet.

The booklet uses short extracts to describe specific situations and shows how some of the problems involved can be solved by using the steps of the information literacy cycle model. Following the extract, the stages of the cycle are shown in text which reflects the colour of that step. For example, the **question** stage is always coloured red, the **source** stage is beige, **find** is lilac and so on.



Information Literacy

Information literacy supports information use in every situation, from finding the results of a sports match, to identifying a local tradesman, to locating a book in a library. The explanations and demonstrations included in this booklet are intended to show how information literacy can help in forming and asking focussed questions, in finding needed

information from people or written and electronic sources, and in using retrieved information to make decisions.

Information Literacy is simply a short-hand way of saying “the ability to find, assess, use and manage ‘good’ information”.

The information literacy cycle model used in the booklet is a quick way to show the steps involved in getting to good information and using it when you’ve found it.

The Model of the Information Literacy Process

The model used is intended to illustrate, very simply, the seven basic stages of the information literacy process – your way to get the information you need. These are :

- Question** what do you need to know? As obvious as it sounds, you must ask the right question to get the right answer.
- Source** where can you look for the information? Your sources will include people as well as written and electronic materials. Perhaps there is someone you know or can contact who would be able to supply the information you need?
- Find** which words do you use in your search? At the *question* stage you will have identified the key words in your question and are now ready to use them to search the sources you have selected.
- Evaluate** have you found ‘good’ information? Look closely at the information you have found to check whether your question has been answered. Do you believe the information?
- Combine** have you learned something new and useful from your search? Blend this with what you knew before searching.
- Share** would other people in your family or workplace find your new information useful or interesting? How will you share it with them?
- Apply** how will you use the information? Will this help you take control and improve the situation?

Becoming information literate and developing your existing skills and abilities is an ongoing process. It requires the continuous application and improvement of previous learning to build your level of skill and knowledge.

Examples of information literacy in action

The following stories show how information literacy can help the people involved with their problems. Each story is followed by a single 'trip' around the information literacy process model, stage by stage.

Food for the nursery [Socio-economic issues]

Jane is a nursery school teacher based in a city area facing many social challenges. The local council has recently introduced a programme in this area, aimed at encouraging younger children to eat more fruit and vegetables with the goal of improving nutrition.

The programme has been successful, with many children now choosing fruit over crisps and other fatty snacks at break times.

Jane would like to introduce activities and displays to support the programme as she is aware of the importance of proper nutrition on educational performance. She wants to find out what sorts of resources might be available [QUESTION].

As her colleagues [SOURCE] are not aware of what might be possible, she decides to speak to her local health promotion/public health library [SOURCE] and to search the Internet [SOURCE] for possible items.

With the help of the librarian, Jane is able to locate, among other things [EVALUATE], a re-usable black and white outline poster [FIND] of the "healthy eating plate".

The librarian points out that there may be restrictions on the re-use of the image. However she discovers that, providing the posters display the Crown Copyright statement, they can be used within the nursery.

Jane decides to download the image and copyright statement for photocopying and to use it in painting and colouring activities [COMBINE] with the children. She also identifies a full-colour, full-size version of the poster and prints it for display on the notice board [SHARE].

For break times, Jane brings a small selection of unusual fruits for the children to taste [APPLY].

Commentary

A successful search for information begins with forming a search question. Jane has to be able to describe to the librarian the sort of information she needs in order to get help to find it. Also, being able to identify the key terms within a question might help Jane to generate alternative words for those terms. Alternatives might be needed where colleagues' specialisms are in different disciplines as are Jane's and the librarian's.

What does the phrase **key words** or **key terms** mean? Key terms are the most important words in your search question.

Jane's **question** is : *What sorts of items and activities might be available to help young children learn about healthy foods?*

The main key words are **healthy foods** and **children**. An additional key term is **activities**.

One way to list Jane's key words and substitute words which have the same meaning (synonyms), is to draw up a table.

Jane's table might look like this :

| Key word | Substitute word |
|----------------------|--|
| Healthy foods | Good diet Nourishing food Wholesome food Healthy eating Nutrition |
| Children | Youngsters Pre-schoolers Under 5s Nursery Kindergarten |
| Activities | Games Pastimes Amusements Entertainments Health Promotion Resources |

A table of words may help when Jane comes to search for information, particularly if she is using written or online sources. If she can't find what she needs using the first words she thought of (healthy food and children) she can use some or all of the other words in the table instead.

