

Systematic implementation of evidence based practice in physiotherapy education -does it make a difference?

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PILOT EVALUATION PROJECT

-at the Institute of physiotherapy at Bergen University College

Aims:

- To examine 3rd year students` self reported ability to use the five steps in evidence based practise (EBP).
- To evaluate their ability to integrate EBP in clinical decision making.



BACKGROUND

- Implementation of EBP started on a moderate scale for first year students in 2005
- The implementation of EBP was extended for the first year students in 2006 both in number of lectures, and in students' self-studies and written assignments

METHODS

A 26-item self-report questionnaire based on the five steps in EBP was developed to survey the final year physiotherapy students' ability to use the steps in clinical placement.

METHODS

First data collection

- spring 2006
- final year physiotherapy students with no education in EBP

Second data collection

- spring 2007
- final year physiotherapy students with little EBP education

Third data collection

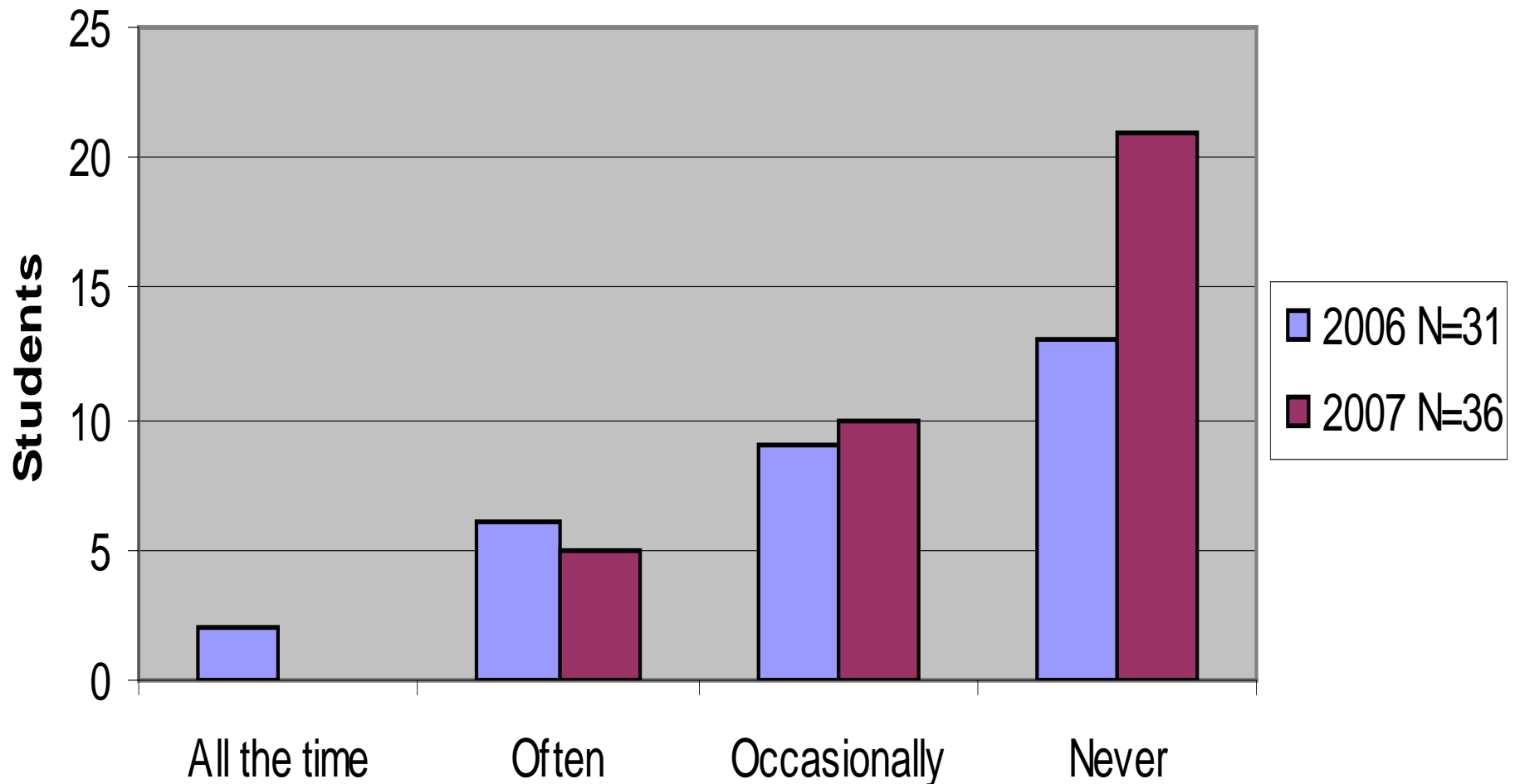
- spring 2008
- final year physiotherapy students with EBP integrated across the curriculum in all years of the Bachelor programme.

