

An Evidence-Based Practice Model: Collaborate. Learn. Apply.

State University of New York College at Cortland

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Abstract

An innovative, student developed and directed approach to encourage evidence based practice in clinical education and clinical practice. The approach will be discussed with ideas regarding purpose, planning, design, and the sharing of useful information to facilitate application into clinical decision making.

Objectives

- To describe suggestions to develop evidence based practice knowledge and application;
- To discuss ideas of developing an approach to facilitate the use of evidence based practice for academic training programs and practicing professionals;
- To determine if the approach was beneficial as an introduction to the use of evidence based practice in the clinical process.

Purpose

It is important for students to become comfortable with integration of evidence based practice while in academic programs and throughout their careers by using a manageable and applicable approach.

Design

Two graduate students developed the model named **SAFE** or **Speechies Aim for Evidence**. The rest of the graduate students in the cohort were then divided into groups responsible for providing evidence on treatment approaches. Treatment approaches were shared during informal meetings throughout the academic year. An informal environment supported a positive and collaborative environment for exchanging ideas. Presentations were brief, but provided essential information on the importance and integration of a specific technique. During presentations, each group provided other students with a one or two page handout. According to Zipoli & Kennedy (2005), most Speech-Language Pathologists had a positive correlation with the use of evidence based practice, but reported that time was a constant barrier. In order to eliminate this barrier, handouts were created as a quick reference. These handouts consisted of journal articles, clinical data information, treatment activities, links and/or basic clinical practices providing pertinent information on specific strategies to facilitate during therapy sessions.

In order to provide the best foundation possible for the use of evidence based practice now and in future endeavors, treatment binders were developed. These treatment binders allowed students to collect information on multiple specific treatment techniques and service delivery models in a practical and applied fashion.

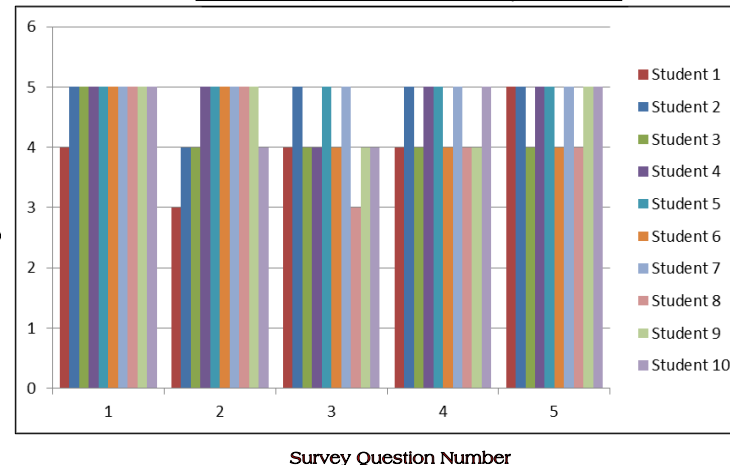
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Survey

SAFE Survey Scale					
5= Strongly agree	4=Agree	3=Neutral	2=Disagree	1=Strongly disagree	
1. Did you feel the meeting times and locations were convenient for your schedule?	5	4	3	2	1
2. Did you feel there was a sufficient number of meetings?	5	4	3	2	1
3. Did the SAFE group improve your clinical knowledge base on techniques that may be useful to you as a future practicing SLP?	5	4	3	2	1
4. Did the SAFE group improve your ability to obtain Evidence Based Practice?	5	4	3	2	1
5. Do you think the SAFE group will improve your use of Evidence Based Practice as a future practicing SLP?	5	4	3	2	1
6. How can we instill the values of this group into the incoming class?					
7. What do you feel worked well and what could be done differently?					
8. Additional comments and feedback:					

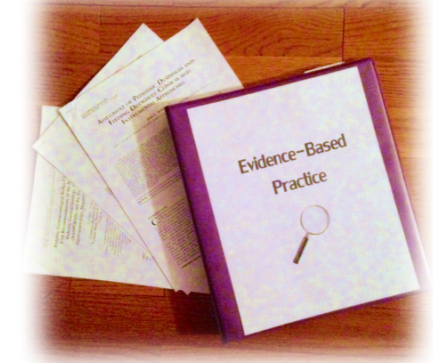
Survey Results Q #1-5



Survey Results Q #6&7

(Sampling)

6. How can we instill the values of this group into the incoming class?
- Emphasizing the need for SLP's that are knowledgeable and up to date on EBP and the need for sharing ideas/collaborating".
 - "Explain the importance of EBP and how becoming part of a group is a great way of learning and obtaining a lot of functional/useful information from peers".
7. What do you feel worked well and what could be done differently?
- "Could be used on blackboard to store all resources and information".
 - "More meetings and topics. I liked that we made meetings fun".



Conclusion

The State University of New York College at Cortland graduate students demonstrated enthusiasm and interest in the group collaborations and treatment binders. They have expressed their feelings towards the value of the binders and anticipation for their clinical use now and in the future. Similar approaches could be used for future cohorts, in other academic programs and/or professional associations.