Decision-making & Evidence-based Practice

What is the Connection

Evidence-based Practice

Decisions

How we make decisions

- Traditional
  - Impairment driven
  - Problem-orientated
  - Hierarchical
- Contemporary
  - Outcome-driven
  - Interest-based
  - Strength-based
  - Collaborative
- Paternalistic

Decisions we make

- Who needs intervention?
- Why do they need intervention?
- What intervention do they need?
- When should they receive intervention?
- Where should they receive intervention?
- How long should they receive intervention?
- What are the outcomes of intervention?
- When will they not receive intervention?

Models of decision-making

- Structured approach for solving a problem or promoting an outcome
- Graphically shows all possible solutions and steps
- Reasoning pathway
  - HOAC
  - Top-Down
  - Guide to PT
  - Guide to OT
  - Logic
Why use a model?

- Organize the situation
- Indicate linkages
- Identify strengths and weaknesses
- Identify options
- Avoids prescriptive problem solving

Influencing factors

<table>
<thead>
<tr>
<th>Child &amp; Family</th>
<th>Provider</th>
<th>System</th>
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</thead>
<tbody>
<tr>
<td>Needs</td>
<td>Knowledge</td>
<td>Policy</td>
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<tr>
<td>Outcomes</td>
<td>Research</td>
<td>Funding</td>
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<td>Concerns</td>
<td>Experience</td>
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<td>Priorities</td>
<td>Judgment</td>
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<td>Culture</td>
<td>Values</td>
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<tr>
<td>Values</td>
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How do we account for these factors within the models

- HOAC
- Top-down
- Guide to PT
- Guide to OT
- Logic

Logic Model

- Theory
- Assumptions
- Participatory
- Functional
- Qualitative
- Quantitative
Keys to Quality

- Client is described
- Services are quantified
- Intensity/duration of intervention is individualized
- Outcomes are meaningful
- Goals/objectives are measurable
- Impacts are reasonable

Clear connections - Action oriented

<table>
<thead>
<tr>
<th>Resources</th>
<th>Outputs, activities, inputs</th>
<th>Goals, objectives</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>To do</td>
<td>To reach</td>
<td>To change</td>
<td>To become</td>
</tr>
<tr>
<td>Time</td>
<td>Service delivery</td>
<td>Measurable</td>
<td>Team based</td>
<td>Functional</td>
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<tr>
<td>Space</td>
<td>Services</td>
<td>Short term, long term</td>
<td>Meaningful</td>
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<tr>
<td>Funds</td>
<td>Strategies, techniques</td>
<td>Specific to barriers, facilitators, impairments</td>
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<tr>
<td>Caseload</td>
<td>TE, AT, consult, monitor, direct</td>
<td>Functional limitations</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Client expectations</td>
<td>Participation</td>
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</table>

Evidence-based Practice

- “…conscientious, explicit, & judicious use of current best evidence in making decisions about the care of the individual.
- …. integrating clinical expertise and external evidence from research”

Sackett, et al, 1996

What evidence do we want/need?

- Does intervention work?
- How to determine if intervention works?
- Why does the intervention work?
- What should be the duration/intensity of intervention?
- When is intervention not needed?

What kind of evidence?

- Quantitative research
- Qualitative research
- Consensus statements/papers
- Guides, pathways, protocols
- Models
  - Guide to PT
  - Guide to OT
  - WHO classification scheme
EBP

A reflection of a therapists skill to incorporate best knowledge of the field, reasoning, and decision-making

Gaps: From evidence to practice

- Time Lag
  How long did it take for British ships to incorporate the use of citrus to prevent Scurvy?

- Why
  - Knowledge
  - Comprehension
  - Beliefs/values
  - Application
  - Permission

Steps of EBP

- Practice
  - Observation of current or promoted practice

- Knowledge generation
  - Research, systematic reviews, guidelines, pathways, protocols

- Evaluation
  - Individual, peer, research

- Implementation
  - Skill development, resources
  - Analysis
  - Reflection and documentation on implementation

- Action
  - Use of data to inform further action

Implications and Challenges

- Defining EBP
- Developing the evidence
- Appraising evidence
- Using evidence
- Sharing evidence
- Participatory implementation
- Building evidence: Research, documentation

The clinician's responsibility

Conclusion

The clinician’s responsibility

- To make decisions on the best evidence available
- Incorporate into decisions evidence from the field, from families, from system
- Insure decisions are logical, individualized, collaborative

The End and Happy Spring!