

Engaging busy clinicians in evidence informed practice

Lorna Wales & Helle Mills

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)

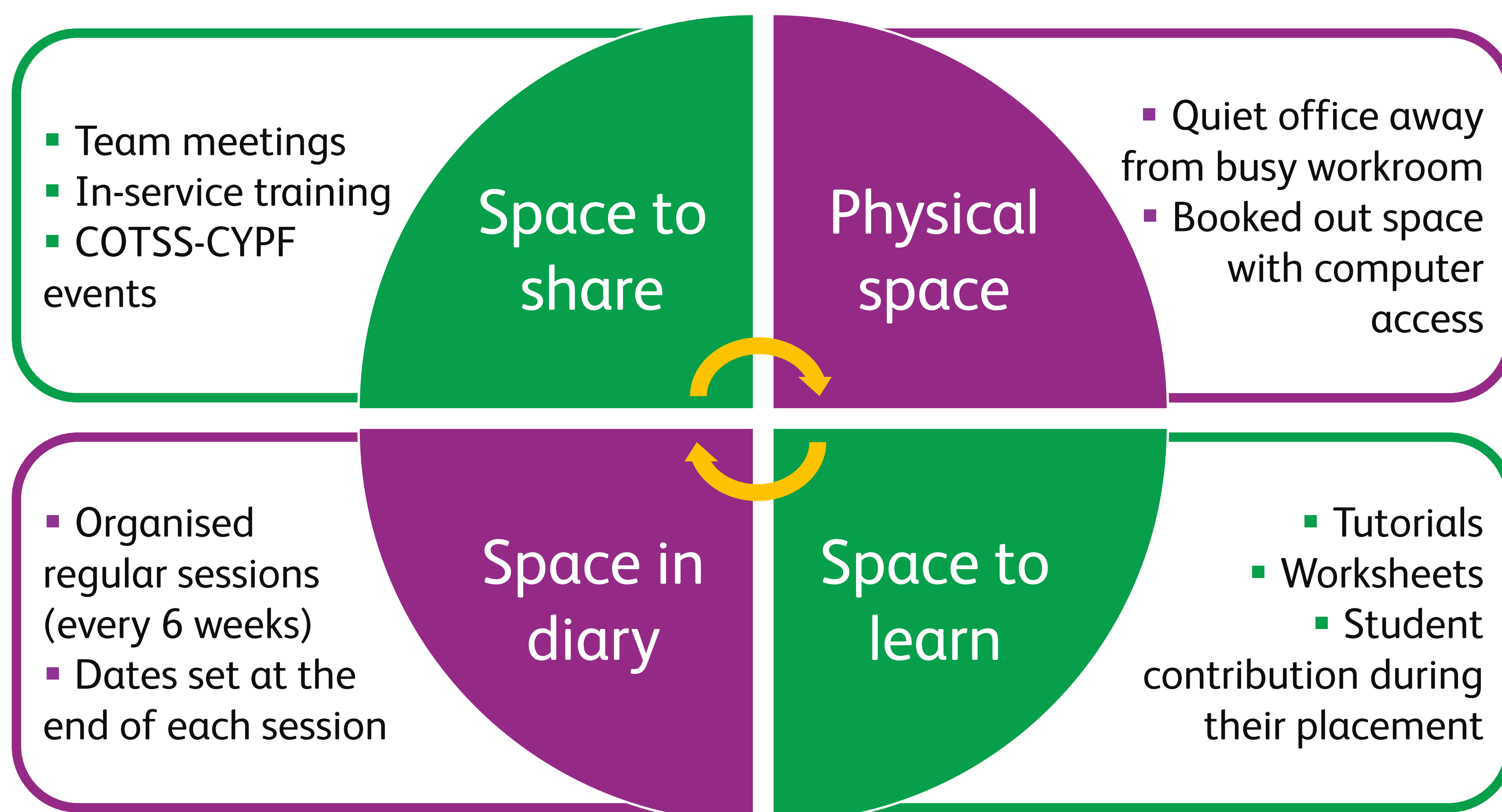
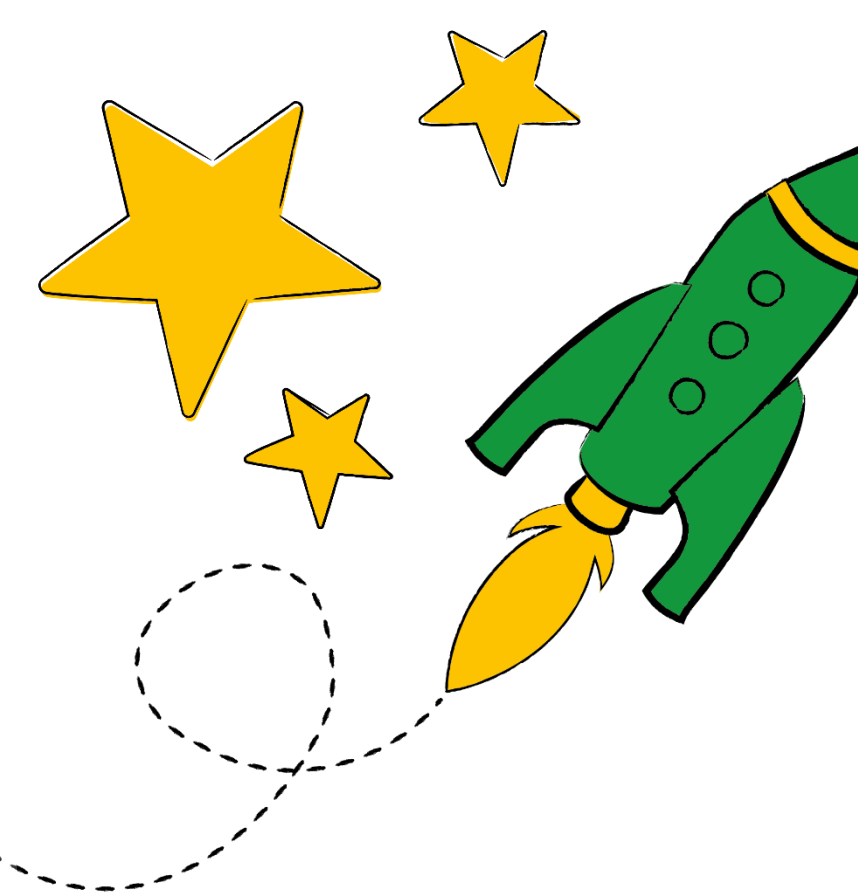
Context

- 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



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

- Law, M & McDermitt, J 2014 *Evidence-Based Rehabilitation: A Guide to Practice*: 3rd Ed. New Jersey: Slack Incorporated.
- Law, M., Pollock, N., & Stewart, D. (2004). Evidence-based occupational therapy: Concepts and strategies. *New Zealand Journal of Occupational Therapy*, 51(1), 14-22.



lwales@thechildrenstrust.org.uk

Charity Registration Number 288018

