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Supplemental content to
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Reimagining information literacy instruction in an evidence-based practice nursing course for undergraduate students

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APPENDIX B

Sample course schedule

Unit	Course objectives	Class activities	Assignments
Unit 1 (Weeks 1–2): course introduction		Syllabus, textbook, and rubric review Time management and effective learning techniques with learning styles inventory (in-class survey) American Psychological Association (APA) writing style overview Download Zotero and Word plug-ins on personal computers Data visualization: creating graphs with Excel and Tableau Declare group research topic selection Declare individual research topic selection Twitter data analysis, group project: samples from previous semesters	Required readings Supplementary course materials: assigned quizzes, videos, and recorded lectures Choose 4–6 group members and consider group project topic, consider using GroupMe Consider an individual research topic Utilize Melnyk's Critically Appraising Evidence resources: general appraisal tools, validity/reliability checklist, evaluation tables

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Unit	Course objectives	Class activities	Assignments
Unit 2 (Weeks 3–6): information literacy and quantitative literacy	Describe the principles of research and the process of EBP in relation to health care Use information and information technologies ethically, legally, and proficiently according to the Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education Explain the purpose and methodology of various types of quantitative and qualitative research design in health care Examine economic, ethical, and legal issues related to conducting research	Lectures and in-class activities Information literacy: selecting databases; building search strategies; locating, retrieving, and organizing research articles; building literature review tables; preparing a reference list; synthesizing literature Quantitative literacy: validity and reliability; interpretation and critique of quantitative data; intro to SafeRx database; ethical reasoning Group research project: refine search strategies, create a PRISMA flow diagram	Required textbook and journal article readings Follow directions for Twitter group project in Instruction Manual View videos and other supplementary materials in Blackboard Complete National Institutes of Health (NIH) certification: Completion for Protecting Human Research Participants Individual research project: develop a research question and search strategy, select appropriate databases, retrieve and organize research articles
Unit 3 (Weeks 7–16): deliverables	Evaluate the quality of research evidence to determine scientific merit, strengths, and limitations relevant to clinical practice. Discuss the process of translating research evidence into practice Demonstrate the characteristics of an innovator that are necessary for evidence-based practice (EBP), which include leadership, a sense of inquiry, flexibility to change, awareness of self and of the environment, effective communication, critical thinking, lifelong learning, and professionalism	Complete Twitter data analysis group project Complete and present individual research project Complete and present group project: finalize poster project for undergraduate research fair	Required textbook and journal article readings View videos and other supplementary materials in Blackboard Complete Twitter trawl project Complete group project: locate and retrieve articles; evaluate, organize, and summarize research findings; oral presentation in class Complete individual project: finalize poster project for undergraduate research fair