



Knowledge Translation: From Research to Vocational Rehabilitation Service Delivery

Coordinated by the American Institutes for Research

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Disability and Rehabilitation Research (KTDRR)

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Agenda

- Overview of Activity
- Presenters
- Discussion
- Wrap up

Overview

- A series of webcasts
- A Community of Practice (COP)
- Key vocational rehabilitation (VR) audiences:
 - Researchers
 - Practitioners
 - Policymakers
 - Consumers

Overview (continued)

- What practice guidelines are and how they are developed;
- How practice guidelines can be relevant to vocational rehabilitation education and to professionals to implement evidence-based practices;
- How the discussion can inform the current state of research and technical assistance to VR agencies and services provided by VR agencies.

Presenters

- **Tamara Bushnik, PhD, FACRM** - Associate Professor, Rehabilitation Medicine; Director of Research at Rusk Institute of Rehabilitation Medicine. NYU Langone Medical Center
- **Robert Stensrud, EdD** – Professor, Counselor Education, Rehabilitation Counseling, Mental Health Counseling; National Rehabilitation Institute, Drake University.
- **John Connelly, JD** – Director, Research and Grants; Council of State Administrators of Vocational Rehabilitation (CSAVR)

Point 1

What are Practice Guidelines? How are they used in the medical field? How are they used in Rehabilitation Medicine?

- **Clinical Practice Guidelines:** “systematically developed statements to assist practitioners and patient decisions about appropriate health care for specific circumstances” (Field and Lohr, 1990)
- **Evidence-Based Medicine:** “the integration of best research evidence with clinical expertise and patient values” (Sackett, 2000)

Point 1 (continued)

What are Practice Guidelines? How are they used in the medical field? How are they used in Rehabilitation Medicine?

- Describe appropriate care based on the best available scientific evidence and broad consensus
- Reduce inappropriate variation in practice
- Provide a more rational basis for referral
- Provide a focus for continuing education
- Promote efficient use of resources
- Act as a focus for quality control
- Highlight shortcomings of existing literature and suggest appropriate future research

www.openclinical.org/guidelines.html

Point 1 (continued)

What are Practice Guidelines? How are they used in the medical field? How are they used in Rehabilitation Medicine?

- Commission on Accreditation of Rehabilitation Facilities (CARF)
- Management of Patients with Stroke: Identification and Management of Dysphagia. A National Clinical Guideline
(Scottish Intercollegiate Guidelines Network (2010). Edinburgh (Scotland): Scottish Intercollegiate Guidelines Network (SIGN), SIGN Publication No. 119, 49 pages.)
- Assessment scales for disorders of consciousness: evidence-based recommendations for clinical practice and research
(American Congress of Rehabilitation Medicine, Brain Injury-Interdisciplinary Special Interest Group, Disorders of Consciousness Task Force, *Arch Phys Med Rehab*, 2010 Dec; 91(12):1795-813.)
- Consortium for Spinal Cord Medicine Clinical Practice Guidelines
(www.pva.org)

Point 2

How are Practice Guidelines in Rehabilitation medicine developed? By what process and by which entities? Who is involved in this process?

- Systematic review of a topic resulting in creation of guidelines
- CARF method – input of providers, consumers, payers, and other experts from around the world
- Professional organizations – American Congress of Rehabilitation Medicine (ACRM), American Spinal Injury Association (ASIA), Paralyzed Veterans of America (PVA), American Stroke Association

Point 3

Can you give some examples of practice guidelines in rehabilitation medicine that are applicable to service providers?

- Vocational evaluation after traumatic brain injury
(Stergiou-Kita, Dawson, Rappolt, *J Occup Rehabil* (2012), 22-166-181)
- CARF guidelines
- Management of Patients with Stroke: Identification and Management of Dysphagia. A National Clinical Guideline
(Scottish Intercollegiate Guidelines Network (2010). Edinburgh (Scotland): Scottish Intercollegiate Guidelines Network (SIGN), SIGN Publication No. 119, 49 pages.)
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Point 4

How do evidence- and research-based best practice research inform the field of rehabilitation education?

- Evidence-based practice research, broad guidelines, and methodology constraints
- Best-practice research, field-based research, and counselor communities of practice
- Aptitude-treatment interaction research and practice guidelines
- Informing practice versus informing practice guidelines

Point 5

Are there examples from (NIDDR funded?) vocational rehabilitation research where knowledge translation through practice guidelines could be readily useful to rehabilitation counselors and managers, and to consumers?

- Employment models
- Rich practice settings
- Rich decision models

Point 6

Are there approaches in rehabilitation education or service delivery where tools are used that are similar to the description of practice guidelines provided earlier in this discussion?

- Supervised field-based classes
- Education of “research consumers”
- Need education in practice guidelines that inform counselors: e.g., given this consumer in these circumstances and these agency resources, What is the best approach?

Point 6 (continued)

Are there approaches in rehabilitation education or service delivery where tools are used that are similar to the description of practice guidelines provided earlier in this discussion?

- Guidelines for VR agency staff, consumers, vendors, and referral sources
- Drivers of guidelines are: Act and accompanying regulations, other federal laws like Motor Voter, state law, professional certification requirements, governing bodies, day to day service delivery issues, and research findings
- Guidelines for compliance and best practices

Point 7

Are there aspects of vocational rehabilitation service delivery that are more suitable to research-driven practice guidelines?

- Less is better
- Guidelines for compliance including: eligibility, Individualized Plan for Employment (IPE), closure, Informed Choice
- Guidelines for purchasing to comply with agency and state requirements and to select and efficiently manage vendors and service provision, as well as budgets
- Guidelines for serving certain customer populations, i.e. blind, deaf, transition youth

Point 7 (continued)

Are there aspects of vocational rehabilitation service delivery that are more suitable to research-driven practice guidelines?

- Guidelines for consumers to empower their participation in the VR process, i.e., vendor selection and job interviewing techniques
- Guidelines for vendors, i.e., billing procedures
- Guidelines for other systems, i.e., assessment and referral to VR

Point 8

How could practice guidelines be useful to both counselors and VR consumers in the development of an IPE, or in navigating the issue of “informed choice”?

- Consumers:
 - Data needed to determine eligibility and develop IPE
 - Researching the labor market
 - Identifying and selecting a vendor
 - How to do an IPE

Point 8 (continued)

How could practice guidelines be useful to both counselors and VR consumers in the development of an IPE, or in navigating the issue of “informed choice”?

- Counselors:
 - Legal requirements of eligibility, IPE, and informed choice
 - Effective interviewing techniques
 - Less is more
 - New counselors
 - Good data on vendor performance and availability
 - Pertinent purchasing guidelines including approval requirements

Point 9

Is there sufficient research in VR service delivery to yield evidence upon which practice guidelines can be built? If so, in what areas of research or service delivery? If not, what research would need to be conducted?

- Business accessing and using VR services

Point 10

Should practice guidelines be developed for VR service delivery? If so, who should be involved? What stakeholders need to be at the table? Are there priority areas where development of practice guidelines should begin?

- Stakeholders who will be the end users: consumers, counselors, CRP staff, referral sources, and business and
- Critical points in the VR process including: eligibility, development of the IPE, informed choice, vendor management, and closure.

Wrapping Up

Thank you for participating!

We invite you to:

- Provide your input on today's webcast
- Share your thoughts on future webcasts topics
- Participate in the Community of Practice to continue the dialogue
- PLEASE CONTACT US:

ktdrr@sedl.org

Please fill out the brief evaluation form:

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