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Objective for this section

Discuss the IFOMPT standards on Research and Evidence Based Practice, their implementation and challenges

These standards align to the concept of the ‘OMT physical therapist as a scholar’
... lifelong pursuit of mastery of their domain of professional expertise
.. contribute to the appraisal, collection, and understanding of healthcare and relevant scientific knowledge

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Model of clinical expertise (Haynes, 2002)
Dimension 1
Demonstration of critical and evaluative evidence based practice (EBP)

Knowledge
Critical and evaluative application of EBP
Evaluative understanding of outcome measures

Skills
Retrieve, integrate and apply scientific knowledge, throughout patient management recognising the limitations
Enhance and promote the rights of the patient to actively participate in their health care management taking into consideration the patient’s wishes, goals and beliefs

Attributes
Demonstrate a critical and evaluative approach
Dimension 9
Demonstration of a critical understanding and application of the process of research

Knowledge
Critical understanding of quantitative and qualitative research and ethical considerations

Skills
Critical appraisal of OMT research
Generate a research question based on the literature, develop a research proposal, select appropriate data analysis procedures and demonstrate effective execution of a research project

Attributes
Demonstrate appreciation of the need for further evidence of research and the role of research in advancing the body of OMT knowledge
Principles of evidence based practice must be embedded throughout all OMT programmes
This requires programmes to teach the principles of research including

– database searching and retrieval
– understanding of research methods including quantitative and qualitative research
– critical appraisal
– the importance of ethical research practice
OMT programmes also need to develop

- an understanding that evidence based practice underpins all manual therapy concepts e.g. muscle imbalance, neural dynamics, biopsychosocial issues

- the need to explore, question and debate the evidence base underpinning these concepts as well as critically analysing assessment procedures and management approaches and the use of outcome measures through developing critical thinking skills

- these skills integrated alongside concepts of clinical reasoning (Higgs and Jones, 2004)
A research project is defined as
A process of systematic enquiry that provides new knowledge
... in NMS dysfunction

The process of systematic enquiry is designed to address a research question
The process may use a range of methodological perspectives and methods including literature review and qualitative and quantitative approaches to address the research question
All assessments need to draw on current evidence that has been critically appraised including

- written assignments
- practical exams
- presentations
- vivas
- clinical placement exams (including assessment of a new patient and a follow up patient)
- research project
Sample marking criteria  (examples selected indicate distinction level)

Demonstrates an outstanding, innovative approach and an exceptional, in-depth understanding and synthesis of specialised /applied knowledge

Demonstrates an outstanding level of integration and synthesis of relevant and appropriate evidence, drawing upon an outstanding range of evidence/examples

Demonstrates outstanding clinical reasoning, incorporating an exceptional range of evidence/examples with no errors/misconceptions

Engages in an outstandingly comprehensive and professional academic discussion with the examiner
Challenges in implementing these standards

– programmes that sit outside of a university setting may need to seek support in teaching research skills .......... and for research projects

– issues regarding when research skills are taught within OMT programmes

– how these standards are integrated and embedded throughout programmes and how this is documented for international monitoring
However the value of the research and EBP standards will enable OMT practice to develop and grow underpinned by sound and robust evidence and will develop therapists who are critical thinkers.
Concluding message

There are challenges for MOs in implementing IFOMPT standards relating to research and evidence based practice.

However it is only by driving this forwards and supporting MOs in addressing their specific issues that we can continue to

*Develop and advance international post-professional educational standards in physical therapy*
Reference


www.deptmedicine.utoronto.ca/Can/MEDS