



**Capital & Coast**  
**District Health Board**  
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## **Confidence and competence: evaluating information literacy teaching for nurses.**

**Donna Tietjens**

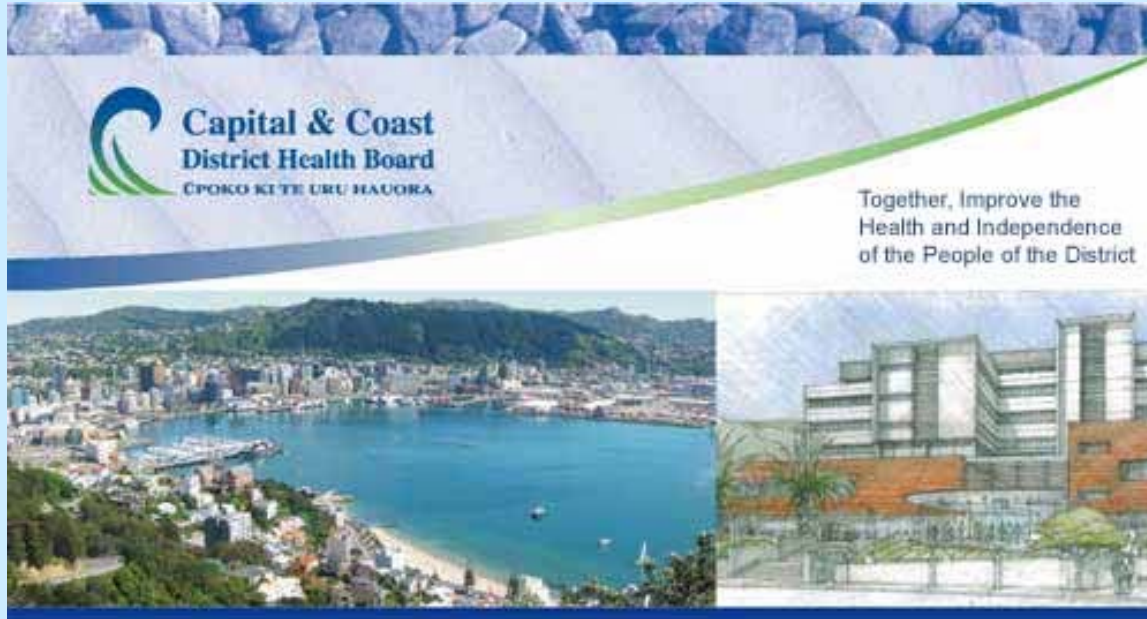
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“In the new millennium, healthcare environments will increasingly demand nurses to be flexible, innovative and information literate professionals, able to solve complex patient problems by utilizing the best possible evidence”

Shorten, A., Wallace, M.C. & Coates P. A. (2001). Developing information literacy: a key to evidence-based nursing, *International Nursing Review*, 48(2), p.86



## **Why do this research?**

**To evaluate the effectiveness of embedding information literacy teaching sessions in a postgraduate nursing paper.**

## **Who was involved?**

**Donna Tietjens, Nursing & Midwifery Librarian**

**Rachel Esson, Medical Librarian, Wellington School of Medicine**

**Sara Quirke, Nurse-Lecturer, 2006 Acute Care programme**

**Students from the 2006 Acute Care Course a postgraduate speciality paper run jointly with Capital and Coast District Health Board and Victoria University of Wellington.**



## **How many?**

**14 students enrolled 2005**

**16 students enrolled for 2006**

## **What was done?**

**A pre training confidence questionnaire and competence test was given to the 2006 students enrolled in the course.**

**2006 Students attended two information literacy sessions (first session 2 ½ hours, second sessions 2 hours)**

**2005 students had no formal training sessions and were sent the questionnaire and competence test at the end of their course.**



## Confidence questionnaire

### 3. Locate & retrieve relevant information

I am able to:

- a) Use an index in a book
- b) Locate the most recent issue of a journal
- c) Use a library database e.g Cinahl or Medline to search for journal articles
- d) Differentiate between a book and a journal citation or reference
- e) Access journals both in print and electronic format



## Competence test questions

**Please answer the following questions as best as you can**

1. What are the important concepts in the following question:

*Discuss pressure ulcer risk factors in surgical patients*

2. How can you tell if an article is peer-reviewed?

3. What are the differences between a book and a journal citation?

...

7. Name two evidence-based sources you have used?



## **First Session – 10<sup>th</sup> April (2 ½ hours)**

*Introduction -*

**Definition of Information Literacy**

*Planning Your Search -*

**Clinical Scenario**

**What would you do from here?**

**Which sources would you use and why? Report back from group discussion.**

**Hierarchy of Information Sources**

**Formulating a Search Query using PICO**

**Using Cinahl & Medline – Search Demo & Hands-On Practice**



**Mrs Boyd is a patient on your ward. She has congestive heart failure and has had a number of re-admissions to the hospital over the past year. Staff shortages on the ward have meant that patient education has not always been a priority. You realise that educating Mrs Boyd about her illness might improve her condition, and prevent readmission to hospital.**



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**In patients with congestive heart failure, does patient education, compared to no education, improve treatment outcomes?**



