

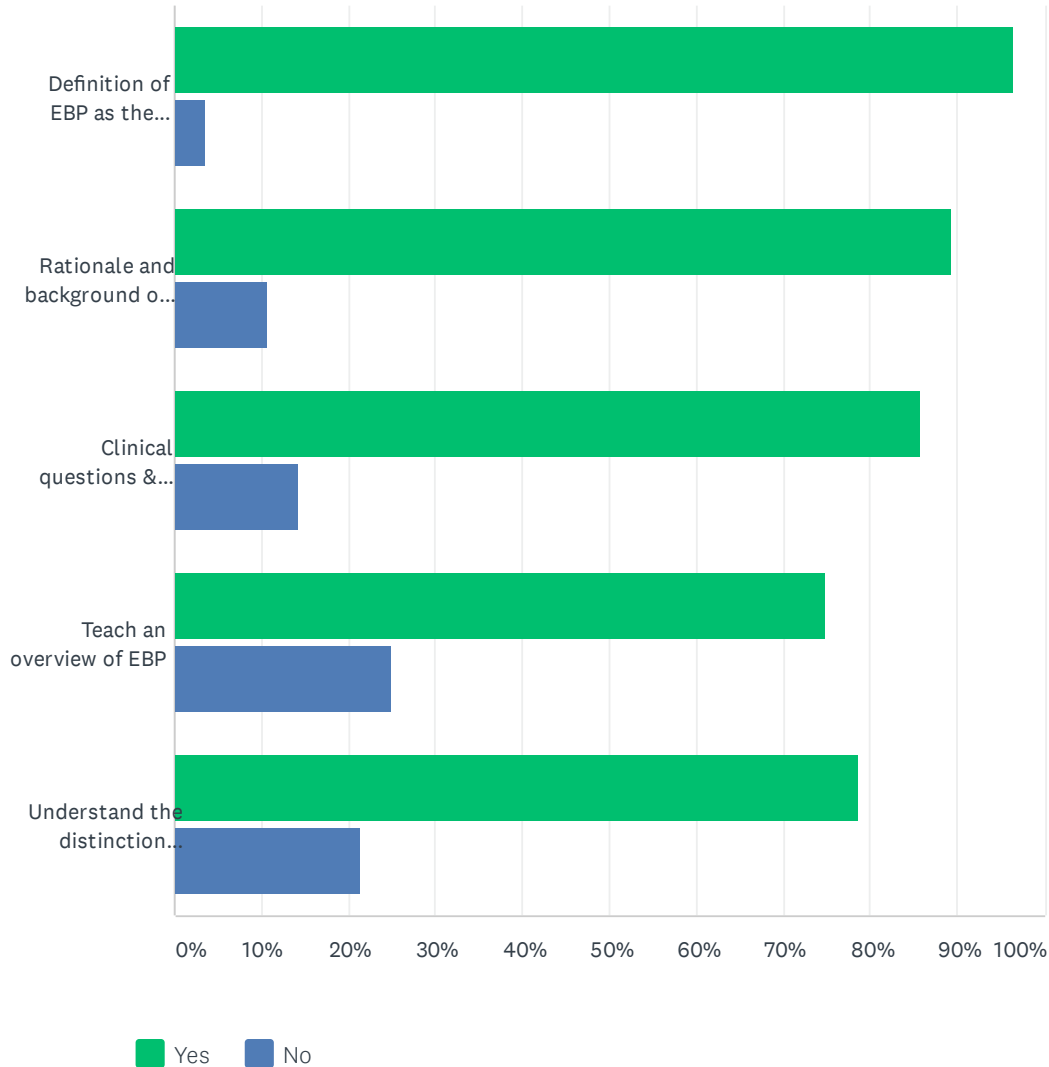
Q1 Residency Program Name

Answered: 28 Skipped: 0

#	RESPONSES	DATE
1	Redacted	12/9/2019 5:13 PM
2	Redacted	11/25/2019 11:17 AM
3	Redacted	11/21/2019 12:50 PM
4	Redacted	11/20/2019 11:30 AM
5	Redacted	11/19/2019 6:04 PM
6	Redacted	11/18/2019 4:48 PM
7	Redacted	11/18/2019 4:29 PM
8	Redacted	11/12/2019 6:39 PM
9	Redacted	11/11/2019 9:09 PM
10	Redacted	11/11/2019 8:55 PM
11	Redacted	10/31/2019 10:19 AM
12	Redacted	10/7/2019 12:46 PM
13	Redacted	10/3/2019 3:19 PM
14	Redacted	10/3/2019 12:11 PM
15	Redacted	10/3/2019 11:21 AM
16	Redacted	10/3/2019 10:54 AM
17	Redacted	10/3/2019 10:49 AM
18	Redacted	10/3/2019 10:43 AM
19	Redacted	10/3/2019 10:19 AM
20	Redacted	10/2/2019 4:10 PM
21	Redacted	10/2/2019 11:44 AM
22	Redacted	8/19/2019 11:01 AM
