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## Using Knowledge Translation Strategies to Promote Integration of Evidence into Practice: Faculty, Fieldwork Educator and Fieldwork Student Partnerships

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## The Research to Practice Gap

The gap between what is known from research and what happens at the point of care continues to be a concern across health care<sup>1,2</sup> Occupational therapists have a positive attitude toward evidence based practice yet actual use of evidence to guide occupational therapy practice is low.<sup>3,4</sup>

### Barriers to Evidence-Based Practice

Practitioners report:

- low confidence in ability<sup>5</sup>
- feeling evidence-based practice is complicated and not always feasible<sup>4,6</sup>
- lack of dedicated time<sup>4,6</sup>
- limited access to evidence<sup>4,6</sup>
- lack of organizational supports<sup>4,6</sup>

### Supports to Evidence-Based Practice

- Post-professional training<sup>3,5</sup>
- Engagement in reflective practice<sup>3,5</sup>
- Collaborative learning opportunities<sup>5</sup>
- Action research with a facilitator<sup>5</sup>
- Partnerships with local universities<sup>5</sup>
- Mentorship<sup>5</sup>

## Knowledge Translation

Application of Knowledge translation supports occupational therapists' to actually use research evidence in ways that fit their unique practice setting<sup>7</sup>.

“A process of moving what we learned through research to the actual application of such knowledge in a variety of practice settings and circumstances”<sup>8</sup>



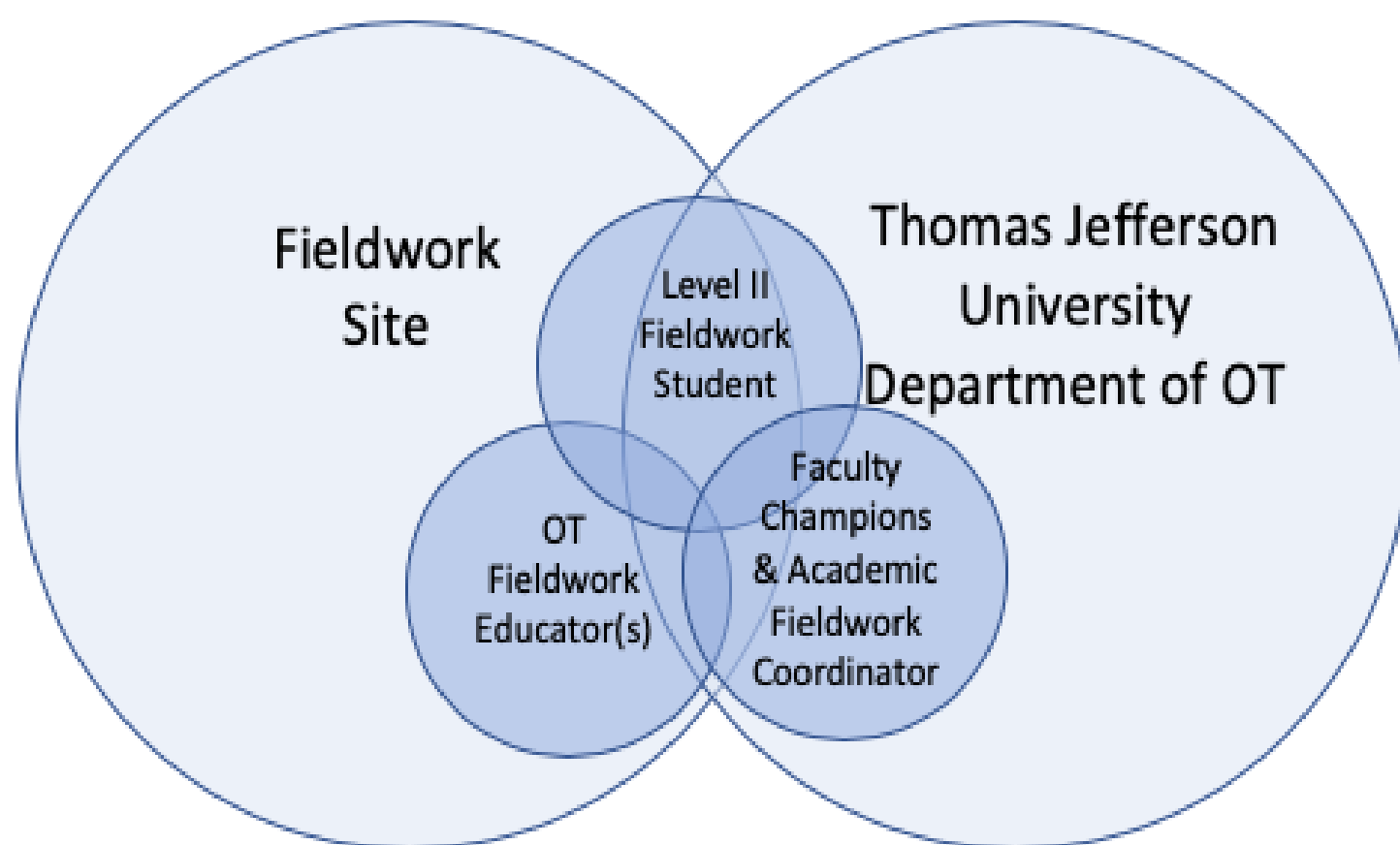
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## PrEMO<sup>©</sup>

