Information literacy, including the ability to search for, access and use research effectively, is a key component of evidence-based practice. Constructivist theory suggests learning is more effective when training is delivered in context, allowing individuals to construct new ideas around their existing knowledge base and clinical expertise.

Participants: Nursing & Midwifery staff based in the Mid-West region

Integrate and embed information & research skills training within the existing CNME Diabetes Care course

Design & deliver a one hour session on “Finding the evidence” to directly support the learning objectives of the programme

Formative assessment (“temperature check”) during delivery to check understanding & learning

Positive feedback from post-course evaluation survey at end of session

Positive impact on practice identified in four month follow-up as part of CNME audit process

Continue to embed information literacy training within the structure of existing clinical education programmes

Partnership & collaboration with CNME

Identify information needs of participants using pre-course survey & informal feedback

Specific learning objectives derived from curriculum documentation and RCN Information Competencies

Learning outcomes directly linked to objectives

Selection of appropriate databases, journals, and recommended readings to support independent learning needs of participants

Participants will be able to:
- Clearly identify & understand their clinical information need
- Select an appropriate database to use to help answer their clinical query
- Construct a basic search strategy using Boolean logic and operators
- Name at least five core diabetes-related journals
- Access electronic resources from on-site & off-site locations
- Save, print & email relevant full-text articles & references

References
2. The SCONUL Seven Pillars of Information Literacy (2011). http://www.sconul.ac.uk/
Integrating Information Skills Training to Support Evidence-based Diabetes Care

Michelle Dalton, HSE Mid-West Library & Information Services, University of Limerick, Ireland. Contact: michelle.dalton@ul.ie

Introduction:
Information literacy, including the ability to search for, access and use research effectively, is a key component of evidence-based practice. Information and research skills training is regularly delivered by Library staff both on a one-to-one basis as well as in small groups. Such sessions typically take place in isolation and separately from clinical training courses. However, pedagogical theory suggests that learning is more effective when training is delivered in context, in an environment which has direct relevance and meaning for the user, by allowing them to construct new ideas around their existing knowledge base and clinical expertise.

Objectives:
The aim of the study was to integrate and embed information and research skills training within the existing Diabetes Care Continuing Professional Development course currently run by the Centre for Nurse and Midwifery Education based in the Mid-Western Regional Hospital, Limerick. A one hour session on “Finding the Evidence to Support Diabetes Care” was designed to directly reinforce the learning objectives of the Programme. Course participants included Nursing and Midwifery staff based in the Mid-West region.

Methods:
A detailed analysis was undertaken in collaboration with the CNME to inform the instructional needs and design of the session. Firstly, the potential information needs of participants were identified using responses from previous post-course evaluation surveys. Following this, specific learning objectives and outcomes were mapped from the Diabetes Care Programme curriculum documentation and the Royal College of Nursing Competencies for Finding, Using and Managing Information (2011), taking into account the local needs and considerations of participants. Finally a selection of appropriate databases, information resources and recommended readings were compiled to support the learning objectives of the Programme.

Results:
The information skills session was scheduled and delivered as an integrated part of the Diabetes Care CPD Programme. Formative assessment was carried out during delivery to examine the level of understanding and learning. Positive feedback was received from post-course evaluation surveys completed by the participants at the end of study day. A positive impact on practice was also identified by many participants in the follow-up survey four months later, undertaken as part of the CNME audit process.

Implications:
Several key success factors of the project were identified including collaboration with clinical staff; constructive alignment of learning objectives and outcomes, and the importance of delivering training in context. The success of the initial Diabetes Care Programme provides strong support for continuing to embed and integrate information literacy training within the structure of existing clinical education and CPD courses.