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Squaring the Circle:Student nurses' perceptions of information literacy and its impact in the "real world" of the nurse

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I3 Conference - 26 June 2013

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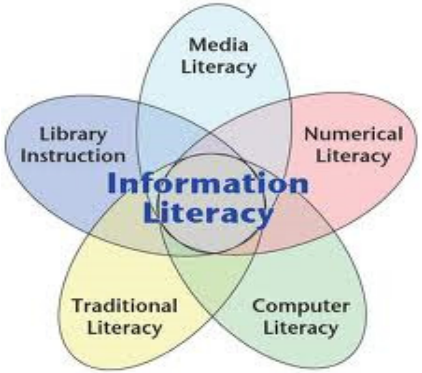
Squaring the Circle

Student Nurses' perceptions of information literacy and its impact in the "real world" of the Nurse



Inspiring tomorrow's professionals

Dr Antony Osborne

Why was I interested?

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1. As a librarian, I wanted to know how useful our nursing students found our information literacy sessions
2. The professional literature is usually written from library/academic viewpoint and is predominantly American or Australian
3. Increasing importance of information practices within Nursing as part of the transition from a vocational to academic community of practice
4. What factors influence students' perceptions of IL?
5. What is the relevance of what we teach them in their workplace?

What were the objectives?

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1. To explore BSc Nursing students' conceptions of information literacy and its perceived value as part of their overall learning experience during the three year period of their university course.

2. To examine the value and relevance of information literacy in searching for evidence-based materials within their placements as an indicator of its place in the 'real world' of the nurse.

3. To evaluate the usefulness of information literacy currently taught on this course in the light of the results of the research and make recommendations as to how it should be taught in the future.

Theoretical Framework

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- Phenomenography is a qualitative research methodology within the interpretivist paradigm that investigates the diverse ways in which people experience a phenomenon or perceive something. The object of study is the relationships between the participants and the phenomenon as opposed to the phenomenon itself

Methodology

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1. 6 focus groups of 10-12 students
2. 21 individual interviews
3. Data transcription
4. What “themes” emerged from the data
5. Relationship of data to the objectives
6. Construct “Categories of description”
7. Create “Outcome space”

However!

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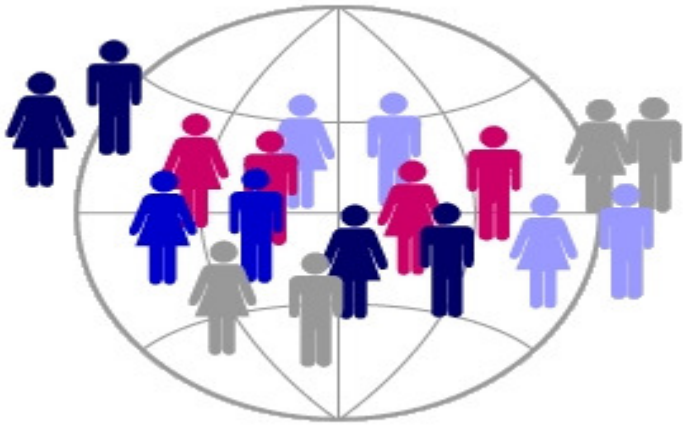
- The results are not necessarily generalisable to wider populations although may be relevant to similar groups



Categories of Description

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Category 1: Information searching and understanding conception

Category 2:Information quality conception

Category 3:Learning process conception

Category 4:Information anxiety conception

Categories of Description (2)

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Category 5: Information literacy and the role of the nurse conception

Category 6: Conception of evidence-based practice in the "real world" of the nurse

Category 7: Information literacy: Professional development conception

Category 8: Information skills: Perceived improvement conception

Category 9: Information skill sessions: Success conception

Category 5: Information Literacy & the role of the Nurse

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1. Previous experience/knowledge led to a more realistic idea of what it is to be a nurse but is more task-orientated. This can lead to dissatisfaction with course.

2. Recognition of the need to be up-to-date, but IL is not seen as an integral part of this. Contributes to the split between academic and practical aspects of nursing

Category 6: Conception of “evidence-based” practice in the ‘real world’ of the Nurse

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1. Little evidence of information seeking/use
2. Context-dependent
3. Ambivalent attitude to “information skills” from qualified staff
4. Perceived barriers
5. Culture clash (Academic/Clinical)

Category 7: Information Literacy:Professional Development Conception

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1. Information literacy is good “for the academic side”
2. Career advancement (as a Manager)
3. IL not necessarily seen as integral to being a nurse

Summary findings

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- Conflict
- Integration
- Informal learning
- Attitude
- Assumptions

Questions to ask ourselves?

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In the light of recent reports about patient neglect in hospitals:

- Training versus education.
- Academic skills versus “Caring”
- Learning to be a “Professional”

Future research

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IL as a socio-cultural practice

Forging IL links with feeder institutions

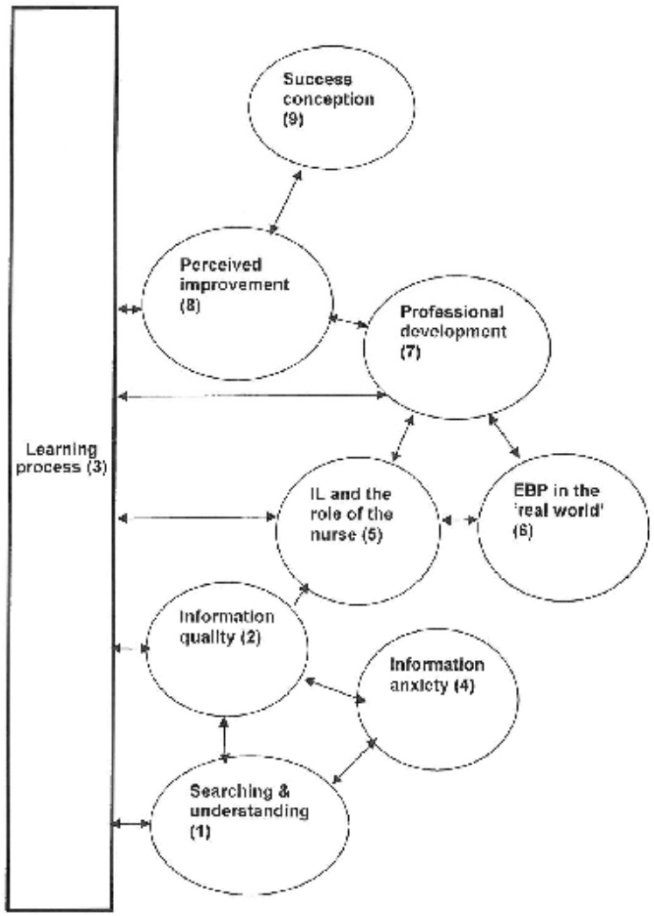
Timing/group size/content of IL sessions

Do students know what they think they know?

Use of peers as part of learning

Outcome Space

Figure 6.3: Inter-relationships between categories of description



Any questions

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