

## PEER REVIEW HISTORY

BMJ Open publishes all reviews undertaken for accepted manuscripts. Reviewers are asked to complete a checklist review form and are provided with free text boxes to elaborate on their assessment. These free text comments are reproduced below.

### ARTICLE DETAILS

#### Title (Provisional)

Perspectives of Pediatric Occupational Therapists on The Use of Evidence-Based Practice in Kuwait: A Qualitative Study

#### Authors

Jasem, Zainab; Dursia, Dareen; Ahmad, Dalal; Ahmad, Feddah

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### VERSION 1 - REVIEW

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<b>Reviewer</b>	<b>1</b>
<b>Name</b>	<b>Leirós-Rodríguez, Raquel</b>
<b>Affiliation</b>	<b>Universidad de Leon - Campus de Ponferrada</b>
<b>Date</b>	<b>09-Apr-2024</b>
<b>COI</b>	<b>I have no competing interest to declare.</b>

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Dear Authors,

First of all, I would like to congratulate you for conducting this very interesting research on such an important research topic with such a scientific and clinical impact for our colleagues and for the patients who can benefit from these advances.

However, the submitted manuscript has certain methodological limitations and formal errors that should be taken into account before its possible publication in this Journal.

#### ABSTRACT:

Abbreviations in this section are discouraged. Please remove them.

The key words are chosen very unfortunate, not belonging to MeSH and repeating terms that already appear in the Title.

#### INTRODUCTION:

This section should incorporate more and MORE RECENT literature references fundamental to this field of study (e.g., DOI: 10.3390/jpm11080805 // 10.1080/09593985.2022.2112638).

#### METHODS:

The representativeness of the sample (in relation to the desired confidence margin must be established). In addition, for the final sample included, the size of the effects should be provided.

RESULTS:

The textual results quoted from the participants are usually transcribed in italics, in a separate paragraph and with reduced margins.

I miss more textual results that exemplify the summary, synthesis of the same made by the Authors.

DISCUSSION:

It should also be enriched with more and, above all, more recent bibliographic references.

Kind regards

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<b>Reviewer</b>	<b>2</b>
<b>Name</b>	<b>Krueger, Robert B</b>
<b>Affiliation</b>	<b>Rocky Mountain University of Health Professions, Occupational Therapy</b>
<b>Date</b>	<b>17-Apr-2024</b>
<b>COI</b>	<b>None</b>

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Dear Authors: Thank you for the opportunity to review your manuscript

. Your manuscript has several excellent qualities and, with revision, has potential for publication. I will summarize my review (see attached document for details) section by section below.

I feel you need to provide definitions of the key phenomenon being addressed in your study - namely, evidence-based practice (EBP) and EBP implementation (EBPI). Your lack of doing this early on can lead to confusion and the lack of clear definitions of these key concepts surfaces later in your Discussion section, where you discuss how EBP may contradict a client-centered approach. If you had defined EBP early on, including the three integrative factors, including the , this potential limitation (i.e., EBP contradicting a client-centered approach) would need to be changed or modified based on a clear definition of EBP. You also should define EBPI according to experts in the field. A key EPB activity is how practitioners share evidence with families - this transparency in practice is often overlooked or misconstrued. Please see other feedback in your introduction regarding factors acting as supports to EBP implementation and make necessary revisions.

See my feedback on your methods section specifically related to the lack of clear qualitative methodology and/or theoretical perspective that supports this qualitative inquiry. I understand that it may be a pragmatic approach to call your method a qualitative approach, but there are dozens of qualitative approaches. Evaluating your study's rigor is difficult without a clear idea of your theoretical or philosophical underpinnings. You may find well-accepted qualitative research texts like Creswell and Poth(2018, 4th ed.) -

**\*\*The reviewer provided a marked copy with additional comments. Please contact the publisher for full details.**

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**Reviewer**                    **3**  
**Name**                        **Alhwoaimel, Norah**  
**Affiliation**  
**Date**                        **23-Apr-2024**  
**COI**                         **no Competing interests**

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Dear Authors,

I appreciate the opportunity to review the manuscript titled “Perspectives of Pediatric Occupational Therapists on The Use of Evidence-Based Practice: A Qualitative Study”

Title: The title is appropriate.

Abstract: The abstract provides an overview of the study objectives, methodology, and key findings. However, I would recommend to summarize the strength and limitations and include it in the conclusion section.

