Types of Information Sources

(Refer to Manual: ‘Navigating for Information’ Ch 2 – Information Sources and Resources p20)

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Information sources
(Chapter 2: Information Sources and Resources)
Books

Print: Library catalogue
+ format, focus on a specific topic, organize existing information
- outdated, can be destroyed, single user

Electronic: http://www.library.up.ac.za/ebooks/submal.htm
+ Easily updated, added value
- Need a computer, infrastructure to get access to book

Example: Dreams
Behrman: Nelson Textbook of Pediatrics - 3 Results
Journals

• A journal is a periodical, which generally contains material relating to research
• Appears at regular intervals – weekly, monthly, quarterly
• Content varies and can include editorials, articles, book reviews, etc
• They do not necessarily have the word “journal” in the title, e.g. New scientist
Journals

Print: Library catalogue
+ format, browsing, reading
- Use only in library, copies not as good as prints, single subscriptions expensive, space

Electronic: E-journals
+ 24/7 access – any place any time, packages provide access to many titles, availability
- Need a computer, infrastructure, difficult to read article on a screen, can be removed from full text list
Reference Works

• Provide short, to-the-point factual information
• Good starting point – provide definitions & general information
• Examples:
  Encyclopaedias
  Dictionaries
  Directories
  Atlases and maps
Reference works: examples

Print:

Encyclopaedias:

Dictionaries:

Directories:

Atlases and maps:
Reference works: examples

Electronic:

e-Reference books: [http://www.library.up.ac.za/ebooks/subref.htm](http://www.library.up.ac.za/ebooks/subref.htm)
Government publications

Official publication issued by a government publishing facility

Examples:
- Statutes
- Acts
- Government gazette
- Debates of parliament (*Hansard*)

Government Publications:
Documents on Health

- 2001 HIV/AIDS Antenatal survey report conducted in the Free State, 14 May 2002 PDF
- 2006 Global Hunger Index: A Basis for Cross-Country Comparisons, 16 October 2006 PDF
- 2006 Report on the global AIDS epidemic, 30 May 2006 PDF
- Accreditation for Conformity Assessment, Calibration and Good Laboratory Practice Act [No. 19 of 2006 PDF
Etc.
Acts important for health workers

- Mental Health Care Act no 17/2002
- Births and deaths registration amendment act no 43/1998
- Sterilisation act no 44/1998
- Criminal matters amendment act no 68/1998
- Aged persons amendment act no 100/1998
- Domestic violence act no 116/1998
- Criminal procedure amendment act no 76/1998
- Choice of termination of pregnancy act no 92/1996
- Child care amendment act no 96/1966
- Health Act no 63/1977

etc.
Audiovisual media

CD's, DVD's, Blu-Ray, Video's, etc.

House MD. Season one disc 1 [video recording].
Los Angeles: Universal; 2005. MEDOV 1083 HOUSE

Dental anatomy & 3-D interactive tooth atlas [electronic resource]

Portola Valley: Brown & Herbranson; 2005. VKLOV 278 DENTAL
Bibliographic databases

• Do not contain full text documents – representations of documents
• Usually author, title, source, abstract, keywords
• Sometimes a hyperlink to full text version
• Important databases for health: *Medline*, *African Healthline*, *MDConsult*, *Health & Wellness Resource Center*
Unique Identifier: 17351839
Authors: Blatt B., Black M., Maring J., Mintz M., Simmons S.J.
Authors Full Name: Blatt, Benjamin; Black, Margaret; Maring, Joyce; Mintz, Matthew; Simmons, Samuel J.
Institution: Clinical Learning and Simulation Skills Center, Department of Medicine, The George Washington University School of Medicine and Health Sciences, George Washington University Hospital, Washington, DC 20037, USA.
Title: Acting on reflection: the effect of reflection on students' clinical performance on a standardized patient examination.
Abstract: BACKGROUND: Little evidence exists to support the value of reflection in the clinical setting. OBJECTIVE: To determine whether reflecting and revisiting the "patient" during a standardized patient (SP) examination improves junior medical students' performance and to analyze students' perceptions of its value. DESIGN: Students completed a six-encounter clinical skills examination, writing a guided assessment after each encounter to trigger reflection. SPs evaluated the students with Medical Skills and Patient Satisfaction checklists. During the last three encounters, students could opt to revisit the SP and be reevaluated with identical checklists.
PARTICIPANTS: One hundred and forty-nine third year medical students. MEASUREMENTS: Changes in scores in the Medical Skills and Patient Satisfaction checklists between first visit and revisit were tested separately per case as well as across cases. RESULTS: On the medical skills and patient satisfaction checklists, mean revisit scores across cases were significantly higher than mean first visit scores (12.6 vs 12.2 (pooled SD = 2.4), P = .0001; 31.2 vs 31.0 (pooled SD = 3.5), P = .0001). Sixty-five percent of the time, students rated "reflect-revisit" positively, 34% neutrally, and 0.4% negatively. Five themes were identified in the positive comments: enhancement of (1) medical decision making, (2) patient education/counseling, (3) student satisfaction/confidence, (4) patient satisfaction/confidence, and (5) clinical realism. CONCLUSIONS: Offering third year medical students the option to reflect and revisit an SP during a clinical skills examination produced a small but nontrivial increase in clinical performance. Students perceived the reflect-revisit experience as enhancing patient-centered practices (counseling, education) as well as their own medical decision making and clinical confidence.
Theses & Dissertations

• A research report as presented as part of an academic course for a higher degree
• UP = UPeTD: Theses & dissertations available in electronic format
• Part of a worldwide network
• TD’s available on the internet – research more accessible
Thank you!