Engaging busy clinicians in evidence informed practice

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Background
- Evidence informed practice is a process that starts with a clinical question, appraises the evidence, applies the evidence and finishes with an evaluation of clinical outcome. It is a means of combining what we know from research, from clinical practice and from our service users to make the best of knowledge (Law et al, 2004)
- Evidence informed practice is notoriously difficult to prioritise in a busy clinical setting but when done well in a supportive manner can yield great clinical benefits and development opportunities (Law & McDermitt, 2014)

Context
- Evidence informed practice was introduced to the organisation strategically
- A research strategy was developed to explicitly set out to “develop the evidence base” for 2 groups of children and young people
  - acquired brain injury (ABI)
  - profound and multiple learning difficulties (PMLD)
- Support at a service and organisational level provided the research occupational therapist with the opportunity to develop a programme to embed Evidence informed practice into the clinical setting

Aim
To describe the implementation of an Evidence informed practice in one occupational therapy service

- Team meetings
- In-service training
- COTSS-CYPF events

Space to share
- Quiet office away from busy workroom
- Booked out space with computer access

Physical space
- Organised regular sessions (every 6 weeks)
- Dates set at the end of each session

Space in diary
- Tutorials
- Worksheets
- Student contribution during their placement

Space to learn

Conclusion
- Busy clinicians benefit from having a clinical academic to lead Evidence informed practice
- The lead is invested in the development of the Evidence informed practice guidelines and can provide a coordinating and educating role.

References