

Determinant	Component of intervention
Lack of time	Ensuring that guidelines were specific, brief, and relevant to the primary care setting Creation of guideline website
Poor knowledge where to find guidelines	Information seminars, creation of guideline website, information on where to find other guidelines, e-mail reminders
Limited access to guidelines	Creation of guideline website Creation of links to the website from other parts of the intranet
Guideline characteristics: too general, take too long to read	Ensuring that guidelines were specific and brief
Positive attitudes to EBP and guidelines (<i>i.e.</i> , considering guidelines important, considering EBP necessary and helpful in decision making)	Stimulating positive attitudes in the seminars, <i>e.g.</i> , by emphasizing in presentation and discussions that guidelines are intended to support the PT in clinical decision making and to efficiently summarize and put evidence at their finger tips
Awareness of the existence of guidelines	Written and oral information about relevant guidelines, creation of guideline website
Not considering that strong evidence is lacking for most treatment methods	Producing evidence-based guidelines with clear evidence levels; discussion points on evidence strength
Not considering that EBP creates unreasonable demands	Addressing benefits of and correcting misconceptions of EBP, producing guidelines that reduce the need to search and appraise evidence
Self-efficacy to treat according to evidence	Facilitating self-efficacy by producing guidelines that are up-to-date and evidence-based
Self-efficacy to find research	Providing information on EBP resources and providing links to them on the guideline website
Knowledge how to integrate patient preferences with guidelines	Providing education about the principles of EBP and the importance of integrating patient preferences
Encouragement of EBP in the workplace	Providing education on the principles of EBP at the seminars