

## **Transforming a Research Course to Collaboratively Prepare Practitioners and Students as Practice-Scholars to ENGage in the Scholarship of PRactice: Process and Outcomes**

Patricia Crist, Stacey Resavage

*Duquesne University, Pittsburgh, PA, United States*

An innovative initiative is presenting a new practice opportunity called the 'practice-scholar' in occupational therapy. Embedding research into everyday practice as a means to create evidence-based interventions has been a challenge to occupational therapy practitioners. Likewise, giving students classroom experience with experimental research approaches that readily translate to practice is a challenge. Practice-scholarship bridges this schism preparing a new cadre of practitioners who not only use evidence but create evidence related to their own practice considerations and outcomes.

The objective of this presentation is to review the outcomes from engaging in a process to support practice-scholar development through a scholarship of practice learning activity in an experimental research course.

The purpose of this retrospective study was to investigate the effectiveness of an instructional approach focused on knowledge translation, where practitioner-student team partnerships work together to create research proposals that are based in the realities of everyday practice while modeling the role of the practice-scholar. Across 3 years, three separate students in an experimental research course and practitioner volunteers created practice-scholar teams, were surveyed about their self-efficacy perceptions of practice-scholarship team research at the beginning and the end of the semester. Through a series of structured learning activities coached by faculty, each team developed a research proposal that the practitioner could efficiently embed in their everyday practice. Students had opportunity to apply lecture material to collaborate with their assigned the proposal process. Practitioners learned to create, not just use evidence and students reported their enhanced motivation through practitioner collaboration in this meaningful learning activity that had real-life application.

Using the Practice-Scholar Self-Efficacy Survey modified from an existing research self-efficacy tool, results show that both students' and practitioner's perceptions of self-efficacy of their abilities to participate in practice-scholarship improved. This approach demonstrated the efficacy of preparing both entry-level and experienced practitioners in engaging in the scholarship of their everyday practice through coaching and teamwork associated with a course. The outcomes from this study are further indication that practice-scholar is a viable role for occupational therapists to engage successfully.