

Evidence-Based Practice Case Discussions in an Interdisciplinary Training Setting

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Background

- Evidence-based practice (EBP) is a complex concept, but viewed to be important by most in training of new professionals
- There is limited evidence to indicate the most effective ways to teach EBP and to facilitate application, especially in an interdisciplinary setting.
- LEND trainees of different disciplines enter the program with varying degrees of understanding of evidence-based practice and how to implement, which adds to complexity of facilitating growth for all trainees

Objective

- To facilitate peer teaching and learning with critical appraisal of evidence.
- To encourage application of knowledge in evidence-based practice, family-centered care, cultural competence, and advocacy to clinical scenarios
- To encourage interdisciplinary collaboration and decision-making in a clinical case scenario
- To provide a forum to practice communication of evidence and clinical recommendations in plain language and a family-centered manner

Description of Process

- Prior to Seminar:
- Fifteen (15) LEND trainees were assigned to pairs with a potential clinical intervention for a child in one of two clinical cases (one child with autism, one child with cerebral palsy).
 - Pairs worked to locate and critically appraise a research article related to the efficacy of the assigned intervention for the child in the case.

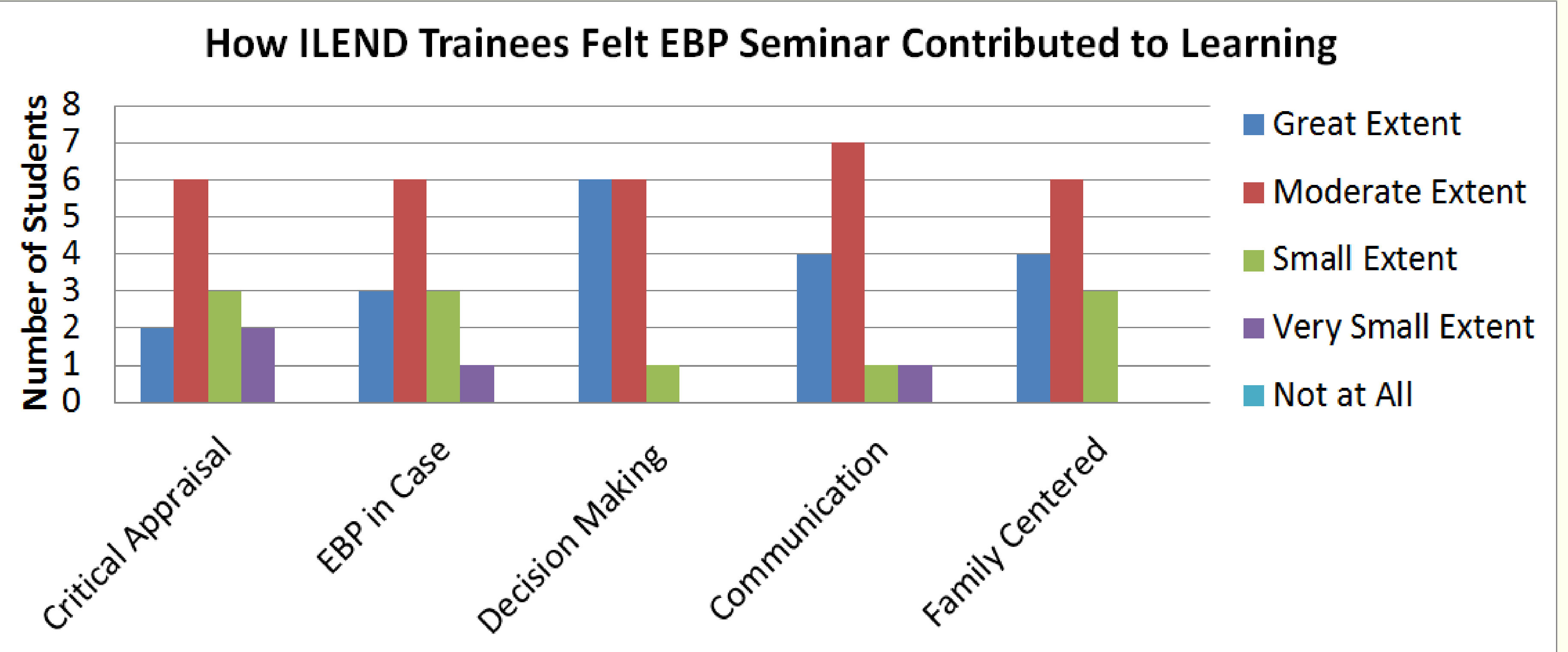
- Day of Seminar:
- Trainee pairs shared the critical appraisal findings and discussed clinical decision-making with regard to the intervention for the child and family in their case group.
 - Each case group provided a brief description of the interventions and critical appraisal findings regarding the interventions for the child in their clinical case to the other case group. Each group was instructed to provide their clinical recommendations regarding use of the interventions in plain language and a family-centered manner.
 - LEND faculty facilitated additional discussion and altered the patient and family scenario (i.e., different cultural factors, policy considerations) in order to challenge trainees to consider different patient or family preferences and needs.
- After Seminar:
- Trainees were encouraged to continue discussion via virtual learning platform
 - Trainees were asked to complete a survey about the learning activity, rating and commenting on the extent to which the activity contributed to their perception of their ability to perform specified clinical behaviors.

Outcomes

- Post-seminar survey was completed by 86% of LEND trainees, with 92% of those indicating the learning activity was somewhat or very useful for their learning.

Figure 1:
Trainees felt the activity helped to facilitate:

- Interdisciplinary collaboration for clinical decision making and use of plain language in clinical conversations the most
- Critical appraisal of an article and implementation of EBP the least.



"I found the discussion beneficial ...to hear the perspectives of many different disciplines. It was also interesting to hear others talk about...interventions that I find common practice... It made me consider why I use certain interventions...and determine if these interventions have been effective." - ILEND Trainee

"I wished we would have had more time to discuss what the individual interventions actually were in addition to what the research says about it. It was somewhat difficult to process the statistics when I wasn't really sure what certain interventions actually look like." - ILEND Trainee

"I found that because of the lack of time no one was able to go into much detail about appraising specific parts of the article. Some details were provided within small groups but we were not able to get into the quality of the studies as much..." - ILEND Trainee

Conclusions

- This activity had multiple objectives which set out to cover complex and important concepts, with a focus on facilitating application of evidence-based practice. Meeting these objectives in an interdisciplinary training setting is a challenge, though time given for these objectives may have been a primary limiting factor.
- The activity provides a safe environment where trainees can work on family-centered communication, discuss ideas for advocacy, question clinical decision-making of colleagues from multiple disciplines, and ask questions about critical appraisal of clinically relevant research.
- Trainees are interested in learning more about clinical interventions that span different disciplines and diagnoses.
- Feedback from trainees was positive overall, but in order to target each objective with more specificity, it may be beneficial to have the learning activity built in phases across multiple seminars.

References

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