Enhancing Student Research Skills Information Literacy Stipend Report
Nursing 730 Translating Evidence into Practice

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This is a report of strategies used to enhance student research literacy skills for Nursing 730, Translating Evidence into Practice. Nursing 730 was taught for the first time during the spring 2016 semester. This course was suitable for the information literacy stipend because of its focus on the use of evidence for the improvement of nursing practice. The DNP program outcome relevant to the development of information literacy is as follows: *Demonstrate leadership in the application and critical evaluation of evidence-based practice to improve patient and health care outcomes.*

Students attended a library information literacy class as part of the regular class time that was conducted by Prof. Bonnie Oldham. Following the class, students practiced learning the skills that they had learned in class. Students were also provided with information on using Zotero for citation management.

The following grid aligns the relevant course objectives, student learning outcomes, information competency standard, performance indicator, outcome and evaluation method for the outcome.
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Relevant N730 Course Objective and DNP Program Outcome	Student Learning Outcome (SLO)	Information Competency Standard	Performance Indicator	Outcome	Course Specific Evaluation

3. Apply relevant findings to develop practice guidelines and improve the quality and safety of clinical practice. (DNP Program Outcome # 2).	3. Discuss the application of knowledge to solve practice problems and improve health outcomes for individuals and communities.	3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.	a. Investigates differing viewpoints encountered in the literature. b. Determines whether to incorporate or reject viewpoints encountered.	3. Clinical Practice Guideline Project (SLO # 3) Students were able to evaluate the strength of the evidence providing support for a specific clinical guideline for use in practice. However, they had more difficulty in selecting a recent study and evaluating the study outcome for consistency with the guideline recommendations. It is

. This assignment was designed to help students locate and evaluate "preprocessed" evidence in the form of a clinical guideline for a practice problem. Students needed to access either the PubMed database or the National Clinical Guidelines Clearinghouse and identify a guideline related to an area of practice. Students were then to evaluate the process for the development of the guideline, evaluate whether the guideline was applicable to practice and determine whether a recently published study on the topic supported or contradicted the findings.

In addition to evaluating the specific outcomes above, students were asked (anonymously at the end of the course) to rate their achievement of the course objectives and the student learning outcomes. Students indicated that the objectives and student learning outcomes were fully met. In addition, the students rated their achievement of the following information literacy objectives:

1. To what extent were you able to construct and implement effectively designed search strategies:

   a. To what extent were you able to construct a search strategy using appropriate commends for the information retrieval system (or database) selected?
   b. To what extent were you able implement searches using investigative protocols specific to health care?

2. To what extent were you able to compare new knowledge with prior knowledge to determine the value-added, contradictions, or information into your knowledge base and value system?

   a. To what extent were you able to draw conclusions based upon the information gathered?
   b. To what extent were you able to integrate new information with previous information or knowledge?

3. To what extent did the new knowledge have an impact on your value system?