Teaching EBP, addressing the "Applying Evidence in Practice" domain

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Background
In 2016 Evidence Based Practice Ireland (EBPI) was established to increase the capacity and use of evidence-based practice in Ireland and to foster a culture in the health and social care service that “evidence-based practice is how we do things around here”. One of the challenges to the widespread adoption of the EBP paradigm in Ireland is the lack of teaching of EBP to healthcare professionals. To address this deficit, a three-day workshop in EBP was held in Ireland November 2017 and in March 2019 in collaboration with the Centre of Evidence Based Medicine (CEBM) in Oxford.

Reflections from participants of the 2017 EBP workshop included:

Therefore the domain of applying evidence in practice was included in the 2019 workshop

Aim
• To develop and deliver a teaching module on “evidence into practice”
• To empower healthcare professionals to become evidence based practitioners
• To build capacity in teaching EBP
• To create international links by inviting speakers from the Centre of Evidence Based Medicine.

Methods
The workshop was delivered through a blend of plenary and small group sessions. Day one and two covered the Ask, Search and Appraise domains and day three focused on putting evidence into practice. Each small group was required to demonstrate the skills attained including how to put the evidence into practice. Evaluations were completed by participants and reflection essays were submitted three months later.

Results
In 2019 when asked what was most useful participants responded
• “Practical aspects of bringing EBP to patients”
• “Guidelines to aid implementation”
• “Connection of theory to real world practice”
• “Shared decision making”
• “Apply information in practice”

The reflections from 2017 focused on individual skill gained

Reflections from 2019 showed a shift to applying evidence in practice

Limits
We chose the evidence into practice topics to reflect the real-world challenges of healthcare professions and based on the expertise of the tutors. However there is a lack of standardised curricula in this domain.

Conclusions
By developing this practical evidence into practice module we are addressing the curriculum gap in how to teach the “apply in practice” domain of EBP while building capacity and leadership in EBP in Ireland.