

Research Skills Development for Health Care Professionals:

The Practice-Based Research Initiative

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Funding provided by the Northern Ontario Heritage Fund Corporation

What is Practice-Based Research (PBR)?

The investigation of a clinical question by a health care professional ...

... accomplished by the integration of research design and methodology into his/her practice setting.

Keightley, Berry, & Maranzan, 2003

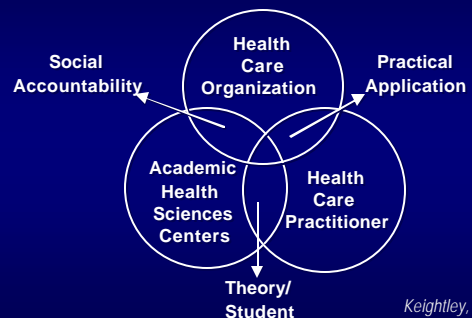
Why PBR?

“The most exciting phrase to hear in science, the one that heralds new discoveries, is not ‘Eureka! I’ve found it!’, but ‘That’s funny’ ”

- Isaac Asimov

- Improves clinical knowledge.
- Improves critical thinking and research skills.
- Fosters professional development.
- Develops innovations in health care.

PBR Model




Keightley, Berry, & Maranzan, 2003

Program Highlights

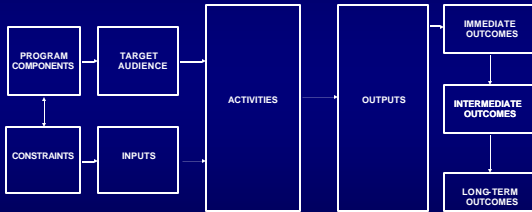


- Education
- Mentorship
- Collaborative opportunities
- Research seed funding

Tutorial Topics

| | | |
|------|---|--|
| 2004 |  | <ul style="list-style-type: none">• Refining a research question• Concepts of sampling• Reviewing research articles• Writing proposals and budgets• Research ethics• Organizing data; Team learning |
| 2005 | | <ul style="list-style-type: none">• Statistics• Project-specific data analysis• Making sense of results• Tips for posters and oral presentations |
| 2006 | | <ul style="list-style-type: none">• PBR Showcase• Final reports due |

Program Evaluation



Program Evaluation Tools

- Program Logic Model
- Visual Analog Scale (pre-post)

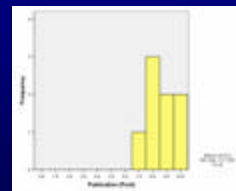
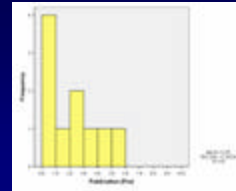
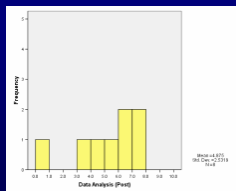
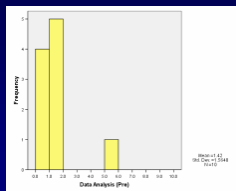
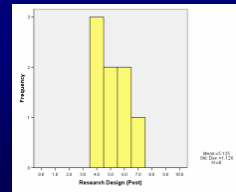
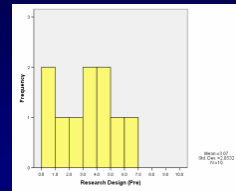
The line below represents how much knowledge you have. Please indicate by a slash on the line below, how much knowledge you feel you have in literature searching.

None _____ Expert

- Exit survey
- Team Learning Survey
- Focus groups

Immediate Outcomes

- 10 research teams completed the program.
- Dissemination of results at PBR Showcase and within departments.
- Increase in participants' research knowledge and skills.



Immediate Outcomes

Participants' perception of skills

| As a result of my research ... | Mean* | SD |
|--|-------|-----|
| ... My knowledge and skills have increased. | 4.56 | .78 |
| ... I am better equipped to work collectively on research. | 4.67 | .49 |
| ... I have developed research skills transferable to other projects. | 4.50 | .71 |

*Rated on a 1-5 Likert scale where 1 = strongly disagree, 5 = strongly agree

Immediate Outcomes

| Effectiveness of team in ... | Mean* | SD |
|--|-------|-----|
| ... Bringing together parties with an interest in the issue. | 4.53 | .51 |
| ... Creating mutual trust, understanding, and respect. | 4.71 | .47 |
| ... Identifying and using team members' resources. | 4.59 | .51 |
| ... Carrying out planned actions. | 4.24 | .56 |

*Rated on a 1-5 Likert scale where 1 = strongly disagree, 5 = strongly agree

Intermediate Outcomes

- Increased efficiencies in practice.
- Strengthened evidence-based decision-making and practice.
- Shared and realigned research resources within organizations.

... to be determined

Long-Term Outcomes

- Increased presentation and publication of research.
 - Presentations at 13 provincial/national conferences.
 - 9 teams intend to submit for publication.
- Continued research involvement (individuals, teams, organizations).
- Strengthened research involvement within organizations.

... to be determined

Future Directions

- Continued program evaluation.
- Program improvement based on evaluation findings.
- Recruitment of participants for Round 2 (March 2006) with completion in June 2007.

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