



Supporting Knowledge Translation Through Local Collaborations

Renee Watling, PhD, OTR/L, FAOTA
Maggie Hayes, OTD, OTR/L

University of Puget Sound, Tacoma WA, USA

No financial disclosures.



Serving in Peace Corps North Macedonia



Partnered with a local
Speech Therapist

Engaged in a collaborative project
supporting inclusive education



The Problem

- It takes 17 years for evidence to reach practice.
- Practitioners have limited time
- Practitioners have limited access to evidence sources

A Solution

- Students are an available resource with access to published evidence.
- Student–practitioner partnerships are a sustainable strategy

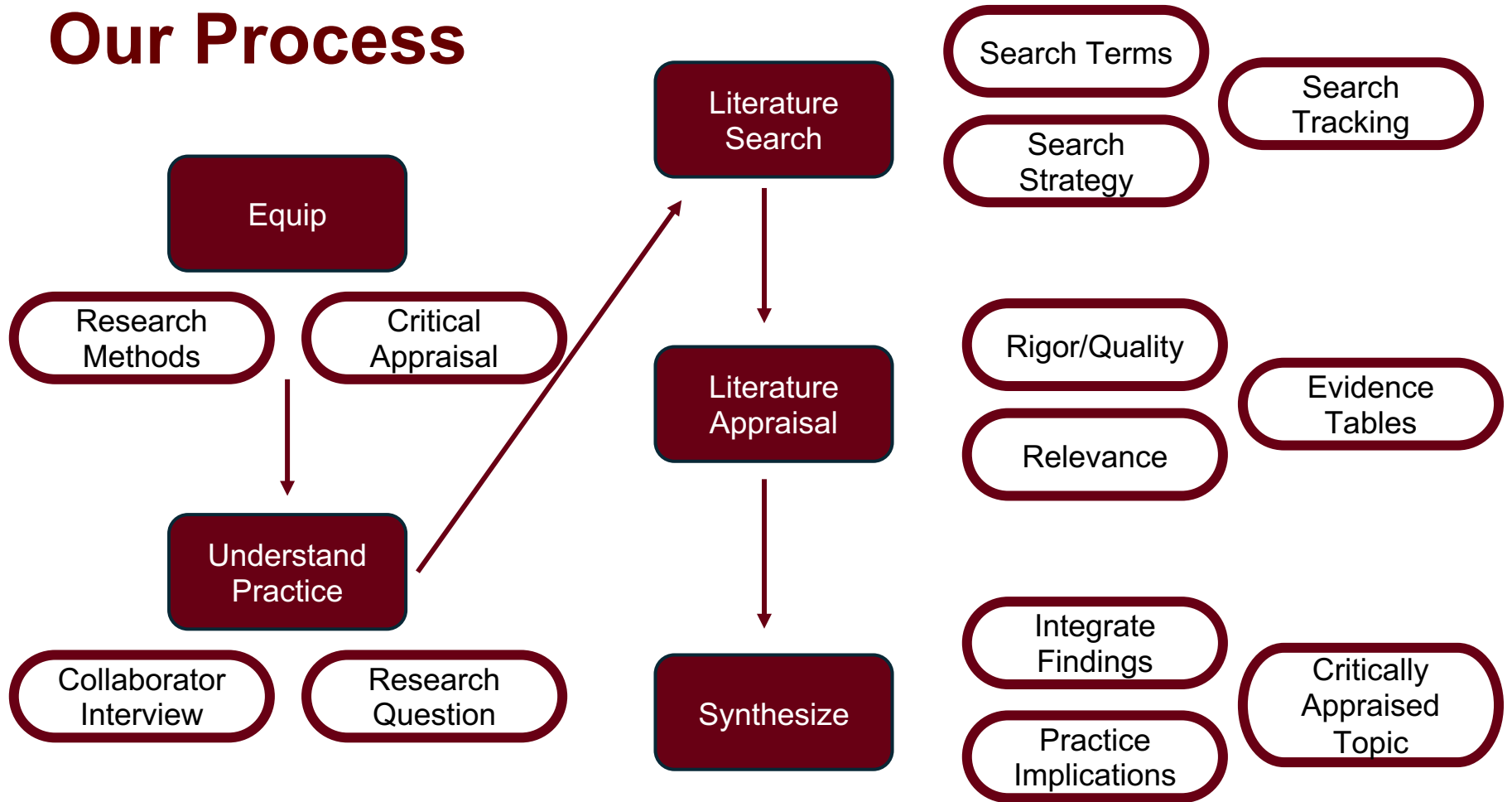
Our Model

- A required 4-course series in research, appraisal and KT
- Team-based model
 - 3-4 students, MSOT and OTD
 - Collaborating OT practitioners
 - Project chairs (faculty)
- Student instruction and project implementation
- Knowledge dissemination

