

## Self Assessment of DPT EBP Curriculum Terminal Objectives

		Self Assess		
		Independent with experience	Knowledge of but no experience	Need help with this.
Item				
<b>Step 1</b>	<b>Ask a focused clinical question</b>			
1	1) Distinguish between foreground and background questions and recognize that different strategies are needed to answer each type of question.			
2	2) Articulate gaps in their clinical knowledge.			
3	3) Formulate patient-centered answerable (focused, searchable) clinical questions, using a systematic process for each of the principle elements of clinical practice: screening, diagnosis (examination and evaluation), prognosis, intervention, and outcome measurement.			
<b>Step 2</b>	<b>Search for the best available evidence</b>			
4	1) Analyze the appropriate search engines/databases to find the best available published evidence relevant to their clinical question.			
5	2) Efficiently use databases/search engines/reference librarian to create effective search strategies (e.g. select, alter, and combine appropriate search terms).			
6	3) Apply resources to improve efficiency of the search process.			
7	4) Use identified sources of synthesized evidence first within the search process. Note: Early in the curricula students may not be prepared to read/appraise summative literature.			
8	5) Screen evidence for relevance to determine helpfulness for answering their clinical question. Note: Students are aware that few, if any, articles will contain exactly what they are looking for and that an article that is similar to the clinical question may be valuable for informing their clinical decision.			
9	6) Appraise the credibility of the source of information from a variety of resources (peer reviewed, popular press, web pages, continuing education courses, authorities, tradition etc.).			
10	7) Organize and store information collected from research evidence.			
11	8) Develop a strategy to use available technology (e.g. push) to maintain currency across their professional career.			
<b>Step 3</b>	<b>Critical Appraisal of the Evidence</b>			
12	1) Critically appraise the most common published evidence (e.g. individual studies, systematic reviews, and clinical practice guidelines).			
13	2) Describe how the characteristics of different research designs determine their applicability to answering a clinical question.			
14	3) Demonstrate awareness of the relevance of animal and basic science research to clinical practice.			
15	4) Systematically examine the quality of research evidence pertaining to the principle elements of clinical practice: screening, diagnosis examination and evaluation, prognosis, intervention, and outcome measurement.			
16	5) Recognize the existence of different evidence quality classification systems (e.g. levels, grades) used to rate evidence and recommendations.			

<b>Step 3</b>	<b>Critical Appraisal of the Evidence (Continued)</b>	<b>Independent with experience</b>	<b>Knowledge of but no experience</b>	<b>Need help with this.</b>
17	6) Describe how factors other than design (such as relevance) contribute to the usefulness of any particular piece of evidence.			
18	7) Describe foundational concepts associated with study design and statistical methods required to judge the quality and implications of published evidence.			
19	8) Interpret results in the text, tables, and figures of research articles in relation to the clinical question.			
20	9) Differentiate among the information provided by descriptive, inferential, and clinical meaningfulness statistics.			
21	10) Compare and contrast qualitative and quantitative research including what types of clinical questions each can address and the typical goals for each type of design.			
22	11) Rapidly appraise whether a research study has sufficient applicability, validity, and clinical meaningfulness to be used in his/her clinical decision-making.			
23	12) Discuss general concepts about how research results are disseminated and how this affects access to research evidence.			
<b>Step 4</b>				
<b>4</b>	<b>Apply the Evidence</b>			
24	1) Integrate best available evidence with patient values and circumstances and clinical expertise in patient care and across the curriculum.			
25	2) Understand that clinical circumstances may merit variation in the application of information from published evidence potentially resulting in different outcomes than those found in the literature.			
26	3) Demonstrate an appreciation of the constraints that must be considered in the application of evidence to a particular patient (insurance, social policy, resources, equipment, therapist competence, patient choice).			
<b>Step 5</b>				
<b>5</b>	<b>Evaluate Outcomes</b>			
27	1) Identify personal strengths and weaknesses related to implementing the first four steps of the EBP process and develop a plan to address their weaknesses			
28	2) Identify resources and obstacles related to implementing EBP and develop a plan to address obstacles			
29	3) Discuss the value of the EBP process as a preferred model for clinical decision-making.			
30	4) Use individual and collective patient outcomes to inform clinical decision-making, shared-informed decision-making, and future clinical questions.			
31	5) Evaluate outcome measures based on their clinical usefulness.			
32	6) Share outcomes associated with the EBP process as part of peer review activities (formal and informal) to promote professional growth and collaboration.			
33	7) Use the EBP process and patient outcomes to influence referral sources, marketing strategies, and consumer choices.			
	<b>Totals</b>			