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Increasing Confidence in Evidence-Based Information Gathering for First Year AuD Students

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OBJECTIVES

The objective of this study is to determine whether information literacy training sessions on evidence-based practice (EBP) information gathering will increase measures on: 1) Confidence in gathering and evaluating scholarly evidence, 2) Knowledge about EBP information gathering practices, 3) Ability to gather evidence for clinical research questions, and 4) Perceived value of the training.

RATIONALE/PURPOSE

•Student success in graduate clinical education is critically dependent on the learner's ability to find and evaluate scholarly information.

•For doctoral programs in the communication sciences and disorders, high quality evidence is required to support clinical practices, research and other scholarly activities.

•It is essential for AuD students to develop optimum evidence information gathering skills at an early stage in their professional education.

•By understanding the importance of EBP, the future professional will build a strong foundation in patient care, and develop lifelong learning skills.

•The purpose of this study is to measure changes in students' confidence, knowledge and behavior in gathering evidence for EBP and research projects.

•This study's hypothesis states that training in EBP information gathering increases confidence and improves quality of information gathering behaviors.

METHOD

•Twenty-three first-year Doctor of Audiology (AuD) students participated in this study.

•Pre-test and post-test assessments were given to students before and after a two-hour information literacy training on finding and evaluating resources during the EBP information gathering process.

•The test instruments contained four questions on confidence, four questions on knowledge, and an ordinal ranking of 7 items in evidence and reference usage behavior. Wilcoxon signed-rank tests were used to compare the rank ordered median of the assessment responses.

RESULTS

Shifting Confidence

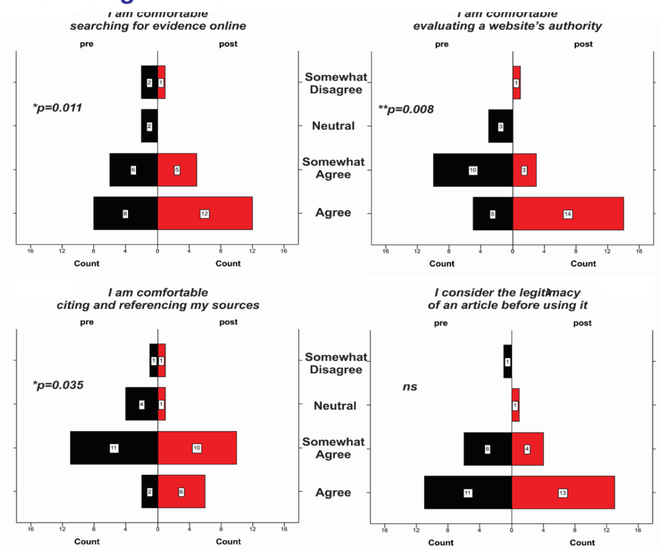

Figure 1: *Histograms (n=18) of confidence-related questions before (black) and after (red) a 2-hour information gathering course. Wilcoxon signed ranks tests showed significant differences (p<0.05) in three out of four categories, with post-course distributions shifted towards greater confidence in their abilities.*

