Evaluation of a Web-Based Cognition Toolkit

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Abstract

Introduction: Occupational therapists (OTs) have unique knowledge and skills in the assessment of cognition and are often on the frontlines of providing occupational therapy services. Informal discussions with therapists suggest that OTs lack strategies to apply their expertise across a variety of contexts. Furthermore, occupational therapists do not recognize OTs for their role and competency in cognitive assessments. To address these concerns, our team developed a web-based Cognition Toolkit (CT). The toolkit includes easy-to-find and easy-to-use resources for occupational therapists and other health professionals to help them understand and support people with cognition issues. The Toolkit also contains a competency document (CD) that can be used in a variety of settings. In this study, we evaluate the website and CD.

Frequently Asked Questions (continued)

Competency Document (continued)

Purpose: The Document is a descriptive statement of the knowledge, skills, abilities, and performance criteria required to adequately address the needs of the patients and families served by the OTs.

Target Audience: OTs (self-assessment), OT students, educators, interprofessional colleagues, administrators, policy makers (increase understanding of OT competencies)

Research Study: A few members of the workgroup formed a research collaborative to work with the CD and the website.

Methods: The CD was posted on the WRHA intranet site in October 2011. Five FAQs were posted along with a list of frequently asked questions. The website was promoted to the OTL and occupational therapists in general practice. The website was visited by 172 unique users between February 1/13 to April 30/13. The website was visited by 172 unique users between February 1/13 to April 30/13.

Results: Prevalence studies suggested that the FAQs are informing OT's practice. Early CD surveys results (n=45) are encouraging. Respondents believe the inclusion of OT competencies is valuable for educating/introducing occupational therapists and students. The CD was sent to the WRHA and affiliated sites. It was created in SurveyMonkey and emailed to therapists between July-September 2012.

Objectives:

• Verify whether the information in the document is accurate, complete, and relevant; • Solicit feedback regarding improvements needed to the document.

Methods:

1. Survey occupational therapists to:
   • Verify whether the information in the document is accurate, complete, and relevant; • Solicit feedback regarding improvements needed to the document.

2. Conduct 2 Focus Groups (OTs and interprofessional colleagues) to:
   • Further validate the revised document, identify additional referrals, and discuss dissemination.

3. Focus Group Participants were invited through the competency document survey and by email sent to OTs on CT developmental.

Survey Findings: 62 OTs completed the survey; 77% of respondents had 6 or more years of experience and 90% used the document at least once.

Overall, the feedback was positive. Respondents expressed some concerns about suggested revisions. They included:

- Language level and terminology: 34% of respondents thought the document was very easy to read. The professional level of language and terminology may need to be increased. In addition, there was a suggestion to include more examples in the document.

- The OT job function: the document did not represent the wide variety of job functions of the OT. The document provided the role of OTs but did not convey the different levels of OTs. The document did not provide the different levels of OTs. The document did not provide the different levels of OTs.

- Intended audience: the intended format and document may need to be changed if used for the public or other professional groups.

- Focus Group Findings:

  1. All participants felt the document was very easy to read. They appreciated the use of language and terminology. They suggested that the document should be more user-friendly and that the definitions of the different levels of OTs should be included.

  2. The document could be enhanced with suggested examples of different levels of OTs. The group suggested that the different levels of OTs could be included in the document. The group suggested that the different levels of OTs could be included in the document.

  3. The document should be reviewed with occupational therapists to ensure the different levels of OTs are included.

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Focus Group Comments:

- There was a concern about the different levels of OTs. The group suggested that the different levels of OTs could be included in the document. The group suggested that the different levels of OTs could be included in the document.

- The document should be reviewed with occupational therapists to ensure the different levels of OTs are included.

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Competency Document:

- The Competency Document contains the following sections:

  1. Objectives: The objectives of the Competency Document are to:

  2. Methods: The methods used to develop the Competency Document were:

  3. Results:

  4. Conclusion: The Competency Document was developed through a process involving occupational therapists and other health professionals. The document includes the definition of cognition, the importance of cognition, and the role of occupational therapists in cognition. The document also includes the different levels of OTs and their roles in cognition.

- The Competency Document is available on the WRHA intranet site. It is accessible to all OTs and can be downloaded for offline use.

- The Competency Document can be used as a reference for occupational therapists and other health professionals in the assessment and support of people with cognition issues.