

THE EFFECTS OF PRE-REQUISITE LIBRARY RESEARCH INSTRUCTION ON
COMMUNITY COLLEGE STUDENTS IN AN
INTRODUCTORY NURSING COURSE

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ABSTRACT

The nursing profession is evolving from basing patient care on tradition and expert opinion to emphasizing evidence based practice. Literature suggests that nurses do not have the information literacy skills required for evidence based practice. To help meet this need, this dissertation examines the effects of a pre-requisite information literacy course on the information seeking behavior of community college students in an introductory nursing course. A convergent parallel designed mixed-methods research approach was used, employing both a knowledge-based assessment ($n = 153$) and a series of interviews/focus groups ($n = 16$) to test the hypothesis and sub-hypotheses. Data from the knowledge-based assessment were analyzed, and the findings suggested that a significant relationship exists between the completion of the course and the score on the knowledge-based assessment: $X^2(3, N = 153) = 19.03$ (Chi-Square Test for Association); $p < .00$; $r_{pb} = .26$, $p < .01$ (Point Biserial Correlation); and $t(150) = 2.12$, $p < .05$ (Regression Analysis). Eleven themes supporting the quantitative study emerged from the interviews/focus groups. Although the research supported the main hypothesis, there is much room for further study regarding the effect of information literacy instruction on both student and practicing nurses. The future of nursing relies upon evidence based practice, and, ultimately, evidence based practice relies on information literate nurses.