**Second Session – 8<sup>th</sup> May (2 hours)**

*Introduction to Critical Appraisal*

**Levels of Evidence**

**Group Work using Critical Appraisal Tool to evaluate article**

*Refresher Course on Database Searching Techniques*

**Introduction to other online resources**

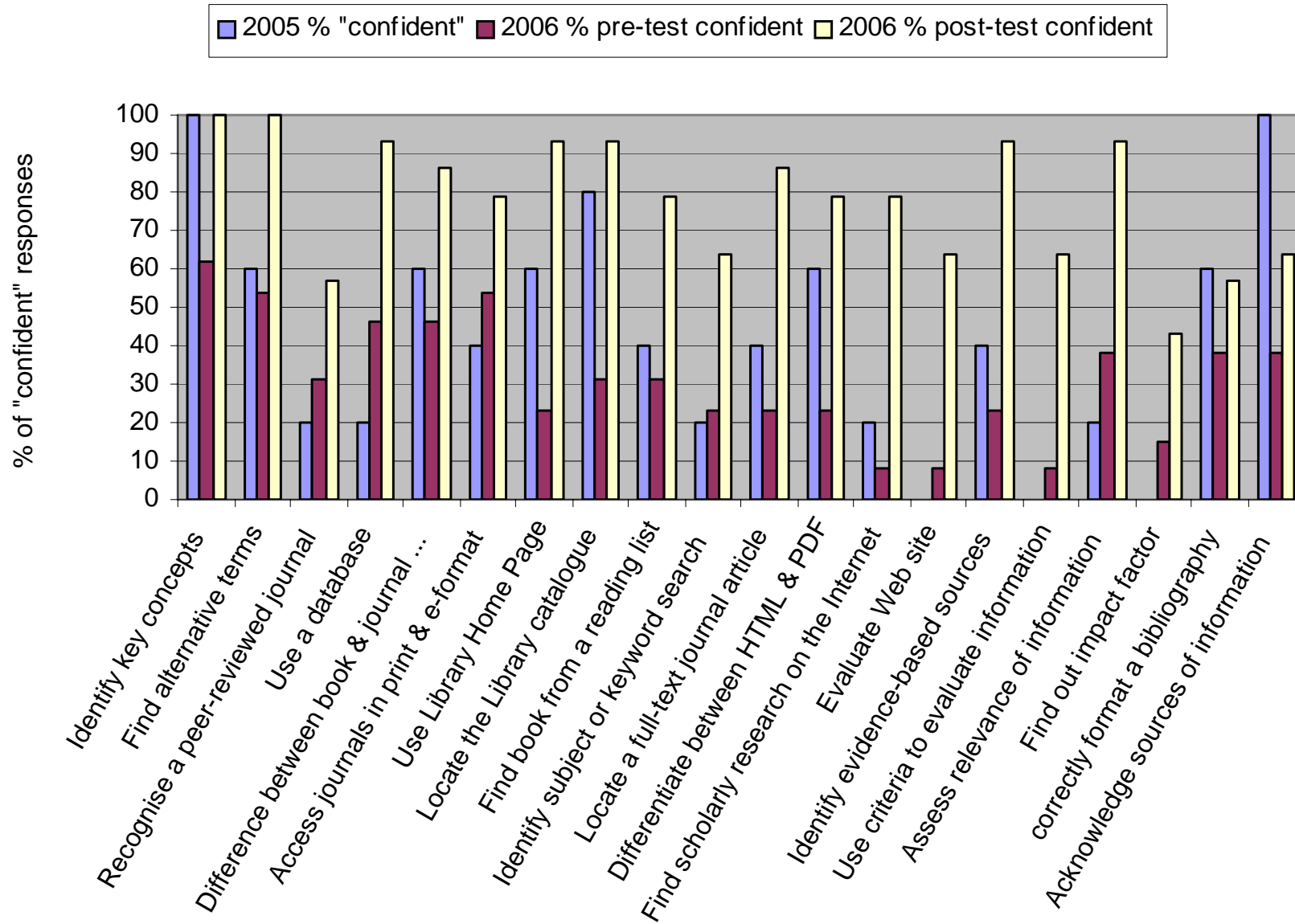


## **Assessment component for the information literacy course**

**Students were asked to submit with their assignments:**

- **search strategies**
- **narratives explaining their searching process and the reasons behind it**
  
- **This was an opportunity to provide constructive feedback to the students on their searching techniques**

**Figure 1. Percentage of "confident" responses for categories**



<b>I am able to:</b>	<b>2006 % pre-test confident</b>	<b>2006 % post-test confident</b>
<b>Identify key concepts</b>	<b>62</b>	<b>100</b>
<b>Find alternative terms</b>	<b>54</b>	<b>100</b>
<b>Recognise a peer-reviewed journal</b>	<b>31</b>	<b>57</b>
<b>Use a database</b>	<b>46</b>	<b>93</b>
<b>Difference between book &amp; journal citation</b>	<b>46</b>	<b>86</b>
<b>Access journals in print &amp; e-format</b>	<b>54</b>	<b>79</b>
<b>Use Library Home Page</b>	<b>23</b>	<b>93</b>
<b>Locate the Library catalogue</b>	<b>31</b>	<b>93</b>
<b>Identify evidence-based sources</b>	<b>23</b>	<b>93</b>



## **Using evidence-based sources: 2006 students**

***Prior to training: only 23% of students were confident that they could identify evidence based sources. Only 23% could name two evidence-based sources that they had used***

***Post training: 92% were confident identifying evidence based sources. 57% could identify two evidence-based sources.***



## **Conclusion:**

- Students perspective: greater consistency in teaching. Group work meant students could learn from each other
- Lecturers' perspective: Better quality referencing. Saved considerable time
- Doing our own research gave credibility & weight to our initial proposal
- Highlighted the importance of teaching information literacy skills to postgraduate nursing courses



## Acknowledgements

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- The students of the 2006 Acute Care programme