

A Look at the Year Ahead

- **October 15, 2011**–
Mary J. Bridle Award
Applications due to National
Office
- **November 11-12, 2011**–
AOTA/NBCOT National
Student Conclave in
Providence, RI
- **November 11, 2011**–
PTE Annual Business Meeting
Providence, RI
NOTE TIME CORRECTION
9:30-10:00 Registration
10:00– 12:00– Business
Meeting
- **November 15, 2011**–
Resolutions due to National
Office
- **January 15, 2012**–
Nominations due to
Nominations Committee for
National Officer Elections
- **February 1, 2012**–
National Fees packets emailed
to chapters
- **February 1, 2012**–
President's Award Nominations
due
- **March 1, 2012**–
National Fees due to National
Office (payments available
online www.AOTF.org)
- **April 26-29, 2012**–
AOTA Annual Conference and
Exposition
Indianapolis, IN

President's Palette

Melissa Oliver, MS, OTR/L, CBIS

Welcome Back! We hope you had a Great Summer!

CHANGE...is coming! Change is word that many cringe at and others see has a positive. I see it as a critical necessity for personal, professional and organizational development and growth.

PTE is changing...PTE's Annual Business meeting is moving from AOTA Conference and meeting the students at their conference. PTE will be at the Student Conclave this November in Providence, Rhode Island. We encourage all of our chapters to send at least one representative to the meeting. We will be sharing our "Chapter in a Box" concept as well as discussing new resolutions.

PTE is changing....PTE is now an integrate part of AOTF and its mission. One way PTE is hoping to support the AOTF mission is to actively participate in the AOTF Annual Gala. PTE is having a casting call for a dance couple to represent PTE at the AOTF Annual Gala "Dancing with the Stars" in Indianapolis, IN during the AOTA Annual Conference. PTE will support the couple in fundraising, developing a fan base and creating a social media.

PTE is changing...PTE's leader-

ship is transitioning. After eight years on the PTE Executive Board, I believe it is time for a change and a new generation of leaders who have great vision and creativity to guide our future leaders into the next 100 years of occupational therapy.

It has been a great honor and privilege to work with PTE members, PTE chapters and AOTF leadership over the years. I am very appreciative of Jessica Halterman, PTE National Coordinator. She is the backbone of the PTE and I just want to thank her for your commitment and support of PTE. She guides and encourages all of us at PTE. I have had great mentors through my time with PTE and AOTF (Maralynne Mitcham, Martha Kirkland, Ruth Ann Watkins, Diana Ramsay, Chuck Christiansen, and Mindy Hecker) and to them I am forever grateful.

As always, I challenge you, in taking the baton passed on to you, by setting the standard and the level of expectation for Leadership, Responsibility and Professionalism within your chapter, your school and your community.

The Scroll & Pen/PTE Highlights is published by Pi Theta Epsilon, P.O. Box 31220, 4720 Montgomery Lane, Bethesda, MD 20824-1220, phone (540) 338-1705, fax (540) 338-1706. Send contributions via email to jhalterm@aol.com. Contact PTE at www.aotf.org. President– Melissa Oliver (President Elect– Kim Schoessow); Vice President–Emily Kringle; Secretary– Helene Lohman (Secretary Elect– Sally Stevenson); Treasurer– Rachel Proffitt; *Scroll & Pen Editor*– Kelly Fleming Ptachick; National Coordinator– Jessica Halterman.

Bridging the Gap between Academia and Practice with Evidence-Based-Practice (EBP)

Emily Kringle, MOT, OTR/L and Helene Lohman, OTD, OTR/L

Evidence based practice is becoming integrated into OT education and practice thanks to strategic initiatives from AOTA's Centennial Vision 2017¹ and the ACOTE™ educational standards.² Grounded with ACOTE™ standards professional educational programs prepare students to consider evidence with all aspects of the intervention planning process. Practitioners are challenged to integrate evidence-based interventions into their practice based on external health care environmental factors, such as payer sources. Bridging the gap between professional education and practice is a key factor in the implementation of evidence based practice. For this article the authors interviewed occupational therapy educator Rene Padilla, PhD, OTR/L, FAOTA (RP), and practicing clinician Kimberly Schoessow, OTD, OTR/L (KS) to obtain their perspectives on bridging this gap.

