Conclusions

Entry level physiotherapy curricula of majority universities in India include the various competencies for training the steps of EBP. However, it is seen that a structured organised approach is lacking. There is inadequate emphasis on integration of EBP in clinical teaching. These results underline the requirement to develop entry-level educational programs on EBP.

There is positive opinion of senior academicians involved with curriculum planning about its inclusion in training of students. To be at par with global standards, universities have a responsibility to encourage students to promote and deliver evidence-based practice from the onset of training which should be included as ongoing education, to ensure that patients receive high-quality care. The overall profession would go to the next level with adoption of clinical integration of EBP.

We are ready for this up-gradation in terms of our content and rigor but lack in delivery. Faculty play a significant role in delivery and hence training them should be on high priority. Similarly important is the competency of students entering for the course, strict entry criteria would facilitate delivery of complex and multilayered concepts of EBP in clinical decision making.

A two round modified-Delphi process was employed to achieve consensus in developing a module in evidence-based practice. This module should help to further develop the teaching of evidence-based practice in physiotherapy schools and also serve as a basis for advancing postgraduate training in India. Thus, helping in moving the physiotherapy education and healthcare towards a more evidence-based global approach.