

Promoting a culture for learning evidence-based practice: Evaluation of a collaboratively developed framework

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Background:

Evidence-based practice (EBP) is a client-centred, question-in-context driven process of evidence collection, collaboration, and critical reasoning to facilitate defensible healthcare decisions.

Aim:

In response to an identified lack of guidance tailored to student placement supervisors, the aim of this study was to develop and evaluate an EBP learning and assessment framework. The primary purpose was to assist placement supervisors to facilitate and assess EBP as part of their supervision of students on clinical placements.

Methods:

A draft framework and associated resources were developed, based on the scholarly EBP literature. Formative evaluation was then conducted, drawing on feedback from health academics, placement-experienced students, and placement supervisors, across multiple healthcare disciplines. Following further refinement, summative evaluation of the final resources took the form of an online survey, assessing the perceived value of the resources from the perspective of each stakeholder group.

Results:

Respectful collaboration with academics, students, and supervisors during the development phase has resulted in a suite of user-friendly resources, including a poster, a booklet, and summary checklists, all accessible on a freely-accessible website. Summative evaluation indicated significant perceived benefits associated with the use of these resources.

Conclusions:

The EBP learning and assessment framework and associated resources developed in this study are suitable for widespread use, across healthcare disciplines. If utilised, they have the potential to facilitate a shared understanding between academics, students, and placement supervisors about the principles and processes involved in high-quality EBP and, consequently, to maximise EBP learning and implementation.