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Teaching and Learning Together: Situating Information Literacy in the Library Social Services Landscape of Practice Through Online Scenario-Game-Based Training

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Teaching and Learning Together: Situating Information Literacy in the Library Social Services

Landscape of Practice Through Online Scenario-Game-Based Training

by

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ABSTRACT

A scoping literature review and a qualitative case study were conducted in this dissertation research to explore formal information literacy instruction and professional development for librarians and social workers in the context of library social services. This research provides avenues for increasing understanding about how each is prepared to provide mental health and social service information and resources in public libraries.

The scoping literature review was conducted on 19 studies published since 2002 focusing on librarians' roles in information literacy instruction in social worker education. Articles were reviewed according to published Scoping Review guidelines. Trends were described regarding instructional and technological characteristics, research design, and outcomes. Findings indicate a need for further research on information literacy training to guide librarians in delivering information literacy training to support social workers' use of research for practice.

The qualitative case study explored librarians' and social workers' experiences in an online scenario-game-based training program for Responsive Librarianship, a model for the delivery of personalized library services in response to a health or wellness concern. Analysis was conducted using the Community of Practice for Blended Learning Model to determine how participants' responses to course design and activities related to community of practice characteristics. Findings of this study explain the role that scenario-game-based training plays in developing Responsive Librarianship skills through authentic cases and problem-solving opportunities in a safe environment for practice.

There has been little research pertaining to situated information literacy in the landscapes of practice of social services in libraries. The contributions of the two studies in this dissertation are projected to help librarians and social workers design and develop information literacy instruction that prepares social workers for library social work practice and supports both librarians and social workers providing social services in libraries. Responsive Librarianship training using scenario-game-based training in an online interprofessional community of practice is a way to bridge academic information literacy instruction with what is needed for the workplace.

CHAPTER ONE:

INTRODUCTION

Public libraries are often viewed as vital and trusted institutions in the community (Horrigan, 2015, 2016) where anyone can go for information for dealing with simple to complex problems (Zettervall & Nienow, 2019). Since the late 19th century, libraries have played a role in providing assistance to those who may not have a strong safety net (Zettervall & Nienow, 2019). Beginning in early 2020, libraries adjusted to patrons' needs during the global COVID-19 pandemic by expanding mobile Wi-Fi options, creating digital navigator programs to support digital literacy, increasing online programing, and making outdoor spaces available (Guernsey et al., 2021), even when their doors were largely closed to the public. The pandemic and its aftermath have placed social, psychological, and emotional stress on individuals, and it is projected that the effects will linger long after the infection rates have stabilized (Czeisler et al., 2020; Substance Abuse and Mental Health Services Administration (SAMHSA), 2021; Xiong et al., 2020). Social support has been recommended as a way to help the general public to cope and to heal (Hong et al., 2021; Liu & Doan, 2020; Moreno et al., 2020), and while some social support services are within the typical scope of practice for librarians, in certain circumstances, patron needs are more complex and may require specialized services. In an effort to address complex patron needs, libraries have established collaborations with organizations like health departments and schools of social work to extend their reach in trusted and familiar environments (American Library Association (ALA), 2021b; D. Johnson, 2019; Sarah C.

Johnson, 2019; Wahler et al., 2020; Wahler et al., 2021). As libraries partner with these organizations, professionals from the respective disciplines (such as social work or public health) help individuals manage their health and wellness and can be beneficial in connecting individuals with needed resources.

Librarianship and social work have been referred to as "sister professions" in that they share similar Progressive Era origins (Soska & Navarro, 2020; Zettervall & Nienow, 2019), with many complementary goals and characteristics (Zettervall & Nienow, 2019), but there are also significant differences in the way these two professions approach services for the people they help. While much has been written about how the social worker's presence benefits library workers and patrons (Soska & Navarro, 2020), less has been published about the ways in which these two professions have collaborated in providing services, and what information needs collaborations would require that may be different from what each profession would require separately.

Responsive Librarianship is a new library services model designed to address an individual's specific needs through therapeutic reading (Cannon, 2019), and themed programming. It is a way for librarians and social workers to collaborate to improve mental health information literacy in the populations they serve. This model is grounded in the ecology of the service organization, and requires a training design flexible enough to allow learners to create knowledge socially through interactions with other trainees, as is the case in situated learning (Lave & Wenger, 1991), and in particular communities of practice (Wenger, 1998). Online scenario-based training can afford training participants the requisite competencies to become providers of Responsive Librarianship. Scenario-based games in an interprofessional

community of practice promotes social learning in the larger context of social services in libraries.

In July 2020, the University of South Florida Responsive Librarianship Lab was awarded a Library Services and Technology Award (LSTA) to work with three partner library organizations in Hillsborough and Pasco counties in Florida to expand existing Responsive Librarianship projects in residential treatment programs. The LSTA project involved developing a Responsive Librarianship curriculum and working with librarians from the partner organizations to design and implement Responsive Librarianship programming. This included curating evidence-based reading lists, designing lesson plans for therapeutic reading sessions, and conducting themed instructional sessions for the three public library sites. In addition to graduate students from the USF School of Information's Master of Arts in Library Science program, the Responsive Librarianship Lab collaborated with the University of South Florida School of Social Work to offer internship placements for social work students. Bachelor of Social Work students were involved in all aspects of the project, including creating environmental scans, preparing resource guides, and helping to facilitate online book discussions and instructional sessions on monthly themes. As a faculty member of the Responsive Librarianship Lab team, I incorporated the lesson plans, reading lists, and resource guides into a scenario-based online learning program for librarians and social workers to extend the impact of the project beyond the grant. To situate the Responsive Librarianship training in the information literacy instruction in the landscape of practice of library social services, I intend to prepare two research articles to explore the key concepts. First, I will conduct a scoping literature review to understand academic librarians' roles in information literacy instruction for social work education. Second, I will conduct a qualitative case study to understand librarian and social

worker training participants' experiences interacting with the online scenario-game-based training program and its associated community of practice.

Social Services in Libraries, an Interprofessional Endeavor

Libraries are one of the few types of settings that allow guests to spend extended periods of time in their facilities and use their services free of charge. Libraries have become "third spaces" (Elmborg, 2011; Westbrook, 2015) and de facto daytime shelters (Provence, 2018, 2020) where visitors can take shelter in climate-controlled spaces with computers, comfortable seating and restroom access. In some communities, libraries are one of few indoor places where people experiencing homelessness are allowed to spend time and away from the elements (Ruhlmann, 2014). Given their importance in the community, libraries have become hubs of activity, where "relationships are the new reference collection" (Zettervall & Nienow, 2019, p. 11) and where connecting the individual to the resources and services they need are important components of libraries' missions. The following sections describe ways that libraries have helped individuals access specific types of services, particularly mental health and social services.

Librarians as Information Providers, Bibliotherapy in Public Libraries

In recent years, public libraries have been identified as important for supporting both the physical health and wellness of communities (Morgan et al., 2016; Morgan et al., 2017; Rubenstein, 2018), but also mental health (Malachowski, 2014; Whiteman et al., 2018; World Health Organization (WHO), 2019). Libraries often help patrons access social services by providing technology infrastructure, assistance with technology, and access to online resources (Taylor et al., 2014). Librarians report that libraries have become places where patrons go for information and social service needs such as financial, mental health, housing, substance abuse-related, medical or health-related, or employment-related needs (Wahler et al., 2020; Wahler et

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al., 2021). Librarians, especially those with specialized consumer health information training (Kiscaden et al., 2021; Luo & Park, 2013; Rubenstein, 2018), can be a valuable community-based resource for locating health and social service information (Furness & Casselden, 2012; Luo & Park, 2013; Reference Adult Services Association (RUSA), 2015; Whiteman et al., 2018; Whitney et al., 2017). One way that librarians with specialized training have helped individuals directly is through information prescriptions (Macdonald et al., 2013; McKnight, 2014). This practice has gone by such names as bibliotherapy, prescriptions for literature, information therapy, signposting, information prescription, InfoRx and Ix (McKnight, 2014), with the librarian helping an individual access information through "prescribed" reading. The practice described by McKnight often involves a prescriptive interchange in which the individual is directed (usually by a health care provider) to read a specific text for a specific reason. In more recent years, the practice has extended to include fiction in such practices of creative bibliotherapy (Glavin & Montgomery, 2017), which uses guided reading of fiction or poetry or affective bibliotherapy (Betzalel & Shechtman, 2010; McClay et al., 2015; Shechtman & Nir–Shfrir, 2008), which uses empathy with story characters to stimulate catharsis and promote wellness. This recent emphasis on creative and affective bibliotherapy has paved the way for community-based therapeutic reading interventions, those that take place in non-clinical settings such as community centers, schools, and libraries, conducted by facilitators from a variety of educational and professional backgrounds with the goal of improving well-being (Glavin & Montgomery, 2017; Zanal Abidin et al., 2021). Community-based therapeutic reading programs have been described as being led by trained lay facilitators (Brewster & McNicol, 2021; Gray et al., 2016; Longden et al., 2015), librarians (Chamberlain, 2019; Öztemiz & Tekindal, 2021), social workers (Öztemiz & Tekindal, 2021), and educators (Wang et al., 2022). Although, these

programs have been described as having a positive influence on participants (Chamberlain, 2019; Malyn et al., 2020; Noone & Yang, 2022; Öztemiz & Tekindal, 2021; Pettersson, 2018, 2022; Tijms et al., 2018; Wang et al., 2022), training and professional development have been identified as a way to prepare facilitators from a variety of disciplines to provide the service effectively (Brewster & McNicol, 2021; Gray et al., 2016; Malyn et al., 2020).

Partnerships with Social Service Organizations

While librarians are well trained in providing information assistance to library patrons, and some even have specialized training on providing health information to the public (Clark, 2003; Kiscaden et al., 2021; Luo & Park, 2013; Medical Library Association, 2021), many have felt unprepared or ill-equipped to assist with complex needs, especially those that extend beyond an informational nature (Morgan et al., 2018; Senteio et al., 2021; Westbrook, 2015). Libraries have attempted to address these complex needs, by forming relationships with community organizations in order to help patrons access services (Gross & Latham, 2021; Shelton & Winkelstein, 2014; Wahler et al., 2020). This has been accomplished through programs like the Social Workers in the Library (SWITL) program (Luo et al., 2012) and through direct referrals by librarians to community organizations for social services (Bertot et al., 2016).

Library Social Workers

While library referrals are one way to address individuals' complex needs, some libraries have incorporated social work into their organizations' missions in a more intentional way, to reach individuals where they are. In 2009, San Francisco Public Library hired one of the first social workers to be embedded in a public library in the U.S. to provide services to persons experiencing homelessness (Dwyer, 2019; Wahler et al., 2020). Since that time, numerous other public libraries have followed suit (Johnson, 2021; Lloyd, 2020). While the practice has received

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news coverage in both mainstream and academic publications, little research has been published about the social workers' information needs when they are placed in libraries (Kelley et al., 2017; Zettervall & Nienow, 2019). Kelley et al. (2017) indicate that although social work in public provide services to the economically disadvantaged, the diversity of needs and interests is extensive. They indicate that social workers preparing for a library practice may also need to be able to provide resources for immigrants, school-aged children, job seekers, veterans, seniors, and myriad other populations.

From library management's perspective, perceptions of the library social work trend have been positive (Baum et al., 2022). Managers have described improvements in resource and social service provision that library social workers provide to patrons. However, issues remain regarding social workers' role in the library, supervision and assessment for social workers placed in the library, and how social workers and librarians can collaborate (Baum et al., 2022). Additionally, administrators' perceptions (Gross & Latham, 2021) of the need for social workers in libraries, including concerns over funding, licensure, and liability, have also been identified as potential challenges, as have perceptions that existing library staff may already have the capacity to address any social service needs.

Regarding social work education and its role in preparing students for practice in libraries, Bausman and Laleman Ward (2016) and Johnson et al. (2021) have been studying information literacy integration into the social work curricula in programs throughout the U.S. Their studies have identified systemic obstacles in programs to guaranteeing that social work graduates have the requisite information literacy skills to enter the profession prepared for an ethical, research-informed, data-driven practice. Teater (2017) and Knight (2013) describe a related issue, that social workers often have limited *access* to research literature to inform

practice, especially those who work in academic settings. Johnson et al. (2021) advocate for collaborative and sustainable partnerships among academic librarians and social work faculty for educating information literate social work practitioners, particularly in the use of open-access literature. For social workers placed in libraries, ensuring that they are trained to use the library resources available to them during placements could possibly address this barrier.

Libraries as Social Work Internship Sites

With limited budgets, many libraries have collaborated with schools of social work for internships for pre-service social workers (Sarah C. Johnson, 2019; Sarah C Johnson, 2019; Kelley et al., 2017). Johnson (2021) indicates that although there are over 100 sites that host social work students, there is very little academic literature examining the scope of these collaborations. Her 2021 study used multiple data types (an extensive review of the extant literature as well as public documents such as library memos and minutes, newsletters, annual reports, news articles, video clip websites, and social media posts) to determine the prevalence, nature, and fit of public library placements for social work internships. Findings suggest that interns have been involved with such projects as conducting needs assessments, providing training for library staff, and developing outreach to patrons.

Although social work internships have been a creative and economical way to address social service needs in libraries, there are issues to consider such as buy-in from administration and library staff (Johnson, 2021). Cuseglio (2020) describes librarians' lack of knowledge about the social work profession leading to miscommunication and confusion for early social work student placements in libraries. Teater (2017) and Knight (2013) describe challenges social workers outside of academic settings have regarding limited access to research literature to inform practice. This is also the case for many social work students as they are distributed in

their practicum placements (Foster et al., 2014; Knight, 2015). In recent years, scholars have begun advocating for integrated information literacy instruction in social work training programs to ensure that social work graduates enter the profession with sufficient skills for ethical, research-informed, data-driven practices (Bausman & Laleman Ward, 2015, 2016; Johnson et al., 2021).

Whole Person Librarianship

Whole Person Librarianship is a service model developed by librarian Sara Zettervall and social worker Mary Nienow through their collaborative work on a summer reading program for Somali teen girls (Zettervall & Nienow, 2019). Whole Person Librarianship applies social work concepts to library practice to improve the patron experience. As library-social work collaborations are increasing, Whole Person Librarianship aims to help librarians learn to provide more holistic services to patrons through methods derived from social work, by acknowledging that there are numerous aspects of identity and that people's behaviors are influenced by systems within which their lives are embedded (Gross & Latham, 2021). Whole Person Librarianship involves techniques that fortify library staff skills in areas of mental health, self-care, and strategies for working with people experiencing homelessness or who are in crisis (Aykanian et al., 2020). A Whole Person Librarianship Community of Practice was established in 2017 by Sara Zettervall to share ideas and updates with others from librarianship and social work for integrating social work concepts in libraries (Johnson, 2021; Zettervall, 2021a, 2021b). As of May 2022, this community of practice includes over 700 members. Interactions with key stakeholders have shown potential as a partners for future research or collaboration.

Responsive Librarianship

Similar to the Whole Person Librarianship approach to working individuals in a holistic way, Responsive Librarianship is the delivery of personalized library services in response to a specific need or problem (Cannon, 2019). This individualized model of service expands on the concepts of bibliotherapy and readers' advisory and involves asking questions to determine an appropriate text for a reader in an attempt to solve problems and to improve mental health outcomes (Shereff et al., 2017). Responsive Librarianship relies heavily on the individual's need and circumstance in a specific ecology (Walkup et al., 2016), or in social work terms, the person in the environment (Ben Shlomo et al., 2012; Zettervall & Nienow, 2019) as expressed through themed library programming and needs-based services. Responsive Librarianship has origins in bibliotherapy, but its differences are important (Cannon, 2018). Both bibliotherapy and Responsive Librarianship use reading to improve mood, but while bibliotherapy tends to be more prescriptive (for example, for this condition, use this book), as in McKnight (2014), Responsive Librarianship involves a personalized and responsive model to address the reader's need. In other words, Responsive Librarianship is not a one-size-fits-all approach. Responsive Librarianship training focuses on presenting a method of providing mental health information literacy through personalized readings and programming with an emphasis on empathetic communication. Developing communication strategies through model scenarios in which the librarian negotiates with the reader to identify the need and to help the reader choose reading material that will address the specific goal are key elements of training. Both librarians and social workers are trained on components of this model in their respective educational programs. Responsive Librarianship is a way to leverage the strengths of both librarians and social workers in a way to improve the health information literacy outcomes for the individual they are helping. Responsive

Librarianship training is especially well suited for a Communities of Practice approach since, according to Lave and Wenger (1991), the "learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities — it implies becoming a full participant, a member, a kind of person (p. 53)." For the professionals participating in Responsive Librarianship training, a decentering process allows for a full perception of themselves, which is reflected in the many other ways in which individuals define themselves in practice.

Librarian and Social Worker Preparation

To understand how librarians and social workers relate to each other in interprofessional educational settings, it is beneficial to be aware of their similarities and their differences. Librarianship and social work share significant overlap in professional ethics, which guide and influence the way each perform in service settings, organize priorities, and make decisions (Zettervall & Nienow, 2019). Both professions prioritize service to individuals, as well as privacy and confidentiality for the individuals they serve, but they differ significantly in how much and what type of information they collect. Both professions value access to information, but librarians and social workers differ in their approach to how they provide it, whether they interpret it or not. Both professions are committed to supporting the rights of the populations they serve, and both share a commitment to social justice (Zettervall & Nienow, 2019). However, even with the shared history, and similar philosophical and professional characteristics, little has been written about interprofessional collaborations between librarians and social workers and what training methods have been used for learning about providing interprofessional services in libraries.

Library and Information Science / Studies Education. The American Library Association Committee on Accreditation's Standards for Accreditation of Master's Programs in Library and Information Studies (American Library Association (ALA), 2015) provide criteria for evaluating graduate programs offering degrees in library and information studies. ALA defines library and information studies as "concerned with recordable information and knowledge and the services and technologies to facilitate their management and use. Library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management." Librarians are information experts, but given the current social and economic situations in most of the U.S., there are skills many librarians lack, without supplementary training.

Dali (2018) explores how social work can contribute to the education of library and information science providers so that they become more than information facilitators. She indicates that a blended library and information science-social work approach would be especially helpful in library and information science education in the person-in-environment approach; a strengths perspective stressing empowerment; interconnected concepts of cultural competence, diversity, and intersectionality; and the theory-mindedness approach. Williams and Saunders (2020) explored the knowledge, skills, and abilities essential for professional public librarians and how they align with current trends in the discipline supports integrating these concepts into library and information science curricula. Several of the core competencies relate to Responsive Librarianship training, including interpersonal communication, customer service, teamwork, interacting with diverse communities, and reflective practice grounded in diversity and inclusion.

Outside the academic environment, professional culture and customs may also contribute to librarians' insecurities about providing social services information or assistance. Although health and wellness questions are well within the purview of public librarians (Reference Adult Services Association (RUSA), 2015; Reference and User Services Association (RUSA), 2018), there are still concerns about providing health information to individuals requesting it (Williams, 2016). Librarians are instructed not to provide medical advice (Reference Adult Services Association (RUSA), 2015), but at times it can be challenging for librarians to walk the line between providing health information and providing advice (Luo & Park, 2013; Rubenstein, 2018), leaving librarians fearful of potential ramifications of doing so inadvertently.

Senteio et al. (2021) advocates for training to prepare public librarians to anticipate complex information needs and be better prepared to fulfill them, especially since public librarians often do not have specific health, legal or social service training, a point which Westbrook (2015) and Williams (2016) echo. Westbrook adds that when working with individuals in crisis, using a medical model for an information intervention in which the professional diagnoses the information need, prescribes the best information and expects a cure is insufficient and instead advocates for including the whole person, and in particular, that person's identity in the intervention. Westbrook suggests that although bringing an "empowerment counseling" model into the reference interview as recommended by Wilmoth (2008) can be beneficial, this can create tension for librarians in that it seems to venture outside their professional norms and into that of social workers. However, Westbrook argues that providing opportunities for individuals to make decisions based on their self-identification as evidenced in their "ways of knowing" themselves a holistic context can be empowering. Williams (2016) study on public librarians' experiences providing library services to individuals

experiencing homelessness sheds light on some of the challenges the librarians experience, such as professional roles, crisis management, the stigma of homelessness, privacy and confidentiality, and the role of the library as an ad hoc day shelter. The concerns related to pre-service preparation and professional norms and expectations are important because they could be barriers to acceptance of a training program that puts trainees too far outside their comfort zone

Professional Competencies. In addition to understanding the ways that pre-service librarians and social workers are educated formally, it is also important to understand the professional expectations for each of the respective professions to understand professional culture and norms for librarians and social workers in practice. The Association of College and Research Libraries (ACRL) Education and Behavioral Sciences Section's Social Work Committee has conducted a thorough analysis of the overlap between the framework and both the National Association of Social Workers' Code of Ethics and the Council on Social Work Education (CSWE) Educational policy and accreditation standards (EPAS) Competencies (Association of College and Research Libraries (ACRL) Educational Behavioral Sciences Section (EBSS) Social Work Committee, 2020) and outlined how the ACRL framework aligns with each competency. Although there is considerable overlap, the 2015 standards do not specifically use the term "information literacy," but instead outline an educational competency that social work students learn how to "engage in practice-informed research and research-informed practice" (Council on Social Work Education (CSWE), 2015, p. 8). It is important to note that the CSWE Standards were updated in 2022 (Council on Social Work Education (CSWE), 2021), and Johnson et al.'s description of the treatment of the concept of "information literacy" still applies. The advocacy Johnson et al. (2021) recommend for CSWE to collaborate and consult with academic social work librarians and scholars so the concept of information

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literacy is better defined and understood are still relevant in the 2021 update. The 2015 ALA

Core Competencies are also being revised, with a draft version currently posted for feedback

(American Library Association (ALA), 2021a).

   With the Responsive Librarianship emphasis on mental health service in public libraries,

Figure 1.1 illustrates how the ALA Core Competencies of Librarianship align with the CSWE

EPAS (American Library Association, 2020; Council on Social Work Education (CSWE), 2015,

2021).

Figure 1.1. *Mapping Professional Competencies for Librarians and Social Workers*

Note. This figure shows the overlap between the professional competencies for Librarians and
Social Workers using the American Library Association's Core Competencies and Counsel on
Social Work Education Professional Competencies from the Educational Policy and
Accreditation Standards (EPAS).

Relationships between ALA and CSWE competencies overlap first on the Foundations of the profession. Both disciplines focus on ethical and professional conduct and an emphasis on human rights and social justice. There is also considerable overlap in how both professions address service. For library professionals, it is expressed through Reference and User Services' (ALA Competency 5), and for social workers, it is through CSWE Standard 4 regarding practice-informed research and research-informed practice. There is also correspondence in the emphasis on diversity and inclusion in service to individuals, families, groups, organizations, and communities. Finally, both sets of competencies stress the importance of relevant assessment and evaluation of outreach efforts.

While there are similarities in the professional practices of both types of professionals, there are key differences in their professional identities and their respective approaches to service, privacy and confidentiality, and access to information (Zettervall & Nienow, 2019). The Responsive Librarianship training program will facilitate professional identity negotiation through an online community of practice, and with the critical characteristics identified by Wenger et al. (2002): domain (Responsive Librarianship); community (librarians and social workers); and practice (mental health literacy). Additionally, using scenario-game-based training shows promise for helping both librarians and social workers develop Responsive Librarianship skills through authentic cases and problem-solving opportunities in a safe environment for practice.

Statement of the Problem

The problem being addressed in this study is that the differences in the training for and preparation for librarians and social workers can lead to confusion or misunderstandings about

how to provide mental health information literacy and social services in public library settings (Cuseglio, 2020; Zettervall & Nienow, 2019). Responsive Librarianship's framework allows librarians and social workers to leverage individual respective professional strengths to work toward common goals in providing these services. Although there are numerous publications about social worker's presence in libraries, especially related to addressing issues of homelessness (Aykanian et al., 2020; Giesler, 2019; Green, 2020; Kelley et al., 2017; Lloyd, 2020; Pressley, 2017; Shelton & Winkelstein, 2014; Stringer, 2020; Williams, 2021), little is known about the training and professional development for librarians and social workers in terms of library social services. More research needs to be conducted to explore how an online interprofessional community of practice influences the development of professional identity among librarians and social workers learning to provide Responsive Librarianship and how scenario-game-based training in an online interprofessional community of practice supports librarians and social workers as they become providers of Responsive Librarianship. I propose two articles to address the scarcity of investigation in this area: 1) a scoping literature review of information literacy instruction for social work students for an evidence-informed practice and 2) a qualitative case study that specifically focuses on the experiences of participants (librarians and social workers) in an online interprofessional community of practice of Responsive Librarianship using a scenario-game-based training program.

Significance of the Articles

The proposed articles will have several elements that make them significant. First, in Article 1, the scoping literature review will address librarians' roles in providing information literacy instruction for supporting social workers' research-informed practice. Through this in-depth literature review, I aim to identify patterns of involvement of librarians in instruction of

information literacy and evidence-based or evidence-informed practice. The findings can increase awareness of areas that need to be examined further in future studies involving online interprofessional scenario-game-based training.

In Article 2, I will provide information for the theoretical background of the study, defining the community of practice and describing its relationship to situated learning, scenario-game-based training and identity negotiation for librarians and social workers learning to provide Responsive Librarianship services.

The qualitative case study will explore librarian and social worker experiences as they participate in an online community of practice using scenario-game-based training for Responsive Librarianship. The study will use questionnaires, interviews, and content analysis to understand identity negotiation as trainees consider their positions as independent professionals (either librarians or social workers) as they become providers of Responsive Librarianship. Case studies are especially suited for the exploration of identity constructs in communities of practice because they allow for an in-depth understanding of participants' experiences. A case study will allow the researcher to situate the librarians' and social workers' experiences within the context of the online interprofessional community of practice for Responsive Librarianship. Case analysis provides the ability to see how a participant's sense of identity evolves over time. Case studies are also well suited for analyzing multiple data streams including multiple interviews spaced across participants' experiences.

Understanding the experiences of librarians and social workers as they participate in the bounded system of the online training program (Stake, 2006) will offer insight into issues and challenges unique to new providers of this novel model of service and will inform development of scenario-based e-learning content for training future service providers.

The two articles will contribute to the body of knowledge by providing specific information about what strategies have been used in preparing social workers for research-informed practice so libraries can understand the information literacy skills social workers are bringing to library placements. This, combined with the information on interprofessional (librarian and social worker) identity negotiation as both professionals participate in scenario-game-based training for Responsive Librarianship in a community of practice can inform future training which leverages the strengths of each individual professional to provide mental health and social service in libraries.

Definition of Terms

1. Responsive Librarianship (RL) – Responsive Librarianship is the delivery of personalized library services in response to a specific need (Cannon, 2019). This individualized model of service expands on the concepts of bibliotherapy and readers' advisory which involve asking questions to determine an appropriate text for a reader. The model uses therapeutic reading and themed programming with the goal of improving an individual's situation or circumstance over time.

2. Community of Practice (CoP, CoPs) - Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger-Trayner & Wenger-Trayner, 2021).

3. Interprofessional education (IPE) – Interprofessional education is the collaboration for education among learners from a variety of professions (World Health Organization, 2010), especially for providing health related services for individuals, their families, caregivers and communities .

4. Professional identity – Professional identity refers to the part of an individual's self-concept which arises from their knowledge of their membership of a group (or groups) along with the value and emotional significance that accompanies it (Tajfel, 1978). It is particularly focused on the individual's concept as it relates to their profession and professional community memberships.

5. Situated Learning – Situated learning refers to a social and cognitive process in which individuals acquire the customs and practices of the cultures of their ecology, similar to traditional apprenticeships (Lave & Wenger, 1991).

6. Scenario-based Training (SBT) – Scenario-based training uses a "preplanned guided inductive learning environment designed to accelerate expertise" (Clark & Mayer, 2012, p. 5). Scenario-based games provide opportunities for safe practice while also providing rich context through "resources for explicit learning, including virtual coaches, model answers, and even traditional tutorials" (Clark & Mayer, 2012, p. 6).

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CHAPTER TWO:

LIBRARIANS' INFORMATION LITERACY INSTRUCTION FOR EVIDENCE-INFORMED SOCIAL WORK PRACTICE: A SCOPING REVIEW

Abstract

Background: Recent research has indicated a trend for social workers and social work interns being placed in public libraries to provide social services for library patrons with complex needs. There is very little research on the information literacy skills' instruction that social workers receive prior to library placements.

Objective: The present study undertakes a scoping review of research on information literacy instruction by librarians for social workers to understand how librarians support information literacy needs for the best available evidence for social work; how instructional sessions and resources for social workers in information literacy (for evidence informed practice) are implemented; how studies regarding information literacy instructional sessions and resources for social workers are evaluated; and the key outcomes in studies related to information literacy for social workers.

Design: Online databases were used to identify peer-reviewed empirical research papers published between 2002-2022. A total of 19 publications from the United States, United Kingdom, Canada, Australia, and New Zealand that focused on information literacy instruction in social worker education, both undergraduate and graduate, are included in this review.

Results: There was a high level of heterogeneity in the research methodologies in the studies reviewed. The majority of publications (52%) reported mixed methods studies, with

diversity in research methods employed. Instructional interventions were set in higher education institutions, with learners from both undergraduate and graduate settings. Academic librarians in higher education settings designed and conducted instructional sessions for both undergraduate and graduate learners in collaboration with instructional faculty. Most studies addressed learner competence, instruction, or a combination of the two. Studies described a variety of instructional methods and learner activities, and technological tools. Most of the instruction in the studies based in the United States was guided by the Association of College and Research Libraries' recommendations.

Conclusions: Outcomes indicate that learners viewed instructional efforts as effective. Studies reported an improvement in information literacy skills, learner achievement, engagement, and use of services and resources. In studies reviewed, results suggest librarians' involvement in information literacy instruction for social workers is beneficial. Challenges to implementation of instructional interventions were identified, relating to value of information literacy instruction services, timing of instruction, and access to resources. The review identified a need for information literacy instruction situated in the social work context, recommending instruction design and implementation supporting the values the social work profession places on the client's role in determining authority in evidence based practice. The current state of the evidence indicates a need for further information literacy training research that may be of benefit for future social workers and to help guide librarians as how to deliver information literacy training that supports using research for practice.

Background and Introduction

Students in higher education and graduates entering the work force are expected to possess information literacy skills in the form of analytical and critical thinking, problem

solving, and intellectual curiosity (Raish & Rimland, 2016). The current information and technological landscape requires an information literate employee, with some scholars describing information literacy as an ethical necessity (Forster, 2013, 2017). Information literacy, as defined by the Association of College and Research Libraries, is "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (Association of College and Research Libraries (ACRL), 2015). Librarians, especially academic librarians, routinely work with individuals from any discipline and often play an important role in information literacy instruction for preparing university students for their future careers. As health and social challenges have become more complex, interprofessional collaboration (e.g., teams bringing together health and social care providers, from a variety of disciplinary backgrounds) has been recommended as a way of addressing the multi-faceted aspects of care (Adamson et al., 2020). Librarians have begun incorporating interprofessional and collaborative practice concepts into their instructional offerings for students in medical and allied health programs (Edwards, 2016; Hinrichs et al., 2020). While much of the literature on interprofessional education focuses on collaborative practice in health care settings, social workers are beginning to be included on interprofessional teams in this context (de Saxe Zerden et al., 2018). Additionally, recent trends in embedding social workers in public libraries (Hill & Tamminen, 2020; Lloyd, 2020) call for an examination of information literacy instruction for social worker students in preparation for practice in this environment.

In 2009, San Francisco Public Library hired one of the first social workers to be embedded in a public library in the U.S. to provide outreach services to patrons experiencing

homelessness (Dwyer, 2019; Wahler et al., 2020). Since that time, initiatives such as Whole Person Librarianship (Zettervall & Nienow, 2019) and Responsive Librarianship (Cannon, 2019) focus on ways that librarians and social workers can leverage the assets of their respective training to address patrons' needs. Whole Person Librarianship applies social work concepts to library practice to improve the patron experience. In Responsive Librarianship, librarians and social workers collaborate to improve mental health in the populations they serve through therapeutic reading and library programming, in other words through mental health literacy and mental health information literacy.

While it has been documented that practicing public librarians may not be familiar with the intricate details of the social work profession (Cuseglio, 2020), it is not as well known what information literacy skills social workers are bringing to library social work placements, especially new graduates. Having social work students and practitioners in libraries creates opportunities for cross-training and interprofessional collaboration between two people-helping professions. Understanding the information needs and expectations of each of these professions could potentially increase the effectiveness of collaborative efforts and decrease the likelihood of misunderstandings in interprofessional programs and projects. In the following sections, two important elements that influence academic libraries' information literacy instruction (Association for College and Research Libraries' information literacy guidance) and using research to inform practice (Evidence-based practice) will be described, particularly as they relate to social work education.

Association for College and Research Libraries (ACRL) Information Literacy Framework

The Association for College and Research Libraries published the *Framework for Information Literacy for Higher Education* (Association of College and Research Libraries

(ACRL), 2015) information literacy framework in wide use in academic libraries. The Framework is comprised of six frames and is based on a cluster of interconnected core concepts, with flexible options for implementation (Association of College and Research Libraries (ACRL), 2015). The six frames address information in the following ways: authority as constructed and contextual; creation as a process; its value; research as inquiry; scholarship as conversation; and searching as strategic exploration. The Framework updates *Information Literacy Competency Standards for Higher Education*, published in 2000, which provided guidance for collaborations between teaching faculty and academic librarians. The 2015 *Framework for Information Literacy in Higher Education* has provided even more direction in such a way as to make it easier for teaching faculty to use the framework to design curricula and learning activities assignments that increase engagement with discipline-specific core concepts of information and scholarship. Academic librarians employ those concepts central to their own knowledge domain that can enhance student learning through cohesive curricula for information literacy, and in collaboration with faculty from any discipline.

Although ACRL guidance is informing much of the instruction in academic libraries, there have been concerns about how these concepts translate to the workplace (Forster, 2017). Foster explains that since many professions, including social work, have the ability to influence the well-beings of the people they help, ethical considerations of their information use are included in the professional codes of conduct for practice. In 2021 the Association of College and Research Libraries (ACRL) Educational and Behavioral Sciences Section (EBSS) Social Work Committee completed the two-year process of developing a companion document to the ACRL Framework for Information Literacy for Higher Education specifically related to social work education and practice (Association of College Research Libraries (ACRL) Educational

Behavioral Sciences Section (EBSS) Social Work Committee, 2021). This document provides a way of applying key concepts of the Framework to the practice of social work. Of particular importance is the Companion Document's explanation regarding the Standards' relationship to the 2015 Council of Social Work Education: Educational Policy and Accreditation Standards (CSWE EPAS) related to information literacy. They note that EPAS do not specifically use the term "information literacy," but instead address it in terms of Competency 4: Engage in Practice-informed Research and Research-informed Practice, that "Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing" (Council on Social Work Education (CSWE), 2015, p. 8). Since the release of the Companion Document, the CSWE has released the 2022 EPAS, which builds on the previous description, indicating that, "Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources" (Council on Social Work Education (CSWE), 2021, p. 10), which is extended to specific objectives applying research findings to inform and improve practice, as well as identifying ethical and culturally-informed approaches to research methods for reducing bias and advancing the purposes of social work.

Evidence-Based Practice

Although there are numerous definitions of evidence-based practice (EBP), a widely accepted version is Guyatt's "the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients" (Adams, 2014). Similar to information literacy, evidence based practice pertains to the user's knowledge, skills, and attitudes relating to using information. Acceptance of evidence-based practice is not universal. There are mixed opinions in the social work discipline regarding evidence-based practice's

appropriateness for research, especially as it pertains to underrepresented and marginalized individuals (Gambrill, 2008). Greenhalgh et al. (2014) favor returning to evidence based practice's foundation principle, to individualize "evidence and share decisions through meaningful conversations in the context of a humanistic and professional clinician-patient relationship' (p. 5). A key difference in the social work approach to EBP is the personalization of process to the client throughout the process, including critical appraisal of the knowledge or information, discussion of the research results to determine fit with values and goals, and synthesizing results with the client's clinical needs and circumstances to develop a shared intervention plan, and implementing the intervention (Drisko, 2014, 2017). The directive to use evidence to inform practice is included in the 2022 EPAS Competency 4 as evidence- or research-informed practice, wherein social workers "critically evaluate and critique current, empirically sound research to inform decisions," but also "articulate and share research findings in ways that are usable to a variety of clients and constituencies" (Council on Social Work Education (CSWE), 2021, p. 10). Additionally, Competency 8 relates to intervening with individuals, families, groups, organizations, and communities. This competency addresses the expectation that social workers "understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals" (p. 12). Further, it outlines the recommendation that social workers know how to "engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals" (p. 12) for implementation into practice.

Prior Reviews

Prior systematic reviews on this topic are limited. Brettle (2007) reviewed the literature regarding information literacy training health librarians provide for health care professionals to determine what measures have been used and to analyze the extent to which those methods are valid and reliable. This review included studies about information literacy, information skills training, bibliographic instruction, evidence-based practice or assessing the quality of literature searches using an objective measure to assess outcomes. Studies included took place in a health or clinical setting (such as a hospital library or academic library to health students or professional development for clinical staff). Fifty-four studies were reviewed. Brettle described a wide variety of measures and methods have been used in studies of health-related information skills training and indicated that most studies used outcome measures that had not been tested for validity or reliability. This review is focused on health care settings and providers, and although she does not include social work settings in the inclusion criteria, the methodology Brettle employed in this review offers a model for replication in the social work information literacy instruction context. However, while Brettle focuses on the validity and reliability of methods and measures used in health-related studies, the dearth of research on information literacy instruction in social work education (Bausman & Laleman Ward, 2016) points to a need to pan out and to review the literature for the state of information literacy instruction by librarians for social work education with less-restrictive inclusion criteria regarding outcome assessment.

Swanberg et al. (2016) reviewed instructional methods used by librarians to teach evidence based practice in health sciences curricula. Their review focused on a wide range of learner groups, including medical students and residents, nursing, and other allied health professional programs. They included instruction in any format, led by a librarian, related to

evidence based practice. They required that studies include such concepts as population, intervention, comparison, outcomes (PICO); the evidence-based medicine cycle; searching of the literature to apply to clinical practice; or critical appraisal. They included instruction integrated into the curriculum as well as standalone courses. Their study population included health sciences students at the diploma, undergraduate, or graduate level with all instruction describing assessments of learner skills (p. 198). The majority of studies reviewed indicated that the instructional sessions focused on literature searching, typically using the database MEDLINE, Cochrane, other information databases, and clinical decision support resources. This review focused on disciplines that typically adhere to a medical model. Other scholars (Biesta & van Braak, 2020; Hogan, 2019; Kinder et al., 2000) indicate that while a medical model may be relevant for some social work settings, there is concern that evidence-based practice may not meet all clients' needs (Adams et al., 2009). In social work, as well as in other disciplines focusing on populations that are typically underrepresented or marginalized, an evidence-informed practice has been proposed as more suitable (Parrish, 2018) as it allows for the inclusion of the variety of information sources used in research-informed social work practice.

Grabowsky and Weisbrod (2020) conducted a systematic review and meta-analysis to assess the effectiveness of library instruction for increasing information literacy skills or knowledge among graduate and professional students. They searched for studies published between 2000 and 2019, in English, that reported on library instruction for graduate or professional students, and objectively measured change in information literacy knowledge/skills. They describe their analysis of sixteen studies, 12 of which included enough information to be included in the meta-analysis. They report that the overall effect of library instruction was significant (SMD = 1.03, SE=0.19, z=5.49, P<.0001, 95% CI=0.66-1.40), and explained that on

average, a student scored about one standard deviation higher on an information literacy assessment after library instruction. They indicate that high heterogeneity in the studies indicated a need for subgroup analysis, which then exhibited a significant moderation of effect by discipline of students, but none by format of instruction. They caution that the subgroup analysis might be affected by the small number of studies in several of the subgroups. Only one of the articles in their review and meta-analysis relates to social work. They recommend more precise description of instructional sessions. It is therefore necessary to conduct a scoping review of the literature with the goal of understanding how librarians have supported social workers specifically in their information literacy needs for locating and using the best available evidence to meet the needs of the client in the specific situation or setting.

