

Therapist-Student Collaborative Learning to Advance Evidence-Informed Practice

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Who we are

Ivonne Montgomery, MRSc, OT

- School therapist
- OT Knowledge Broker
- SEIPI OT & PT Facilitator



Stephanie Glegg, MSc,

PhD Candidate, OT

- Knowledge Broker Facilitator
- SEIPI Initiative Coordinator



Evidence Centre

Objective

- To describe the process and outcomes of implementing a new, practical, innovative program to support OT & PT students and clinicians in applied EIP during fieldwork placements



Why is EIP Important in Clinical Practice?

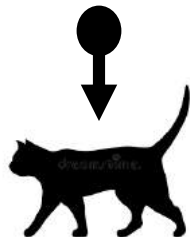
- Clinical experience provides an opportunity for students to learn EIP knowledge and skills that cannot be replicated elsewhere¹
- Exposure to EIP positively correlates with students' perceived ability to critically appraise research²
- **EIP is a requirement** of all new health professional graduates, as per regulatory body standards³
- With almost all other competencies, opportunity is given to practice and apply knowledge and skills within a practice setting

Why not EIP?

The Student Evidence-Informed Practice Initiative (SEIPI)

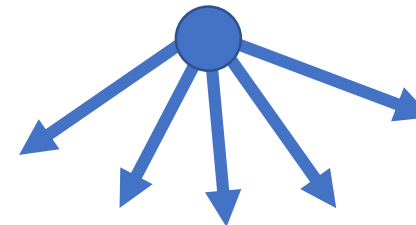
Inception (2005)

- Developed through OT Co-op Student Placement
- e-learning resources
- Facilitator (mentor)
- Project-based (CAT)



Current Initiative (2018)

- 2015 revamp based on literature review, program evaluation & stakeholder consultation⁵
- Student-driven learning
- Activity-based



