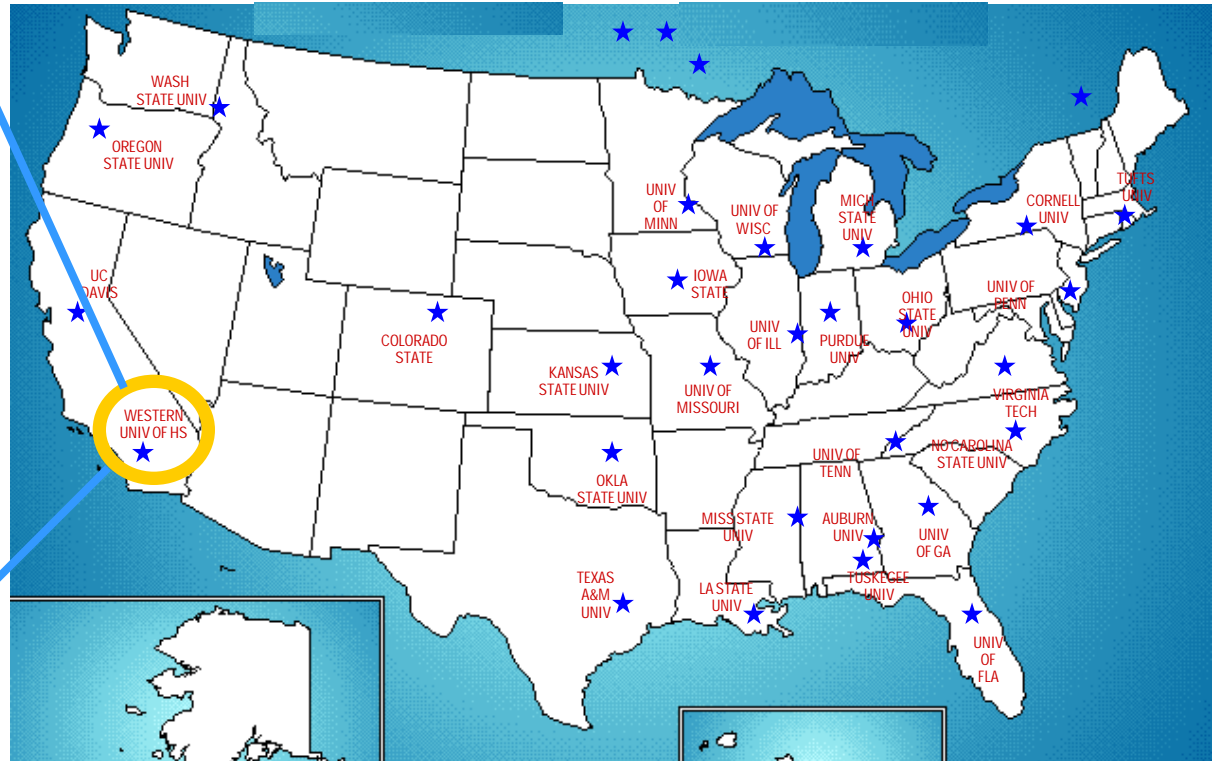


Surveying Evidence-Based Practice Assessment Methods at an Institution with Multiple Health Professions Colleges

Peggy Schmidt, DVM, MS, DACVPM
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Western University



The discipline of learning. The art of caring.



Western University

- Five health professions colleges
 - Eight professional programs
- Three new colleges to open in 2009
- Interprofessional Education Program in development

Current Colleges

- College of Osteopathic Medicine
- College of Graduate Nursing
- College of Pharmacy
- College of Allied Health Professions
 - Physicians Assistant
 - Physical Therapy
 - MS Health Professions Education
- College of Veterinary Medicine

Opening in 2009

- College of Dentistry
- College of Optometry
- College of Podiatry

Institutional Themes

- For institutional accreditation, key themes identified
 1. Evidence-based practitioners
 2. Humanistic, compassionate, & caring practitioners
 3. Academic quality assurance

Aim

- To begin to assess EBP from beginning to end (teaching to assessment)



Methodology

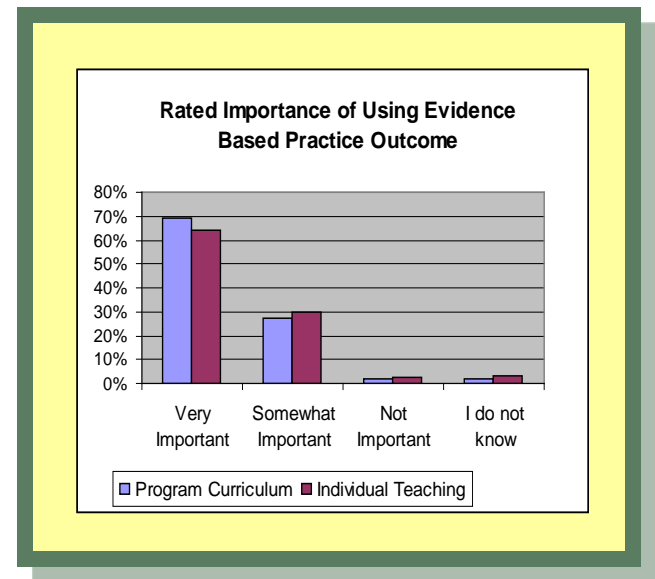
- Three step-process to assess EBP across the university
 1. Ascertain how EBP is currently assessed in each college
 2. Determine the importance of EBP in faculty
 3. Verify EBP content and alignment in course syllabi

EBP Assessment

- Step 1: interview college/program outcomes assessment personnel
 - Performance tests (80%) and capstone products (60%) most common assessment tools
 - Colleges use from 1 to 5 methods to assess EBP

EBP Importance

- Step 2: on-line faculty survey
- EBP rated as very or somewhat important
 - in professional program by 97% of faculty
 - in individual teaching by 94% of faculty



EBP Alignment

- Step 3: syllabi review
 - Three of five colleges identify EBP related topics in 100% of syllabi
 - In grading and assessment, colleges range from 0% to 50% of syllabi identifying EBP

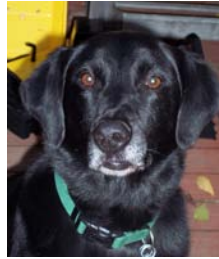
Conclusions

- EBP is talked about and identified as important in all colleges
- Lack of alignment between teaching and assessing EBP
 - Highlighted by disconnect between knowledge of assessment personnel, faculty perspective, and syllabi content.

Where we are going next...

- Development of EBP teaching and assessment tools
 - Interdisciplinary across health professions
- Faculty development workshops focusing on EBP
 - What it is and what it is not
 - How to teach and assess

Thank You



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