

Table 1: AOTA Guiding Documents: Evidence-Based Practice Content in OT Curricula

Author(s)	Date	Document	Description of EBP Content
AOTA	2012	<i>2011 Accreditation Council on Occupational Therapy Education (ACOTE) Standards</i>	Discusses the three EBP components of best evidence, client input, and clinical expertise, but not fully either in the context of EBP or together as one connected group of ideas. The term evidence-based practice is mentioned however.
DeLaney et al.	2010	<i>Standards of Practice for Occupational Therapy</i>	Discusses the need for occupational therapists to be skilled in using the best evidence when choosing interventions.
Schell et al.	2010	<i>Standards for Continuing Competence</i>	Discusses the need for occupational therapists to be able to incorporate research evidence into practice.
Berg et al.	2009	<i>Occupational Therapy Model Curriculum</i>	Discusses the need to incorporate EBP in OT curriculum
Padilla et al.	2009	<i>Specialized Knowledge and Skills of Occupational Therapy Educators of the Future</i>	Discusses the need for educators to be competent in employing EBP strategies and transfer this knowledge to students.
AOTA	2008	<i>Occupational Therapy Practice Framework: Domain and Process 2nd Edition</i>	Discusses common OT language regarding the use of interventions in practice based on theory and evidence.
Haynes, Jones and Fazio	2007	<i>Philosophy of Occupational Therapy Education</i>	Discusses emerging and new knowledge, as well as the need to utilize best evidence to support clinical reasoning in education.