

**Chesapeake Bay Fieldwork Council**  
**April 5, 2013**  
**Focus Group Compilation**

Objective: Identify opportunities for imbedding evidence based practice initiatives into the fieldwork experience in various practice areas.

Things We Are Doing Now/Could Easily Implement

- EBP matrix
- Developing interventions (i.e. sensory rooms)
- Journal Clubs / lunch for idea development
- Data tracking forms for families
- Asking students to find / bring / review articles
- Have students and practitioners do CAPs
- Combine case study with CAPs to support interventions; summarize information located for a particular topic
- Collect data to support requests for additional resources
- Try to use existing data for data gathering to support resources to maximize time
- Designate a staff member to be the facilitator of using evidence (or something like that) to support practitioners – link to accreditation requirements

Areas for Development/Improvement

- Discussed need to plant seeds so that when students arrive for the Level I and/or Level II internship, they will know that there is an expectation of EBP knowledge and practice. There needs to be a role for the schools to prepare students for this expectation. For Level I, may be case analysis preparation using EBP, for example.
- Discussed expectations relative to Level I and Level II students as well as where they are in the curriculum, learning style and depth of understanding.
- Discussed time management issues with students and how to assure that students spend time doing level of depth of research. Time to write up evaluations, produce evidence based literature review. Set time expectations for completing documentation—more specific the better. Over-doing or under doing—fear of failure and other challenges of performance.
- Discussed how much to help versus be able to have them take on level of responsibility, as well as self-confidence self-directedness. This was discussed relative to individual clients, as well as globally to benefit the profession—suggestion of encouraging public speaking, advocacy and business planning as specific tasks. Students need to rehearse how to use verbal and non-verbal strategies when building rapport with patients, approaching them and instructing patients in the intervention. Suggested to incorporate this in the classroom and lab setting before students get to Fieldwork.
- Tied this into literature review again—how to encourage this as problem solving and taking the initiative as well as making the process of reviewing the literature as routine activity and part of daily work routine.

- Discussed the need for students to learn clinical reasoning as key aspect of introducing them to the culture of occupational therapy. Introduced that Medicare is tying in reimbursement to patient satisfaction—educate students about this.

#### Barriers

- Productivity
- Getting Level II students to entry level essentially full caseload
- Stories not translated into trackable data
- IRB approval needed for dissemination of data
- “Contamination” of data (ie patients under-reporting risk to avoid being taken out of home in home care)
- Use of best assessments / instruments (improving awareness may contaminate results)

#### Facilitators

- Begin to track data to determine if future research (evidence-building) is appropriate
- Partner with research currently in place in setting (advocate what OT could add to a current study by M.D.s or others)
- Align with National Patient Safety Goals, Medicare or reimbursement regulations (may help identify assessments / instruments)
- Add outcome measure for assessments currently in place (ie fall assessments)
- Explore new assessment tools for best practice, that gather more relevant data and interventions that can be used for research (example: ILS<sup>®</sup>)
- Resources for FW educators on school sites  
(<http://www.towson.edu/ot/fieldwork/supervisors.asp>)
- AOTA resources (OT Connections)
- Using evidence to inform quality improvement, program evaluation, broader program goals

#### Action Plan

- Students are currently planning group. Change this assignment for students to first develop evidence-based rationale for group.
- Integrate EBP into current assignments. (For example, currently doing a case study, add evidence to the case review).
- For OT schools, identify sites with identified needs for Level I Honors Students project
- Explore MOTA resources and networking opportunities
- Sign up for NCBI or PubCrawler (delivers articles to your e-mail; just set up keywords)  
(<http://www.ncbi.nlm.nih.gov/pmc/>) (<http://pubcrawler.gen.tcd.ie/about.html>)
- Get resources from AOTA, including Journal Club Toolkit  
([http://www.aota.org/DocumentVault/EBP/Journal-Club-Toolkit\\_1.aspx](http://www.aota.org/DocumentVault/EBP/Journal-Club-Toolkit_1.aspx) )
- Literature review as action item—promote research in daily practice starting in classroom and on all syllabi to introduce and reinforce to students this as daily practice. Share matrices with fieldwork supervisors to assist with some consistent methods for reviewing the literature.

- Individual teaching and learning rehearsal in the classroom to assist students with skill of building 1:1 rapport, approaching and providing the client with information, asking them to perform as appropriate to each setting. Add this to Level I fieldwork more clearly.
- Sharing information between academic and fieldwork settings so that the terminology, methods and matrices are similar and can be reinforced in both settings. Also can demonstrate to students the importance of learning in classrooms and transferring knowledge to the clinic.