

## Book review

Eddyshaw, I. 2025. Book review of Hinton, E. G., and Young, L. M. (Eds.). 2019. *Framing health care instruction: An information literacy handbook for the health sciences*. London: Rowman & Littlefield. *Journal of Information Literacy*, 19(1), 112–113.

<http://dx.doi.org/10.11645/19.1.704>

### Isobel Eddyshaw

Academic Liaison Librarian (Faculty of Health and Life Sciences), University of Exeter.

Email: [i.s.eddyshaw@exeter.ac.uk](mailto:i.s.eddyshaw@exeter.ac.uk).

ORCID: [0009-0001-2010-577X](https://orcid.org/0009-0001-2010-577X).

Hinton, E. G., and Young, L. M. (Eds.).

2024. *Framing health care instruction: An information literacy handbook for the health sciences*. London: Rowman & Littlefield. pp. 168. ISBN 9781538118931. £50. Pbk.

In 2016, the board of the U.S-based Association for College and Research Libraries (ACRL) adopted the *Framework for Information Literacy for Higher Education* (American Library Association, 2015). This is built around six frames: “Authority is Constructed and Contextual”, “Information Creation as a Process”, “Information Has Value”, “Research as Enquiry”, “Scholarship as Conversation”, and “Searching as Strategic Exploration”. The book *Framing Health Care Instruction: An Information Literacy Handbook for the Health Sciences*, then, comes at least in part as a response to this framework. It offers a concise and easy-to-digest guide on understanding, contextualising, and creating practical information literacy (IL) instruction based around the six frames. Naturally, the handbook is of most use for US based health sciences librarians, however, the overall concepts and underlying theory are applicable to everyone working in higher education IL instruction.

The handbook has seven chapters, beginning with an overview in chapter one which contains a list of various disciplines’ accrediting standards, matched in each case against the relevant ACRL frame. The next six chapters take each frame in turn, offering an initial theory-based overview of the concept, an “at a glance” summary graphic, and a series of case studies/lesson plans built around the framework, contributed by librarians and academics from across the U.S. This tight structure is logical, easy to navigate and follow, and allows the reader to quickly dip into relevant chapters at the point of need. The “at a glance” graphics are a particularly helpful concept for readers in a hurry, however, it is worth noting that the font size within these is often so small as to be difficult to read. Devoting a full page to each graphic may aid readability in future editions.

This [Open Access](#) work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#), allowing others to share and adapt this content, even commercially, so long as the work is properly cited and applies the same license. Copyright for the article content resides with the authors, and copyright for the publication layout resides with the Chartered Institute of Library and Information Professionals, Information Literacy Group.

Eddyshaw. 2025. Book review of Hinton, E. G., and Young, L. M. (Eds.). 2019. *Framing health care instruction: An Information Literacy handbook for the health sciences*. London: Rowman & Littlefield. *Journal of Information Literacy*, 19(1), pp. 112–113.  
<http://dx.doi.org/10.11645/19.1.704>

The range of lesson plans and case studies provided for each study offer an excellent insight into the different approaches colleagues take to delivering effective IL instruction. A breadth of disciplines and student levels are represented, including nursing, public health, veterinary science, and global health, meaning that there is truly something for every health-sciences librarian reader. Each case study lists a “target audience” and “setting” to help readers quickly ascertain relevance to their own subjects, however, there is perhaps an overrepresentation of face-to-face learning activities here. Many of the lesson plans note that the activities are transferrable to a virtual space, but it is sometimes difficult to see how. Often, the librarian’s role during in-class activities is to circulate the room and engage with small groups of students at a time—this is somewhat difficult to do on a Zoom or Microsoft Teams call. This book was published in 2019, just prior to the Covid pandemic which by necessity brought about a dramatic shift in teaching practices across the world, and so this lack of specific focus on online learning in the book is understandable. However, for readers today, many of whom will be delivering large numbers of online classes for increasingly large cohorts of distance-learning students, the lack may be noticeable.

Nevertheless, many of the case-studies offered novel and interesting approaches to their chosen aspect of IL, which will certainly spark ideas for the reader in their own practice. One stand-out was “When Databases Aren’t Enough: The Paywall Problem” (pp. 63–67), contributed by Kimberly Tate-Malone and Althea Lazzaro of Seattle Central College. Coming in the “Information Has Value” chapter, this lesson plan aims to provide students with a grounding in “the economic realities of the health sciences information environment” (p. 64), and involved a discussion of the pirate site Sci-Hub and the objections of the Association of American Publishers. Issues covered included author compensation, the dangers of missing or unmonitored information, and the potential barriers to knowledge faced by the communities which students may go on to serve. Today, it might be interesting to create a similar lesson plan using the Internet Archive and its associated lawsuits, with the context of the Covid pandemic highlighting systemic barriers to information for different communities.

In its preface, editors Lauren Young and Elizabeth Hinton state that the book’s aim is three-fold: to emphasise the work that health sciences librarians already do in aligning their IL teaching with the ACRL framework; to furnish new librarians with “theory-aligned practical approaches”; and to similarly give old-hand librarians new ideas. Overall, the book fulfils all three of its aims with aplomb. There is plenty here for new and experienced librarians alike, and while by design the handbook is most clearly aimed at US based IL instructors, the underlying focus on the theory and reasoning behind each frame makes it easy for international readers to apply what they read to their own contexts. Moving forward in my own practice, I will be thinking about how lessons I design for students on effectively using and understanding generative AI can be underpinned by these excellently elucidated principles.

## References

American Library Association. (2015). [\*Framework for information literacy for higher education\*](#). ALA.