

Evaluating the impact of implementation of Evidence-based Practice in physiotherapy clinical education

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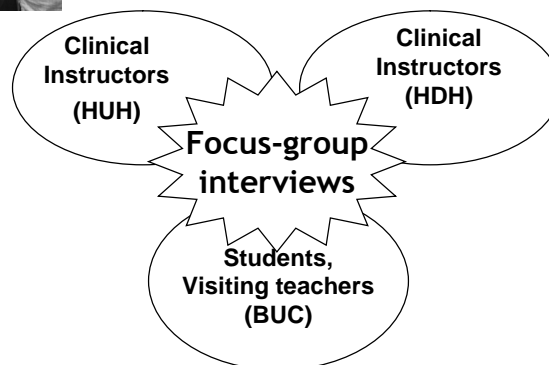
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Background



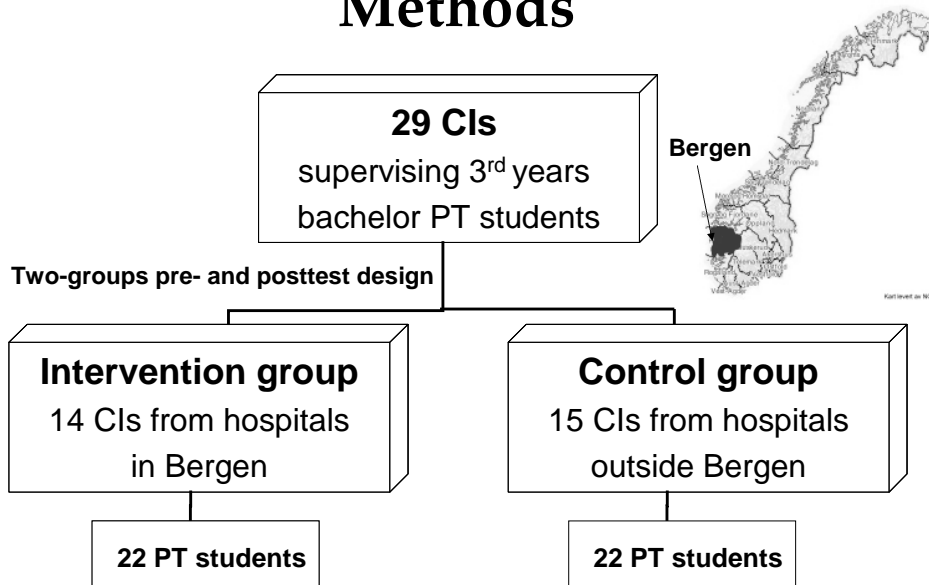
The project group: *Nina Rydland Olsen, Hildegunn Lygren, Mildred Haugland, Torunn Urnes Meyer, Bente Frisk, Bård Bogen and Peter Bradley.*



Aims

- To evaluate the impact of an Evidence-based Practice (EBP) educational program on EBP knowledge, skills, attitudes and behaviour among clinical instructors (CIs).
- To assess EBP knowledge, skills, attitudes and behaviour among physiotherapy (PT) students in clinical placement.

Methods



Participants characteristics

	CIs Intervention group (n=14)	CIs Control group (n=15)	PT students (n=44)
Mean age (yrs) (range)	40.5 (26-55)	39.2 (26-61)	24.7 (21-43)
Sex (f) (m)	12 2	14 1	33 11
Experience (yrs) (range)	13.6 (2-28)	12.5 (2-32)	

