

Course: Evidence-Based Practice 3

credits: 2

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| Course code | PIVB16EBP3 |
| Name | Evidence-Based Practice 3 |
| Study year | 2022-2023 |
| ECTS credits | 2 |
| Language | English |
| Coordinator | H.A. Kranenburg |

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| Modes of delivery | Assignment Tutorial |
| Assessments | Evidence-Based Practice 3 - Oral |

Learning outcomes

1BD-E/KD/W 3. The student can consult multiple information sources in cooperation with a fellow student in the context of EBP learning in order to find the best 'evidence' in the literature for a simple health-related problem (search strategy).

2BD-KD/W 6. The student can explain to others the validity and reliability of therapeutic measurement instruments within the context of EBP training.

2BD-KD/W 9. The student can evaluate and explain to others methodological statistical aspects from an article, such as recognising and explaining the applied research design, measures of centre and spread, significance of results, correlation, and interpretation of graphics and figures within the context of EBP training.

2BD-KD/W 12. The student can evaluate results from scientific research for validity and usability, under the supervision of the EBP teacher and based on criteria offered by the programme.

2BD-KD/W 15. The student, in cooperation with one of his peers and/or *under the supervision of the EBP teacher*, can apply the five steps of EBP to a patient problem (Sackett).

2BD-KD/W 16. The student, in cooperation with his peers and/or *under the supervision of the EBP teacher*, can evaluate an existing method, technique, protocol or guideline for a patient problem.

2BD-KD/W 32. The student can independently give an oral presentation to his peers for purposes of information conveyance.

INT 1BD-E/KD/W 1: The student can explain the status (identity) of his/her profession within the Dutch healthcare system to students from a different culture.

Content

Clients and health insurers expect therapists to provide optimal care. The KNGF defines optimal care, as care that is based on the best available evidence from three pillars:

- scientific literature
- experience of the care provider
- expectations of the client/patient

Physiotherapists should be able to set up treatment plans based on scientific literature. To set up such treatment plans, physiotherapists must be able to assess results from scientific research, interpret them and translate them into daily practice. This has to be done independently, systematically, and following a specific method. In this block we will work on formulating arguments that can be substantiated using scientific literature. We will supplement this by conducting an actual debate in which the substantiated arguments are brought forward. The student will learn to take a critical look at the content of the field of physiotherapy and the corresponding scientific literature, and to hold a discussion about it with a student.

Included in programme(s)

B International Physiotherapy

School(s)

School of Health Care Studies