



INCREASING THE DEGREE TO WHICH EVIDENCE-BASED PRACTICE IS CARRIED OUT BY OTs AT MAGEE REHABILITATION

Debra S. Zelnick, OTD, OTR/L

An Evidence-Based Occupational Therapy Intervention
Chatham University, Pittsburgh, PA

Magee Rehabilitation

Believe in a way back

SETTING & BACKGROUND

Setting:

Occupational Therapy Department
Magee Rehabilitation Hospital
Philadelphia, PA



- Serves adults with physical disabilities
 - General Rehabilitation
 - Neurorecovery
 - Spinal Cord Injury

Background:

- Health services research reveals a gap between practice based on scientific evidence and clinical practice (Grol & Wensing, 2004).
- OTs are being challenged to become evidence-based practitioners.
- Lack of evidence-based practice negatively affects reimbursement & limits scope of practice.

PICO QUESTION

Does in-service education on evidence-based practice provided to occupational therapists increase knowledge of the tools and resources necessary to become evidence-based practitioners?

SIGNIFICANCE TO OT

- "...OT is a powerful, science-driven, and evidence-based profession..." (AOTA, 2006).
- "Intervention plan is directed...by best available evidence"(AOTA,2014).
- Must narrow the gap between what is taught in academic programs and what occurs in the OT clinic.

REFERENCES

- Grol, R., & Wensing, M. (2004). What drives change? Barriers to and incentives for achieving evidence-based practice. *The Medical Journal of Australia*, 180 (6 Suppl), S 57 – 60.
- American Occupational Therapy Association. (2006). AOTA's centennial vision. Retrieved from <http://www.aota.org/-/media/Corporate/Files/AboutAOTA/Centennial/Background/Vision1.pdf>
- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd edition). *American Journal of Occupational Therapy*, 68(Supplement1), S1- S48. doi:10.5014/ajot.2014.682006

LITERATURE REVIEW

CAT (Critically Appraised Topic) Portfolio:

- 26 studies
- 1998 – 2013
- 15 national & international journals
- Qualitative & quantitative designs

Themes from Literature Review:

- Many barriers to evidence-based practice.
- Relationship between years of experience, degree, and use of evidence in practice.
- Active methods of learning best for teaching evidence-based practice.
- Support from management may be an enabler to the use of evidence-based practice.
- Partnerships and collaborations may be effective for teaching about evidence-based practice.

DESIGN & IMPLEMENTATION

Design:

27 participants - licensed occupational therapists

Evidence Based Practice Questionnaire (EBPQ) – Pretest & Posttest
*Additional demographic & qualitative questions added.

Provide tools and resources necessary to become evidence-based practitioners:

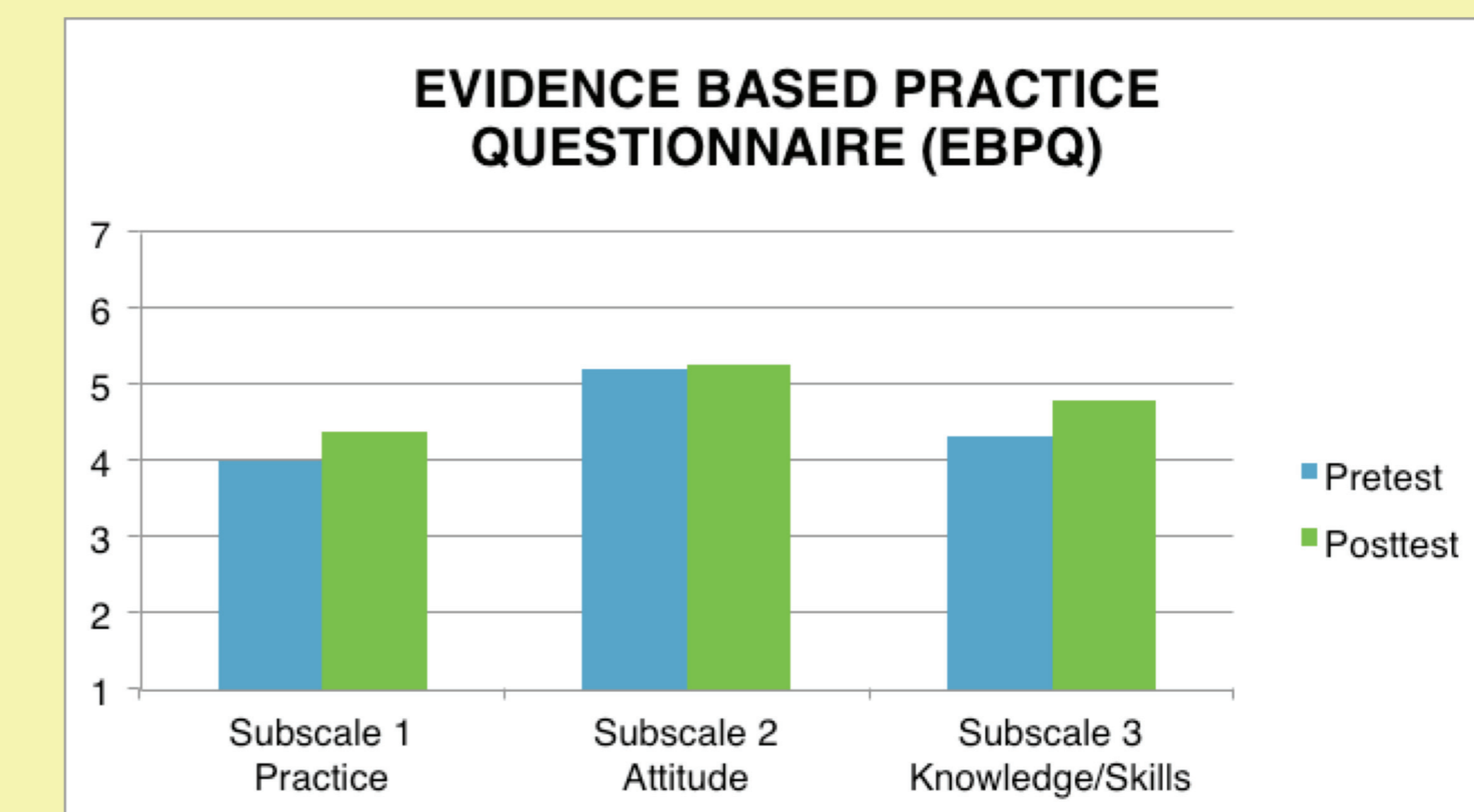
*3 Weeks - Interactive In-services
Client centered & collaborative
Partnership with university librarian

*3 Weeks – Independent Learning Activities
Readings, on-line tutorials and videos
Self-reflection and experiential activities



Participants received a personalized folder every week with copies of PowerPoint presentation & materials required to complete assignments.

OUTCOMES



EBPQ: Comparison of mean pretest & posttest scores for participants.
Subscale 1: 1= Never; 7 = Frequently. **Subscale 2:** 1= Negative attitude; 7 = positive attitude. **Subscale 3:** 1 = Poor; 7 = Best.

Qualitative Outcomes:

- "Did this project increase your knowledge of the tools & resources necessary to become an evidence-based practitioner? If yes, please elaborate."
- 100% participants answered "yes". Sample responses:
 - "Increased knowledge of resources specific to Magee. Facilitated us as a facility looking for ways to access EBP."
 - "Increased my awareness of how the process works & how to search for information that makes me a better clinician...it has already impacted my ability to critically appraise how I treat my patients & the techniques I use. Thanks."
 - "I thought the on-line resources provided user-friendly information. Access to the on-line links was very easy."
 - "Provided additional websites & organizations to complete search. How to do efficient & effective searches. Provided info on available websites (POTA, AOTA) & how you can find info on them in different places."
 - "Provided extensive information for completion of efficient research search."

SUMMARY

- In-service education on evidence-based practice provided to occupational therapists increased their knowledge of the tools and resources necessary to become evidence-based practitioners.
- Active learning is an effective method for teaching evidence-based practice.
- Partnerships and collaborations facilitate practitioners learning about evidence-based practice.
- Management support is an enabler to the implementation of evidence-based practice.