Fourth data collection

- spring 2009
- final year physiotherapy students with EBP integrated across the curriculum in all years of the Bachelor programme.

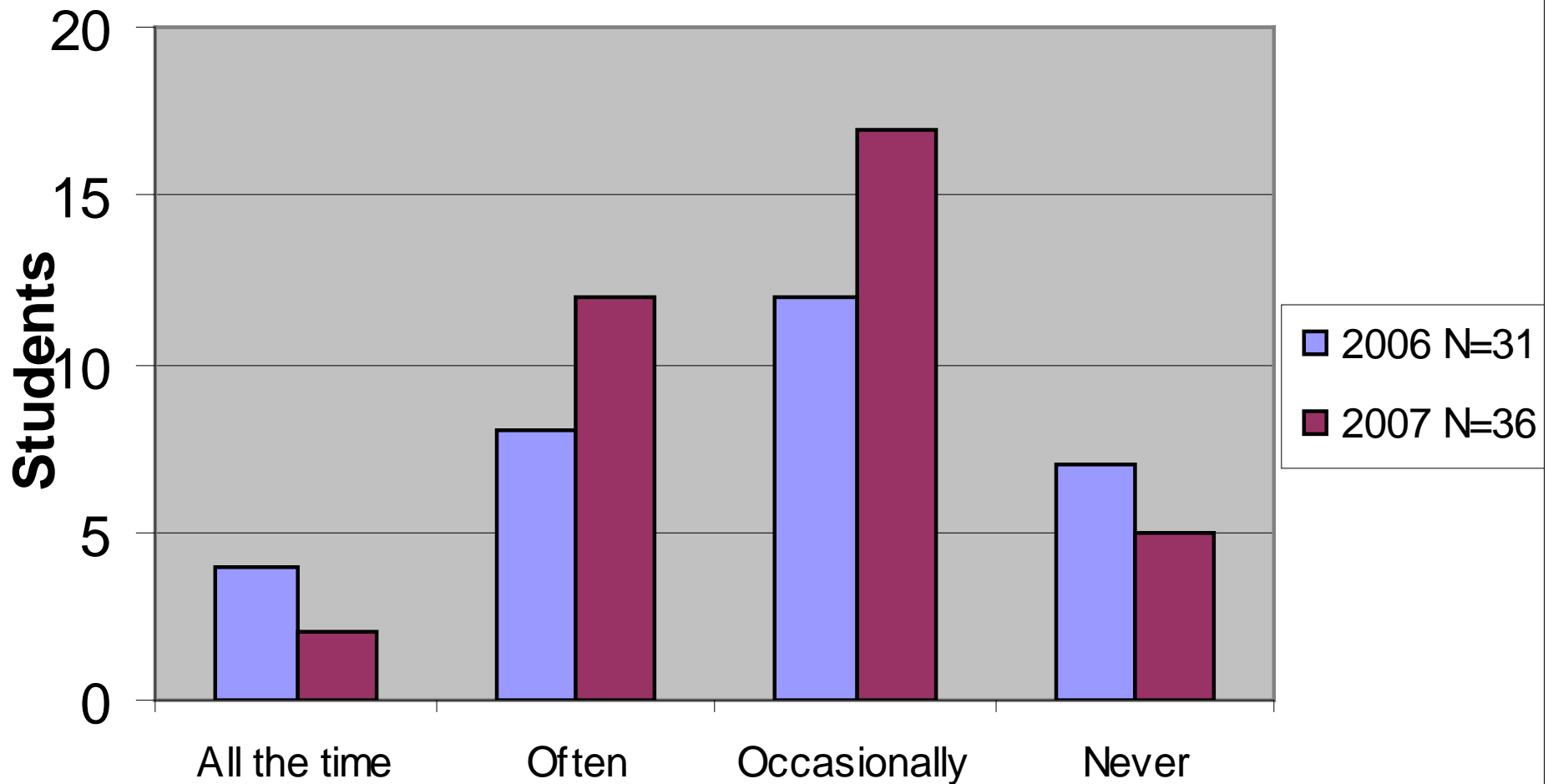
Converting information needs into answerable questions

Did you use PICO during your clinical placement?



