**Which learning activities enhance physiotherapy practice?**  
**Systematic review and meta-analysis.**  
**Leahy E, Chipchase L, Calo M, Blackstock**

### Aim
This systematic review aimed to evaluate which learning activities enhance physiotherapy practice.

### Method
Eight databases were searched through to March 2017. Randomised controlled trials evaluating physiotherapy learning activities were included. Risk of bias (PEDro) assessment was completed. Where possible, GRADE and meta-analysis was used to synthesis results.

### Results
7812 records identified

**Screening**

26 randomised controlled trials

Median PEDro score = 6 (range 3 to 8)

### Key Findings

<table>
<thead>
<tr>
<th>Improve knowledge</th>
<th>Professional Development Course</th>
<th>Limited evidence from 5 studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve behaviour</td>
<td>Professional Development Course</td>
<td>With active components</td>
</tr>
<tr>
<td>Improve patient outcomes</td>
<td>Mentored patient interaction</td>
<td>Limited evidence from 1 study</td>
</tr>
</tbody>
</table>

*Figure 1. Knowledge: Peer Assessment compared to Group Discussion*

### Conclusions
Learning activities which have **active components** appear to be most effective at **driving change** in physiotherapy behaviour.

**Patient outcomes** were only enhanced when **mentored patient interactions** were combined with a professional development course.

See published protocol at: https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-017-0475-x

Correspondence: e.leahy@latrobe.edu.au