Purpose of the Current Review

While there is a body of research information literacy in other disciplines, to date there is limited scholarship about information literacy instruction for social work education and practice (Bausman & Laleman Ward, 2016; Johnson et al., 2021). This literature review will focus on librarians' roles in providing information literacy instruction for research-informed practice in social work. As the library social work trend continues, the results of this review will help library administrators understand the skills that library social workers bring to their practice, thus avoiding potential misunderstandings regarding social workers' roles in the library and will help to illuminate possible strategies for effective interprofessional collaboration between librarians and social workers in public libraries. As a member of the University of South Florida School of Information Responsive Librarianship Lab, the author of this scoping review seeks to understand how the broader concept of information literacy instruction relates to evidence-informed social work practice in libraries. This review focuses on librarians' roles in providing information

literacy instruction for evidence-based or informed practice in social work or closely related social service professions in order to understand what preservice social workers are being taught and how. Results from this review will inform strategies for developing information literacy and evidence informed practice training that social work students can continue to use when they are in practicum placements and in their future careers.

Methods

Scoping Review

Scoping reviews are a type of systematic literature review that are well-suited for an individual researcher or teams for the purpose of addressing "an exploratory research question aimed at mapping key concepts, types of evidence, and gaps in research related to a defined area or field by systematically searching, selecting, and synthesizing existing knowledge" (Knowledge Synthesis Team, 2019; Munn et al., 2018). For this scoping review, I am using the methodological framework developed by the Joanna Briggs Institute guidance for scoping reviews as described in Tricco et al. (2018), an update of the framework described by Arksey and O'Malley (2005). This approach permits the inclusion of multiple study designs, allowing for an overview of the way librarians have supported information literacy instruction for social work education. Arksey & O'Malley recommend five stages for conducting a scoping review: identifying the research question; identifying relevant studies; selecting studies; charting the data; and collating, summarizing and reporting the results. Tricco et al. (2018) endorse reporting the above stages of the review process through the PRISMA-SCR extension, as documented in Appendix A.

Identifying the Research Questions

Key concepts of interest in this scoping review involve the librarians' provision of information literacy instruction for social workers. For the purpose of this review, research questions were developed to focus on the role of the librarian in providing instruction, the format and content of instructional sessions, evaluation of instructional interventions, and the outcomes of the studies. The following questions guide the inquiry of this research:

1. What are the characteristics of librarian-led information literacy instruction for social work students?

2. How are studies regarding information literacy instructional sessions and resources for social workers evaluated?

3. What are the key outcomes in studies related to information literacy for social workers?

Identifying Relevant Studies

Eligibility Criteria. The criteria in Table 2.1 below were used to screen and select studies about instruction to be included in this scoping review.

This scoping review focuses on information literacy interventions involving instruction on information skills or using information (evidence) to support practice. In order to examine information literacy instruction for supporting social workers' interactions with clients, the review focused on information literacy instruction in social work education in higher education in social work or equivalent professional programs. For studies describing an interdisciplinary information literacy intervention, articles were limited to those in which social work students were represented prominently in the study population.

Table 2.1. *Inclusion and Exclusion Criteria*

Inclusion	Exclusion
Studies focused on information literacy, information skills training, evidence-based practice or evidence informed practice	Studies of training in evidence based practice without a literature search or finding evidence
Studies focused on students in higher education from the discipline of social work or closely related professions (social care, social services, family services)	Studies of participants not enrolled in a higher education social work program.
For interdisciplinary instructional interventions, studies representing social work students prominently in the study population	Studies in which social workers (or comparable professions) are not or are only minimally represented in included in study population
Studies including an instructional intervention	Studies in which the study only describes information needs or information seeking behaviors with no instructional intervention
Studies' focusing on instructional interventions in which librarians are involved	Studies in which there is no librarian involvement in an instructional intervention.
Studies describing evaluation of an outcome measure	Studies in which there is no outcome measure described
Studies using an empirical research methodology (quantitative, qualitative and mixed methods)	Articles not using an empirical study methodology
Articles published in English	Articles in languages other than English

Since this scoping literature review explored the evaluation of instruction on locating, analyzing, and incorporating best evidence available into social work practice, the focus of the review included ways that librarians as instructors interacted with learners, therefore the review was limited to articles describing an instructional intervention conducted by librarians. The review included descriptions of the evaluation of any outcome measure in instructional interventions. The review included quantitative, qualitative, and mixed methods studies. Studies were limited to those published in English.

Since the review focuses on the librarian's role in providing information literacy instruction for supporting social work students' practice needs, studies that focused exclusively on the learner's information needs or information seeking behaviors without an associated

instructional intervention were excluded. Studies on information literacy interventions for social work students that were not conducted by librarians were excluded. Studies focusing on evidence-based practice instruction that did not use literature searches or another description of finding evidence were excluded. Studies focusing on interdisciplinary information literacy instruction, with no specific mention of social work students were excluded. Studies describing an instructional intervention with no description of an evaluation measure were excluded. Studies that did not use an empirical research methodology were excluded, as are studies published in languages other than English were excluded.

Search Strategy. To identify the relevant search terms for the literature search, the controlled vocabularies were consulted for each of the relevant databases from the University of South Florida's holdings for social sciences and education. Relevant search terms were identified for the key concepts: librarians, information literacy and social work education. Database thesauri were consulted and recorded as shown in the search term tracking sheet in Appendix B. The search strategies were drafted by the author and validated by Social Science Librarian at the University of South Florida. The search terms were tested in Social Science Premier Collection (ProQuest) using the terms shown below.

Librarians AND "information literacy" AND ("social work?" OR "social care?")

To identify potentially relevant documents, this base search was then customized for each subsequent database to reflect database-specific subjects. In databases that permitted, additional limiters were applied in searches to retrieve articles from scholarly journals published in English between 2002 and June of 2022. The full-text limiter and restriction to USF-owned resources were not applied, since articles not readily available in full-text are accessible via Interlibrary

Loan. Search strategies for each database are provided in Appendix C. Final search results were exported into Zotero citation management software, and duplicates were removed.

Article Selection

Screening. After de-duplication in Zotero citation manager, titles and abstracts were screened as indicated in the PRISMA Extension for Scoping Reviews (Tricco et al., 2018). Two additional titles were removed with anonymous authors. In the screening process, titles and abstracts were excluded that did not readily address the librarian role in information literacy instruction for social workers. Additionally, titles and abstracts identifying articles as an editorial were excluded. Literature reviews were screened out in this phase, as were articles that were not empirical studies. After title and abstract screening, 43 titles remained for full-text review. As a final step, all journal titles of articles selected for potential review were verified for refereed status through a search on *Ulrich's Global Serials Directory*.

Full-Text Reading. Forty-three full-text articles that appeared relevant from the abstract screening were downloaded for review. Any relevant articles not available via full-text from library databases were obtained via Interlibrary Loan from the University of South Florida Library. All studies were evaluated to see if they met all inclusion criteria. Articles that met all the inclusion criteria were retained. Reference lists of all included articles were checked for additional titles that were not retrieved in the original search. Any new titles identified through the reference lists were also evaluated to see if they met the inclusion criteria.

Charting the data

Data Extraction and Coding Scheme. Data from the articles were charted using a data-charting form (Appendix D). Information was collected on descriptive characteristics (authors, year of publication, title, setting, target group, discipline of journal) and attributes of each study

corresponding to three main categories: instructional, technological and research strategies employed. Instructional characteristics include theoretical frameworks, pedagogical approaches, instructional topics, and learner activities. Technological attributes include course delivery platforms, modalities and medium employed. Research attributes include research design, outcome measures, and data analysis methods. Sample coding of the data charting form was conducted using a subset of articles, using open-ended questions for outcome measure sources, training topics, and teaching methods. The process included several rounds of review and revision as I encountered articles that contained information not represented on the draft form. After reviewing sample coding data, it was determined that Brettle (2007) provides useful structure for response categories on these questions. Additional choices from the open-ended sample coding were added to Brettle's category lists to reflect more recent technological options, and choices not encountered in the articles subset were removed. Codings were then harmonized with the combined response categories.

Collating, Summarizing and Reporting the Results. Focusing on each of my research questions, I applied a thematic analysis approach using the codes identified in the charting process described above using NVivo qualitative analysis software. The analysis resulted in an overview of the following: (1) characteristics of librarian-led information literacy instruction for social work students; (2) evaluation of studies regarding information literacy instructional sessions and resources for social workers; (3) key outcomes in studies related to information literacy for social workers. Matrices were developed using Google Sheets to demonstrate how the articles corresponded to each of the research questions. I summarized the type of settings, populations and study designs for each group, along with the measures used and outcomes.

Additionally, I aggregated the studies by their ability to address each of this study's research questions.

Results

Selection of Sources of Evidence

As shown in the PRISMA diagram in Figure 2.1, from the database search, 160 titles and abstracts were screened, with 43 full-text documents reviewed.

To identify other potentially relevant studies, citation tracking was performed on the reference lists of all included relevant systematic reviews identified in the searches, included research articles, and the author's personal files until no new articles were identified. For all included articles, forward citation tracking was conducted using Google Scholar search to identify additional potentially relevant studies citing titles in the list retrieved through the database search. Additionally, reference lists from the Information Literacy in the Disciplines (Association of College and Research Libraries (ACRL) Instruction Section Information Literacy in the Disciplines Committee, 2018) and Companion Document to the ACRL Framework for Information Literacy for Higher Education: Social Work (Association of College and Research Libraries (ACRL) Educational Behavioral Sciences Section (EBSS) Social Work Committee, 2020) were reviewed. From studies identified through citation tracking and the targeted resource lists, 22 full-text documents were reviewed.

Of this group of 65 (43 from database searching and 22 from citation tracking), twenty documents were excluded because they did not describe an instructional intervention. Fifteen documents were excluded because social work students were not included in the study population or, in an interdisciplinary group, social work students comprised a small minority of the study population. Four documents were excluded because librarians were not included in the

group designing or performing the instructional intervention. Four documents were excluded because they were secondary analysis, commentaries or conceptual papers that did not include relevant data. Three documents were excluded for other reasons including incomplete evaluation methods, not published in a refereed journal or instructional interventions focused on faculty. After review, 19 articles fulfilled the eligibility criteria as shown in Figure 2.1. An abbreviated list of articles reviewed is presented in Table 2.2, with full citations provided in Appendix E.
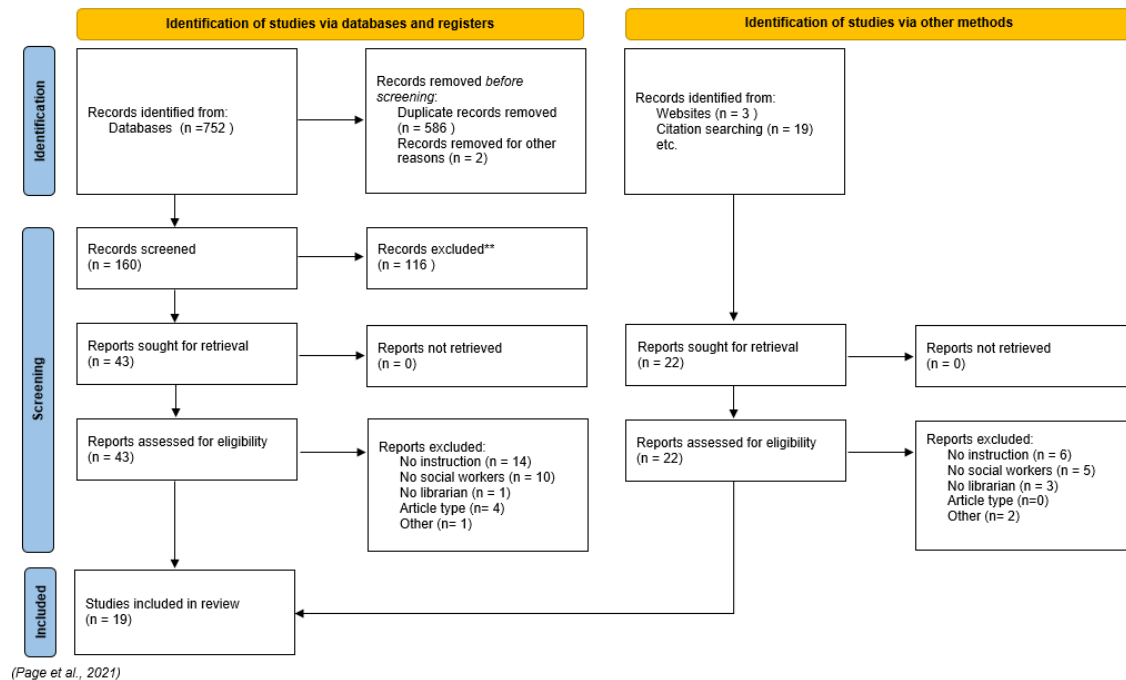
Figure 2.1. *PRISMA Flow Diagram*

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Table 2.2. *Included Articles*

Authors	Year	Title	Journal
Aronoff et al.	2017	Teaching evidence-based practice principles to prepare health professions students for an interprofessional learning experience	*Journal of the Medical Library Association*
Bausman & Laleman Ward	2015	Library awareness and use among graduate social work students: An assessment and action research project	*Behavioral and Social Sciences Librarian*
Bellard	2007	Information literacy needs of nontraditional graduate students in social work	*Research Strategies*
Bingham et al.	2016	Merging information literacy and evidence-based practice for social work students	*New Library World*
Brustman & Bernnard	2008	Information literacy for social workers: University at Albany Libraries prepare MSW students for research and practice	*Communications in Information Literacy*
Doney	2019	Situating library instruction: A case study of upper- division social work seminar/practicum courses	*New Review of Academic Librarianship*
Dubicki & Bucks	2018	Tapping government sources for course assignments	*Reference Services Review*
Gall	2014	Facing off: Comparing an in-person library orientation lecture with an asynchronous online library orientation	*Journal of Library and Information services in Distance Learning*
Granruth & Pashkova-Balkenhol	2018	The benefits of improved information literacy skills on student writing skills: Developing a collaborative teaching model with research librarians in undergraduate social work education	*Journal of Teaching in Social Work*
Johnston	2010	Is an online learning module an effective way to develop information literacy skills?	*Australian Academic & Research Libraries*
Kayser et al.	2013	Increasing MSW students' information competencies through online tutorials, application exercises, and course assignments	*Journal of Teaching in Social Work*
Kennedy & Gruber	2020	Critical thinking in a service-learning course: Impacts of information literacy instruction	*Communications in Information Literacy*
Mooney et al.	2014	Collaborative approaches to undergraduate research training: information literacy and data management	*Advances in Social Work*
Peterson et al.	2011	Teaching evidence-based practice at the BSW level: An effective capstone project	*Journal of Social Work Education*
Saunders et al.	2016	Assessing graduate level information literacy instruction with critical incident questionnaires	*Communications in Information Literacy*
Sbaffi et al.	2018	Peer teaching and information retrieval: the role of the NICE evidence search student champion scheme in enhancing students' confidence	*Health Information and Libraries Journal*
Schmidt Hanbidge et al.	2018	Information literacy skills on the go: Mobile learning innovation	*Journal of Information Literacy*
Silfen & Zagoda	2008	Evidence-based practice and information literacy in social work: An assessment of students' reference lists	*Behavioral and Social Sciences Librarian*
Wang	2016	Assessment for one-shot library instruction: A conceptual approach	*Portal: libraries and the academy*

Characteristics of Articles

All documents were published between 2007 and 2020 (Table 2.3) and originated predominantly

in the United States (79%). Library and Information Science was the most common publishing

journal discipline (63%). The majority of the studies employed Mixed Methods research

methodology (52%).

Table 2.3. *Summary Characteristics of Included Articles*

Summary of Study Characteristics		
Document characteristics	Number of studies	19
Characteristic	**Categories for Characteristic**	**Number of Studies**
Date of publication	2002-2006	0
	2007-2011	5
	2012-2016	7
	2017-2022	7
Geographic region	United States	15
	United Kingdom	1
	New Zealand	1
	Australia	1
	Canada	1
Journal discipline	Library and Information Science	12
	Social Work	4
	Information Literacy	3
Research Methodology of Studies	Quantitative	5
	Qualitative	4
	Mixed Methods	10

Research Question 1: What Are the Characteristics of Librarian-Led Information Literacy

Instruction for Social Work Students?

To understand information literacy instruction provided by librarians for social work

students, articles were analyzed for aspects of the learning ecology, including descriptions of

learning programs, learning level, and instructor collaborative relationships as shown in Table 2.4.

Table 2.4. Learning Ecology

	Program			Learning Level		Collaboration			
	Social Work	**Multiple**	**Other Social Services**	**Undergraduate**	**Graduate**	**Librarian**	**Faculty**	**Instructional Design/ Support**	**Students**
Aronoff et al. (2017)		x			x	x		x	
Bausman & Laleman Ward (2015)	x				x	x	x		
Bellard (2007)	x				x	x	x	x	
Bingham et al. (2016)	x			x		x	x		
Brustman & Bernnard (2008)	x				x	x	x		
Doney (2019)	x			x		x	x		
Dubicki & Brooks (2018)		x		x	x	x	x		
Gall (2014)	x				x	x	x		
Granruth & Pashkova-Balkenhol (2018)	x			x		x	x		
Johnston (2010)	x			x		x	x		
Kayser et al. (2013)	x				x	x	x		
Kennedy & Gruber (2020)			x	x		x	x		
Mooney (2014)	x			x		x	x		
Peterson et al. (2011)	x			x		x	x		
Saunders et al. (2016)		x			x	x	x		
Sbaffi et al. (2018)		x		x		x			x
Schmidt Hanbidge et al. (2018)		x		x		x	x		
Silfen & Zagoda (2008)	x				x	x	x		
Wang (2016)		x		x		x	x		x

Note. **Multiple** indicates that study population includes students from more than one program, including social work or social services.

Learning Ecology. Studies were evaluated for learning topics, identification of need for instruction, information literacy guidance, pedagogical approaches, activities used in the instruction, and ways the instructors engaged with learners.

Programs. Articles in this scoping review explored information literacy instruction, with a primary emphasis on university social work programs (n=12) or a related social service program (n=1). Articles also described instruction for students from multiple health-related programs (n=6), with social work or social service students included in the study populations.

Learning Level. In the studies reviewed, the majority describe instruction for undergraduate (n=10) learners. Eight describe learners from graduate programs (n=8). One study (Dubicki & Bucks, 2018) focused on both graduate and undergraduate learners.

Collaboration and Identification of Need for Instruction. All studies described a level of collaboration for developing and implementing the trainings. This included librarian collaboration with course faculty (n=17), with instructional designers or instructional support offices (n=2), or with students themselves (n=2). As illustrated in Figure 2.2, the need for training was identified most often by faculty (Doney, 2019; Gall, 2014; Mooney et al., 2014; Sbaffi et al., 2018), librarians (Bausman & Laleman Ward, 2015; Bingham et al., 2016; Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Kayser et al., 2013; Peterson et al., 2011; Saunders et al., 2016; Silfen & Zgoda, 2008; Wang, 2016), or the two collaboratively (Aronoff et al., 2017; Brustman & Bernnard, 2007; Doney, 2019; Kennedy & Gruber, 2020). Studies describing students' involvement in this identification process included Bellard (2005) and Schmidt Hanbidge et al. (2018).

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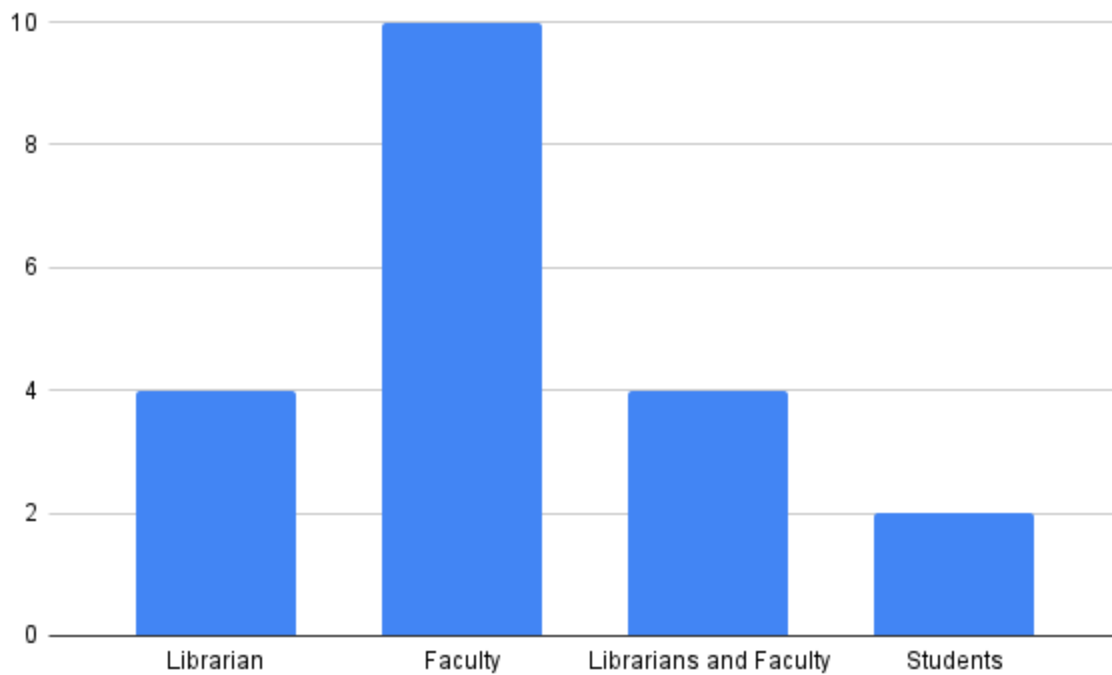
Figure 2.2. *Identification of Need*

Instructional Purpose and Topics. As shown in Figure 2.3, in the articles reviewed,

instructional interventions were nearly evenly divided between the application of specific

information literacy skills (Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Kayser et al.,

2013; Kennedy & Gruber, 2020; Mooney et al., 2014; Peterson et al., 2011; Saunders et al.,

2016; Sbaffi et al., 2018; Wang, 2016) or a combined approach for presenting new information

literacy knowledge and applying it (Aronoff et al., 2017; Bausman & Laleman Ward, 2015;

Bellard, 2005; Bingham et al., 2016; Brustman & Bernnard, 2007; Doney, 2019; Dubicki &

Bucks, 2018; Schmidt Hanbidge et al., 2018; Silfen & Zgoda, 2008).

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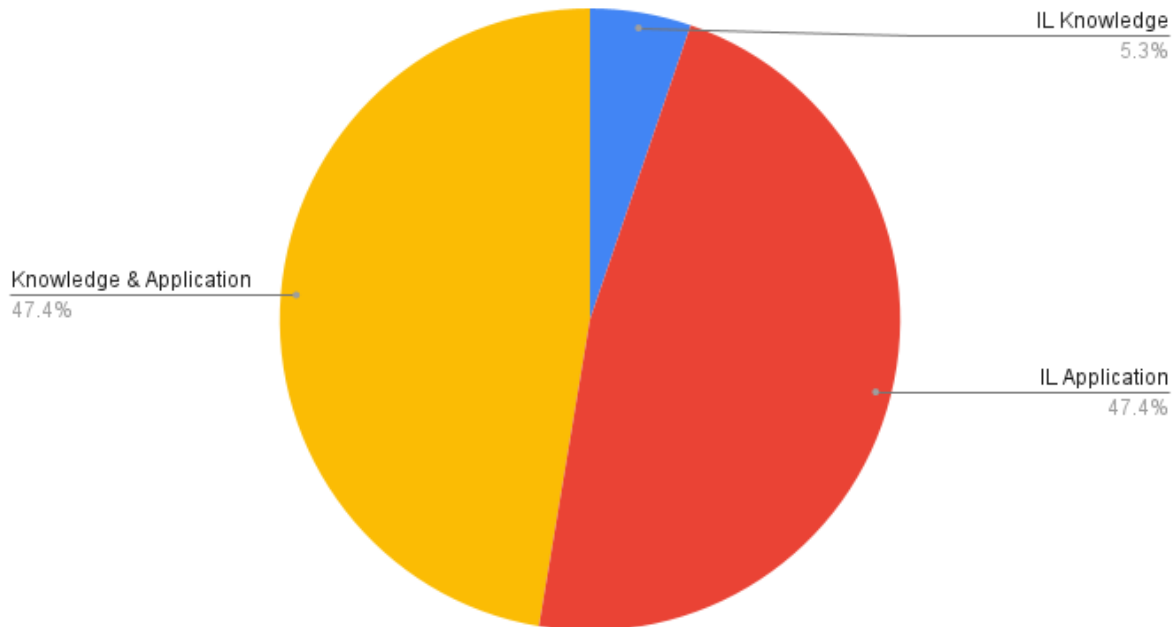
Figure 2.3. *Instructional Purpose*

Articles indicated that information literacy instruction for pre-service social workers includes an emphasis on a range from skills from basic library orientation to various stages of the Evidence Based Practice process, particularly as it relates to social work, as shown in Figure 2.4. Studies addressed learners' general research skills through library orientations focusing on library usage, services provided and overviews of resources available (Bausman & Laleman Ward, 2015; Brustman & Bernnard, 2007; Gall, 2014; Silfen & Zgoda, 2008) and instruction on research methods (Aronoff et al., 2017; Brustman & Bernnard, 2007; Dubicki & Bucks, 2018; Gall, 2014; Johnston, 2010), and referencing (Bausman & Laleman Ward, 2015; Brustman & Bernnard, 2007; Johnston, 2010; Kennedy & Gruber, 2020; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018). Studies focused on formulating the research question (Aronoff et al., 2017; Bingham et al., 2016; Doney, 2019). Studies addressing searching for evidence included those focusing on identifying sources for information (Bausman & Laleman Ward, 2015;

Brustman & Bernnard, 2007; Dubicki & Bucks, 2018; Gall, 2014; Johnston, 2010; Kennedy & Gruber, 2020), database searching (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Bellard, 2005; Brustman & Bernnard, 2007; Johnston, 2010; Kayser et al., 2013; Kennedy & Gruber, 2020; Saunders et al., 2016; Sbaffi et al., 2018; Silfen & Zgoda, 2008; Wang, 2016), and selecting articles (Bausman & Laleman Ward, 2015; Bingham et al., 2016; Brustman & Bernnard, 2007; Johnston, 2010). Studies that focused on integrating findings to inform practice included those instructing learners about evaluating articles through critical appraisal (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Bingham et al., 2016; Doney, 2019; Granruth & Pashkova-Balkenhol, 2018; Kayser et al., 2013; Kennedy & Gruber, 2020; Mooney et al., 2014; Peterson et al., 2011; Saunders et al., 2016) and applying evidence to practice (Bausman & Laleman Ward, 2015; Bingham et al., 2016; Doney, 2019; Kennedy & Gruber, 2020; Mooney et al., 2014; Peterson et al., 2011; Saunders et al., 2016; Schmidt Hanbidge et al., 2018).
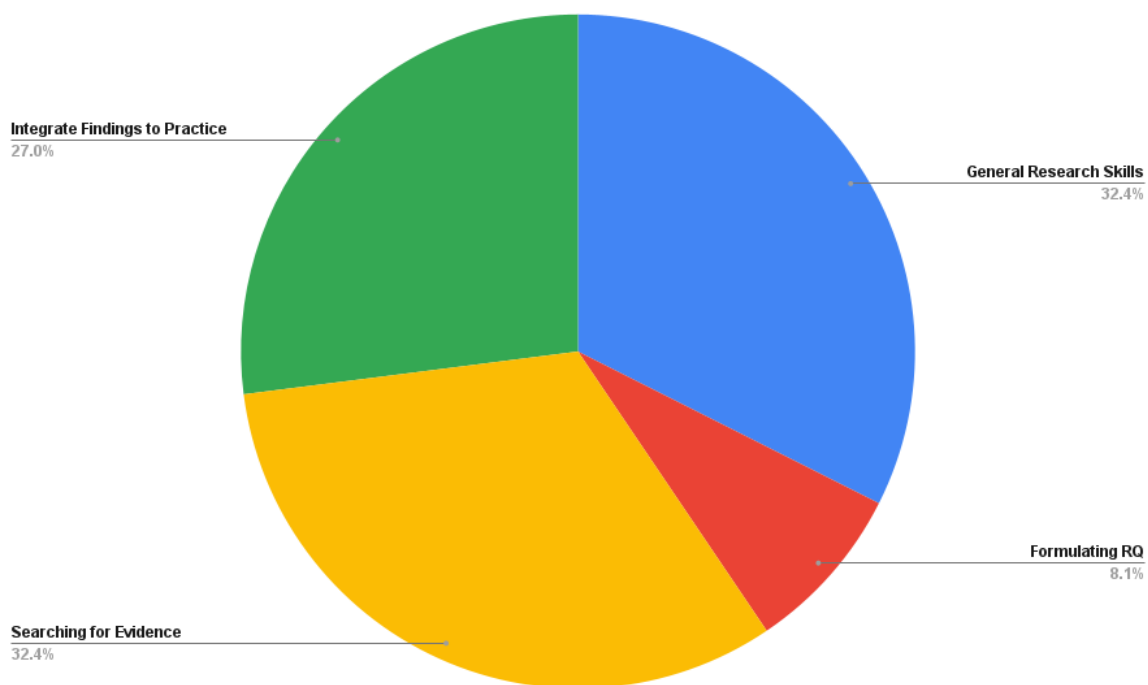
Figure 2.4. *Instructional topics*

Training Duration. The amount of contact time varied, with instruction conducted in a single session format (Bellard, 2005; Brustman & Bernnard, 2007; Doney, 2019; Kennedy & Gruber, 2020; Saunders et al., 2016; Sbaffi et al., 2018; Silfen & Zgoda, 2008; Wang, 2016) or in multiple sessions over time (Bausman & Laleman Ward, 2015; Bingham et al., 2016; Mooney et al., 2014; Peterson et al., 2011). Hybrid options involved a single session combined with online instruction (Dubicki & Bucks, 2018; Schmidt Hanbidge et al., 2018).

Information Literacy Guidance. The Association of College and Research Libraries Information Literacy recommendations guided much of the instruction in (47% of all, and 64% of studies in the U.S.). The Standards (Association of College and Research Libraries (ACRL), 2000, 2011) guided much of the instruction that was initiated prior to 2015 (Bausman & Laleman Ward, 2015; Bellard, 2005; Brustman & Bernnard, 2007; Kayser et al., 2013; Schmidt Hanbidge et al., 2018) and the ACRL Framework (Association of College and Research Libraries (ACRL), 2015) guides work initiated after 2015 (Doney, 2019; Dubicki & Bucks, 2018; Granruth & Pashkova-Balkenhol, 2018; Kennedy & Gruber, 2020; Saunders et al., 2016; Wang, 2016), as shown in Figure 2.5.
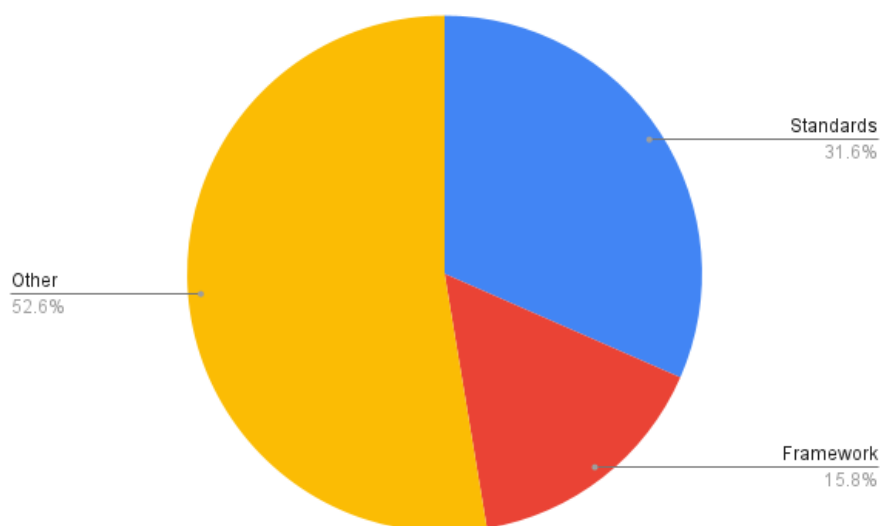
Figure 2.5. *ACRL Guidance*

Pedagogical Characteristics. Studies described pedagogical characteristics including theoretical frameworks guiding pedagogical approaches, teaching methods used, and learner activities.

Theoretical Frameworks. Of the research reviewed for this proposal, few mentioned specific theoretical frameworks. Named frameworks that guided pedagogical approaches included Social Constructivism (Bingham et al., 2016), Connectivism (Bingham et al., 2016), Experiential Learning (Kennedy & Gruber, 2020), Situated Learning (Doney, 2019), Transfer of Knowledge (Granruth & Pashkova-Balkenhol, 2018), and Science of Learning (Kayser et al., 2013), as shown in Figure 2.6.
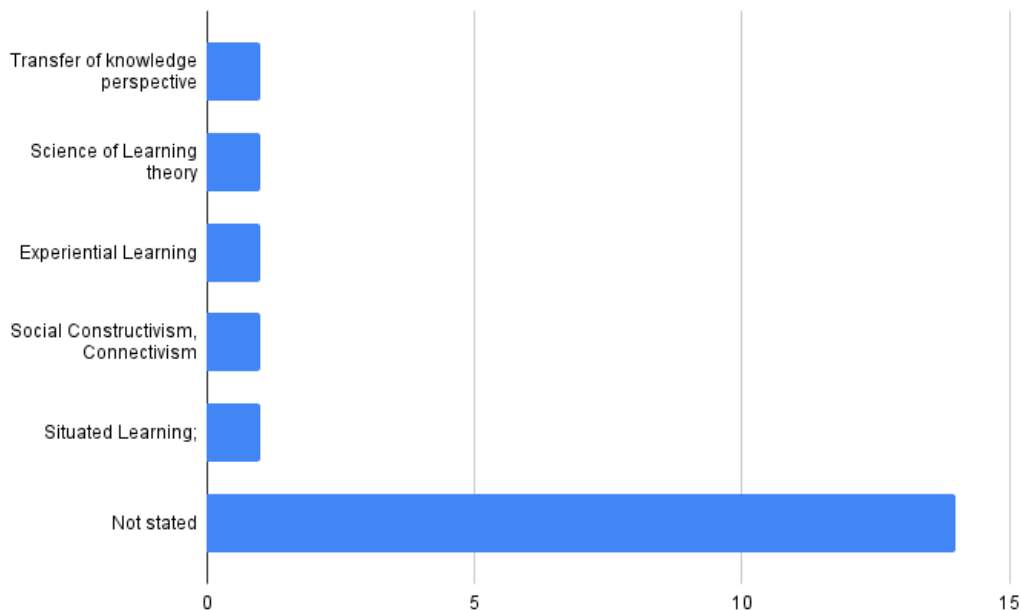
Figure 2.6. *Theoretical Frameworks Guiding Research*

Teaching Methods. Specific teaching methods were not described in every study. However, studies outlining pedagogical approaches described flipped classroom instruction (Aronoff et al., 2017; Bingham et al., 2016; Granruth & Pashkova-Balkenhol, 2018), active

learning (Bausman & Laleman Ward, 2015); situated learning (Bingham et al., 2016; Doney, 2019; Peterson et al., 2011), writing within the discipline (Granruth & Pashkova-Balkenhol, 2018), and service learning (Kennedy & Gruber, 2020).

Information literacy instructors describe both instructor-centered and learner-centered practices. As shown in Figure 2.7, teaching methods included didactic instruction (Bausman & Laleman Ward, 2015; Bellard, 2005; Bingham et al., 2016; Brustman & Bernnard, 2007; Dubicki & Bucks, 2018; Granruth & Pashkova-Balkenhol, 2018; Kennedy & Gruber, 2020; Mooney et al., 2014; Peterson et al., 2011; Saunders et al., 2016), often combined with demonstration (Bausman & Laleman Ward, 2015; Bellard, 2005; Bingham et al., 2016; Brustman & Bernnard, 2007; Dubicki & Bucks, 2018; Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010) and hands-on practice (Bellard, 2005; Bingham et al., 2016; Brustman & Bernnard, 2007; Doney, 2019; Granruth & Pashkova-Balkenhol, 2018).

In five studies, instructors used authentic scenarios (Aronoff et al., 2017; Bingham et al., 2016; Doney, 2019; Gall, 2014; Granruth & Pashkova-Balkenhol, 2018) to situate instruction. These scenarios depicted clinical situations (Aronoff et al., 2017), problem-solving exercises related to actual client situations (Bingham et al., 2016; Doney, 2019), real-world context for information seeking activities (Gall, 2014), and as a way for learners to describe their preparedness for writing (Granruth & Pashkova-Balkenhol, 2018). Bausman and Laleman Ward (2015) embedded information literacy instruction into an existing required course graduate-level social work course.
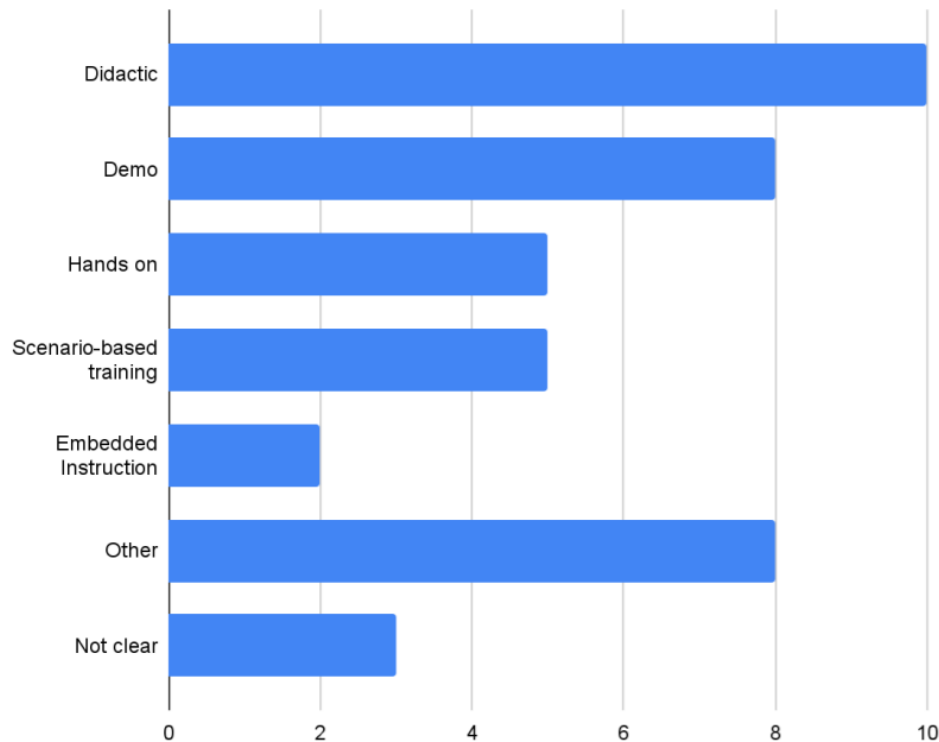
Figure 2.7. *Teaching Methods*

Learner Activities. In information literacy instruction, instructors have incorporated a variety of methods for learners to practice new information and skills. The most prevalent learner activity is guided searches (Aronoff et al., 2017; Bellard, 2005; Bingham et al., 2016; Brustman & Bernnard, 2007; Doney, 2019; Gall, 2014; Johnston, 2010; Kayser et al., 2013; Schmidt Hanbidge et al., 2018). Articles also described discussion (Doney, 2019) and small group interaction (Aronoff et al., 2017; Doney, 2019; Granruth & Pashkova-Balkenhol, 2018; Grant & Brettle, 2006; Kennedy & Gruber, 2020) as shown in Figure 2.8. Studies also described how learners interacted with scenarios for practicing information literacy concepts and strategies (Aronoff et al., 2017; Doney, 2019). In Aronoff et al. (2017), students responded to questions about creating research questions, using resources, designing studies, searching, and conducting critical appraisal based on clinical scenarios. In Doney (2019), students used scenarios to

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develop EBP research questions and to apply the social work approach to their own internship. Self-guided learning was described (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Foster et al., 2014; Gall, 2014; Grant & Brettle, 2006; Sbaffi et al., 2018) and typically involved an interactive component.
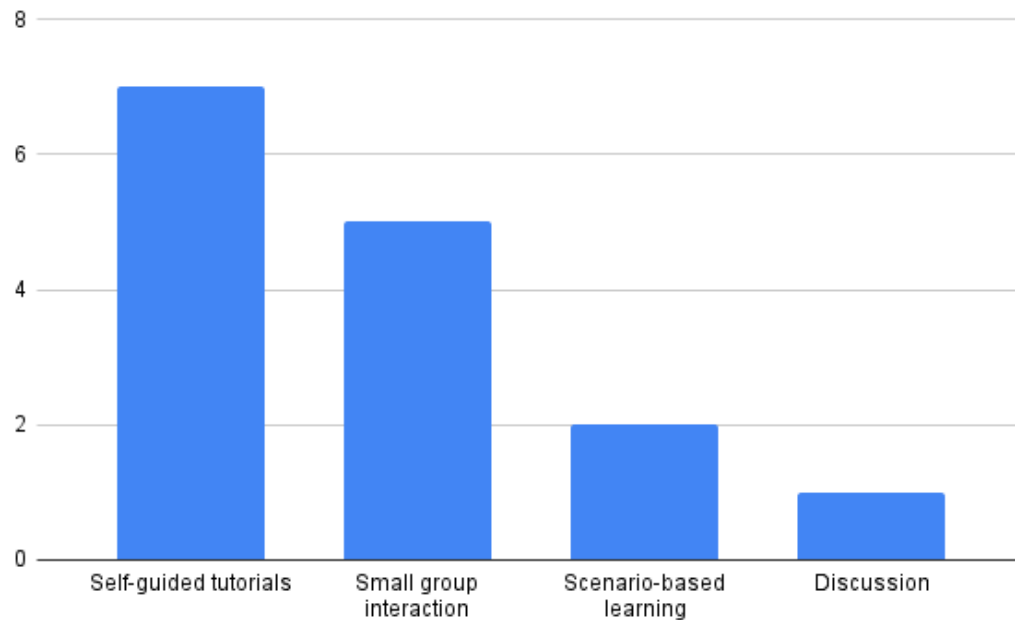
Figure 2.8. *Learner Activities*

Technology Characteristics. Studies described technology characteristics including course delivery methods and technological resources.

