

# Strengths and weaknesses of an Evidence-Based Practice course focused on information literacy

N. Durieux, C. Maillart, J. Beckers,  
& F. Pasleau  
(University of Liège, Belgium)

Standing Liaison Committee of E.U. Speech and Language  
Therapists and Logopedists (CPLOL): 8<sup>th</sup> Congress  
The Hague, the Netherlands (25 & 26 May 2012)

# Context

- To restructure the curriculum in Speech Therapy at the University of Liège (Belgium)
  - To provide a competence-based approach
    - **List of 5 competencies** (Maillart *et al.*, 2010)
      - Develop the expertise required in order to provide quality speech therapy services for each patient and for the community
- ⇒ New educational activities

# Evidence-Based Practice course

## Evidence-Based Medicine

*“The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients.”* (Sackett et al., 1996)

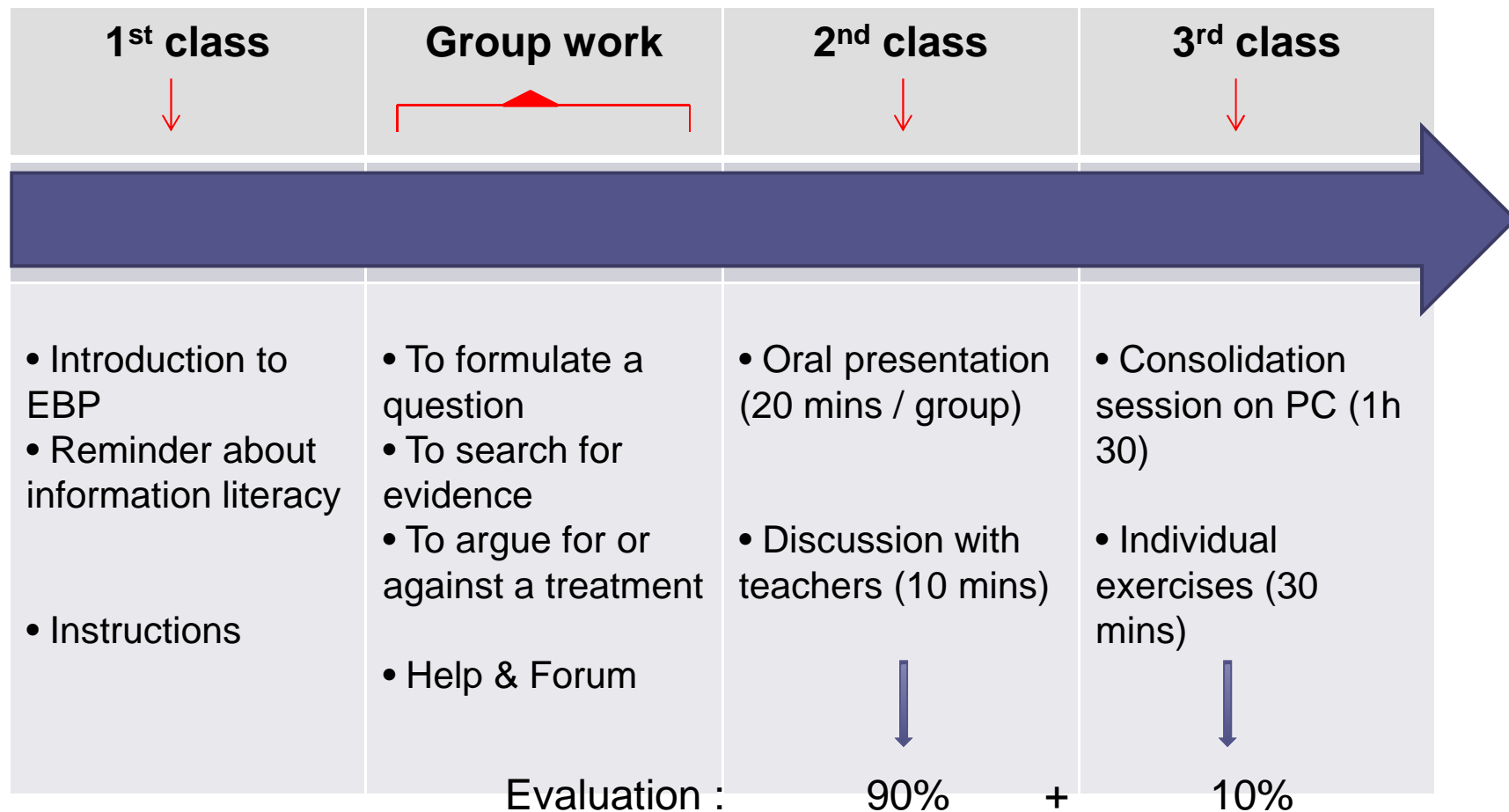
- Focused on information literacy
  - Essential first steps in Evidence-Based Practice (EBP)
- Targeted audience
  - 4<sup>th</sup> year students (47 students in 2011-2012)



