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

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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 (Glot & Hensley, 2006).
- OTs are being challenged to become evidence-based practitioners.
- Lack of evidence-based practice negatively affects reimbursement & limits scope of practice.

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.

OUTCOMES

EVIDENCE BASED PRACTICE QUESTIONNAIRE (EBPQ)

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 EBPs.
  - 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 research. 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.

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.

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.