

Nursing 322 Bush Grant Final Report

The purpose of this project was to integrate information literacy into Nursing 322, Theories, Ethics, and Science of Nursing. This course provides an overview of selected nursing theories and a historical perspective in understanding the development of nursing as a discipline. Models for professional nursing practice in emerging health systems are examined. Theoretical perspectives on ways of knowing are addressed, as well as ethical decision making, the process of nursing inquiry and nursing research. Within that framework, the intended outcome of this project was to begin the process of developing nurses who are lifelong learners; knowledgeable about how information is created and disseminated in the nursing profession, and proficient in accessing and retrieving high quality evidence-based resources. The project was an excellent fit with this class, which required the students to access, evaluate and utilize nursing research.

Summer 2004 was used as planning time and the course was taught in the spring of 2005. A pretest was administered to this class in the fall of 2004 when they were taking Nursing 320, and the posttest was administered on the final class day of Nursing 322 in the spring of 2005. Thus these students were followed for one year, but the information literacy intervention took place only in the spring.

The following is a listing of the learning outcomes and activities planned for this course from the original grant proposal. We have written in italics some specific learning activities that we included in the class, as examples of how some of the outcomes were assessed.

Expected Learning Outcomes	Evaluation Activities
<p>Students will identify resources available for conducting a bibliographic search and demonstrate understanding of the library search process.</p>	<p>Pre- and post-test <i>Each student was asked to find an article reporting on original research by a specific nurse theorist or another researcher using her theories. Students could earn extra credit by having a librarian sign off on their article. This gave the librarian the opportunity to give one-to-one help to students who were struggling with the concept of what constitutes an original research study.</i></p> <p><i>Students were also asked to examine three scholarly articles from nursing journals. In groups, they discussed and determined which was an example of qualitative research, an example of quantitative research, and which was a good scholarly article, but was not a research report.</i></p>
<p>Students will distinguish between scholarly and non-scholarly periodical publications.</p>	<p>Pre- and post-test Students will complete a specific learning activity requiring hands-on research. <i>The activity above helped the instructors assess this. Students also, as a group, wrote a major research paper for this class. Examination of their bibliographies, and the manner in which the articles were used within the paper provided a means of evaluation for this outcome.</i></p>
<p>Students will utilize appropriate electronic databases for a bibliographic search.</p>	<p>Specific assignment to be determined and to include an extensive search for scholarly articles using the library databases. <i>Students' bibliographies and the quality of their papers/presentations were used as indicators of their ability to choose appropriate resources with which to conduct research.</i></p>
<p>Students will be able to analyze and evaluate bibliographic materials related to the understanding of nursing theory, evidence-based practice, as well as the role of critical thinking in nursing inquiry.</p>	<p>Students will create and deliver a class presentation demonstrating ability in scholarly nursing inquiry.</p>

Some general observations regarding the pre and post tests:

Examination of the survey results showed insignificant change in the way many of the questions were answered. Results remained similar on such questions as: “How comfortable/confident do you feel when seeking information from...?” (various sources were listed, such as, an internet search engine and a library database; “Where do you go to find information for a course assignment”; and “When would you consult a librarian for assistance?”

The dramatic change came in answer to the question asking the students to rate their ability to use various resources (Internet, ProQuest, CINAHL, etc.) on a lichert scale of 1 (not skilled) to 5 (highly skilled). On the pretest given to Nursing 320, 77% of the students rated themselves Not Skilled in the use of the CINAHL database. On the post test given to the same students after taking Nursing 322, only 15% of them rated themselves Not Skilled in the use of CINAHL. Similar change occurred in their rating of their ability to use other databases such as FirstSearch and Health Source/Nursing Academic, which are other databases important to nursing research.

Whether or not these students are actually able to successfully use electronic databases to find journal articles, their confidence in their ability to do so has improved significantly.

On the question asking them to describe their experience with Augustana’s library, 64% of the students circled, “The library is frustrating; I find it difficult to find the information I

need”, on the pretest. On the post test, however, only 9% of the students circled that response. In contrast, 70% said they could usually find what they want, but there were frustrations.

We will need to analyze the data from the pre/post tests further to see if there is a relationship between the information literacy intervention and increased confidence on the part of the students, and to see if there is evidence of increased skills.

The other piece of this project was to use Nursing 451 as a control group. Students who were in Nursing 451, had progressed through their education at Augustana receiving library instruction in the form of bibliographic instruction sessions only. They had not received the more in-depth information literacy instruction offered to Nursing 322. For this reason we felt they could serve as an effective control, and administered the same post test given to Nursing 322, to them at the end of the spring semester.

In looking back, even though the pretest should have given us a good clue, we still assumed too much knowledge on the part of the students when we began. In doing this again, we would assume less and perhaps review a bit more. We also felt that breaking up the information literacy lessons into more teachable bits might have made it easier for the students.

Because of its emphasis on the evaluation of research and writing, this class is an excellent platform for fostering information literacy and writing skills. We are grateful to the Bush committee for providing us with this opportunity.

Respectfully submitted,

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