

Project Two – Teaching and learning; scaffolding and content

Title of case study/example of best practice:	Introduction to EBP
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Details of the activity undertaken	
<p>Year 1 Optometry students are given a series of lectures on evidence-based practice (EBP). During the accompanying lab/tutorial sessions and during independent study time students work towards creating a brief report based on EBP that includes a description of the process followed and the findings. The following EBP steps are covered in this piece of work:</p> <ul style="list-style-type: none"> • Ask (frame a question), and • Acquire (find information related to the question) <p>The report forms the basis of a VIVA in which students are asked questions based on these first two steps of the EBP process.</p>	
Impact of the activity	
<p>This was an area that students had little experience of and the External Examiners commented that introducing this activity in Year 1 was of great benefit to the students in their development as thinking practitioners.</p>	
This case study relates to the following GOC outcomes:	
<p>Outcome 1. Person Centred Care <input type="checkbox"/></p> <p>Outcome 2. Communication <input type="checkbox"/></p> <p>Outcome 3. Clinical Care <input type="checkbox"/></p> <p>Outcome 4. Ethics and Standards <input type="checkbox"/></p> <p>Outcome 5. Risk <input type="checkbox"/></p> <p>Outcome 6. Leadership and Management <input checked="" type="checkbox"/> Outcome O6.2</p> <p>Outcome 7. Lifelong Learning <input type="checkbox"/></p> <p>Scaffolding/Student experience & engagement <input type="checkbox"/></p>	