

Evaluation of the Effectiveness of Course Integrated Library Instruction in an Undergraduate Nursing Program.

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Two schools

This project was done across two nursing schools:

- Memorial University of Newfoundland School of Nursing
- Centre for Nursing Studies, Eastern Health Regional Health Authority

The idea

- One shot information literacy in first week of first semester
 - Not enough
 - Not at the point of need
 - Results in nursing students without the skills to perform evidence informed practice
- What if we had more information literacy instruction?

Background

Memorial:

- Winter 2008
 - Proposal submitted to Memorial School of Nursing faculty
 - Information literacy skills were tied to Characteristics of a Nursing degree graduate
 - Information literacy to be taught in 1st, 2nd, and 3rd year of the nursing program

Background

Centre for Nursing Studies

- New librarian Fall 2008
- Currently only a brief introduction to the library
- Winter 2009
 - Implemented information literacy in all years

What does the literature say?

- Lots of evaluation in Australia, New Zealand, Asia, UK and US. Not much in Canada
- Pre-post tests, different cohorts, performance based assessments, portfolios
- Studies looking at IL skills in the area of EBP or EIP for nurses were not at the undergraduate level
- Students are poor estimators of their own performance/skills
- Although some studies found improvements with greater IL training, others found little difference

Purpose

To evaluate the success of a new cumulative, curriculum-integrated information literacy (IL) program for undergraduate nursing students, by comparing the IL skills of graduating students over the four-year program-implementation period

Goals

- To test the confidence/empowerment of students with regards to information literacy skills
- To test the actual ability/learning of those skills
- To test the effectiveness of the cumulative, curriculum-integrated instruction model

The Design

- Looked at desired learning outcomes
- Created questions
 - Opinion based
 - Outcomes based
- Worked with IDO
- Classified each question
- Tested the questionnaire

Methods

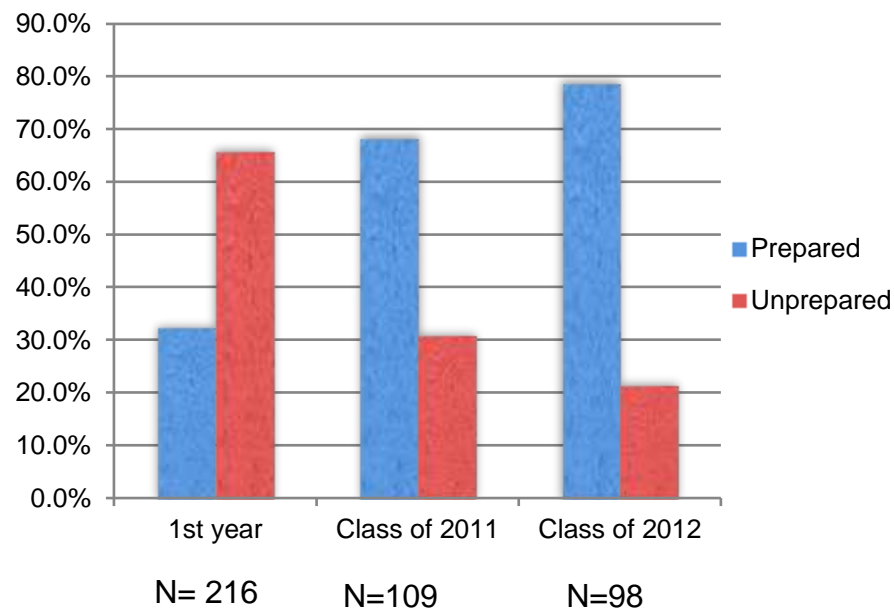
- Memorial
 - Asked all 4th year students in the graduating classes of 2009-2012 to complete the survey
 - Emailed to students
 - Winter 2009, Fall 2009, Fall 2010, Fall 2011
 - Offered incentive
- CNS
 - In class surveys – but not mandatory
 - Pre-test to 1st year students – Fall 2010, Fall 2011
 - Post-test to 4th year students – Classes of 2011, 2012