Why, as an educator and researcher, is evidence based practice (EBP) important?

RP: I think it is because ultimately our clients are at the end of our actions. When working in the classroom, learning strategies and techniques should be used to translate theoretical learning into action or care for a real person. Students need to be thinking about treating real people. It is important that researchers, educators and practitioners have the most updated information about what is effective and what is not. Students should know what research needs to be done. Many things {done in practice} are effective and we don't know why. Many things can be researched.

As a clinician why do you feel EBP is important?

KS: 1. Cost effectiveness in the current economic environment. We need to use what is going to use what is most effective in the least amount of time with the best results.
2. Our own sanity—we need to save time and energy by not reinventing the wheel. If there is good research on something, let that direct what

we're doing.

3. Basing our intervention on what we THINK is effective is not good medical science. We wouldn't expect a medical doctor to operate without evidence so why would we treat without evidence?

4. In order for OT to survive as a field, we need the respect of the others in the medical profession—evidence to back up that what we are doing is effective.

What strategies do you use to help students bring EBP to their FW sites or places of future employment?

RP: I try to get students to explore the evidence in an area they are passionate about. Invariably that involves some interaction with patients during their last fieldwork. Students only work on developing Critically Appraised Topics (CATS) for OT intervention strategies. They contact fieldwork sites and ask about the most frequent interventions used at that site, or about a new intervention they may be implementing, or an area for which it would help them to find and know the evidence, such as if they are trying to support OT services in a new area, or justify specific services.

What motivates student to truly embrace EBP?

RP: What motivates students is the ability to change what they do {with patients} immediately for the better. My class is about changing what they do and effecting what they do right away. Immediately that gains a sense of how interventions have been tested, under what circumstances they are effective, and what they, as future practitioners, can contribute to the profession as they enter the field

What challenges have you experienced with bringing EBP to the clinic and what strategies have you used to overcome these challenges?

KS: Time is the biggest challenge. There

doesn't seem to be the time to sit down on PubMed and do searches. If we work at a clinic or hospital, we're expected to have high productivity: face to face time with patients. The same is true with a private practice. In any area of practice the documentation requirements require that our non patient practice time is spent typing notes. This takes away from time and energy required looking for articles and answers.

I wouldn't say that I have overcome this challenge; I'm working on it. One of the most meaningful ways that I do that is by attending conferences. The pressure {to attain a certain level of productivity} is off—sit back and learn. Also, having OT students work with me is a way that I can learn new evidence. Students always give me good information about what is new in the literature.

How do students bring EBP into the clinic?

KS: Don't be afraid to teach the clinical instructor and teach the other OTs there. The student has the most knowledge on what is current research and what are the newest technologies. I would love to see students not be afraid to share this information with the staff. Bring in articles, new assessments, provide in-services, bring in their manuscripts/articles and try them!

If you could provide students with one piece of advice about EBP what would it be?

RP: Consider everything you do in practice as a potential source of evidence to support the profession and, therefore, be able to justify clients receiving the services they need. Evidence ultimately is what can change the health care system for the better, so work as though everything you document, every intervention you provide, is part of a trail of evidence. You are not only treating and documenting about the current individual patient – you are contributing to the improvement of treatment of all future clients!

Continued from pg. 2

If you could provide clinicians with one piece of advice about EBP what would it be?

KS: Be more than just consumers of evidence. Find ways to participate in (continued on pg. 3) building the evidence base. Remember that you can contribute to evidence without holding the “researcher” title. Keep track of your own patients and outcomes (quantitative and qualitative data), be consistent with assessments and record the outcomes from them so that you know your intervention is effective. In addition, seek out researchers and connect with them. OTs are in the same

facilities as researchers with little to no interaction. Increase communication with researchers so that their research is applicable to what is going on in the clinic.