Perceived Value of SEIP⁵

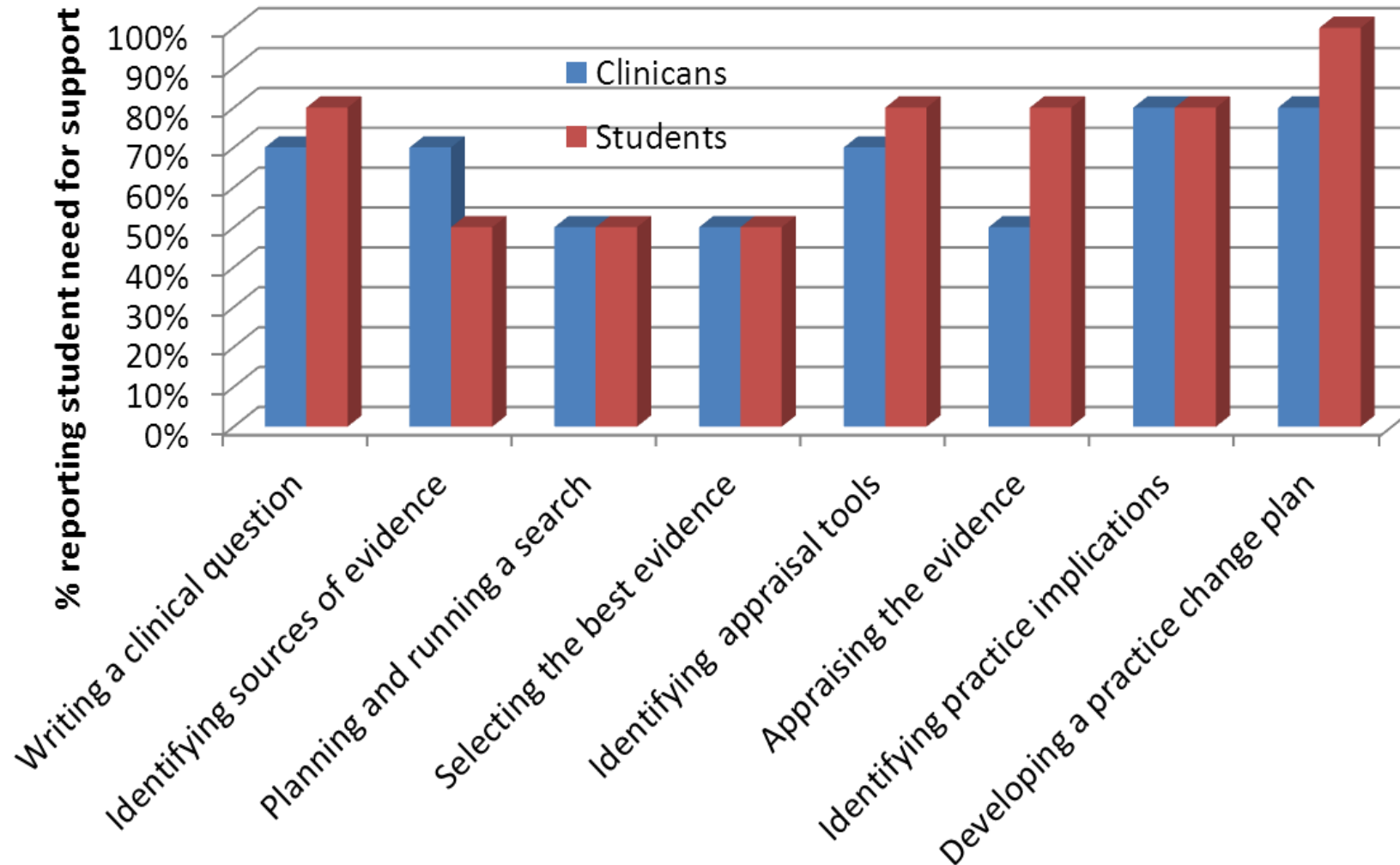
Students

- Learning about an intervention
- Sharing evidence with clinicians
- Appraising the evidence
- Identifying best practices
- Identifying implications for real-world clinical practice
- Applying the evidence

Fieldwork Supervisors & Clinicians

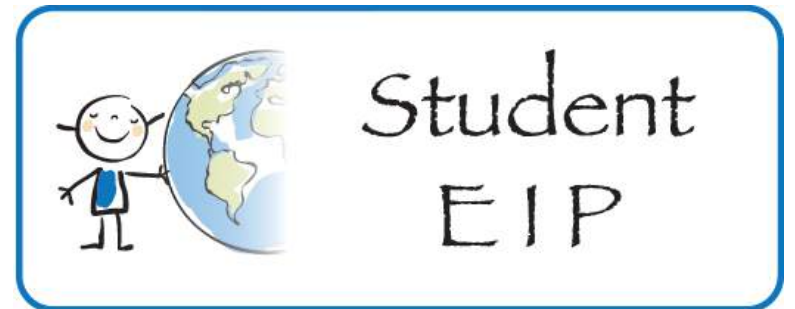
- Finding evidence for practice
- Learning with the student
- Discussing implications of the evidence with colleagues (i.e. the presentation)
- Exposure to new practice areas
- Knowledge products

Perceived Student Support Needs – by Group⁵



The Student Evidence-Informed Practice Initiative (SEIPI)

- *A clinically-based education program aimed at fostering EIP competency development for health professional students in an inter-professional context, using self-directed and collaborative learning principles.*



Objectives of the Initiative

- To present a **holistic view of the challenges, opportunities and professional responsibilities** of an evidence-informed practitioner
- To provide opportunities for interprofessional **EIP competency development**
- To **engage clinicians and students in research** to enhance quality of care and to improve health and development of BC's children and families
- To **increase students' use of evidence** in clinical decision-making

