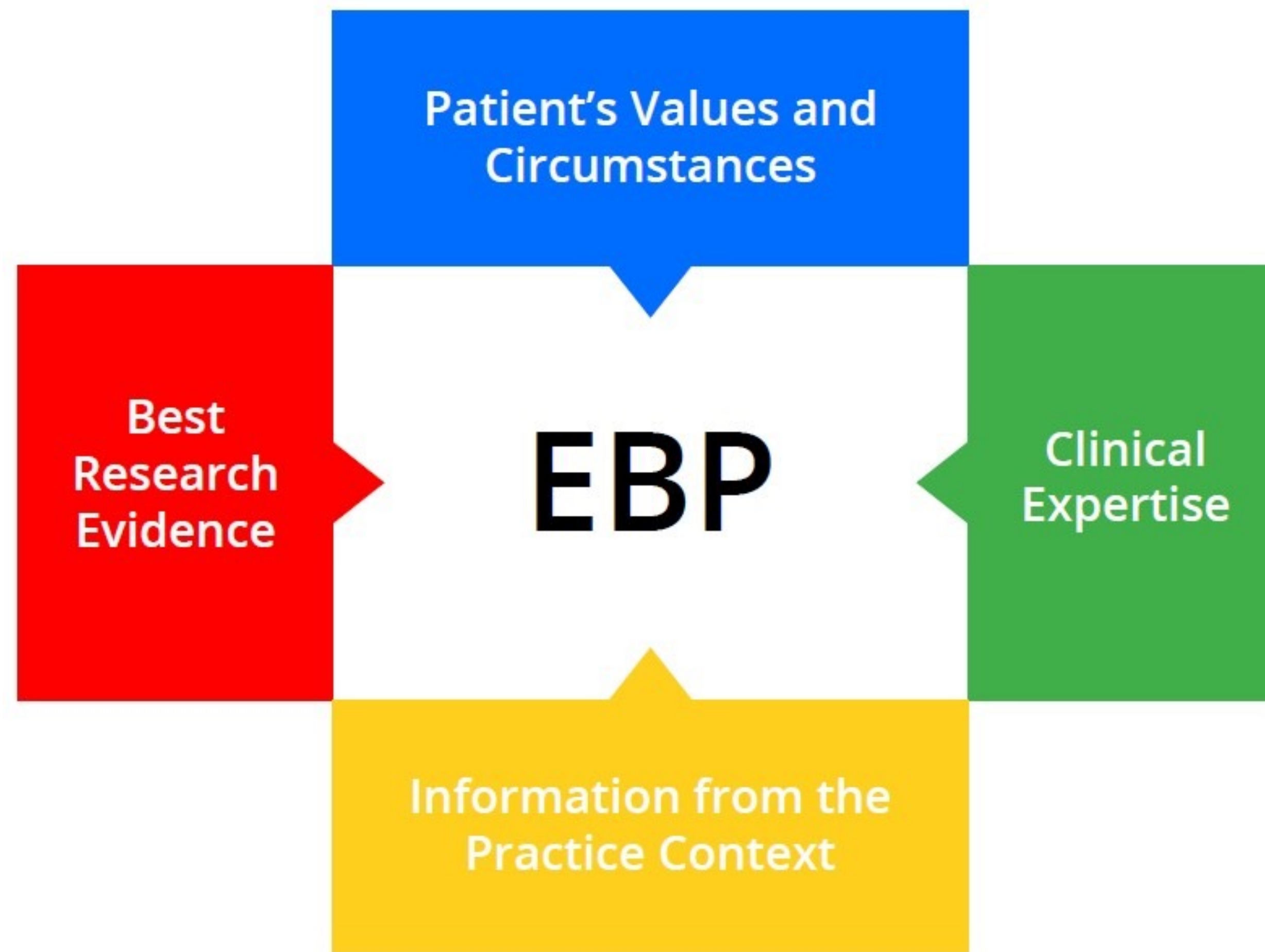


Bridging academia and clinical practice through evidence-based practice: Inspiring change and innovating futures

