

“Have you changed your mind?”: A class-based SoTL investigation of senior nursing student perceptions and learning experiences regarding health misinformation and science skepticism

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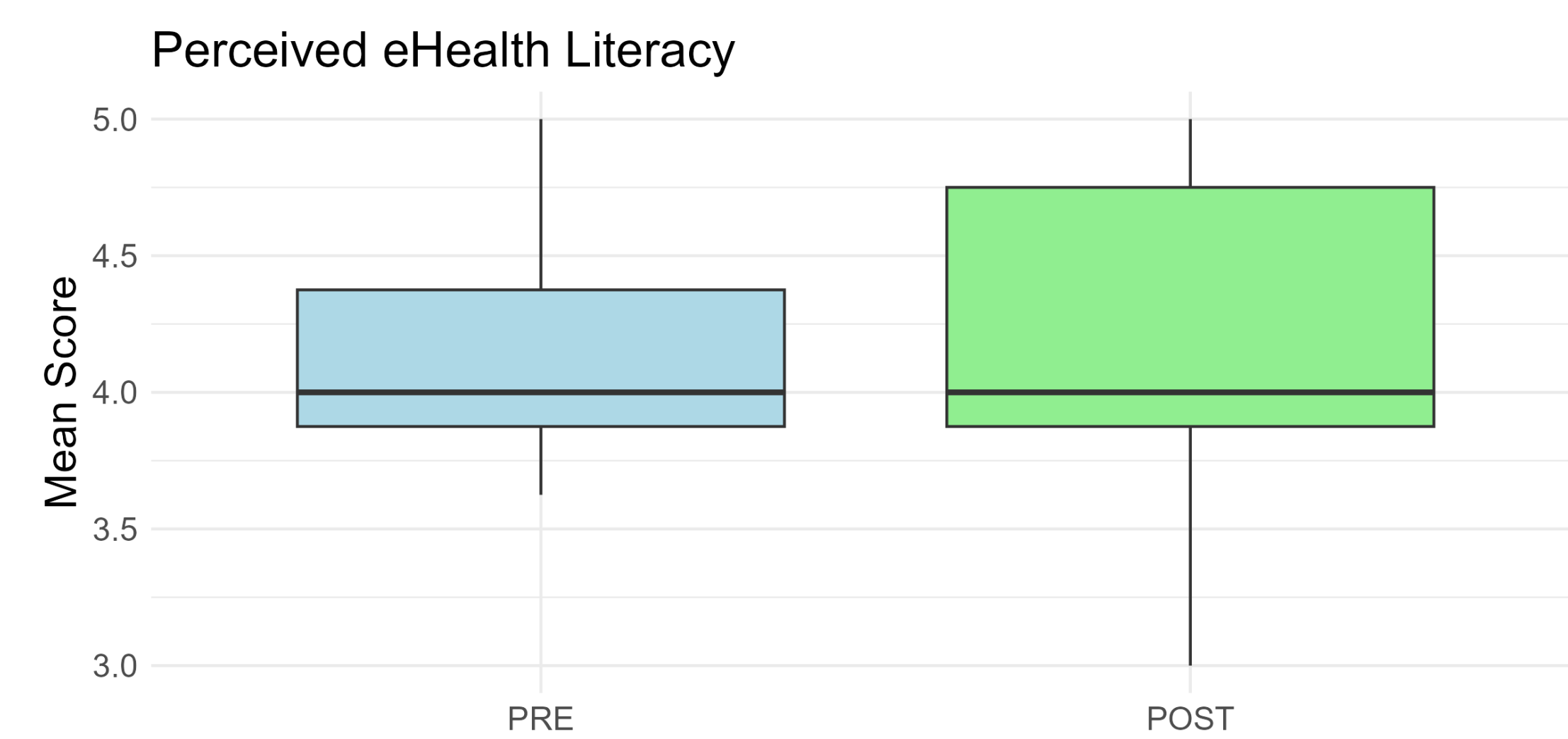
Background

Increasing health misinformation and societal mistrust in science, are having detrimental consequences for public health¹; nursing graduates must be equipped with the critical evaluation skills to practice in this evolving health (mis)information context². A nursing course instructor and librarian co-developed a class on misinformation antecedents, consequences, and avoidance strategies for senior nursing students.

Employing a pre-/post- survey design, our SoTL investigation set out to a) establish a baseline understanding of student-perceived online health literacy³, beliefs about science⁴, and misinformation attitudes and practices⁵; and to b) investigate any potential impacts of the class-learning in these areas.

