The Doctorate of Physical Therapy EBP Curricular Guidelines

Uptake & Challenges

Hilary B. Greenberger, PT, PhD
Ithaca College
Ithaca, NY
Background

- 2014 “Doctor of Physical Therapy Education Evidence-Based Practice Curriculum Guidelines” (Levine et al, Academy of PT Research)
  - Provides guidance on curricular objectives for teaching EBP in entry-level PT education programs
  - 33 terminal objectives that programs should strive to incorporate
  - Examples of instructional objectives for classroom and clinic
- 2016 “Strategies for Using the APTA Section on Research Evidence-Based Practice Curriculum Guidelines Companion article (Kaplan et al, JOPTE)
**Example of the Guideline**

### Step 1: Ask a focused clinical question

**Primary Content**
- History of patients/clients
- Patient care management model
- Structure of clinical questions (e.g., PECO, PICO questions)
- Foreground questions
- Background questions

<table>
<thead>
<tr>
<th>Terminal Behavioral Objectives</th>
<th>Example Instructional Objectives for the Classroom</th>
<th>Example Instructional Objectives for the Clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the completion of the content, the student will be able to...</td>
<td>After the completion of the content, the student will be able to...</td>
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</tr>
<tr>
<td>1) Distinguish between foreground and background questions and recognize that different strategies are needed to answer each type of question.</td>
<td>Examine the differences between background and foreground questions. Identify sources used to answer background and foreground questions. Compare the characteristics (e.g. cost, coverage, search options, indexing features) of databases for background and foreground questions.</td>
<td>Construct a background question related to an episode of patient care. Develop a strategy and search for answer(s) to the background question. Compose a foreground question related to an episode of patient care. Develop a strategy and search for evidence to help answer the foreground question.</td>
</tr>
<tr>
<td>2) Articulate gaps in their clinical knowledge.</td>
<td>Formulate examples of background questions related to prevalence.</td>
<td></td>
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</tbody>
</table>
Curricular Guideline Utilization

RESEARCH REPORT

Evidence-Based Practice Doctor of Physical Therapy Curricular Guideline Utilization: A Convergent Parallel Mixed Methods Study

Yuping Chen, PT, ScD, Lisa Selby-Silverstein, PT, PhD, Hilary B. Greenberger, PT, PhD, Denise Gobert, PT, MEd, PhD, David Levine, PT, DPT, PhD, FAPTA, and Sandra L. Kaplan, PT, DPT, PhD, FAPTA

Aims:
1. Determine EBP-CG objectives taught in entry-level DPT curricula
2. Determine expected mastery level for objectives
3. Determine feasibility of teaching the objectives
4. Learn from faculty about experience teaching EBP
Methods

Quantitative Piece

Are students expected to acquire this skill?
- Yes
- No
- Under Consideration

Expected level for student outcome
- Knowledge
- Practice
- Mastery
- N/A

Qualitative Piece

- Semi-structured interviews
- 16 questions
- N=14
- Thematic analysis using NVivo
Results

• Each objective taught by 76-100% of respondents
• Only 7 objectives taught to independent mastery
• Students should be knowledgeable research & evidence consumers
• All 5 steps should be taught, with varying competence levels

1. Formulating patient centered questions
2. Using databases efficiently
3. Screening evidence for relevance
4. Appraising information credibility
5. Critically appraising evidence
6. Classification systems to rate evidence & recommendations
7. Integrating with other pillars of evidence
## Results: 4 Preparation Gaps

<table>
<thead>
<tr>
<th>Limited EBP-CG Awareness</th>
<th>• only 1/3 of survey respondents were aware of guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Group versus Independent Projects to Practice EBP</td>
<td>• group projects may limit development of EBP competence</td>
</tr>
<tr>
<td>Communication between Academic &amp; Clinical Education Settings</td>
<td>• Inconsistent student experiences practicing EBP in the clinic</td>
</tr>
<tr>
<td>No Minimum EBP Competencies Exist</td>
<td>• Are some objectives beyond entry level?</td>
</tr>
</tbody>
</table>
Limits

Survey was not externally validated

Only represents 33% of accredited US programs

Those that chose to complete the survey and/or be interviewed may have a stronger interest or commitment to EBP education

Study did not describe what is taught or mastered, but what and to what level respondents perceived EBP-CG objectives were addressed
Conclusions

- It is possible to address all 33 EBP-CG objectives

- Most objectives are taught at knowledge or practice levels; not at individual mastery levels

- EBP-CG objectives are useful for course content validation, ID of content gaps, structuring courses, standardization of content across programs