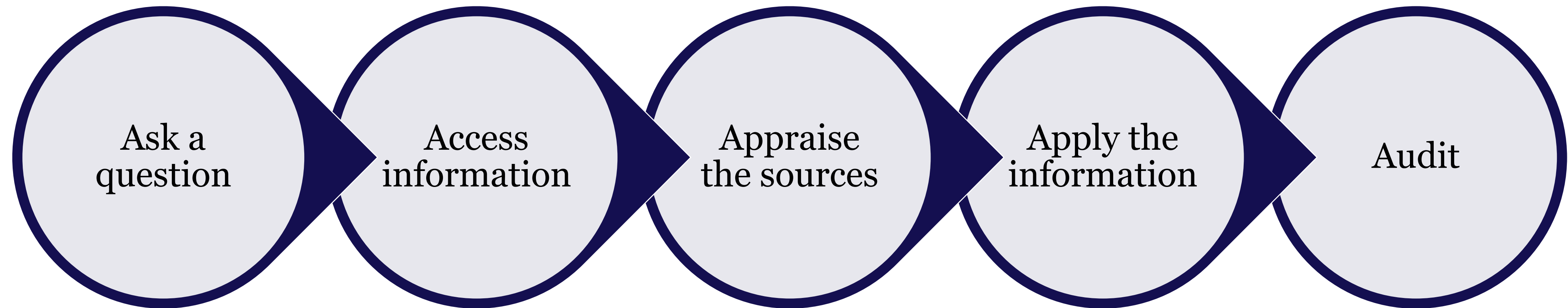
Mr. Daniel Costalonga
Associate Professor Emma George

Four elements of EBP



From Hoffman et al., 2024

Five steps in the EBP Process



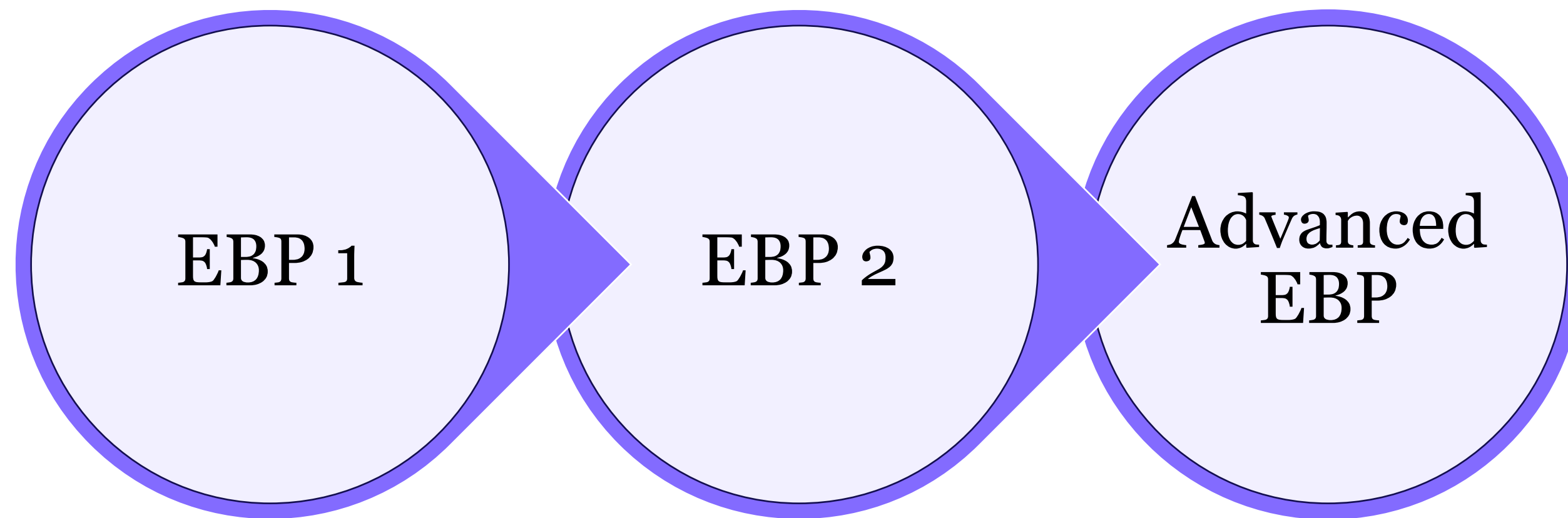
The importance of evidence-based practice

- EBP has been in healthcare literature for over 30 years (Janković 2008)
- EBP is specifically stated in graduate attributes of universities (University of Adelaide, n.d)
- EBP aims to: reduce variations in practice, enhance quality of care, improve patient outcomes (Conner et al., 2023)



EBP at The University of Adelaide

- Three different EBP courses throughout their Bachelor's Degree (Honours)
- Students have difficulties seeing the value of EBP so early on in their studies



