



Academic Center for Evidence-Based Practice

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Theme: "Interprofessional Education for Interprofessional Care"

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## **Interdisciplinary Faculty Beliefs and Culture for Integration of EBP**

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### **Background:**

The interdisciplinary adoption of evidence-based practice (EBP) is fundamental for healthcare reform and is being called upon by healthcare leaders nationwide. If healthcare reform is to occur in both the practice and educational arenas an understanding of the context of health professions education will need to be explored. For a radical transformation in health professions education to take place, a fundamental understanding of systems and curricula within healthcare educational program must be explored. Using the Advancing Research and Clinical practice through close Collaboration and Education (ARCC-E) model as a conceptual framework, initial understanding of one university's interdisciplinary faculty was explored.

### **Level of Educational Program:**

- Nursing undergraduate, graduate, and doctorate of nursing practice
- Medical School Education
- Master's of Public Health

### **Targeted Learning Outcomes:**

The learner will be able to understand:

- What are interdisciplinary faculty's beliefs regarding evidence-based practice?
- What are interdisciplinary faculty's perceived barriers and facilitators to teaching evidence-based practice
- What are interdisciplinary faculty's approaches of teaching and integrating evidence-based practice into course curricula?
- What is the relationship between interdisciplinary faculty's beliefs, culture, and implementation of evidence-based practice?

### **Teaching-Learning Activities:**

Findings suggest there is an urgent need for the development of faculty in each specified program due to the lack of personal beliefs, knowledge, implementation and resources available for curricular integration of EBP. Further grant funding has been sought to support this effort.

### **Evaluation of Approach:**

Results propose that faculty have neutral beliefs regarding EBP, and low implementation of evidence within their own personal practice as well as choice of educational strategies in the classroom. Therefore, an apparent disconnect in teaching EBP as recommended for all healthcare professionals is

present. In addition, faculty do not perceive support from the university towards providing resources for teaching EBP. Initially, lack of faculty development and dedicated resources towards interdisciplinary education will need to be resolved prior to a large curricular integration of EBP.

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