

Co-creating a writing group to build organizational capacity for scholarly practice in early intervention

OTD Candidate: Briana Rigau, MS, OTR/L

OTD Committee:

Gail Fisher, PhD, OTR/L, FAOTA

Catherine Killian, OTD, MEd, OTR/L

Mary Khetani, ScD, OTR/L (chair)



Overview

Welcome and Introductions

Presentation

Committee Q & A

Public Q & A

Closed-door Discussion and Vote





Introduction



Building Research Culture in Early Intervention (EI)

- Gap between high-quality, evidence-based EI that should be provided and care actually provided¹
- Efficacy of EI was not demonstrated when examined by the OMB¹
- EI programs should engage in research¹
- Electronic data capture systems afford for more research opportunities^{2,3}
- EI workforce has unmet training needs for research engagement⁴



Scholarship of Practice (SOP) and Organizational Principles to Sustain Research Culture in EI

- SOP^{5,6} may help to bridge gap between research and practice in EI
- Relevant organizational principles to build practitioner capacity for SOP
 - 1) Organizational routines are a source of stability and change⁷
 - 2) Organizational image and identity are important⁸
 - 3) Implementation is a process⁹
 - 4) Resistance to change is common and expected⁹⁻¹¹

⁵Hammel et al., 2015; ⁶Taylor et al., 2005; ⁷Feldman & Pentland, 2003; ⁸Dutton & Dukerich, 1991;

⁹Bertram et al., 2015; ¹⁰Prosci Inc., 2017; ¹¹University of Wisconsin-Milwaukee, 2018



Project Purpose



Bigger Picture Purpose

To contribute to an EI quality improvement initiative that improves practitioner engagement in health services research



Project Purpose

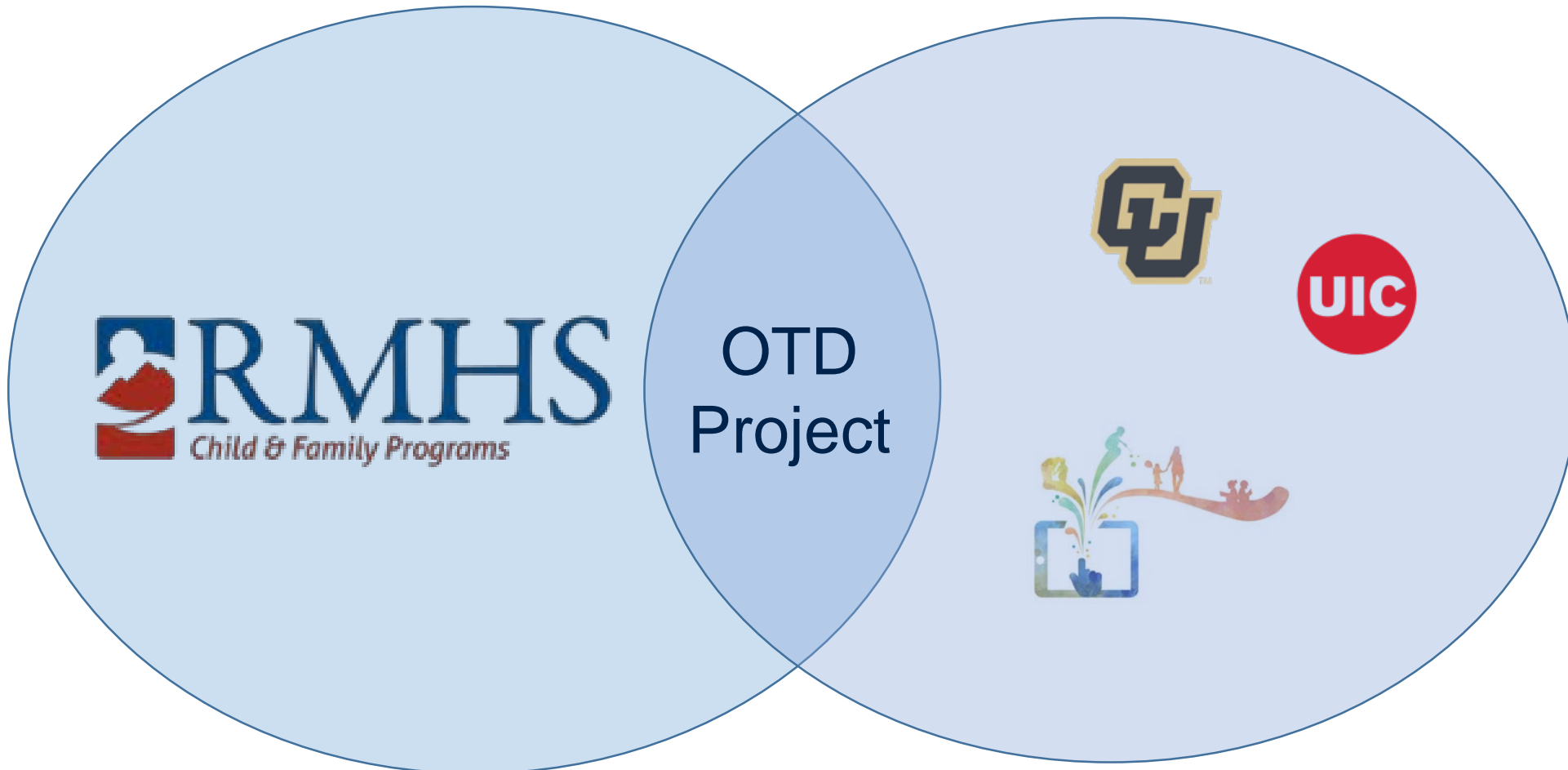
To co-design a professional development opportunity to build EI practitioner capacity for research engagement