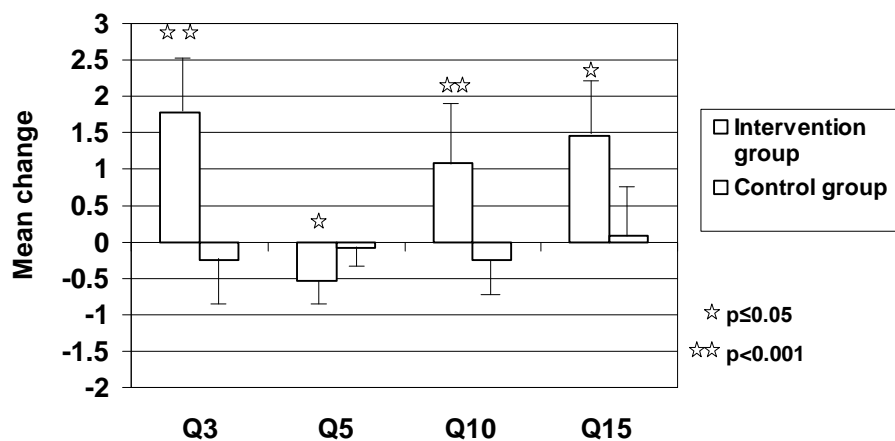
Intervention

- 7-month EBP educational program;
 - Four half-day sessions focusing on the steps of EBP and how to supervise students in EBP
 - Supervision and written feedback on five assignments
- Oral examination
- 6 ECTS

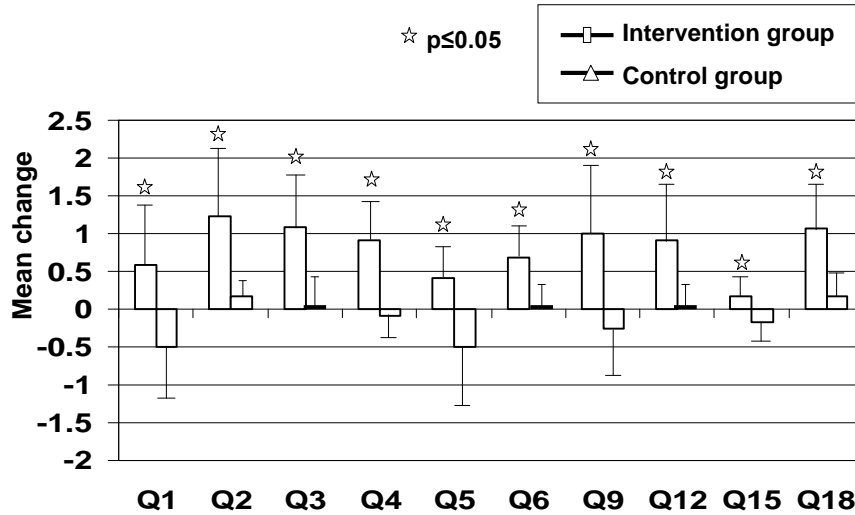
Outcome measures

- Questionnaires
 - Beliefs Scale (Melnik et al. 2008)
 - Implementation Scale (Melnik et al. 2008)
 - The Adapted Fresno Test (McCluskey & Lovarini 2005, McCluskey & Bishop 2009)
- Process evaluation
 - Questionnaire assessing general satisfaction

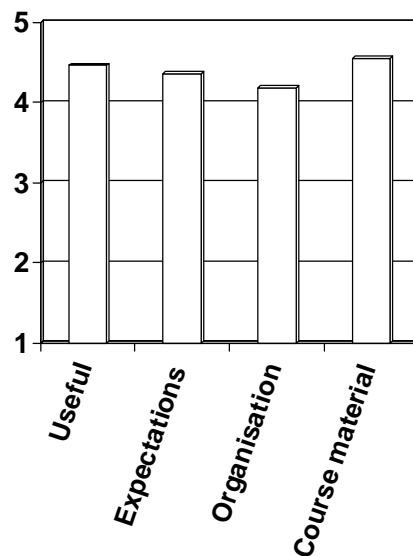
Results Beliefs Scale



Results Implementation Scale



Results general satisfaction



Scores: 1-5
1= Poor
5= Very good



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Limitations

- Design
- Sample size

Conclusion

- The impact of an EBP-educational program seems to have some positive effects on attitudes and behaviour regarding EBP among clinical instructors.



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