




7-5-2023

S.I.F.T. Notebook Assignment

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Recommended Citation

Espina, Christine DNP, RN and Spracklin, Emily, "S.I.F.T. Notebook Assignment" (2023). *Western Libraries Faculty and Staff Publications*. 73.
https://cedar.wwu.edu/library_facpubs/73

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S.I.F.T. Notebook

Purpose:

- Demonstrate engagement in the S.I.F.T. lessons and critical thinking on social media literacy
- Develop knowledge practices and dispositions connected to the Association for College and Research Libraries (ACRL) Frame “Authority is Constructed and Contextual” (ACRL, 2016).

Tasks: Complete the reflection exercises as you complete each assigned S.I.F.T. lesson over the course of the quarter. Each reflection exercise is designed to facilitate metacognition by asking you to connect to past experience, demonstrate understanding, reflect on learning, and apply what you learned to your nursing practice. Reflection questions were adapted from Tanner’s Clinical Judgment Model as described in (Nielsen et al., 2007).

Criteria: Your notebook will be graded using the rubric below. Each S.I.F.T. lesson Notebook and Reflection is worth 5 points.

	Excellent	Proficient	Developing proficiency
Engagement	All answers reflect critical thinking and deep engagement, evidenced by wrestling with nuances of topics discussed (4 points)	Answers reflect aspects of critical thinking and engagement. (3 points)	Reflections and exercises lack critical thinking. Answers reflect superficial engagement. (<3 points)
Timely and complete	All required reflection questions and exercises are completed. Assignment is submitted in a timely manner or extension requested appropriately. (1 points)		Missing reflection questions and/or exercises. Assignment submitted late. (0 points)

References:

Nielsen, A., Stragnell, S., & Jester, P. (2007). Guide for reflection using the clinical judgment model. *Journal of Nursing Education, 46*(11), 5.



S.I.F.T. Lesson 1: Introduction to S.I.F.T.

The S in S.I.F.T. stands for Stop. Before you read or share something online, stop to consider what you know about the source. Also stop to examine how your personal beliefs, knowledge, and experience influence your emotional reaction to the content itself.

Learning Objective: Students will be able to

- Develop an awareness of the importance of assessing web-based content with a skeptical stance and with self-awareness of one's own biases and worldview.

Reflection Exercises: Respond thoughtfully to each question after completing [S.I.F.T. Lesson 1](#).

1. Connect to Experience, Knowledge, or Beliefs: What beliefs, assumptions, or biases do you hold that might influence who and what information you trust?
2. Demonstrate Understanding:
 - a. What is the problem with applying a checklist approach to online information? Why are fact-checking skills important?
 - b. Do you think media literacy could help some people avoid processes of radicalization? Or are the social drivers too strong?
3. Reflect on Learning: What stirred something in you or stood out to you as you completed S.I.F.T. Lesson 1? Describe what you noticed and which **factors** caused you to notice. Factors might include previous experience, theoretical and practical knowledge, culture, values, ethics, biases, expectations, your community and relationships (think standpoint theory). Be sure to reflect on thoughts AND feelings here.
4. Apply to Practice: Considering what you know about S.I.F.T. so far, how might you use social media literacy skills in your nursing practice?



S.I.F.T. Lesson 2: Investigate the Source

The I in S.I.F.T. stands for Investigate the Source. Investigating the Source helps us verify the identity of a website, author, or organization and determine whether it is more or less trustworthy. Different sources may be more authoritative in one context and less so in another.

Learning Objectives: Students will be able to

- Use indicators of authority to determine the credibility of sources, understanding the elements that might tamper this credibility.
- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways.

Reflection Exercises: Respond thoughtfully to each question after completing [S.I.F.T. Lesson 2](#).