# Objectives of this course

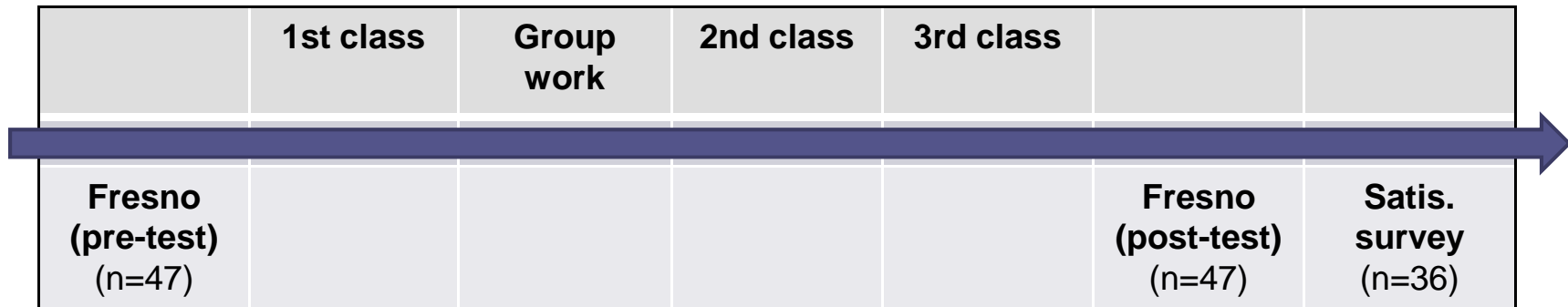
- At the end of instruction, students should be able to:
  - describe the basic principles of EBP
  - formulate an answerable clinical question
  - search and select relevant literature in bibliographic databases
  - critically appraise selected articles
  - argue for or against a particular therapy for the patient, based on evidence from the literature

# Course framework



# Learning and teaching assessment

- Fresno Test (Ramos *et al.*, 2003)
  - Translated into French
  - Adapted to speech therapy context
  - Limited to the first 7 questions (out of 12)
- Satisfaction survey





# Strengths of the course (1)

- Students' point of view
  - Improved skills in information searching
  - Integration of different learnings
  - Perceived usefulness during
    - The curriculum (100%)
    - Future professional life (83%)



## Strengths of the course (2)

- Teachers' point of view
  - Collaboration between specialists:  
speech therapist, educationalist, librarians
  - Perceived usefulness of EBP by students





# Weaknesses of the course (1)

- Observations
  - No improvement in critical appraisal of scientific information
  - Too many students in each group → lack of global view of the process

## Weaknesses of the course (2)

- Change of activity timetable
  - individual exercises on PC before the group work
- Lack of time for
  - Feedback
  - Discussion
  - Evaluation of performance in EBP

*“Learning environments should promote self-monitoring skills and intra-class feedback that will allow students to regulate their learning and actively engage in the learning tasks.”*

(Thomas et al., 2011)



# Perspectives

- Better integration of EBP into the curriculum
  - Progressive learning (Spek, 2010)
  - Based on real life cases (Thomas et al., 2011)
- Evaluation of spontaneous and correct use of this approach outside of class
- Development of EBP approach by clinicians
  - Models for our students


“Creating lifelong learners is a key aim.”

(Spek, 2010)

Thank you for your attention



# Reference list



Maillart, C., Grevesse, P., & Sadzot, A. (2010). Elaboration d'un référentiel de compétence en logopédie/orthophonie. In A. Adil & S. Mohammed (Eds.), *AIPU 2010 Réformes et changements pédagogiques dans l'enseignement supérieur* [CD]. Retrieved from <http://orbi.ulg.ac.be/handle/2268/63155>

Ramos, K. D., Schafer, S., & Tracz, S. M. (2003). Validation of the Fresno test of competence in evidence based medicine. *British Medical Journal*, *326*, 319-321.

Sackett, D. L., Rosenberg, W. M., Muir Gray, J. A., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: What it is and what it isn't. *British Medical Journal*, *312*, 71-72.

Spek, B. (2010). Teaching undergraduates to become critical and effective clinicians. In H. Roddam & J. Skeat (Eds.), *Embedding evidence-based practice in speech and language therapy: International examples* (pp. 27-35). Chichester, England: Wiley-Blackwell.

Thomas, A., Saroyan, A., & Dauphinee, W. D. (2011). Evidence-based practice: A review of theoretical assumptions and effectiveness of teaching and assessment interventions in health professions. *Advances in Health Sciences Education*, *16*, 253-276.