

# **EFRS Statement on The Implementation Of Evidence-Based Practice in Undergraduate Radiography Curricula**

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## Introduction

This statement is issued by the European Federation of Radiographer Societies (EFRS) to give advice to radiography programme coordinators, radiography educators and their institutions on the implementation of evidence-based practice (EBP) in their curricula. This statement has been developed following the collection of data through the EFRS Members and Education Surveys in 2012 and the subsequent EBP workshop which took place as part of the annual meeting of the Educational Wing in March 2014. Radiography educators should apply these principles to the provision of evidence-based education and stimulating EBP whilst working within their institutional academic regulations and in adherence with national professional accreditation regulations. EBP has evolved in both scope and definition. It requires all healthcare decisions to be based on the best available, current, valid and relevant evidence. Healthcare professionals must be able to attain, evaluate, apply and integrate new knowledge and have the ability to adapt to changing circumstances throughout their professional life. Curricula to develop these aptitudes should promote the 10 recommendations for information literacy development and incorporate the 4 step model of EBP considerations within curriculum design.

## Recommendations to Support Information Literacy Development

1. A wide variety of up to date sources of information, both primary and secondary, are essential to inform decisions e.g. published peer-review scientific papers, published systematic reviews, professional guidelines, and textbooks.
2. Students should be required to access these sources and evidence of such interaction should contribute towards assessment grades.
3. Activity is incorporated vertically through the curriculum with increasing levels of complexity as the student progresses.
4. Complexity of the sources should also be aligned to the student development.
5. Training should be provided to all students on effective search strategies. This should be supported by library services through training sessions at the start of their studies and at appropriate stages as they progress.
6. Additional support mechanisms on information skills such as hard-copy guides or e-learning resources through the student virtual environment should be made available.
7. Clear criteria for evaluating information gathered, as part of EBP critique, should be provided with coursework and assessments.
8. Recommended databases and information repositories for use in EBP activity should be available to students and sources should be aligned with profession-specific needs.
9. Clear guidance should be provided on how to reference literature/information sources at the start of their studies.
10. Curriculum documentation should clearly identify EBP activity.

## Curriculum Design Considerations

1. Vertical and horizontal curriculum alignment for EBP is recommended.
2. Curriculum documentation should be written so that the links between research and teaching are clearly defined.
3. A mix of EBP models are recommended for use within the curriculum:
  - a. Research-led teaching: based on the specialist research interests of teaching staff through the presentation of research data and findings during classroom teaching sessions.
  - b. Research-oriented teaching: focus on principles of research, research ethos, research methods, research ethics and information literacy skills sessions.
  - c. Research-tutored practices: focus on students writing discursive and critical essays using published papers, literature reviews and research projects to support development of critical analysis.
4. Recommended methods for inclusion of these approaches in study units for the promotion of EBP within the curriculum may include:
  - annotated bibliography;
  - case-based, problem-based or project based assignments;
  - concept maps;
  - critical review of a journal paper;
  - information literacy specified in assessment guidelines and marking or grading schemes; • literature reviews;
  - patient information booklets; • posters; • search strategies;
  - self- and/or peer-assessment;
  - research projects;
  - timely EBP-focused feedback to students for all assignments.

## References

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