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A STUDY ON THE RATE OF INFORMATION LITERACY OF FACULTY MEMBERS AND PHD STUDENTS OF FACULTY OF NURSING AND MIDWIFERY, TABRIZ UNIVERSITY OF MEDICAL SCIENCES, BASED ON SUCCESSFUL EVIDENCE HEALTHCARE

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Background and aims: Evidence based care is an approach to clinical problem-solving in which merging the results of several studies and information on specialty clinical care as well as patients' wishes and values leads to effective decision making, to avoid seeking frequent care facilitating the patient cares, empowering healthcare workers, maintaining and improving the health of patients and the families. Results of the conducted studies suggest that using such an approach requires information literacy skills. Therefore, the present study aimed to assess information literacy of the faculty members and PhD students of Nursing and Midwifery School of Tabriz University of Medical Sciences about evidence based care.

Methods: In this cross-sectional survey 53 PhD students and faculty members were selected using census sampling method. Data gathering tool was a researcher-made questionnaire. This inventory was developed regarding valid scientific literature on information literacy and evidence-based care with 68 items and 5 standards of literacy prepared within some steps. After confirming the validity, its reliability was concluded by Cranach's Alpha (0.89). Data was analyzed using SPSS/22.

Results: Average information literacy skill level for faculty members and students related to evidence-based care and information literacy standards was higher than the average index, except for "information exchange" standard (50 ± 10). The highest and lowest mean scores in evidence based care were for, respectively, questions formation (respectively, $96.18 \pm 18.6.17$ and 48.51 ± 14.69) and evaluation results (respectively 95.56 ± 6.66 and 45.94 ± 14.08). For information literacy standards there were calculated for (respectively) finding information as the highest score for (respectively, 95.56 ± 6.66 and 72.44 ± 13.62) and the lowest for information exchange (respectively, 74.19 ± 11.83 and 48.51 ± 11.35).

Conclusion: According to the results of this study and also regarding to this subject that PhD students' and faculty members' information literacy level was above the average; it is recommended to develop optimal measures to promote evidence based decision making.