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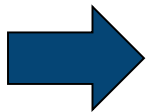
Teaching evidence-based practice skills in clinical training – a collection of measures for clinical instructors using the example of physiotherapy to ensure quality

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Background



- **Higher quality in treatment for high standards in education & practice**
(WCPT, 1995; ER-WCPT, 2003)
 - requirement for evidence-based practice in clinical training
- **Challenges:**
 - coordinating apprenticeship placements (FH & healthcare institutions)
 - different educational backgrounds, qualifications & teaching experience of clinical instructors
 - insufficient pedagogical & scientific competence
 - lack of knowledge about evidence-based practice, access to evidence, critical appraisal



need for professional, didactic and methodical assistance!



- **Draw up recommendations to teach evidence-based practice skills in clinical training**

- **Quality-assuring measures:**
 - to support clinical instructors
 - to optimize quality in clinical training
 - to promote transfer of evidence-based knowledge into practice



- **What are the possibilities to teach evidence-based practice skills during clinical training?**
 - How do clinical instructors currently teach evidence-based practice in physiotherapy?

- **Which measures are appropriate to ensure quality throughout this process?**
 - Which approaches are currently used to ensure quality?



QUALITATIVE RESEARCH

- **Structured f2f expert interviews, with 6 clinical physiotherapy instructors**
 - inclusion criteria for selecting interview partners
 - depicting dimensions as a result of literature research in interview guide
- **Data analysis according to Mayring's "qualitative content analysis"**
(Mayring, 2010)
 - coding agenda with 5 main categories and 2-3 subcategories
 - description of results based on categories
 - interpretation of statements supported by direct quotations



- **Suitable methods for teaching EBP-skills in clinical training:**
 - procedure following the “five steps” developed by David L. Sackett (Straus, 2011)
 - „Cognitive Apprenticeship” (Collins, 1989) - didactic concept in clinical training with agreed learning goals (Klemme, 2012)

Difficulties:

- insufficient didactic, methodical & scientific competences of clinical instructors
 - time & infrastructure issues
 - slow integration of EBP knowledge into clinical practice
- **Quality-assuring measures resulting from synergies between quality management, evidence-based practice & physiotherapy:**
 - EBP & didactics workshop
 - depiction of synergies between university & healthcare institutions
 - clear learning goals with performance indicators & target values

Summary / Conclusions



BENEFITS:

- describing clinical training status quo
- highlighting the clinical instructors' perspectives
- defining comprehensive measures based on theoretical & empirical research

OPPORTUNITIES:

- transferring EBP knowledge into practice
- optimizing quality in education & treatment
- creating new EBP knowledge as a result of intensive exchange between academic & professional experts

References

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