Limitations

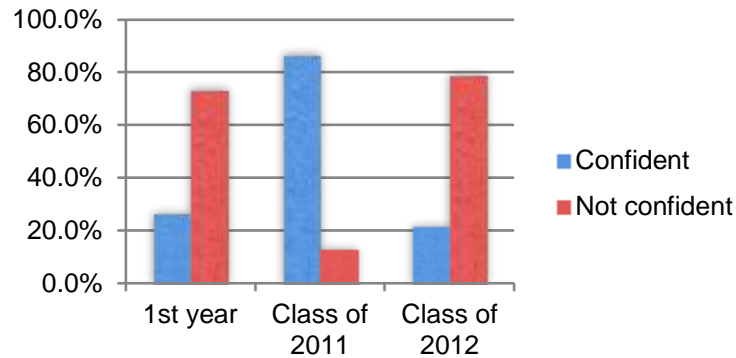
- Very low response rates for MUN
- In class surveys may have felt pressured to answer them
- Seemed to work in groups for in class surveys
- Too hard?

Results

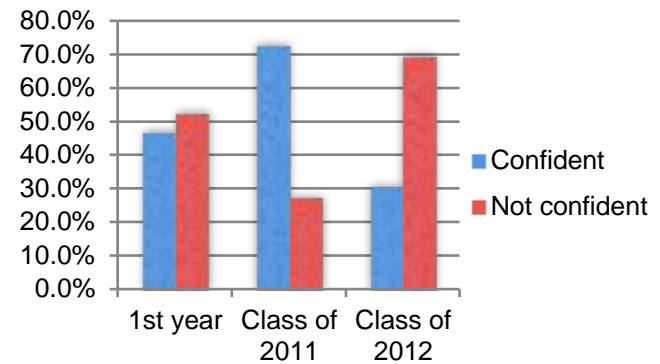
- Overall confidence levels increased as the amount of information literacy increased