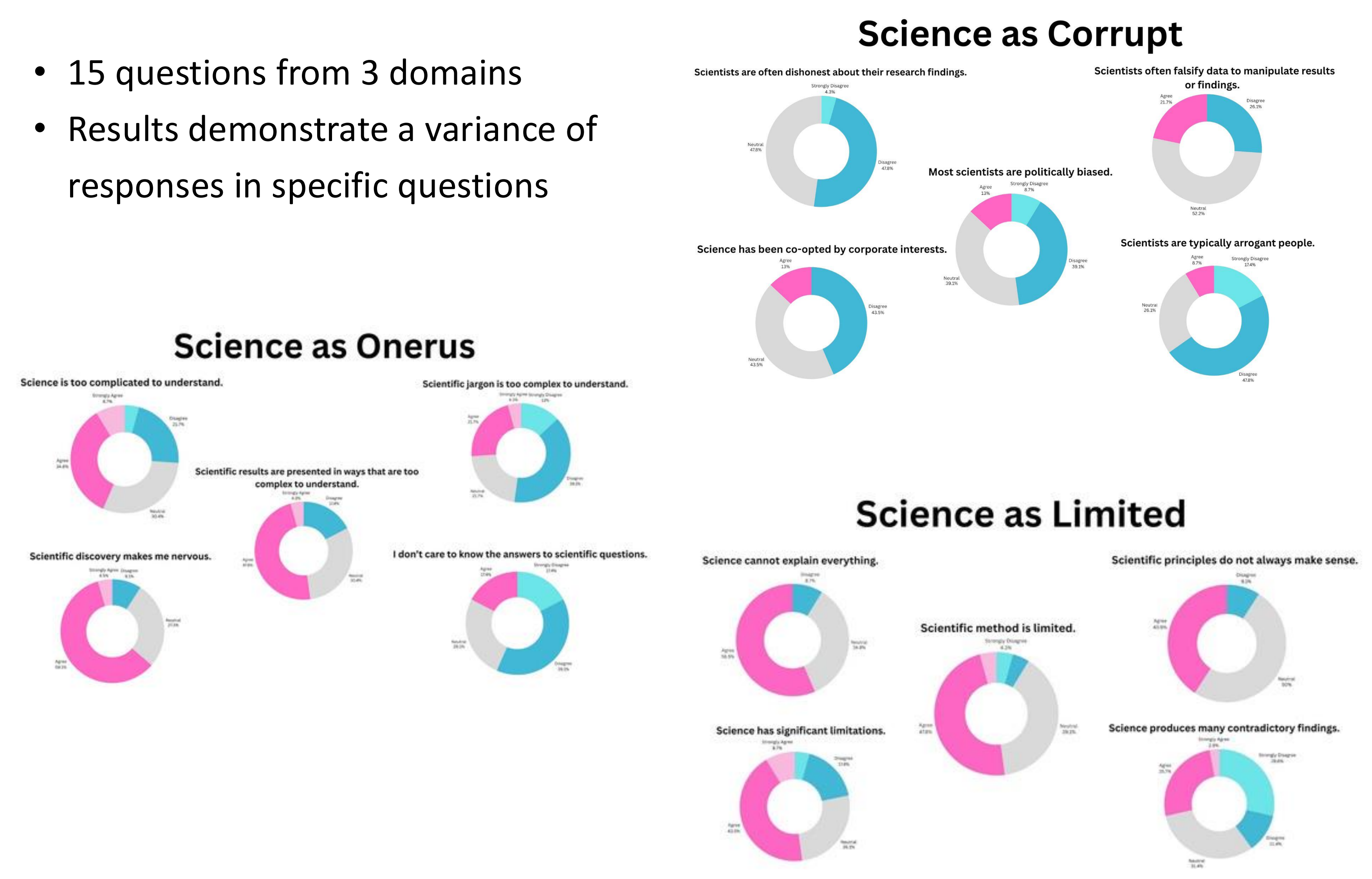
Electronic Health Literacy

- 8-item scale measuring self-perception
- Relatively high self-efficacy reported
- No statistically significant differences pre-to post-



Negative Perceptions of Science

- 15 questions from 3 domains
- Results demonstrate a variance of responses in specific questions



Considerations

All student participants identified the class content as being important or extremely important. These findings are causing us to (re)consider many aspects of our teaching and learning.

