

# Koliko se študenti seznanijo o z dokazi podprtih praksah med študijem

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## Povzetek:

**Raziskovalno vprašanje (RV):** Koliko se študenti seznanijo o z dokazi podprtih praksah med 3 - letnim dodiplomskim študijem in v kliničnem okolju?

**Namen:** Poučevanje na dokazih podprte prakse (DPP) je postalo del standardnih vsebin učnih načrtov za študente in strokovnjake v zdravstvu. V dodiplomske študijske programe za izobraževanje fizioterapevtov je potrebno vključiti poučevanje veččin DPP in metodologije raziskovanja, ker se od fizioterapevtov pričakuje, da bodo v kliničnem okolju obravnavali paciente po načelih DDP. Namen te raziskave je bil ugotoviti koliko se študenti seznanijo s konceptom DPP med 3-letnim dodiplomskim študijem in v kliničnem okolju, kakšen je njihov odnos, vedenje, sposobnosti pri izvajanju DDP, katere prepreke zaznavajo pri realizaciji DPP in kako samostojno in kritično bi znali prenašati znanstveno relevantne izsledke raziskav pri delu s pacienti v kliničnem okolju.

**Metoda:** Izvedli smo presečno deskriptivno raziskavo med študenti fizioterapije tretjega letnika (študijsko leto 2017–2018) na Zdravstveni fakulteti Univerze v Ljubljani (ZFUL) v Sloveniji. Vprašalnik smo razvili na podlagi predhodno v tuji literaturi objavljenih vprašalnikov o znanju, stališčih, sposobnostih, pogostosti uporabe (vedenju) in ovirah pri uporabi DDP. Vprašalnik je bil razdeljen na tri glavne dele, njegovo izpolnjevanje je trajalo približno 15 minut. Prvi del je zajemal osnovne demografske podatke, kot so spol in starost. Drugi in tretji del sta vsebovala vprašanja, povezana z vedenjem, sposobnostmi in ovirami pri uporabi DDP. Pred izpolnjevanjem vprašalnika so bili vsi udeleženci obveščeni o namenu ankete, njihova udeležba je bila prostovoljna, zagotovljena je bila anonimnost. Izpolnjevanje in predložitev vprašalnika je pomenilo informirano privolitev pri sodelovanju v raziskavi. Ker vprašalnik ni vseboval informacij, ki bi se jih lahko uporabilo za identifikacijo posameznika, smo menili da strinjanje Komisije za etična vprašanja ni potrebno. ZFUL ponuja triletni program fizioterapije (180 kreditnih točk po evropskem sistemu prenosa in akumulacije - ECTS). Stopnja izpostavljenosti DPP v triletnem dodiplomskem programu je nizka, saj študenti prejmejo majhno količino samostojnih učnih vsebin o korakih in procesih DPP. V obdobju izvedbe raziskave je bilo v zadnji letnik vpisanih 68 rednih študentov fizioterapije. Študenti so morali med celotnim tri letnim študijem opraviti 20-tedensko klinično prakso (od februarja do marca in od junija do julija ali avgusta). Elektronska različica vprašalnika je bila poslana študentom zaključnega letnika preko spletne strani MojaAneketas.si. Opisna statistika, vključno s frekvencami in odstotki, je bila uporabljena za kategorične spremenljivke, povprečje in standardni odklon (SO) pa za opis demografskih podatkov.

**Rezultati:** Od skupaj 68 študentov tretjega letnika, jih je v celoti izpolnilo vprašalnik 50, v analizo smo tako zajeli 50 vprašalnikov (stopnja odzivnosti je bila 73,5 %). Sodelovalo je 25 žensk in 25 moških, povprečne starosti 23,7 let (SO = 4,3), razpon je bil od 23 do 27 let. Anketiranci so navedli, da imajo splošno pozitivno stališče in prepričanja glede DPP, večina vprašanih (84 %) se je strinjala, da ustrezná implementacija DPP pripomore k bolj kakovostnemu sprejemanju odločitev v fizioterapevtski praksi (84 %), s tem posledično k boljši zdravstveni oskrbi pacientov (78 %). Odstotek udeležencev, ki so prebrali tri ali več člankov je bil 34%, 64% pa jih želi pridobiti več znanja o DPP. Štiriinštirideset odstotkov vprašanih je izjavilo, da ne marajo brati člankov, 17 % udeležencev pa je izjavilo, da zaznavajo določeno stopnjo sposobnosti kritičnega ocenjevanja dokazov o raziskavah. Anketiranci so se strinjali ali trdno strinjali, da niso bili dobro izobraženi o kritičnem ocenjevanju raziskovalne literature in niso prepričani v svoje sposobnosti v tej spretnosti. Po mnenju anketirancev je bila glavna ovira pri izvajanju DPP v kliničnem okolju pomanjkanje časa (40 %) in neuporaba raziskovalnih dokazov s strani mentorjev na klinični praksi (20%). Večina anketirancev je imela dostop do spletnih informacij o DPP, vendar bi 70 % anketiranih prosilo za pridobitev več znanja o tem svojega mentorja ali učitelja.

**Organizacija:** Ugotovitve naše raziskave kažejo, da so imeli anketirani študenti fizioterapije pozitiven odnos do DPP in so bili zainteresirani za učenje ali izboljšanje veščin, potrebnih za izvajanje DPP. Da bi študentom omogočili uporabo DPP pri vseživljenjskem učenju in resničnih dejavnostih oskrbe pacientov, bi moralo biti poučevanje veščin DPP sestavni del dodiplomskih učnih programov, kakor tudi na kliničnih vajah.