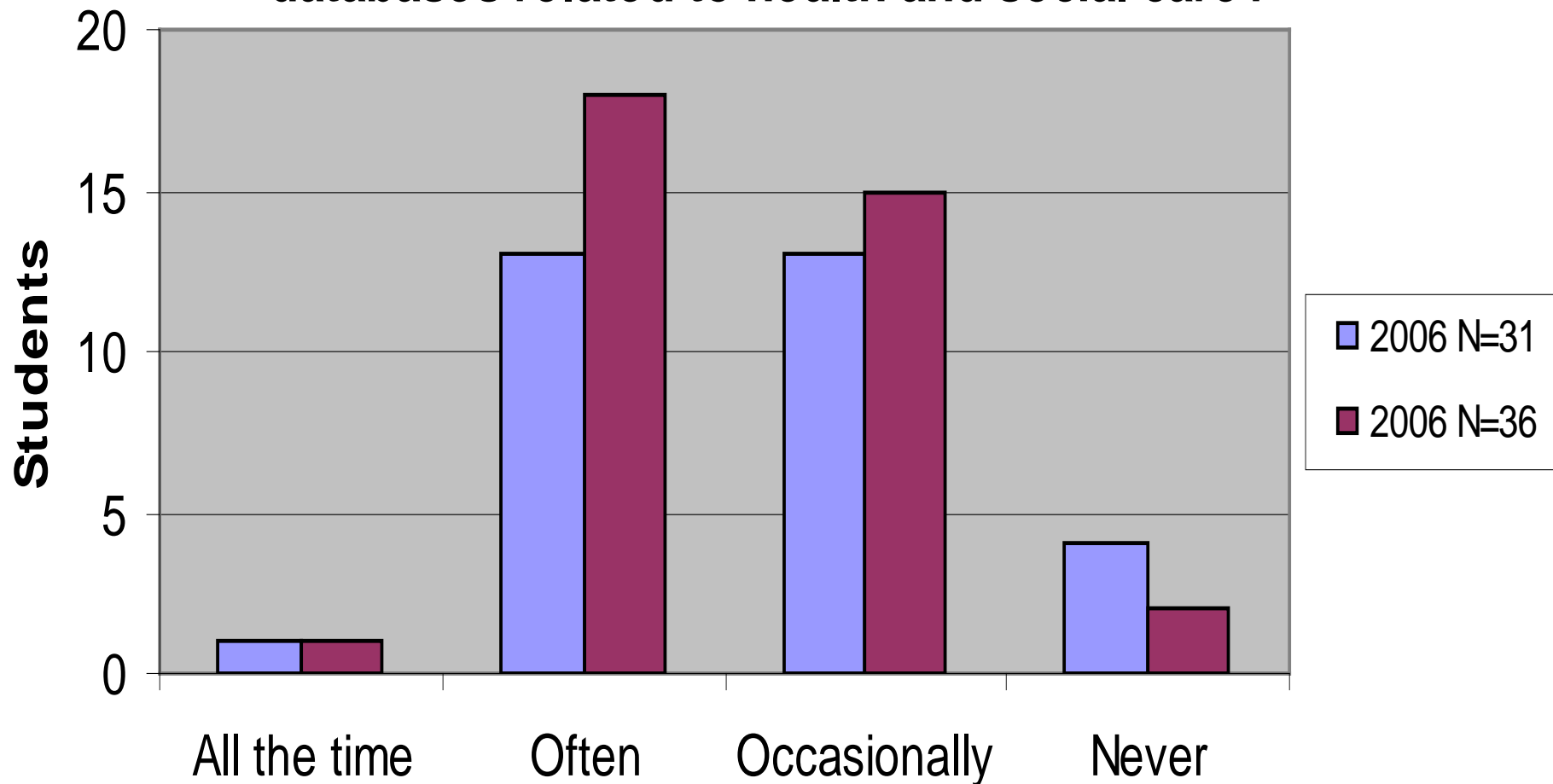
Ability to targeted searching

How often did you try to search in databases related to health and social care?



