

## APPENDIX 2

Barriers to EBP in optometry were solicited using a group consensus process. Thematic analysis revealed four themes (time, knowledge / curriculum, attitude, and access). Barriers in grey italics applied to EBP teaching only whereas other barriers applied to EBP practice and EBP teaching. Participants selected and ranked (score of 5 = most important to 1 = least important) their top five barriers. The numbers of votes, the total and average score for each barrier are shown.

	No. of votes (0 to 25)	Total score (0 to 125)	Average score (0 to 5)
<b>Time</b>			
1. Time to look up resources (undergraduate, professional)	17	75	4.4
2. Volume of evidence / number of resources to review	8	26	3.3
3. Time to test that what we are doing is working (audit)	5	12	2.4
4. <i>Time and cost required in developing teaching materials</i>	3	10	3.3
5. Too much varying / conflicting evidence	1	2	2.0
6. Identifying what topics to spend your time on	2	2	1.0
<b>Knowledge / curriculum</b>			
7. (Teaching to)Integrate evidence with clinical practice	6	24	4.0
8. <i>Getting students to link early learning with clinical years</i>	4	16	4.0
9. <i>How to assess students on their application of EBP</i>	4	15	3.8
10. Maintaining understanding of statistics (teachers)	9	15	1.7
11. <i>Encouraging / educating / informing / facilitating visiting staff involvement in EBP</i>	5	14	2.8
12. <i>Alignment of teaching across all years</i>	4	10	2.5
13. <i>Giving effective feedback to students</i>	2	7	3.5
14. <i>Teaching younger / early year students</i>	2	5	2.5
15. Educating the patient / applying EBP to patients	2	5	2.5
16. <i>Getting students to critically appraise papers</i>	2	5	2.5
17. <i>Differing advice from clinical supervisors</i>	2	4	2.0
18. Giving the processes to identifying gaps in EBP	1	4	4.0
19. <i>Follow through on students being asked to find research evidence</i>	1	3	3.0
20. <i>Determining the starting point with students' understanding of EBP when teaching</i>	0	0	0.0
<b>Attitude</b>			
21. Getting clinicians to change / how to develop EBP culture (attitude)	9	29	3.2
22. Changing mindset of staff / students / supervisor (including visiting staff) towards lifelong learning	6	21	3.5
23. Applying EBP to all areas of optometry, not just therapeutics	3	11	3.7
24. Influence of sceptics of EBP	2	4	2.0
25. <i>Getting students to adopt EBP even when they see barriers</i>	1	3	3.0
26. Need to integrate with other professions	0	0	0.0
<b>Access</b>			
27. Lack of good evidence in some areas / No evidence	8	15	1.9
28. Remembering / organizing / storing / accessing the evidence	5	12	2.4
29. <i>Cost (and time) required in developing teaching materials</i>	3	10	3.3
30. Lack of resources (e.g. equipment) in some practices (e.g. locum)	3	8	2.7
31. How do you get current evidence?	2	6	3.0
32. Sharing of EBP resources among staff	2	6	3.0
33. Organizational constraints on delivering EBP	4	5	1.3
34. Lack of internet access	1	5	5.0
35. <i>Organizational constraints on teaching</i>	0	0	0.0