Learning Team Members & Roles



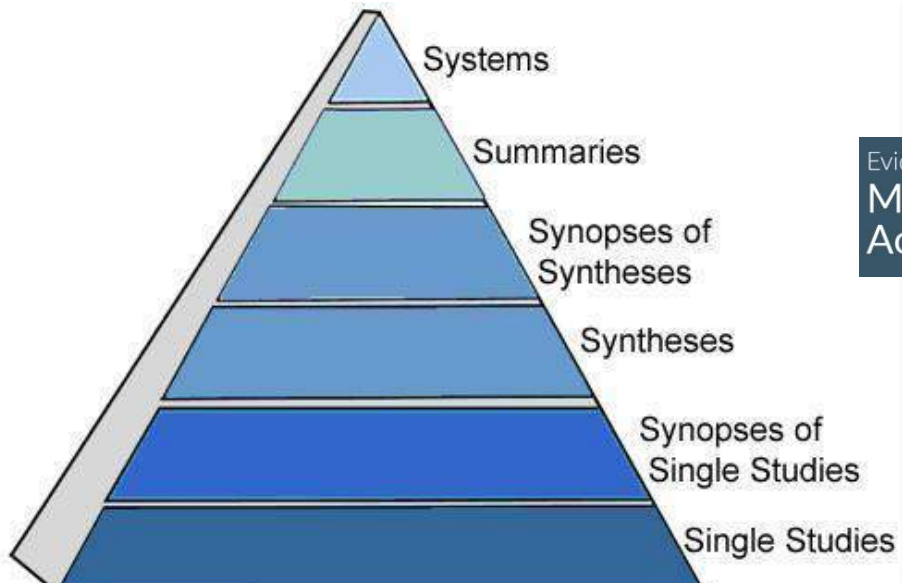
Proposed Learning Activities

- Formulate a clinical question
 - Background
 - Foreground



Proposed Learning Activities

- Identify sources of evidence



Evidence-Based Review of
**Moderate to Severe
Acquired Brain Injury**



Trip

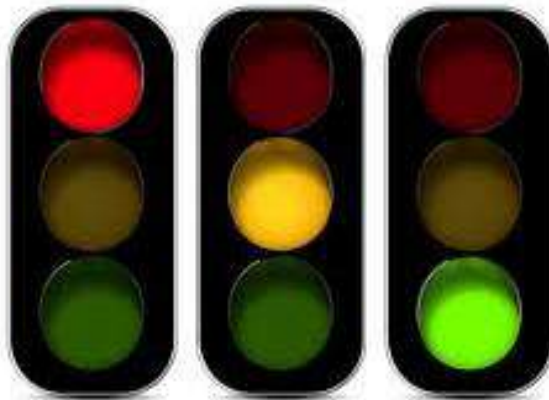


NICE National Institute for
Health and Care Excellence



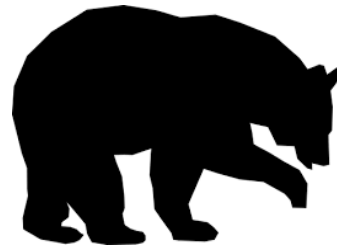
Proposed Learning Activites

- Select the “best evidence” to answer a clinical question
- Traffic light an intervention



Proposed Learning Activities

- Complete a BEAR (Brief Evidence Appraisal of Research)^{6,7}



- Develop a knowledge product (resource)



Did you know?

Some moderate quality evidence supports the use of cut-outs desks with inclined surfaces to improve fine motor skills and classroom performance in children with motor impairments, such as cerebral palsy. However, some of the research is conflicting; therefore, the following recommendations should be evaluated when applied with a child to determine their effectiveness for that individual child.

What is a cut-out desk with inclined surface and where should it be used?

A cut-out desk with an inclined surface is an ergonomic, sloped work surface with a semi-circular cut-out around the trunk. This design can be useful for children with motor impairments. The cut-out surface provides added support and stability to the trunk and forearms to enhance fine motor skills, such as pencil motor accuracy, and writing. Cut-out desks, with or without inclined surfaces, are often used in the classroom, along with supportive classroom seating.



Image credit: CAP Furniture
<https://capfurniture.com.au/product/2550-550-cutout-table/>



Image credit: School Outfitters
https://www.schooloutfitters.com/catalog/product_info.php?M7252&products_id=PRQ18342