Course Delivery. Course delivery method varied in instructional interventions described. As shown in Figure 2.9, studies described online teaching interventions (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Granruth & Pashkova-Balkenhol, 2018; Kayser et al., 2013; Kennedy & Gruber, 2020). Face to face sessions were described in three studies (Bingham et al., 2016; Doney, 2019; Mooney et al., 2014). Four studies specified online training (Dubicki & Bucks, 2018; Johnston, 2010; Kayser et al., 2013; Schmidt Hanbidge et al., 2018). Six indicated

they used a combination of methods (Aronoff et al., 2017; Brustman & Bernnard, 2007; Gall, 2014; Granruth & Pashkova-Balkenhol, 2018; Kennedy & Gruber, 2020; Sbaffi et al., 2018).
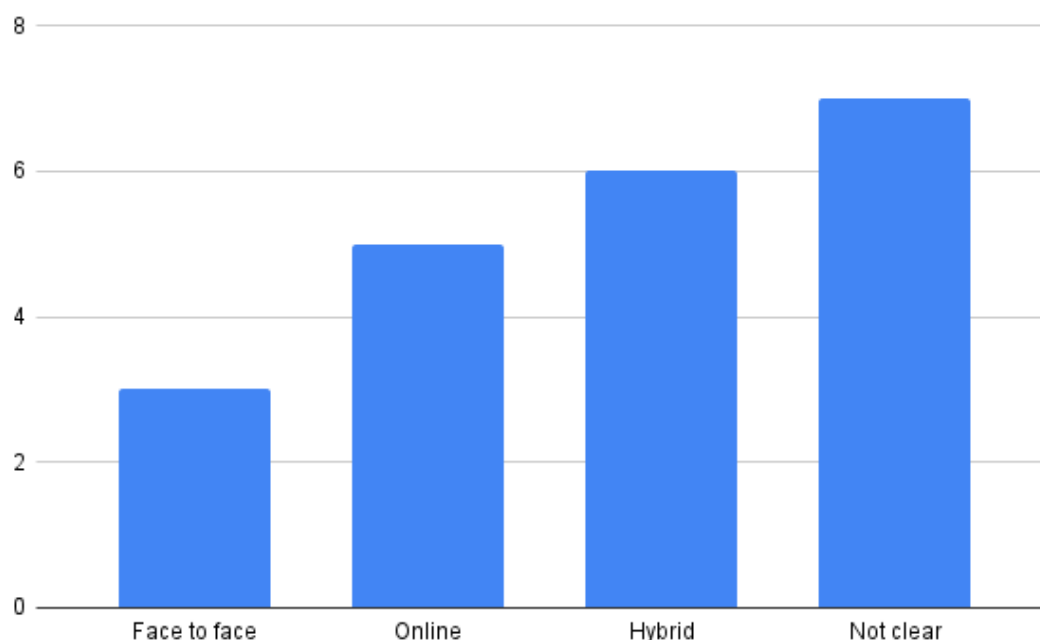
Figure 2.9. *Course Delivery*

Technological Resources. Studies described specific technological resources in three main categories as shown in Figure 2.10. Studies described incorporating resource sharing technology in instruction through LibGuides or other online resource guides (Bausman & Laleman Ward, 2015; Dubicki & Bucks, 2018; Kennedy & Gruber, 2020). Studies included technological tools for presentation of information, such as podcasts and videos (Johnston, 2010). Instruction interventions also leveraged technology for interactivity, such as learning management systems (Granruth & Pashkova-Balkenhol, 2018; Kennedy & Gruber, 2020), mobile technology (Schmidt Hanbidge et al., 2018), and other online instructional resources (Dubicki & Bucks, 2018; Gall, 2014; Kayser et al., 2013).
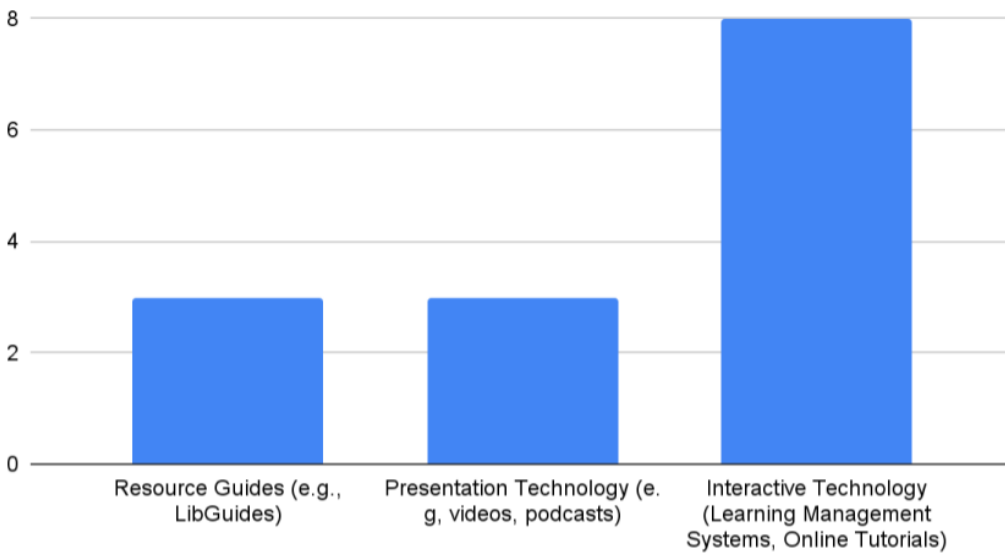
Figure 2.10. *Technological Resources*

Research Question 2: How Are Studies Regarding Information Literacy Instructional

Sessions and Resources for Social Workers Evaluated?

To address questions of analysis and synthesis, articles were reviewed according to their

research designs, data analysis methods, and outcome measures.

Research Design and Data Sources. Since the body of literature on this topic includes

qualitative, quantitative and mixed methods research methodologies, the descriptions that follow

will be grouped and described accordingly. As shown in Table 2.5, articles included in this

scoping review have used mixed methods research methodology (n=10; 52%). Studies used one-

group pre- and post-test design (Granruth & Pashkova-Balkenhol, 2018; Kayser et al., 2013) to

study learner performance before and after video tutorials, which they combined with content

analysis. Mixed methods evaluation research studies (Brustman & Bernnard, 2007; Silfen &

Zgoda, 2008) used surveys (Brustman & Bernnard, 2007) or content analysis (Silfen & Zgoda,

2008) to measure student awareness of library resources or their ability to use them. Other mixed methods studies have used non-experimental designs (Kennedy & Gruber, 2020; Peterson et al., 2011; Schmidt Hanbidge et al., 2018), with pre- and post-testing of problem-solving skills (Kennedy & Gruber, 2020), evidence-based practice skills (Peterson et al., 2011), and mobile information literacy skills (Schmidt Hanbidge et al., 2018) combined with content and usage analysis. Bausman and Laleman Ward (2015) employed an action research design using surveys measuring student awareness of library resources combined with usage analysis.

Studies using qualitative research designs presented case studies (Bellard, 2005; Bingham et al., 2016; Doney, 2019; Mooney et al., 2014), using a combination of research methods. Bellard (2005) used observations combined with surveys data to understand non-traditional graduate social work students' need for information literacy instruction. Bingham et al. (2016) analyzed observation data and student course participation in a case study from a course preparing third-year social work students for their first practicum. Doney (2019) used observations and text analysis in a case study describing the application of the situated information literacy process for social work library instruction sessions. Mooney et al. (2014) employed observation and text analysis in their case study of faculty and librarian collaboration on integrating library and research data management concepts into the curriculum for undergraduate research experiences for social work students.

Quantitative studies used one-group pre-/post-test, quasi-experimental, quantitative case study, and evaluation research. Pre-/post-test designs (Aronoff et al., 2017; Wang, 2016) measured effectiveness of instructional interventions. Aronoff et al. (2017) tested health professions students' knowledge and skills before and after participating in online evidence-based practice learning modules. Wang (2016) measured students' perceived changes of thought,

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feelings, and research actions before and after library instruction. Gall (2014) compared online and face-to-face performance on tests measuring information literacy skills using quasi-experimental design. In their quantitative case study, Dubicki and Bucks (2018) examined survey responses about and usage of government resources in a quantitative case study. Sbaffi et al. (2018) analyzed survey responses regarding search confidence through evaluation research.

Table 2.5. *Research Design Characteristics of Studies*

Authors	Year	Methodology	Research Design	Data Sources
Bausman & Laleman Ward	2015	MM	Action research	Survey, usage analysis
Bellard	2007	MM	Case study	Observation, surveys
Brustman & Bernnard	2008	MM	Evaluation Research	Survey
Granruth.& Pashkova-Balkenhol	2018	MM	One group pre-/post-test	Pre- / post-test, text analysis
Johnston	2010	MM	Not stated	Survey, observation, focus group, skills test
Kayser et al.	2013	MM	One group pre-/post-test	Pre- / post-test, text analysis
Kennedy & Gruber	2020	MM	MM non experimental	Pre- / post-test, text analysis
Peterson et al.	2011	MM	MM non experimental	Pre- / post-test, text analysis
Schmidt Hanbidge et al.	2018	MM	MM non-experimental	Pre- / post-test, survey, text analysis
Silfen & Zagoda	2008	MM	Evaluation research	Text analysis
Bingham et al.	2016	QL	Case study	Course analysis, observations
Doney	2019	QL	Case study	Observation, text analysis
Mooney et al.	2014	QL	Case study	Observation, text analysis
Saunders et al.	2016	QL	Not stated	Survey, text analysis
Aronoff et al.	2017	QN	One group pre-/post-test	Observation, pre- / post-tests
Dubicki & Bucks	2018	QN	Case study	Survey, usage analysis
Gall	2014	QN	Quasi-experimental	Pre- / post test
Sbaffi et al.	2018	QN	Evaluation research	Pre- / post-test
Wang	2016	QN	One group pre-/post-test	Survey

Note. Abbreviations used: MM for Mixed Methods, QL for Qualitative, and QN for Quantitative.

Data Analysis. As shown in Table 2.6, data analysis methods have varied greatly for the studies included in this review. Studies using a quantitative research methodology used descriptive statistics (Aronoff et al., 2017; Dubicki & Bucks, 2018; Gall, 2014; Sbaffi et al., 2018). Aronoff et al. (2017) used such inferential statistics as ANOVA. Wang (2016) used t-tests combined with signed tests to compare results of paired t-tests. Qualitative studies used content analysis (Mooney et al., 2014), thematic analysis (Saunders et al., 2016), and course or program analysis (Bingham et al., 2016; Doney, 2019).

For the quantitative analysis in mixed methods studies (n=10), researchers have used descriptive statistics (Bausman & Laleman Ward, 2015; Bellard, 2005; Brustman & Bernnard, 2007; Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Kayser et al., 2013; Kennedy & Gruber, 2020; Peterson et al., 2011; Schmidt Hanbidge et al., 2018) along with other statistical tests including ANOVA (Bausman & Laleman Ward, 2015; Kennedy & Gruber, 2020), t-tests (Kayser et al., 2013), tests of correlation (Silfen & Zgoda, 2008), and Google analytics of usage (Schmidt Hanbidge et al., 2018). These quantitative methods are combined with qualitative measures such as thematic analysis (Peterson et al., 2011; Schmidt Hanbidge et al., 2018), content analysis (Kayser et al., 2013; Kennedy & Gruber, 2020), as well as course or program analysis (Bausman & Laleman Ward, 2015; Granruth & Pashkova-Balkenhol, 2018).

Table 2.6. *Data Analysis Methods*

Mixed Methods	n	Citations
Descriptive statistics	8	Bausman & Laleman Ward, 2015; Bellard, 2005; Brustman & Bernnard, 2007; Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Kennedy & Gruber, 2020; Schmidt Hanbidge et al., 2018; Silfen & Zgoda, 2008
ANOVA	2	Bausman & Laleman Ward, 2015; Kennedy & Gruber, 2020
t-test	1	Kayser et al., 2013
correlation	1	Silfen & Zgoda, 2008
Google analytics	1	Schmidt Hanbidge et al., 2018
Quantitative		
Descriptive statistics	4	Aronoff et al., 2017; Dubicki & Bucks, 2018; Gall, 2014; Sbaffi et al., 2018; Wang, 2016
ANOVA	1	Aronoff et al., 2017
t-test	1	Wang, 2016
signed test	1	Wang, 2016
Qualitative		
Content analysis	1	Kayser et al., 2013; Kennedy & Gruber, 2020
Thematic analysis	1	Aronoff et al., 2017; Peterson et al., 2011; Saunders et al., 2016; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018
Course / program analysis	2	Bausman & Laleman Ward, 2015; Bingham et al., 2016; Doney, 2019; Dubicki & Bucks, 2018; Granruth & Pashkova-Balkenhol, 2018

Research Question 3: What Are the Key Outcomes in Studies Related to Information Literacy for Social Workers?

Outcomes Sentiment. Figure 2.11 outlines key outcomes from the studies included in this review. Analysis of sentiment that emerged from outcomes were generally positive. Outcomes indicated that instruction appears to be effective, and that there is a need for specific information literacy instruction to improve learners' skills. Information literacy for the support of evidence-based practice skills is also viewed positively with instruction.
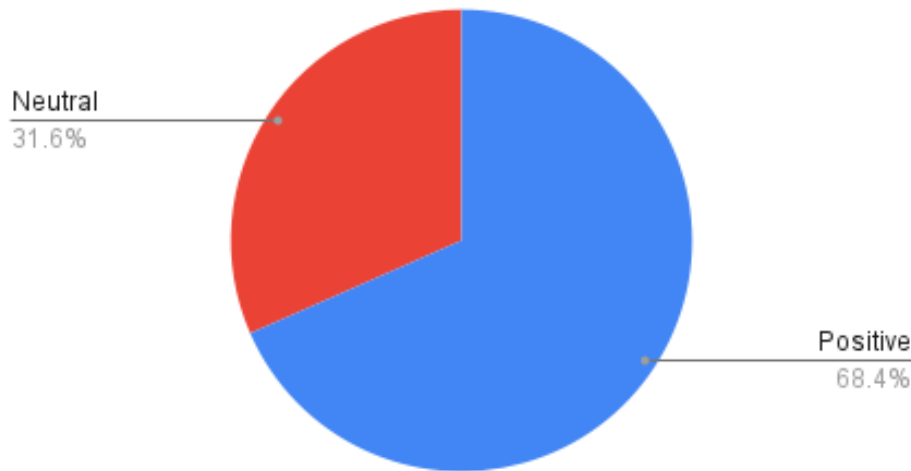
Figure 2.11. *Outcomes Sentiment*

Outcome Themes. Trends that appeared in the outcomes from the studies included in this review were distributed among four main categories: instructional, learner competence, affect, engagement, and behavior, as shown in Figure 2.12. Studies report an improvement in information literacy skills and instructional efficacy. Regarding the Instructional category, studies noted increased instructional efficacy (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Bingham et al., 2016; Brustman & Bernnard, 2007; Doney, 2019; Gall, 2014; Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Mooney et al., 2014; Peterson et al., 2011; Saunders et al., 2016; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018; Wang, 2016), with some studies highlighting a need for or methods to improve instruction in certain aspects (Bausman & Laleman Ward, 2015; Bellard, 2005; Bingham et al., 2016; Silfen & Zgoda, 2008). From the studies reviewed, the outcomes suggest that librarians' involvement in information literacy instruction for social workers is beneficial. In the category of Learner Competence studies reported positive information literacy or evidence-based practice skills, and improved achievement (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Bellard, 2005; Brustman &

Bernnard, 2007; Gall, 2014; Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Kayser et al., 2013; Kennedy & Gruber, 2020; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018). In the category of affect, studies reported positive outcomes regarding an emotional aspect, such as self-efficacy (Gall, 2014) or perception toward information literacy or evidence-based practice (Aronoff et al., 2017; Bellard, 2005; Bingham et al., 2016; Sbaffi et al., 2018). For the category of engagement, studies reported positive results regarding participation with library resources and services (Bausman & Laleman Ward, 2015; Saunders et al., 2016; Silfen & Zgoda, 2008). Finally, for the category of learner behavior, studies reported students' increased use of the resources of focus in the instructional intervention (Bausman & Laleman Ward, 2015; Dubicki & Bucks, 2018; Schmidt Hanbidge et al., 2018; Silfen & Zgoda, 2008).
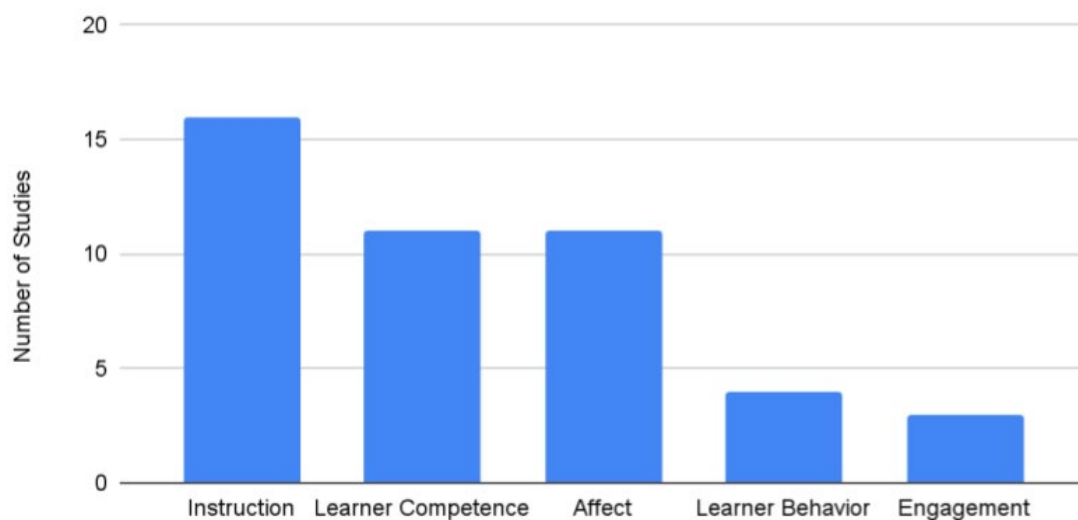
Figure 2.12. *Themes of Outcomes*

Note. Studies' outcomes may incorporate more than one theme.

Strengths of Studies Reviewed. Many of the studies included in this review included multiple methods of observation and assessment (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Bellard, 2005; Bingham et al., 2016; Doney, 2019; Dubicki & Bucks, 2018;

Granruth & Pashkova-Balkenhol, 2018; Johnston, 2010; Kayser et al., 2013; Kennedy & Gruber, 2020; Peterson et al., 2011; Saunders et al., 2016; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018; Silfen & Zgoda, 2008), which adds strength to the results and outcomes, as shown in Figure 2.13. Studies using qualitative methodologies such as interviews, observations, and case studies provide for detailed descriptions of data (Bellard, 2005; Bingham et al., 2016; Brustman & Bernnard, 2007; Doney, 2019; Dubicki & Bucks, 2018; Gall, 2014; Granruth & Pashkova-Balkenhol, 2018; Mooney et al., 2014; Saunders et al., 2016). Studies that included stakeholders in the research design allow for establishing credibility and ensuring transparency and accountability (Bausman & Laleman Ward, 2015; Doney, 2019; Granruth & Pashkova-Balkenhol, 2018; Wang, 2016). Although there were not as many quantitative studies included, they provide useful information about research design and implementation that could be replicated (Aronoff et al., 2017; Dubicki & Bucks, 2018; Gall, 2014; Sbaffi et al., 2018; Wang, 2016), of special note are the ones that used validated instruments (Aronoff et al., 2017; Kennedy & Gruber, 2020), included larger samples (Bausman & Laleman Ward, 2015; Bellard, 2005; Mooney et al., 2014; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018), and collected data over time (Bausman & Laleman Ward, 2015; Granruth & Pashkova-Balkenhol, 2018; Sbaffi et al., 2018).
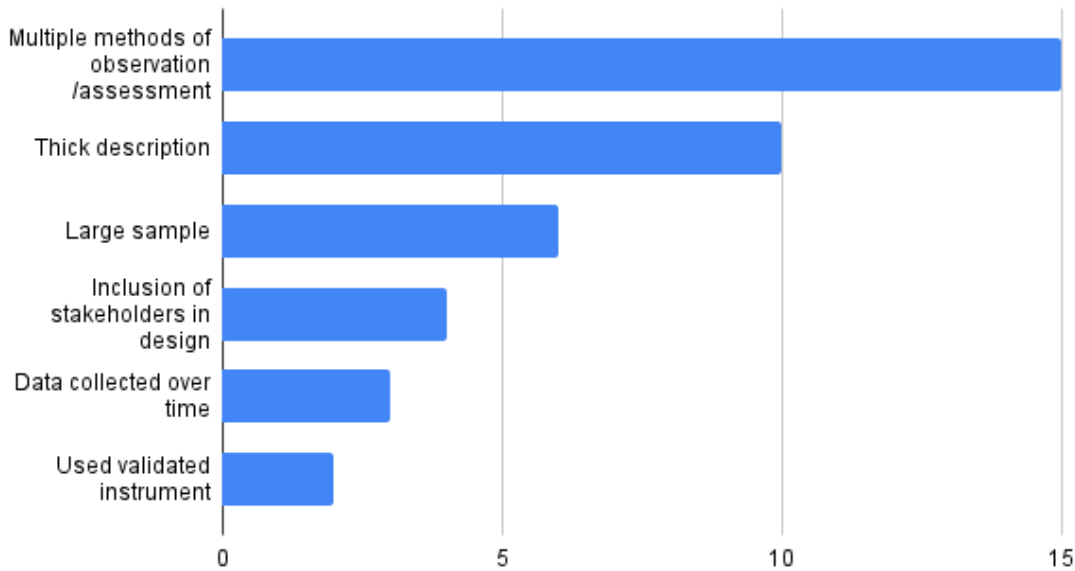
Figure 2.13. *Quality of Studies*

Limitations of Studies Reviewed. Study authors were cognizant of study limitations. Limitations of studies include small sample sizes (Aronoff et al., 2017; Bingham et al., 2016; Doney, 2019; Dubicki & Bucks, 2018; Gall, 2014; Grant & Brettle, 2006; Kennedy & Gruber, 2020; Peterson et al., 2011; Sbaffi et al., 2018; Schmidt Hanbidge et al., 2018; Silfen & Zgoda, 2008), as shown in Figure 2.14. Low response rate was also a limitation mentioned in studies reviewed (Johnston, 2010; Kayser et al., 2013). Authors who described their studies as pilot, formative or exploratory (Aronoff et al., 2017; Bausman & Laleman Ward, 2015; Brustman & Bernnard, 2007; Granruth & Pashkova-Balkenhol, 2018; Peterson et al., 2011; Silfen & Zgoda, 2008), and noted this as a possible limitation. Study authors described limitations to generalizability (Bingham et al., 2016; Doney, 2019; Mooney et al., 2014; Peterson et al., 2011; Saunders et al., 2016; Schmidt Hanbidge et al., 2018) and potentially non-representative samples from their study populations (Aronoff et al., 2017; Saunders et al., 2016; Sbaffi et al., 2018). Other limitations included lack of control group (Aronoff et al., 2017; Bellard, 2005; Johnston,

2010; Peterson et al., 2011; Silfen & Zgoda, 2008) or not piloting the intervention with a representative population sample (Aronoff et al., 2017; Gall, 2014; Silfen & Zgoda, 2008). Issues with data collection (Dubicki & Bucks, 2018; Gall, 2014; Kayser et al., 2013; Kennedy & Gruber, 2020; Wang, 2016) or issues with study implementation (Dubicki & Bucks, 2018; Gall, 2014; Granruth & Pashkova-Balkenhol, 2018; Kayser et al., 2013; Peterson et al., 2011; Sbaffi et al., 2018; Wang, 2016) were mentioned by researchers. Finally, several studies provided only limited detail regarding descriptions of theoretical frameworks and research methodologies (Bellard, 2005; Gall, 2014; Johnston, 2010; Mooney et al., 2014).
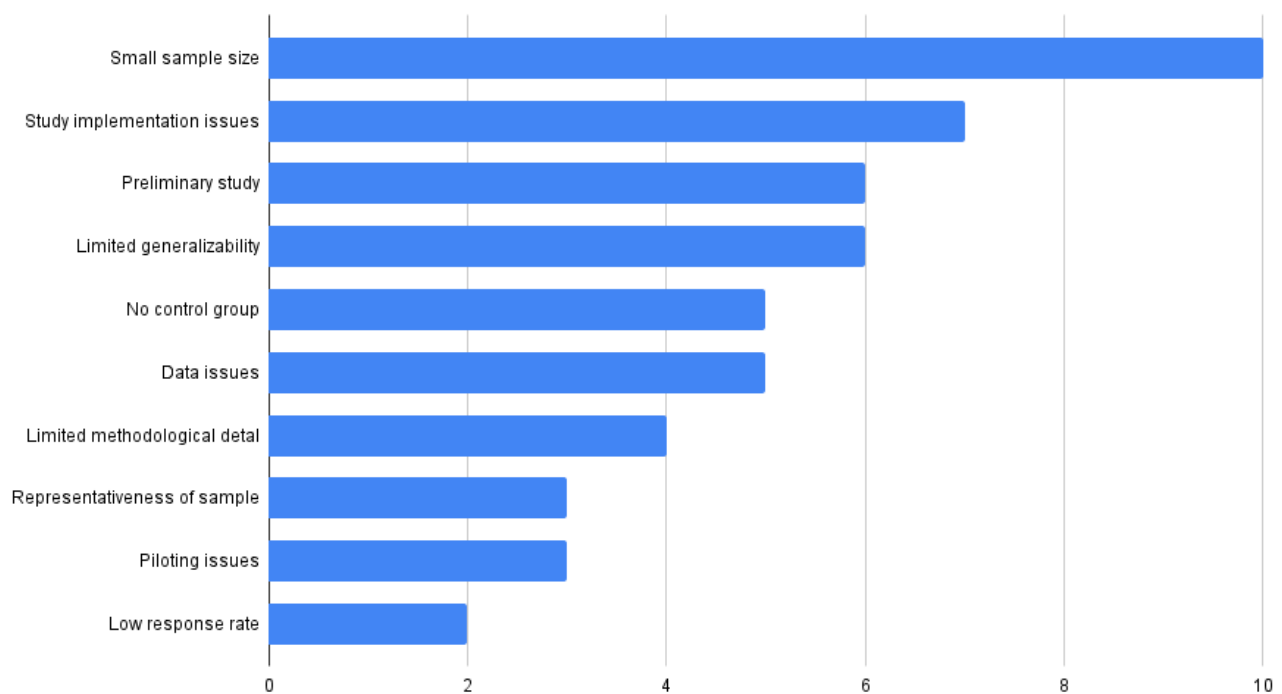
Figure 2.14. *Limitations of Studies*

Another trend from the studies that warrants mentioning is that of identifying barriers or challenges to implementation. Brustman and Bernnard (2008) discuss delivery challenges in

attempting to determine how to ensure that students participate early enough in their program to be beneficial. Dubicki and Bucks (2018), Kennedy and Gruber (2020), and Peterson et al. (2011) discusses challenges in ensuring that learners have access to resources they have learned about instruction. Other studies report on the challenge that a lack of value of information literacy instruction services can have on ensuring that students are information literate learners (Bausman & Laleman Ward, 2015; Kennedy & Gruber, 2020; Mooney et al., 2014).

Discussion

Summary of Evidence

In this scoping review, I identified 19 primary studies published between 2007 and 2022. Outcomes designate a small body of research focusing specifically on librarians' roles in providing information literacy instruction to prepare social workers for practice. The literature review describes collaboration between librarians and instructional faculty in information literacy instruction to support using research in practice, as described by the Council on Social Work Education (Bausman & Laleman Ward, 2015; Bingham et al., 2016; Brustman & Bernnard, 2007; Doney, 2019; Granruth & Pashkova-Balkenhol, 2018; Kayser et al., 2013; Silfen & Zgoda, 2008).

Educating social workers regarding information literacy skills for incorporating evidence into practice, developing collaborative relationships with teaching faculty and instructional design and support professionals, and using ACRL guidance for developing instructional interventions are often employed in information literacy instruction. However, although important and practical, these strategies only partly address what is repeatedly highlighted in the evidence base: that information literacy instruction in social work must be situated in the social work context. Librarians intending to provide information literacy instruction must design and

implement training in line with the values that the social work profession places on the client's role in determining authority in evidence based practice model. Instruction should focus on issues of situatedness (e.g., person in environment, context-dependent training and emphasis on best-available evidence for the circumstance).

There has been very little written about addressing the needs of social work students as they are distributed in their practicum placements, a time when they are in need of the best available evidence to support their practice. Librarians considering information literacy instruction for social workers must keep in mind the access that social workers will need have to the resources of focus in the trainings if they are to use them in practice (Pendell & Kimball, 2020), so trainings that leverage open-access information, such as those described by Bingham et al. (2016), Dubicki and Bucks (2018), and Schmidt Hanbidge et al. (2018) would be important to consider.

From the studies reviewed, the outcomes suggest that librarians' involvement in information literacy instruction for social workers is beneficial. Studies report an improvement in information literacy skills and instructional efficacy. While some studies identified needing more time with learners (Bellard, 2005; Saunders et al., 2016), research exploring instructional designs that allow for multiple sessions, embedding information literacy instruction into longer for-credit courses, such as through self-guided interactive tutorials could be avenues for future research.

Scenarios have been used in instructing learners to use information to support practice (Aronoff et al., 2017; Bingham et al., 2016; Doney, 2019; Granruth & Pashkova-Balkenhol, 2018). Future information literacy instructions using scenario-game-based training would be a way to situate information literacy into the social work context and facilitate ways for social workers to practice using information sources in realistic settings.

Limitations of the Scoping Review

This review has several strengths. First, I used a comprehensive search strategy across multiple databases from multiple disciplines to increase the likelihood of locating research on librarians' roles in providing information literacy instruction for social work students. Second, I compared the controlled vocabularies of the databases used to maximize accuracy in search terminology. Although I am a librarian, I consulted with practicing librarians from my institution to test the search strategies. I conducted this review over a two-year period, enabling me to develop the data charting form, test its applicability, and refine it before use.

There are limitations to this scoping review process. I limited inclusion to articles published in the past 20 years. However, this is not likely a significant limitation, since all of the included articles were published in the past 15 years. I also limited inclusion to studies written in English, which may have resulted in the exclusion of eligible studies published in other languages. Furthermore, the reporting of research results varied considerably in their extensiveness across the literature, and as such, this scoping review's data are limited by the details described in the literature. For example, most papers described the study methods and results but did not provide details on analysis of the data.

Another possible limitation is that the articles were screened and the data were abstracted by one reviewer. However, the data are likely valid, as sample coding was conducted, with preliminary data reviewed by colleagues and faculty mentor. Nevertheless, multiple-author data extraction and review would have constituted a more robust methodology.

Conclusion

The aim of this scoping review was to explore librarians' roles in providing information literacy instruction for evidence-based or informed practice in social work or closely related

health and social service professions. This review is intended to inform strategies for developing

information literacy and evidence informed practice training to ensure that social work students

have the requisite and relevant information literacy skills for library internship placement or

employment. However, the current state of the evidence indicates a need for information literacy

training that may be of benefit for future social workers and to help guide librarians as how to

deliver information literacy training that supports using research for practice. Although much of

the research based in the United States is guided by the Association for College and Research

Libraries' Standards or Framework, it will also be important to follow the efforts of the EBSS

and other organizations that help to align these efforts to the professional and ethical values of

social workers.

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CHAPTER THREE:

LIBRARIAN AND SOCIAL WORK IDENTITY IN AN INTERPROFESSIONAL

COMMUNITY OF PRACTICE FOR ONLINE SCENARIO-BASED RESPONSIVE

LIBRARIANSHIP TRAINING

Libraries play a vital role in providing information and resources in the communities they serve. As they look to expand their outreach to support access to social service and mental health information in their service areas, library social services are becoming more common (Nienow, 2013; Zettervall & Nienow, 2019). Research is emerging on library social work and its impact on the organizations where it is provided. While the majority of literature published about library social work involves the benefits to library patrons (Cuseglio, 2020), studies have been published about how social workers' presence in the library is also helping library staff (Hill & Tamminen, 2020) through training on topics such as crisis management, de-escalation techniques, and public engagement (Phelan, 2017; Provence, 2018, 2020; Wahler et al., 2020). Research has also addressed how librarians can help social workers prepare for research-informed practice (Bausman & Laleman Ward, 2016; Johnson et al., 2021). As librarians and social workers are working together to address the needs of the individuals coming to libraries for assistance, there exist opportunities for interprofessional collaboration. The World Health Organization describes interprofessional collaboration as occurring when specialists from differing professional backgrounds work together to provide health related services for individuals, their families,

caregivers and communities (2010). One model of interprofessional collaboration that is well suited for librarians and social workers is Responsive Librarianship.

Responsive Librarianship is the delivery of personalized library services in response to a health or wellness concern (Cannon, 2019). This personalized service model builds on concepts of bibliotherapy and readers' advisory (the recommendation of books for a particular purpose). The Responsive Librarianship model was influenced by the Department of Veterans Affairs reading therapy program as well as the United Kingdom's National Health System-supported programs, including the Reading Well, Read Yourself Well, and the Books on Prescription programs (Shereff et al., 2017). Previous research supports these programs as cost-effective high-impact services that produce positive health outcomes (Brewster & McNicol, 2021; Poerio & Totterdell, 2020; Tijms et al., 2018). Responsive Librarianship employs open-ended questions to assist the reader in selecting texts for addressing concerns and improving mental health (Shereff et al., 2017). Responsive Librarianship takes an ecological approach to service, considering other aspects of the reader's life and community that may contribute to mental health (Walkup et al., 2016). The Responsive Librarianship model was developed by researchers at the University of South Florida School of Information's Responsive Librarianship Lab, and was first implemented in 2015 as a way to provide services through the development of a bibliotherapy-focused library collection in an adult addiction treatment center. It was expanded to a pediatric unit in a behavioral health center, and in 2020 to public libraries in the Greater Tampa Bay area through a Library Services and Technology Award (LSTA). The Responsive Librarianship Lab has collaborated with the Miami-Dade Public Library System and the Vermont Department of Labor on the development of local Responsive Librarianship programs.

Responsive Librarianship training focuses on presenting strategies for supporting mental

health through evidence-based reading lists, customized reading groups, and themed library

programming using empathetic communication methods. The implementation of training has

evolved since the program began. Initially, Responsive Librarianship Lab researchers conducted

presentations for providers in the organizations hosting therapeutic libraries. These presentations

introduced providers to the collection and explained the tracks of therapeutic reading texts

(cognitive, affective, visual, and neuro-rhetorical) (Cannon, 2018) and how providers might use

these texts to complement therapeutic goals (Shereff et al., 2017). These trainees would be

considered experienced in their practice domains, and new to Responsive Librarianship.

As word spread about Responsive Librarianship through conference presentations and

publications, Responsive Librarianship Lab researchers were invited to conduct multisession

synchronous online workshops for library groups in Florida, New Hampshire, and Vermont to

provide instruction to library staff members on Responsive Librarianship concepts and skills, as

well as how to incorporate these strategies into an ecological service model. These groups would

also be considered experienced in their practice domains and new to Responsive Librarianship.

In these workshops, Responsive Librarianship Lab team members conducted in-person or

synchronous online presentations and facilitated discussions with participants. The feedback

from these workshops indicated that participants would like continued support in the form of

resource guides and hands-on opportunities to use them.

Another type of Responsive Librarianship training involved the onboarding of interns to

the Responsive Librarianship Lab team, both from the USF School of Information and from the

USF School of Social Work. These trainees would be considered new to their practice domains

and new to Responsive Librarianship. Initially these trainings involved in-person presentations of

key concepts of Responsive Librarianship, with a situated apprenticeship model in which experienced Responsive Librarianship Lab members modeled skills, and trainees would practice with mentor supervision. Both would reflect on and discuss both successes and opportunities for improvement. This would be repeated each time new interns joined the Responsive Librarianship Lab team. Although these trainings were initially conducted in-person and on-site at the therapeutic library, Covid-19 social distancing requirements mandated transitioning to online synchronous training, with no on-site presence (Taylor et al., 2022).

As the team developed and tested lesson plans for curriculum development for the LSTA grant, we maintained a continuous process of modeling, observation, reflection, and discussion using techniques such as recording practice presentations, using online forms for observation notes, and synchronous discussions via web conferencing. All Responsive Librarianship Lab team members, both experienced members and newcomers, reflected on aspects of the planning for and execution of group sessions. Throughout the process, we endeavored to create a culture of collaboration and support for expressing and trying new ideas while refining content and techniques that did not work as well. Although the team consisted of faculty and staff, practicing librarians, and student members from both library and information science and social work, all team members contributions ideas were considered equally for inclusion in the curriculum. In discussions reflecting on the experience, participants indicated that they enjoyed working together in this way and that having individuals from different disciplines on the team increased confidence in preparing lesson plans and resource guides and facilitating book group discussions on mental health topics.

After completing the LSTA project, the Responsive Librarianship Lab looked to expand the reach of Responsive Librarianship and wanted to provide cost-effective and engaging ways

to provide training for organizations from any geographic area wanting to implement this service model in their own settings. We needed to provide a way to assist organizations offering library social services to provide professional development for staff and interns from disparate professional backgrounds and with differing levels of experience in their practice domains. Additionally, we wanted them to be able do so in a safe way for both providers and patrons. We hoped to use the Responsive Librarianship model to foster collaboration in such a way as to respect the differences in the individual professions, highlight similarities, and provide enough common ground to foster interprofessional approaches to providing resources and service. We aimed to develop training that would allow trainees to observe and interact with experienced Responsive Librarianship providers to practice new skills. Finally, we sought to build on the successes of previous trainings by providing opportunities for modeling, observation, discussion, and reflection on training activities.

This article describes a novel training using scenario-based games in an interprofessional community of practice for Responsive Librarianship. The training content was developed iteratively between spring of 2020 and spring of 2022, through participation with Responsive Librarianship Lab research projects (Taylor et al., 2022). The course builds on previous synchronous presentations conducted by the Responsive Librarianship Lab as a part of the onboarding process for both new Lab members and new partner libraries. This asynchronous online course was developed as a way to facilitate interprofessional identity negotiation as trainees consider scenarios through the lens of independent professionals (i.e. uniprofessionals, either librarians or social workers) as they become providers of Responsive Librarianship. Immersive scenario-based activities model concepts and skills and allow for responsive participant interaction. To promote interprofessional community of practice in the online

asynchronous environment, discussions about scenario-based games give participants common experience to respond to in order to promote social learning.

Purpose and Research Questions

The purpose of this study is to understand experiences of participants in an online interprofessional community of practice of Responsive Librarianship. Using scenario-based games in this training program facilitates identity negotiation as librarian and social worker trainees become providers of Responsive Librarianship. The questions that guide my research include the following:

1. How do scenario-based games in an online interprofessional community of practice training support librarians and social workers, as they become providers of Responsive Librarianship?
2. How does an online interprofessional community of practice training influence the development of interprofessional identity among librarians and social workers learning to provide Responsive Librarianship?