23	Redacted	8/18/2019 2:46 PM
24	Redacted	8/16/2019 2:46 PM
25	Redacted	8/9/2019 3:21 PM
26	Redacted	8/9/2019 10:59 AM
27	Redacted	8/9/2019 10:51 AM
28	Redacted	8/9/2019 9:24 AM

Q2 Introduction to EBP

Answered: 28 Skipped: 0



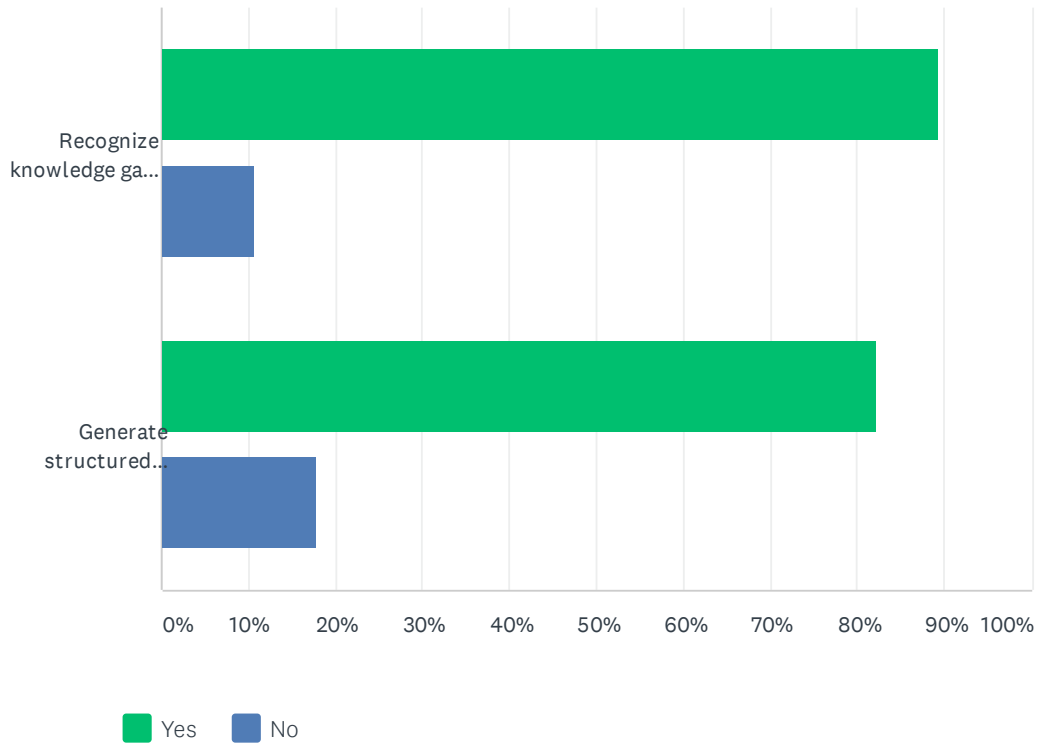
	YES	NO	TOTAL	WEIGHTED AVERAGE
Definition of EBP as the integration of the best research evidence with clinical expertise and patient's unique values and circumstance	96.43% 27	3.57% 1	28	1.04
Rationale and background of EBP	89.29% 25	10.71% 3	28	1.11
Clinical questions & study designs (different types)	85.71% 24	14.29% 4	28	1.14
Teach an overview of EBP	75.00% 21	25.00% 7	28	1.25
Understand the distinction between using research to inform clinical decision-making vs. conducting research	78.57% 22	21.43% 6	28	1.21