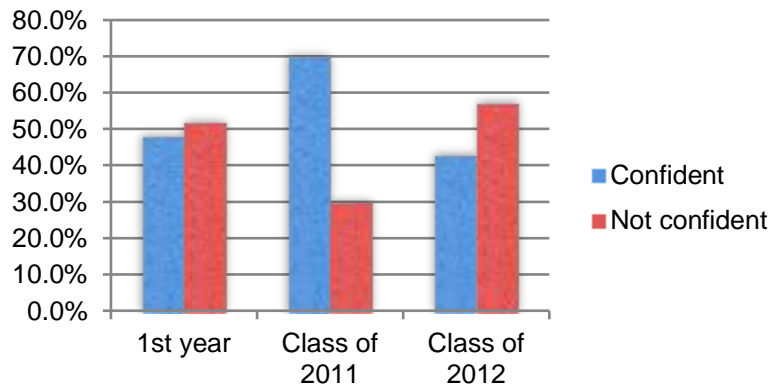
Reading research studies



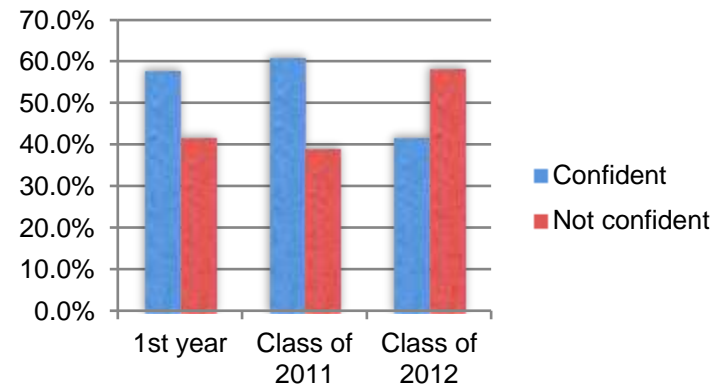
Selecting for patients



Searching

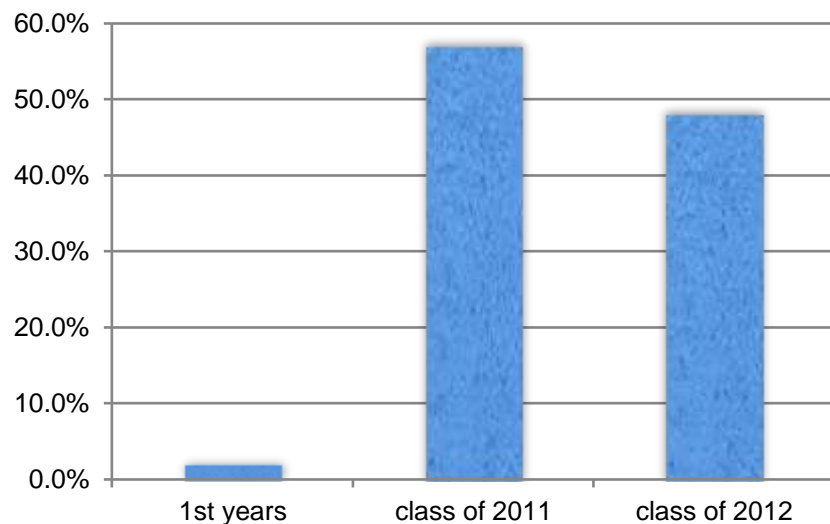


Identifying study types

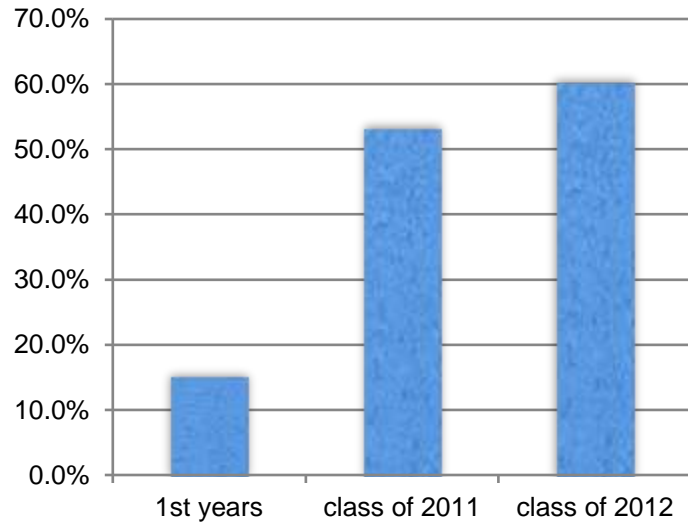


When asked to name characteristics of a scholarly, research based study, almost none of the 1st year respondents were able to list three characteristics. This significantly improved by 4th year. This was taught in the first year information literacy class and throughout the nursing curriculum.

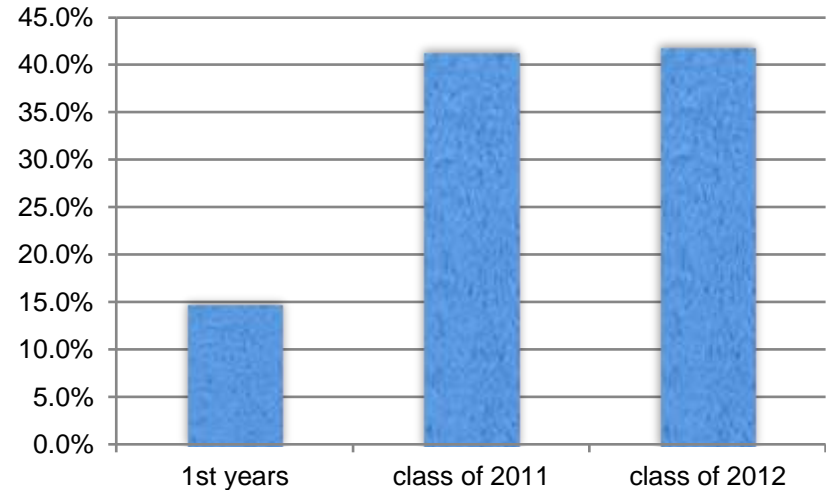
Characteristics of Scholarly, Research based studies