Getting to the information

Jane’s inability to find relevant or adaptable materials in the nursery filing cabinets and ‘project chests’ has led her to contact her local librarian for help. Her ‘trip’ around the information literacy cycle is summarised below.

| Jane’s application of the information literacy process | |
|--|---|
| Question | What sorts of items and activities might be available to help young children learn about healthy foods? |
| Source | Local health promotion/public health library |
| Find | Poster, outline drawing |
| Evaluate | Checks for re-usability |
| Combine | Selects re-usable outline and copies Crown Copyright statement |
| Share | Photocopies outline drawing, adds poster to notice board |
| Apply | Encourages children to try healthy foods |



As well as identifying and using new information sources (the librarian and three Internet education directories : education-world, eduhound and edna), Jane has learned a bit more about re-using information ethically.

Although she’d been aware that not all Internet information was provided free and unrestricted, she had not until now, appreciated the need to display such things as copyright notices on downloaded resources.

This is something she will check in future when she retrieves any information for re-use.

Reflection

Are there other copyright-related restrictions which might apply to re-use of retrieved materials?

Are there other legal or ethical considerations Jane should be aware of when she re-uses information?

In the following scenarios, there are at least two people who need support and/or information.

Mary and her line manager [Racial discrimination issues]

Mary is a qualified nurse who has worked in an NHS orthopaedic department for some years. She is originally from Jamaica and still retains her accent.

She watched as a colleague, Mike, tried to deal with systematic bullying by their line manager, Diane. Mary gave support, a shoulder to cry on and offered to speak with a more senior manager about Diane but Mike insisted that he could cope.

Eventually, he was transferred to another department and Joy took his place. She was then subjected to the same bullying Mike had experienced.

Again Mary offered support, senior members of staff talked with Diane and things did improve for a time.

However, Diane's attention soon turned to Mary herself. Diane began to ridicule Mary's speech and to accuse her of being illiterate because of her pronunciation of certain words.

Diane's behaviour has affected Mary so badly that she is currently in her fourth week of sick leave and is undergoing counselling.

Commentary

In this scenario, the two people who need support and/or information are Mary and Diane. Diane's behaviour has implications both for the staff she supervises (causes stress-related illness) and for the NHS (loss of experienced staff). Mary needs to know how to protect herself and whether her employing organisation can help protect her from her manager's unreasonable behaviour. For one trip around the IL cycle, we'll use Mary's experiences.

Question – what does Mary need to know?

How can I deal better with racially motivated bullying so that I can keep myself well?

Source – where will he look for the information?

Mary has opted to search the Internet.

Find – what words will she use in her search?

She might use "bullying", "intimidation" or "stress". Using the key word "bullying" Mary identifies the website Bully OnLine (<http://www.bullyonline.org/>) and learns more about intimidation in a variety of contexts together with possible strategies for dealing with it. She also finds a link to the Department of Health website (<http://www.dh.gov.uk/en/Managingyourorganisation/Equalityandhumanrights/index.htm>) where there is a great deal of information on equality.

Evaluate – is this ‘good’ information?

How will Mary know whether the information she finds is reliable? She will have to check the source to make sure that it has been produced by someone who is experienced in the area.

Combine – does this add to what Mary already knew?

Mary now has some advice on ways to stay well and perhaps defuse Diane’s threatening behaviour.

Share – who else could use this information?

Mary might share the information with her family, her colleagues and her managers.

Apply – how will Mary use what she has learned?

She intends to take better care of herself by using the information she has found and to learn more about Employment Law, the Race Relations Act and about NHS equality and diversity policies.

Summary

| Mary’s application of the information literacy process | |
|--|--|
| Question | How can I deal better with work-related bullying so that I can keep myself well? |
| Source | Google and internet |
| Find | Uses the words : ‘bullying’ ; ‘intimidation’ or ‘stress’ |
| Evaluate | Check retrieved sources to make sure that items have been produced by an experienced, reliable person or organisation. |
| Combine | Combine known concerns with retrieved information. |
| Share | Share information with family, colleagues and managers. |
| Apply | Use ‘signposts’ in new materials to learn more about her rights at work. |



Reflection

Are there other sources you might recommend to Mary?

Apart from the solutions she’s identified, what else might Mary do to protect her health?

Alex's Job [Disabilities issues]

Alex is a teenager who has physical and learning difficulties. As he is nearing the end of his school career, he would like some sort of work experience so that he, together with his school and parents, can assess how well he will cope in a work environment. A local hospital would like to trial placements for students from Alex's school but the liaison officer, Pat, is not sure of the support needed nor of the abilities of the students.¹

Commentary

In this scenario, there are many people who need information. Alex and his teachers need to know what will be expected of him, Pat needs to know what Alex's abilities are and how to support him where necessary. Alex's parents need to be sure that he will be safe at work. This means that each person involved will be an information source for the others. For one trip through the information literacy cycle, we'll use Pat's viewpoint.