Theoretical Foundations

Situated Learning and Communities of Practice

This research is informed by situated learning theory (Lave & Wenger, 1991). In situated learning, knowledge is influenced by its accompanying environment. Situated learning is both a social process and a cognitive one, in that individuals acquire the customs and practices of the cultures of their ecology. In situated learning, emphasis is placed on how learners become the competent practitioner or expert, with the social and cultural ramifications of the transformation of identity. Key to situated learning theory is the concept of *legitimate peripheral participation*, in which all levels of participation are understood to promote learning. Situated learning

typically involves a community of practice, in which learners interpret, reflect, and form meaning (Stein, 1998). Wenger (1998) describes three distinct types of belonging in a community of practice: engagement, imagination, and alignment. Through engagement, the learner actively negotiates meaning. Imagination links conceptual connections to the learner's own experience. Alignment is the process of coordinating effort to fit within broader structures and contribute to more expansive enterprises. A community of practice provides opportunities for social learning through dialogue and exposure to diverse perspectives (Brown et al., 1989; Lave & Wenger, 1991) and enables the learner to link practice with inquiry and reflection, creating shared knowledge and understanding with other learners in the community (Stein, 1998). Wenger (1998) indicates that this is accomplished through negotiation of dualities, which he describes as opposing forces or creative tensions. The opposing forces inherent in the duality to make meaning (participation / reification), interact with the course (designed / emergent), perceive a new identity in the community (identification / negotiability), and belong to multiple communities (local / global) influence learning in a community of practice.

Communities of practice have three critical characteristics: domain, community, and practice (Wenger et al., 2002). Domain is the shared interest that provides the motivation for the community to come together. According to Wenger, the domain's common ground also creates the common identity. Community is the group of individuals who converge to network, deliberate, share ideas, and work together. A strong community nurtures interactions and relationships based on mutual respect and trust, encouraging brainstorming, vulnerability, asking difficult questions and active listening. Practice refers to the frameworks, ideas, tools, information, styles, language, stories, and resources that community members share. It differs from the domain in that the practice is the knowledge that the community produces, curates, and

disseminates. Previous research on communities of practice relevant to this study have focused on these characteristics in a variety of contexts.

Scholars have analyzed the evolution of the community of practice from its inception, to recent iterations. As research on community of practice has evolved, the emphasis on situated negotiation of meaning and the importance of identity in learning has remained consistent (Cox, 2005), as has its support for formal and informal interaction between novices and experts for social learning (Li et al., 2009). Recommendations for future research on communities of practice have included considering elements such as the use of the facilitator to encourage interaction, the use of technology (Li et al., 2009) to address needs of communities with distributed membership, and the role of synchronous and asynchronous discussions to examine the issue of time (Smith et al., 2017).

Communities of Practice and Librarianship. Community of practice research in the domain of library and information science has focused on both pre-service (Kimmel et al., 2019; Marken & Dickinson, 2013; Yukawa, 2010a, 2010b) and professional (Gola & Martin, 2020) librarians. For pre-service learners, findings indicated that the community of practice facilitated student engagement, contributing to a sense of trust and joint enterprise (Kimmel et al., 2019), with communication extending past graduation. Kimmel et al. attributed the longevity to course structures such as discussion boards and group tasks, which provided the decentering (Lave & Wenger, 1991), for creating relationships with other learners, instructors, and practitioners in collaborative learning. Marken and Dickinson (2013) identified barriers of time, commitment to community of practice development, and technology issues as potential obstacles.

Gola and Martin (2020) studied emotional intelligence in library and information science professionals in an academic community of practice. They reported participation in the

discussion groups, with schedule conflicts as a barrier to participation. They attributed some of the success of the community of practice to having a librarian in the "coordinator role", with department heads who both belonged to the community and championed it to others.

Yukawa (2010a) developed the Community of Practice Model for Blended Learning based on Wenger's (1998) Design Framework. She evaluated its use in a graduate level library and information science course to determine its effect on student professional identity. In this framework, dualities shaping community learning are expressed through the three modes of belonging, and are enacted through communication (a fifth duality proposed by Barab et al. (2003; 2004)). According to Yukawa, successful negotiation of the five dualities leads to personal realization of professional identity, which she defined as the "principles, practices, values and leadership skills that help students succeed" (p. 60). After evaluating the course using the model, Yukawa reported an increase in student learning through use of the community of practice model. Yukawa followed up this study with another (2010b) using design-based research to test the same model's efficacy in supporting student growth related to core library and information science concepts, practices, professional identity, and leadership skills, and develop methods for formative and summative assessment. She reported positive effects on the learning process, especially concerning collaboration. Assessment methods in the form of course artifacts and questionnaires were deemed sufficient for testing the aspects of the model, and Yukawa recommended testing and refining the model in other contexts.

Communities of Practice and Social Work. Davis and Goodman (2014) and Bosco-Ruggiero et al. (2015) used social media platforms to support social work students during their academic programs. They reported increased engagement and support of curricular goals while students' participation became more autonomous with their experience using the online

communities, both research groups stressed the importance of a facilitator for ensuring best principles and practices of online community engagement and social presence to develop community identity, create a safe space, motivate members to participate, and increase member commitment.

For practicing social workers, communities of practice have been described for both in-person (Johnson-Lafleur et al., 2021; Moesby-Jensen & Nielsen, 2015) and virtual (Cook-Craig & Sabah, 2009) settings. For in-person settings, studies focused on community of practice for exploring collegial support for issues such as emotional labor and burnout (Moesby-Jensen & Nielsen, 2015) and culturally acceptable interventions for working with teens (Johnson-Lafleur et al., 2021). Findings pointed to the importance of communities of practice for developing shared understandings, increased learning and improved service to clients.

In an online setting, Cook-Craig and Sabah (2009) studied eighteen virtual communities of practice for social work professionals. They found that over the first year-and-a-half of their existence, the virtual communities of practice saw steady growth in membership and the use of their electronic resources, which they interpreted as evidence that social workers in Israel were receptive to virtual communities as a means of sharing knowledge to support practice and to facilitate finding and using evidence, especially within an organizational climate supportive of workplace learning.

Participation, or lack of it, has been noted in several studies (Gola & Martin, 2020; Marken & Dickinson, 2013). Li et al. (2009) recommend using a facilitator or community champion to promote network or group activities and enhance interaction among members. Studies on community of practice for both librarians (Gola & Martin, 2020) and social workers

(Bosco-Ruggiero et al., 2015; Davis & Goodman, 2014; Johnson-Lafleur et al., 2021) support this practice as a way to model participation and to keep the activities progressing.

Literature Review

Scenario-based Training

In situated learning environments, it is recommended that instructors use immersive and authentic scenarios and require the learner to use higher-order thinking skills to solve problems (Lave & Wenger, 1991). Scenario-based training uses a "preplanned guided inductive learning environment designed to accelerate expertise" (Clark & Mayer, 2012, p. 5). From the perspective of an actor in the setting, the learner responds to a realistic assignment or challenge, and the consequences of their actions. Scenario-based training is a way to build on prior knowledge and construct new knowledge and skills. Scenario-based games provide opportunities for safe practice while also providing rich context through "resources for explicit learning, including virtual coaches, model answers, and even traditional tutorials" (Clark & Mayer, 2012, p. 6). For planning social learning opportunities, Wenger (1998) advocates for a design framework in which the three types of belonging serve as an infrastructure and articulate with the dualities of learning, such as the one developed by Yukawa (2010a, 2010b) in Figure 3.1. Scenario-based training is a method for connecting the learning infrastructures to the design dimensions. Using scenario-based games in Responsive Librarianship training can provide multiple situations for the learner to practice requisite skills and learn from mistakes through targeted support and feedback.
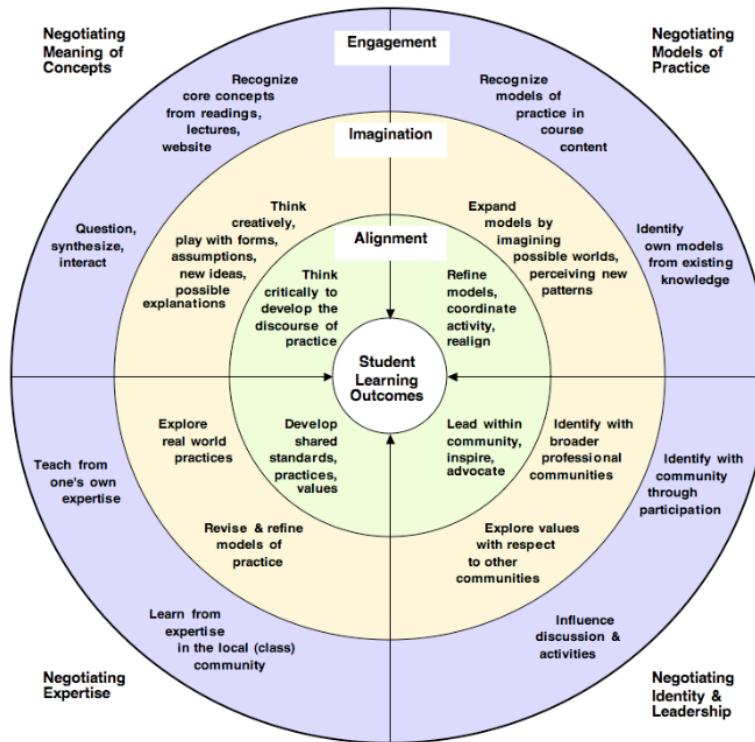
Figure 3.1. *Community of Learning Processes Model*

Note. From "Using Evidence Based Practice in LIS Education: Results of a Test of a Communities of Practice Model," by Joyce Yukawa, 2010, *Evidence Based Library and Information Practice, 5*(1), p. 108. CC BY-NC-SA 4.0 by Copyright Holder. Used with permission.

Scenario-Based Training in Library and Information Science. Research studies have demonstrated the use of scenario-based training in communities of practice in both library and information science and social work. In library and information science, scenarios have been used in in-person trainings for library and information science staff on protecting patrons' privacy and confidentiality (Snowman, 2013) and dealing with ethical dilemmas involving new technologies (Ferguson et al., 2016), and for teaching on-call consultant pediatricians' information literacy skills (Pettersson et al., 2017). Scenario-based learning was found to benefit librarians by providing opportunity to build individual and team understandings of research data

management (Searle, 2015; Wittenberg et al., 2018) and promote expertise Wittenberg et al. (2018). Scenario training allows learners to put themselves in the situation of focus and use problem-solving strategies to respond. According to Searle (2015), scenarios can be designed to highlight specific concepts so participants can explore complex challenges with colleagues in a safe space that would be impossible to present in real life.

Scenario-Based Training in Social Work. Scenario-based training has also been used in social work to immerse learners in content in a safe way, for example by simulating situations with clients, rather than using real ones for practicing new skills. Scenario-based training has been used in studies with professional social workers focusing on facilitating knowledge exchange for persons with dual diagnoses (Anderson et al., 2013) and working with multicultural, multilingual and transnational issues in refugee client groups (Anis & Turtiainen, 2021). Recommendations for future trainings included combining scenario-based training with individual reflection and group discussion for increased social learning.

In social work education, scenario-based training has been used to support decision-making for social work interns regarding child-protection services (Pack, 2016). It has also been used to facilitate understandings of mental illness from the mental health service users' perspective (Newman et al., 2019), important for empathetic service.

In the large scale virtual practice community Wessex Bay (Pulman et al., 2009; Quinney et al., 2008; Scammell et al., 2008), students from a variety of disciplines interacted with social service scenarios in a fictional town embedded in the learning management system for an interprofessional education program. Students learned to deal with contentious subjects collaboratively with class colleagues using strategies that could translate to future working relationships. This provided practice for potential difficulties they might encounter in their future

professions. An increase in professionalism was also noted in Knowles and Cooner (2016) as

social work students participated in an international collaborative blended learning project using

closed Facebook groups to explore ethical issues related to professional practice and social

media. Students described challenges working in an online international community of practice,

related to organization of information and time difference, which could be addressed by an

asynchronous design.

Embedding scenario-based training within an online community of practice shows

promise for offering ways for learners to place themselves inside the settings of focus, to identify

with the individuals represented, and to address challenges from the perspective of the expert.

Having the community of practice for informational support, to serve as a soundboard for

discussing concerns or for sharing reflections helps to prepare learners for the potential demands

of their practice. Scenarios combined with discursive and reflective activities in a community of

practice support social learning and promote mentoring from more experienced individuals in the

community.

Community of Practice and Identity

A key component of communities of practice is the concept of identity. Wenger (1998)

characterizes identity as lived, negotiated, social, progressive, networked, and geographically

boundless (p.163). Individuals manage their identity through their encounters and relationships

with others. As individuals learn, they deal with the conflicting forms of individuality and

competence as they are defined in different communities, in other words, their landscapes of

practice (Wenger-Trayner & Wenger-Trayner, 2015). Librarians and social workers share the

description of being practitioners in a helping profession (Bausman, 2017a, 2017b; Gross &

Latham, 2021; Lloyd, 2020; Moxley & Abbas, 2016). The following sections discuss how

previous research has addressed social workers' and librarians' professional identities as they relate to communities of practice.

Librarians' Professional Identity. Previous research has focused on librarian professional identity as it relates to the evolving and interdisciplinary aspects of the library and information science profession. Studies focusing on practicing librarians have described professional identity as developed iteratively (Fraser-Arnott, 2019; Pierson et al., 2020), and influenced by environment, especially as the individual negotiates a presence in the digital world, and interacts with association bodies through continuing education. Networked multi-membership (Dickinson et al., 2020) is often a factor, since librarians may belong to a number of different communities of practice and may need to modulate their ways of being in each. These observations are in line with Wenger's (1998) description that professional identity is progressive and influenced by others, especially if the identity negotiation is happening on the fringes of the identity boundaries or in multiple memberships.

For library and information science students, engagement with professional practices through group and partner collaboration, conference attendance, and professional presentations facilitates an emerging library and information science identity for pre-professionals (Kimmel et al., 2019). It is recommended that instruction and professional development for librarians that creates "cognitive spaces explicitly linking professional identity, influences on identity negotiations, and critical practices" (Pierson et al., 2020, p. 300). This can be done through exposure to a variety of examples of how to express and perform librarianship, such as through mentoring and role modeling (Fraser-Arnott, 2019), whether face-to-face or in an online format through scenario-based training.

Social Worker Professional Identity. For the social work discipline, previous research has focused on the importance of environment and its influence on professional identity. Variables that have been identified as contributing to the development of professional identity for social work students include satisfaction with supervision and personal values (Ben Shlomo et al., 2012; Smith et al., 2021), as well as empathy (Levy et al., 2014), and the ability to observe experienced practitioners in action (Smith et al., 2021).

For practicing social workers, the expansiveness of the profession has contributed to challenges in articulating a unified professional identity (Forenza & Eckert, 2018). Duan et al. (2021) developed an index to measure professional identity for social workers in China, based on four factors: social, role, target, and action perceptions. These factors have also been described in research in other countries. Through interviews with practicing social workers in the U.S., Forenza and Eckert (2018) identified three broad families of themes related to social worker identity, which they described as social work in context, professional trajectories, and external influences. This aligns with factors that early-career social workers in Israel describe as they reconcile what they learned about their professional development in their educational programs and what they experience on the job (Hochman et al., 2022).

Librarians and social workers share some elements of professional identity in that they are both influenced by personal, social, practice (guidelines and competencies), and environmental (values, beliefs or cultural) factors. Understanding how these factors interact toward an interprofessional understanding of identity in a community of practice is of importance for library social work collaborations.

Interprofessional Education and Training

According to the World Health Organization (2010), interprofessional education (IPE) "occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes". Chamberlain-Salaun et al. (2013) reviewed journal articles relating to health care teams in the context of education and noted that the term interprofessional is used consistently in relation to the joint education of health professionals from various health professions and disciplines. For the purpose of this project, interprofessional education is used to refer to education involving learners from a variety of professions who are collaborating to improve health outcomes and wellbeing in the populations they serve.

Health science librarians' participation in interprofessional education is well-documented, especially with regards to their contributions to research through teaching (Hinrichs et al., 2020), book club facilitation (Haley et al., 2019), systematic review collaboration (Kirtley, 2016; Rethlefsen et al., 2015), and other research-related activities (Janke & Rush, 2014). Public librarians' participation in interprofessional education have been described in efforts to promote health and well-being in the community (Lenstra & Flaherty, 2020; Swanberg et al., 2022; Wahowiak, 2018), with libraries described as ideal sites for this type of outreach since they are places that individuals routinely visit for other services. Librarians are viewed as ideal collaborators in their roles in these organizations. Although the research documents librarians' roles as interprofessional educators, there is little published on librarians as *learners* in interprofessional education settings (Pandolfelli et al., 2021).

For social workers, participation in interprofessional education have been described both as participants (Quinney et al., 2008; Van Diggele et al., 2021) and as instructors (Anderson &

Thorpe, 2010; Pulman et al., 2009). As participants, learners indicated that participating in this experience dispelled some uniprofessional stereotypes and misconceptions about each other's disciplines (Quinney et al., 2008). Learners reported positive experiences with peer learning, collaboration, networking, and understanding the different roles and responsibilities of other health professions (Van Diggele et al., 2021).

Regarding social workers as interprofessional educators, Pulman et al. (2009) identified themes to consider for both students and instructors engaged in interprofessional education: professional differences and identity, curriculum design and learning and teaching strategies, and technology enhanced learning. Anderson and Thorpe (2010) found that interprofessional educators "benefit personally and professionally through working relationships with colleagues in other professions and through teaching wider networks of students".

Although both librarians and social workers have been involved in interprofessional education in a variety of ways. The literature does not adequately describe librarians as learners in interprofessional settings. Additionally, there is very little literature regarding librarians and social workers participating as co-learners in the context of social services in libraries (Dali, 2018; Dali & Caidi, 2022; Provence, 2020; Soska & Navarro, 2020).

Interprofessional Education within a Community of Practice. Studies focusing on interprofessional education within a community of practice framework provide helpful information about professional identity in the interactions between uniprofessionals as they interact with other professionals through shared activities and reflection. They also provide guidance for developing interprofessional interventions moving forward.

Interprofessional education within a community of practice can help members from the respective disciplines to have a deeper understanding of the other disciplines in the learning

activity (Sterrett et al., 2015). As participants come to interprofessional education from their individual disciplines, and as a result of working through the same activities and sharing their experiences, they develop an interprofessional identity through their participation in the shared community (Sterrett et al., 2015).

Scenario-based training (Johnson-Lafleur et al., 2021) can give learners an environment for addressing potential conflicts that may arise through a safe and collaborative space. Learners who have been enculturated or socialized, even partially, into the working practices of a discipline also learn to become a part of a community of practice (Farrell & Badke, 2015a). As learners become metacognitively aware of the process of becoming inculcated into a community of practice, they can then carry that understanding to other communities to which they belong. Providing interprofessional learners ways to become metacognitively aware of the community of practice through reflective and discursive activities around shared problem-solving can help learners through identity negotiation processes.

Challenges in interprofessional education may involve perceptions of hierarchy when emphasis on uniprofessional identity results in the perception of one profession as different or better than others as participants try to negotiate memberships in their disciplinary and interprofessional communities (Sterrett et al., 2015). Guiding learners through this process via socialization (Khalili et al., 2013; Mancini et al., 2020) can foster a deeper understanding of the what it means to be an effective collaborative practitioner.

Methods

Design of the Scenario-Based Online Training Course

The work in this study is gathered in the context of a larger research project on Responsive Librarianship that began in 2020. In July 2020, the University of South Florida

Responsive Librarianship Lab was awarded a Library Services and Technology Award to work with three partner library organizations in Hillsborough and Pasco counties in Florida to expand an existing Responsive Librarianship program at a local hospital. The funded project involved developing a Responsive Librarianship curriculum, while working with librarians from each of the partner organizations to implement it. Responsive Librarianship Lab team members and partner librarians worked with student interns from the USF School of Social Work to create evidence-based reading lists, resource guides and lesson plans for therapeutic reading sessions and corresponding instructional sessions.

As a member of the Responsive Librarianship Lab team, I developed an online asynchronous scenario-game-based training curriculum and course for librarians and social workers to learn to provide Responsive Librarianship. The curriculum was developed iteratively between spring of 2020 and spring of 2022, through participation with Responsive Librarianship Lab research projects (Taylor et al., 2022). The course was developed using Articulate's Rise 360, with individual components created in Articulate Storyline 360. Instructional and practice activities include videos, sorting activities, flash cards, and labeled graphics to afford learners dynamic interaction with the content. An example of an interactive course instruction activity is provided in Figure 3.2.

How does Responsive Librarianship Work?

DS Denise Shereff

The Relationship between Responsive Librarianship and Mental Health

"The cards below flip over to give you more information on the relationship between reading and our emotions." Click on the image to flip each card. Even more information on the subject can be found in the reference articles that follow the cards.
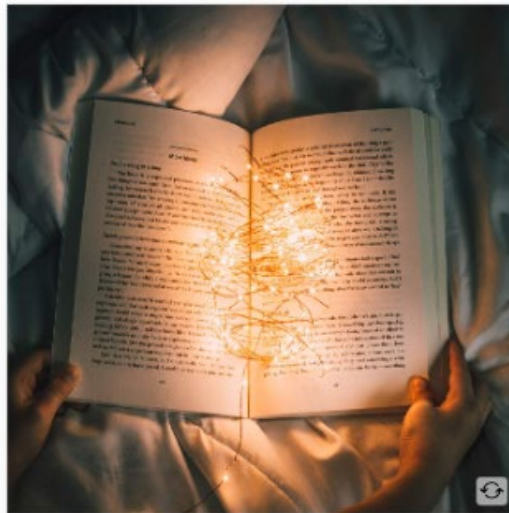
1 of 4

Figure 3.2. *Interactive Activities: Flash Cards*

Individual scenario-based games were developed over the course of two semesters in collaboration with the course instructor and University of South Florida graduate student teams from the course EME 6613: Development of Technology-Based Instruction. The games were developed using the Successive Approximation Model (SAM) (Allen, 2012) for e-learning development process. The three scenario-based games that were used in the course include:

- "Story Strong Scenarios" in which participants learn about the four therapeutic text types and practices matching resources with individuals at a service desk.

- "Facilitate This" in which the participant practices using Responsive Librarianship communication strategies with a teen group.

- "Let's Host: A Story Strong Game" in which participants practice Responsive Librarianship communication strategies with an adult group.

The course and the embedded scenario-based games are delivered using the Moodle learning management system in an asynchronous format, with participants completing each weekly module at their convenience on a weekly schedule so that all participants worked on the same module each week. The course is available for six weeks.

As shown in Figure 3.3, the course includes five training modules providing an overview of Responsive Librarianship, establishment of Responsive Librarianship as an interprofessional practice, description of Responsive Librarianship practice, strategies for Responsive Librarianship communication, and resources for future application. Activities in the modules are designed with two main purposes: to allow learners to develop skills and expertise, and to facilitate interprofessional discourse around Responsive Librarianship and community of practice. To develop skills and expertise, learners interact with instructional media exposing

them to core terminology and concepts, while offering opportunities to practice skills and reflect on their application to their individual professional values and competencies.
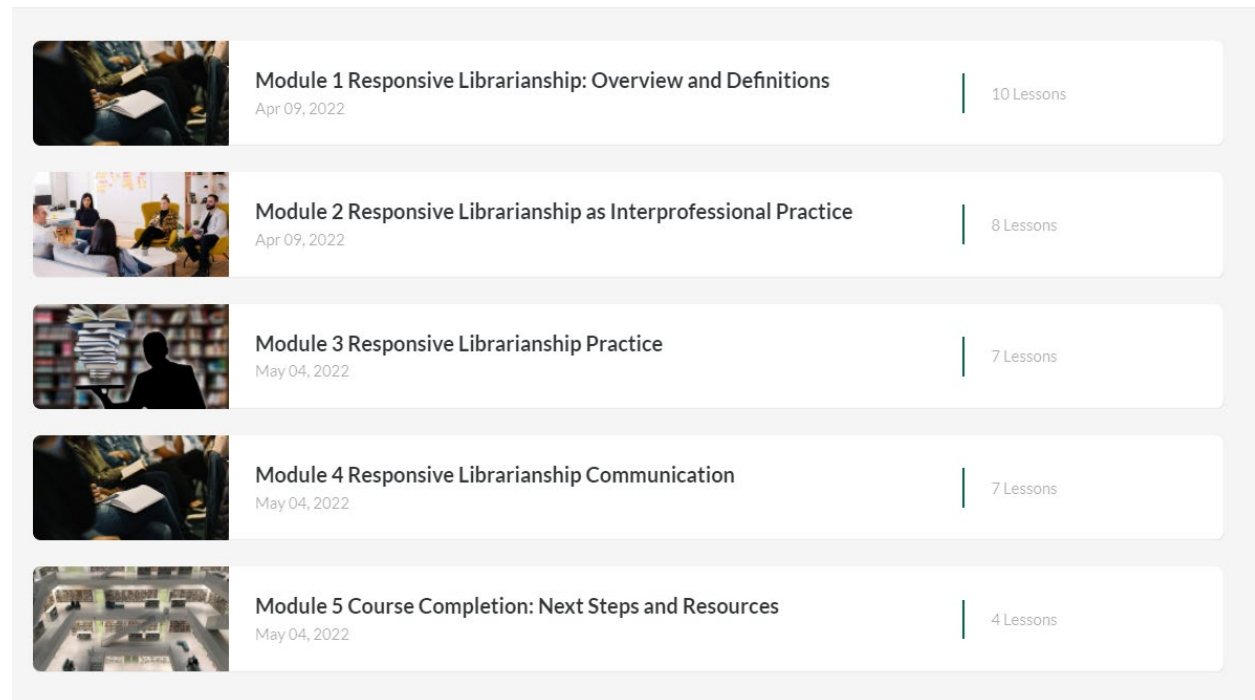
Figure 3.3. *Responsive Librarianship Training Course Modules*

Figure 3.4 shows an example of module discussions encouraging learners to interact with each other about aspects of Responsive Librarianship practice as applied to their individual settings. In subsequent discussions, learners engage with other professionals to discuss ways to collaborate with other professionals to provide Responsive Librarianship services in their communities, to identify and address needs in their settings, and to facilitate individual and group communication. Module discussion prompts are provided in Appendix F.

Discussion

DS   **Denise Shereff**

Addressing a Need

Responsive Librarianship can be theme-based when addressing a need such as anxiety, economic insecurity, or unemployment.

- What needs are you aware of in your library's service area?
- Are there any particular populations you would want to try to reach?
- Are there any community experts you would like to identify to help with this project?

Review your course colleagues' responses. Do you notice any similarities or differences? Can you provide any recommendations for ways to address their need?

Figure 3.4. *Course Discussions*

Modules use scenarios as both use-cases and as interactive learning games in which training participants approach situations from the perspective of the Responsive Librarianship provider. Scenario-based use-cases are provided in the introductory module as shown in Figure 3.5 to provide context for Responsive Librarianship application, and as a prompt for reflection and intention setting for the rest of the training.

Scenarios

DS Denise Shereff
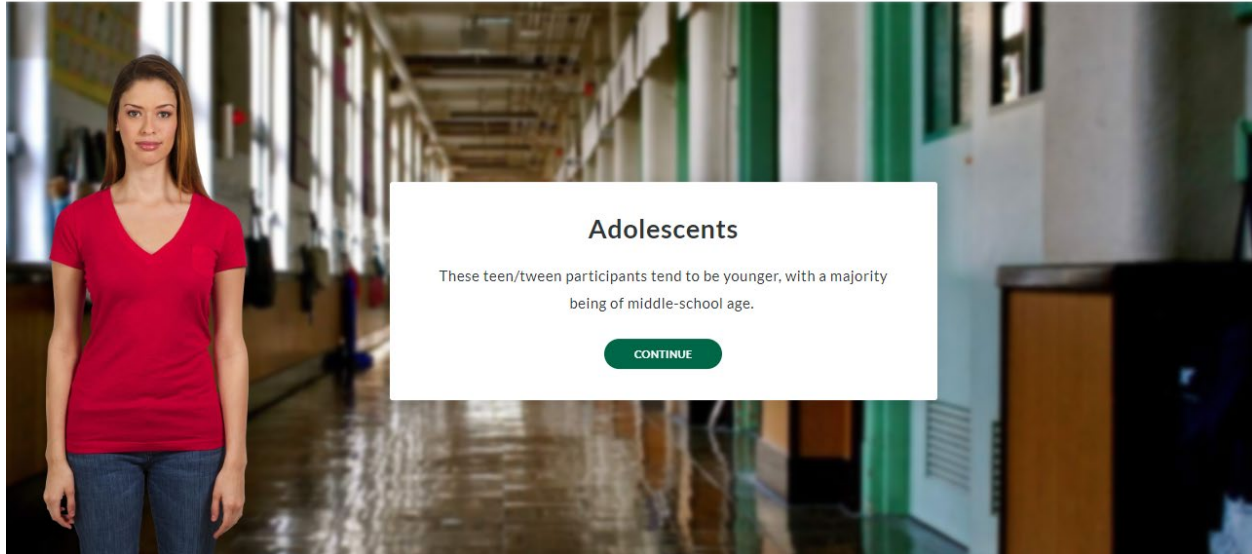
Figure 3.5. *Scenario Use Cases*

Scenarios are also presented in interactive learning games for identifying and recommending resources for library patrons, facilitating communication with adolescents, and facilitating communication with adults in group settings as shown in Figures 3.6–3.8. After each scenario game, trainees share their experiences in a discussion about how elements from the scenario games contributed to understanding, as in Figure 3.9.

Figure 3.6. *Responsive Librarianship with Individuals Game*

Figure 3.7. *Responsive Librarianship with Adolescent Groups Game*

Figure 3.8. *Responsive Librarianship with Adult Groups Game*

Figure 3.9. *Post-game Discussion*

In addition to discussions with course colleagues, trainees are provided opportunities to reflect on concepts presented in the training. Reflections focus on participant perceptions of how the training course, interactions with other trainees, and the scenario-based games relate to professional identity. Reflection prompts are provided in Appendix G.

Pilot. A pilot test of the course beta was conducted in the spring 2022 semester. In this review, the course content, along with the data collection instruments was sent to 14 individuals from library and information science and social work representing the target audience. This test was conducted in order to verify that lessons were clear and that content was acceptable to both professions. As this test was primarily focused on content, data were not collected from the instruments. Feedback on the course training modules was generally positive and provided beneficial clarification for terms and explanations. No major content issues were identified. Feedback on the data collection instruments identified minor formatting issues. No issues were raised regarding question content. Reviewers indicated that the duration of each module was within the range expected for each lesson. Suggestions for improvement were incorporated into the course as modules were converted from Review 360 to Moodle. The most important outcome from this pilot was whether the training content was applicable and acceptable to both professions, and this was confirmed.

Study Design

This study uses qualitative case study research design, incorporating several methods for exploring the research questions. Information regarding training participant experience has been obtained through surveys (questionnaires), interviews, course content analysis. This section provides a detailed description of how each is used to understand experiences of participants in an online community of practice of Responsive Librarianship.

Stake (1995, p. xi) defines case study as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p. xi). Simons (2009) builds on this definition, indicating that, case study "is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life' context" (2009, p. 21). Understanding the experiences of librarians and social workers as they participate in the bounded system of the online training program (Stake, 2006) offers insight into issues and challenges unique to new providers of this novel model of service and informs development of scenario-based e-learning content for training future service providers.

Case studies allow for an approach from a multiple research paradigms and are particularly well-suited for a constructivist perspective (Stake, 1995) in that the main purpose of the inquiry is understanding, with knowledge constructed by the participants, and with the researcher taking a personal role, rather than a detached one. In this study, with the constructivist understanding that there are multiple realities that merge around a shared understanding (Guba & Lincoln, 1994), the case study facilitates understanding how the participants' from disparate professional backgrounds construct knowledge of Responsive Librarianship.

Case Selection. Case study research differs from other approaches in that it is not considered sampling research (Stake, 1995). According to Stake: "We do not study a case primarily to understand other cases. Our first obligation is to understand this one case" (p. 4). Merriam and Tisdell (2016) stress the importance of the unit of analysis in the characterization of a case study. Cases are selected for their ability to maximize what can be learned in relation to the study's purpose or how the uniqueness and contexts of alternate selections could aid or restrict what can be learned. Study participants are selected for their ability to contribute to the

best understanding of the issue being studied. Although case studies look closely at individual cases without the expectation that they could be generalized to a wider population, they do contribute to broader knowledge naturalistic generalization (Stake, 1995). In naturalistic generalization, generalization is achieved through recognition of similarities and differences to cases with which the reader is familiar. To accomplish this, it is recommended that the researcher use rich description, participants' authentic voices, and details about time, place, and context to help readers compare and contrast the data with their own context (Simons, 2014; Stake, 1995).

In this study, the case is the Responsive Librarianship training course. Training participants provide illustrative exemplars for understanding the case in focus.

Recruitment. Course training participants were recruited to participate in the study based on the following criteria:

- Pre-professionals (interns) from either a library and information science program or a social work program (or both), at either the graduate or undergraduate level, or

- Practicing librarians or social workers, who provide library social services on a professional level or

- Library or social services staff who provide library social services on a paraprofessional level.

Potential trainees were identified through the social services in libraries communities of practice known to the Responsive Librarianship Lab network. Program contacts helped to identify member libraries from the Southeast Florida Library Information Network (SEFLIN) Social Work in Libraries program. Additionally, potential trainees were recruited through the Whole Person Librarianship Community of Practice, a Google Group for librarians and social workers to share experiences, questions, and tips related to library-social work collaboration.

Individuals were encouraged to share information about the training to colleagues in their social services in libraries networks through email forwarding.

The Institutional Review Board at the University of South Florida (USF IRB) approved the study (Study #004478). All participants were provided the link to an online informed consent form prior to receiving log in credentials for the training course (Appendix H). The informed consent form contained a description of the training course and an overview of participation expectations, including the possibility of interviews.

All trainees were administered a pre-training survey (Appendix I). Interview participants were selected from the training cohort based on their responses to questions from the pre-training survey. Their responses to questions about their current role in providing social services or social service information (Questions 8-9) indicate their opportunity to use Responsive Librarianship techniques in their current practice, and their response to Question 14 indicated their willingness to discuss their experience providing social services or social service information in more detail. Participants were contacted via email and invited to participate in interviews. Participants electing to participate in interviews consented verbally for this separate activity using the Verbal Consent script (Appendix J).

Participants. Fourteen individuals enrolled in the training course and completed the online consent form. Ten completed the training program (one never began participating and three discontinued participating during Module 1). Of the participants who completed the training, the distribution is as shown in Table 3.1 below. Participants were equally distributed according to profession. Experience in their respective uniprofessional social services in libraries communities of practice also varied with five novices who have been working in their disciplines under five years, one intermediate with six-10 years of experience, and four experienced

members with ten or more years in their professions. Participants were distributed

geographically, representing all major regions of the United States (two from the Northeast, four

from the Midwest, three from the Southeast, and one from the West). Four participants indicated

that they had completed a Bachelor's degree (with two enrolled in a Master's program), and six

had completed at least a Master's degree.

Table 3.1

Participant Professional Roles

Name*	Category
Jacklyn	Librarian
Moira	Librarian
Lily	Librarian
Sophie	Librarian
Chantal	Librarian
Lydia	Social Worker
Sylvia	Social Worker
Jennifer	Social Worker
Danielle	Social Worker
Casey	Social Worker

Note. Pseudonyms

Seven participants agreed to be interviewed: four librarians and three social workers.

Interviews were conducted within the first week of beginning Responsive Librarianship training,

at the end of the training. Regarding levels of participation, ten participants completed the

training course, with eight of the ten completing at least 80% activities as shown in Figure 3.10.

Figure 3.10. *Activity Completion Log*

Note. Technical issue reporting completion of 1.2.

Data Collection

Regarding data collection, Stake (1995) advises having data guided by the research questions. Peel (2020) offers a six-step framework for condensing the data collection and analysis processes from four prominent scholars in qualitative research, including Braun and Clarke (2006), Creswell (2013) Merriam (2009), and Miles et al. (2014). This framework includes interconnected practices for identifying an issue; collecting the data; preparing and engaging with the data; thematically analyzing the data; interpreting the data analysis results; and composing research findings and generalizations. The identification of the issue has been described earlier, and the collection of data from disparate sources used in this case study is described below.

Data Sources. Simons (2009) recommends three main forms of data for in case studies: interviews, document analysis, and observation. Given the online and asynchronous nature of this training course, interviews and documents were used. Survey questionnaires were used as a third method for collecting participant responses in this training environment. In this study, documents consisted of interactive and reflective course assignments collected through the learning management system during the Responsive Librarianship training program. The data collection process is outlined in Table 3.2.

For each method of data collection, I used strategies recommended by Ruona (2005), Patton (2003) and Marrelli (2007) for data preparation, familiarization, coding and generating meaning. After each data collection instance, I constructed a data record by downloading it from the online source as soon as possible after the raw data was collected to familiarize myself with it and to prepare it for analysis.

Table 3.2. *Data Collection*

Week Beginning	Week Number	Data Source	Data Form
July 25, 2022		**Module 0: Welcome / Introductions**	
	1	Introductions Discussion Forum	Course document
	1	Pre-training Participant Profile Survey	Survey
August 1, 2022		**Module 1**	
	2	Module 1 Discussion Forum	Course document
	2	Module 1 Comprehension Check	Course document
	2	Module 1 Reflection	Course document
	2- 3	First Interviews (7 at 60 minutes each)	Interview
August 8, 2022		**Module 2**	
	3	Module 2 Discussion Forum	Course document
	3	Module 2 Comprehension Check	Course document
	3	Module 2 Reflection	Course document
	3	Mid-course Survey	Survey
August 15, 2022	4	**Module 3**	
	4	Module 3 Discussion Forum	Course document
	4	Module 3 Comprehension Check	Course document
	4	Module 3 Reflection	Course document
August 22, 2022		**Module 4**	
	5	Module 4 Discussion Forum 1	Course document
	5	Module 4 Discussion Forum 2	Course document
	5	Module 4 Comprehension Check	Course document
	5	Module 4 Reflection	Course document
		End of Course	
August 29, 2022		Module 5 Course Completion	
	6	Post-training Survey	Survey
September 5, 2022		Second Interviews (7 at 60 mins. each)	Interview
		Moodle Course Completion Log	Course artifact

Survey Questionnaires. Participants were surveyed for baseline information about their experience in providing social services in libraries and conducting Responsive Librarianship, with select participants identified for interview as a follow-up. The Pre-Training Participant Profile Survey (Appendix I) focuses on individual professional identity and on community of practice awareness. The Mid-Course Survey (Appendix K) questions were adapted from previous published open-ended reflective questions or surveys and were adapted for an open-

ended survey format for gathering feedback about the Responsive Librarianship training course. Questions 1-2 focused on community of practice awareness (Yukawa, 2010a). Question 3 focused on interprofessional communication (Bzowyckyj et al., 2017). And Questions 4-5 addressed course design and delivery (Yukawa, 2010a). The Post-Training Survey (Appendix L) focuses on community of practice and interprofessionalism. Questions 2, 3, 5, 7, 8, and 10 were adapted from Sterrett (2010) and focused on participants' engagement and feelings of connectedness during the training course.

Interviews. Interview questions (Appendix M) were developed from published interview guides for exploring identity through the community of practice lens (Khalid, 2018; Martel, 2020; Sarani & Najjar, 2015). Questions about professional identity and its relationship to interprofessional identity were adapted from published interview guides on interprofessionalism (Giesler, 2019; Hinrichs et al., 2020; Williams, 2021). The questions used in semi-structured interviews encourage participants to discuss their perceptions of how learning to provide Responsive Librarianship in an online community of practice and using scenario-game-based training influences their professional identity. They also ask about participants' navigation between multiple professional communities and how membership relates to their learning.

Documents / Course Artifacts. In case study research, and particularly in research in an online environment, content analysis is a key feature. Content analysis was conducted on participant discussions, reflections, and skill-based activities embedded within the training modules.

Reflection questions were adapted from published prompts for interprofessional education (Bzowyckyj et al., 2017; Moreno-Vasquez et al., 2021) and are provided in Appendix G. Reflections for each module in the course are aligned with interprofessional competencies

(Interprofessional Education Collaborative (IPEC), 2016), with Module 1 focused on Values and

Ethics. For Module 2 and 4, reflection prompts were adapted from Bzowyckyj et al. (2017) and

focused on the competencies for Roles and Responsibilities (Module 2) and Communication

(Module 4). Module 3's reflection focuses on Teams and Teamwork, and was adapted from

(Moreno-Vasquez et al., 2021).

As a way to determine how participants understood key course concepts, comprehension

checks (Check Your Understanding) (Appendix N) were provided in each module. These

formative assessments used brief open-ended questions, which I evaluated on a 2-point holistic

rubric (Arter et al., 2000) (Appendix O), to indicate whether participants addressed the core

concepts of focus in the module (1 point) and whether they applied the concepts to their practice

(1 point). Finally, as a way of visualizing inter-and intra-professional dialogue, discussion posts

were downloaded and formatted for analysis through NodeXL, a Microsoft Excel add-on for

conducting network analysis.

