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The *Science Corner*:
An educational method to encourage cooperation between
scientists and practitioners?
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European Congress on Physiotherapy Education, 4 and 5 november 2004

The *Science Corner*: An educational method to encourage
cooperation between scientists and practitioners?

- Introduction
- Purpose
- Educational method: the “Science Corner”
- Evaluation of the “Science Corner”
- Results
- Conclusion

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Introduction (1)



- Gap between “Science” and “Practice”
- Research not directly applicable in patient care
- Little cooperation between researchers and practitioners

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Introduction (2)



Education...? The Science Corner

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"The Science Corner": Purpose

- Early in their studies students learn to involve practitioners in research
- Students learn to formulate research questions based on everyday practice of physiotherapists

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Final attainment level MSc in Physiotherapy Research

Upon completing the study MSc in Physiotherapy Research, the student should be able to:

- *formulate research proposals based on everyday practice of physiotherapists*
- *cooperate and communicate efficiently with colleagues in healthcare and science, at home and abroad*

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One of the learning aims of the first semester

Upon completing the first semester the student should be able to:

- *formulate research questions by means of clinical reasoning in close cooperation with practitioners*

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Educational method: *the "Science Corner"*

- Students interview practitioners at random at the annual congress of the Royal Dutch Society of Physiotherapy
- Gathering research questions
- Structured interview

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Structured interview

- Research question:
 - As an spontaneous idea
 - Formalisation via:
 - Patient
 - Intervention
 - Comparison
 - Outcome
- Description of physiotherapist / visitor of the congress
- Appreciation for the "Science Corner" by respondents (1-10)

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Evaluation of the "Science Corner"

- Data structured interview
 - research questions
 - description physiotherapist / visitor of the congress
 - appreciation "Science Corner" (1-10)
- Questionnaire among students MSc PT Research
 - effects of the educational method: "Science Corner"
 - appreciation "Science Corner" (1-10)

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Appreciation of the "Science Corner"

Mean rating appreciation (1-10):

- Practitioners: 8.3 ($\pm 1,1$, range 4-10) (n=350)
- Students MSc PT Res.: 7.1 ($\pm 0,9$, range 5-9) (n=27)

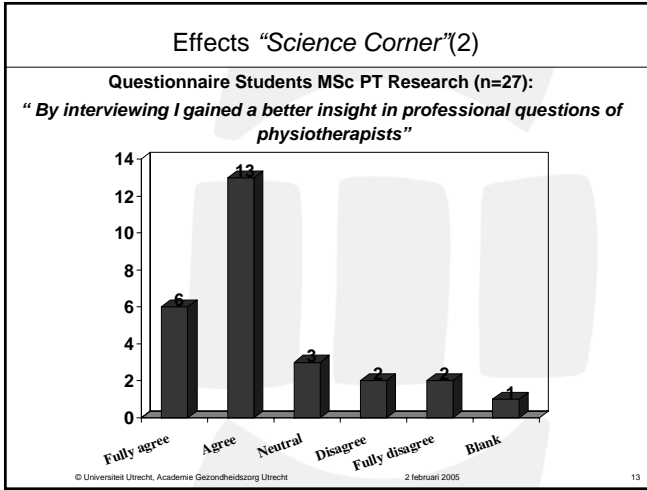
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Effects of "Science Corner" (1)

Questionnaire Students MSc PT Research (n=27):
"By interviewing I have learned to formulate better research questions"

Response Category	Number of Students
Fully agree	8
Agree	12
Neutral	3
Disagree	3
Fully disagree	1
Blank	0

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- ### Commitment of students
- Article
Groeneweg et al., Fysiopraxis, 2004;13(10), 37-43
 - Coach Bachelor students
 - On invitation:
 - ◆ Annual Congress Dutch Society of Manual Therapy, 2003
 - ◆ International Congress Dutch Society of Pediatric Physiotherapy, 2003
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Conclusion

The *Science Corner*.

An educational method to encourage cooperation between scientists and practitioners?



A step in the right direction.....

Students indicate:

- to be able to formulate better research questions
- to have obtained insight in professional questions of practitioners

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Thank you for your attention

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Research questions (n=349)

- Diagnosis n = 31 (8,9%)
- Prognosis n = 51 (14,6%)
- Optimal characteristics intervention n = 248 (71,1%)
- Not classified n = 19 (5,4%)

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Example research question: *Diagnosis*

Which method can be used in order to classify claudicatio intermittens?

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Example research question: Prognosis

What are relevant prognostic factors for developing kinesiophobia in Whiplash Associated Disorder patients?

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Example research question: Optimal characteristics interventiojn

What is the effectiveness of behavioural graded activity compared with physiotherapy treatment in chronic neck pain?

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RGO-advies

- De beroepsgroep fysiotherapie is goed in staat klinische vraagstellingen te signaleren, maar heeft moeite deze te vertalen in relevante onderzoeksvraagstellingen
- Onderzoekers kunnen vragen goed vertalen naar onderzoeksvorstellen, maar ze hebben moeite vragen te signaleren

Advies Onderzoek Fysiotherapie, RGO 2003