Project Design



Project Context



Overview

Part 1: Learning modules

- 3 online modules
- Individually
- During paid time

Part 2: Writing group simulation

- Onsite
- Dyads and triads
- During paid time

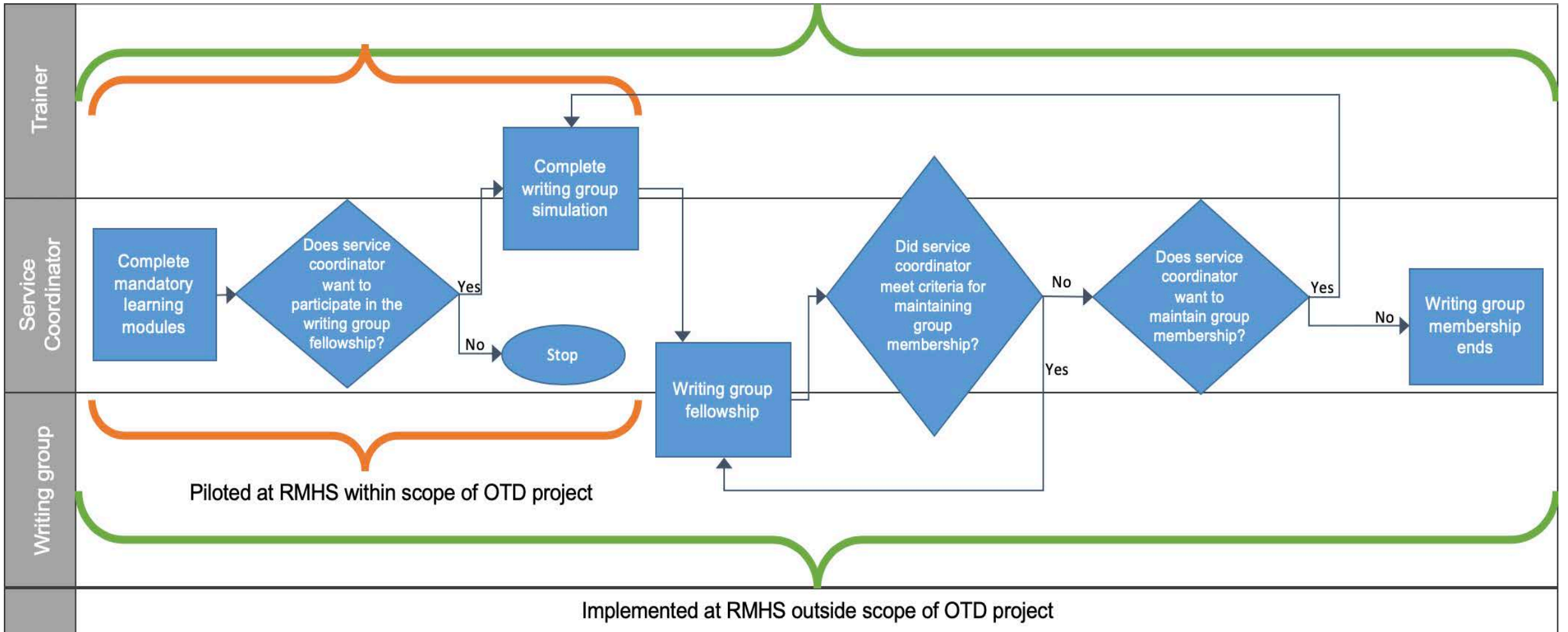
Part 3: Writing group fellowship

- Onsite
- Meets 1+ times per month (e.g., poster prep)
- During paid time and renewed annually



Part 1: Learning Modules





Project Implementation



Participants

Inclusion Criteria:

- 1) employed at RMHS 01/2019 through project implementation
- 2) identified as service coordinator (expanded to include supervisor)

Target Sample Size:

- Learning modules: $n = 10$
- Writing group simulation and writing group fellowship: $n = 6-10$



Learning Modules

Introduction

Learning
modules and
post-module
questions

Conclusion

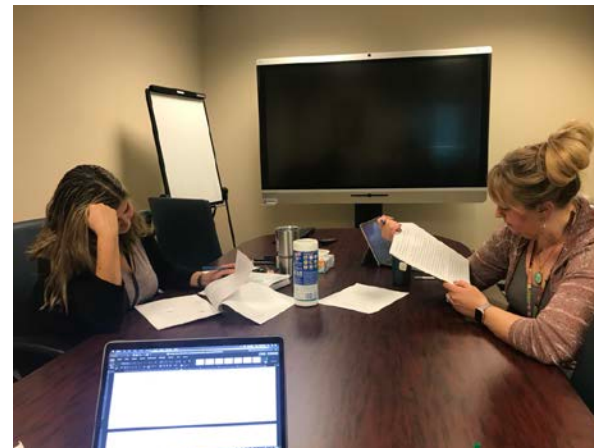


Writing Group Simulation

Participants
select
availability

Schedule
dyads/triads and
notify participants