Data Analysis

For this qualitative case study, the data set consists of a corpus of open-ended survey

responses, interview transcripts, documents, and course artifacts created for the training

program, such as activity responses, reflections, and discussion posts. Case studies are

especially suited for the exploration of identity constructs in communities of practice because

they allow for an in-depth understanding of participants' experiences. Case studies allow the

researcher to situate the librarians' and social workers' experiences within the context of the

online interprofessional community of practice for Responsive Librarianship. Case studies

are also well suited for analyzing multiple data streams, such as those resulting from an

online course. Analysis of the data in the case provides the ability to see how participants'

identity evolves over time through their personal descriptions, their activity responses, and their course interactions.

In this study, the case is the Responsive Librarianship training course. Illustrative examples are provided by participants in the course through their interactions with the course design elements and in interviews. The analysis process for this qualitative case study is informed by Merriam and Tisdell (2016) and illustrated in Figure 3.11 and on the timeline described below.
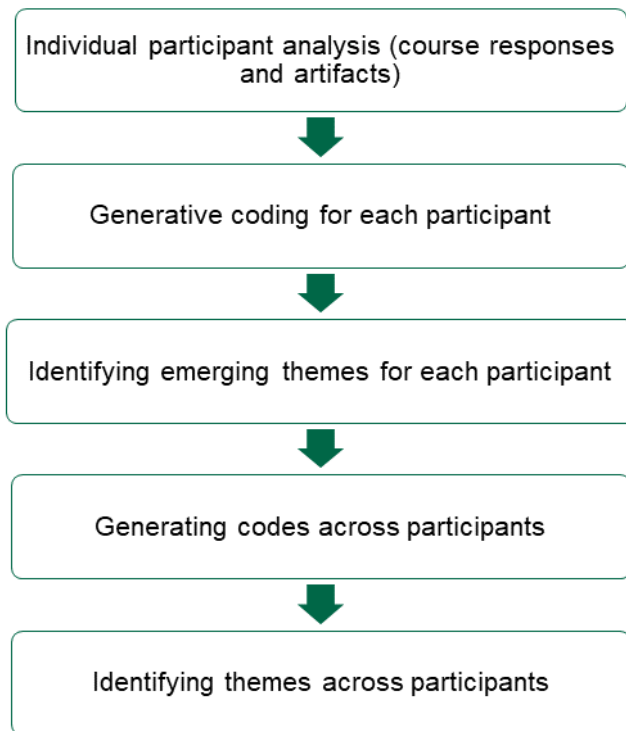
Figure 3.11. *Case Analysis*

As indicated previously, the data collection and analysis for this study is guided by Peel (2020). Step 1 was described in the data collection plan. Steps 2-6 involve multiple stages of interacting with the collected data. Data were collected over a six-week period (from July 25-September 11), with analysis beginning concurrently as well as after the data collection ended as indicated in Table 3.3.

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Table 3.3. *Data Collection Timeline*

Measure	July 2022	Aug. 2022	Sept. 2022
Pre-Training Survey	X		
Mid-Course Survey		X	
Post-Training Survey		X	X
Participant Interview 1		X	
Participant Interview 2		X	X
Course Documents	X	X	X
Course Artifacts	X	X	X

Engage with the Data. In case study research, the researcher engages with the data through a process of "reducing or transforming a large amount of data to themes that can encapsulate the overarching meaning" (Simons, 2014, p. 464). In this approach, the process of analysis begins as soon as possible after the data has been collected. I set up a system for managing file organization, of transcripts and other documents to facilitate reflection in relation to the research questions for a sense of the issue (Creswell, 2013; Ruona, 2005). As soon as possible after each type of data was generated, I downloaded it to a dedicated folder on University of South Florida's Box cloud storage system. A file folder was created for each data source. All interviews were transcribed and saved as individual documents with a naming convention for each participant and interview number. All documents were formatted for upload to QSR NVivo qualitative data analysis software. Using this software, I mirrored the file structure on the Box system. In NVivo, I organized, annotated, and displayed results for all of the file types in this study. Additionally, I used a dedicated memo for my research journal, which I

have used to document decisions made throughout the study. I have also used NVivo for analytic memos, linked to their corresponding document.

Surveys. In my study, the first exposure to the data is the first survey. Discrete survey questions were analyzed for frequencies using Qualtrics XM survey analysis tools. I used basic content analysis on open-ended questions for identifying potential interview candidates. Candidates were selected based on their role in libraries, their responses to questions about whether they provide social services information in libraries and their willingness to participate in interviews. Responses to the initial surveys were retained and analyzed as baseline data. Subsequent surveys were also analyzed using Qualtrics XM for the closed-ended questions. Open-ended responses were uploaded to NVivo for content analysis.

Interviews. For interviews, I began the concurrent analysis by becoming familiar with the data as soon as possible after each interview concluded. I conducted interviews using Microsoft Teams or Zoom web conferencing software. Conversations were recorded using the native recording features of each platform. Since it was my intention to use text analysis from the transcripts of the audio recordings for this study, participants were given the option of keeping their cameras on or off. I made notes of observations and impressions as they arose during the interviews. Immediately after each interview, I personally transcribed the audio recordings myself as recommended by Riessman (1993) using Otter.ai transcription software. My initial review of the transcript data began while I verified the accuracy of the transcription. By transcribing each interview immediately after each session, I was able to capture impressions in notes from the live conversation, familiarize myself with the interview data, and format the transcript for analysis. For analysis of transcriptions, I have worked from the verbatim transcripts' as per Poland (1995). Additionally, I am using Poland's recommendations for

publication for removing unnecessary filler words (such as "um", "you know" and "like") in quotes, if doing so does not alter the meaning, as I understood it.

Documents. In this study, I used thematic content analysis for documents created by participants during the course. As soon as each set of documents was created in the course, I downloaded them for review. As I read them, I noted my preliminary impressions in the form of comments, observations, and queries (Braun & Clarke, 2006; Merriam, 2009), which I converted to analytic memos in NVivo. I then prepared each document for analysis formatting them for input into NVivo. I continued to immerse myself in the data by reading and rereading the documents, reviewing my analytic notes, and noting preliminary observations regarding themes and categories relating to my research questions as they occurred, thus beginning the coding process (Merriam, 2009). Course logs were generated continuously throughout the course by the Moodle platform. Daily logs were downloaded and reviewed, as was the Activity Completion Report, which gave a snapshot of the progress of each course participant.

Code the Extracts from the Data. While I prepared the data I collected through questionnaires, interviews and course documents for analysis (transcribed, and formatted), I began the coding process using inductive coding strategies. This process begins with identifying units of data (codes) that are potentially meaningful segments to reveal information relevant to the research question (Merriam, 2009). For the first steps in inductive coding, I used *in vivo* coding strategies (Saldaña, 2021) from interview transcripts to identify preliminary codes from the participants' own words. I also provided terms from my own understandings of the concepts the participants were describing in their responses, as they related to the concepts of the research study and the research questions.

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Generate the Code Categories from the Codes. During this stage of the analysis, I identified ideas and concepts informing the semantic content of the data (Braun & Clarke, 2006). Creswell (2013) describes this stage as reducing codes to categories in the process of categorical aggregation. Miles et al. (2014) describes the process as generating categories to condense the data. Merriam (2009) describes it as naming categories that are abstractions derived from the data to reflect the data.

In this step, I alphabetized the lists of *in vivo* codes combined with the terms I had added to multiple instances of the same or similar terms. I then grouped them according to their similarity to each other. This allowed me to condense the list into coding categories as recommended by Saldaña (2021). I noted my own understandings about the data and initial ideas for more abstract categories and began compiling these terms into NVivo software to create a codebook. I re-read transcripts systematically to relate this list of codes to semantic content, matching codes with data extracts representing the code, adding to my initial list as I encountered new concepts not addressed by my existing code set. Codes with similar content and prevalence in the dataset were grouped according to their relationships to each other and to the research questions.

Conceptualize the Themes from Categorized Coded Abstracts. Braun and Clarke (2006) and Creswell (2013) describe this stage of the analysis, as searching for themes (coherent and meaningful patterns in the data) and defining the nature of each theme in relation to existing literature. Merriam (2009) describes it as consolidating and reducing data to make meaning by linking interrelated elements in the data. At this stage, themes were identified from the code set, relating to sharing experiences, bonding, sounding boards, idea generation, barriers or challenges, ecology, identity, roles, interprofessionalism, boundaries, validation, collaboration,

skills, competencies, isolation, scenarios, perspective or point of view, ethics, values, and services. At this point, I compared my themes to the Community of Learning Processes Model (Yukawa, 2010a), and mapped my code set to the concepts presented in the model.

The coding categories I had identified above were compared to each research question and further developed to identify their purpose and contribution to representing trainees' identity negotiation throughout their participation in the community of practice and to identify the role of scenarios in supporting participants' trajectories. In this way, concepts of identity were used deductively to refine the final themes. For both research questions, the model developed by Yukawa (2010a) provides a useful framework for deductive analysis, as it addresses constructs of professional identity negotiation and expertise building in terms of Wenger's (1998) four dualities, with her interpretations of each: participation / reification (negotiation of meaning); designed / emergent (negotiation of models of practice); identification / negotiability (negotiation of identity and leadership); and local / global (negotiation of expertise). She also describes a communication duality, originally proposed by Barab et al. (2003; 2004) which relates to tensions between face-to-face and online communication. Barab et al. (2003) described a sixth duality that is not factored into Yukawa's model, but is particularly relevant for an interprofessional education: diversity / coherence. As technological advances offer more opportunities and modalities for learners to participate in online learning, the role of communication in an asynchronous online course is relevant. For training participants from disparate professional backgrounds, analyzing responses for evidence of a "system that allows diversity, while maintaining a certain level of coherence" (Barab et al., 2003, p. 250) illustrates the polyphonic nature of an interprofessional training program.

Contextualize and Represent the Findings. This stage of the analysis process, focuses on interpreting and describing the meaning of the findings in the form of a model of interrelationships or networks to build a framework (Merriam, 2009; Miles et al., 2014), an analytic narrative (Braun & Clarke, 2006), or a detailed picture of analyzed data (Creswell, 2013). In this stage, themes were further refined through reviewing the coded data extracts to ensure they have formed a coherent and concise pattern within each respective theme, and in relation to the entire dataset (in other words, taking into account whether the themes accurately represent the meanings in the entire dataset). These were compared again to the research questions. This step is described in more detail in the Findings discussion where I "present a detailed picture of the analysed data" (Peel, 2020, p. 8).

Quality Criteria. Research quality was determined using Tracy's Big Tent Criteria (Tracy, 2010; Tracy & Hinrichs, 2017), which include worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethical, and meaningful coherence as described below.

Worthy topic denotes a topic that is "interesting", with some sort of potential impact on the existing body of literature. Responsive Librarianship is a new service model that allows for integrating social work and library and information science skills in library programming. Previous presentations and publications on the topic of Responsive Librarianship have generated interest in both library and social work communities. This study contributes to the body of interprofessional education in both disciplines' bodies of literature. Additionally, this research will inform future research projects, particularly ones expanding the reach of the training to a wider audience.

Rich rigor signifies that the study has enough supporting evidence to be meaningful. The study is collecting data from a variety of sources over time, and provides many opportunities for thick description. Survey and interview responses were triangulated with course documents including discussions and reflective journal entries, as well as other course activities.

Sincerity refers to whether the author has provided detail about their presence in the research and the processes used to communicate authenticity (self-reflexivity and transparency). I have maintained detailed records and documented steps taken regarding data collection, analysis, and interpretation through a research journal and analytic memos. I have attempted to record decisions regarding how to approach data analysis or interpretation to provide the rationale for my actions.

Credibility deals with providing enough information from a variety of sources to support the author's assertions and findings. I compared data on key components of the case with other members of the USF Responsive Librarianship Lab and participants to support triangulation. To confirm the quality and credibility of the analysis, participants were invited to review examples (including the use of the community of practice framework and Responsive Librarianship expertise).

Resonance refers to how the author provides information that is transferable to other scenarios. While a case study focuses on what is unique about the case, I am using Stake's (1995) recommendations for organizing the study to promote naturalistic generalization (p. 42). Merriam and Tisdell (2016) recommend the use of thick description to provide enough detail that the reader can determine the extent to which the circumstances described in the research study can be transferred their own situation.

Significant contribution relates to the study results moving the current body of research forward. As social workers and social work interns are being placed in libraries, understanding how social workers interact with librarians (and vice versa) contributes to the body of literature supporting interprofessional collaboration in the landscape of library social services' practice.

Ethical. This refers to the researcher treating the participants and their data ethically from procedural, cultural, and relational perspectives. This study has been approved by the USF IRB (Study #004478). My IRB Certificate is provided in Appendix Q. All data collected have been stored according to the USF IRB requirements. Although the participants were known to each other in the course, I have taken steps to protect their identities in the publication of results. First, I refrained from collecting extraneous data about each participant, instead requesting only information pertinent to their positions as librarians or social workers, the degrees earned, and their level of experience in any social services in libraries communities of practice. I assigned participants pseudonyms for this document using a random name generator to limit the potential of identification from names. I have also taken steps to protect participants from deductive disclosure of identity by recoding geographic details, educational degrees, and levels of experience in aggregate, rather than reporting the specific details for each participant. Additionally, even with pseudonyms, I have refrained from using names on Comprehension Checks, Reflections, and Survey responses, even when the names have been provided since they were not shared with other participants in the course.

Meaningful coherence pertains to research that is written well in terms of its logic its ability to achieve its methodological goals. The study is using an appropriate method and design to support the goals of the research. I have requested and input from stakeholders at key points

during the research process and have followed the guidance and recommendations of methodological experts on aspects of study design, implementation, analysis, and interpretation.

Researcher Role

I have been a member of the Responsive Librarianship Lab since its inception. During this time, I have been particularly interested in developing a training curriculum that provides interested librarians, social workers, and other mental health professionals wishing to provide community-based outreach with the requisite skills to provide Responsive Librarianship services in their own settings. My role as instructional designer, course facilitator, and researcher affords close proximity to the case, as I communicate with participants about their experiences, observe their participation in the training course, and analyze course artifacts and participant reflections.

Findings

As indicated previously, the case of focus in this qualitative case study is the Responsive Librarianship training course. This course is delivered in the context of social services in libraries for both librarians and social workers (trainees) who play a role in providing these services to library patrons. Course participants provide illustrative exemplars for the case of focus in this study. Inductive content analysis from the corpus of data resulted in five major themes and corresponding subthemes relating to librarians' and social workers' professional practice, the environment or ecology of practice, social aspects of interacting with patrons and other professionals, meanings and understandings applied to social service in libraries, and course design and implementation for learning. The themes and subthemes were mapped to the Community of Learning Processes Model (Figure 3.1) described by Yukawa (2019a; 2010b), with the additional dualities from Barab et al., (2003). This model is used in structuring and guiding the presentation and discussion of the findings related to each research question.

Findings are organized by research question. For each research question, a description will be

provided to describe the trainees' responses to course prompts, surveys and interviews

demonstrated ways in which course features addressed components of the model.

Scenario-Game-Based Training for Becoming Responsive Librarianship Providers

In this training, scenarios representing authentic settings and situations provide

opportunities for safe practice of Responsive Librarianship concepts and skills while also

providing a rich set of circumstantial prompts (Clark & Mayer, 2012). The implementation of

scenario-game-based training into this course follows Wenger's (1998) recommendations, for a

design framework in which the three types of belonging (imagination, alignment, and

engagement) serve as an infrastructure and articulate with the dualities of learning previously

discussed in Research Question 1. To address this role of scenarios in supporting Librarian and

Social Worker transitions to Responsive Librarianship providers, the case (i.e., the corpus of data

related to the course) was analyzed for the specific role of scenarios on participants' modes of

belonging in the course community. Figure 3.12 shows how the modes of belonging are

supported using scenarios in the Responsive Librarianship training course.
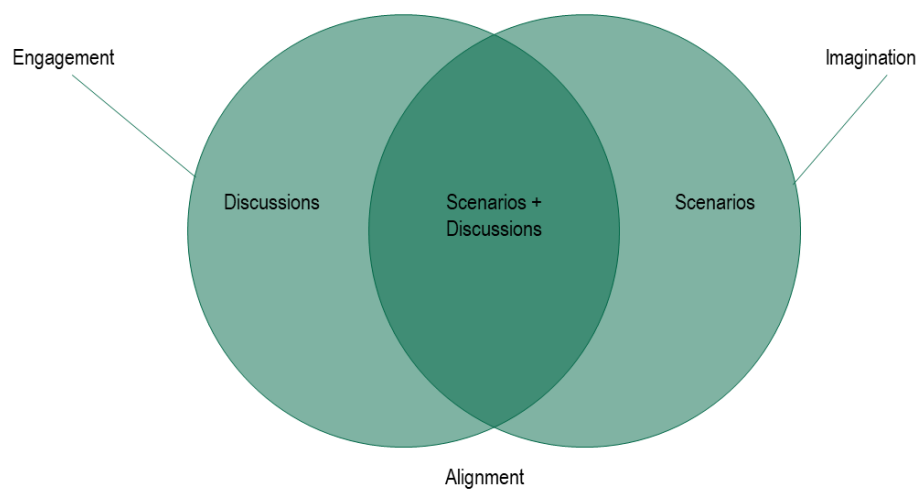
Figure 3.12. *Scenario-Game-Based Training in an Online Interprofessional Community of Practice*

Engagement. Wenger (1998) defines engagement as, "the active involvement in mutual processes of negotiation of meaning" (p. 173). It is through engagement that community of practice members form understandings by participating in and shaping their practice, contributing to shared history (and understanding), and gaining competence and respect. Course elements and participant responses were analyzed for how scenarios contribute to such elements of engagement as the negotiation of meaning, formation of trajectories, and the unfolding of histories of practice (Wenger, 1998). The Responsive Librarianship training course employs scenarios as scaffolding for training participants through modeling of communication strategies to immerse learners in authentic situations to facilitate learning. Early in the course, scenarios are presented to stimulate learner engagement in the course community.

Engagement begins with participants' first discussion forums, where participants introduce themselves and describe their ecologies and practices. Scenarios play a role in the engagement mode of belonging by providing geographically distributed trainees with diverse educational and professional experiences, who often describe themselves as solo practitioners, a shared understanding of the application of Responsive Librarianship. In the course, introductory scenarios are provided in Module 1 to relate the abstract concept of Responsive Librarianship to practices that librarians or social workers might perform for library patrons (See Figure 3.5). The scenarios set the stage for typical concerns that patrons present and provide a real-world context for learners to relate to previous experience, situating the learning content that follows.

In the first round of interviews, participants were asked about the introductory scenarios' relatability. Lydia described their experience as follows:

...they were very relatable. And I mean, especially in an online learning environment, they're really necessary. It can be difficult without those types of tools and without

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discussions with others to relate the words on the screen to the everyday experiences in the field. So yeah, they've been very helpful additions…. it really could be a librarian, a library assistant, a social worker, and administrator, a clerical worker, doing any of those scenarios and interacting with patrons in that way.

Wenger (1998) describes engagement's relationship to designed / emergent duality as "situated improvisation within the regime of accountability" (p. 240), which Yukawa (2010a) refers to as negotiation of practice. The first scenario-based game in Module 3 (Figure 3.6) provides an opportunity for this situated improvisation as learners practice using the four therapeutic tracks of Responsive Librarianship texts in dyads with individual library patrons. Through the games, learners can take calculated risks with choices regarding their avatars' actions in the scenario's ecosystem in the role of the Responsive Librarianship provider.

In the comprehension check activity, participant responses describe how they used the scenarios to process their own understandings and shape their practice:

> Just to recap, responsive librarianship involves providing personalized library services in response to a specific need. These services include themed programming and reading materials intended to heal what is bothering the patron. It should help solve problems and improve mental health over time. Using an interprofessional approach can be beneficial because some of the questions deemed inappropriate for a librarian to ask a patron in the game we just completed can be asked by a different professional like a social worker who is working with the librarian. My job as a librarian is to locate reading material or provide themed programming to help the patron alleviate a mental health crisis and really nothing more.

This participant applied the situations presented in the game to their own understandings of Responsive Librarianship in their own words. They articulated the boundaries of their own professional training and how they might approach similar situations in the future.

In interviews, participants described the ways that the scenarios helped them frame their practice. Chantal describes putting herself into the position of the provider in the scenario and receiving feedback about the in-game choices that the game's branching structure provided,

> …that one I really enjoyed, because obviously, that's as a librarian, and that's what I do every day. And it's sort of parallelled alot in terms of a reference interview, like how do you phrase things …You really want to … be intentional about what you're asking and how you're asking it and how you're probing. So I thought that that was really helpful, because then you got a little bit of feedback, you know, in terms of just how the questions, the answers were laid out, like, this is the best one, this is like meh [indicating mediocre], and this one, you don't want it at all. So I thought that that was interesting, because it sort of helped make it real to me. Like, "Oh, yeah, that's how we would approach answering a customer's query, and finding the appropriate book."

Chantal's response also illustrates how the scenarios help participants to apply the theory to practice. The scenarios help translate theoretical concepts to application.

Imagination. Imagination involves seeing connections through time and space by extrapolating from experience through orientation (Wenger, 1998). Yukawa (2010a) explains that through imagination, learners gain new understandings, cognizance of broader systems, and an awareness of others' points of view. Members use this imagination to develop new ideas and models collectively and to reinterpret past experience.

As participants move through the course, scenarios play a pivotal role in nurturing imagination in the course community. This is facilitated through the scenario-based games. As indicated above, the first scenario-based game in Module 3 (Figure 3.6), participants play the role of a Responsive Librarianship provider recommending therapeutic resources to individuals who present themselves to a service desk in a library. Trainees practice identifying resources to match the library patron's expressed need and to try to hone in on other resources that might be relevant for the clues the patrons present.

Participant reflection demonstrates how the scenario-based games facilitate learning moments, in which learners develop new ideas and models independently and reinterpret past experience.

> The learning moment I experienced was during the Reader's Advisory Game. I got a few responses wrong, which made me realize the importance of working with a different profession like a social worker to ask the questions of patrons that may not be appropriate for a librarian to ask. My job as a Responsive Librarianship provider is strictly to find materials to meet the needs of patrons to change their situations over time. An interprofessional team member can go further to ask questions about the patron's feelings towards a particular topic.

In interviews, participants provided examples that further illustrate the role of the scenarios for gaining new understandings, becoming aware of broader systems, and seeing things from others' points of view. Jacklyn describes the way the game modeled skills that were not a part of their formal education and the insight gained through interaction with the scenarios,

> …I think the first game with Flippy, I think his name was. The book, where it was just more general scenario based, how to connect with patrons and gain a little bit of insight

into how to how best to help them. Because that's something you don't really learn in

school, …there's a lot of things that you gain on the job.

Jacklyn went on to describe sharing the game with on-site colleagues as a way of imagining

how it might be used in their own professional development training and assessment.

I shared one of them with a colleague here just because I thought they would be

interested in seeing [it]. …We have to do a county-wide test to gain positions here for

librarians. And we felt like the scenarios in the responsive librarianship are a lot more

applicable than some of the questions that we get on this test that we actually take to get

into our jobs. So that was interesting.

Two additional scenario-based games were presented in Module 4: one on group

facilitation with adolescents (Figure 3.7), and another on group facilitation with adults (Figure

3.8). The goals of these games were to simulate open and empathetic communications strategies

for facilitating book groups or information sessions to library patrons. As mentioned previously,

the games allowed participants to experience the encounters from the perspective of another

professional as they worked through the branching activities. Participants described how the

games facilitated appreciation of another point of view.

In interviews, participants described their experience with trying on other perspectives

through game play. Jacklyn reflected on the points of view presented and whether they were able

to see things through another one:

So it is nice for me to see what that other point of view would be. So no, I don't think I

always had my librarian hat on even though that's …my way of operating in the world, I

guess, because that's what I do. But it was nice to see some other points of view, whether

it be like social work, or I could even see some of that coming from the point of like a counselor, or a different professional community.

Lydia described how looking at the scenarios from a different perspective helped to reinterpret past histories.

I think it's definitely given me some different perspectives and context for interactions that I've had in the past with people in different professional roles within a library environment.

Another theme that was presented in interviews was the importance of the game's multiple-choice responses and branching structure for deepening their understandings. Sylvia explains,

I think scenario training is really important. And I like the little modules and everything. It makes it [so] you're not just reading this scenario, or only having scenarios and a discussion post… that can be kind of hard to pull out of people. So I like that you have to click through and you read it, and you respond and do the little thing. I think that's a great way to do it…. I really liked [when] you're going around the table, and each person says a different thing. And then it asks you how you would respond. I think the how you would respond, and having a couple of options was really helpful to me, because … I would click one and it would be like, maybe think about this. So I really liked that. Because, it just made me think about things that I hadn't thought of.

Lydia described the way the multiple-choice responses in the game provided insight into others' points of view:

I think it was just last week, Week 4 with the groups and the group programming and

leading in the discussions to be fruitful and just cognizant of everyone's unique

experiences, I think that providing the three or four choices was just helpful practice.

Not all participants indicated that they were able to see the scenarios from multiple points

of view. Sophie, a librarian, poses a question about whether their social worker colleagues would

be able to see themselves in the scenarios, "so I felt like if you were a social worker, you might

maybe feel like, 'where am I in this?'"

Moira, also a librarian, described only being able to see the scenarios from their own

perspective:

So I could be I could be wrong, but it seemed more get more from the librarian's point of

view, than from the social worker's point of view and what they would be doing in the

library, which isn't necessarily a criticism..

It is interesting to note that librarians provided both of these examples of only viewing

the scenarios from their uniprofessional perspective. Danielle, a social worker commented that

the scenarios were in line with concepts provided in social work education,

But the maybe the more recent one, the group facilitation exercise, I don't know if you

have any social work background, but the text in it and some of the prompts were like,

what you're taught to say when you're facilitating a group…not really stopping and

talking about each individual thing, but sort of letting the group bounce off each other

and directing them to new things.

The Responsive Librarianship training curriculum was developed collaboratively with

significant input from both librarians and social workers, and pilot tested with members of both

professions. Future research might explore the issue of perspective in more detail. It is

worthwhile to note that even when the participants indicated that they did not shift to the other professional's perspective, they still described aspects of the scenario that benefitted their own practice or that set the stage for interprofessional practice. As Moira continued,

> … my experience of it was that I could really identify with it as a librarian, having done reference interviews, and readers advisory and book group discussions, those things are things that I've done, and I do, and that, that adding this sort of level of empathy to it is really important.

Alignment. Alignment refers to coordinated activities and resources that fit within broader structures and achieve results involving convergence, coordination, and jurisdiction (Wenger, 1998). It involves finding common ground, and defining goals, establishing procedures and structures, and exercising the power to focus efforts. While the scenarios themselves are important for engaging learners' imagination, it is through scenarios combined with discussions that participants are able to work through alignment.

In the discussion for Module 2, conversations show how participants use the scenarios to negotiate this process together, as in this exchange:

> Casey to Jennifer Hi Jennifer - I was referring to my prior sentence about librarians having the depth of knowledge about literature and genres of literature to direct patrons to, that social workers may not have. For example, in the Moodle scenario where the adolescent is guided to a particular selection, I would have no knowledge of the appropriate young adult books to refer a young adult to. That is what I meant about written resources that are in the librarian's domain, that may not be familiar to social workers. Hope that clarifies!

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In the course, in Module 4, the post-game discussion forum illustrates how learners used the scenarios in the process of alignment. After the adult group facilitation game, learners were prompted to share reactions to the scenarios presented and to recommend additional strategies from their library's ecology or additional from the resources presented in the course. This game inspired lively discussion on the topic of group facilitation, especially the scenario modeling when a library patron disrupts the discussion. In this discussion, participants frequently reached out and responded to their interprofessional counterparts. They presented thoughts about the scenarios and communicated the limits of their professional skillsets as shown below.

Casey	These are familiar to me as a social worker who has learned about and led groups but I imagine they may be new to librarians in some ways and very useful to both our groups in terms of how to approach different situations.
Lily	As a librarian, I agree with you in that these situations are new to me in terms of how to lead group discussions. Whenever I tend to lead a book club, the questions are focused more on the details of the book.
Chantal	Role playing would be helpful! I don't remember getting much guidance on discussions while getting my degree, but at least on the job we've role played how to enforce the code of conduct with customers and also how to have difficult conversations with staff members.
Moira	For those of us not trained in mental health dialogue this can be a challenge. As a facilitator of a group that may be filled with folks I have not established even a professional relationship with, I could see the challenge of creating respectful boundaries in conversation that honors a person's POV while not triggering anyone else in the group.

Jacklyn   … sometimes you simply do not have the skillset to address or assist

            everyone.

Participants reached out to each other for and provided advice on how to address

problematic behaviors, and their course colleagues offered such recommendations as bringing in

community experts to help facilitate challenging topics, providing readers advanced notice of

texts that could be skipped if needed, providing resource lists for dealing with potentially

triggering themes. They provided each other with encouragement and used the discussion as a

sounding board for ideas, such as this suggestion by Sylvia:

> It can certainly be difficult to have a client or patron who might throw off the balance of
>
> the group. I think it's important to remember that there is no one-size-fits-all approach to
>
> these conversations, and sometimes sitting in conflict is necessary.

Ultimately, they identified future topics of training, such as how to address situations when a

patron becomes disruptive in a Responsive Librarianship program. They also brainstormed about

possible ways to present this training.

Casey   It would be helpful perhaps to experience a scenario where someone is in

            crisis (individual, not group) and how to approach that individual, or one who

            is becoming upset or agitated and how to appropriately defuse or deescalate,

            but that may be beyond the purview of what you demonstrating here as

            effective communication.

Chantal   The scenarios explored how to defuse an upsetting situation just a little bit, but

            I too wish there had been more guidance in that area, especially if a

            participant continued making negative comments. … But it would be great to

            explore how to address situations where customers double down and continue

making those types of comments. I am not sure I could instinctively respond

in a thoughtful, supportive way without a lot more practice.

Danielle   Chantal - I think further training in this area would be useful as well. For me

personally when I was taught how to facilitate groups the most difficult part

was respectfully redirecting negative comments towards other participants and

keeping the discussion going. … I am very unfamiliar with library school, but

I wonder if roleplaying / practicing facilitating discussion groups with other

students may be similarly helpful.

Casey   From what I've heard from our library colleagues, there is much that isn't

taught in library school in relation to situations that they have to deal with! It

would be great to start offering joint degrees with overlap!

Sophie   I agree with comments made here, that it would be great to dive a little deeper

into this scenario, to explore, for example, what happens when a negative

commenter doubles down.

In interviews, participants continued to reflect on the game and the subsequent discussion

in the process of alignment as shown below. Sophie indicated a need for more training on

addressing disruptive behaviors for "the adults in the book group. That was another discussion

that kind of resonated, because I think that people were like, "What happens if that person who's

being negative keeps going…?"

Sylvia, a social worker, described the way the scenarios and the discussion about the

scenarios mirrored their daily practice, and interactions with other professionals in the library:

I find that that is like one of the things that's hardest for me to try to help other library

staff… they often really want a very detailed decision tree sort of like, okay, this scenario

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does this, but what about this? Or what about this? Or what if this happens, …So that's why, I really liked [that] you click through how would you respond. …Having the sort of framework for responses instead of just like a scripted, like if this, this.

Lydia, a social worker, described specific ways to incorporate open-ended discussion topics in combination with scenarios to further support alignment.

So I wonder if it would be helpful. I mean, not only to do like the game type scenario, but also in the discussion. Like if there was a prompt and explained in a paragraph or two, what was going on. And then it's just really an open ended thing. Like how would you address this? What would be the next thing you would say to participants or a patron? I think that would be really helpful to hear the different perspectives of the group members, how they would deal with that in their environment. And again, all of the different ecologies are different that we're coming from, but I think it would be very helpful for us all to kind of rationalize in a discussion type or a forum type post. What has worked in the past for us what we could do differently, and provide each other suggestions in that way.

Summary. Scenario-game-based training serves a number of purposes in online professional development. As described above, it helps to provide modeling that would be difficult to do in real life. Branching in scenario-based games provides learners an opportunity to try out skills and to experience the consequences of their actions safely. In a purely asynchronous course, scenario-game-based training helps to address the duality of online / copresence by serving as a virtual mentor. As Barab et al. (2003) indicated, participants in online communities of practice may feel reluctant to criticize each other. Whereas, in the case of scenario-based games paired with discussion forums, learners can comment on the scenarios since it can feel

much safer to criticize this disembodied other than to do so with peers in the course, especially in a short course like this one.

Scenarios support a variety of forms of legitimate peripheral participation, such as active participation, interactions with patrons, receiving feedback, and a shared experience for relating to discussions and other course activities. Branching activities for dialogue can help participants with less experience in the topic of focus by both modeling behaviors and providing scaffolding to help them to find words to use, rather than have to generate them independently while they are building new skills. This support during skill building can promote confidence to participate more centrally in a community of practice.

Role of Online Interprofessional Community of Practice on Identity Development

Identity in communities of practice is guided by participants' negotiation of dualities (Barab et al., 2003; Barab et al., 2004; Wenger, 1998; Yukawa, 2010a, 2010b). Table 3.4 provides an overview of how the dualities are addressed through the course, including: participant learning outcomes, course design elements and course activities.

Table 3.4. *Community of Practice Dualities, Course Design and Participant Responses*

Duality	Negotiates	Uses	Addresses	Represented by
Participation/ reification	Meaning	PLO 1	What is Responsive Librarianship?	• Discussions: Understanding RL • Comprehension Check: Comparing RL to other services • Reflections: Self-perception as RL provider • Interviews: RL validates existing practices, Role in library service ecology
Designed / emergent	Practice	Minimalism in course design	How do I work with other professionals to provide RL?	• Discussions: Open-ended prompts; Participants create own threads • Reflections: Open-ended prompts for participants to relate course concepts to practice • Interviews: Organic conversations relevant to practice • Survey feedback: Discussions most helpful for negotiating practice.

Table 3.4 (Continued)

Local / global	Expertise	PLO 2; Learner-centered course design	How do my professional values and skills relate to RL?	• Discussions: Comparison of professional competencies and codes of ethics; cross-professional dialogue • Comprehension Check: Interprofessional approach to service; boundary encounter descriptions • Reflections: Perception of expertise in ecology; strengths / limitations of profession in ecology • Interviews: Role of ethics / values in bridging professional differences; Descriptions of professional boundary encounters; Descriptions of brokering

Identification/ negotiability	Identity / Leadership	PLO 3; Learner-centered course design; low-stakes communication	How does my level of experience fit with / contribute to community?	• Discussions: Patron needs in service ecology
				• Comprehension Check: Topic to be addressed through RL in setting
				  • Reflections: Learning moments for becoming interprofessional (RL) member
				  • Survey feedback: Role of interprofessional learning for own practice
				• Interviews: Role of course culture and hierarchy in learning and meaning making

Online / copresent	Communication	PLO 4; Asynchronous course delivery; Scenario-game-based training	How do I connect with / learn from others in this community?	• Discussions: Barriers to communication • Comprehension Check: Communication strategies for RL • Reflections: Critical incidents of communication in setting • Survey feedback: Course communication effectiveness • Interviews: Professional isolation; connecting with others outside own organization; professional terminology
Diversity / coherence	Diversity	Learner-centered course design; participant professional experience; participant demographics	How do uniprofessional differences influence IP community?	• Discussions: Differences / similarities in professional competencies and codes of ethics; Roles in organization; Services provided; Interprofessional cross-talk in discussions. • Comprehension Check: Responding to requests outside scope of practice; interprofessional collaboration • Interviews: Interprofessional training on common topic

Note: Abbreviations used in this table. PLO = Participant Learning Outcome; RL = Responsive Librarianship

In sections that follow, I will explain each duality. I will then describe how course design elements supported trainees' negotiation of each duality as demonstrated by their behaviors and responses to course prompts and to each other's responses. Finally, I will discuss how

participants' accomplishment of course outcomes relate to their professional and interprofessional identity.

Dualities. The dualities described by Wenger (1998) include participation / reification; designed/emergent; local/global, and identification/negotiability. Two additional dualities are relevant to this study include online/copresence (Barab et al., 2003; Yukawa, 2010a) and diversity/coherence (Barab et al., 2003).

Participation / Reification. Meaning is of particular emphasis in the participation / reification duality. Barab et al. (2003) indicate that through participation, individuals create meaning and identity. Yukawa (2010a) further explains that this duality involves the essential concepts of a discipline. Negotiating meaning involves a creative tension between the action and concepts representing the action, or between theory and practice. It also involves balancing previously held conventions and newly formed understandings.

As described previously, participants were recruited from existing social services in libraries communities of practice. The process of participant identification and their professional make-up combined with the course's design promote a unique Responsive Librarianship community of practice identity. Opportunities to consider both pre-existing understandings, as well emergent meanings and identities occur through social participation and successful completion of Participant Learning Outcomes:

1. Describe Responsive Librarianship

2. Explain how Responsive Librarianship applies to professions such as librarianship and social work.

3. Develop a policies and procedures for Responsive Librarianship for your home organization.

4. Use effective communication strategies to facilitate group programs using Responsive Librarianship model.

The first Participant Learning Outcome regarding defining Responsive Librarianship guides learning activities in first training module. Instructional lessons describe Responsive Librarianship, explain how it applies to professions such as librarianship and social work, and distinguish it from related services each uniprofessional might provide in a library. Core concepts of Responsive Librarianship are explained, using terminology from each profession, to provide a common language for course discussion forums. Illustrative scenarios are provided for how trainees might use Responsive Librarianship to address library social service needs.

Discussions for this module allow participants to share understandings of how Responsive Librarianship fits into their own library ecologies. Participants' discussion posts revealed their understandings of the term Responsive Librarianship and their identities as practitioners, regardless of their level of experience. Participants applied this to their current professional role as Danielle, a social worker, described below:

> To me it seems that Responsive Librarianship is already largely at play within my library system's ecology, even if it isn't recognized by that name. My role was created by library and county staff over a year ago in response to patrons' growing needs to be connected to services. The library's programming has shifted since the COVID-19 pandemic began based on patrons' health concerns. Items are added to our Library of Things based on community needs, etc."

Trainees negotiate the creative tensions between previously held conventions and newly formed understandings in their descriptions of the emerging role of libraries as community centers,

where patrons go for information, resources, and services. They propose roles for providers in these settings, such as this one described by Chantal (a librarian):

> Libraries have always tried to respond to customer needs. We went from providing information and books to becoming computer / technology centers in order to better serve customer needs. Now, we are heading (or are already there in some cases) towards becoming similar to a community center, where we facilitate community meetings and plan engaging programs and services to improve the lives of our customers.

Trainees explain how the myriad roles they play within their organizations respond to individuals' needs. Jacklyn, a librarian, describes their organization's ecology as, "…simultaneously community spaces, knowledge centers, creative outlets, support systems and so much more. Each patron interaction is really a response on our part to a need. The services we offer are responses to needs, both spoken and unspoken."

Individual understandings of the each module's concepts are assessed formatively through comprehension checking assignments. For Module 1, participants were asked to explain how Responsive Librarianship compares to services they are already providing in their library practice. Nine of the ten participants met the full criteria for describing Responsive Librarianship and applying it to their own environments, with one librarian's response particularly underscoring the concept.

> Responsive librarianship feels like what I do on a daily basis, truthfully. …Many of the tasks, processes and the ecology described in this first section, are my daily! I not only recommend titles for whatever issues a patron may come to me with, but I provide extra support and resources via information on organizations or services available…. All of

these differing facets of my job are wonderful and truly allow me to practice what I now know of as Responsive Librarianship.

Participants are guided toward reification through reflections that they are encouraged to use to develop their own Responsive Librarianship practice. In the first reflection, participants described how they see themselves as a future Responsive Librarianship provider. They were asked to consider how they would deliver the services and how the values and ethics of their profession align with the service. Participant responses demonstrated how they made concept of Responsive Librarianship real through its application to their practice as indicated below.

Trainees described a sense of validation they felt from learning about the Responsive Librarianship service model. They explained that Responsive Librarianship provided terminology for services they were trying to provide or a value they were already espousing, as in the following librarian reflection:

> I was simply unaware that this was a separate kind of librarianship. Whether it was due to my personal qualities or what was being asked of me by my community, I believe I have been delivering responsive librarianship since the start of my career in all the library settings I have been in.

A social worker colleague focused on how the model applies to the work they were already doing, as in this description:

> I think facilitating Responsive Librarianship in my setting will primarily involve adapting the format of programming (time of day a workshop is offered, one-on-one vs group setting, languages offered) based upon patrons' / the community's feedback. My role itself may also shift based upon feedback and patron / community attitudes.