Proposed Learning Activities

- Plan for outcome measurement

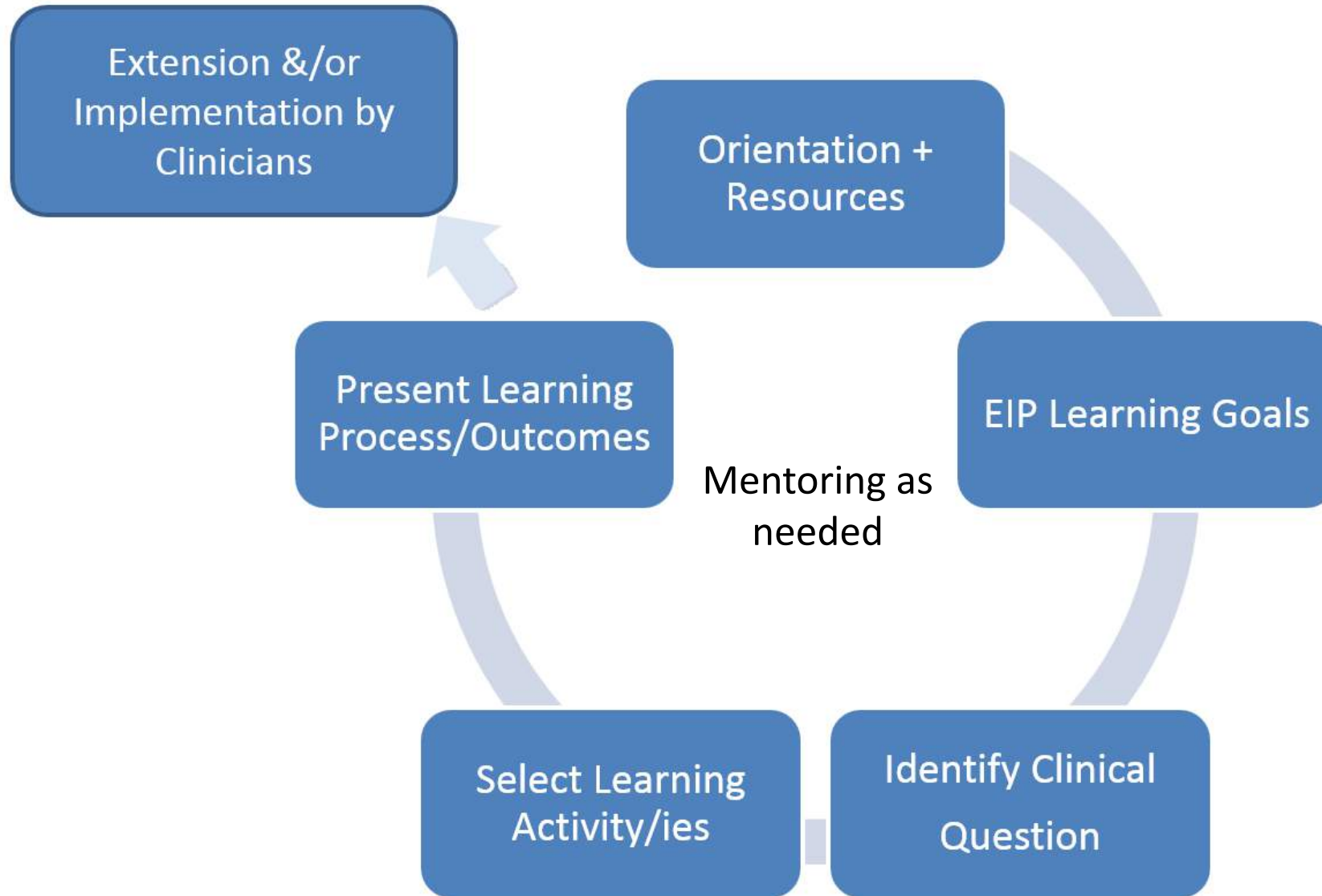


Proposed Learning Activities

- Identify key messages for action
- Develop a practice change plan



The SEIPI Process



The SEIPI Process

- Profession-specific facilitator (OT/PT vs Therapeutic Recreation, Speech-Language Pathology):
- Orientation:



SEIPI Resources

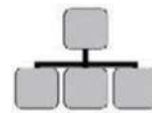
<http://www.childdevelopment.ca/StudentEIPInitiative.aspx>

- [Student EIP Orientation Checklist](#)
- [Student EIP Orientation Guidelines](#)
- EIP CAPE Tool (on wishlist)



SEIPI Resources

Evidence-Based Practice Toolkit



Flowcharts

Outline the process of each EBP step, with embedded resources to guide clinicians