Increasing Knowledge

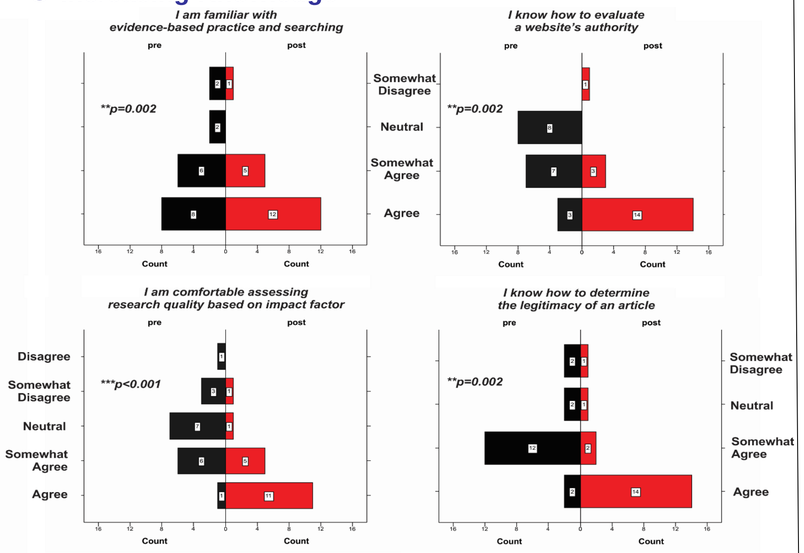

Figure 2: *Histograms (n=18) of knowledge-related questions before (black) and after (red) a 2-hour information gathering course. Wilcoxon signed ranks tests showed significant differences (p<0.05) in three out of four of the distributions, with post-course distributions shifted towards increased knowledge.*

Ranking Resources

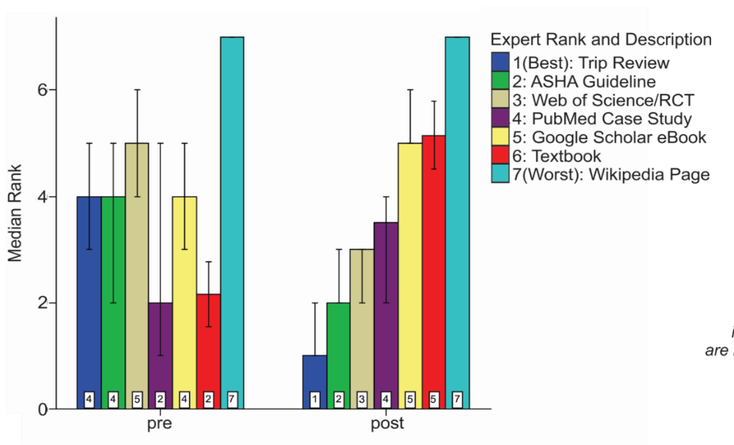

Figure 3: *Evidence and reference usage behavior: before (left) and after (right) the training session. Median student (n=23) values (Error bars: 95% CI)*

Valuing Instruction

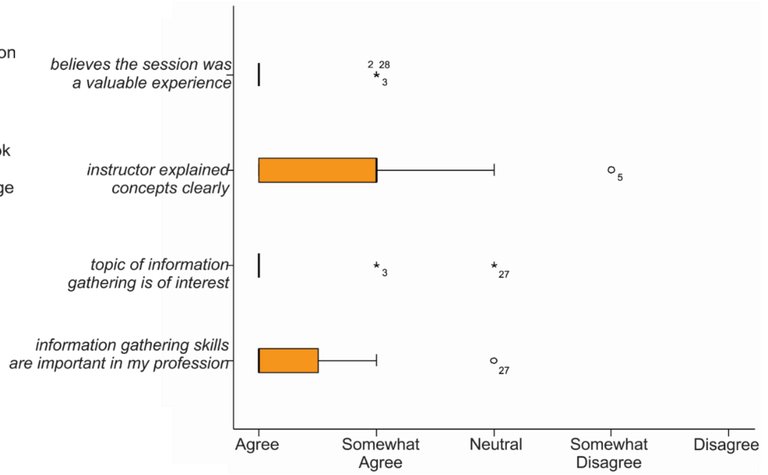

Figure 4: *Perceived class value and satisfaction. Median student (n=23) values (Error bars: 95% CI)*

CONCLUSION

•Results revealed that training designed to improve students' evidence-based information gathering skills significantly improves confidence and proficiency in this area.

•As most research method classes and research projects are planned later in the AuD curriculum, students will need to rely upon the ability to gather information that informs EBP.

•The results of this study suggest that training sessions on evidence-based information gathering can be accomplished in a short time frame and conducted early in AuD education.

•Students will build confidence with evidence-based learning strategies, resulting not only in improved awareness, but also in the rigor of scholarly output.

•The impact of future research in this area may guide education in fields that rely on evidence-based practice.

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