and supervisor

Complete
writing group
simulation



Project Evaluation



Learning Modules

Outcome	Measure
Feasibility	<ul style="list-style-type: none">• Number of participants through implementation• Time spent• Number of post-module question attempts
Learning	<ul style="list-style-type: none">• Pre-post module questions• Interactive questions
Engagement	<ul style="list-style-type: none">• Interactive questions
Acceptability	<ul style="list-style-type: none">• Survey
Suggestions for Improvement	<ul style="list-style-type: none">• Interview



Writing Group Simulation and Fellowship

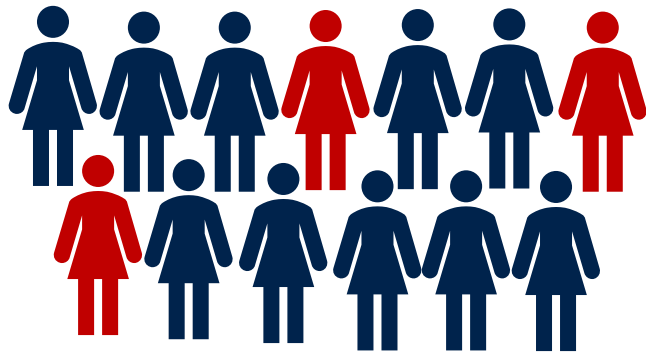
Outcome	Measure
Feasibility	<ul style="list-style-type: none">• Number of participants through implementation
Engagement	<ul style="list-style-type: none">• Number of markups on manuscript (intro only)• Number of comments made when discussing manuscript
Suggestions for Improvement	<ul style="list-style-type: none">• Interview