Question – what does Pat need to know?

What difficulties does Alex have and how can we address them?

Source – where will she look for the information?

Pat needs to speak with Alex's parents and teachers.

Find – what words will she use in her search?

She might use the words "skills" and "abilities", "support needed", "job requirements", "physical environment"

Evaluate – is this 'good' information?

How will Pat know whether the information she is given is reliable? She will be communicating with people who know Alex very well and who live and work with him.

Combine – does this add to what Pat already knew?

From the information supplied by Alex's school, parents and Alex himself, Pat will be able to create a workplan for Alex.

Share – who else could use this information?

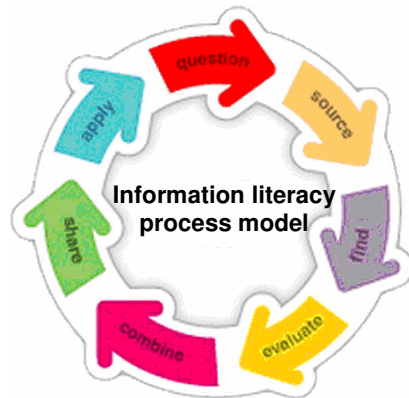
Pat will share the workplan with Alex, the staff who will work with him and with his parents and teachers.

Apply – how will Pat use what she has learned?

She will use the information she has to help support Alex through his work placement and to support the staff who will be working with him. She may also use it to help formulate plans for the expansion and continuation of the scheme in subsequent years.

¹ Adapted from : City Hospitals Sunderland NHS Foundation Trust Case Study at URL <http://www.dh.gov.uk/en/Managingyourorganisation/Equalityandhumanrights/Equalityanddiversitycase studies/index.htm>

| Pat's application of the information literacy process | |
|--|---|
| Question | What difficulties does Alex have and how can we address them? |
| Source | Alex's parents and teachers |
| Find | Uses the words "skills" and "abilities", "support needed", "job requirements", "physical environment" |
| Evaluate | She is given information by people who know Alex very well and who live and work with him |
| Combine | Pat combines the information she has been given to create a workplan for Alex. |
| Share | Shares the workplan with Alex, the staff who will work with him, his parents and teachers |
| Apply | Supports Alex through his work placement and to supports the staff who will be working with him. |



Reflection

Are there other sources you might recommend to Pat?

How might the success of the placement be judged?

Chris and co-operation [Sex discrimination]

Alana sometimes makes comments to her assistant, Chris about how attractive he is. Chris doesn't respond when she makes these comments.

One day, he requests approval to attend a professional conference. Alana says that she will consider the request and suggests that they go for drinks and dinner after work. Chris makes it clear that he wants their relationship to be purely professional and would therefore prefer not to go out. Alana says that she understands.

A week later, Alana informs Chris that she has refused his conference request. He asks Alana for an explanation, and she says that if he would be more "co-operative", more opportunities like the conference might be made available to him.

Chris asks if the co-operation Alana wants is sexual. Alana smiles and says "You work it out".

Commentary

The working relationship that Chris would prefer is apparently not what Alana expects. He has already said that he would like things to be "purely professional" but Alana is not hearing what he says and is trying to force him into a sexual relationship. Clearly, this is a case of sexual harassment and Chris needs to know how he can deal with it.

Question – what does Chris need to know?

What can I do to put an end to the sexual harassment I'm experiencing at work?

Source – where will he look for the information?

Chris could consult a trade union representative and his employing organisation's equality and diversity policies.

Find – what words will she use in her search?

He might use the words "harassment" and "sexual harassment", "discrimination", and "sex discrimination"

Evaluate – is this 'good' information?

Chris can be confident the advice and information provided by the two named sources is reliable

Combine – does this add to what Chris already knew?

Chris has learned more about the organisation's standards of acceptable behaviour which have confirmed that Alana is conducting herself improperly.

Share – who else could use this information?

Chris will share what he has learned with Alana in an attempt to persuade her to change her behaviour.

Apply – how will Chris use what he has learned?

He will use what he has learned to help protect himself against Alana’s advances and to inform the actions he will undertake should the situation not improve.

