

Proposal Title:

School of Nursing Information Literacy Initiative

Requestor:

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Proposal

The overall aim of this proposal is to support a longitudinal study of the effectiveness of curriculum-based information literacy instruction in the baccalaureate degree nursing program at California State University Los Angeles (CSULA). The primary outcome is to develop a best-practice model for integration of information competency (IC) within the discipline of nursing education for a diverse student nurse population and to produce information literate students who can contribute clinically and professionally to the field. Another expected outcome of this initiative is clearly sustainable results; also the dissemination of the initiative process, products through publication in nursing education literature, presentation at professional meetings and to the California State University Consortium of Schools of Nursing.

The objective of the initiative is to graduate baccalaureate nurses with demonstrated competency in information literacy as evidenced by the Expected Information Literacy Competencies (EILP) for the Undergraduate Student before Completion of the Baccalaureate Nursing Program at CSULA¹. Long-term objectives are to extend the initiative to include all of the other undergraduate nursing options i.e. the Associate Degree Nurse to baccalaureate degree and the entry-level master's nurse program.

Abstract

In order to prepare functionally competent graduates of baccalaureate nursing education, it is necessary to address the skills and knowledge needed to access ever evolving information that is the evidence-basis for nursing practice. Nurses must access and implement evidenced-based patient practice standards to sustain quality patient outcomes and facilitate multidisciplinary collaboration.² Deficits in technological skills and knowledge of appropriate databases have been reported in the literature among both nursing students and hospital-based RN's in practice.^{3,4} Additionally, low level information skills have been shown to correlate with a lack of appropriate self-appraisal thus hindering recognition and motivation to seek remediation for information competency deficiencies. Inaccurate self-appraisal perpetuates inflated self-confidence and continued information incompetence.⁵ Hospitals are asking Schools of Nursing to address this issue before graduates enter the workforce.⁴

Within the discipline of nursing, the need to establish "models of best practice in information literacy development" in addition to measurement of "long-term" efficacy has been identified.⁶ Interdisciplinary collaboration with library specialists and curriculum-integrated methods have been shown to enhance the relevance and transferability of the newly acquired skills for the nursing student.⁷

Interdepartmental meetings between the Information Literacy Coordinator from the John F. Kennedy Library and School of Nursing Faculty at CSULA began in Fall 2005. Collaboration was solicited to evaluate efficacy of existing Library training sessions utilized in the introductory nursing course, N105. Despite including an orientation to available nursing and health-related databases by library staff in the opening nursing course, students information skills were not seen to improve. The decision was made to revise the approach to information competency currently utilized and determine if the enhanced information literacy training is more effective. Six foundational upper and

lower division nursing courses were identified that will include significant information competency interventions. This tiered model of IC will provide skill and knowledge acquisition at progressive levels of reinforcement and provide students a recurring opportunity to practice newly acquired skills.

To determine effectiveness, two groups of students receiving different library information training interventions will be compared by pretest/ posttest results, course GPA, Registered Nurse Comprehensive Predictor Examination (RNCPE) results (tool that compares nursing students nationally, and NCLEX results (RN Licensure examination taken after completion of the nursing program).

Planning activities to date have included creating departmental information outcomes, course review, consultation with faculty assigned to teach the key courses regarding modifications needed, modifying course outcomes to reflect discipline-specificity and course-specificity based on review of the literature, modification and content analysis of the EILP and identifying when to survey the target student populations. The incoming Fall 2006 students will be instructed in the same nursing courses but with the modifications for enhancing literacy skills.

Project Activities:

1. A Pretest of a group of 45 students admitted Spring 2006 to the nursing program and a group of 45 students expected to be admitted Fall 2006.
2. Development and implementation of library-based nursing discipline-specific ILC interventions to be used in sophomore, junior and senior undergraduate nursing courses for the second group.
3. Assessment of nursing faculty ILC utilizing WebCt modified nursing-focused EILP survey before Fall 2006. Training of all fulltime undergraduate nursing faculty about ILC interventions that will be implemented in the 6 courses to facilitate transfer of information.
4. Web-based posttest of ILC in senior nursing students in the last quarter of the program as a basis for determining the efficacy of instructional interventions. Specifically compare the two groups of students on course grade point average (GPA), Registered Nurse Comprehensive Predictor Exam (RNCPE) –tool used to predict state board licensure exam success.
5. Collection of basic demographic data to determine relationships between student variables and outcomes. This will include ethnicity, gender, age, primary language, previous degree earned, etc.

Timeline

Spring 2006

Administer pretest to 45 incoming students to generic baccalaureate nursing program prior to un-modified Library orientation session.

Summer 2006

The three personnel involved in this project will work on modifying course work that integrates specific ILC objectives into assignments. The six multi-level courses identified will be modified beginning with the first course to the last course with increasingly more

complex skills integrated into the assignments. The faculty training sessions will be developed. Drs. Chin, Calvillo, and Pravikoff will be consulted for course content and assignments, training of faculty, and assessment methodology and analysis.

