

10-21-2022

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

Amy Carroll, OTD, OTR/L
Thomas Jefferson University

E. Adel Herge, OTD, OTR/L, FAOTA
Thomas Jefferson University

Follow this and additional works at: <https://jdc.jefferson.edu/otpresentations>



Part of the [Occupational Therapy Commons](#)

[Let us know how access to this document benefits you](#)

Recommended Citation

Carroll, OTD, OTR/L, Amy and Herge, OTD, OTR/L, FAOTA, E. Adel, "Using Knowledge Translation Strategies to Promote Integration of Evidence into Practice: Faculty, Fieldwork Educator and Fieldwork Student Partnerships" (2022). *Department of Occupational Therapy Posters and Presentations*. Paper 79. <https://jdc.jefferson.edu/otpresentations/79>

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Department of Occupational Therapy Posters and Presentations by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.

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^{1,2} Occupational therapists have a positive attitude toward evidence based practice yet actual use of evidence to guide occupational therapy practice is low.^{3,4}

Barriers to Evidence-Based Practice

Practitioners report:

- low confidence in ability⁵
- feeling evidence-based practice is complicated and not always feasible^{4,6}
- lack of dedicated time^{4,6}
- limited access to evidence^{4,6}
- lack of organizational supports^{4,6}

Supports to Evidence-Based Practice

- Post-professional training^{3,5}
- Engagement in reflective practice^{3,5}
- Collaborative learning opportunities⁵
- Action research with a facilitator⁵
- Partnerships with local universities⁵
- Mentorship⁵

Knowledge Translation

Application of Knowledge translation supports occupational therapists' to actually use research evidence in ways that fit their unique practice setting⁷.

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



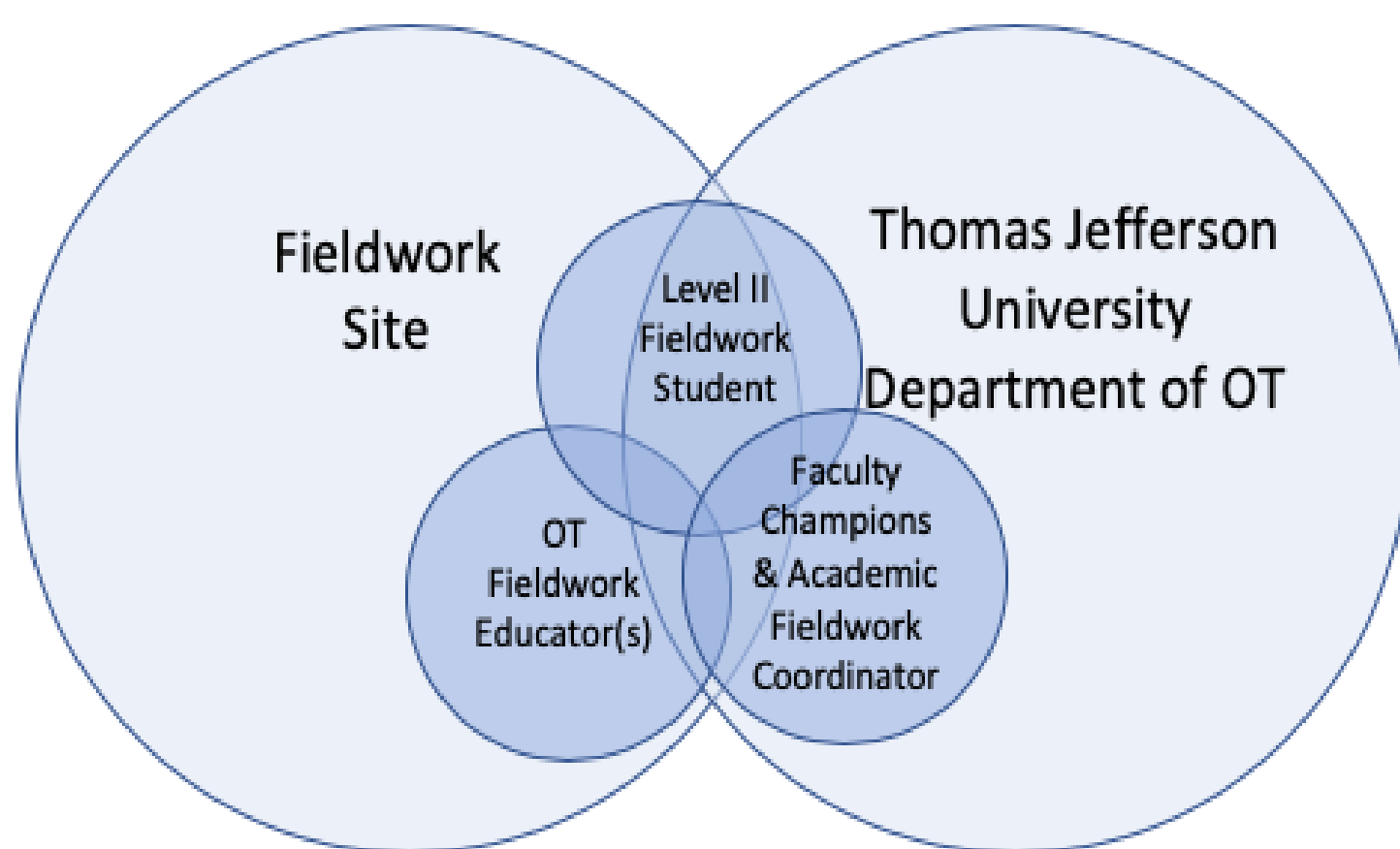
References (slide 1)