**Družba:** Da bi zagotovili fizioterapevtsko prakso, ki temelji na dokazih, morajo bodoči študenti pridobiti znanje med dodiplomskim študijem kakor tudi v kliničnih okoljih. Nadaljnja prizadevanja so potrebna za zagotovitev optimalnih strategij za seznanitev z DPP med dodiplomskim študijem in sicer glede obsega, vsebine in časovne razporeditve.

**Originalnost:** Do sedaj še nobena študija ni raziskovala izpostavljenosti DPP med študijem in v kliničnih okoljih pri dodiplomskih študentih fizioterapije v Sloveniji..

**Omejitve/nadaljnje raziskovanje:** Vzorec v tej raziskavi je bil razmeroma majhen. Poleg tega na podlagi vzorca, ki je temeljil na študentih samo ene institucije, ne moremo posplošiti rezultatov. Omejitve uporabe vprašalnika so lahko v tem, da kar študenti poročajo v anketi in kaj dejansko menijo, je lahko zelo različno. Anketiranci si pogosto tudi ne vzamejo dovolj časa, da bi v celoti prebrali vprašanja. Za merjenje učinkovitosti poučevanja in učenja DPP, bi bilo potrebno razviti zanesljiv in veljaven merilni instrument.

**Ključne besede:** presečna raziskava, učni načrt, znanje, praksa, ki temelji na dokazih, akademski programi, vprašalnik, kompetenca, izobraževanje.

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## Evidence-based Practice Exposure of Students across the undergraduate programme

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### Abstract

**Research Question (RQ):** What are self-reported EBP behaviour, abilities and barriers during the 3-year programme and on clinical placements reported by cohorts of final year physiotherapy students?

**Purpose:** Teaching evidence-based practice (EBP) has become part of the standard curriculum for health care students and professionals. Teaching EBP skills and research methodology should be emphasized in entry level physiotherapy education hence physiotherapists are expected to practice in an evidence-based way. The aim of this study was to investigate self-reported EBP behaviour, abilities and barriers during the 3-year programme and on clinical placements reported by cohorts of final year physiotherapy students.

**Method:** A cross-sectional descriptive study among the cohort (2017–2018) of third year physiotherapy students at Faculty of Health Sciences University of Ljubljana (FHSUL) in Slovenia was conducted. We developed the questionnaire based on previously published relevant questionnaire on knowledge, perceived abilities, frequency of application (behaviour), attitudes and barriers of EBP. The questionnaire contained three sections and took approximately 15 minutes to complete. Section 1 addressed background data such as sex, age, sections 2 and 3 consisted of items related to behaviour, abilities and barriers. Prior to completing a questionnaire, all participants were informed about the following: the purpose of the survey, that participation was voluntary, and responses would be anonymous. Completing and submitting the questionnaire implied informed consent. We did not collect information that could be used to identify individuals, so ethics approval was not required. FHSUL offers a 3-year programme in physiotherapy (180 European Credit Transfer and accumulation System – ECTS credits). The level of EBP exposure in the 3-year programme is low, as students receive a small amount of standalone teaching sessions on the EBP steps and processes. During the study period, 68 full-time final year physiotherapy students were enrolled in the programme. Students had to complete a 20-week clinical placement across the curricula (from February to March and from June to July or August). An electronic version of questionnaire was sent to final year student via MojaAneketa.si.web page. Descriptive statistics, including frequencies and percentages for categorical variables were calculated and mean and standard deviation (SD) for continuous variables were calculated to describe demographic data.

**Results:** In total, 50 out of 68 final year physiotherapy students at the FHSUL completed the questionnaire and were included in the analysis (response rate of 73,5 %). The gender composition was 25 female and 25 male students. Their average age was 23,7 years (SD = 4,3) and ranged from and ranged from 23 to 27 years. Respondents stated they held generally positive attitudes and beliefs regarding EBP with a majority contending that they agreed or strongly agreed that EBP is necessary (84 %), EBP improve the quality of patient care (78%), and evidence helps in decision making (84 %). The percentage of participants who read three or more articles was 34 %, and 64 % would like to gain more knowledge about the research evidence. Forty-four percent of the respondents stated that they do not like to read articles and 17 % of participants stated that they perceived some degree of ability to critically appraise research evidence. The respondents agreed or strongly agreed that they were not confident they had search skills, were not educated well in critical appraisal of research literature and not confident in their abilities in this skill. According to the respondents, the primary barrier to implementing EBP was lack of time (40 %) and not using research evidence by supervisor on clinical placement (20%). The majority of the respondents had access to online information but 70 % of them would ask to gain more knowledge on research evidence their supervisor or teacher.

**Organization:** The findings of the current study suggest that physiotherapy students had a positive attitude about EBP and were interested in learning or improving the skills necessary to implement

EBP. To enable students to use the EBP with their life-long learning and real patient care activities, EBP should be an integral part of learning throughout the curriculum, including during clinical education.

**Society:** To ensure evidence-based physiotherapy practice, future students must gain the skills to practice evidence-based in clinical settings across the years of the curriculum. Further efforts are needed to ensure optimal strategies for EBP exposure throughout the curriculum, regarding content, timing, amount and type of training.

**Originality:** To the best of our knowledge, no studies have investigated the exposure to EBP across the curriculum and on in clinical settings among undergraduate physiotherapy students in Slovenia.

**Limitations/Future Research:** The sample in this study was relatively small. Furthermore, a sample based on students from a single institution may have hampered generalizability of the study. What the students report and what they actually do or think may be very different. Respondents often do not take the time to read the questions fully. A reliable evaluation instrument, in the form of a knowledge, attitude and behaviour questionnaire, should be developed and validated to measure the effectiveness of evidence-based practice teaching and learning activities.

**Keywords:** cross-sectional studies, curriculum, knowledge, evidence-based practice, academic programmes, questionnaire, competence, education.

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