

Teaching Information Literacy and Evidence-Based Practice in an Undergraduate Speech-Language Pathology Program: A Student Reflection

Laura Cobus-Kuo

Jana Waller

Ithaca College, Ithaca, NY

In order to prepare speech-language pathology students to incorporate evidence-based practice (EBP) into their clinical work, it is imperative that academic programs provide students with training opportunities to learn information literacy (IL) skills that will enable them to effectively locate, retrieve, and critically assess

information. Teaching IL skills is a fundamental component of EBP education (Boruff & Thomas, 2011; Jacobs, Rosenfeld, & Haber, 2003; Klem & Weiss, 2005; Ratcliff, Swartz, & Ivanitskaya, 2013).

EBP is a four-step approach that incorporates a clinician's expertise, client preferences, and scientific evidence. The first step in EBP includes creating

ABSTRACT: Purpose: This study assessed teaching information literacy and evidence-based practice skills using an active-learning library workshop in an undergraduate speech-language pathology capstone course. **Method:** Students' responses regarding teaching information literacy skills and evidence-based practice using a workshop, which was collaboratively designed and taught by a health sciences librarian and a speech-language pathology faculty member, were measured using the one-minute paper (OMP; Angelo & Cross, 1993). Fifty-one OMPs were collected over a 2-year period. Students were asked 2 questions on the OMP: "What information did you learn today that you think will be most useful to you in your speech-language pathology and audiology course work?" and "What question(s) do you still have?" Student reflections were analyzed using qualitative methods. **Results:** Responses to the first question revealed 6

themes that students found helpful; the most common concept was search strategies. Student feedback on the second question generated 10 themes. The most common theme was not having any questions. Students asked about evidence appraisal and why the material was not introduced earlier.

Conclusion: The benefits of a librarian and faculty member collaboratively teaching undergraduate students information literacy skills for finding evidence-based information are highlighted. Results indicate that students learned effective strategies for finding evidence-based information and support integrating information literacy into the speech-language pathology curriculum early and often.

KEY WORDS: information literacy, speech-language pathology, evidence-based practice, qualitative research, assessment, librarians