AAP Evidence-Based Practice (EBP) Survey

#	COMMENTS:	DATE
1	topics are included in annual research module lectures and in monthly journal club discussions.	12/9/2019 5:13 PM
2	We have 10 hours of research curriculum in the beginning of the year which is a combination of didactics, interactive group and homework which includes formulating a hypothesis, construction and evaluation of study design, reviewing literature, statistical methods, IRB processes, faculty panels on clinical research applications, research team work, library sciences, ethics, etc. This culminates in a research day with poster and oral presentations including basic and clinical sciences with all the affiliated sites - Redacted	11/20/2019 11:30 AM
3	We go over a lot of these things in journal clubs but not formal didactic lecture	11/18/2019 4:48 PM
4	We do not have a single lecture(s) series to cover all these domains of EBP	11/12/2019 6:39 PM
5	The last question regarding research confused me a bit. I responded Yes eg, Our Journal Club activities can and often do make this distinction.	10/3/2019 10:49 AM

Q3 Ask (Step 1)

Answered: 28 Skipped: 0

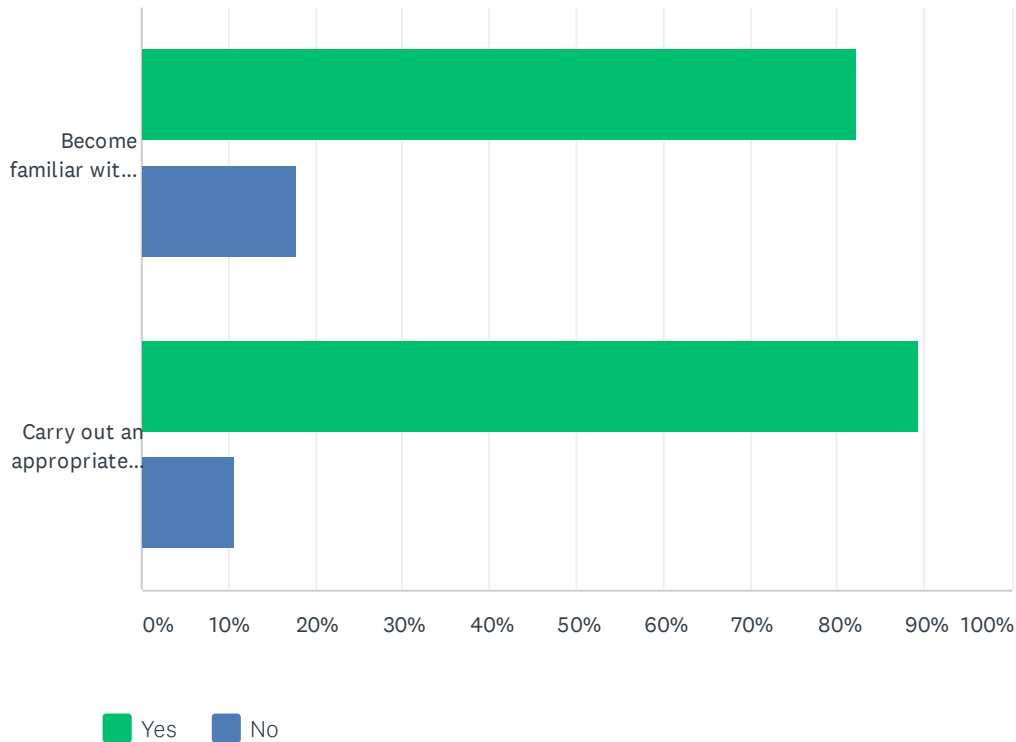


	YES	NO	TOTAL
Recognize knowledge gaps in practice	89.29% 25	10.71% 3	28
Generate structured answerable clinical questions	82.14% 23	17.86% 5	28

#	COMMENTS:	DATE
1	Are you talking about knowledge gaps in their personal practice, or, knowledge In general and rehabilitation medicine	11/18/2019 4:29 PM