Summary

| Chris’s application of the information literacy process | |
|--|---|
| Question | What can I do to put an end to the sexual harassment I’m experiencing at work? |
| Source | Trade union representative and his employing organisation’s equality and diversity policies. |
| Find | Uses the words “harassment” and “sexual harassment”, “discrimination”, and “sex discrimination” |
| Evaluate | Chris can be confident of the reliability and validity of the information provided by the two named sources. |
| Combine | Chris has learned more about the organisation’s standards of acceptable behaviour which have confirmed that Alana is conducting herself improperly. |
| Share | Shares the information with Alana to try to persuade her to behave more acceptably towards himself. |
| Apply | Uses information for self-protection and to guide any necessary next steps. |



Reflection

Are there other information sources you might recommend to Chris?

What might his next steps be?

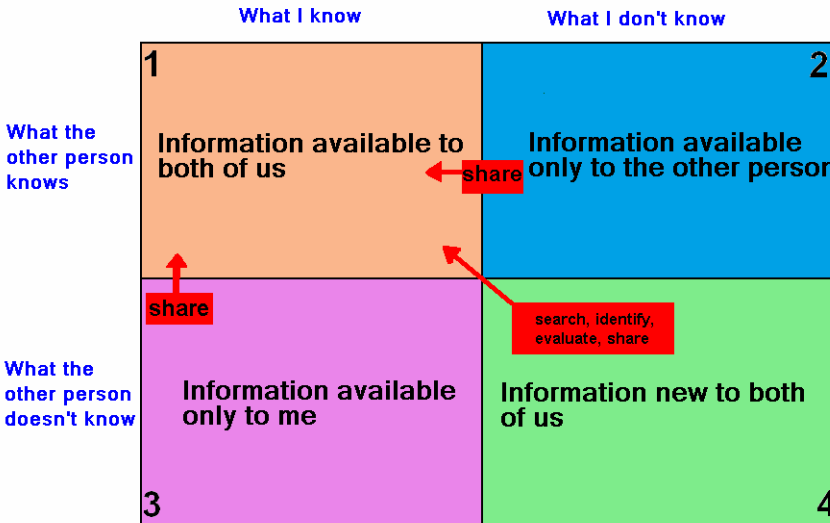
When your information source is a person

When you need information and you ask another person for help, it seems obvious to say that they will know things that you don't and you will know things that they're not aware of. This is one reason that it is important to be clear in your own mind what information you need from them so that you can ask the right question or, perhaps, use the right words when you ask questions.

When you speak with another person the diagram below might help you "see" your information need from more than your own point of view.

If you imagine yourself as the 'I' in the diagram, and the 'other person' as the person you expect to help answer your questions, you will be able to see where you share information and where you each need to supply information to the other person.

Information availability during a conversation



© NES, 2007-08

- Box 1** represents information known to both of us. It also holds information freely available to everyone and might include details reported in newspapers, magazines, books, television programmes etc.
- Box 2** represents the information that the other person is aware of , much of which may be contained in his/her head. I can access this information only if the other person chooses to share it with me.
- Box 3** is information only I know. This box is about my feelings, thoughts, worries and wishes. The other person can access this information only if I choose to share it with him/her.
- Box 4** represents information as yet unknown to both myself and the other person. This may be identified and recovered by following the information literacy cycle from the question stage to the apply step. When retrieved and shared, this information will add to the contents of Box 1.

Further Information

For more detailed information about Information Literacy, its context, background, links to KSF and other occupational standards and competencies, please see the other booklets in this series. These are available online from the Information Literacy Portal at <http://www.infoliteracy.scot.nhs.uk>

Further support in developing your information skills is available through the Information Literacy Skills courses online at <http://www.infoskills.scot.nhs.uk>. The course consists of eight modules : an introductory module which helps you assess your IT skills while each of the following seven modules is dedicated to a single step in the information literacy process.

Project Implicit

Project Implicit blends basic research and educational outreach in a virtual laboratory where visitors can examine their own hidden biases. If you would like to explore your own conscious or subconscious preconceptions about other people, there is a series of online questionnaires available at URL <https://implicit.harvard.edu/implicit>.

If you would like some comment or feedback on your responses to the questions in this booklet or, if you would like to comment on the content of the booklet itself, please contact

Eilean Craig
Knowledge Outreach Manager
Libraries and Information Literacy team
Knowledge Services Group
NHS Education for Scotland
First Floor
Clifton House
1 Clifton Place
Glasgow
G3 7LD

Tel : 0141 352 2915

email : infoliteracy@nes.scot.nhs.uk