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