Q4 Acquire (Step 2)

Answered: 28 Skipped: 0

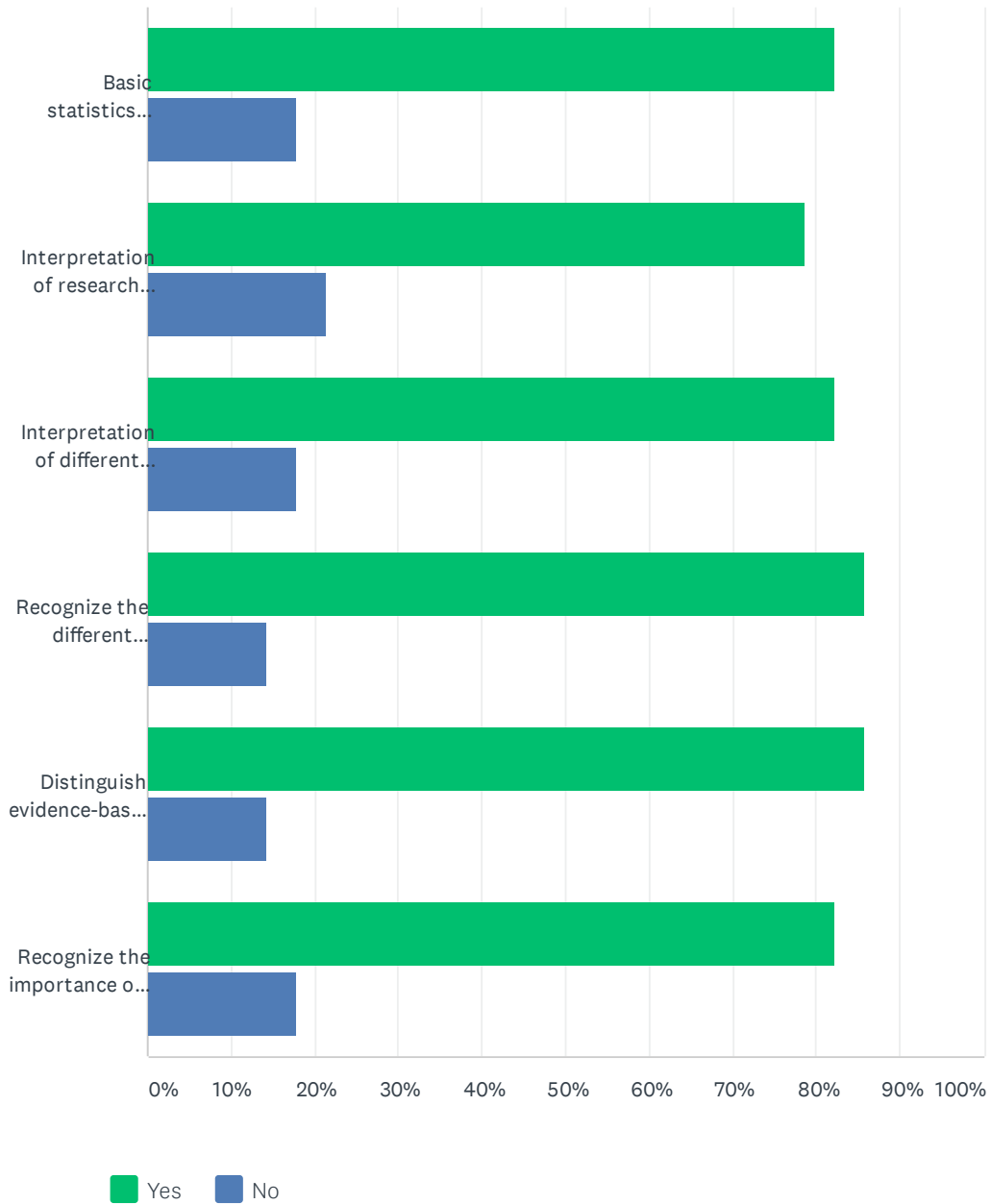


	YES	NO	TOTAL
Become familiar with sources of research information, including biomedical research databases and filtered or pre-appraised evidence sources	82.14% 23	17.86% 5	28
Carry out an appropriate literature search for clinical questions	89.29% 25	10.71% 3	28

