

The Knowledge Translation Café at the 2014 CAOT Conference:

Closing the gap between presenters and participants

Gayle Restall, Noémi Cantin, Mary Law, Ivonne Montgomery, Shanon Phelan, Jill G. Zwicker and Dana Anaby

As an innovative approach to knowledge translation at the 2014 CAOT Conference, we introduced the Knowledge Translation (KT) Café, borrowing ideas from knowledge translation, scientific cafés and speed dating. The session included four presentations. Set up in a round table style, participants joined a table with a presenter who gave a short synopsis and the key messages of their research. Participants then engaged in discussion with the presenter about the project before a bell sounded and participants moved on to another table. The four presentations were all related to the general theme of occupational therapy with children and youth, and provided diversity in their specific subject matter.

The four presentations

From practice guidelines to clinical practice in a rehabilitation centre

Noémi Cantin (Université du Québec à Trois-Rivières, Trois-Rivières; E-mail: noemi.cantin@uqtr.ca), Rose Martini and Helene Polatajko

This presentation reported on a strategy to facilitate practice change in practitioners. Recently published practice guidelines (Blank, Smits-Engelsman, Polatajko, & Wilson, 2012) recommend that cognitive approaches based on contemporary motor learning theories be used with children with developmental coordination disorder. Implementing this recommendation involves changing practice for many occupational therapists. Our study explored the impact of a mentoring approach to knowledge transfer on the practice of occupational therapists in a rehabilitation centre. A community of practice (CoP) approach was implemented. These CoP sessions facilitated discussion around a variety of therapist-initiated questions related to client-chosen goals, dynamic performance analysis, cognitive strategy use, guided discovery, enabling principles, parent involvement and intervention formats.

Child and youth participation: Outcomes of a knowledge translation project

Mary Law (CanChild Centre for Childhood Disability Research, McMaster University, Hamilton, E-mail: lawm@mcmaster.ca), Wendy Coster, Gary Bedell, Dana Anaby, Mary Khetani, Rachel Teplicky and Laura Turner

The Participation Knowledge Hub is an online resource designed to facilitate transfer of knowledge about child and youth participation and the environment. Based on stakeholder input, we developed practical materials, including: 1) an online version of the Participation and Environment Measure for Children and Youth (Coster, Law, & Bedell, 2010) with automated scoring; 2) success stories about children's participation; and 3) tip sheets for youth, parents and service providers. In the first two months, we had nearly 4000 visits by individuals from 65 countries. To date, 96 respondents have completed the usability survey and 100% indicated that they would share this resource with others. Using a systematic process that involved stakeholders throughout enabled us to develop relevant and useful information for parents, service providers and agencies. Practical resources, combined with the power of real-life stories, bring evidence to life and can help lead to knowledge uptake. The Participation Knowledge Hub can be accessed at: <http://participation-environment.canchild.ca/en/index.asp>

Knowledge translation: Moving handwriting research into effective school intervention

Ivonne Montgomery (Sunny Hill Health Centre for Children, Vancouver, E-mail: imontgomery@cw.bc.ca) and Jill Zwicker

Handwriting problems are a common reason for referral to school-based occupational therapists. We showcased a new printing program that is based on current evidence and motor learning theory. While a multisensory approach to handwriting used to be recommended, accumulating evidence suggests that a cognitive, task-specific approach is more effective (Denton, Cope, & Moser, 2006; Mackay, McCluskey, & Mayes, 2010; Weintraub, Yinon, Bar-Effrat Hirsch, & Parush, 2009; Zwicker & Hadwin, 2009). In addition, practice is one of the most important factors to improving handwriting. Evidence suggests that at least 20 practice sessions that occur at a frequency of a minimum of twice per week are necessary to produce improvements in handwriting legibility (Hoy, Egan, & Feder, 2011). Therefore, practitioners need to move beyond individual therapy to collaborative partnerships with school staff and families to facilitate creative solutions. In partnership as a school-based occupational therapist and a clinician scientist, we developed an evidenced-based printing program for school and home use to obtain the specificity

and intensity required for handwriting improvements. The handwriting resource, called *Printing Like a Pro!*, is available for free download at: <http://www.childdevelopment.ca/SchoolAgeTherapy/SchoolAgeTherapyClassResources.aspx>

Inclusion, participation, and disability: Opportunities for engagement in childhood occupations

Shanon Phelan (University of Alberta, Edmonton, E-mail: sphelan@ualberta.ca) and Elizabeth Anne Kinsella

Our presentation described a research project that investigated how disability discourses shape children's opportunities for participation and inclusion in childhood occupations. Case study methodology (Stake, 2006) was employed. Six children (10 to 12 years of age) with a physical disability and their mothers participated. The findings revealed examples of socio-cultural discourses that shape children's opportunities to participate in childhood occupations. Concepts that participants identified that shape participation were: a) being included; b) risk, safety and protection; c) because it is good for you; d) perceptions of disability and e) negotiating independence and dependence. The findings have implications for occupational therapists working with children with disabilities and their families, and those interested in advocacy related to participation and inclusion. The findings reveal how discourses unintentionally shape our understandings of disability and opportunities for social inclusion and participation in childhood occupations. Awareness of such discourses, and the ways in which they constrain and enable engagement in childhood occupations, are instructive for occupational therapists, health-care professionals, education professionals, policy makers and parents, in thinking about how to facilitate opportunities for childhood participation.

Café discussions

The small group format of the KT Café gave participants opportunities to interact with presenters and their materials. For example, Montgomery and Zwicker brought copies of materials from the handwriting program that participants could refer to during the presentation, a summary article of the evidence (Zwicker & Montgomery, 2012), a bookmark with key messages and the website for their printing program. In addition, participants could ask questions that were particularly relevant to their practice. For example, participants wanted more details about Cantin's mentoring program, such as who initiated the practice change and how the program evolved. Participants also sought more details about Law's Participation Knowledge Hub, relating to content, target audiences and feedback from users. The small café groups provided opportunities for participants to discuss interpretations of study findings. This occurred in Phelan's groups in which

participants speculated on issues such as the balance between participation and perceptions of risk.

The KT Café provided opportunities for mutual learning through the dialogue between the researchers and the potential users of research. Participants learned more about the key messages from the four projects, while the presenters learned more about the knowledge needs of the participants. Feedback from both presenters and participants was generally positive with some suggestions for improving the process, including having a longer time to present and discuss. One participant commented that she "very much enjoyed the discussion generated at each table. It was very dynamic!" Two KT Cafés are being planned for the 2015 CAOT Conference, one on adult psychosocial health and the other on occupational therapy and the social determinants of health. Please join us in Winnipeg in 2015.

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