To promote use of evidence-based practices, our department created **PrEMO<sup>©</sup> : Promoting Environments that Measure Outcomes**.

University faculty partner with fieldwork sites and students to use systematic approaches that use best evidence, & measure outcomes, to build & sustain exemplary environments that demonstrate value of occupational therapy<sup>1</sup>. **PrEMO<sup>©</sup>** Partnerships target best practice using Data-Driven Decision Making<sup>1</sup>, program development and occupational justice frameworks<sup>2</sup>



### KT Strategies in PrEMO<sup>©3</sup>

- Regular partnership meetings
- Sites identify their goal
- Collaborative learning
- Mentorship
- Interactive website
  - resource repository
  - discussion board
- Academic detailing
- Champions (faculty and on-site)
- Dissemination

## Knowledge Translation Framework in PrEMO<sup>©</sup> : PARiHS Framework

**PrEMO<sup>©</sup>** Teams explore core elements of Promoting Action on Research Implementation in Health Services framework (PARiHS)<sup>4</sup>

### Three Core Elements<sup>4</sup>:

- Evidence**: the strength and nature of evidence as perceived by multiple stakeholders
- Context**: the quality of the context or environment in which new research knowledge is implemented. Includes: organization's culture, leadership, evaluation of performance
- Facilitation**: process by which implementation is facilitated (internal or external)

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## KNOWLEDGE TRANSLATION STRATEGY EXAMPLES

### Day Program: Adults with Intellectual Disabilities

**Problem:** Adults displayed limited activity engagement, self-injurious and aggressive behaviors.

**Program:** Sensory enrichment program integrating sensory based groups into daily schedule of activities.

**Evidence:** 1, 2

**Context:** Program routines lacked sensory experiences; staff lacked knowledge; inconsistent staffing with high staff turnover

**Facilitators/KT Strategies:** Didactic presentations, client engagement modeling, education materials, multidisciplinary collaboration, point of care reminders

### Specialized Middle School: Children with Autism

**Problem:** students' lacked skills & behavior for dining in community restaurants.

**Program:** Restaurant training integrated into cafeteria routine: group dining, buffet routine, etiquette training.

**Evidence:** 3, 4

**Context:** Administration provided seed money, staff had buy-in for a program, para-educators needed coaching to engage. Evaluating student attendance at cafeteria, staff engagement.

**Facilitators/KT Strategies:** Academic detailing for program development process, procedure manual, structured cafeteria routines, para-educator coaching/training, fidelity checklist for sustainability of procedures.

## RESULTS

Both fieldwork sites reported the knowledge translation efforts increased staff engagement in program activities and clients' positive engagement in daily occupations. The efforts expanded visibility of occupational therapy leading to additional programming opportunities within the organizations. Students developed leadership skills and gained knowledge and experience applying KT strategies to promote best practice in occupational therapy.

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