In the first cycle of interviews, participants' responses illustrated how they negotiated the participation / reification duality in the course. Participants elaborated on feelings of validation through aligning previous practices with those of Responsive Librarianship. Jacklyn described it in terms of engaging with patrons, as indicated here:

> I think, for the first at least week or into the…second week, I definitely, I didn't realize that there was a better term, maybe for what I do. …I just, I didn't know that there was a better term for it, responsive librarianship… a different way of engaging patrons through library services. It felt very… refreshing .. to …read through the first week's material, because I was like, "Oh, I do this! There's a name for that!" So that was probably the nicest part of the first week.

> Danielle, a social worker, described how their role fits into the library's service ecology, saying, "I think my role is very responsive, which a lot of other people seem to have been saying. And it was created as a response to patrons' needs."

As participants have described their understandings of the concept of Responsive Librarianship, they have demonstrated how they have created meaning and reconciled it with their perceptions of their professional identity. The course's design has provided the mechanism for participants to work through creative tensions between theory and practice in the duality of participation and reification.

Designed / emergent. A challenge in attempting to foster a community of practice is to balance the deliberate aspects of course design with organic emergent ones. Wenger (1998) recommends a minimalist approach in which content and activities are designed to segue between individual (uniprofessional) communities and to facilitate the process of evolving into an independent (interprofessional) community of practice after the course concludes. Barab et al.

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(2003) describe minimalist course design as provides a basic platform and then facilitates the community's growth and evolution. Regarding design's relationship to practice, Yukawa (2010a) indicates that practice does not result *from* design, rather *responds to* it. In the Responsive Librarianship course, the format of discussions in which the participants are given a selection of prompts to apply to their practice / perspective is an attempt to balance this duality. Another element of minimalist design was used in formative comprehension checks through brief open-ended comprehension questions.

In discussions, participants described how the course structure facilitated negotiation of professional identity. In introductory discussions, participant responses demonstrate the designed and emergent duality through course design. Participants introduced themselves to each other and began the networking process by sharing contact information or resources when they identified a need in course colleagues' introductory statements. These small acts demonstrated movement from participants' individual communities of practice toward an independent Responsive Librarianship community of practice, as shown in the exchange below:

Jacklyn: Yes, so nice to meet a fellow [location removed] on here!! There are some libraries [at our location] with Social Work interns via [academic institution name removed], it is a process we have been looking into! I would absolutely love to connect! Please let me know the easiest way to get in touch, if not on here. Thanks for offering!

Casey: Hi Jacklyn! If you want to discuss how we went about it at [our organization], feel free to email me and we can schedule a call! I know that the person who coordinates all the library sites at [your location] is [name] --you may want to reach out to [them] if you haven't already!

Another example of how the designed and emergent aspects of the course were negotiated during a discussion in Module 3. The minimalist design of the forum allowed participants to initiate their own discussion threads on rural outreach. Lively cross professional dialogue ensued in which participants shared strategies they had tried, lessons learned, and additional resources they engaged, as well as their roles in the endeavors.

Participants reflected on the impact of the exchanges in the Module 3 discussion in other course activities as well, such as the reflection on learning moments below:

A learning moment was obtained through our chat participation boards. A post regarding how another professional is addressing outreach within their library system, with a focus on rural libraries was helpful to gain an understanding of the process they utilized to create a network of support for her rural library communities. What was revelatory was the use of mobile health units. This was reinforced as a known resource after others followed up with positive comments. This is something I will bring to the discussion at the State Library when it comes to creating a tool kit for rural libraries on how to coordinate and collaborate with outside agencies regarding wellness and health initiatives.

In interviews, participants described in detail the way that discussing concepts with individuals from their same and other professions offered multiple ways of understanding connecting individual communities with the Responsive Librarianship community. Jacklyn described the way networking started organically in the discussions in the following:

I don't know if it's just a librarian / social worker thing. But within the discussion boards even, we're already making connections. You know, I've spoken to a few people about,

"You know, I know someone, I can do this!" or "I know this person, we can connect to."

It's already kind of started happening within the first week.

Lydia described how designed aspects of learning about professional values in the learning community in the Responsive Librarianship course differed from other communities, illustrating how it facilitated identity negotiation through discussions that emerged,

> …within this specific group, I have noticed more conversation about like, the ethics, and what the similarities and differences between social work and librarianship are. And I think that's such a needed conversation. …And then I've also really enjoyed kind of the nuances of okay, is library social work is responsive librarianship, is this a micro practice? Or is it a macro practice? And so I think that those discussions have been a little bit more in depth in the responsive librarianship forums, versus, you know, the Facebook group that I'm a part of that focuses on social work or focuses on library workers, or even the Whole Person Librarianship listserv.

Mid-Course Survey responses also indicated that discussions were particularly useful for negotiating the designed / emergent duality in providing "a better understanding from [others'] level of expertise and experience." Another respondent indicated that, "Our responses to one another have been encouraging, and have provided me with a sense of enthusiasm." Another described the impact of the course design as, "Hearing others' experience with Responsive Librarianship and social work helps to contextualize the concepts learned."

As participant responses have indicated in interviews, reflections, surveys, and the discussions themselves, it is through the discussions that participants are doing the majority of the work in negotiating the designed / emergent duality in this developing community of practice. The aspects of the course that provide for social interaction allow participants to shift

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their focus between their uniprofessional communities and the interprofessional Responsive Librarianship community of practice.

Local / Global. Yukawa (2010a) describes Wenger's local / global duality as the negotiation of expertise. She explains that this duality involves how one community of practice relates to another and bridges any significant differences. For this duality, Barab et al. (2003) recommend considering how someone can share local experiences and insights in such a way that they will have global significance. They endorse user-centered design as a way to accomplish this goal. In this course, I have incorporated user / learner-centered design and adult learning principles as recommended for continuing education for both librarians (Medical Library, 2021; Public Library Association, 2019a, 2019b) and social workers (National Association of Social Workers (NASW), 2003) by providing opportunities for participants to share their own local (discipline-specific) particulars in such ways that they can negotiate Responsive Librarianship (global) practice. Activities such as those designed in each module to support foundational knowledge allow participants to develop skills and understandings. Yukawa (2010) recommends the use of boundary objects, brokering to make connections, and boundary encounters for facilitating the negotiation of this duality. These are incorporated into course design as described below.

Professional competencies and codes of ethics are used as boundary objects for each profession and are related to Participant Learning Outcome 2, explaining how Responsive Librarianship applies to professions such as librarianship and social work as shown in Figure 3.13. These concepts feature prominently in participants' responses. In the discussion for Module 2, participants compared librarian and social worker values and ethics, which Casey described as, "… offered in a client / patron centered way, putting the needs, request[s] and well-being of the

person front and center." Another participant leveraged minimalistic learner-centered design in their treatment of the boundary objects, developing and posting a graphic of their interpretation of the relationship between the two codes of ethics.
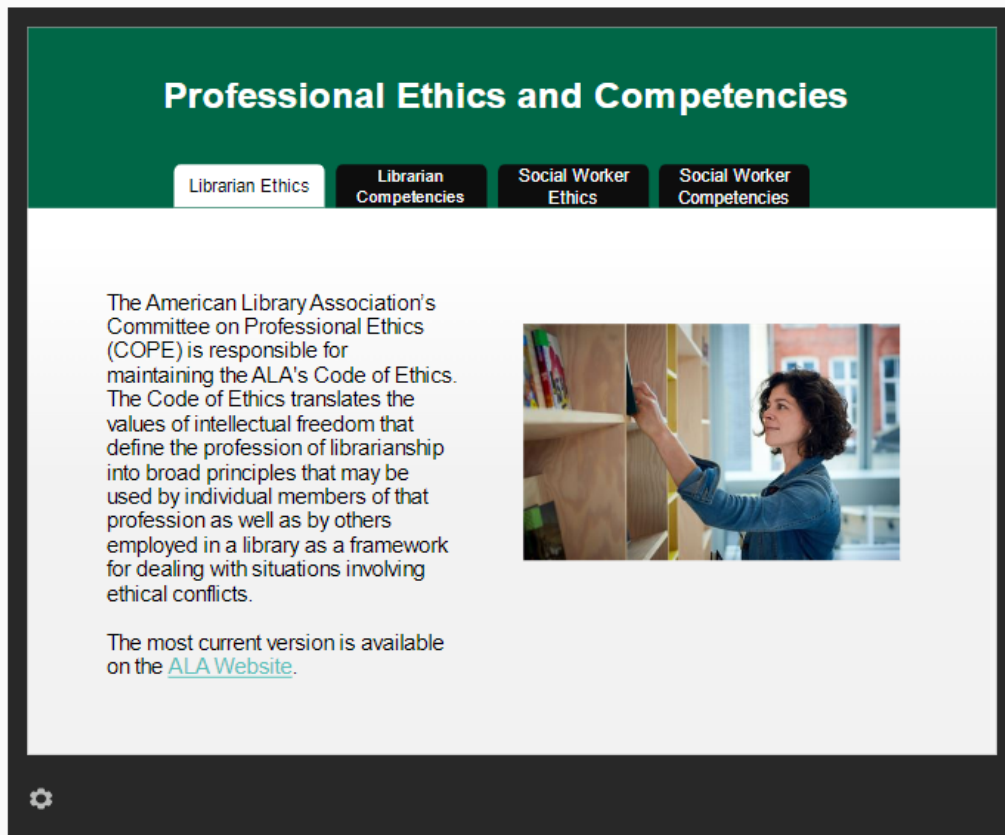
Figure 3.13. *Professional Ethics and Competencies*

In this discussion participants also discussed brokering for making connections and meaning in their descriptions of specific skills their individual professions provide, skills from another profession complement theirs, and how they would work with professionals from other disciplines to provide Responsive Librarianship services. Casey's response illustrates this:

This is such a wonderful discussion and Chantal--such a clear explication and delineation of the roles. I think it is so important that we highlight both our parallels and commonalities, while we maintain what we can bring and offer that is distinct to our unique professions such that no one can ever state that one or the other is irrelevant.

Wenger et al. (2002) describes boundary encounters as opportunities for dialogue to allow individuals to "deepen relationships and discover common needs and… a collective way of thinking, approaching a problem, and developing a solution" (p. 84). The discussion forums have been instrumental in providing these opportunities for course participants. It is through the interprofessional discussions that participants have boundary encounters requisite for negotiation of the local / global duality. Figure 3.14 is a network depiction of the interactions between course participants, which shows how librarians and social workers interacted with each other in the course with numerous cross-professional encounters. The size of the vertex for each participant represents the betweenness centrality, or the information on how significant each one is in connecting other pairs of vertices (Hansen et al., 2010). The weight of the lines between the vertices is related to the edge weight, showing the strength of the relationship between the vertices. The overall network density, or the ratio of the number edges among a group of vertices to the total possible number (Social Media Research Foundation, n.d.), is 0.65, indicating moderate contact between participants.
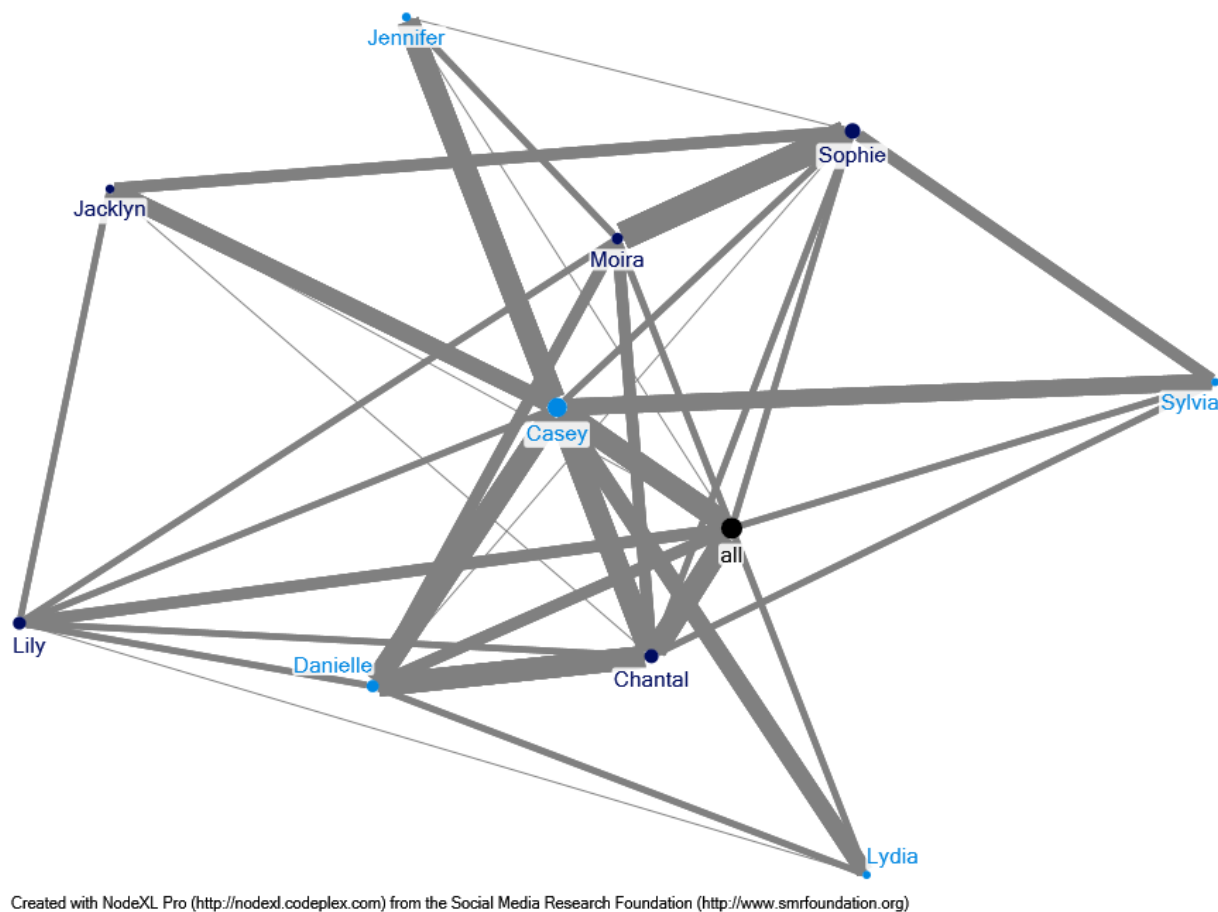
Figure 3.14. *Sociogram for Discussions*

Note. Color-coded for profession. Purple = Librarian, Blue = Social Worker. Network density is 0.65. Vertex size is proportional to betweenness centrality. Line width is related to the edge weight.

In the comprehension check for this topic, participants described an interprofessional approach in Responsive Librarianship for community-based mental health support and its relationship to their own practices. Of the 10 responses, seven met the full criteria. Participants tied the prompt to boundary objects in responses regarding values and ethics, as this participant did,

> Library social work requires creativity and an ability to integrate the two professions
>
> while staying within our respective missions, Code of Ethics, scope of practice, etc. It

really pushes us to define social work in a unique way, and be open to myriad

possibilities for delivering service and assistance.

Participants also described how they have navigated boundary encounters they have experienced

previously in their practice.

The staff often expresses their concerns to me, or areas of need that they have noticed

within the library. Using my professional network and understanding of services

available in the community, I am then able to match that need with a provider and

coordinate that service to be facilitated within the library, or relay information about how

to refer patrons to it.

In Module 2 reflections, participants explained how their uniprofessional work has been

received their libraries and whether they have ever drawn from the skills or resources from

another profession to help with a problem. Participants related their responses to the core ethics

and values of their profession (boundary objects). One trainee indicated that they "would want to

provide these departments or individuals with education on the role, its scope, and the common

competencies, ethics, and goals of both professions, while differentiating in the areas that each

are unique." Another related a story about a time when there was a negative experience

(boundary encounter), which they attributed to "ethical dilemmas [that] challenged library

policies and procedures."

As participants considered the strengths and limitations of their individual professions in

their work in libraries, others described positive boundary encounters, in which they used their

skills or resources to help other professionals with a problem. A social worker participant

described a meaningful encounter in their setting as they helped, "…library staff, who were

making their best recommendations based on search engine results or previous knowledge of

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what was available in the community. Library staff also does not have sufficient time in their work day to walk patrons through applications like I do, so my time has also been an asset."

In interviews, participants discussed the role of ethics and values (boundary objects) and how they have helped bridge differences in the librarian and social work professions. Sylvia, a social worker, described educating others about the competencies in professional development trainings:

I'll do a presentation at our all librarians meeting and compare the ALA ethics to the NASW ethics. And I'm just like, they're very similar. And, …they're both underlined by service. And … they both outline access and inclusion, and competence and integrity…it's good to have those comparisons, but then also understand the differences in privacy and how certain things are …approached.

Lydia, a social worker, shed light on the challenges they have experienced in bridging library ethics and values in library social services practice. Their story about when the two were in conflict illustrates boundary encounters, "when I was a social work intern in a mid-sized urban public library…one thing that we would butt up against is the different ethics and levels of confidentiality versus privacy." Sylvia, a social worker, describes brokering as a way to deal with possible misunderstandings about their role in the organization. This story about when librarians have approached them with problematic situations describes the process. Sylvia brokers through statements of empathy and a clear delineation of the boundaries of their role as a library social worker.

I've had like multiple librarians come to me because they know that … I have a social work background, … And they'll …go into this whole story about they have this patron they were trying to do this and they couldn't help them. And then they were trying and

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they couldn't get help….And then they're like, What do I do now? And it's like, you say, you know, I'm here for you, I'll be here tomorrow. But this is the scope of what I can do.

The course design has provided opportunities for this interprofessional group of learners to develop shared understandings about their professional identities through the use of boundary objects (values and codes of ethics), brokering as they negotiated with others about their roles and responsibilities, and boundary encounters in which their understandings about their roles might be challenged. All of these support the negotiation of the local / global duality by allowing participants to communicate local (uniprofessional) experiences and insights in such a way that they will have global (interprofessional) significance.

Identification / Negotiability. Yukawa (2010a) describes Wenger's (1998) duality of identification and negotiability as the negotiation of identity and leadership within the community. She explains that in working through this duality, the individual "takes ownership of collective meaning and shapes this meaning through negotiation" (p. 57). Yukawa describes this duality as the most encompassing and most challenging to address in a course, explaining that the duality involves lifelong effort beginning with the decision to educate oneself in a profession. Giving special attention to this duality and its support in the Responsive Librarianship course began with recruiting participants for this professional development training from existing communities of practice. Their participation in this course represents a snapshot of their professional lives. As the course designer, it was incumbent upon me to consider and plan for how to treat this duality, cultivating development of community meanings and opportunities for leadership in the course community, in the course design.

Wenger (1998) defines negotiability as the degree of control we have over the meanings in which we are invested. Barab et al. (2003) describe this duality as the extent to which

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members identify with the community and how that influences their membership and participation. This includes how someone perceives their "ability, facility, and legitimacy to contribute to and take responsibility for the direction of a community of practice" (p. 247) . It relates to the levels of participation and the roles of the participant. Like Yukawa (2010a), Barab et al. recommend that instructional designers pay special attention to issues with identification and negotiability, since they can both foster participation and inhibit it. They recommend ensuring that the stakes for participation in dialogue are not too high, which can discourage participation, especially in environments where anonymity is not possible. In the Responsive Librarianship course, participants were not anonymous to each other, but stakes for discussions were kept low through questions that refrained from putting participants in positions in which their responses would be critical of each other, their work settings or the patrons they serve. Questions that had any possibility of eliciting this type of response were relegated to one-to-one type, such as reflections or in an anonymous format, such as through surveys.

In course design, a culture of safety and empathy was encouraged from the beginning. In the Welcome Module, course goals and objectives were provided, along with information for how to interact with the Moodle learning management system for the course. I set the tone for participation by providing an introduction of myself as the course facilitator, which was followed by the introductory discussion forum with the invitation for participants to do the same. Additionally, I provided resources in this module with goals for online course behavior called "Netiquette Goals" containing tips for collegial discourse in discussions. Finally, tips for successful participation in an online course were provided, with suggestions for managing time, technology, and communication. A business casual conversational tone was used in instructions,

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presentations and prompts, establishing an atmosphere of trust, and a climate of collaboration, in other words, a safe space and a place for professional relationship building.

As demonstrated previously, beginning with the introductory discussion forum, participants identified themselves to each other and took their own steps toward establishing a culture of support and encouragement, thus maintaining low stakes for participating. They made connections as they responded to each other, indicating similar practice scopes and settings and geographic proximity. Even from this early stage in the course, participants demonstrated a willingness to support each other through information resources or sharing.

This duality was further supported in course design in Participant Learning Outcome 3, in which participants took initial steps toward developing policies and procedures for their own Responsive Librarianship practices. Instructional presentations focused on deciding what resources to use, working with community partners, and planning and implementing themed-based programming. Practice activities support contributing to and taking responsibility for meaning and direction of the community of practice through planning the scope of services, identifying relevant policies and themes of focus, and determining success.

In the discussion forum for Module 3, participants negotiate the duality of identity and negotiability through prompts asking about patrons' needs in their libraries' service areas. Participants were asked about potential community resources (such as experts or community organizations) that might be able to help with the project they were proposing. Participants addressed issues of concern such as helping patrons with issues related to food insecurity, housing insecurity, and employment-related needs.

Although the topics of this module's discussion and comprehension check are somewhat similar, the discussion provides opportunities for all types of legitimate peripheral participation,

especially for participants who are newer to their respective uniprofessional communities. Newcomers can learn from the dialogue from the more experienced members, which they can apply to their individual responses in the comprehension checks. While the topics for the discussion leaned more toward community and societal issues, their macro practices, the individual responses are more specific, with smaller scopes (micro practices).

In the individual comprehension check, participants describe a topic to address via Responsive Librarianship specific to their own circumstances. Six of the participants' responses addressed the prompt fully. Individually, participants proposed a variety of topics such as mental health, housing insecurity and tenant's rights, trauma-informed care for library staff, caregiving for aging adults, and teen health information.

In reflections addressing the identity / negotiability duality, participants pivoted their focus to key learning moments during this course that they believe would help them become a better interprofessional team member. They were asked to relate their responses to becoming a Responsive Librarianship provider by reflecting on their "Aha!" moments, focusing on the ownership of meanings and how particular elements of the course contributed to it. One participant, a librarian, described how an understanding of their own and their interprofessional colleagues' goals were helpful for identifying opportunities for putting their specific skills to use and to know when to refer the patron to someone else, saying:

> Learning about the Social Work core objectives shed some light for me on how to become a better interprofessional team member. Knowing their overall goals versus or in addition to my own is helpful. I think this directly relates to becoming a better responsive librarianship provider by showing me gaps I can fill or areas I can source to other professionals for the best outcomes for the individual in need.

A social worker, described the importance of interplay between uniprofessionals for a holistic service approach, recognizing,

> …the interplay that all professionals have in providing Responsive Librarianship, especially in developing strong "curricula" plans to incite gradual change…I have now learned how to create a plan to address needs and make change in a more nuanced and whole organization type style.

Other participants described learning moments that occurred in response to the scenario-based games which helped them articulate the boundaries of their own skill set. One participant described the way interactions with others in the course have galvanized them toward the work they are doing, indicating that they could "now even more confidently convey…how appropriate social work is in the library setting as an environment for practice and how impactful this conjoint relationship can be in the service of patrons."

In surveys, participants' anonymous responses describe how learning with individuals from another profession has helped them negotiate their own practice. One participant stated,

> The discussions allow me to see how Responsive Librarianship and library social work is practiced in other public or academic libraries. My peers are willing to share obstacles that they have come up against as well as successful programs or projects they have put forth.

Participants described being the only professional of their type or one of few in their organizations providing social service resources or information. They reported one critical role the course has played is facilitating access to others doing the same type of work, providing opportunities to hear about their practice, for example:

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We all bring different lived experiences and levels of expertise within our profession. By reading thoughts of the cohort, it creates an informative framework to better understand aspects of a job or profession that one would not have access to otherwise.

Participants entered the course with levels of experience varying from current graduate student status, to front line service providers, to library director, and even to a practicum supervisor. Interview responses shed light on how the flat hierarchy of the course design has helped them navigate the duality of identity / negotiation. Lydia describes the way the course discussions have provided an orientation of sorts, again by providing access to experienced professionals to learn from:

I think that they're very helpful in that, as a generally kind of beginning social worker, and someone who is new to library social work, it's allowed me to connect to people who have worked in libraries or social work for a much longer time, have different experiences. …I'm seeing people from different stages in their profession and their career. And that's allowing me to kind of understand what has worked for them, what hasn't worked, what trends they're seeing.

Participants commented on the culture of this Responsive Librarianship learning community for relating to each other and developing shared meanings, as described below:

There are some times when, a person who's in a role that's not facing the public as much, or maybe they're up in higher administration is just going to have a different experience than people who are directly providing a service. … But I think in this context, librarians would be there, too. I think it is helpful to have more of a tight knit group…you're coming from a similar experience.

Course design supports the negotiation of identity and negotiability with an interprofessional community in a flat hierarchy. This type of hierarchy provides newcomers exposure to more experienced professionals who can share their lived experience. Experienced professionals can benefit from the perspective of the newcomers. The safe and low risk culture of the course supports candor in discussing sensitive topics. Participants' responses point to ways that this duality has facilitated the practice aspects of their professional identity through their discussion posts, comprehension checks, reflections, survey responses, and interviews.

Online / Copresent. Although not included in the original four dualities of community of practice, Barab et al. (2003) describe a duality that is unique to online learning: the duality between online and copresent (i.e., face-to-face). They explain the "continuity and connection between online and copresent communities… allows us to view online spaces with the knowledge and skills garnered from the study of copresent communities" (p. 249). According to them, social functions are critical to online communities, since for any learning to take place, there must be communication. Yukawa (2010a) describes this duality as the negotiation of communication. Although the Responsive Librarianship training course is entirely online and asynchronous, the face to face / copresent duality is still relevant. The issue is not whether online or face-to-face is superior, but rather how participants negotiate the creative tensions corresponding to communication in the course.

In the Responsive Librarianship training, participants were geographically distributed, described themselves on many occasions as either physically or professionally isolated in their library social service practice. The Responsive Librarianship community of practice represents one of very few ways to communicate with each other. Communication is important in this training course in three ways: as a Participant Learning Outcome, as an instructional design

element, and as way of supporting the duality of online / copresence. The topic of professional isolation is referenced in participant responses throughout the course, particularly from social workers as described below.

In the Module 1 comprehension check, a librarian describes the isolation in terms of services provided, saying, "I am mostly solo in my endeavors here. Many of my colleagues are not performing the same practices as myself. We also do not have social workers at my institutions, which can be limiting."

In interviews, social workers describe physical isolation. Sylvia explains it as, "There'll be like one person for a system, or one or two people for a system." Danielle states, "I'm the only one in my whole County Library System. And I know that's the case for most library, social workers." Lydia explains, "I can only think of a handful of people in my area in my state that are doing this work or are learning about library social work."

In the post training surveys, when asked about their reasons for participating in the training, participants indicated that they joined to connect with others providing similar services. One participant indicated they were planning to "make note of others in similar situations and in some instances to swap contact info for helpful networking!" Another stated that they hoped to enhance their "understanding of librarians' and social workers' collaborative efforts in the library, as well as to form connections with others in similar roles to mine."

In interview responses, they described looking for "other people that were bridging these gaps to bounce ideas off of." In surveys, they described wanting to "engage with other professionals, learn more about what Responsive Librarianship meant, develop ideas for expanded programming and services." Other survey responses pointed to specifically wanting to learn about how their interprofessional colleagues approached services, saying that they wanted

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to "enhance my understanding of librarians' and social workers' collaborative efforts in the library, as well as to form connections with others in similar roles to mine."

The course aimed to support communication through the participant learning outcomes, discussion prompts, and facilitating cross-professional exchanges. Through Participant Learning Outcome 4 learners employ effective communication strategies to facilitate group programs using the Responsive Librarianship model. This outcome addresses the requisite communication strategies for facilitating Responsive Librarianship programming and services. Course instructional elements involve tutorials for empathetic listening and group communication strategies, and barriers to effective communication.

In the discussion forum for Module 4 participants discussed barriers to communication and potential ways to address those. Participants brought up such issues as emotional, physical, and language barriers to communication. Trainees engaged in cross-professional dialogue, acting as a sounding board for each other and offering recommendations for how to address those challenges. In addressing the challenge of language barriers several participants generated ideas for ways to address the original challenge presented. Chantal, a librarian, provides this recommendation for engaging community organizations, "If there is a large community that speaks a certain language, you could use the colleagues who speak their language to recruit volunteers and contact organizations within that community." In this cross-professional exchange, participants negotiated the physical barriers to communication, sharing ideas and creative solutions to the problem that was presented. Casey, a social worker, raises the issue of the challenge of having private spaces in libraries, which often use an open floor plan in their design, saying "social work interns may face physical barriers in the library setting when space is at a premium. It is essential that they have a private, confidential space to work with patrons and

this often is difficult to find." Chantal, a librarian, leverages experience scheduling space for programming and suggests, "Depending on how often the interns are scheduled to work in the library, it might help to schedule their meeting times directly into the programming lineup." Chantal brainstorms other recommendations, such as, "… In a pinch, perhaps you can find a quiet corner or alcove of the library and erect physical barriers to turn it into a semi-private space?" Although Casey is located in another library system in another geographic area, they have used the course discussion to brainstorm about several ideas they can discuss with library administration to bridge the professional differences in order to facilitate practice.

In Comprehension Check 4, assessment for this topic focused on describing communication strategies for an effective Responsive Librarianship practice. Eight of the participants' responses to the prompt for this activity fully articulated the elements of this concept and their application to practice. For example:

Asking open-ended non-judgemental [sic] questions is the commonality I'm seeing with both the Reader's Advisory techniques, and the group discussions. The same is true for reference interviews, and apparently this holds true for social work as well, which again points to the compatibility of these two fields.

Reflection 4 focused on critical incidents when communication with library patrons went well or was a barrier. For barriers, trainees described what they did or would have done to help the situation. They were also asked about strategies learned in the course that could be incorporated into future practice. Participants listed such techniques asking open-ended questions; minimizing or managing distractions to focus on the patron; probing a little more clarify the patron's need; staying calm when the patron is agitated; creating safe spaces through empathy; and for groups, leveraging common ground.

In surveys, participants described ways in which communication was addressed in the course, with some differences in individual perceptions regarding the online asynchronous format. Some indicated that they wanted more interaction, saying, "To some extent --would have liked to have seen more active interaction amongst participants." Others provided more nuanced responses like, "Certainly, this course could be more helpful in an in-person format as it could facilitate greater discussion, but I love the discussion boards and practical scenario games." Another participant recommended incorporating synchronous communication into the course, as suggesting, "Perhaps a weekly Zoom meeting would have created a greater sense of connection and allowed participants to learn from one another and process the content." Participants designated discussion forums as the course element that was most appreciated for establishing a sense of community and fostering communication. One participant stated, "The discussion groups were the primary activity that made me feel like I was a part of the community. Reading about others' perspectives and experiences, sharing my own, and interacting with colleagues helped to establish professional connections." One participant's response was particularly significant in that it directly addressed the way the course discussions engaged with participants' memberships in other communities of practice. This participant describes how the discussions provided a way to deepen connections with people they had become familiar with in other communities,

> Several participants I had already "met" on Zoom, written via email, or just seen their responses on other discussion boards / listservs. Interacting with others who have similar day-to-day experiences made me feel understood and helped further my connection to the greater library social work / social services community of practice.

In interviews, participants discussed communication with regards to the terminology of each profession. Sylvia shared an appreciation for the way the training fostered shared understandings, saying "…sometimes we don't have …shared language. So, it's nice to learn some more of that." Chantal described the value of being able to interact directly with professionals from other disciplines,

> …we don't have social workers in our library system…. So being able to read about their professional standards, and what they learn about and what they can do for customers, as well as talk to social workers and hear their experiences and relate so much to what they've done on their side.

The Responsive Librarianship training course provided geographically distributed participants a way to cope with feelings of professional isolation from being the only individual in a library ecology providing library social service information and resources. Course design offered opportunities to network, share stories and to serve as a sounding board for colleagues. Course elements including Participant Learning Outcomes, instructional components, and peer interaction supported the online / copresence duality through the negotiation of communication.

Diversity / Coherence. Barab et al. (2003) expanded on Wenger's (1998) original four dualities in describing the duality of diversity / coherence. This duality respects individual differences while maintaining a certain level of unity (Barab et al., 2003). The diversity / coherence duality allows for multiple voices and perspectives, even while advancing a common agenda or framework. It is the creative tension between individual needs and priorities and those of the group or community. The diversity / coherence duality is supported in the interprofessional nature of the Responsive Librarianship training course. Having a training cohort composed of individuals from disparate professional backgrounds allows all ideas and

perspective to be challenged continually. Simultaneously, it is through the learner-centered course design and culture that all ideas and perspectives are also supported continually.

Course discussions provide opportunities for participants to describe the role of their respective uniprofessional standards and professional competencies as recommended by previous research (Bzowyckyj et al., 2017; Moreno-Vasquez et al., 2021). This duality has been cultivated in the course design from planning stages, and by recruiting participants from two disparate professions. A common language was presented and negotiated through explorations of both sets of professional codes of ethics (Figure 3.13) to establish the relevant similarities and key differences of focus regarding practice and values.

The discussion forums align with the Community of Practice Model for Blended Learning (Yukawa, 2010a) with interprofessional communication and shared meanings of concepts. Participants describe differences and similarities in their professional competencies and what that means for their professional scopes of practice in the Responsive Librarianship context. Moira explains,

> ALA's core competencies and those of the CSWE / NASW are fairly complimentary [sic]. Librarianship, however, could take a page from social work pedagogy and promote awareness of self-care. Librarianship dialogue seems to be increasing in this area, and I think it would be interesting to have this become a prominent competency so it can be addressed during graduate school training, as well as ongoing continuing education training provided by State Libraries and other Administrators. Librarians are often providing services that go beyond the scope of their core training, but we are not as skilled at understanding our own professional boundaries and how to create space to manage self-care in an informed way.

Lydia agreed the professional competencies were beneficial for starting the conversation on how the two professions can support each other in the library social work context, saying, "I think that's just a continued conversation that needs to be had." They went on to say that with the new understandings of the relationship between the professional competencies, they felt "spurred to seek out my coworkers and inquire about offering assistance more specific to my competencies in social work as they practice Responsive Librarianship."

In Comprehension checks, participants described how an interprofessional approach could be of assistance when the professional receives questions or requests for service that are beyond their professional training. One participant related this to facilitation of a therapeutic book club scenario, saying:

> Using an interprofessional approach can be beneficial because some of the questions deemed inappropriate for a librarian to ask a patron in the game we just completed can be asked by a different professional like a social worker who is working with the librarian.

Another participant echoed this and described the creativity and flexibility involved in providing services on the borders of professional boundaries, such as making, "additional or further referrals where the issues are beyond our purview, either as librarians, or library social workers." Others described the role of professional collaboration when both professions are represented in an organization or library system through, an interprofessional approach to "provide additional resources to participants in a Responsive Librarianship-based program. For the topic of mental health, Librarians and social workers can work together to plan a program."

Interview responses exposed how training librarians and social workers together on the common topic of Responsive Librarianship has benefited them. Lydia said, "…I don't think that training that separated the two would be … effective. I don't think it would be beneficial." They

indicated they thought separate trainings would encourage territoriality. Moira elaborated on how interprofessional training supported the diversity / coherence duality negotiation by promoting learning from each other:

> Especially if it is kind of a collaborative, because I feel like those that are coming from the library side, versus those that come from the social work side are going to have maybe different mindsets on what are helpful tools.... And that's where I feel like folks in library land are a little bit less, at an advantage of understanding a supportive way to conduct maybe sensitive dialogue, even though it's through a book club format…

As with other dualities, course discussions play a prominent role, as illustrated by this exchange in Module 2 between two participants on the topic of interprofessionalism.

Chantal: …Both professions can work together to provide services to customers that each would not be able to provide independently, like programs focused on improving mental health from a trauma-informed perspective that highlight community resources and how to apply for them.

Casey: I think it is so important that we highlight both our parallels and commonalities, while we maintain what we can bring and offer that is distinct to our unique professions such that no one can ever state that one or the other is irrelevant. We need them both!! And patrons for sure benefit so much from both, independently and collaboratively.

As shown in the network analysis for the course discussions in Figures 3.15–3.16, participants' cross-professional conversations increased as the course progressed. In the earliest discussions, while initial posts were directed at everyone, most exchanges were between similar professionals as seen in the introduction (Figure 3.15). In this discussion, two participants pairs

crossed professional boundaries in their communications. Thicker line weights show multiple exchanges between individuals, such as between Jacklyn and Casey. The vertex size for Casey demonstrates their role connecting the conversations between Sylvia and Jacklyn.
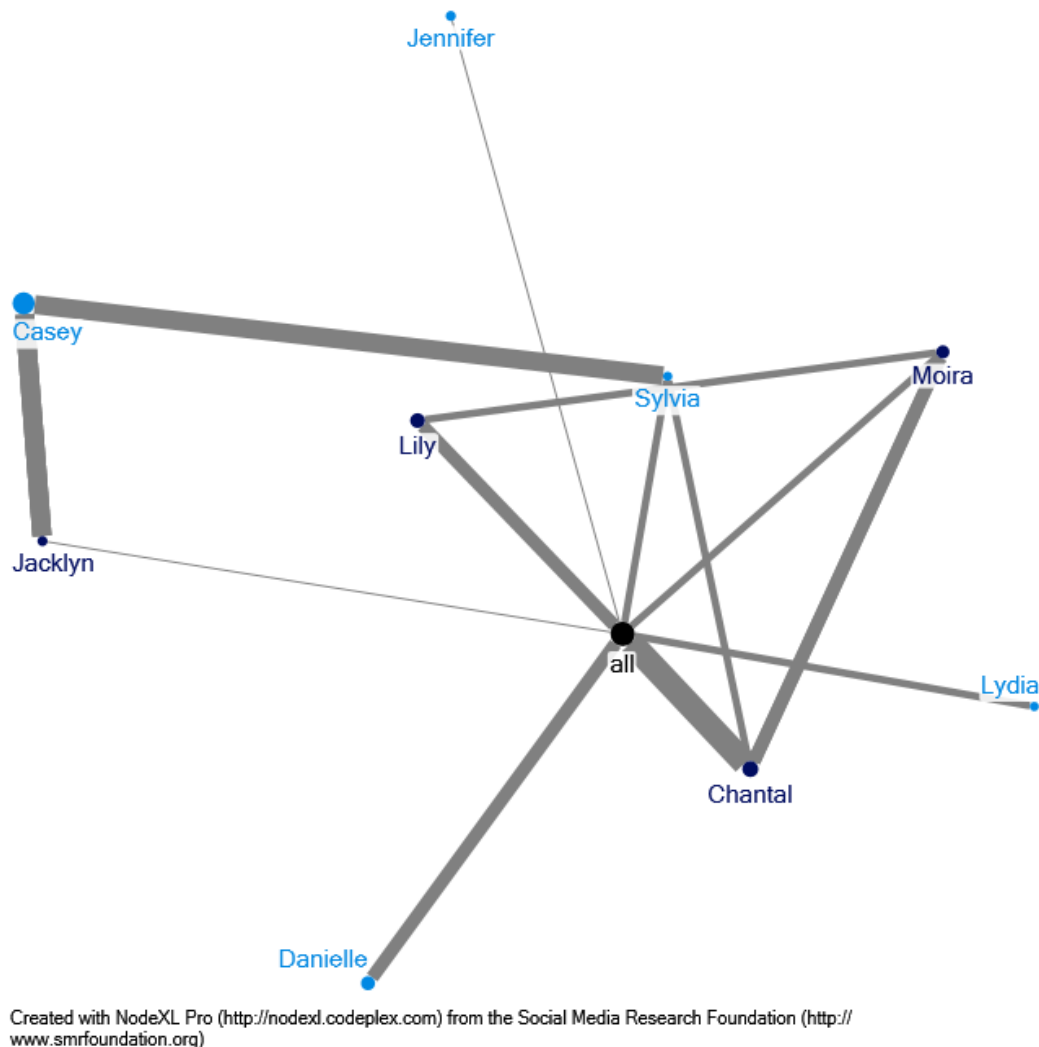
Figure 3.15. *Communication in the Introductory Discussion*
Note. Color-coded for profession. Purple = Librarian, Blue = Social Worker. Vertex size is proportional to betweenness centrality. Line width is related to the edge weight.

