PIII-41: Information Literacy Programs for Evidence-Based Practice

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Abstract:
Introduction: Purpose: To review information literacy programs used by healthcare disciplines to support evidence-based practice (EBP).

Method(s): An initial search was conducted using CINAHL; Medline; ERIC; Academic Search Premier; and Library, Information Science, and Technology Abstracts (LISTA) Databases to review current literature on studies published between 1995 to 2009 on information literacy for EBP in healthcare discipline educational programs. The inclusion criteria were quantitative studies of educational interventions for information literacy with an identifiable research design. The quality of the evaluation was based on the validity and reliability of assessment instruments. The exclusion criteria were articles collecting only descriptive information on information literacy skills, measurement of information literacy competencies or information use, a lack of an identifiable research design or intervention, and reports or case studies. Systematic reviews on
information literacy interventions were included if search criteria were met. Sixty-six articles were retrieved for review. Thirty-two articles met partial criteria; only 19 articles met full inclusion criteria.

Results: The research on information literacy for EBP is in its formative years. The findings of the studies on information literacy for EBP are based on primarily single studies and new tool development. Acceptable validity and reliability was not established for many assessment instruments. Sample sizes were inadequate for some studies. Additionally, none of the studies discussed power and effect size for sample populations. Collectively, these factors hinder replication of the studies and limit generalization of conclusions in the research in education.

Discussion & Conclusions: Researchers in the area of information literacy need to describe their research methodology, statistical methods, and the assessment tools more in-depth for replication to build nursing knowledge. Such replication will provide better evidence for creating well supported information literacy interventions needed for EBP education.

Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

Financial Disclosure:
No, I (or a member of my immediate family) have not received something of value* from or own stock (or stock options) in a commercial company or institution related directly or indirectly to the subject of my presentation.

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