Information Sheets

Educate clinicians on an EBP topic



Templates

Promote consistency in content, format & quality



Process Documents

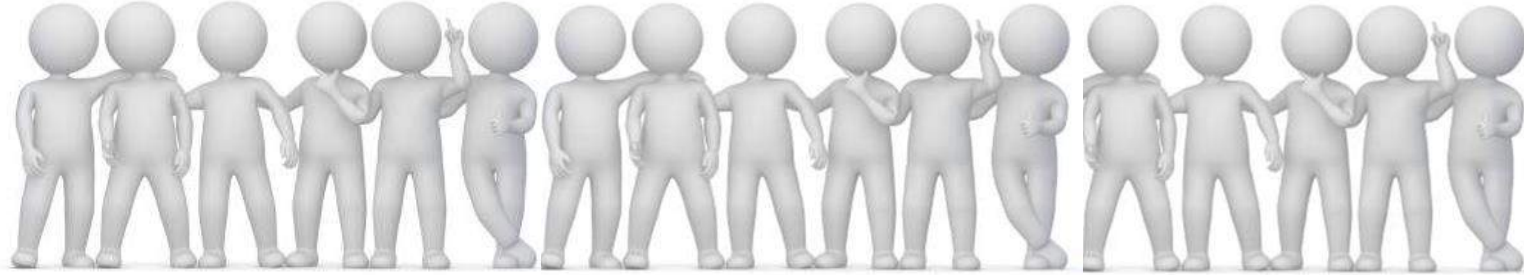
Provide a framework for carrying out an EBP activity



Tools

Afford the means by which to accomplish an EBP activity or process

SEIPI Outcomes



17 students (9 OTs and 8 PTs) over the past 3 years

- 15 presentations (with generally good feedback)
- 2 clinical resources
- 2 topics extended/implemented in practice

Clinical Topics



Exercise, Sleep & Autism
Spectrum Disorder



Support Groups for
Siblings



Cut-out Desks



Early Intervention



Assisted Standing in
Duchenne's Muscular
Dystrophy



Ideal Frequency of Botox

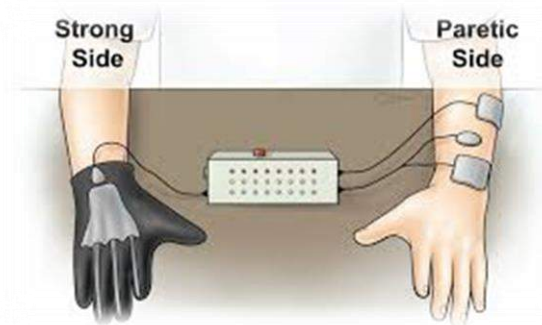


- Lateral Tilt
- Manual Wheelchair Mobility Skills & Participation
- Seating System Restraints for Function
- Use of Firm Foot Support

Clinical Topics



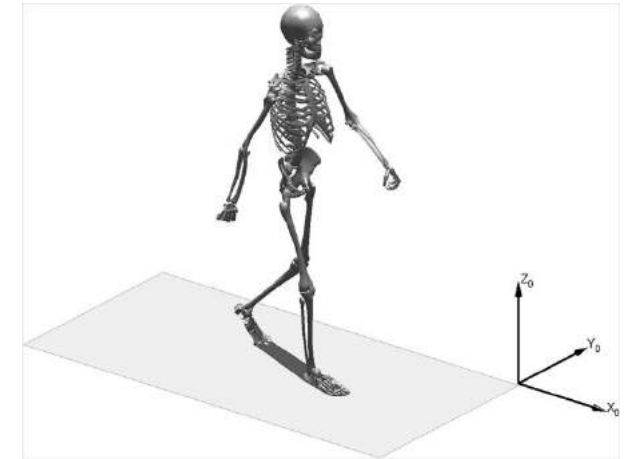
Cognitive Assessment



Functional Electrical Stimulation for Cerebral Palsy



Eye Gaze Typing Speed



- Gait Analysis & Selective Dorsal Rhizotomy
- Visual Gait Analysis for Cerebral Palsy

Next Steps

- Site-wide expansion
 - Therapeutic recreation & speech-language pathology underway
 - 8 professions (including nursing & medicine)
- Engagement from university fieldwork coordinators across professions
- Adapt based on nature of practicums

Conclusions

- Evidence-informed program
- Needs-based learning
- Realistic process, resources & timelines
- Valued by students, fieldwork supervisors & clinicians

References

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Evidence Centre

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<http://www.childdevelopment.ca/StudentEIPInitiative.aspx>



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