Criteria used to choose a website

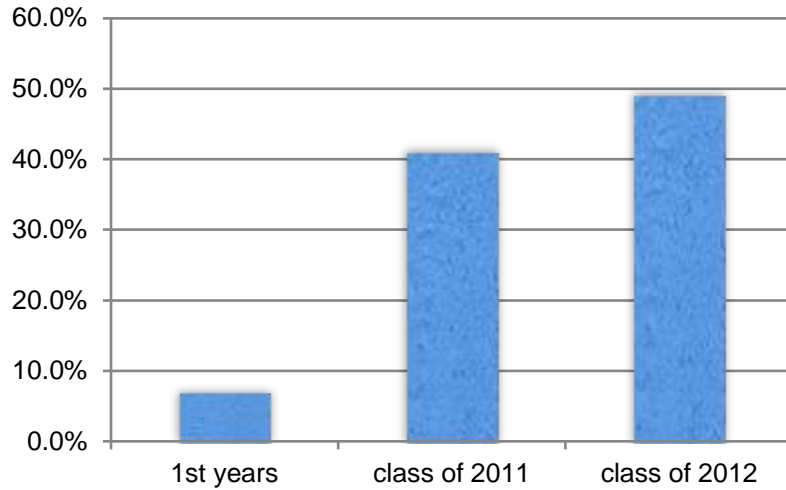


Reasons to Not choose a website

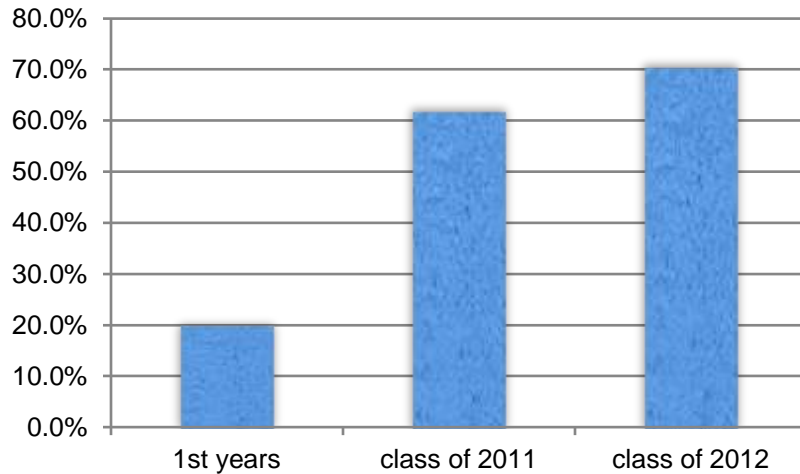
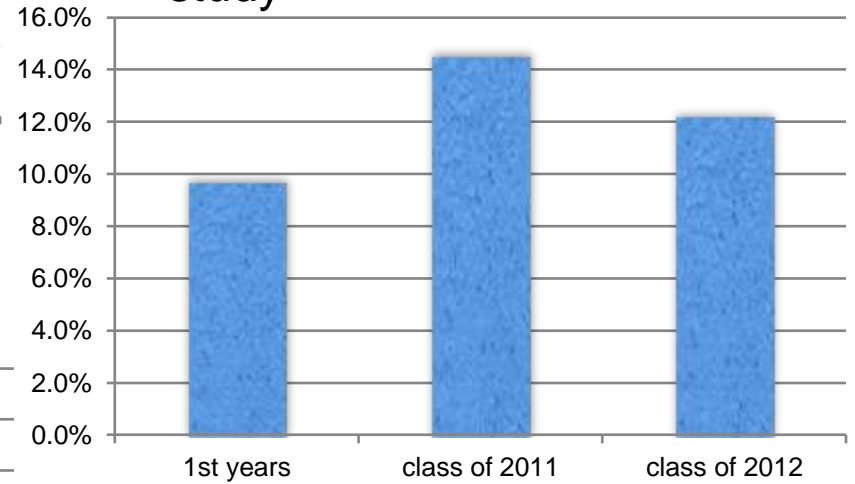


Students were taught how to evaluate and select website resources for patients in 1st year. 4th year students showed a significant improvement when naming criteria for choosing appropriate websites and criteria for NOT choosing websites.

