



## Making Evidence Based Practice Attractive: An Educational Model For Promoting The Implementation of Research Based Practice in the Clinical Setting

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**PURPOSE:** Evidence based practice (EBP) as a paradigm for the delivery of healthcare has been promoted for over a decade and is now internationally recognised (Sackett et al 1997, Whitfield 2001). An educational model was developed, targeting senior clinicians, to promote the principles and practice of EBP. The course format was designed to allow participants to undertake intensive study with the minimum disruption to the workplace.

**RELEVANCE:** Physiotherapists are slow to embrace EBP and continue to use, often outdated, undergraduate education and conversations with colleagues as their main information source when selecting treatment techniques (Turner et al 1999). Journal readership and in service training is making little impact on translating research into clinical practice (Jette 2003). Time constraints are often cited as barriers to changing practice (Palfreyman et al 2003). Continuing professional development is heavily biased towards clinical skills training or formal post-graduate courses; this model aimed to provide an alternative academic format that was clinician friendly.

**DESCRIPTION:** An intensive three day residential programme of keynote lectures, facilitated workshops and plenary sessions addressing optimal service provision, measurement, implementation. Participants were challenged in a safe and supportive environment, to examine and justify their clinical practice. Collaborative clinical project ideas were generated to facilitate the implementation process after completing the course and also to promote supportive networks across healthcare settings. The model was tested over 10 courses of physiotherapists only and multidisciplinary groups.

**OBSERVATIONS:** Evaluation data obtained from the courses was very positive for all areas; clinical relevance, collaboration with colleagues, the format and environment of the course. Participants reported a clearer understanding the complexity of EBP, increased confidence in ability to develop and justify service provision. Interdisciplinary learning was considered a powerful tool in facilitating practice evaluation and identifying service delivery issues.

**CONCLUSIONS:** This model appears to be effective in promoting an EBP approach. Further work is required to evaluate the longer term effects of this project and any effects on service delivery.

