



### Student EIP Proposed Learning Activities

These learning activities were compiled following a comprehensive literature search and program evaluation of our Student EIP Initiative. One or more activity may be selected to address the student's learning needs and to target specific objective(s). At least one learning objective should specifically target an EIP competency in the context of clinical care. Flexibility in the nature of learning activities is encouraged to meet students' learning priorities; however, knowledge translation to relevant groups or teams of clinicians within or outside the organization should be a component of the plan.

Learning Activities	Description	Suggested Resources	Targeted Competencies
EIP competency self-evaluation	Complete CAPE tool as a learning needs self-evaluation	EIP CAPE Tool	All
Formulate a clinical question	Formulating pertinent clinical questions related to your clinical practice area whose answers could inform your work	<a href="#">Clinical Question Worksheet</a> and <a href="#">Guidelines</a>	Step 1: Formulating a clinical question
Build or strengthen a clinical question bank	Develop discipline/Program/team-specific clinical question banks with pre-screened questions to ensure evidence exists and/or compile a list of current, clinically relevant article/topics from which to choose as a basis for EIP learning	<a href="#">How to Set Up a Clinical Question Bank</a> <a href="#">Clinical Question Bank Template</a>	Step 1: Formulating a clinical question
Identify sources of evidence	Identify relevant, high quality sources of evidence for your clinical practice area/diagnostic group or topic	<a href="#">Considerations for Selecting Sources of Evidence</a> <a href="#">Sources of Evidence Table</a> <a href="#">How to Choose Your Literature Database</a>	Step 2: Searching for evidence

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Learning Activities	Description	Suggested Resources	Targeted Competencies
Reflect on clinical reasoning	Develop rationales that consider the three aspects of EIP (research, clinical experience and the client perspective) to justify clinical decisions in “real time” when making clinical decisions about assessment/treatment/recommendations	<a href="#">Clinical Decision-Making Worksheet: Building Your Rationale</a>	Step 3: Appraising the evidence
Identify clinical implications	Identify implications of the evidence for practice	<a href="#">Key Messages for Action Worksheet</a> <a href="#">Clinical Applicability Form</a>	Step 3: Appraising the evidence
Plan for outcome measurement	Identify appropriate outcome measures for yellow-light interventions		Step 3: Appraising the evidence
Select the “best evidence” to answer a clinical question	Use appraisal and clinical reasoning to identify the “best evidence” available to answer a clinical question. Document your process, outcomes and justification.	<a href="#">Choosing Your Best Evidence</a>	Step 3: Appraising the evidence
Identify key messages for action	Identify and prioritize key messages from research, evidence based in-services-learning, and/or workshop that warrant action	<a href="#">Key Messages for Action Worksheet</a>	Step 4: Applying evidence to practice
Develop a practice change plan	Create a structured context-specific plan to change practice based on the evidence	<a href="#">Practice Change Plan</a>	Step 4: Applying evidence to practice
Evaluate a change in practice	Create and/or carry out an evaluation plan to monitor the use of evidence over time	<a href="#">Documenting Your Current Practice Worksheet</a> <a href="#">Practice Change Plan</a>	Step 5: Evaluating evidence use

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Learning Activities	Description	Suggested Resources	Targeted Competencies
Develop a knowledge translation plan	Develop and carry out a knowledge translation plan to share findings with multiple stakeholders to compel action	<a href="#">Knowledge Translation Plan</a> <a href="#">Knowledge Translation Methods</a>	Step 5: Applying evidence to practice
Traffic light an intervention	Assign a traffic light code to evidence about an intervention	<a href="#">Traffic Lighting Overview</a> <a href="#">Traffic Lighting Process</a> <a href="#">Traffic Lighting Synthesis</a> <a href="#">Traffic Lighting Record</a>	All steps (1–5)
Complete a BEAR	Complete a Brief Evidence Appraisal of Research (BEAR) <sup>1</sup> in “real time” to answer clinical questions related to assessing/treating clients	<a href="#">Brief Evidence-Informed Assessment of Research (BEAR) Worksheet</a>	Step 1: Formulating a clinical question Step 2: Searching for evidence Step 3: Appraising the evidence Step 4: Applying evidence to practice
Develop a knowledge product/resource	Creating a useful document/tool based on evidence findings e.g. evidence synthesis, parent handout, clinical tool, evaluation data tracking spreadsheet	<a href="#">Step 4 flowchart</a> <a href="#">Process for Creating Family Information</a>	Step 4: Applying evidence to practice
Identify a need for & plan evidence-informed change	Identifying process within the team that is not running as smoothly as it could (family centeredness of orientation, team-based assessment), and using evidence, provide suggestions for change	<a href="#">EBP Toolkit</a>	All steps (1–5)

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Learning Activities	Description	Suggested Resources	Targeted Competencies
Individualized mentoring	EIP mentorship/ discussions (may or may not be preceptor)	<a href="#">EBP Toolkit</a>	Any step(s) (1–5)
Present on your EIP learning activity/ies* (all students)	Student presentation to clinicians about your learning activity/ies, the process you used, and the outcomes. Also includes a facilitated discussion about clinical implications and potential next steps	<a href="#">Student Presentation Guidelines</a>	Step 4: Applying evidence to practice Step 5: Evaluating evidence use Clinician attitudes towards EIP

**For more information about the Student EIP Initiative visit:**

[www.childdevelopment.ca/StudentEIPInitiative.aspx](http://www.childdevelopment.ca/StudentEIPInitiative.aspx)

**Reference**

1. Developing an integrated evidence-based medicine curriculum for family medicine residency at the University of Alberta 6Academic Medicine, 581-7.