1. **Connect to Experience, Knowledge, or Beliefs:** Describe an experience when you were surprised by a source's authority or lack there-of. How did you find out the source wasn't what you thought it was? What beliefs, assumptions, or biases may have influenced your decision to trust that source in the first place?
2. **Demonstrate Understanding:** [Alligator Prompt](#)
 - a. Are these trustworthy news sources for this sort of story?
 - b. Is this story likely true?
 - c. If you had to pick the best source of the two based just on what you found on Wikipedia, which one would you pick, and why?
3. **Reflect on Learning:** What stirred something in you or stood out to you as you completed S.I.F.T. Lesson 2? Describe what you noticed and which **factors** caused you to notice. Factors might include previous experience, theoretical and practical knowledge, culture, values, ethics, biases, expectations, your community and relationships (think standpoint theory). Be sure to reflect on thoughts AND feelings here.
4. **Apply to Practice:** When it comes to online health information, what characteristics (ex. credentials, lived experience, evidence, citations, etc.) contribute to a source's authority? Who would consider these characteristics authoritative and who wouldn't? Why?



S.I.F.T. Lesson 3: Further Investigation

When investigating sources, we use evidence to critically appraise the expertise, bias, and/or agenda of the creator. Sometimes it's extremely evident that a source lacks authority in a given context, but more often than not we must navigate complexity in order to determine whether a source is "good enough" for our intended purposes.

Learning Objectives: Students will be able to

- Use indicators of authority to determine the credibility of sources, understanding the elements that might tamper this credibility.
- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways.

Reflection Exercises: Respond thoughtfully to each question after completing [S.I.F.T. Lesson 3](#).

1. Connect to Experience, Knowledge, or Beliefs: Describe an experience when you, a patient, or someone you know demonstrated extreme skepticism (inability to trust anyone) on an issue. What prior experience, knowledge, or beliefs may have contributed to that feeling of skepticism?
2. Demonstrate Understanding:
 - a. Warming Claims Prompt
 - i. One of the understandings key to media literacy is "authority is constructed and contextual". Different communities (scientists, reporters, politicians, psychologists, car mechanics) have different criteria for authority (constructed) and the type and level of authority you need may depend on your context (contextual). What other types of expertise could this issue benefit from?
 - b. Smoke Free Prompt
 - i. Is there anything in particular we should know about the Foundation for a Smoke-Free World before reading their materials? Describe what you found out and what sources you used here.
 - ii. What is the difference between bias and agenda? Why is this an important distinction?



3. Reflect on Learning: What stirred something in you or stood out to you as you completed S.I.F.T. Lesson 3? Describe what you noticed and which **factors** caused you to notice. Factors might include previous experience, theoretical and practical knowledge, culture, values, ethics, biases, expectations, your community and relationships (think standpoint theory). Be sure to reflect on thoughts AND feelings here.

4. Apply to Practice: (choose 1)
 - a. As a nurse working in a healthcare setting, how does your context (ex. workplace culture, workload, scope of practice, Code of Ethics, access to databases, etc.) influence how you seek information and choose information sources?
 - b. How might you respond to a co-worker or patient who demonstrates extreme skepticism (“no one can be trusted”)? Is this a valid position when it comes to health information and decisions? Why or why not?



S.I.F.T. Lesson 4: Find Trusted Coverage

The F in S.I.F.T. stands for Find Trusted Coverage. Finding trusted coverage is a strategy for verifying online claims by referring to established news sources and fact-checking sites, such as Snopes.com. Established news sources have reporting standards and ethics in place in order to maintain journalistic integrity. They also have fact-checking processes built into their publishing model to ensure reporting is accurate and truthful. Similarly, fact-checking sites, like Snopes.com, are transparent about their methodology and disclose funding sources.

Your credibility is constructed from the accuracy and reliability of the information you share with others. Finding trusted coverage and “trading-up” sources before you share them on social media, is one way to establish your credibility as an information source.

Learning Objectives: Students will be able to

- Acknowledge they are developing their own authoritative voices and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice.

Reflection Exercises: Respond thoughtfully to each question after completing [S.I.F.T. Lesson 4](#).