Fall 2006

Early in the quarter Dr. Judson, Ms. Haras, and Ms. Hook will survey faculty ILC prior to conducting training session(s) for faculty regarding course modifications and interventions. The pretest will be administered to the group of 45 incoming baccalaureate nursing majors before the modified library training is conducted and integration of assignments in specified sophomore courses to this group of students is begun. Throughout the year, the project personnel will continue to develop information literacy course work for specified junior nursing classes.

Winter 2007 – Summer 2008

In the third quarter, the project personnel will continue to develop ILC course work for specified senior nursing classes, incorporating course interventions, introduction of coursework into curriculum and education of faculty.

Fall 2008

A posttest of the control group, students admitted in Spring of 2006, will be conducted in the final nursing course N496 prior to graduation. Data will be analyzed comparing pre and posttest results and determining relationships with the outcomes.

Winter 2009 – Spring 2009

Course intervention assignments for second group of students will continue. A posttest of the second group of students will be conducted prior to graduation Spring 2009. Data will be analyzed comparing pre and posttest results and determining relationships with the outcomes and then compared to the control group. The group will begin writing the reports for manuscripts for publication. Drs. Chin, Calvillo, and Pravikoff will be consulted in regards to analysis and findings.

Population:

The target population of this initiative ultimately is all generic undergraduate nursing students in the School of Nursing at CSULA. Our undergraduate student enrollment is ethnically diverse with approximately forty percent of our nursing students being second language learners and most of these will be the first in their families to attend college. First generation, second-language learners have a well documented history of library anxiety, are underusers of the academic library, and have difficulty acquiring nursing vocabulary and information, adding another barrier to the nursing information seeking process.

Qualifications:

Lorie Judson, PhD, RN is the undergraduate coordinator for the CSULA School of Nursing. She pioneered the introduction of web-based instruction in the School of Nursing and has published and presented on her innovative work in that medium. Responsible in part for the content and currency of the undergraduate curriculum, she is committed to facilitate and test the effectiveness of introducing specific information literacy content to meet current CSU goals.

Catherine Marley Haras is the Kennedy Memorial Library's Information Literacy Coordinator. She is a frequent presenter and commentator on designing research intensive outcomes for GE classes and teaching information literacy to ESL and minority populations. Her latest article will appear in the Fall 2006 issue of *Research Strategies*. Collaborating with faculty, the JFK Library has designed an information competency plan designed to address IC on the CSULA campus in a programmatic way. The Library is planning for a curriculum-integrated approach to information literacy at beginning, intermediate, and professional levels for departments such as Nursing, and with service to our linguistic and cultural minorities.

Jane Hook M.N., R.N. initiated discipline-specific library instruction into the introductory nursing course in Fall of 2000. Professor Hook has served as library liaison, Undergraduate Coordinator, and was content contributor to Nursing 454, the web-based Introduction to Nursing Informatics, supported through a Grant from the CSU Commission on Extended Education from August 2002-2003. She co-authored *Orchestrating the Learning Process*, a book chapter in *Telecommunications for Nurses* (Armstrong, M. 2003) with Dr. Judson.

Dr. Patricia Chin, Acting Director of the School of Nursing and Dr. Evelyn Calvillo, Acting Associate Director strongly support this project and are serving as consultants and mentors. Dr. Diane Pravikoff, Director of Research and Development at Cumulative Index to Nursing and Allied Health Literature (CINAHL) Information Systems in Glendale, CA has consented to act as a consultant on this project.

¹ Competencies adapted from Humboldt State University Library Nursing Information literacy Skills Crosby-Muilenburg, C. (retrieved 1/20/06)

² Barbara McNeil et al, Computer Literacy: Report of the qualitative findings. *Journal of Professional Nursing*, Vol 22, Issue 1, January-February 2006: 52-59.

³ Cheryl Dee and Ellen Stanley, Information –seeking behavior of nursing students and clinical nurses: implications for health sciences librarians, *Journal of the Medical Library Association*, Vol 93 (2) 2005: 213-21.

⁴ Diane Pravicoff, Readiness of U.S. nurses for evidence-based practice, *American Journal of Nursing*, Vol 105 (12) December 2005" XXX

⁵ Melissa Gross, The impact of low-level skills on information-seeking behavior, *Reference and User Services Quarterly*, Vol 45 (2) Winter 2005: 155-162.

⁶ A. Shorten et al, Developing information literacy: a key to evidence-based nursing, *International Nursing Review*, Vol 48 2001: 86-92

⁷ Jennifer Dorner et al, Faculty-librarian collaboration for nursing information literacy: a tiered approach. *Reference Services Review*, Vol 29 (2) 2001: 132-140