1. Canadian Institute of Health Research. (2015). *Guide to knowledge translation planning at CIHR: Integrated and end of grant approaches*. Retrieved from: <http://www.cihr-irsc.gc.ca/e/45321.html#a3>
2. World Health Organization. (2006). Bridging the know-do gap meeting on knowledge translation in global health (conference proceedings). Retrieved from World Health Organization: http://www.who.int/kms/WHO_EIP_KMS_2006_2.pdf
3. Krueger, R., Sweetman, M., Martin, M., Cappaert, T (2020) OTs' implementation of evidence-based practice (EBP) A cross-sectional survey. *American Journal of Occupational Therapy*, 74(4_Supplement_1), 7411505109p1. <https://doi.org/10.5014/ajot.2020.74S1-PO2310>
4. Upton, D., Stephens, D., Williams, B. & Scurlock-Evans, L. (2015). Occupational therapists' attitudes, knowledge, and implementation of evidence-based practice: A systematic review of published research. *British Journal of Occupational Therapy*, 77(1), 24 - 38
5. Thomas, A., & Law, M. (2013). Research utilization and evidence-based practice in occupational therapy: A scoping study. *American Journal of Occupational Therapy*, 67(4), e55-e65. <http://dx.doi.org/10.5014/ajot.2013.006395>
6. Lampe, A., Mu, K., Qi, Y., Wang, Y., Brown-King, K. Moran, B., Talian, E. (2019). *American Journal of Occupational Therapy*, 73(4_Supplement_1), 7311505103p1. <https://doi.org/10.5014/ajot.2019.73S1-PO2021>
7. Schaaf, R. C., Carroll, A. P., Toth-Cohen, S., Burke, J. P., Johnson, C., & Herge, E. (2017). Promoting environments that measure outcomes: Partnerships for change. *Journal of Occupational Therapy Education*, 1(2). <http://encompass.eku.edu/jote/vol1/iss2/5>
8. Sudsawad, P. (2007). *Knowledge translation: Introduction to models, strategies, and measures*. Austin, Texas: Southeast Educational Development Laboratory National Center for the Dissemination of Disability Research <http://www.ncddr.org/kt/products/ktintro/ktintro.pdf>

PrEMO[®]

To promote use of evidence-based practices, our department created **PrEMO[®] : 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 therapy¹. **PrEMO[®]** Partnerships target best practice using Data-Driven Decision Making¹, program development and occupational justice frameworks²



KT Strategies in PrEMO[®]³

- 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[®] : PARIHS Framework

PrEMO[®] Teams explore core elements of Promoting Action on Research Implementation in Health Services framework (PARIHS)⁴

Three Core Elements⁴:

- 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)

References (slide 2)

1. Schaaf, R. C., Carroll, A. P., Toth-Cohen, S., Burke, J. P., Johnson, C., & Herge, E. (2017). Promoting environments that measure outcomes: Partnerships for change. *Journal of Occupational Therapy Education*, 1(2). <http://encompass.eku.edu/jote/vol1/iss2/5>
2. Carroll, A., Herge, E. A., Kern, S. B., & Schaaf, R.C. (October 14-16, 2020) *Partnerships for Best Practice in Fieldwork Targeting Client, Program & Organization Levels* (Poster session). American Occupational Therapy Association Education Summit, virtual format
3. Carroll, A., & Herge, E. A. (October 18-19, 2019) *Involving Students In Knowledge Translation And Program Development Activities That Promote Quality Care* (Conference session). American Occupational Therapy Association Education Summit, Las Vegas, Nevada
4. Helfrich, C. D., Li, Y., Sharp, N. D., & Sales, A. E. (2009) Organizational readiness to change assessment (ORCA): Development of an instrument based on the Promoting Action on Research in Health Services (PARIHS) framework. *Implementation Science*, 4(38). doi:10.1186/1748-5908-4-38

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.

References (slide 3)

1. Breslin, L., Guerra, N., Ganz, L., & Erin, D. (2020). Clinical utility of multisensory environments for people with intellectual and developmental disabilities: A scoping review. *American Journal of Occupational Therapy*, 74(1), 7401205060
2. Urwin, R. & Ballinger, C. (2005). The effectiveness of sensory integration therapy to improve functional behaviour in adults with learning disabilities: Five single-case experimental designs. *British Journal of Occupational Therapy*, 68(2), 56-66.
3. Bazyk, S., Demirjian, L., Horvath, F., & Doxsey, L. (2018). The comfortable cafeteria program for promoting student participation and enjoyment: An outcome study. *American Journal of Occupational Therapy*, 72 (3). <https://doi.org/10.5014/ajot.2018.025379>
4. Montana Office of Public Instruction. (2011). Montana Team Nutrition. *In creating pleasant and positive mealtimes*. Retrieved from http://www.opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/MTTeam.html#gpm1_7

Acknowledgements

Acknowledgement: We would like to thank the PrEMO[©] fieldwork educators, the level 2 and students, and the faculty champions for their participation in PrEMO[©].