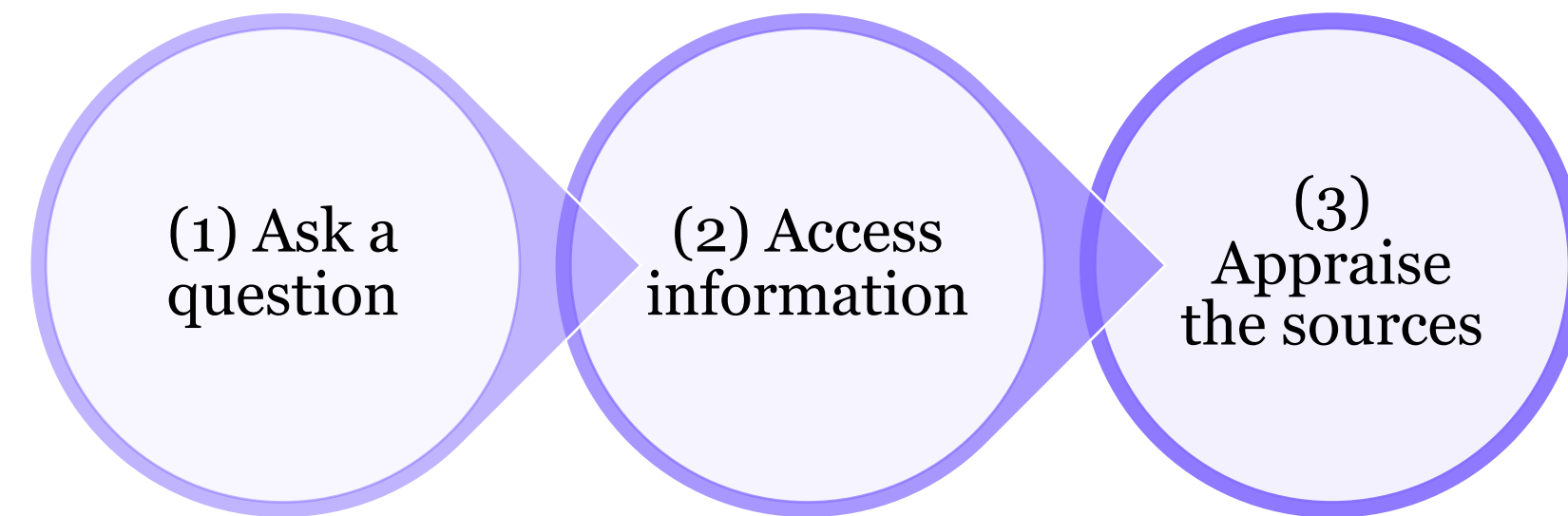
Advanced EBP in OT

- Purposeful course design
- Final EBP course in their degree
- Students engage positively:
 - High attendance
 - Teamwork and collaboration
 - Authentic and fun



Photo: (Thriveworks, 2023)

Steps 1-3 of the EBP Process



Invite questions from industry OTs



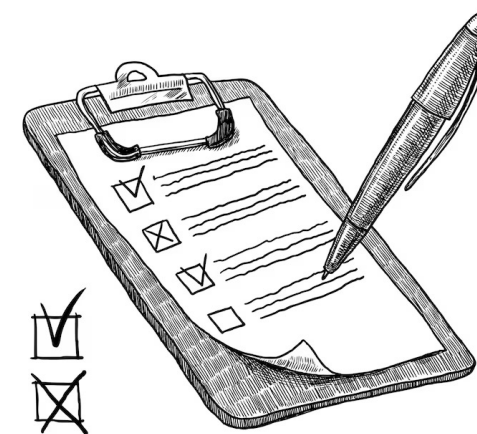
Students in groups find the evidence



Students appraise the evidence



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‘What is the best method in which to support the regulation of kindy children before mat-time?’

1. Yoga
2. Music and dance
3. Relaxation techniques

Step 4 of the EBP Process

(4) Apply
the
information

- Writing a recommendations to practice document
- How OT can use virtual reality (VR), sensory integration in India, among others
- Supporting to foster knowledge translation



Photo: (Plan-eval, 2023)

Student Feedback

“**interesting & interactive** way to network with industry OTs”

“I received a question that I was interested in, so it made the **engagement in the assignments easier** and enjoyable.”