Identifying study type



Defining a cross sectional study



Identifying a question type

PICO

1st years



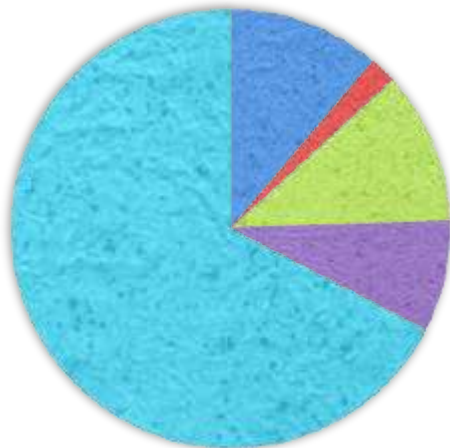
- All correct
- 3 correct
- 2 correct
- 1 correct
- 0 correct

Class of 2011



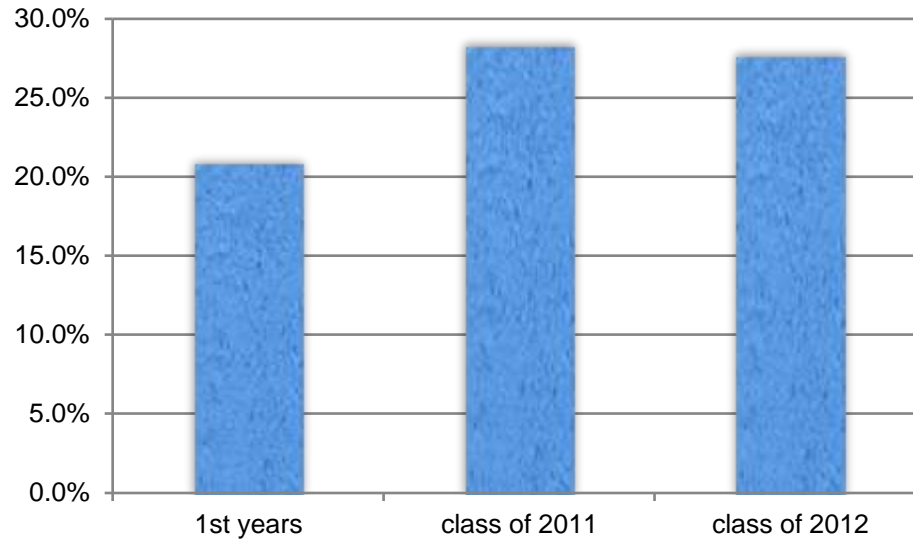
- All correct
- 3 correct
- 2 correct
- 1 correct
- 0 correct

Class of 2012



- All correct
- 3 correct
- 2 correct
- 1 correct
- 0 correct

Choose the correct search statement



Shows improvement from 1st to 4th year, but not between 4th year cohorts.

Doing library assignments in year 1 that helped develop research skills

Librarians are very helpful at the school

Previous library assignments that have prepared me to search the literature in the best possible way

Taught how to use CINAHL in 1st year and Library assignments in 2nd and 3rd year

Learning sessions held at the computer lab and library assignments, also private consultations with personnel

I found the library tutorials helpful. I would have liked to have had it in first year

Lessons Learned

- Survey may have been too long
- Need to do more instruction at the beginning of the curriculum
- Need to focus more on defining the problem and constructing a search statement
- Students acknowledge the value of information literacy

Possible Future Directions

- Continue to teach information literacy in the nursing curriculum, trying to adjust the sessions and assignments so they are at the point of need and relevant to the other assignments in the courses.
- Pre and post tests with the Memorial students
- Survey of faculty to see if grades/perceived level of ability has increased over the last four years.

Any questions?