#	COMMENTS:	DATE
1	We do teach skill in lit search An opportunity for us (work in progress) and an opportunity in your survey - Do we teach, train, and deliberately practice the skills of synthesis of trying to understand and solve interrelated clinical question - This is the challenge in EBP - Scientists are good at evidence for singular clinical question yet evidence is lacking in interrelated clinical problems	10/3/2019 10:49 AM

Q5 Appraise and Interpret (Step 3)

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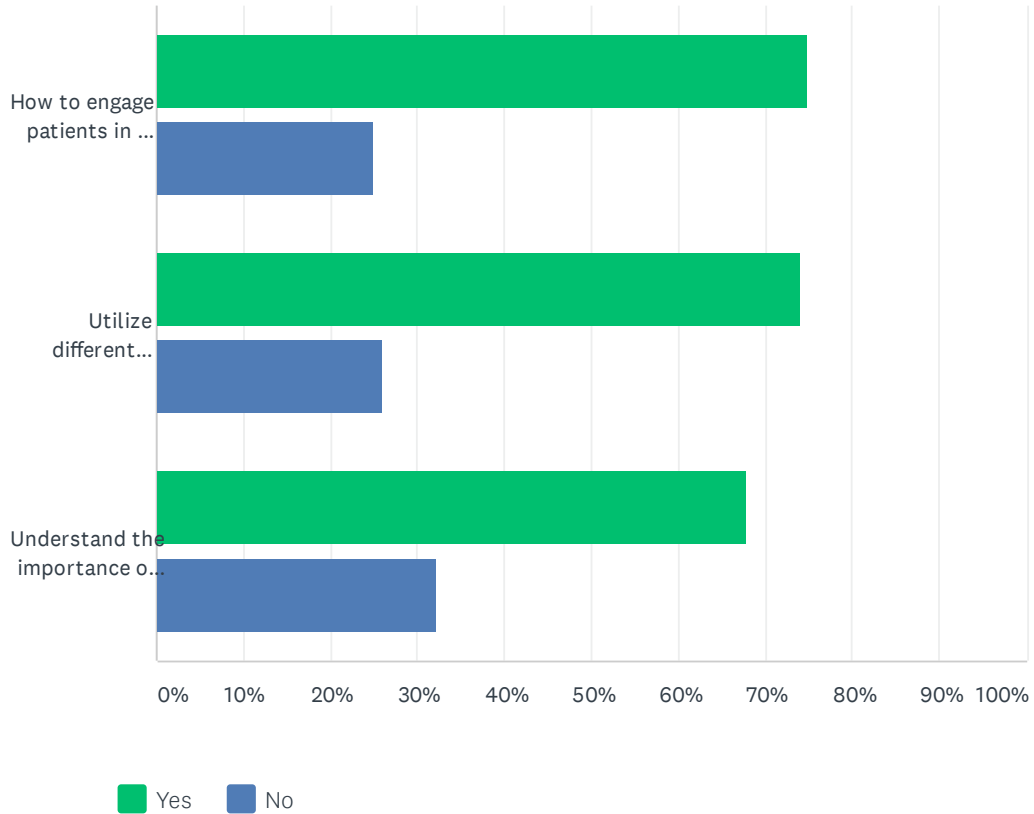
AAP Evidence-Based Practice (EBP) Survey

	YES	NO	TOTAL
Basic statistics (e.g., error, bias, reliability, validity, difference between statistical significance and minimal clinically important difference)	82.14% 23	17.86% 5	28
Interpretation of research directions as related to diagnostic accuracy, prognostic evaluation and treatment effects	78.57% 22	21.43% 6	28
Interpretation of different types of study design (e.g., systematic review, meta-analysis, controlled trial, observational study)	82.14% 23	17.86% 5	28
Recognize the different levels of evidence	85.71% 24	14.29% 4	28
Distinguish evidence-based from opinion-based clinical practice guidelines	85.71% 24	14.29% 4	28
Recognize the importance of considering conflict of interest and funding sources	82.14% 23	17.86% 5	28

