

Need to Know

Utilizing Information in Practice

Is this the TRUTH?

A 2003 study suggested that blood glucose and cholesterol levels could be reduced by the ingestion of one teaspoon of cinnamon a day.

A new study** concludes that cinnamon does not have these effects.

Which study is true?

The most recent research was a meta-analysis of the previous research. A meta-analysis is a systematic review of previous research conducted on a topic. The research reviewed were trials which used experimental and control groups who were given cinnamon or a placebo. The data collected was Hemoglobin A1C, fasting blood glucose levels and/or lipid levels. Of all the research studies on the use of cinnamon, only 5 were included because most were not clinical trials. Among the five studies selected, the total number of subjects was 282 and included adults with type 2 diabetes and adolescents with type 1 diabetes. Subjects lived in the United States, Europe and Pakistan.

Doses of cinnamon ranged from 1 to 6 grams.

The results of the meta-analysis indicated that cinnamon did not appear to improve A1C, blood glucose or lipid levels in any of the subjects.

Thus use of cinnamon to prevent diabetes in those with pre-diabetes is not known, and bears study.

**Baker, W., Gutierrez-Williams, G., White, C., Kluger, J., & Coleman, C. (2008). Effect of cinnamon on glucose control and lipid parameters. *Diabetes Care*, 31, 41-43.



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Historical Spotlight



Centers for Disease control and Prevention (CDC) 1946 to Present

CDC was founded in 1946 in Atlanta by Dr. Joseph Mountin. At that time it occupied only one floor of a building and had 400 employees. The predecessor of CDC was the Malaria Control in War Areas. Through Dr. Mountin's vision, CDC gradually evolved into a center for epidemiology.

Some highlights of CDC's illustrious history include

First disease surveillance program in 1949

Epidemiological Intelligence Service in 1950 (to guard against germ warfare)

Use of the surveillance program to trace the influenza epidemic of 1957

Eradication of smallpox in 1977

As CDC grew, it took on management and education about other diseases, such as venereal disease and childhood illnesses.

CDC's past was not always filled with notable successes. On such event was the famous Tuskegee study, in which the long term effects of untreated syphilis was studied in a group of black men. Although CDC did not begin the study in 1932 (it was initiated by the Public Health Service), it was transferred to CDC in 1957. Only when the public became aware of this study were the remaining participants treated.

The words "and Prevention" were added to CDC's name in 1992, but the law required that the official name remain CDC.

Today, CDC remains in Atlanta, and employs thousands of people throughout the world.

Information obtained from University of Chicago:
<http://www.uic.edu/sph/prepare/courses/chsc400/resources/cdhistory.htm>

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Searching Tips

Searching – Finding the Full Article

We hear quite a bit about consulting research articles and using the professional nursing literature in practice. Yet, as we know, most journals are not free. So how do you get the actual journal article? The following are some tips on how to find free articles and how to get the best deal on the rest.

Finding Free Articles

Membership Benefits: Access to a society's journal often comes with the membership dues. For example, members of the Society of Pediatric Nurses receive the *Journal of Pediatric Nursing*. Keeping your print copies or your membership number handy will make these easy to use.

Your Hospital Or Clinic Library: Even if your hospital library does not have the journal you need, the librarian may be able to order it from another library. Depending upon your institution, there might be a small fee for the interlibrary loan. If you should be interviewing for a job, it's a good idea to ask what support they will give you in terms of access to journal articles, databases and library services.

Publishers: Some publishers post articles to the public for free. Some examples are *American Journal of Public Health* and *Clinical Journal of Oncology Nursing*. When you're searching in PubMed, use the Limit tab to select "Link to free full text." You might also find free articles using Google or sites such as Nursingcenter.com. However, these are often hit or miss as to whether you'll find an article on your topic.

Getting the Best Deal

You can, of course, pay out of your own pocket for a subscription to a journal that you use often. You can also pay for individual articles off the publisher's site. If you've searched through PubMed and looked at the article abstracts, you've undoubtedly seen the publishers' links. Prices can vary from \$7.00 up to \$30.00 or more.

To get a more consistent rate, consider joining **Loansome Doc** through the National Library of Medicine.

http://www.nlm.nih.gov/pubs/factsheets/loansome_doc.html

The cost of this service depends upon the library you register with. For example, the J. Otto Lottes Library at the University of Missouri charges Loansome Doc members \$11.00 for articles that are owned by the library and \$20.00 for articles that the library must find elsewhere. If you were to order articles directly through the J. Otto Lottes Library, the costs would be \$15.00 for articles owned by the library and \$30.00 for articles that the library must find elsewhere.