1. Connect to Experience, Knowledge, or Beliefs: Why do you think so many otherwise smart people make errors when it comes to believing death hoaxes or falling for false-framing? What are the emotional drivers? What are the social incentives that push people not to fact-check before sharing?
2. Demonstrate Understanding:
 - a. UN Dance:
 - i. Is the video unaltered (i.e., a "real" video)?
 - ii. Is this video really a reaction to U.S. Ambassador Nikki Haley?
 - iii. What else can you tell us about this video, and how do you know it?
 - b. ATM Rats: Go to Google News search and see if other sites are reporting the story on a rat eating ATM cash in India. If there are other sites, which site do you feel is the best source for this story? If it does not appear to be true, explain how you came to that conclusion.



3. Reflect on Learning: What stirred something in you or stood out to you as you completed S.I.F.T. Lesson 4? Describe what you noticed and which **factors** caused you to notice. Factors might include previous experience, theoretical and practical knowledge, culture, values, ethics, biases, expectations, your community and relationships (think standpoint theory). Be sure to reflect on thoughts AND feelings here.

4. Apply to Practice: How might you use the S.I.F.T. strategies to establish your credibility and authority as a nurse leader and health information provider?



S.I.F.T. Lesson 5:

Trace Claims, Quotes, and Media to Their Original Context

The T in S.I.F.T. stands for Trace Claims, Quotes, and Media to Their Original Context. As information spreads online, the original message can be distorted for a variety of reasons. This lesson uses the example of a tweeted article summary to illustrate how tracing claims, quotes, and media to their original context minimizes distortion by removing second-hand interpretations and manipulations of fact.

Learning Objectives: Students will be able to

- Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time

Reflection Exercises: Respond thoughtfully to each question after completing [S.I.F.T. Lesson 5](#).

1. Connect to Experience, Knowledge, or Beliefs: (Answer both questions)
 - A. The S.I.F.T. lesson discussed [assimilation of information](#). Describe a personal or professional experience/scenario where information was leveled and sharpened as it spread from person to person. What factors in the scenario and among the actors (ex. individual knowledge, beliefs, identity, emotions, expectations) contributed to the assimilation of the information? How did you respond?
 - B. Connect to academic writing: How does the discussion on leveling, sharpening, and assimilation also apply to academic writing? Connect the ideas of leveling, sharpening, and assimilation to the concepts of summarizing, paraphrasing, and synthesizing scholarly sources for your academic writing.
2. Demonstrate Understanding:
 - a. [Beer Tax](#):
 - i. What is the reputation of the organization or person producing the report? How credible are they on this claim?
 - ii. What's the 1,000 people dying about? How does an alcohol tax affect that?
 - b. [Biggie and Cobain](#): When you've found the original two photos of Biggie and Cobain, enter the URLs of the photos here with a sentence or two about how you tracked them down.
 - c. [Guns in Schools](#): Do you feel this portrayal of a major shift in policy is fair? Why or why not?



3. Reflect on Learning: What stirred something in you or stood out to you as you completed S.I.F.T. Lesson 5? Describe what you noticed and which **factors** caused you to notice. Factors might include previous experience, theoretical and practical knowledge, culture, values, ethics, biases, expectations, your community and relationships (think standpoint theory). Be sure to reflect on thoughts AND feelings here.
4. Apply to Practice: (Please respond to both questions)
 - a. To what extent has the publication and dissemination of emerging COVID-19 research sown distrust in public health authorities? Is this distrust warranted? Why or why not?
 - b. To answer this question, refer back to your own ecological map and standpoint theory reflection completed in week 1 of class. What is the role and ethical duty of nurses when it comes to building trust in medical science? What privileges do you have as a licensed RN? What privileges do you have as a licensed RN who is a member of your many communities (ex. neighborhood, faith, racial/ethnic community, hobbies, workplace, etc.)? Connect this with the ANA Scope and Standards of Practice (2021) and/or the Code of Ethics (2015).

References

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements.

<https://www.nursingworld.org/coe-view-only>

American Nurses Association. (2021). *Nursing: Scope and Standards of Practice* (4th ed.). American Nurses Association.

