Collaborative Practitioner-Student Partnerships for Implementing Evidence Based Practice during Level II Fieldwork



COLLEGE OF MEDICINE

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Background & Purpose

The purpose of this session is to enhance collaboration between students and practitioners on Level II fieldwork through the identification of challenges and feasible solutions to overcome those barriers to promote evidence-based practice on Level II fieldwork.

- It's estimated that it takes more than 17 years to translate evidence to practice (Balas & Boren, 2000)
- Only 14% of new knowledge is believed to enter daily practice (Westfall, Mold & Fagan, 2007)
- Level II fieldwork is an opportunity to translate knowledge to the clinic through implementation of evidence-based practice projects that leverage the unique roles of students and practitioners through collaborative partnerships.



Professional Knowledge Development

Preservice

 Becomes aware of own beliefs and learns initial strategies for questioning beliefs, first few years of practice

Novice Professiona Begins to generalize ideas, determine effective and ineffective methods for practice, and test knowledge and beliefs, usually within first 5 years

Establishes methods for evaluating effectiveness, hypothesizes successful therapeutic techniques, and shares with colleagues, second decade of practice

Participates in formal methods of collecting data and evaluating interventions, shares knowledge more globally, and critiques the work of others, after 2 decades

Student-Clinician Partnership

Challenges to Implementation

Concerns regarding ability to mentor student through evidence-based practice project

Concerns with challenging FWEds clinical expertise

Strategies to Overcome

Use of technology

A developmental progression in implementing the evidence

> Conducting needs assessments

Effective communication strategies for shared responsibility

Best Practice Partnership

- Practiced ability to search and appraise literature
- Basic understanding of current research

 Desire to learn from FWEd OT students Practitioners Advanced clinical reasoning In depth understanding of current clinical gaps Knowledge of areas for growth

Fieldwork Application

Week 4: Develop PICO with FWEd

Week 5, 6, 8: Post 1 article in online discussion

Week 10: Write up Clinical Bottom Line

Share with FW Site and Post to School

Grace Reifenberg: ***

PICO - In patients with a recently implanted left ventricular assist devices, what are the best practices for occupational therapy intervention and caregiver education for discharge?

PICO - Does oral motor stimulation help expedite the transition from tube to oral feeding in preterm infants?

Elizabeth K. Schmidt: Outpatient Pediatric Fieldwork Placement PICO: In children and adolescents with hemiplegic cerebral palsy, what is the most effective treatment method to improve use of affected extremity to promote functional independence?

Outcomes: Shared with FW Site in Lunch & Learn format, engaging discussion about strategies for case study incorporating evidence and other therapists clinical

References

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- MacDermid, J. C., Law, M., & Michlovitz, S. L. (2014). Outcome measurement in evidencebased rehabilitation. Evidence-based rehabilitation: A guide to practice, 65-104.
- Salls, J., Dolhi, C., Silverman, L., & Hansen, M. (2009). The use of evidence-based practice by occupational therapists. Occupational therapy in health care, 23(2), 134-145. https://doi.org/10.1080/07380570902773305.

As seen in (Law & MacDermid, 2014)