“working on **teamwork** and group **collaboration** to mimic how collaboration in the industry field might occur”

“It is informative and **engaging** which is very hard to achieve as an EBP course”

“It feels **rewarding** to do research for in-field OTs and gives me more **motivation** to put in my best effort”

“**Real world exposure** to real life research questions”

Industry Feedback

“The students expressed high professionalism, and having them share their findings visually with me was really easy to share with the team 😊” – M.A.



Takeaways

- Assign a small-scale genuine EBP project to your placement students
- Reshape EBP courses at university by adding authenticity
- Strengthening the relationships between clinical practice and research/university

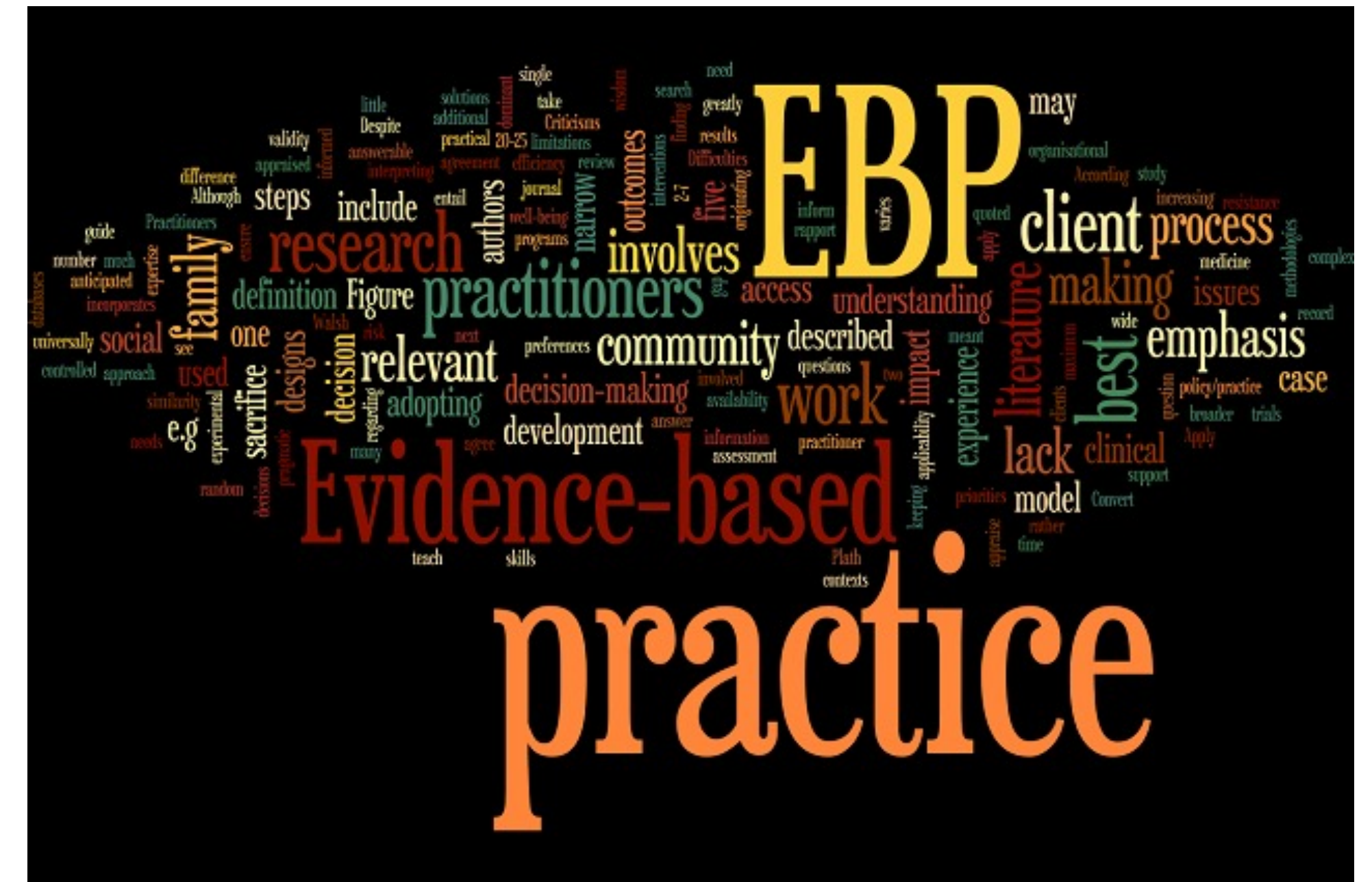


Photo: (Sustaining Community, n.d)

Q&A



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