

Title Page

Title: Attitudes of Doctoral Occupational Therapy and Physical Therapy Students Toward Critical Inquiry Research and Evidence Based Practice

Abstract: The aim of this assessment project is to investigate the attitudes of doctoral occupational and physical therapy students toward critical inquiry and evidence based practice research before and after they completed coursework in critical inquiry research and evidence based practice. These courses contain applied knowledge of statistics and research design with learning objectives that target student abilities and skills in retrieving and searching literature and evaluating published clinical studies. Coursework emphasizes appraisal of research evidence for making decisions in patient care—referred to as evidence-based practice. It is important for health professionals to develop skills in critical inquiry of research and evidence based practice to systematically evaluate information for use in providing the best care for their patients. A barrier or asset to developing these skills may be students' attitudes toward research coursework in critical inquiry and evidence based practice. If students consider this course to be more or less important to their future careers or more or less relevant to their profession, these attitudes may positively or negatively impact their participation in research and evidence based practice activities in future course and in their professional careers. Outcomes of this project will elucidate attitudes that may enhance or hinder learning.

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