

Table 2: EBP Educational Strategies in OT-Course and Component Descriptions & Student EBP Experiences

Author(s)	Date	Article Type	Description
Atler and Gavin	2010	Experiences with course component	Described a community service learning experience where students showed increased knowledge and confidence in EBP after participating.
Crist	2010	Course description	A collaboration between students and therapists during research projects where students learned to become “practice-scholars” (p.40).
Reynolds	2010	Course description	Described an OT doctoral program online EBP course which included assignments where students: worked in groups on case studies; developed clinical research questions; appraised systematic reviews, organized studies by rigor and evidence level; and completed critically appraised topics and papers (CATs and CAPs).
Silverman	2010	Course component description	Discussed an exercise in a course where students used the fictional medical histories of animated film characters to learn about qualitative coding.
Van Lew and Singh	2010	Experiences with course component	95 percent of students had a positive experience completing fieldwork facility specific EBP learning modules during internships. Modules were designed to help the students learn about occupational therapy in a physical disabilities setting.
Stern	2008	Course component description	Discussed the use of journal clubs by students for EBP over the course of nine weeks in an EBP course.
Bailey, Bornstein and Ryan	2007	Experiences in a course	Described an EBP course where post-graduates with clinical experience used EBP to simulate retreatment of prior clients, to show the benefit of EBP, since the original treatments did not include EBP.
Stube and Jedlicka	2007	Experiences in a course	Students at three different grade levels stated in EBP focus groups that: best practices and client-centeredness were part of how EBP is defined; EBP was not obvious at first in settings; barriers were easy to define but harder to find solutions for; they felt a closeness with fieldwork supervisors; and there was a sense of an overall importance in their EBP learning experience.
Stern	2005	Course description	An EBP course in which students formulated clinical questions for three different types of research (descriptive, assessment, and intervention), reviewed peer-reviewed journal articles in preparation for upcoming fieldwork in-services, and critiqued other students’ work.
Aitken	2004	Course component description	The author recommended OT educators teach students and practitioners to perform meta-analyses of quantitative studies to increase the evidence of OT treatment effectiveness.
Coster and Schwarz	2004	Course Description	Discussed the infusion of EBP in their curriculum, including EBP courses where students: shared tips for EBP; completed CATs and journal club type projects; participated in clinical literature searches during fieldwork; and kept an EBP journal.
Stern	2001	Course description	A qualitative research course in which students learned different aspects of clinicians’ use research in practice, during group projects where clinicians were interviewed by the students.
Martin	2000	Course description	A research course where students read a selected scholarly article, and used a guide provided by the professor to help them focus on key parts of research reports based on the articles, presented by the students.
Tickle-Degnen	2000	Course description	A research course modified to teach students how to become evidence-based practitioners. The author provided options for educators to include EBP strategies in their teaching by incorporating them in: an EBP course, another course, or an educational activity supervised by a mentor such as a final project