Results




Participants

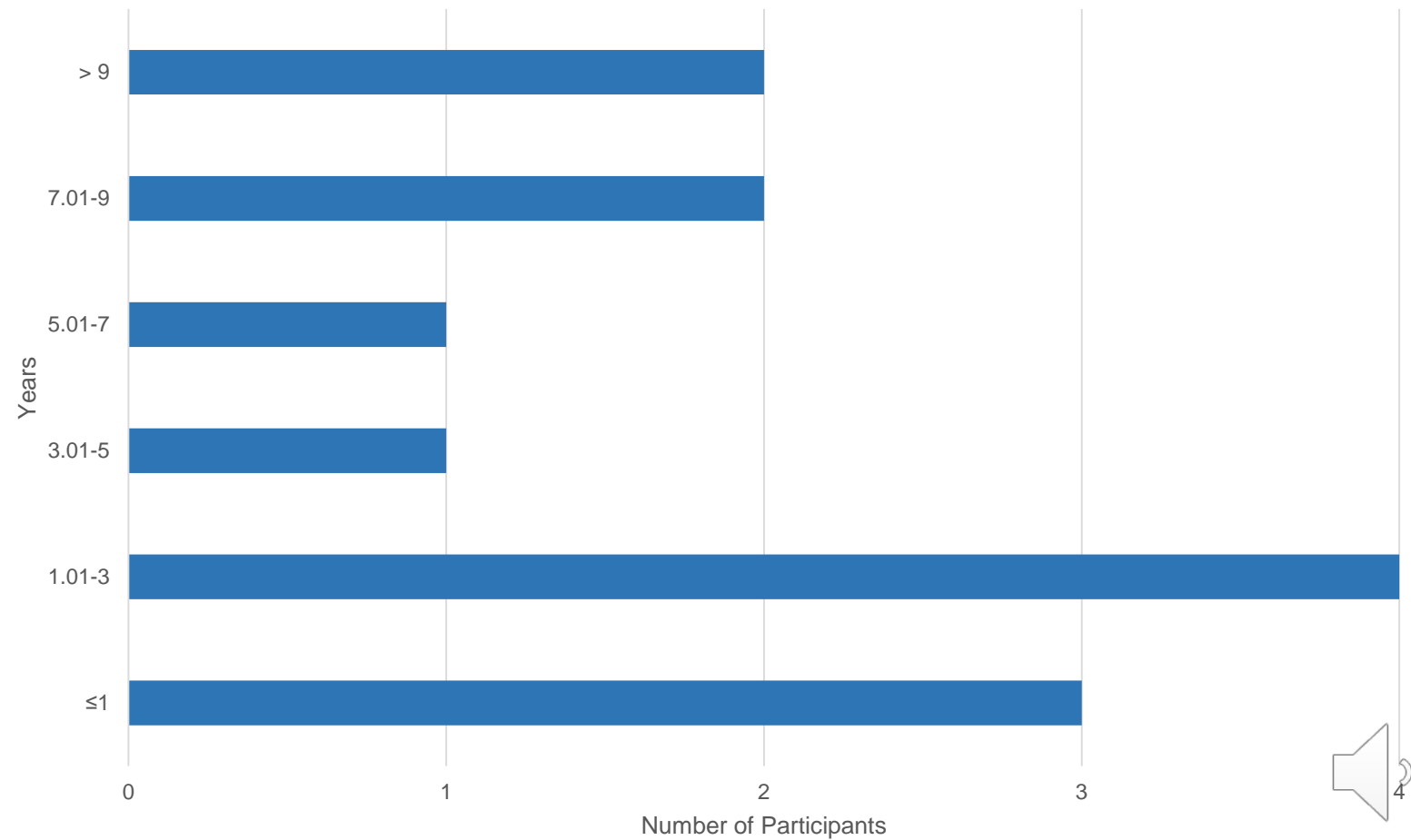


n = 13

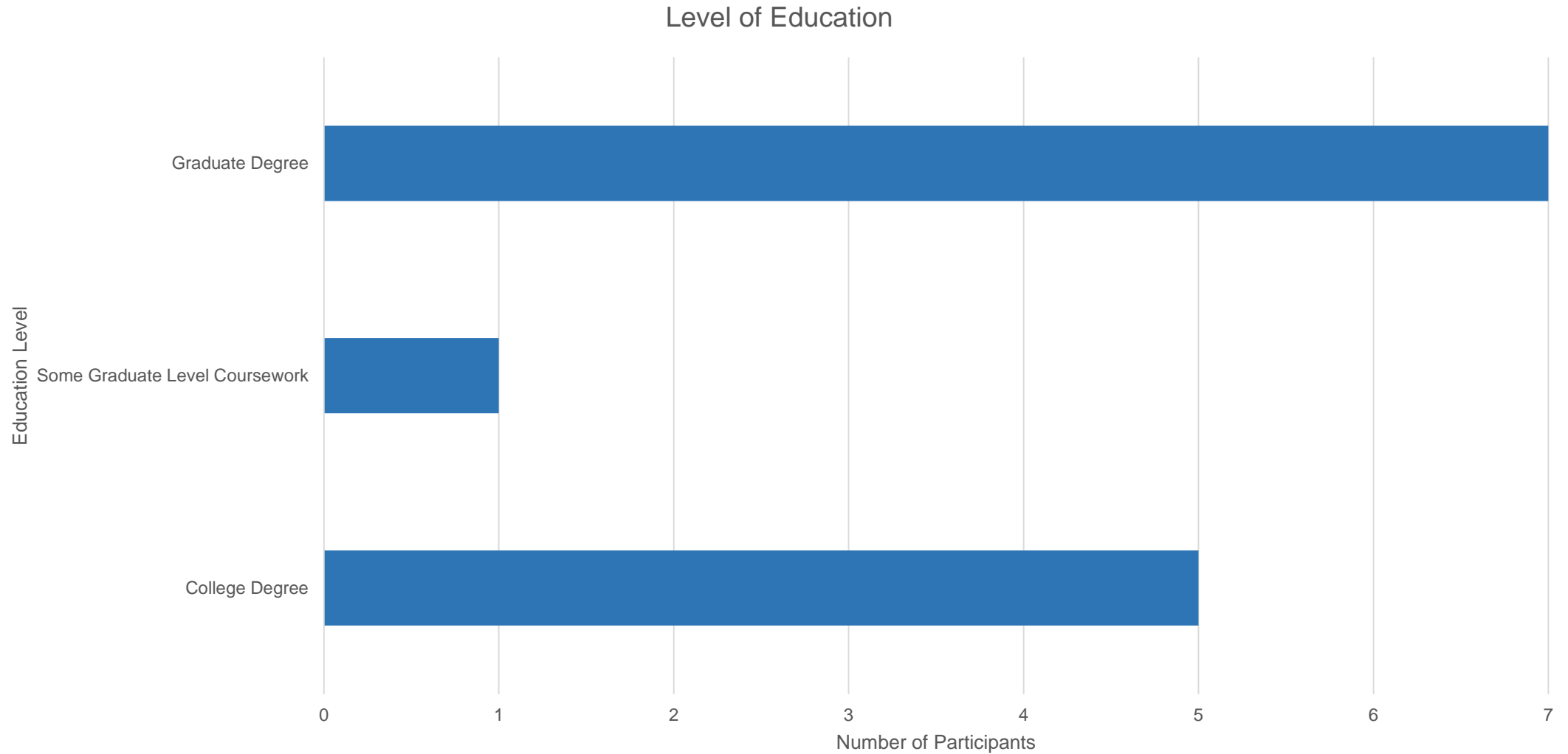
 = service coordinator

 = supervisor

Length of Time Employed at RMHS



Participants



Learning Modules

Outcome	Results
Feasibility	<ul style="list-style-type: none">• Completion rate: 100%• Completion time (minutes): $M = 61.4$ (range = 36 - 102)
Learning	<ul style="list-style-type: none">• Average pre-module score: 4.62 (out of 6)• Average post-module scores: 2.60-2.78 (out of 3)• Average pre-post change:<ul style="list-style-type: none">• Module 1: 0.62• Module 2: -0.08• Module 3: 0.51
Engagement	<ul style="list-style-type: none">• Interactive question completion:<ul style="list-style-type: none">○ Module 1: 84.6%○ Modules 2 and 3: 100%