By Module 3 (Figure 3.16), participants engaged in more cross talk than in earlier discussions. Interprofessional exchanges took place as participants discussed needs in their communities, and challenges to addressing them. In this discussion, three participant pairs engaged in discussion with someone from a different profession. As illustrated in the line width,

the interprofessional relationship between Chantal and Casey was the strongest in this

discussion. Casey's vertex size shows that they were important in connecting other

interprofessional conversations (i.e., between Chantal and Danielle).
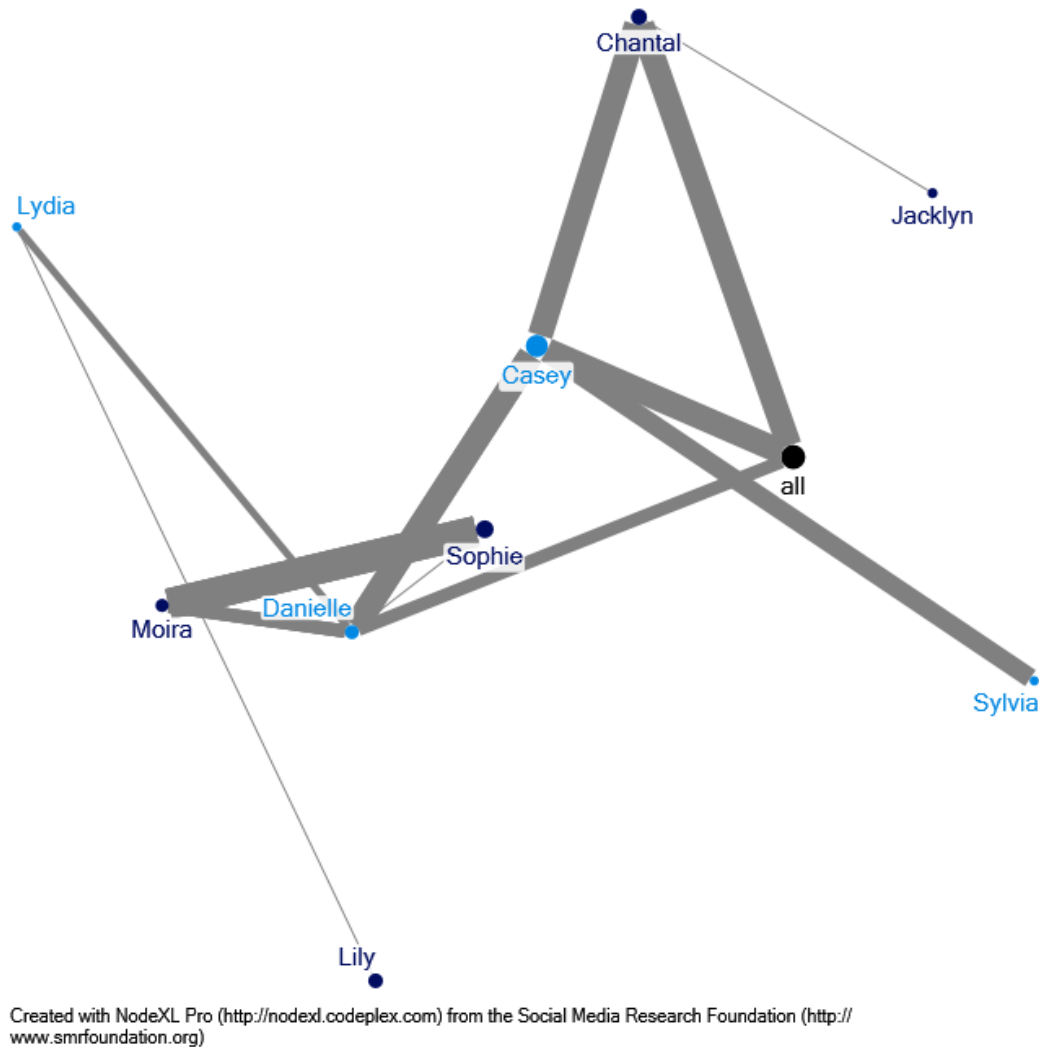
Figure 3.16. *Interprofessional Communication in the Module 3 Discussion*
Note. Color-coded for profession. Purple = Librarian, Blue = Social Worker. Vertex size is
proportional to betweenness centrality. Line width is related to the edge weight.

Interprofessional exchanges continued through the last discussion in Module 4 (Figure

3.17), in which participants debriefed from the scenario-based games. In this discussion, four

participant pairs were involved in interprofessional exchanges. Line widths point to strong

interprofessional relationships in this conversation between Danielle and Chantal and between Chantal and Casey. The vertex size for Casey again demonstrates their role in connecting conversations among other participants.
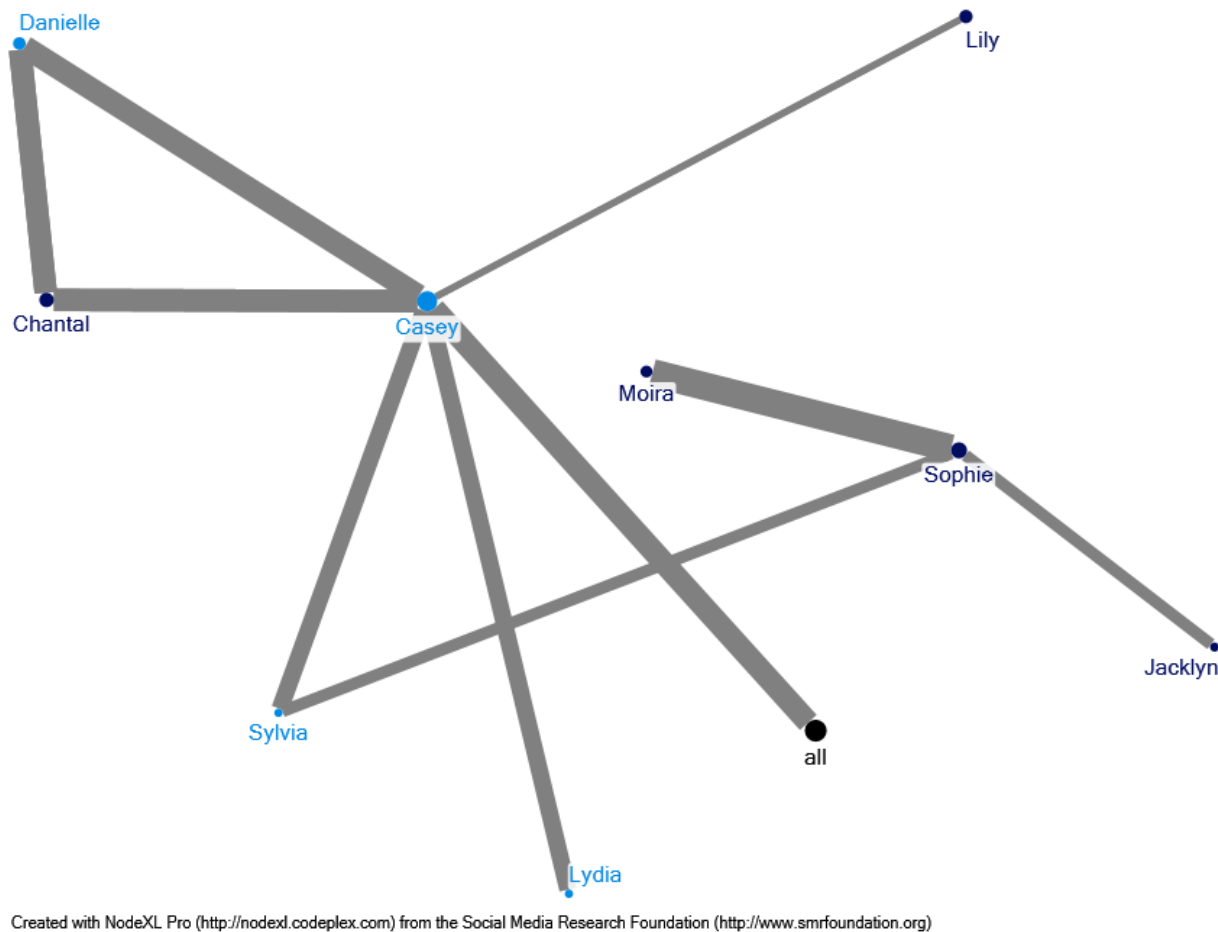
Figure 3.17. *Interprofessional Communication in Module 4 Discussions*
Note. Color-coded for profession. Purple = Librarian, Blue = Social Worker. Vertex size is proportional to betweenness centrality. Line width is related to the edge weight.

Support of Interprofessional Identity through Course Outcomes. In a final method of determining how the course supported identity negotiation, learner performance in the course was compared to Community of Practice Course Learning Outcomes (Yukawa, 2010a). These include:

- Knowledge of core concepts,

- Development of professional practice,

- Development of shared expertise, and

- Development of identity and leadership skills.

Each outcome is discussed in more detail below along with its relationship to environmental, practice and social elements of librarian and social worker interprofessional identity described by the literature on as shown in Figure 3.18.
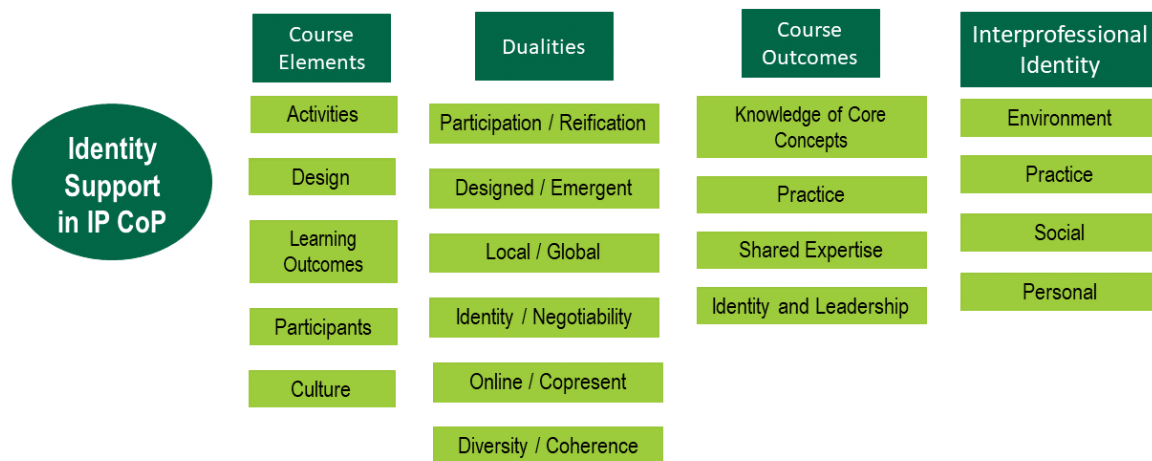
Figure 3.18. *Identity support in an online interprofessional community of practice training course*

Note. Abbreviations IP = interprofessional; CoP = community of practice

Course participants were supported in their progression toward interprofessional identity through course elements addressing:

- Environment (Principles, values, ethics) – Considering how participants' own professional competencies and codes of ethics compare to and complement others' in the same library ecology. In course outcomes, these identity elements are represented in the Knowledge of Core Concepts.

- Practice (Roles and responsibilities) – Defining roles and responsibilities (boundaries) of practice, engaging professionals from outside their own discipline. In course outcomes, these elements are represented in Development of Professional Practices and the Development of Shared Expertise.

- Social (Teams, teamwork and leadership skills) – Planning and implementing Responsive Librarianship service, communicating for facilitating Responsive Librarianship programming, identifying need. In course outcomes, these identity elements are represented in the Development of Identity and Leadership Skills.

__Knowledge of Core Concepts.__ As indicated in each section, Check Your Progress comprehension check activities were evaluated on a two-point rubric (Appendix J) for relevance to the topic of focus and application of the concept to practice. As shown in Table 3.5, in all four modules, the majority of learners successfully addressed the concept for each assessment as indicated by scoring at least one on the rubric. On all modules, the majority of learners also described how the concepts could be applied to their practices. Their responses relate directly to the dualities participants negotiate through their professional identity growth.

Table 3.5. *Knowledge of Core Concepts*

	Comprehension Check 1	Comprehension Check 2	Comprehension Check 3	Comprehension Check 4
	Explain how Responsive Librarianship is similar to or differs from services you are already providing in your library practice.	Describe how an interprofessional approach can be used in Responsive Librarianship for community-based mental health support. Where do you fit into this picture?	Name a topic you would like to address through Responsive Librarianship. How would you identify titles or resources to recommend? What programming ideas could be delivered around this topic? What potential collaborator(s) would you recruit?	What are the most important communication strategies to keep in mind when for an effective Responsive Librarianship practice? Please explain your response.
2 Points Full Credit	9	7	6	8
1 Point Partial Credit	1	3	2	1
Responses received	10	10	9	9

Development of Professional Practice. To address the issue of development of professional practice, participants were asked in the final survey about their goals and expectations for the training and whether those goals were met. All participants indicated that their goals were met. Their free-text responses described the goals in relationship to their practice, specifically:

- Providing Responsive Librarianship,

- Engaging with other professionals for expanded programming and services,

- Integrating librarians and social workers into Responsive Librarianship,

- Connecting with others in similar roles, and

- Supporting their current practices through Responsive Librarianship strategies.

Development of Shared Expertise. To address the outcome of developing shared expertise, participants were asked in the Post-training survey (Figure 3.19) about whether they felt part of a learning or practice community.

Q6 - When you joined the course, did you feel a part of the community, or an outsider?
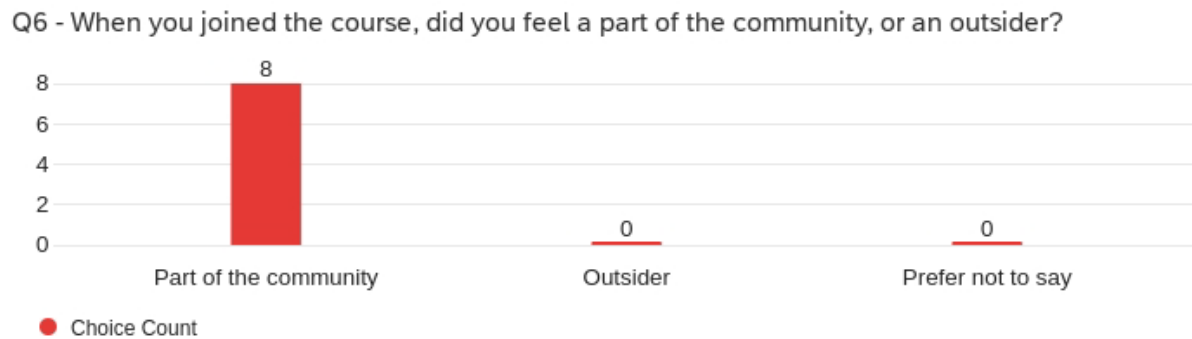
Figure 3.19. *Post-training Survey.*

All participants responded that they did. Participants elaborated that the responses to each other have encouraged them. As one participant explained, "Hearing about others' experiences through the discussion posts has helped foster a connection with other social work / library professionals." When asked about the ways that working with peers has helped them learn, they listed such aspects as:

- Learning about experiences at other libraries

- Hearing about how others have overcome obstacles

- Being exposed to new ideas and perspectives

- Getting into the thoughts of peers to think about the topic in greater detail.

They described specifically how the discussions provided, "a sense of interactivity, which enhances the online learning experience". They indicated that, "Hearing others' experience with Responsive Librarianship and social work helps to contextualize the concepts learned." As one

participant put it, "We all bring different lived experiences and levels of expertise within our profession. By reading thoughts of the cohort, it creates an informative framework to better understand aspects of a job or profession that one would not have access to otherwise." In interviews, participants described how the course supported developing shared expertise, particularly through the instruction on professional values and skills.

Development of Identity and Leadership Skills. Participants' Responsive Librarianship leadership relates to addressing patron needs through open and empathetic communication, developing and implementing collaborative programming. In the post-training survey, participants described their readiness to use the new skills from the training course in comments such as, "After this course, I feel better equipped to begin providing service from a more healing-focused perspective." Others described the training course's value, stating, "I think this is a valuable model and would be interested in utilizing it in the future with a proper facilitator to address library staff trauma."

Summary. Yukawa's model addresses meaningful professional education through online communication with the community of practice framework providing for an integrated model of inquiry learning and social learning within the context of professional community building. As shown in Figure 3.18, the elements of course design and implementation, community of practice dualities, and course outcomes contribute to the negotiation of the shared components of librarian and social worker professional identity. The triangulation of course design elements, learner participation, and participant responses indicate that the model was sufficiently effective to merit further use and refinement for evaluating identity negotiation in an online communities of practice.

Discussion

In the Responsive Librarianship training course, community of practice modes of belonging (Wenger, 1998) provided a useful framework for evaluating the role of scenario-game-based training in supporting librarian and social worker trainees. Through engagement, participants negotiated meanings shaping their practice, contributed to shared understanding, and gained competence with new skills. In the course, geographically distributed trainees from diverse educational and professional experiences developed a shared understanding of Responsive Librarianship through scenarios presented in the games, which related Responsive Librarianship to practices trainees already performed for library patrons, situating the learning content. In the course, scenario-based games played a pivotal role in nurturing imagination by enabling participants to experience situations from the perspective of another. Scenario-based-games combined with discussions facilitated participants' alignment in the course, by providing trainees the opportunity to share to their experiences in the game and to respond to the experience by finding common ground, articulating procedures and structures from their individual perspectives, and for promoting strategies for addressing situations presented.

Scenario-based games supported a variety of forms of legitimate peripheral participation. Realistic simulation of interactions with patrons and associated feedback provided the mechanism for common understanding, creating opportunities for members to relate the scenario to their own expertise. Branching activities for dialogue helped participants with less experience in the focal topic both by modeling behaviors and providing scaffolding for skill-building, promoting confidence to participate more centrally. Scenario-based games in concert with discussion forums enabled participants to comment on choices and actions of the game avatar in

critical discourse, decreasing potential inhibitions inherent in criticizing actions of peer participants (Barab et al., 2003).

This study builds on the work of Barab et al. (2003) and Yukawa (2010) in addressing identity negotiation in an online community of practice. Barab et al. focused their study on an online community of practice for grade 5–12 mathematics and science teachers. Yukawa worked with graduate-level library information science students. Both of these populations are uniprofessional, and involved homogeneous levels of experience (practicing teachers and library and information science students respectively). The Responsive Librarianship training course differs from these two previous examples in that the learners represent disparate professional disciplines with a variety of levels of experience. There is very little published about formal or informal interprofessional education for librarians and social workers, and joint MSW and ML(I)S programs are rare (Dali, 2018; Dali & Caidi, 2022). This study contributes to the literature by detailing the experiences of interprofessional trainees in both disciplines.

The findings of the study fill a research gap regarding how the professional identities of both librarians and social workers are negotiated through an online community of practice, especially with regards to the critical characteristics identified by Wenger et al. (2002): domain (Responsive Librarianship); community (librarians and social workers); and practice (mental health literacy). Additionally, findings shed light on the role that scenario-game-based training plays in helping both professionals develop Responsive Librarianship skills through authentic cases and problem-solving opportunities in a safe environment for practice.

The goals of using community of practice design for the Responsive Librarianship training were to support learner growth related to concepts, practice, values, and skills of this new service model. Concurrent goals were to prepare learners to incorporate Responsive

Librarianship elements into their work and to develop a longer-term Responsive Librarianship community of practice to continue to support providers in the landscape of social services in libraries. Wenger-Trayner and Wenger-Trayner (2015) describe landscapes of practice as distinct communities of practice and the boundaries between them. They indicate that the boundaries between the communities provide potential for unexpected learning and innovation. Curriculum developers and instructional designers are called upon to facilitate learning at these professional boundaries so learners can explore their own and others' professions to determine each can contribute to a common goal (de Nooijer et al., 2022).The Responsive Librarianship training course drew participants from existing social services in libraries communities of practice and brought them together for an interprofessional experience. While discipline-specific meaning is produced and maintained in each individual practice, the course allowed participants to explore relationships between practices and negotiate their boundaries, which Wenger-Trayner and Wenger-Trayner (2015) recommend for social learning, since "…boundaries always involve the negotiation of how the competence of a community of practice becomes relevant or not to that of another" (p. 17). The interprofessional cohort brought together myriad voices and perspectives reflecting the structure of the greater landscape, crucial for enhancing the potential for reflexivity among participants. Integrating multiple voices supports a bidirectional critical stance through exposure to perspectives of other practices and mutual processes of appraisal, engagement and reflection (Wenger-Trayner & Wenger-Trayner, 2015).

Modes of belonging (engagement, imagination, alignment) for the course environment were discussed in their relationship to participant activities. These same modes of identification extend out to the landscape of practice . Wenger-Trayner and Wenger-Trayner (2015) indicate that the "journey within and across practices shapes who we are" (Wenger-Trayner & Wenger-

Trayner, 2015). As indicated in the literature review, social workers and librarians share common elements in their professional identities as shown in Figure 3.20. The landscape of practice lens offers a way to respect characteristics of participants' existing professional identities as they transform to a new interprofessional one (Colliander, 2018) through emphasis on personal (self-perception), environmental (values and ethics of the profession), practice (professional competencies), and social elements (teamwork).

Figure 3.20. *Librarian and Social Worker Interprofessional Identity*

Participants modulated their professional identities in relation to issues such as professional isolation, values and ethics, common barriers and challenges experienced in their individual practices as they provide service, resources, and information. Through reflections, participants addressed how course content aligned with principles and individual self-concepts.

Through course discussions, participants increased their own and their interprofessional colleagues' awareness of their ethical and professional practices. They presented each other with opportunities for idea generation and shared problem solving. Most importantly, they provided each other with support and encouragement, which participants described as especially valuable in their existing professional environments. Course discussions were highlighted as especially useful for social learning, supporting communication, identification, and leadership. Participants expressed a desire to continue with a community of practice specifically for Responsive Librarianship after the course ended, where they would continue to modulate aspects of their professional identities and practices socially in a supportive environment.

Conclusion

This qualitative case study described the bounded system of the Responsive Librarianship training course using participant responses to course design and activities as illustrative examples. The rationale for applying the Community of Practice Model for Blended Learning Yukawa (2010a) with the additional dualities described by (Barab et al., 2003) to analyze this professional development training has been described in detail. While one cannot make broad generalizability claims after one instance of a six-week asynchronous implementation with ten learners, participant course performance, perceptions, and feedback indicate that the approach was sufficiently effective to justify further use and enhancement.

All dualities are addressed in the Responsive Librarianship training course and mediated through scenario-game-based training (as addressed through Research Question 1) and course design and participation (as per Research Question 2). The course model facilitated cognitive and social processes in which participants became inculcated into the customs and practices of the cultures of the Responsive Librarianship model, with scenario-game-based training serving in the

role of a virtual apprenticeships. Scenarios in the Responsive Librarianship training course provided the participants ways of observing experts through scenario game modeling and mentoring through branching choices. Participants exercised agency in choosing their own forms of participation in the course and in specific activities (legitimate peripheral participation).

Recommendations for Future Study

This course was conducted over a six-week period and involved ten active participants who completed at least 80% of course activities. While a small group of participants like this one provides many opportunities for thick description, its generalizability is limited. Additionally, since participants were recruited from existing communities of practice for social services in libraries, there is the potential for self-selection bias. However, since the purpose of this study was to understand the experience of a specific type of service providers and to leverage existing memberships in the greater landscape of practice of social service in libraries, what is learned from working with a specific group merited limiting recruitment.

A need exists for further studies, especially in using online scenario-based interprofessional education for librarians and social workers in communities of practice, using both qualitative and quantitative research methodologies. The present experience involved four learning modules involving approximately 4 hours of hands-on time, with no synchronous interaction. It would be beneficial to study whether the length of the experience would affect outcomes. Another potential study might examine incorporating synchronous sessions to understand further, how participants negotiate dualities. In this study, librarians and social workers were recruited from specific existing communities of practice. Since the cohort for this course involved librarians and social workers from existing communities of practice, it would be beneficial to expand the recruitment pool to other communities with similar service orientations

to study the culture of the newly formed online community. Would it change the dynamics of interactions? Participants recommended additional scenarios for the training. It would be worthwhile to study how the incorporation of additional scenario-based games on topics such as de-escalation strategies or self-care for providers would support librarians and social workers in their library social services practices. Additionally, further studies are also needed to evaluate the training program in a systematic way, using established models of training evaluation, such as The Kirkpatrick Model (Kirkpatrick & Kirkpatrick, 2006).

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CHAPTER FOUR:

DISCUSSION

A scoping literature review and a qualitative case study were conducted in this dissertation research to explore formal information literacy instruction and professional development for librarians and social workers in the context of library social services. This research provides avenues for increasing understanding about how each is prepared to provide mental health and social service information and resources in public libraries. The scoping literature review describes librarians' roles in information literacy instruction for social work education. The qualitative case study examined an online interprofessional scenario-based Responsive Librarianship training for librarians and social workers. Responsive Librarianship, the delivery of personalized library services in response to a health or wellness concern (Cannon, 2019), is a way for librarians and social workers to collaborate to provide mental health and social service information and resources in the populations they serve. Interprofessional Responsive Librarianship training supports situated information literacy (Farrell, 2012, 2013) and provides opportunities for librarians and social workers to modulate professional identities in their respective communities of practice and in the larger landscape of practice (Wenger-Trayner et al., 2015) for social services in libraries.

In this chapter, I will provide a brief summary of each article. I will then discuss analogous findings and implications. Finally, I will offer recommendations for future endeavors.

Summary of the Scoping Literature Review (Article One)

Recent research has revealed a trend for placing social workers and social work interns in public libraries to provide social services for library patrons with complex needs (Sarah C. Johnson, 2019). However, there has been very little research on the information literacy instruction that emerging social workers receive in their educational programs prior to library placements, especially librarians' roles in this type of instruction (Bausman & Laleman Ward, 2015, 2016; Johnson, 2021).

This scoping review analyzed research on information literacy instruction by librarians for social workers. The following questions guided the review:

1. What are the characteristics of librarian-led information literacy instruction for social work students?

2. How are studies regarding information literacy instructional sessions and resources for social workers evaluated?

3. What are the key outcomes in studies related to information literacy for social workers?

Online databases were searched for peer-reviewed empirical research papers published between 2002-2022. Screening identified 19 publications from the United States, United Kingdom, Canada, Australia, and New Zealand published between 2002 and 2020, focusing on information literacy instruction in social worker education. These articles were reviewed following the PRISMA ScR guidelines (Tricco et al., 2018).

Instructional interventions were set in higher education institutions, with learners from both undergraduate and graduate settings. Academic librarians in higher education settings designed and conducted instructional sessions for both undergraduate and graduate learners in collaboration with instructional faculty. Most studies addressed learner competence, instruction,

or a combination of the two. Theoretical frameworks guiding pedagogical approaches included Social Constructivism, Connectivism, Experiential Learning, Situated Learning, Transfer of Knowledge, and Science of Learning. Studies described numerous instructional methods, learner activities, and technological tools, with instruction focused on application of specific information literacy skills or introduction of new information literacy knowledge, and focused on such topics as: general research skills, searching for evidence and integrating evidence into practice. Most of the instruction in the studies based in the United States was guided by the Association of College and Research Libraries' recommendations.

Studies reviewed varied greatly in all aspects of research designs, data analysis methods, and outcome measure designs used to guide the research. The majority of studies used mixed methods research methodology, and examined learner responses to surveys or tests, or course artifacts using quantitative analysis methods. Open-ended survey responses, reflections, learner assignments, focus group responses, and usage of library resources, and observations were analyzed using qualitative techniques. Outcome measure sources included: observations, surveys, and instructional course artifacts (assignments, resources, course analytics). Studies evaluated learner skill competence, learner perception (e.g., students' perception of learning or learning effectiveness, learner attitude (e.g., confidence and self-efficacy), and learner behaviors (e.g. use of resources).

Outcomes from studies reviewed indicate that learners perceived instructional efforts as effective. Studies reported an improvement in information literacy skills and instructional efficacy, with some highlighting a need for or methods to improve certain aspects of instruction. Outcomes also suggest that librarians' involvement in information literacy instruction for social workers is beneficial. Regarding learner competence, studies reported positive information

literacy or evidence-based practice skills, and improved achievement. Studies reported positive outcomes regarding an emotional aspect (i.e. self-efficacy or perception) toward information literacy or evidence-based practice, participation with library resources and services, and increased use of the resources of focus in the instructional intervention.

Challenges to implementation were identified, including stakeholder value of information literacy instruction services for making sure that students are information literate learners, having students participate early enough in their program to be beneficial, and ensuring that learners have access to resources they have learned about in instruction when they are in their practicums. The review identified a need for information literacy instruction situated in the social work context, recommending instruction design and implementation supporting the values the social work profession places on the client's role in determining authority in evidence based practice. The literature stresses focusing on issues of situatedness (e.g., person in environment, context-dependent training and emphasis on best-available evidence for the circumstance).

The heterogeneity in both the instructional and research design makes comparisons challenging. The current state of the evidence indicates a need for further information literacy training research to benefit for future social workers and to guide librarians in delivering information literacy training that supports social workers' use of research for practice.

Summary of the Case Study (Article Two)

Article Two explored librarians' and social workers' experiences interacting in an online scenario-game-based training program on skills and knowledge for becoming providers of Responsive Librarianship. This case study used qualitative methods to understand the experiences of librarian and social worker trainees in the bounded system of the online training program (Stake, 2006). The study focused on an asynchronous training course designed and

developed as a part of the University of South Florida School of Information Responsive Librarianship Lab's 2020 Library Services and Technology Award. This study described how participants modulated their identities while progressing from independent (uni-)professionals (either librarians or social workers) to providers of Responsive Librarianship as they acquired the requisite knowledge and skills to do so.

The purpose of this study was to understand experiences of participants in an online interprofessional community of practice of Responsive Librarianship. The questions guiding research included:

1. How does scenario-game-based training in an online interprofessional community of practice support librarians and social workers, as they become providers of Responsive Librarianship?

2. How does an online interprofessional community of practice influence the development of professional identity among librarians and social workers learning to provide Responsive Librarianship?

For both research questions, analysis was conducted using the Community of Practice for Blended Learning Model (Yukawa, 2010a) to analyze how participants responses to course design and activities related to community of practice characteristics. For Research Question 1, participant responses and behaviors regarding scenario-game-based training were compared to modes of belonging (Wenger, 1998). For Research Question 2, they were aligned with community of practice and dualities (Barab et al., 2003; Barab et al., 2004; Wenger, 1998; Yukawa, 2010a, 2010b) and Course Outcomes (Yukawa, 2010a).

To address this role of scenarios in supporting Librarian and Social Worker transitions to Responsive Librarianship providers, the case (i.e., the corpus of data related to the course) was

analyzed for the specific role of scenarios on participants' modes of belonging in the course community. Scenario-game-based training serves a number of purposes in this online professional development course. First, it provides modeling that would be difficult to do in real life. Branching in scenario-based games provides learners an opportunity to try out skills and to experience the consequences of their actions in ways that approximate reality, but without any potentially adverse effects. In a purely asynchronous course, scenario-game-based training helps to address the duality of online / copresence by serving as a virtual mentor with participants learning from the games' avatar guides and simulated experts. Second, scenario-game-based training provides participants in online communities of practice a common focus for social learning. Using scenario-based games in concert with discussion forums, allowed trainees to critique the choices and actions of the game avatar in critical discourse without requiring participants to observe or critique each other, which according to (Barab et al., 2003) can inhibit participation. This is especially valuable in a short asynchronous course like this one where participants have limited time and contact with each other.

To address how an online interprofessional community of practice influences the development of professional identity, elements of course design and implementation, as well as participants' experience and background were analyzed to determine how community of practice dualities contributed to the negotiation of three shared components of librarian and social worker professional identity. Additionally, participant responses and behaviors were analyzed for their progression toward interprofessional identity as described in the research literature through Community of Practice Course Outcomes (Yukawa, 2010a) and course design elements addressing:

- Environment (Principles, values, ethics) – Considering how participants' own professional competencies and codes of ethics compare to and complement others' in the same library ecology. In course outcomes, these are represented in the Knowledge of Core Concepts.

- Practice (Roles and responsibilities) – Defining roles and responsibilities (boundaries) of practice, engaging professionals from outside their own discipline. In course outcomes, these are represented in the Development of Shared Expertise.

- Social (Teams, teamwork and leadership skills) – Planning and implementing Responsive Librarianship service, communicating for facilitating Responsive Librarianship programming, identifying need. In course outcomes, these are represented in the Development of Identity and Leadership.

Findings of this study shed light on the role that scenario-game-based training plays in helping both professionals develop Responsive Librarianship skills through authentic cases and problem-solving opportunities in a safe environment for practice. Additional findings indicate that the Yukawa (2010a) model with the two additional dualities described by Barab et al. (2003) supported meaningful online education in the community of practice framework providing for an integrated model of inquiry and social learning within the context of interprofessional community building. The triangulation of course design elements, learner participation, and participant responses indicated that the approach to this study was sufficiently effective to merit further use and refinement.

Responsive Librarianship as Situated Information Literacy

As shown in Article One, librarians play a variety of roles in providing information literacy instruction for social work students, from one-time generic information literacy

instruction to embedded instruction within the social work curriculum. Farrell (2012) relates this spectrum of information literacy instruction to the Dreyfus model of skill acquisition. Farrell (2013) indicates that both generic and situated approaches are necessary, at different points in the student's learning process. Librarians conduct context-independent instruction for beginner or novice social work students, just as they do for students of any discipline in a generic approach (Bellard, 2005; Brustman & Bernnard, 2007; Doney, 2019; Kennedy & Gruber, 2020; Saunders et al., 2016; Sbaffi et al., 2018; Silfen & Zgoda, 2008; Wang, 2016). For students in the advanced beginner stage, librarians are able to employ longer customized tutorials or resource guides like LibGuides to link the instruction more closely to the context in which it will be used (Bausman & Laleman Ward, 2015; Bingham et al., 2016; Mooney et al., 2014; Peterson et al., 2011) and provide hybrid options involving single sessions combined with online instruction (Dubicki & Bucks, 2018; Schmidt Hanbidge et al., 2018). For students in the competent stage, librarians collaborate with social work faculty to embed information literacy instruction into the social work curriculum, thus situating the instruction (Bausman & Laleman Ward, 2015) to align with the values that the social work profession places on the client's role in determining authority in evidence based practice.

As indicated in Article One, there is a dearth of research about how librarians are involved in addressing the needs of social work students as they are distributed in practicums (Pendell, 2018), or what Farrell (2013) describes as the information proficient student. For the proficient learner, information literacy instruction is linked to practice, during internships or practicums, a time when they are in need of information in terms of evidence to support their work. It is recommended that instruction in this phase take into consideration social work concepts such as person in environment, context-dependent resources, and emphasis on best-

available evidence for the circumstance. Proficient learners may seek information sources that are most accessible or useful for accomplishing goals within the context of the social work discipline. Ferrell recommends learning opportunities in this phase to provide learners "the more extensive and more nuanced perceptual repertoire needed to perform at the expert level" (Farrell, 2013, p. 11). The disciplinary or domain expert is especially important at this stage to provide the proficient student more insight than most librarians or information professionals can into the living world of discipline-specific information resources.

As with any information-dependent profession, the need for continued learning continues even after students earn their degrees and enter their professions. Once social work students have graduated, information literacy instruction for expertise occurs through professional development or continuing education, since expert information practice is only acquired on the job (Farrell, 2013; Walk, 2015). In the case of library social work or library social services, multi-leveled interprofessional community of practice training is a way to offer the service providers (librarians and social workers) exposure to each other for expertise building. Librarians can be instrumental in designing situated information literacy instruction in this professional development setting through Responsive Librarianship. The interdisciplinary nature of Responsive Librarianship lends itself well to situated information literacy instruction for both librarian and social worker professional development.

Online Interprofessional Scenario-Game-Based Training and Communities of Practice

The goals of using community of practice design for the Responsive Librarianship training were to support learner growth related to concepts, practice, values, and skills of this new service model. Concurrent goals were to prepare learners to incorporate Responsive Librarianship elements into their work and to develop a longer-term Responsive Librarianship

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community of practice to continue to support providers in the landscape of social services in libraries. Wenger-Trayner and Wenger-Trayner (2015) describe landscapes of practice as distinct communities of practice and the boundaries between them. They indicate that the boundaries between the communities provide potential for unexpected learning and innovation. Curriculum developers and instructional designers are therefore called upon to facilitate learning at these professional boundaries so learners can explore their own and others' professions to determine each can contribute to a common goal (de Nooijer et al., 2022). The Responsive Librarianship training course drew participants from existing social services in libraries communities of practice and brought them together for an interprofessional experience. While discipline-specific meaning is produced and maintained in each individual practice, the course allowed participants to explore relationships between practices and negotiate their boundaries, which Wenger-Trayner and Wenger-Trayner (2015) recommend for social learning, since "…boundaries always involve the negotiation of how the competence of a community of practice becomes relevant or not to that of another" (p. 17). The interprofessional cohort brought together myriad voices and perspectives reflecting the structure of the greater landscape, crucial for enhancing the potential for reflexivity among participants. Integrating multiple voices supports a bidirectional critical stance through exposure to perspectives of other practices and mutual processes of appraisal, engagement and reflection (Wenger-Trayner & Wenger-Trayner, 2015).

In Article Two, modes of belonging (engagement, imagination, alignment) for the course environment were discussed in their relationship to participant activities. These same modes of identification extend out to the landscape of practice. Wenger-Trayner and Wenger-Trayner (2015) indicate that the "journey within and across practices shapes who we are" (Wenger-Trayner & Wenger-Trayner, 2015, p. 19). Participants modulated their professional identities in

relation to issues such as professional isolation, common barriers and challenges experienced in their individual practices as they provide service, resources, and information. Through course discussions, participants increased their own and their interprofessional colleagues' awareness of their ethical and professional practices. They presented each other with opportunities for idea generation and shared problem solving. Most importantly, they provided each other with support and encouragement, which participants described as especially valuable in their existing professional environments. Participants expressed a desire to continue with a community of practice specifically for Responsive Librarianship after the course ended, where they would continue to negotiate the aspects of their professional identities and practices socially in a supportive environment.

Directions and Implications for Instructional Design and Future Research

This dissertation research has explored the role of librarians in information literacy instruction for social work students with the goal of understanding what skills social workers bring to library social services. It has also studied the experiences of participants in an online scenario-game-based training in an interprofessional community of practice. These two articles relate to each other through the larger concepts of situated information literacy for expertise building in the social services in libraries landscape of practice. The qualitative case study addresses a gap in the literature identified by the scoping review by providing a template by which librarians can collaborate with social workers to design situated information literacy instruction using scenario-game-based learning in an online community of practice.

As shown in Table 4.1, the social services "information landscape" (Farrell, 2013) in which the social work student will perform their work (libraries) is held as a guiding end in view for the design of information literacy learning opportunities with formal (generic and situated)

and informal learning environments (Responsive Librarianship training course). Learning

opportunities distributed through the social work curriculum, when viewed through the lens of

the Dreyfus skill acquisition model, can bridge the landscape of the formal learning environment

and the landscape of practice outside the formal learning environment. Applying the Dreyfus

model within higher education learning environments provides a framework for facilitating the

development of information behaviors needed for promoting professional information expertise.

Table 4.1. *Situating Information Literacy in Social Services in Libraries Information Landscape*

Stage in Dreyfus Model of Skill Acquisition (Farrell, 2012, 2013)	Example of Information Literacy Instruction (ILI)	Mode	Instructor / Facilitator
Beginner/Novice	One-shot generic ILI	Generic	Librarian
Advanced Beginner	Decontextualized, longer librarian led ILI, such as general online tutorials; LibGuides	Generic; Situated	Librarian, possibly in consultation with Social Work faculty
Competent	Embedded ILI in the discipline-specific curriculum	Situated	SW faculty in consultation with Librarian
Proficient	ILI embedded in the practicum or internship; On-demand support, such as chat reference	Situated	SW Faculty in collaboration with Librarian; Librarians in collaboration with SW Faculty
Expert	Professional development / continuing education, such as multi-level interprofessional Responsive Librarianship community of practice	Situated	Librarians and social workers with experience in the Social Service in Libraries landscape of practice; Responsive Librarianship training course facilitator

Farrell and Badke (2015b) describe three essential elements that comprise a discipline

and give its information practices meaning when viewed as a dynamic community initiative:

epistemology, metanarrative and methodology. Epistemology ponders what information a discipline values. Metanarrative refers to the beliefs and values of the discipline live by. Method refers to the chosen means by which the discipline conducts "research, evaluates evidence and carries out its discourse" (p. 323). Most information literacy instruction, especially for learners in the earlier stages of the Dreyfus model, is focused on method. However, Farrell and Badke stress that if information literacy instruction is to prepare learners to be information experts, instruction needs to adopt a more comprehensive conception of information literacy's situatedness in the discipline. Information literacy instruction should be integrated in the curriculum throughout a student's educational program and designed to translate to the learner's needs in their professions. They stress the importance of viewing information literacy, not as an independent construct, but an integrated one including not only method, but also epistemology and metanarrative.