Also consider subscribing to the **MAHEC Digital Library**. A yearly fee will get you access to databases such as CINAHL, online books, 100+ journals, unlimited interlibrary loans for journals not in the MAHEC library, and also free literature searches by librarians. We recommend that you check with your employer to see if they are already a member of the MAHEC Digital Library. If they are, then you can register for free. For more information, go to <http://www.maheclibrary.org>.

Website

Disaster Information Management Research Center (DIMRC)

The National Library of Medicine has released the Disaster Information Management Research Center website (<http://sis.nlm.nih.gov/dimrc/>). This website is committed to providing essential information as part of the Federal effort to help prepare, respond to, recover from and mitigate the adverse health effects of disasters in conjunction with Federal, State and local governments, private organizations and local communities.

The DIMRC website is a portal that offers access to the disaster information tools Radiation Event Medical Management (REMM) and Wireless Information System for Emergency Responders (WISER). It also includes links to TOXNET (Toxicology and Environmental Health Resources), information links to over 700 health topics for the general public, as well as links to local and health organization resources.

For those who are involved with disaster/emergency planning, there are links to other organizations concerned with public health and disasters such as Centers for Disease Control and Prevention (CDC), Office of Hazardous Materials, Initiatives and Training, Department of Transportation, Health and Human Services, etc. Also included are links to medical and scientific literature with PubMed, PubMed Central, Toxline and the Resource Guide on Public Health Preparedness.

The DIMRC website provides access to so much information related to emergency and disaster situations that practitioners should take the time to familiarize themselves with the site. It can easily be used for planning related to emergency situations, and also can be very valuable for access to information during and after a disaster/emergency has occurred.

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TEACH IT

In this session we will discuss writing objectives for your teaching session.

Having clear objectives will help the learner know exactly what is expected, and will provide a blue print for you in planning your educational session.

Basically, there are three types of objectives. The cognitive focuses on the content or knowledge to be learned. Terms such as *identify*, *describe*, *explain* can be used in cognitive objectives. For example, *identify* the symptoms of head lice infestation.

These are the fastest to learn.

Psychomotor objectives focus on the activities to be performed in the learning process. Terms such as *demonstrate*, *employ* and *construct* can be used in psychomotor objectives.

For example, *demonstrate* the proper technique for administering MMR vaccine. These objectives are accompanied by the cognitive objectives, which provide the content that supports the psychomotor activity.

Finally, there are affective objectives. These are the most difficult to achieve because they focus on the feelings and emotion behind the content being taught. Often the terms used to measure affective objectives appear to be cognitive or psychomotor, but they have a feeling, value or emotion attached to them.

You might provide education to the diabetic about diet. The patient explains the diet. However, the patient does not follow the diet because it requires time to incorporate these dietary changes into one's lifestyle. So an affective objective in this case might be *Demonstrate* the value of following the diabetic meal plan as measured by blood glucose levels that are within normal limits. This looks like a psychomotor objective. It does involve the psychomotor activities of preparing/selecting the proper food. However, it involves a lifestyle change that will be revealed in the blood glucose levels.

This objective is the most difficult and takes the longest to achieve.

This information from Penn State University will assist you further in writing measurable objectives.

http://tlt.psu.edu/suggestions/research/Blooms_Taxonomy.shtml.

Alert Notice!

If you are interested in a new or refresher course on finding and using websites and/or using professional databases, e.g. PubMed, be sure to contact us to set these up. We will offer classes through November, 2008. Contact Michelle Custer at custerm@missouri.edu if you are interested in setting something up in the next six months.

Announcement!

If you have not completed the NLM surveys, please give us your feedback. Visit our website at <https://www.phn.missouri.edu/survey.aspx> and click on the workshop you attended: Consumer Websites workshop or Professional Databases workshop, If you attended both workshops, please complete both surveys.

Please evaluate our Need to Know newsletter by visiting our website at <https://www.phn.missouri.edu/newsletter.aspx> and clicking on Evaluate Newsletter.

This information is very valuable to us. It helps us report back to our funders and helps us lay the groundwork for additional grants.