References:

¹ AOTA (2007). AOTA’s Centennial Vision and Executive Statement. *American Journal of Occupational Therapy*, 61(6), 613-614.

² Accreditation Council for Occupational Therapy Education (2010). ACOTE Standards and Interpretive Guidelines. Retrieved on 14 June, 2011 from <http://www.aota.org/Educate/Accredit/StandardsReview/guide/42369.aspx?FT=.pdfon>.

AOTF Annual Gala



PTE is committed to supporting the initiatives of The American Occupational Therapy Foundation (AOTF) and its mission to raise money for research and scholarship.

PTE is looking to select a dance couple to represent PTE and dance during the 2012 AOTF Annual Gala in Indianapolis, IN. PTE would like to choose a couple who possess these qualities:

1. Be willing to dance during the Gala
2. Must be confident, graceful, and outgoing enough to promote PTE and AOTF across the profession
3. Able to ask for Money (fundraise). AOTF will provide a Facebook page and links to AOTF’s pay pal to accept online donations. PTE’s Executive Committee will aim to rally our 85 active chapters and alumni to support you!

Indianapolis, Indiana will be the site of this year’s American Occupational Therapy Foundation Gala, held on April 27, 2012 during the AOTA Annual Conference. This year’s event will again feature fabulous food, fun and fundraising with dancers competing for bragging rights in AOTF’s 3rd Annual “Dancing with the Stars” style competition. Proceeds from the Gala support the Foundation’s initiatives. More than 200 guests attended the 2011 Gala and Second Annual “Dancing with the Stars” competition, which raised approximately \$50,000. View photos of the event at www.facebook.com/ncmedical

Join us and Dance! A total of six teams will dance in the competition and three awards will be presented:

1. **Technical Dance** – the total score given by the judges for the dancing skill and rhythm (music and dance combined during the performance)
2. **Charisma/Costume/Creativity/Charm** – the total score given by the judges for the non-movement elements
3. **Grand Prize** – combined scores for Technical Dance; Charisma/Costume/Creativity/Charm; and Funds raised by the dancers both before and during the dance competition.

Interested Dancers Should Submit:

Dancers’ names, PTE chapter, and an email contact no later than October 1, 2011 to Jessica Halterman at jhalterm@aol.com

Founded in 1965, the American Occupational Therapy Foundation (AOTF) is a charitable nonprofit organization devoted to advancing the science of occupational therapy. The AOTF is a 501 (C) (3) organization, Federal Tax I.D. # 136189382.

PTE Seeks Nominations for Vice President and Treasurer

Individuals may be nominated or nominate themselves, for one of the two positions. Interested members can obtain a copy of the nomination form by visiting the website www.aotf.org. Nominees must submit a record of leadership experience, personal reference, and a brief statement explaining why they are qualified and desire to hold the office. Send a copy of the completed application nomination to Jessica Halterman, PTE National Office, 4720 Montgomery Lane 2nd Floor, Bethesda, MD 20824-1220.

Nomination materials must be received by the National Coordinator no later than January 15, 2012. Nominations received after the deadline will not be considered.

Nominations must meet the following qualifications:

1. Be a member in good standing of their respective chapter of PTE
2. Be an active member of PTE for a minimum of one year prior to taking office at the PTE annual meeting
3. Possess demonstrated leadership skills
4. Possess good organizational skills
5. Be able to express ideas clearly and concisely through oral and written communications
6. Be able to establish and maintain good working relationships with peers, professionals and the general public
7. Be able to attend the AOTA Annual Conference and Exposition and the AOTA Student Conclave (note: expenses incurred to attend the PTE events will be covered by PTE)
8. Possess a commitment to the development of scholarship among occupational therapy students and occupational therapists
9. Possess a commitment to the purpose and objectives of PTE and to further the development of a strong organization on the national level

Visit the website for further information regarding duties and responsibilities.