

JOURNAL CLUB- AN INNOVATIVE TEACHING PRACTICE TO FOSTER PEER CONNECTION AND ENHANCE INFORMATION LITERACY (IL)

Stop 1: Explore and Discover the nursing database Discover an article on a nursing practice area

Learning: Short how-to videos about the nursing database, CINAHL; Intro to Journal Club, getting into groups & assigning themes, explore CINAHL on nursing practice area, locate one article, cite it in APA



Stop 2: Strategies for searching

Learning: librarian class: learn & practice brainstorming keyword terms, Boolean search strategies AND / OR; each group member locates nursing article relating to assigned course theme to summaries and bring back to next journal club



Stop 3: Preliminary synthesis

Learning: Journal club group members each share their articles; journal club group distill what was shared on 'course themes' chart to share with instructor



Stop 4: Reading Strategies

Learning: Individual: reading scholarly articles....



Stop 5: Appraise & extract

Learning: Groups review all articles gathered to date, assess for basic measures of quality (peer-reviewed journal) & relevance and select one article to use for completing guided data extraction chart.



Stop 6: Applying Evidence in Writing

Learning: Librarian class to cover selecting best evidence and effectively incorporating evidence into writing assignments.

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Information Literacy (IL), essential to evidence-informed practice, is introduced early in undergraduate nursing education. Typical librarian-led IL sessions lack the time to devote to critical reading of scholarly literature. Other potential learning gaps have been found on this method of IL teaching. For this innovation, a first-year course instructor and librarian developed a guided journal club approach in an attempt to enhance the development of IL skills.



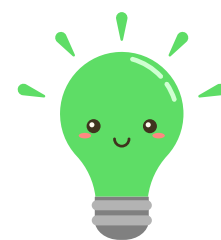
Scanning the Evidence

Minimal literature was found to guide instructional change in IL skills. However, journal clubs, have been used in health practice settings successfully to maintain currency and promote evidence-based practice (EBP) behavior (Wilson et al., 2015). and improve confidence and skills (Szucs, Benson, and Haneman, 2017). Thus, we wondered if a similar strategy in relation to IL skills would enhance the learning outcomes.



Creating Journal Club

We decided to re-create this in the context of the classroom setting as a means to promote IL. Students work in assigned small groups based on an area of practice that interests them. These groups meet throughout the term and work closely with a librarian. The aim is that they are provided multiple scaffolded opportunities to develop IL skills and abilities.



Piloting and Testing

The initial pilot of Journal Club was rolled out in _____, 2020. Anecdotal student response was favorable and the course instructor found it to enhance IL skills. However, they were curious if this anecdotal and subjective feelings would align with skills development and enhanced student efficacy so a research plan was developed



Assessing the Outcomes

A non-experimental mixed method study was designed which included pre- post- surveys which included the the Information Literacy Self-efficacy Scale (ILSES) (Kurbanoglu, Akkoyunlu, & Umay, 2006). This is an older scale but has relevant indicators to what we were curious about and the tool has been previously validated. In addition to the pre- post- survey we plan to incorporate qualitative focus groups or interviews.



Results and Evaluation- Reflect, Revise, Repeat

Research is ongoing with a current cohort of students partaking in this Journal Club and being invited to partake in this study. Participants to date have _____.

