

An Evidence-Based Practice (EBP) Learning & Assessment Framework for Clinical Placement Supervisors



	FACILITATING students' EBP learning	ASSESSING students' EBP learning
Asking	<ul style="list-style-type: none"> • What is it you are unsure about in this situation? • Does this uncertainty affect your (client's) decision-making? Why? • Is it possible that helpful information exists? • What precisely do you need to find out to make the best decision? • What is the specific question you need to answer? 	<ul style="list-style-type: none"> • What situations of uncertainty have you encountered? • What specific EBP questions have you asked? • Take one example: Why did you need to answer that EBP question? How was it important for your decision making?
Acquiring	<ul style="list-style-type: none"> • What kind(s) of information might assist? • Where might you find that information? • Who might be able to help? • How will you find the information in the most efficient way? 	<ul style="list-style-type: none"> • What types of information have you acquired to inform your practice? • Where or how did you source that information? • Did you have any difficulties? How did you try to overcome the difficulty?
Appraising	<ul style="list-style-type: none"> • How relevant to your situation is the information you've acquired? • How are you judging the relevance? • How trustworthy is the information you've acquired? • How are you judging the trustworthiness? • Would a critical appraisal tool be helpful for appraising this information? Why or why not? 	<ul style="list-style-type: none"> • Why did you judge the information was relevant enough? • Why did you judge the information was trustworthy enough? • Alternatively, why were you sure there <i>was no</i> relevant or trustworthy evidence to answer your question? • If you used a critical appraisal tool, what conclusion did you reach about the quality of the evidence? What were the main factors you considered?
Applying	<ul style="list-style-type: none"> • What situational factors, resources, and constraints need to be considered in deciding how to act on the information? • Whose perspectives do you need to consider when deciding how to proceed? • What aspects of the information need to be explained to each stakeholder? • When and how will you explain the information to each stakeholder? 	<ul style="list-style-type: none"> • How did you act on the information you acquired, and why? • How did you inform and collaborate with others (e.g. clients, other practitioners, managers, other stakeholders) in deciding how to act? • Can you give an example of where you have integrated evidence with <i>client</i> perspectives in determining care?
Analysing	<ul style="list-style-type: none"> • What strengths and weaknesses are you showing in this EBP process? • What will you consider a positive outcome, and why? • How will you know the outcome? • Who and how might it help, to share your EBP learnings? • Are there any new questions arising from this EBP process? 	<ul style="list-style-type: none"> • What have you learned as a result of this EBP process? • How will this new knowledge inform your future clinical practice? • How have you shared your new practice knowledge for wider benefit?