

Creating an Information Fluent Culture for Evidence Based Practice Education
Judith P. Ruland, PhD, RN, CNE
University of Central Florida College of Nursing
Pamela Ark, Jean D. Leuner, Diane Wink, Jean Kijek

Background: University of Central Florida (UCF) has launched an interdisciplinary initiative to build a campus-wide culture of information fluency (IF). The College of Nursing (CON) is using the UCF IF Model and the ACE STAR EBP model to examine information fluency as a skill for evidence based practice (EBP).

Level of Education Program: Our goal is to integrate IF-EBP skills across the four nursing curricula: BSN, MSN, DNP and PhD and to include our clinical partners in this EBP educational process.

Targeted Learning Outcomes: We have focused on assessment and faculty development including: (1) setting benchmark competencies for both IF and EBP; (2) surveying incoming and graduating students for IF-EBP skills; and (3) promoting understanding of IF-EBP skills among faculty and our clinical partners.

Teaching-learning activities: The curricula are being reviewed for IF-EBP activities already in place, and what changes are needed to better develop the IF skills needed to focus on EBP. UCF librarians have developed modules to be included in courses at all levels in the area of IF and research skills. We have hosted full day meetings with national EBP experts for our faculty, and partners from clinical agencies to develop the EBP skills of our faculty and clinical preceptors.

Evaluation: This presentation will describe work of the project to date and report the assessment outcomes for our students during Years One and Two including the findings of baseline survey data. Survey instruments include: Educational Testing Service Information Literacy Assessment (iSkills): Standardized Assessment of Information Literacy Skills (SAILS) and the Academic Center for Evidence-Based Practice Readiness Inventory (ACE-EBPRI).

Interactive presentation: This presentation will share our story of how tools were selected, the challenges of working with instruments still in the development phase, the processes used for faculty and clinical partner EBP skill development, and methods we are using to gain faculty engagement in the curricular review and revision process to better foster student development of EBP skill.