

Exploring Evidence-Based Practice Through New Forms of Engagement

Isabella Pistone

This thesis is concerned with how to connect science and technology studies (STS) with evidence-based practice (EBP) through new forms of engagements. EBP is commonly associated with efforts to improve quality of welfare services. The principles and methods associated with EBP have been criticized for being reductionist. Such discussions pinpoint several challenges concerning principles for the production and utilization of evidence in EBP. At the same time, STS scholarship sheds light on informal practices that are often overseen in models and principles of EBP. In various ways, this research displays mismatches between epistemological assumptions underpinning EBP and empirical epistemologies at work when EBP is enacted by professionals in daily practice. In this thesis, I explore how such STS insights can be put to work for developing EBP. Guided by the question: *How can sensibilities from STS contribute to developments of EBP knowledge practices?* the thesis outlines characteristics for an epistemological reconceptualization of EBP.

This thesis challenges and expands the boundaries of EBP, conceptualizing it as a continuously developing 'process of inquiry'. This requires a dynamic interplay between various forms of knowledge to be realized in daily practice, moving beyond the conventional usage of EBP as a descriptor for standardized interventions. The thesis also discusses how the STS engagement in this thesis contributes to expanding boundaries; not only around EBP, but around STS scholarship as well.



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ISBN 978-91-8069-447-6 (PRINT)
ISBN 978-91-8069-448-3 (DIGITAL)

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AND THEORY OF SCIENCE



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