

Improving Nurses' Readiness for Evidence-Based Practice in Critical Care Units Using an Information Literacy Training Intervention

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One of the most important prerequisites for nurses' readiness to implement Evidence-Based Practice (EBP) is to improve their information literacy skills. This study aimed to evaluate the impact of a training program on nurses' information literacy skills for EBP in critical care units. In this interventional study, 60 nurses working in critical care units of hospitals affiliated to Kerman University of Medical Sciences were randomly assigned into the intervention or control groups. The intervention group was provided with information literacy training in three eight-hour sessions over three weeks. Data were collected using demographic and information literacy skills for EBP questionnaires before and one month after the intervention. At baseline, the intervention and control groups were similar in terms of demographic characteristics and information literacy skills for EBP. The training program significantly improved all dimensions of information literacy skills of the nurses in the intervention group, including the use of different information resources (3.43; ± 0.48 , $p < 0.001$), information searching skills and the use of different search features (3.85; ± 0.67 , $p < 0.001$), knowledge about search operators (3.74; ± 0.14 , $p < 0.001$), selection of more appropriate search statement ($\chi^2 = 50.63$, $p = 0.001$) compared with the control group. Nurses can learn EBP skills and apply research findings in their nursing practice in order to provide high-quality, safe nursing care in clinical settings. Practical workshops and regular training courses are effective interventional strategies to equip nurses with information literacy skills so that they can apply them to their future nursing practice.

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