

# Integrating Evidence Based Practice into a Physiotherapy Programme

## Overview of Educational Activities



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COMPETENCE  CULTURE  PROFESSION

# Background

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- Support from the Centre for Evidence Based Practice:
  - Teachers attending the “How to Teach and Work Evidence-based” program (15 ECT)
  - CASP courses

# The question is how to best teach EBP.....<sup>5</sup>

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- Avoid standalone courses<sup>2</sup>
- Consider all the steps of EBP<sup>3</sup>
- Integrate all the steps in the curriculum<sup>3,11</sup>
- Introduce EBP early<sup>12,6</sup>
- Use interactive and clinically integrated teaching and learning activities<sup>7</sup>

# Educational rationale

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- Develop students' critical thinking ability<sup>9</sup>
  - Use of questions
  - Critical appraisal
  - Application
  - Evaluation

# Educational activities

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1. Interactive lectures
2. Small-tutorial group work
3. Written course work

# Interactive lectures

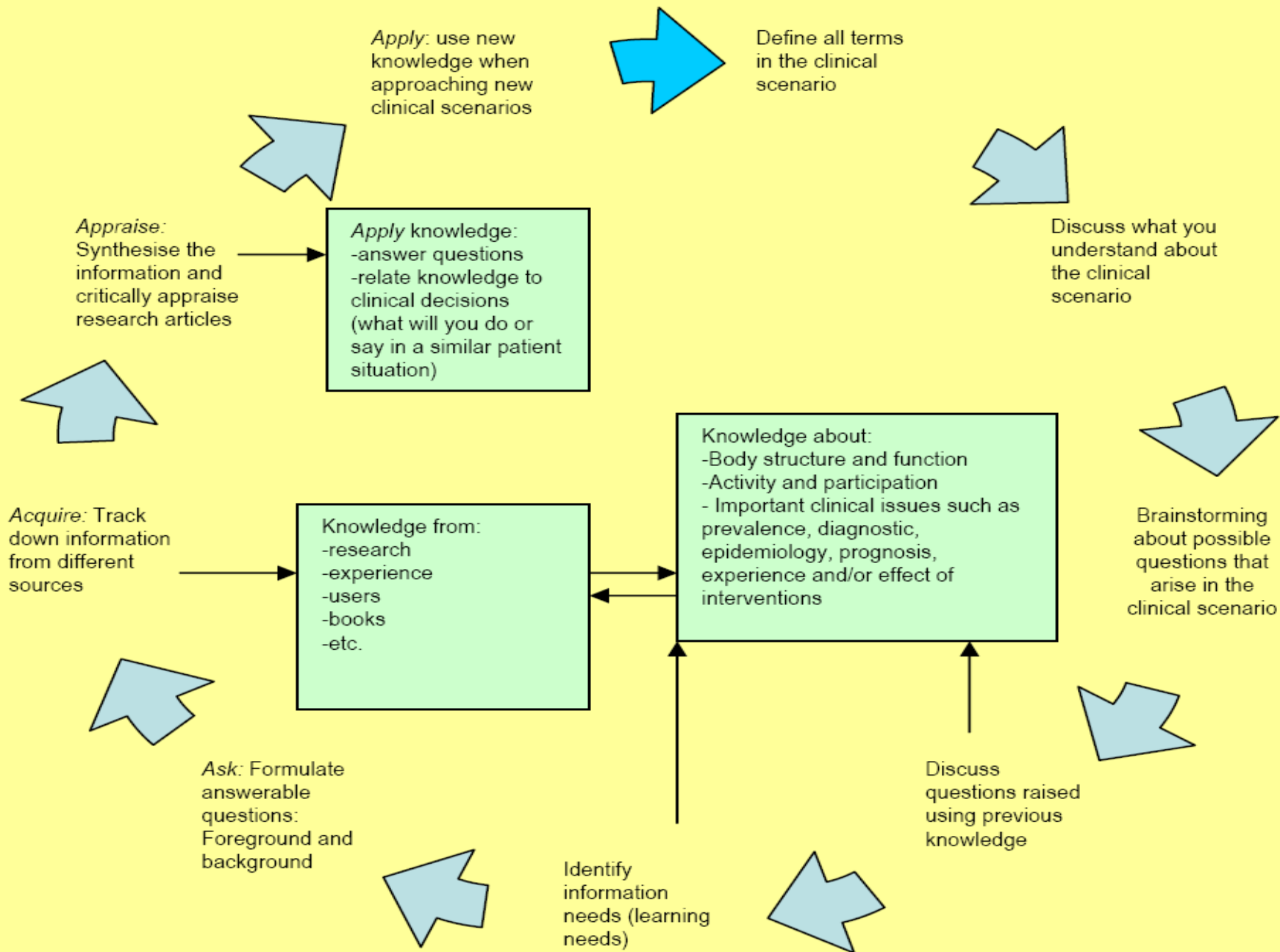
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- Key concepts
- Writing seminars
- Search courses are arranged by librarians regularly, most often in relation to assignments

# Small-tutorial group work

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- A problem-based learning approach<sup>8,9</sup>
- Clinical scenarios
- Questions that facilitate students to perform the steps of EBP





# Assignments

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- 4 clinical placements, 30w in total
- After each clinical placement:  
students asked to write clinical placement assignments
  - required to apply the principles of EBP

# Challenges

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- Lack of knowledge of EBP
- Staff resistance
- Time
- How to integrate EBP into the care of the patient to improve their care<sup>4</sup>

# Conclusion

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- EBP has been successfully integrated across the curriculum
- We need to consider how to best integrate EBP into clinical education

# References

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