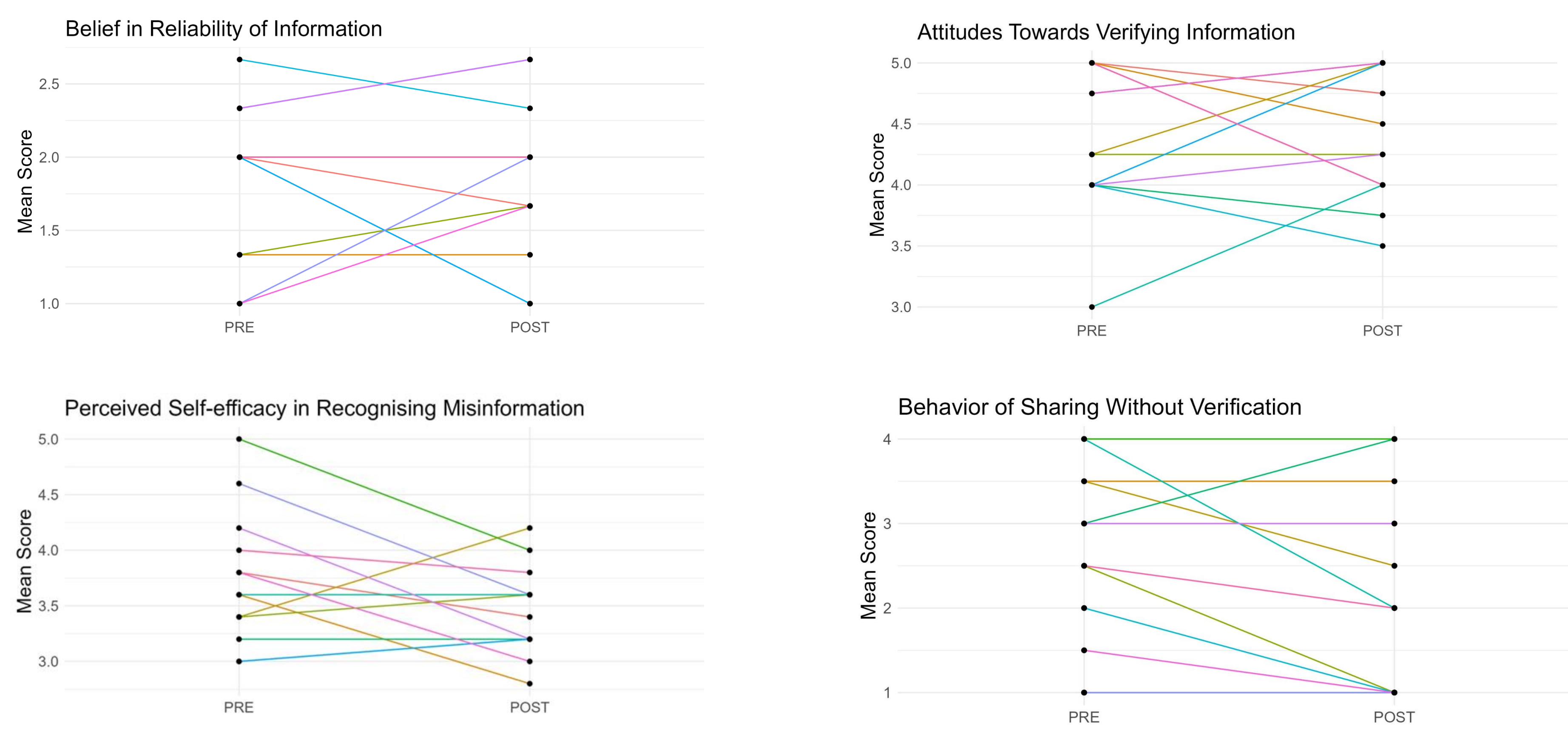
How do we approach teaching scientific content to classes with such diversity?

What adjustments should we consider?

How could we use these results to inform our selection of assigned readings?

How else might this inform our planning?

Misinformation Beliefs and Behaviors



Marginally significant differences across recognizing and sharing domains

Scan for Poster and Resources



References:

- 1-Early et al. (2022). Ehealth literacy of 2-year and 4-year college students. *Pedagogy Health Promot*, 8(1), 9-21.
- 2-Espina & Spracklin (2022). What is information literacy in an infodemic? *Nurse Educ Today*, 111, 105294.
- 3-Norman & Skinner (2006). eHEALS: The eHealth Literacy Scale. *JMIR*, 8(4), e27–e27.
- 4-Morgan et al. (2018). Identifying Relevant Anti-Science Perceptions to Improve Science-Based Communication. *Soc Sci (Basel)*, 7(4), 64.
- 5-Khan & Idris (2019). Recognise misinformation and verify before sharing. *Behav Inf Technol*, 38(12), 1194–1212.