#	COMMENTS:	DATE
1	I think we do ALL of these things regularly in journal club but not a formal curriculum	11/18/2019 4:48 PM
2	We do a lot of this in Journal club but it is not as well structured as it could be	11/18/2019 4:29 PM
3	We are in the process of overhauling journal club to address gaps listed above	11/12/2019 6:39 PM
4	We do these things to some degree, but could surely do better.	11/11/2019 9:09 PM
5	PhD led	8/9/2019 9:24 AM

Q6 Apply (Step 4)

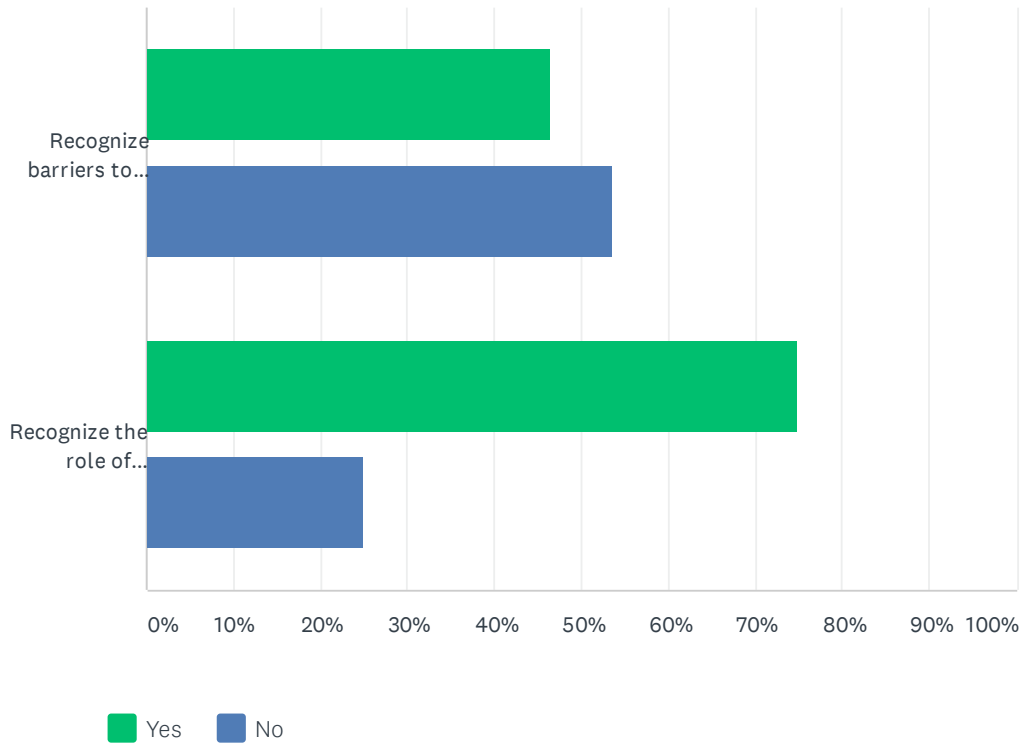
Answered: 28 Skipped: 0



	YES	NO	TOTAL
How to engage patients in the decision-making process, using shared decision making	75.00% 21	25.00% 7	28
Utilize different strategies to manage uncertainty in clinical decision-making in practice (including ethical and legal issues)	74.07% 20	25.93% 7	27
Understand the importance of baseline risk of individual patients when estimating individual expected benefit	67.86% 19	32.14% 9	28

Q7 Evaluate (Step 5)

Answered: 28 Skipped: 0



	YES	NO	TOTAL
Recognize barriers to knowledge translation and strategies to overcome these	46.43% 13	53.57% 15	28
Recognize the role of personal skill assessment and quality improvement in the context of reflective clinical practice	75.00% 21	25.00% 7	28

#	COMMENTS:	DATE
1	it helps to have all residents use the Milestone tool as a self-reflection and goal-setting tool semi-annually to remind us all of knowledge/skill gaps and strategies to improve	12/9/2019 5:13 PM
2	We are nowhere near this	11/18/2019 4:29 PM