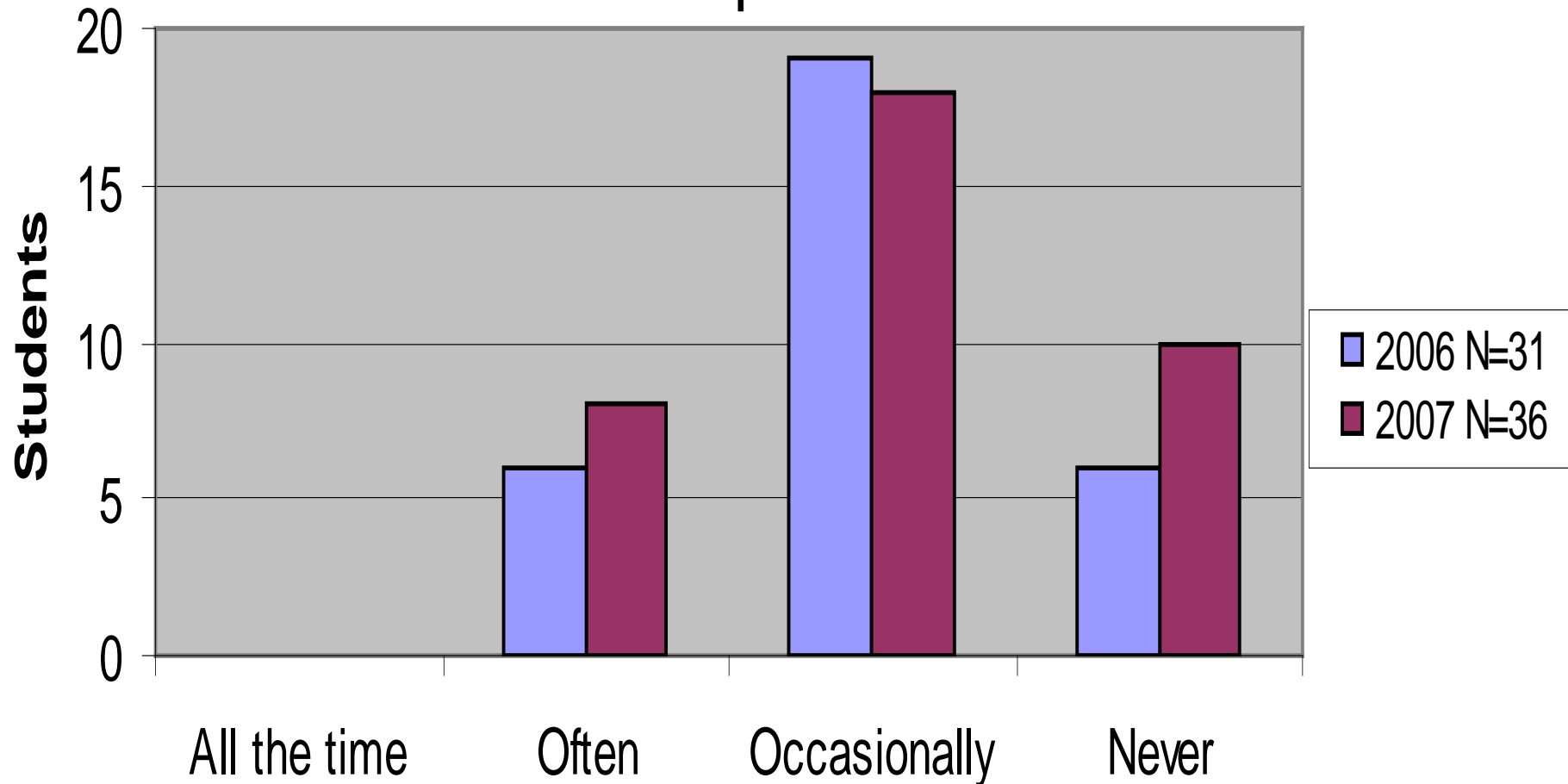
Tracking down the best evidence with which to answer that question

Were you able to find professional knowledge in databases related to health and social care?