Johnson et al. (2021) echo this sentiment in calling for efforts to ensure social work graduates enter the profession with sufficient information literacy skills for an ethical, research-informed, data-driven practice. They also recommend integrated information literacy within social work curricula, including collaborative and sustainable partnerships among academic librarians and social work faculty. The Dreyfus model provides a way for both librarians and social work faculty to pinpoint the types of instruction for each stage of the students' skills and plan for professional needs as well.

Professional development activities like the Responsive Librarian training course that consider the information needs of participants in the context of their practice bridge academic and workplace information literacy by translating academic information literacy to intellectual work (Walk, 2015). The Responsive Librarianship training course was developed and informed

by both librarians and social workers, both content domain experts in this interprofessional service model. As indicated in the Dreyfus framework, learning at this stage is dependent on contact with the real world of practice. Participants in the training cohort in Article Two are involved with providing or supporting social services in libraries. Scenario-game-based training ensures that all participants have common ground for addressing simulated problems in a realistic setting.

There has been little research pertaining to situated information literacy in the landscapes of practice of social services in libraries. The contributions of the two studies in this dissertation are projected to help librarians and social workers design and develop information literacy instruction that prepares social workers for library social work practice and supports both librarians and social workers providing social services in libraries. Responsive Librarianship training using scenario-game-based training in an online interprofessional community of practice is a way to bridge academic information literacy instruction with what is needed for the workplace.

Future directions for this research would include offering the online training program to a wider audience to understand issues related to scale with larger cohorts. Future projects would include the continuation of the interprofessional Resposive Librarianship community of practice after training has ended. Studies would explore how to promote and maintain engagement over time. Another future application would be to explore the Responsive Librarianship training course model with other types professionals involved in wellness collaborations with libraries, for example through community health partners.

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APPENDIX A: PREFERRED REPORTING ITEMS FOR SYSTEMATIC REVIEWS AND META-ANALYSES EXTENSION FOR SCOPING REVIEWS (PRISMA-SCR) CHECKLIST

SECTION	ITEM	PRISMA-ScR CHECKLIST ITEM	REPORTED ON PAGE #
TITLE			
Title	1	Identify the report as a scoping review.	28
ABSTRACT			
Structured summary	2	Provide a structured summary that includes (as applicable): background, objectives, eligibility criteria, sources of evidence, charting methods, results, and conclusions that relate to the review questions and objectives.	28
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of what is already known. Explain why the review questions/objectives lend themselves to a scoping review approach.	37
Objectives	4	Provide an explicit statement of the questions and objectives being addressed with reference to their key elements (e.g., population or participants, concepts, and context) or other relevant key elements used to conceptualize the review questions and/or objectives.	39
METHODS			
Protocol and registration	5	Indicate whether a review protocol exists; state if and where it can be accessed (e.g., a Web address); and if available, provide registration information, including the registration number.	n/a
Eligibility criteria	6	Specify characteristics of the sources of evidence used as eligibility criteria (e.g., years considered, language, and publication status), and provide a rationale.	39
Information sources*	7	Describe all information sources in the search (e.g., databases with dates of coverage and contact with authors to identify additional sources), as well as the date the most recent search was executed.	39
Search	8	Present the full electronic search strategy for at least 1 database, including any limits used, such that it could be repeated.	41
Selection of sources of evidence†	9	State the process for selecting sources of evidence (i.e., screening and eligibility) included in the scoping review.	42
Data charting process‡	10	Describe the methods of charting data from the included sources of evidence (e.g., calibrated forms or forms that have been tested by the team before their use, and whether data charting was done independently or in duplicate) and	43

SECTION	ITEM	PRISMA-ScR CHECKLIST ITEM	REPORTED ON PAGE #
		any processes for obtaining and confirming data from investigators.	
Data items	11	List and define all variables for which data were sought and any assumptions and simplifications made.	43-44
Critical appraisal of individual sources of evidence§	12	If done, provide a rationale for conducting a critical appraisal of included sources of evidence; describe the methods used and how this information was used in any data synthesis (if appropriate).	69-72
Synthesis of results	13	Describe the methods of handling and summarizing the data that were charted.	43-44
RESULTS			
Selection of sources of evidence	14	Give numbers of sources of evidence screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally using a flow diagram.	44-46
Characteristics of sources of evidence	15	For each source of evidence, present characteristics for which data were charted and provide the citations.	47-61
Critical appraisal within sources of evidence	16	If done, present data on critical appraisal of included sources of evidence (see item 12).	69-71
Results of individual sources of evidence	17	For each included source of evidence, present the relevant data that were charted that relate to the review questions and objectives.	47-71
Synthesis of results	18	Summarize and/or present the charting results as they relate to the review questions and objectives.	47-71
DISCUSSION			
Summary of evidence	19	Summarize the main results (including an overview of concepts, themes, and types of evidence available), link to the review questions and objectives, and consider the relevance to key groups.	72-73
Limitations	20	Discuss the limitations of the scoping review process.	74-75
Conclusions	21	Provide a general interpretation of the results with respect to the review questions and objectives, as well as potential implications and/or next steps.	75
FUNDING			
Funding	22	Describe sources of funding for the included sources of evidence, as well as sources of funding for the scoping review. Describe the role of the funders of the scoping review.	n/a

JBI = Joanna Briggs Institute; PRISMA-ScR = Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews.

* Where *sources of evidence* (see second footnote) are compiled from, such as bibliographic databases, social media platforms, and Web sites.

† A more inclusive/heterogeneous term used to account for the different types of evidence or data sources (e.g., quantitative and/or qualitative research, expert opinion, and policy documents) that may be eligible in a scoping review as opposed to only studies. This is not to be confused with *information sources* (see first footnote).

‡ The frameworks by Arksey and O'Malley (6) and Levac and colleagues (7) and the JBI guidance (4, 5) refer to the process of data extraction in a scoping review as data charting.

§ The process of systematically examining research evidence to assess its validity, results, and relevance before using it to inform a decision. This term is used for items 12 and 19 instead of "risk of bias" (which is more applicable to systematic reviews of interventions) to include and acknowledge the various sources of evidence that may be used in a scoping review (e.g., quantitative and/or qualitative research, expert opinion, and policy document).

APPENDIX B: SEARCH TERM TRACKING SHEET

	Concept 1	Concept 2	Concept 3	Concept 5	Concept 6	Notes
Starting Term(s)	librarian	information literacy	social worker	instruction	social work students	
MeSH Terms	librarians	information literacy	social workers	Teaching; Education, Graduate; Education, Professional	n/a	
EBSCO Social Sciences Full Text	Librarians	Information literacy	Social workers	education; teaching; higher education	social work students	
Academic Search Premier Subject Search	Librarians	information literacy	social workers;	information literacy education	social work students	
ERIC (ProQuest Social Science Premier Collection)	Librarians	Information Literacy	Social work	Library instruction	no specific terms for social worker education or training or social work students	
ProQuest (ProQuest Social Science Premier Collection)	Librarians	Information Literacy	social workers	user training	no specific terms for social worker education or training or social work students	
Library Literature & Information Science Full Text (H.W. Wilson) EBSCO	Academic Librarians	Information literacy	no specific term for social work, social worker or social services	information literacy education; library orientation	no specific term for social work student	

Library & Information Science Abstracts (LISA) (ProQuest Social Science Premier Collection)	Librarians	Information Literacy	social workers	user training	no specific terms for social worker education or training or social work students	
ASSIA: Applied Social Sciences Index and Abstracts (ProQuest Social Science Premier Collection)	Librarians	information seeking; information retrieval; information services; information needs	Social Workers	bibliographic instruction; direct instruction	no specific terms for social worker education or training or social work students	With the information literacy concepts presented this search required adding the "library instruction" concept.
JSTOR used Text Analyzer for research questions	Academic Librarians	Information Literacy	Social work	library instruction	students	
General OneFile (Gale)Topic Finder	Academic Librarians	information literacy skills	social workers	Teaching information literacy skills	social work education	
Existing Review Terms	librarians	information literacy	"social work" OR "social care"			

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APPENDIX C: DATABASES AND SEARCH STRATEGIES

Database Name	Base Search String	Additional Limiters
Academic Search Premier	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: boolean/phrase, do not apply related words, do not also search within FT of the articles, do not apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article
APA PsycArticles	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, do not apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Human
Applied Social Sciences Index & Abstracts (ASSIA)	librarians AND ("information seeking" OR "information retrieval" OR "information service?" OR "information needs") AND ("social work?" OR "social care?") AND ("bibliographic instruction" OR "direct instruction"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
CINAHL	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. English. Human. Document Type: Journal article. Human
Education Database	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
Education Full-text	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Publication Type: Academic Journal
Education Source	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Publication Type: Academic Journal
Embase	librarian* AND "information literacy" AND ("social work?" OR "social care?")	
ERIC	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
International Bibliography of the Social Sciences	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
JSTOR	librarian? AND "information literacy" AND ("social work*" OR "social care*")	limit to journals, between 2002-2022, Subjects: Education, Library and Information Science and Social Work. Left it open to All Content and not just content I can access
Library & Information Science Abstracts (LISA)	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
Library and Information Science and Technology	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Publication Type: Academic Journal. English
Library Science Database	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language

LLIS	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Publication Type: Academic Journal. English
PsycInfo	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, do not apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Human
PubMed	librarians AND "information literacy" AND ("social work" OR "social care")	
Scopus	TITLE-ABS-KEY(librarians AND "information literacy" AND ("social work*" OR "social care*")) AND (LIMIT-TO (DOCTYPE,"ar"))	
Social Science Database	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
Social Science Full-text	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Publication Type: Academic Journal
Social Sciences Premium Collection	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, exclude wire feeds, English language	
Social Services Abstracts	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	limited to scholarly journals, articles, and English language
Sociological Abstracts	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	
Sociology Database	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022, English language	
Social Work Abstracts	librarians AND "information literacy" AND ("social work?" OR "social care?"), peer-reviewed, 2002-2022	Search Options: Boolean/phrase, do not apply related words, do not also search within FT of the articles, apply equivalent subjects, No Linked full text. Yes to Peer Reviewed. Document Type: article. Publication Type: Academic Journal
Web of Science	((ALL=(librarians)) AND ALL=("information literacy")) AND ALL=("social work" OR "social care"); 2002-01-01 to 2022-09-06	

APPENDIX D: DATA CHARTING FORM

Article Descriptive Characteristics
Author
Year
Title
Journal Discipline
- o Library and Information studies
- o Social work
- o Other

Location of the Study. Mark only one oval.
- o United States
- o Great Britain
- o Australia
- o Canada
- o Multi-site
- o Other

Characteristics of Instruction
Learning Ecology
Learning Program. Check all that apply.
- ❏ Social work program
- ❏ Social services program
- ❏ Multiple programs (interprofessional / interdisciplinary)
- ❏ Other

Learning Level. Check all that apply.
- ❏ Undergraduate students
- ❏ Graduate students
- ❏ Not clear
- ❏ Other

Collaborative relationship. Check all that apply

- ❏ Librarians
- ❏ Discipline faculty
- ❏ Student
- ❏ Other

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Who identifies the need for the training. Check all that apply.
- ❑ Librarians
- ❑ Faculty
- ❑ Students
- ❑ Other

Is what is being taught knowledge or application? Check all that apply.
- ❑ Knowledge
- ❑ Application

Topics covered by the training (categories adapted from Brettle, 2007). Check all that apply.
- ❑ Database searching
- ❑ Question formulation
- ❑ Critical appraisal
- ❑ Sources
- ❑ Referencing / Citations
- ❑ Applying evidence to practice
- ❑ Evaluating practice
- ❑ Selecting articles
- ❑ Library Orientation
- ❑ Research methods
- ❑ Not clear
- ❑ Other

Instructional contact time. Check all that apply.
- ❑ Free-standing (short) session
- ❑ Series of sessions
- ❑ Not described
- ❑ Other

Information Literacy Guidance. Mark only one oval.
- o ACRL Framework
- o ACRL Standards
- o Other information literacy standard

Pedagogical Characteristics
Theoretical Frameworks. Check all that apply.
- ❑ Community of Inquiry
- ❑ Social Constructivism
- ❑ Situated Learning
- ❑ Experiential Learning
- ❑ Learning Ecology
- ❑ Networked Participatory Scholarship
- ❑ Technology Acceptance Model

- ❏ Uses and Gratification Theory
- ❏ Andragogy / Adult Learning Theory
- ❏ Behaviorism
- ❏ Connectivism
- ❏ Other

Teaching method (categories adapted from Brettle, 2007). Check all that apply.
- ❏ Didactic
- ❏ Demo
- ❏ Hands on
- ❏ Scenario-based training
- ❏ Embedded instruction
- ❏ Not clear or not described
- ❏ Other

Learner Activities. Check all that apply.
- ❏ Self-guided tutorials
- ❏ Small group interaction
- ❏ Scenario-based learning
- ❏ Not clear or not described
- ❏ Other

Technological Characteristics

Course Delivery Method. Mark only one oval.
- o Online
- o Face to face
- o Hybrid
- o Other

Technological Resources. Check all that apply.
- ❏ Tutorial
- ❏ Simulation
- ❏ Videos
- ❏ LibGuide or Resource guide
- ❏ Learning Management System
- ❏ Podcasts
- ❏ None specified
- ❏ Other

Research Characteristics

Study Evaluation

Research Methodology. Mark only one oval.
- o Quantitative
- o Mixed methods

- o Qualitative-Action Research
- o Qualitative-Case Study
- o Qualitative-Ethnography
- o Qualitative-Social Network Analysis
- o Qualitative-Design-based Research
- o Qualitative-Not Specified
- o Other

Research Design. Mark only one oval.
- o Ethnography
- o Case Study
- o Action Research
- o Experimental
- o Non-experimental
- o Other

Data Source (Response categories adapted from Brettle, 2007). Check all that apply.
- ❑ Test
- ❑ Survey
- ❑ Content / document analysis
- ❑ Citation analysis
- ❑ Transaction log
- ❑ Search scale / score / checklist
- ❑ Graded assessment
- ❑ Usage rates
- ❑ Interview
- ❑ Observation
- ❑ Focus Group
- ❑ Not clear / not applicable
- ❑ Other

Data Analysis Method. Check all that apply
- ❑ Descriptive statistics
- ❑ Inferential statistics
- ❑ Content analysis
- ❑ Thematic analysis
- ❑ Usage analysis
- ❑ Not clear
- ❑ Other

Type of Outcome. Check all that apply.
- ❑ Perception (Perceived Learning)
- ❑ Attitude
- ❑ Engagement

- ❑ Skill competence
- ❑ Behaviors (use of resources)
- ❑ Other

Strengths (esp. regarding research quality, pedagogy, etc.)
Limitations identified by the author (esp. regarding research quality and generalizability)
Moderating Factors (i.e. factors that may have impacted on the outcome either positively or negatively)

Research Aims and Outcomes
Research Question(s) / Aims of study
Description of Key Outcomes
Outcomes Sentiment

- o Positive
- o Negative
- o Neutral

Summary of Evaluative comments

APPENDIX E: ARTICLES INCLUDED

Aronoff, N., Stellrecht, E., Lyons, A. G., Zafron, M. L., Glogowski, M., Grabowski, J., & Ohtake, P. J. (2017). Teaching evidence-based practice principles to prepare health professions students for an interprofessional learning experience. *Journal of the Medical Library Association, 105*(4), 376-384. https://doi.org/10.5195/jmla.2017.179

Bausman, M., & Laleman Ward, S. (2015). Library awareness and use among graduate social work students: An assessment and action research project. *Behavioral & Social Sciences Librarian, 34*(1), 16-36. https://doi.org/10.1080/01639269.2015.1003498

Bellard, E. M. (2005). Information literacy needs of nontraditional graduate students in social work. *Research Strategies, 20*(4), 494-505. https://doi.org/10.1016/j.resstr.2006.12.019

Bingham, T. J., Wirjapranata, J., & Chinnery, S.-A. (2016). Merging information literacy and evidence-based practice for social work students. *New Library World*. https://doi.org/10.1108/NLW-09-2015-0067

Brustman, M. J., & Bernnard, D. (2007). Information literacy for social workers: University at Albany Libraries prepare MSW students for research and practice. *Communications in Information Literacy*, 1(2), 89-101. https://doi.org/10.15760/comminfolit.2008.1.2.12

Doney, J. (2019). Situating library instruction: A case study of upper-division social work seminar/practicum courses. *New Review of Academic Librarianship, 25*(1), 8-27. https://doi.org/10.1080/13614533.2018.1460726

Dubicki, E., & Bucks, S. (2018). Tapping government sources for course assignments. *Reference Services Review, 46*(1), 29-41. https://doi.org/10.1108/RSR-10-2017-0039

Gall, D. (2014). Facing off: Comparing an in-person library orientation lecture with an asynchronous online library orientation. *Journal of Library & Information Services in Distance Learning, 8*(3-4), 275-287. https://doi.org/10.1080/1533290X.2014.945873

Granruth, L. B., & Pashkova-Balkenhol, T. (2018). The benefits of improved information literacy skills on student writing skills: Developing a collaborative teaching model with research librarians in undergraduate social work education. *Journal of Teaching in Social Work, 38*(5), 453-469. https://doi.org/10.1080/08841233.2018.1527427

Johnston, N. (2010). Is an online learning module an effective way to develop information literacy skills? *Australian Academic & Research Libraries, 41*(3), 207-218. https://doi.org/10.1080/00048623.2010.10721464

Kayser, J. A., Bowers, J., Jiang, L., & Bussey, M. (2013). Increasing MSW students' information competencies through online tutorials, application exercises, and course assignments. *Journal of Teaching in Social Work, 33*(4/5), 578. https://doi.org/10.1080/08841233.2013.831391

Kennedy, H. R., & Gruber, A. M. H. (2020). Critical thinking in a service-learning course: impacts of information literacy instruction. *Communications in Information Literacy, 14*(2), 3. https://doi.org/https://doi.org/10.15760/comminfolit.2020.14.2.3

Mooney, H., Collie, W. A., Nicholson, S., & Sosulski, M. R. (2014). Collaborative approaches to undergraduate research training: Information literacy and data management. *Advances in Social Work, 15*(2), 368-389. https://doi.org/10.18060/15089

Peterson, S. M., Phillips, A., Bacon, S. I., & Machunda, Z. (2011). Teaching evidence-based practice at the BSW level: An effective capstone project. *Journal of Social Work Education, 47*(3), 509-524. https://doi.org/10.5175/JSWE.2011.200900129

Saunders, L., Severyn, J., Freundlich, S., Piroli, V., & Shaw-Munderback, J. (2016). Assessing graduate level information literacy instruction with critical incident questionnaires. *The Journal of Academic Librarianship, 6*(42), 655-663. http://dx.doi.org/10.1016/j.acalib.2016.08.008

Sbaffi, L., Hallsworth, E., & Weist, A. (2018). Peer teaching and information retrieval: the role of the NICE Evidence search student champion scheme in enhancing students' confidence. *Health Information & Libraries Journal, 35*(1), 50-63. https://doi.org/10.1111/hir.12208

Schmidt Hanbidge, A., Tin, T., & Sanderson, N. (2018). Information literacy skills on the go: Mobile learning innovation. *Journal of Information Literacy, 12*(1). http://dx.doi.org/10.11645/12.1.2322

Silfen, K., & Zgoda, K. (2008, 2008/07/17). Evidence-based practice and information literacy in social work: An assessment of students' reference lists. *Behavioral & Social Sciences Librarian, 27*(2), 104-115. https://doi.org/10.1080/01639260802202082

Wang, R. (2016, 2016). Assessment for one-shot library instruction: A conceptual approach. *portal: Libraries and the Academy, 16*(3), 619-648. https://doi.org/doi:10.1353/pla.2016.0042

APPENDIX F: MODULE DISCUSSIONS

Module 1 Discussion: How might Responsive Librarianship fit in your Library's Ecology?

Ecology involves the relationships between the individuals, actions, and the physical environment, in this case your library.

- How do you envision Responsive Librarianship fitting into the ecology?

- What are some of the connections in your library or information center that Responsive Librarianship might affect?

- Are there any new connections that you would like to explore?

- What challenges would you would need to address to get started with these?

Respond to at least one post from another learner to share similarities or differences.

Module 2 Discussion: Interprofessional Communities

Now that you have learned about interprofessional communities, describe how you might work with professionals from another discipline to provide services to library customers.

- What specific skills does your profession bring to the practice?

- What skills does the other profession bring that complement yours?

Review your course colleagues' responses to see if there are potential synergies, especially between yourself and a colleague from another professional background.

Module 3 Discussion: Addressing a Need

Responsive Librarianship can be theme-based when addressing a need such as anxiety, economic insecurity, or unemployment.

- What needs are you aware of in your library's service area?

- Are there any particular populations you would want to try to reach?

- Are there any community experts you would like to identify to help with this project?

Review your course colleagues' responses. Do you notice any similarities or differences? Can you provide any recommendations for ways to address their need?

Module 4 Discussion: Barriers to Effective Communication

This module introduced the concept of barriers that may affect communication. Select one of the barriers listed (physical, perceptual, emotional, interpersonal, cultural, language), and describe how it might affect Responsive Librarianship communication in your library ecology.

- How does this barrier present itself in your library ecology?

- How might you address the barrier?

Review your course colleagues' responses. Do you notice any similarities or differences? Can you provide any recommendations for ways to address their need?

Module 4 Post-Game Discussion

Now that you have played the game in which you practiced open and empathetic communication strategies in Responsive Librarianship scenarios, please share your reaction to the scenarios presented.

- Are there additional strategies you would recommend based on your library's ecology?

- Are there additional scenarios that could be addressed through Responsive Librarianship communication strategies?

Review your course colleagues' responses. Do you notice any similarities or differences? Can you provide any recommendations for ways to address their need?

APPENDIX G: MODULE REFLECTIONS

Module 1 Reflection

Now that you have learned about the types of Responsive Librarianship and given some thought as to how you might apply in your library's ecology, please describe how you see yourself as a future provider of Responsive Librarianship.

- How might you be involved in delivering Responsive Librarianship in your own setting?

- How do the values and ethics of your profession align with Responsive Librarianship service?

- Describe any challenges or conflicts that you might face as you prepare to become a Responsive Librarianship provider.

Module 2 Reflection (adapted from Bzowyckyj et al. (2017))

In your work in libraries, how has your profession has been viewed as an asset or a hindrance? If positive, why? If negative, what did you do to remedy the situation? Have you ever drawn from the skills or resources from another profession to help with a problem?

Module 3 Reflection (adapted from Moreno-Vasquez et al. (2021))

Provide an example of a learning moment that you experienced during this course that you believe will help you to become a better interprofessional team member. How would this relate to becoming a Responsive Librarianship provider?

Module 4 Reflection (adapted from Bzowyckyj et al. (2017))

Provide an example of how communication with library customers went well or was a barrier (and if a barrier, what you did to help the situation?) What about with other professionals? Are there recommendations from this module that you would incorporate in the future?

APPENDIX H: INFORMED CONSENT

UNIVERSITY OF SOUTH FLORIDA

USF RESEARCH & INNOVATION

Informed Consent to Participate in Research Involving Minimal Risk

Information to Consider Before Taking Part in this Research Study

Title: Librarian and Social Worker Identity in an Interprofessional Community of Practice for Online Scenario-based Responsive Librarianship Training

Study # 004478

Overview: You are being asked to take part in a research study. The information in this document should help you to decide if you would like to participate. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

 Study Staff: This study is being led by Denise Shereff who is a doctoral student at/in The College of Education, Department of Educational and Psychological Studies, Curriculum and Instruction Program, Concentration in Instructional Technology. This person is called the Principal Investigator. She is being guided in this research by Dr. Yiping Lou, Associate Professor in Instructional Technology. Other approved research staff may act on behalf of the Principal Investigator.

 Study Details: This study is being conducted online. The purpose of the study is to understand how online scenario-based training supports librarians and social workers as they learn about Responsive Librarianship. Responsive Librarianship is a new library service model that uses therapeutic reading (also called "bibliotherapy"), reading groups, and library programming to support mental health. The research includes completing an online training course that will take approximately four hours total and can be completed over a five-week period. The course will include questionnaires, game-based activities, online course discussions and short individual reflections. You may be invited as well to participate in two or three interviews of up to one-hour each.

 Subjects: You are being asked to be in this study if you are or were employed as a librarian (or library staff or library intern) or social worker (or social service staff or social work student intern) in any type of library or information organization in the United States and you provide mental health or social service information to library patrons.

 Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. Potential benefits of participating in this research study include:

- Learning about a new model for using bibliotherapy, reading groups and library programming to help library patrons through Responsive Librarianship
- Practicing Responsive Librarianship skills through scenario-based games
- Learning about collaborating with other professionals for library services to support mental health.

 There is no cost to participate. This research is considered minimal risk. Minimal risk means that study risks are the same as the risks you face in daily life.

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Confidentiality: Even if we publish the findings from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

Why are you being asked to take part?

You are being asked to participate in this study because you are a practicing librarian or social worker (or student intern or affiliated paraprofessional staff) providing social service information in a library or information organization in the United States. We would like to learn about your experience as you learn about Responsive Librarianship, a model for using therapeutic reading, book talks and instructional programming for supporting mental health.

Study Procedures:

Study participants will complete an online training course for Responsive Librarianship, a library services model that uses reading services and programming for promoting mental health. Each week's lesson will take approximately one hour to complete, and can be done at a time that is convenient during that week. Weekly lessons will focus on topics of Responsive Librarianship including:

- An Overview of Responsive Librarianship,
- Multiple professionals Working Together for Responsive Librarianship,
- Establishing a Responsive Librarianship Practice, and
- Communicating in a Variety of Situations for Responsive Librarianship

Course activities that will be used for research data collection will include your responses to scenario-based games, online discussion boards with other training participants, typed reflections on your experience, and quizzes to check your understanding of course topics.

Before training begins, you will be asked to complete a survey to tell us about your professional experience and educational training. Based on your responses, you may be invited to participate in 2-3 interviews (up to an hour each). Whether you decide to participate in the interviews, you may still complete the training. The table below outlines the activities of this project.

Study Timetable

Date	Activity
Week 1	
Before week 1	Pre-training Survey
Course Lesson 1	Course activities, discussion, reflection
At the end of Week 1	Interview 1 (Optional)

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Week 2	
Course Lesson 2	Course activities, discussion, reflection
At the end of Week 2	Mid-training Survey
Week 3	
Course Lesson 3	Course activities and games, discussion, reflection
During Week 3	
Week 4	
Course Lesson 4	Course activities and games, discussion, reflection
Week 5	
At the beginning of week 5	Post-training Survey
During Week 5	Resources and Next Steps no action required
During Week 5	Interview 2 (Optional)

The online course is hosted on MoodleCloud learning management system. Your course records will only be available to the Principal Investigator and the individuals listed in MoodleCloud's privacy policy. Your course information will be identifiable to the Principal Investigator, but no identifiable information about participants will be shared. If you agree to be interviewed, your interview will be recorded with your permission and will be transcribed. The digital recording and text transcriptions will be stored in a password-protected file storage system. Course records and interview files will be saved for 5 years after the Final Report for this study is submitted to the IRB, and when the time comes, the Principal Investigator will submit a request to Moodle's Data Protection Officer to have the course records destroyed.

Total Number of Subjects

About 20 individuals will take part in this study. Approximately 4 people will be asked to complete interviews.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study.

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. If you are a USF student the decision to participate or not to participate will not affect your student status.

Benefits

The potential benefits of participating in this research study include:

- Learning about a new model for using bibliotherapy, reading groups and library programming to help library patrons through Responsive Librarianship
- Practicing Responsive Librarianship skills through scenario-based games
- Learning about collaborating with other professionals for library services to support mental health.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study. You will receive a certificate of course completion.

Costs

The only cost to participants is the time spent in training, approximately one hour per week.

Privacy and Confidentiality

We will do our best to keep your records private and confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Certain people may need to see your study records. These individuals include:

- The research team, including the Principal Investigator and the Research Supervisor.

- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.
- The USF Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, and staff in USF Research Integrity and Compliance.

Your information collected as part of the research, even if identifiers are removed, will NOT be distributed for future research studies.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

If completing an online survey, it is possible, although unlikely, that unauthorized individuals could gain access to your responses. Confidentiality will be maintained to the degree permitted by the technology used. No guarantees can be made regarding the interception of data sent via the Internet. However, your participation in this online survey involves risks similar to a person's everyday use of the Internet. If you complete and submit an anonymous survey and later request your data be withdrawn, this may or may not be possible as the researcher may be unable to extract anonymous data from the database.

Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of electronic course discussion forums prevents the researchers from guaranteeing confidentiality. The researchers would like to remind you to respect the privacy of your fellow subjects and not repeat what is said in the discussions to others.

You can get the answers to your questions, concerns, or complaints.

If you have any questions, concerns or complaints about this study, call Denise Shereff at 813-974-6662. If you have questions about your rights, complaints, or issues as a person taking part in this study, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

I freely give my consent to take part in this study. I understand that by proceeding with this survey, I am agreeing to take part in research and I am 18 years of age or older.

- o   Yes (→Proceed)
- o   No (→Survey ends)

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APPENDIX I: PRE-TRAINING PARTICIPANT PROFILE SURVEY

Thank you for your interest in the Responsive Librarianship Training Course. I am interested in learning more about you, your background, and what your role is in your organization. Please provide some information about yourself below.

1. What is the highest level of education you have obtained so far?
    o   Some college, but no degree
    o   Bachelor's degree
    o   Graduate or professional degree (MA, MSW, MLIS, PhD, JD, MD, etc.)
    o   Prefer not to say

Display Logic - Display This Question:

If *Q1 = Graduate or professional degree (MA, MSW, MLIS, PhD, JD, MD, etc.)*

1a. If you indicated that you have a graduate or professional degree, please list it below.

---

2. Approximately when did you graduate?
    o   In the past 5 years
    o   In the past 10 years
    o   More than 10 years ago.
    o   I am a current student.
    o   Prefer not to say

3. Which of the below best describes your current role?
    ❑   Librarian
    ❑   Social worker
    ❑   Library and Information Science student or intern
    ❑   Social work student or intern
    ❑   Other

4. Do you currently work or volunteer for a library or information organization?
    o   Yes
    o   No
    o   Prefer not to say

5. Do you provide social service support or information about social services in your current role?
   o Yes
   o No
   o Prefer not to say

The next few questions relate to professional development or continuing education training.

6. Other than your formal educational training, what training or qualifications prepared you to do the job you are doing (for example, a certificate program, on the job training, etc.)?

7. Do you belong to any professional organizations? If so, please list them.

8. Do you belong to any professional learning communities (groups of individuals from across disciplines who come together voluntarily and regularly to discuss topics of common interest and to learn together)? If so, please list them.

9. Would you be willing to discuss your experience providing social services or social service information in more detail?
   o Yes
   o No

APPENDIX J: VERBAL CONSENT SCRIPT

UNIVERSITY OF SOUTH FLORIDA

USF RESEARCH & INNOVATION

Script for Obtaining Verbal Informed Consent

Information to Consider Before Taking Part in this Research Study

Title: Librarian and Social Worker Identity in an Interprofessional Community of Practice for Online Scenario-based Responsive Librarianship Training

Study # _004478

Overview: You are being asked to take part in a research study. The information in this document should help you to decide if you would like to participate. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

Study Staff: This study is being led by Denise Shereff who is a doctoral student at/in The College of Education, Department of Educational and Psychological Studies, Curriculum and Instruction Program, Concentration in Instructional Technology. This person is called the Principal Investigator. She is being guided in this research by Dr. Yiping Lou, Associate Professor of Instructional Technology. Other approved research staff may act on behalf of the Principal Investigator.

Study Details: This study is being conducted online. The purpose of the study is to understand how online scenario-based training supports librarians and social workers as they learn about Responsive Librarianship. Responsive Librarianship is a new library service model that uses therapeutic reading (also called "bibliotherapy"), reading groups, and library programming to support mental health. You are already participating in the online training course, and today we are reaffirming your consent to participate in interviews.

There will be a total of up to three interviews of up to one-hour each, for a total of up to 3 hours. Interviews will take place over Microsoft Teams or Zoom video conferencing and will be recorded.

Participants: You are being asked to be in this study if you are or were employed as a librarian (or library staff or library intern) or social worker (or social service staff or social work student intern) in any type of library or information organization and you provide mental health or social service information.

Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. The potential benefits of participating in this research study include:

- Learning about a new model for using bibliotherapy, reading groups and library programming to help library patrons through Responsive Librarianship

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- Practicing Responsive Librarianship skills through scenario-based games
- Learning about collaborating with other professionals for library services to support mental health.

You will not receive compensation for participation. There is no cost to participate. This research is considered minimal risk. Minimal risk means that study risks are the same as the risks you face in daily life.

Confidentiality: Even if we publish the findings from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

We will do our best to keep your records private and confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Certain people may need to see your study records. These individuals include:

- The research team, including the Principal Investigator and the Research Supervisor.

- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.

- The USF Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, and staff in USF Research Integrity and Compliance.

Your information collected as part of the research, even if identifiers are removed, will NOT be distributed for future research studies.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of electronic course discussion forums prevents the researchers from guaranteeing confidentiality. The researchers would like to remind you to respect the privacy of your fellow subjects and not repeat what is said in the discussions to others.

If you have any questions, concerns or complaints about this study, call Denise Shereff at 813-974-6662. If you have questions about your rights, complaints, or issues as a person taking part in this study, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Do you agree to be interviewed? Do you agree to be recorded?

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APPENDIX K: MID-TRAINING SURVEY

1. At this point in the training program, are there any aspects of the training that help you feel like you are part of a learning or practice community?

   o Yes

   o No

   o Prefer not to answer

2. In what ways is working with peers helping you learn?

3. What have you learned from seeing how other professionals discuss class topics?

4. What do you think about the online delivery of the training program? What do you find most helpful?

5. Are there any aspects of the training program so far that you would like to change?

APPENDIX L: POST-TRAINING SURVEY

Now that you have completed the Responsive Librarianship training course, we would like to hear from you.

1. How did you find out about the training program?

2. What did you hope to accomplish by involvement in the program?

3. Were those goals met?
    o Yes
    o No

4. When you joined the course, did you feel a part of the community, or an outsider?
    o Part of the community
    o Outsider
    o Prefer not to say

5. Did that change or stay the same as the course progressed?
    o It changed for the better.
    o It changed for the worse.
    o It stayed the same.

6. If you indicated that it got better, what activities in the course allowed you to feel like you were a part of the community (for example, the discussions, the scenarios, the games)? What aspects of those activities were most helpful?

7. Did you feel a connection to the others in the group?
    o Yes
    o No

8. If you indicated yes, please describe your connection to others in the Responsive Librarianship training community.

9. Are there any experiences you'd like to share about your experience in the Responsive Librarianship training community?

10. Please share any final thoughts on becoming a Responsive Librarianship provider.

APPENDIX M: INTERVIEW GUIDE

Interview 1

Guiding research question:

1. How does an online interprofessional community of practice influence the development of professional identity among librarians and social workers learning to provide Responsive Librarianship?

   Interview questions

   a. How would you define the term community of practice?

   b. Do you belong to any communities of practice? If so, would you describe them?

   c. How does your membership in these communities benefit you in your profession?

   d. Describe what you have learned through your participation in the Responsive Librarianship training program that have related to your current community of practice membership?

   e. If we were to develop a new community of practice for Responsive Librarianship, what qualities would it have?

   f. How have you implemented what you have learned so far?

Guiding research question:

2. How does scenario-game-based training in an online interprofessional community of practice support librarians and social workers as they become providers of Responsive Librarianship?

Interview questions

    a. What knowledge from case scenarios has been helpful for learning about your work or Responsive Librarianship?

    b. In what ways do you identify (or not) with the case scenarios presented in the training so far?

    c. Can you share a little about your experience training with other professionals (both librarians and social workers) in this course?

    d. Is there anything else you would like to say about your experience in this training program?

Interview 2

Guiding research question 1

    Interview questions

    a. How has the training gone for you?

    b. I'd like to ask about the interprofessional aspects of the training, especially using discussions as a way of sharing our professional stories. Have you been able to share? Do you feel like you've shared your story in the discussions?

    c. Have any of the stories from other members resonated with you?

    d. How might your experience in this interprofessional group help you in doing your work? Please give examples.

    e. Would you say it has helped to clarify professional boundaries or blur them?

f. Can you tell me about a time in which training program might have made you think about changing something about yourself? Is there something you think you would do differently in your professional role that you did not do before?

Guiding Question 2

   Interview questions

   a. What knowledge from the scenario-based activities has been helpful for doing your work?

   b. In what ways have the scenario-based activities allowed you "try-on" the perspective of another professional (librarians try on social worker role and social workers try on the librarian role)?

   c. Based on your experience with scenario activities, what changes would you make to your professional practice?

   d. Is there anything else you would like to say about your experience in this training program?

APPENDIX N: COMPREHENSION CHECK QUESTIONS

1 Explain how Responsive Librarianship is similar to or differs from services you are already providing in your library practice.

2 Describe how an interprofessional approach can be used in Responsive Librarianship for community-based mental health support. Where do you fit into this picture?

3 Name a topic you would like to address through Responsive Librarianship. How would you identify titles / resources to recommend? What programming ideas could be delivered around this topic? What potential collaborator(s) would you recruit?

4 What are the most important communication strategies to keep in mind when for an effective Responsive Librarianship practice? Please explain your response.

APPENDIX O: TWO POINT RUBRIC FOR COMPREHENSION CHECKS

2	Response shows insight, depth and understanding. It is relevant to the topic. Shows a high level of understanding related to the prompt. Participant attempted to apply concept to practice.
1	Response's relationship to the discussion prompt is weak or unclear. Shows a partial understanding of the concept presented in the prompt. Participant does not apply the concept to practice.
0	Response completely off target. No response; Task not attempted.

The Communities of Practice Model used in Figures 2 and 3 is from "Using Evidence Based Practice in LIS Education: Results of a Test of a Communities of Practice Model," by Joyce Yukawa, 2010, *Evidence Based Library and Information Practice, 5*(1), p. 108. [CC BY-NC-SA 4.0](#) by Copyright Holder. Used with permission.

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References

Evidence Based Library and Information Practice. (2022). *About the journal*. Retrieved April 20 from https://journals.library.ualberta.ca/eblip/index.php/EBLIP/about

APPENDIX Q: IRB Approval

UNIVERSITY of SOUTH FLORIDA

APPROVAL

July 14, 2022

Denise Shereff
4202 E. Fowler Ave., CIS 1040
Tampa, FL 33620-7800

Dear Ms. Denise Shereff:

On 7/12/2022, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY004478
Review Type:	Expedited 6 and 7
Title:	Librarian and Social Worker Identity in an Interprofessional Community of Practice for Online Scenario-based Responsive Librarianship Training
Funding:	None
IND, IDE, or HDE:	None
Approved Protocol and Consent(s)/Assent(s):	• Protocol HRP-503a - Social-Behavioral Protocol -Online Responsive Librarianship Training Study__IRB Edits_revised 2022-07-01_clean.docx; • Protocol HRP-503a - Social-Behavioral Protocol -Online Responsive Librarianship Training Study__IRB Edits_revised 2022-07-01_tracked.docx; • HRP-502b Social-Behavioral Adult Consent_Pre-training Survey_IRB Edits_revised 2022-07-01_clean.pdf; • HRP-502b Social-Behavioral Adult Consent_Pre-training Survey_IRB Edits_revised 2022-07-01_tracked.pdf; • HRP-502b(8) Social Behavioral Verbal Consent Script_IRB Edits_revised 2022-06-26.pdf; Approved study documents can be found under the 'Documents' tab in the main study workspace. Use the stamped consent found under the 'Last Finalized' column under the 'Documents' tab.

Institutional Review Boards / Research Integrity & Compliance
FWA No. 00001669
University of South Florida / 3702 Spectrum Blvd., Suite 165 / Tampa, FL 33612 / 813-974-5638
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UNIVERSITY of SOUTH FLORIDA

Within 30 days of the anniversary date of study approval, confirm your research is ongoing by clicking Confirm Ongoing Research in BullsIRB, or if your research is complete, submit a study closure request in BullsIRB by clicking Create Modification/CR.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

Andi Encinas
IRB Manager

APPENDIX R: CITI Program Certificate

CITI PROGRAM

Completion Date 29-Nov-2021
Expiration Date 28-Nov-2024
Record ID 44938989

This is to certify that:

Denise Shereff

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Human Research
(Curriculum Group)
Social / Behavioral Investigators and Key Personnel
(Course Learner Group)
4 - Refresher Course
(Stage)

Under requirements set by:

University of South Florida

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wd42c63c5-2402-4dc7-92b5-728cebace555-44938989