Follow-up: Utilization & outcomes of a clinical-academic community of practice with school-based occupational therapists to support implementation of evidence-based/evidence-informed practices

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Introduction

• School-based occupational therapy practitioners (OTPs) support students participation in academic & nonacademic educational activities, extracurricular activities, prevocational & vocational activities[3]

IDEA

- Mandates school personnel to implement scientifically based literacy instruction & intervention, where appropriate[5]

AOTA

- Defines EBP as "integrating critically appraised research into practice"[2]
- EBP is listed as one of AOTA's practice areas

Barriers [4,6,11]: Time; Access to lit.; Digesting lit.; Lack of admin support; Inconsistent state standards; ~17yrs to implement

• Research shows **community of practice (CoP) journal clubs** create accessible spaces for health professionals to critically appraise literature & learn how to implement into practice[8,9,10]

Purpose

evaluate effectiveness of CoP for school-based OTPs in use of EBP

Aim 1: quantitative analysis of EPIC scores

Aim 2: conduct and analyze post-CoP interview

Methods

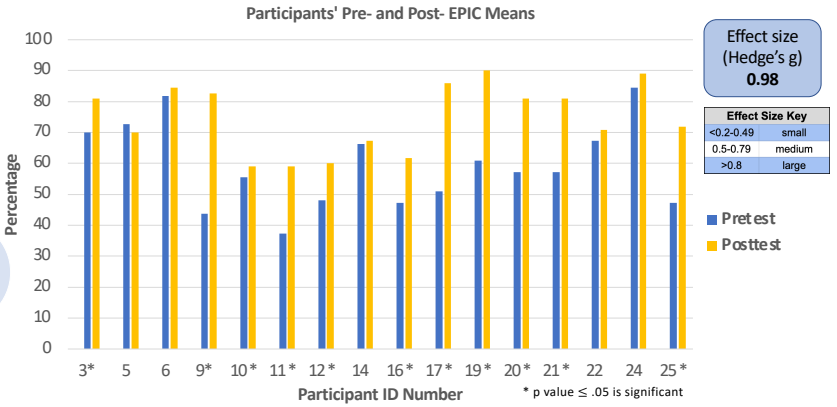
1. • Evidence-Based Practice Confidence (EPIC) scale used as pre/post test
   • 11-item self-report survey asking to rate one's confidence on various statements about evidence-based practice on a scale of 0% confidence – 100% confidence[7]
2. • IBM SPSS Statistics used to run paired-sample t-tests on pre/post EPIC scores for each participant individually, as well as aggregate scores for entire CoP for each EPIC item
3. • Follow-up interviews conducted via Zoom with each participant
   • Interviews recorded & transcribed
   • Content analyses & coding done for recurring themes

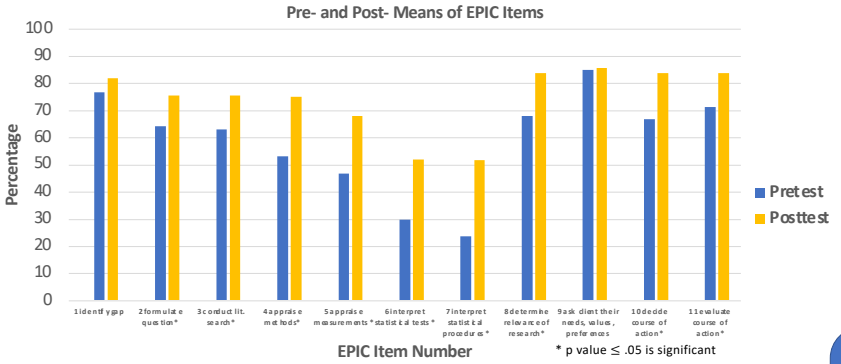
Participants

26 OTPs in CoP → 16 OTPs filled out post-EPIC → 10 OTPs participated in interviews

• **Inclusion criteria:** school-based OTP working in US and territories; at least one year of experience; access to Zoom
• All identified as female
• Average years of experience was 11.84 years
• 1 COTA, 2 OTPs held a Bachelor's degree; 12 OTPs held Master's degrees; 1 OTP held a post-professional OTD
• OTPs worked PreK/transitional kindergarten through age 22

Results





Theme Co-Occurrence Matrix

Theme	Sub-theme	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL
Actions/Impact	**1.** Increased confidence and comfortability	16	3		2		1						2	1	25
	2. Sharing resources	3	17	4	4		2					1	1		32
	3. Self-advocacy		4	2		1						1			8
	4. Self-reflection	2	4		10	3	1							1	20
	5. Increased awareness and accountability			1	3	14	2	1	1	1					23
	6. Community and comaraderie	1	2	1		2	15	1							22
Barriers	**7.** Time					1	1	18	1		1				22
	8. Previous fears					1		1	9	5					16
	9. Access to literature					1			5	13	1		2		22
	10. Lack of admin support							1		1	8				10
	11. Relationships w/ other school personnel		1	1								9			11
Workarounds to barriers	**12.** Seeking other supports	2	1							2			9		14
	13. Trial and error	1			1									2	4
	TOTAL	25	32	8	20	23	22	22	16	22	10	11	14	4	

Occurrence Key: low; medium; high

Numbers in the cell represent the amount of times the sub-themes co-occurred. For example, *increased confidence and comfortability* (sub-theme 1) co-occurred with *sharing resources* (sub-theme 2) three times. Bolded numbers across the top row corresponds to the subtheme numbered in the second column on the left. Color codes range from light blue (lower occurrences) to dark blue (higher occurrences). Gray colored cells represent "stand-alone" occurrences. For example, *increased confidence and comfortability* (sub-theme 1) occurred 16 times by itself. Therefore, the total number of times *increased confidence and comfortability* occurred throughout interviews (including co-occurrences and stand-alone) was 25 times.

Discussion

• Post-CoP total EPIC scores show that there is a significant increase in confidence using EBP compared to pre-CoP total EPIC scores for 11 out of 16 OTPs.
• An aggregate effect size (0.98; large effect size) was calculated using Hedge's g for participants' mean pre- and post-CoP EPIC scores questionnaire given was the same for each participant.
• EPIC item numbers also show to have significant increases for 9 out of 11 items.
• Higher confidence scores were client-centered items, whereas lower confidence scores on EPIC items included the use of statistical terms and processes
• Interviews demonstrate that sub-themes are not mutually exclusive and can co-occur and be in relationship with others.
• Limitations: small sample size; some OTPs rated themselves higher/lower than they actually may be; attrition; biased coding
• Interviews validated current literature on barriers of EBP (i.e. time, literature accessibility, admin support)
• However, the positive impacts and calls to action prompted by the CoP journal club are prevalent.

Conclusion

•Resources such as CoP journal clubs show to be effective for school-based OTPs to engage in EBP.
• As service providers, OTPs using EBP best honors clients/students and IDEA's expectations for scientifically based interventions.

Future Work

Having CoP journal clubs count towards professional development/continuing education units can incentivize participation in CoPs as well as overall implementation of EBP.

Based on EPIC items data, more emphasis is needed on statistical tests and procedures in education and future CoPs.

References and poster details

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