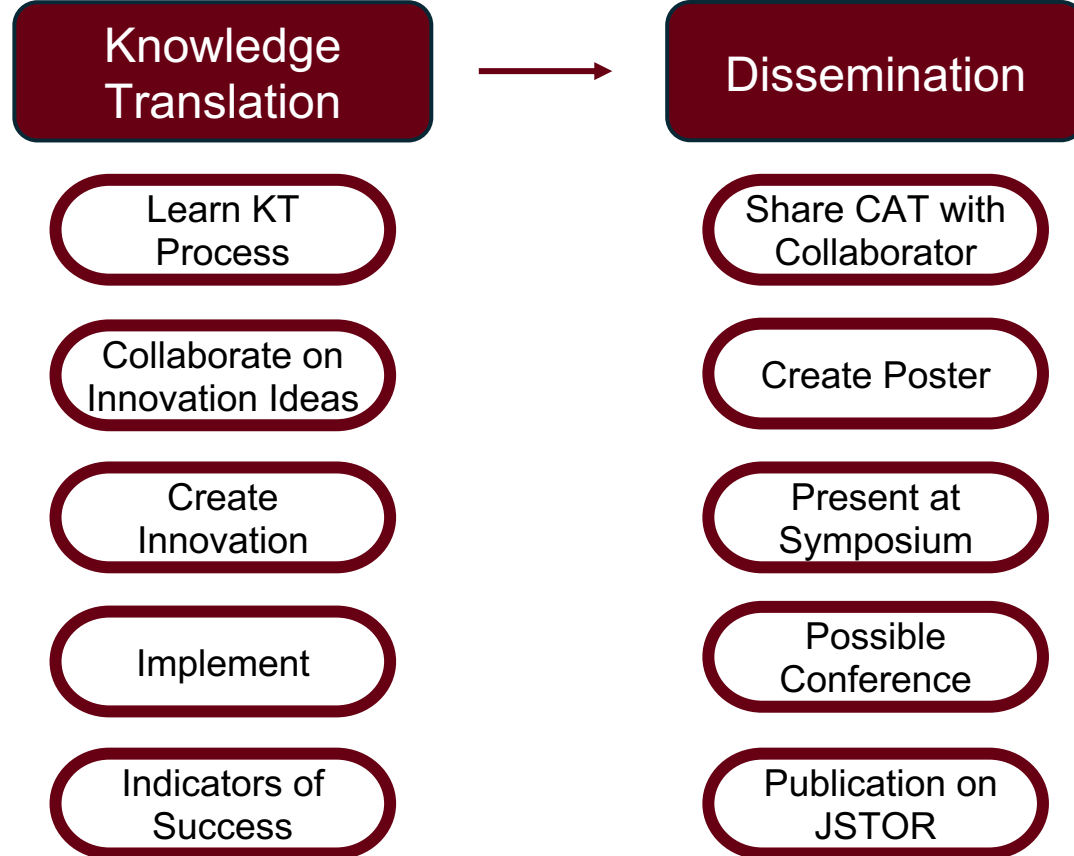
Aims of our Model

- Based in research consumerism to equip next generation of OTs to use EBP
- Link research knowledge, critical appraisal, knowledge translation, dissemination and sustainability
- Support current practitioners in using evidence in local practice
- Produce quality projects that impact practice locally and are available globally

Our Process



Final Steps



Project Components

- Collaborator interview
- CAT proposal
- Search strategy and plan for STT and MCT
- Critical appraisal tables
- Evidence summaries
- Critically Appraised Topic
- KT plan
- KT innovation
- Preliminary assessment of usefulness

Example Project Topics

- Mental health: sensory-based interventions, art & craft based interventions, supporting graduate students
- Older adults: supporting aging in place, use of everyday technology, interventions for ADLs
- Feeding: ARFID, sensory-based challenges, cue-based feeding in the NICU, Tx for adults with tremors
- Autism: sleep interventions, toilet training interventions, strength-based interventions
- Other: intervention for TBI; end of life care; racial disparities in rehabilitation services

Example Types of Innovations

- Informational flyers or pamphlets
- Web page design
- Tip sheets
- Intervention guideline booklet
- Decision Tree
- Data collection sheets
- Inservice to therapy staff or administrators

Project Impact

- More than 115 projects in 11 years
- Over 400 students
- Nearly 80 unique collaborators (22 have repeated)
- Approx 20 projects presented at professional conferences
- Projects on [JSTOR](#) and accessed from around the world
- Some projects downloaded more than 5,000 times

Student Feedback

“I'm proud of what we are doing in this class. It feels really good to look back on what we have accomplished and reflect on what went well/what was difficult. I'm excited about the next steps and looking forward to working on the KT project.” (post evidence appraisal)

“My participation and engagement in this course has helped me feel confident about translating research to future practice and set expectations for myself to stay up-to-date about evidence-based practice as a practitioner. It has also prepared me for my OTD capstone.” (post project completion)

Adapting for Your Needs

- Be realistic about your resources and capacity
- Ensure instructional philosophy prioritizes professional skills of engagement with evidence, teammates and other healthcare professionals
- Build partnerships with alumni, local practitioners, and OT programs
- Plan ahead for sustainability and accessibility
- Communicate frequently, clearly & seek confirmation of understanding:
 - Administration: needs for your program to be successful
 - Collaborators: their role and what they can expect
 - Students: assignment expectations, project aims, how to be successful
 - Faculty chairs: their role, grading expectations, timelines



Intentional efforts to build collaborative partnerships and implement active learning approaches can equip future generations of OTs, support current practitioners and promote the translation of evidence into practice.

Thank you.

rwatling@pugetsound.edu
mhayes@pugetsound.edu