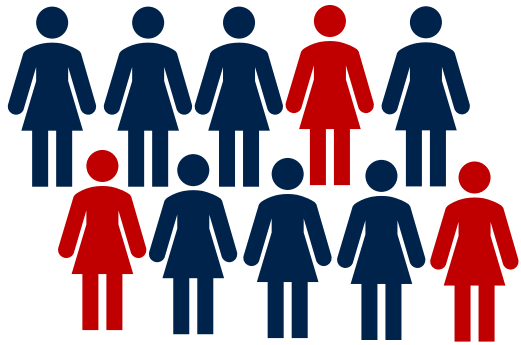


Learning Modules

Acceptability Element	Response	n (%)
Information	Helpful or very helpful	13 (100)
Interactive questions	Helpful or very helpful	13 (100)
Overall Satisfaction	Satisfied or very satisfied	13 (100)
Post-module questions	Helpful or very helpful	12 (92)
Videos	Helpful or very helpful	12 (92)
Audio clips	Helpful or very helpful	11 (85)
Images	Appealing or very appealing	10 (77)
Navigation	Easy or very easy	10 (77)



Writing Group Simulation and Fellowship



n = 10



- 9 participants completed in person
 - Service coordinators as dyads
 - Supervisors as a triad
- Completion time = 75-90 minutes

 = service coordinator

 = supervisor



- One participant completed remotely
- Completion time = 115 minutes



Writing Group Simulation and Fellowship

Markups Made to Manuscript



Average = 2.67
Range = 0-5

Comments Made



Average = 22.8
Range = 20-27



Discussion



Feasibility

Flexibility is key

- Participants benefit from flexibility inherent in online delivery of modules but may need more flexibility for simulation
- Simulation appears to be feasible with dyads and triads
- Simulation appears to be feasible in two contexts (on-site and video)



Learning

- Participants increased their knowledge in 2 of 3 modules – why?
 1. Participants had prior knowledge about why they should be involved in research
 2. Pre-post questions do not adequately measure learning



Acceptability

- Participants were each “satisfied” or “very satisfied” with learning modules
- Learning module content was always rated as “helpful” or “very helpful”
- Learning modules described as “informative” and “straightforward”

“...would be helpful for service coordinators who were new and more experienced”

“...good information to help service coordinators feel empowered in their role”



Engagement

Learning Modules

- Persistent participant engagement
- Module 1 interactive question = blank twice → lack of experience?
- Three participants missing one or more relevant PICO components

Writing Group Simulation

- Participants were engaged throughout
- 1 participant = no mark ups → unclear if disengaged or no feedback



Suggestions for Improvement

Most suggestions were incorporated:

1. Introductory instructions → navigation ease
2. Drag and drop post-module question → future users' learning
3. Make a PICO question → clarity, future users' learning and engagement
4. Combine shorter slides with longer slides → structure

One suggestion not incorporated: removing video #1



Recommendations for Learning Modules

- 1) Continue to host on Moodle
- 2) Continue to offer in a flexible, self-paced format
- 3) Determine if Module 2 pre-post questions adequately assess learning
- 4) Regularly update to keep up with advances at RMHS and in EI



Recommendations for Writing Group Simulation

- 1) Keep flexible to include in-person and virtual meeting options
- 2) Further explore costs and benefits for structuring
- 3) Establish an internal group name for the writing group fellowship
- 4) Establish a leader for the writing group fellowship



Strategies for Successful Implementation

- 1) Strong leadership engagement¹²⁻¹⁴
- 2) Effective communication^{14,15}
- 3) Ongoing reflection and evaluation^{9,12,13}
- 4) Continue to co-design the professional development opportunity



Scalability

Component		Scalable in EI?	Scalable outside EI?
Learning modules	1	Yes	No
	2	Maybe	Maybe
	3	Maybe	Maybe
Writing group simulation		Maybe	Maybe
Writing group fellowship		Maybe	Maybe



Next Steps



Questions



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