



Initial Findings Measuring Physician Assistant Student Information Literacy and EBP Competencies: Fresno Test Year 1 Data

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Background

Students need multiple exposures to evidence-based practice (EBP) and information literacy (IL) concepts and multiple opportunities to practice these skills to develop competency here. (Kirkpatrick 2005, 2006; Lipow, 1989)

The Fresno Test, developed for undergraduate medical students, has been adapted for other allied health professions. (Coppentrath, 2017).

Fresno Objectives: assess the level at which a student is utilizing EBP skills. Students need to not only be aware of EBP and IL principles but be able to apply them and do so with some level of competence. (Kirkpatrick 2005, 2006).

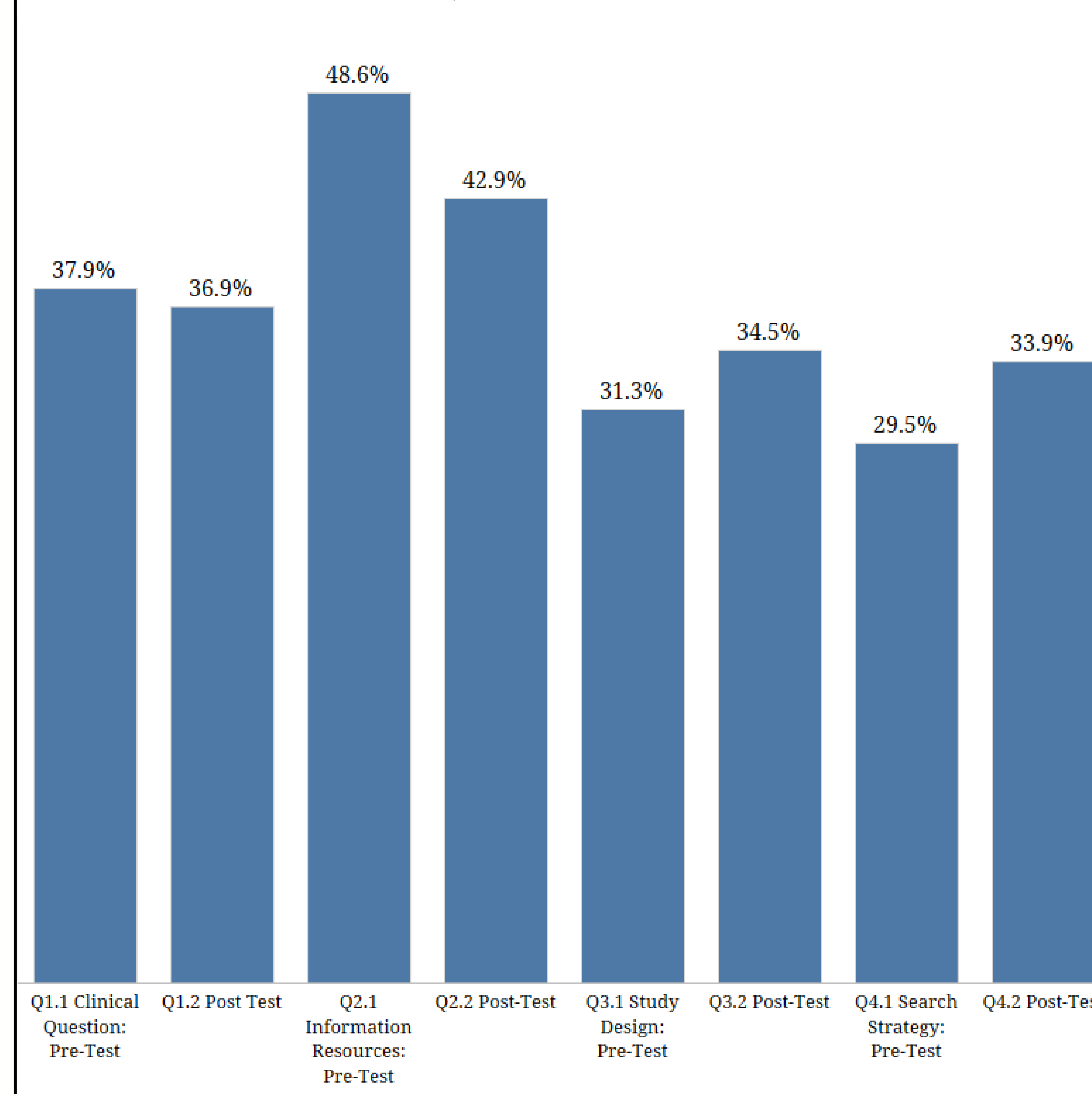
OHSU PA EBP curriculum also has this goal. The Fresno Test is an appropriate measure of EBP competency.

Research Questions

Do students learn EBP skills through librarian and evidence-based practice instruction including:

- Q1: How to write a focused clinical question
- Q2: Where to search to find answers to clinical questions
- Q2: How to critically appraise information sources
- Q3: Which study designs best address clinical questions
- Q4: How to translate a clinical question into an effective search strategy in MEDLINE

Fresno Results PA 22, Time 1 and Time 2



Methods

- Researchers used the Fresno Test (Ramos, 2003), a validated instrument, to measure competency in basic EBP skills, in a pre-test post-test structure.
- Administered prior to EBP instruction for incoming students at time point 1 (T1), (n=39) and again at the end of the didactic year at time point 2 (T2), (n=21).

Discussion

- Our results align with other initial results. (Buljian, 2018; Bastaninejad, 2019; Durieux, 2018; Te Das, 2015)
- We expected higher time point two scores and more demonstrated improvement.
- Students did not show improvement in all areas.
- We hypothesize that practice in clinic may show improvement in time point 3.
- Challenges include matching IDs between surveys.

Next Steps

- Change protocol to better match IDs between surveys
- Continue data collection for timepoints 1, 2, and 3
- Apply what we learn to the PA EBP/IL curriculum across the didactic and clinical years.
- Research is leading to curriculum revision to emphasize skill building.
- The authors will be monitoring to see how clinical experience impacts student retention of EBP skills.

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