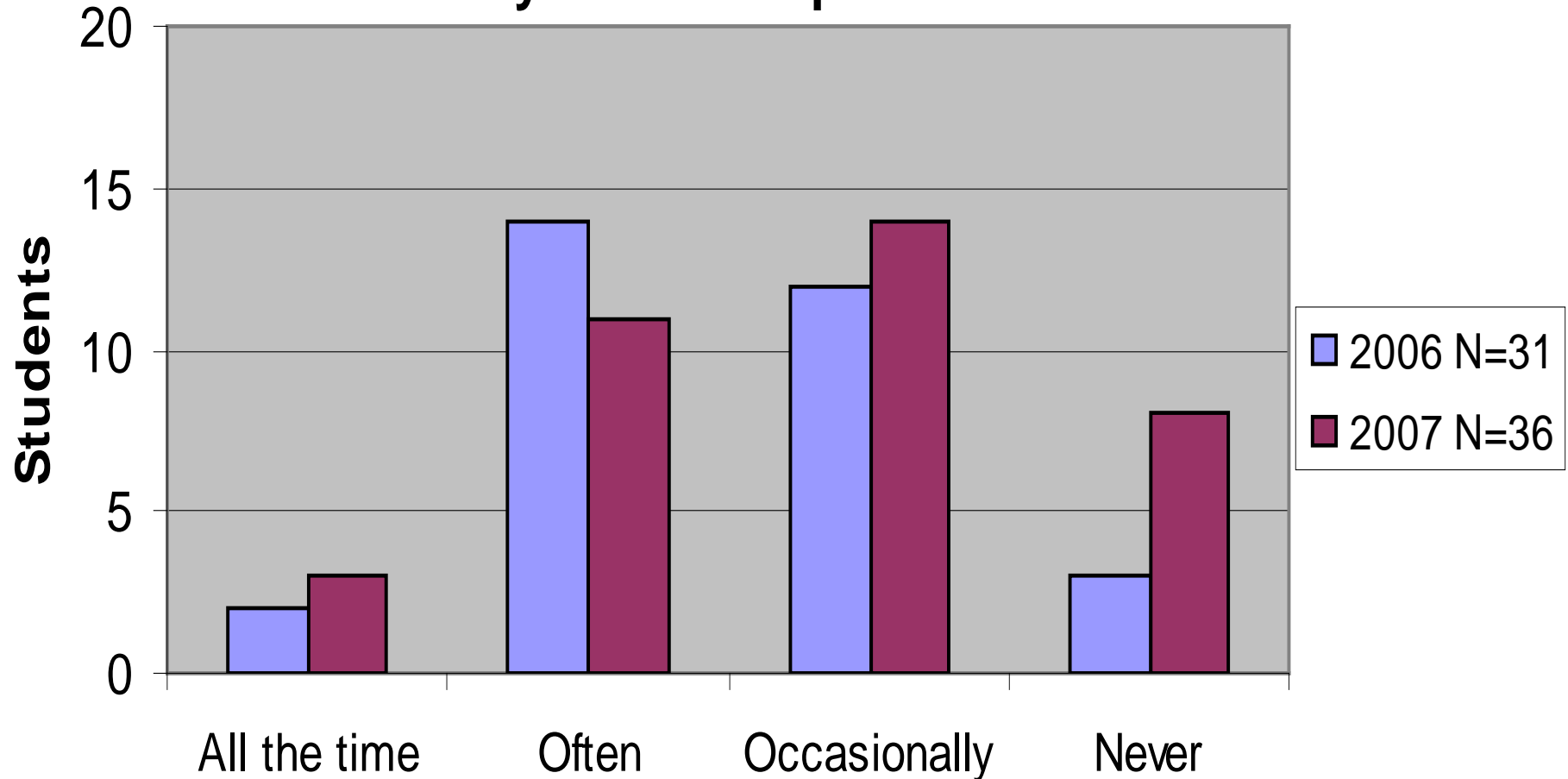
Skills development - critically appraising the evidence

Were you able to critically appraise research knowledge during your clinical placement?



Skills development- Integrating the evidence into practice

Were you able to use research knowledge during your clinical practice?



Conclusion

- The difference in students' self-reported ability to use the five steps in evidence based practise from the first and second group of 3rd year students was minor.
- Students' self-reported ability to integrate EBP in clinical decision making and to bring their experiences with evidence based skills back into their clinical placements were not improved.