References: The manuscript is well-referenced.

Introduction:

The introduction outlines the usefulness of EBP but did not define the meaning of EBP. I suggest to add a sentence about the definition of EBP and the evolution of EBP.

Methods: well written methodology

Participants:

The authors mentioned that all interviews delivered in English Language but in the inclusion criteria they did not mention that participants should understand/speak English language. So, I suggest adding this criteria in the inclusion or clarify it.

Discussion and conclusion: well written discussion and implication

Good luck

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**Reviewer**                    **4**  
**Name**                        **Ehrenbrusthoff, Katja**  
**Affiliation**                **Hochschule für Gesundheit (University of Applied Sciences),  
Department of Applied Health Sciences, Division of Physiotherapy**  
**Date**                        **28-Apr-2024**

**COI**

**None**

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Dear authors,

Thank you very much for providing the opportunity to review this manuscript, which covers an interesting aspect of EBP research and was well structured and written. Therefore, my comments mainly concern minor aspects of wording and clarity.

(No, Paragraph, Page, line, Comment)

1 Introduction 5, 56 “lack of support” is mentioned as a challenge for applying EBP by occupational therapists in Sweden - please clarify, what kind of support is mentioned here

2 5, 57 “limited resources” - please clarify what kind of resources are meant here

3 Methods 7, 96 “Representative” - this term is discussed somewhat controversially in qualitative research (Carminati, 2018); here, it is questionable as this sample is a representative of occupational therapists in Kuwait; all interviews were conducted in English; hence, all participants needed to be able to speak and understand English to an advanced level to be able to discuss the matter of interest in enough depth - please elaborate somewhat more on this issue

4 7, 105 “Personel” - please explain somewhat more who was contacted

5 7, 112 “all interviews were conducted in English” - this, to me, is an essential inclusion/exclusion criterion, which is not mentioned as such further up in the “participant section” - please add this as an inclusion/exclusion criterion and explain somewhat more on how sufficient English language skills were ensured to understand and discuss the research interview questions

6 Discussion 17, 363 Please add in a paragraph considering the above mentioned issue of being able to speak/understand English as a limitation of this study and how one could overcome this issue in further studies

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## **VERSION 1 - AUTHOR RESPONSE**

Reviewer: 1

Dr. Raquel Leirós-Rodríguez, Universidad de Leon - Campus de Ponferrada

Comments to the Author:

Dear Authors,

**Comment:** First of all, I would like to congratulate you for conducting this very interesting research on such an important research topic with such a scientific and clinical impact for our colleagues and for the patients who can benefit from these advances.

However, the submitted manuscript has certain methodological limitations and formal errors that should be taken into account before its possible publication in this Journal.

**Response:** Thanks for the feedback. All the raised comments are addressed and highlighted below in response to each point and in the manuscript.

**Comment: ABSTRACT:**

Abbreviations in this section are discouraged. Please remove them.

The key words are chosen very unfortunate, not belonging to MeSH and repeating terms that already appear in the Title.

**Response:** Thank you for the feedback. We removed all the abbreviations. Only EBP is now being used in the abstract after it was defined, see the abstract page 3, line 6.

‘To investigate the perspectives of pediatric occupational therapists on factors relating to the use of evidence-based practice (EBP) in clinical practice/settings.’

We updated the keywords per your suggestion. The used keywords are: Clinical Competence, education, quality of health care, see page 1 and page 4, lines 43-44.

‘Keywords: Clinical competence, education, quality of health care’

**Comment: INTRODUCTION:**

This section should incorporate more and MORE RECENT literature references fundamental to this field of study (e.g., DOI: 10.3390/jpm11080805 // 10.1080/09593985.2022.2112638).

**Response:** Thank you for the suggestion. We incorporated more recent literature references and the ones you recommend in page 5, lines 52-53.

‘The application and implementation of EBP advances any profession and enhances the quality of services delivered to patients [4, 5]. Its benefit has also been found among therapists as well be reducing levels of burnout [4, 6].’

**Comment: METHODS:**

The representativeness of the sample (in relation to the desired confidence margin must be established). In addition, for the final sample included, the size of the effects should be provided.

**Response:** Thank you for the comment. The use of purposive sampling helped to obtain representative sample. We also tried to recruit participants from a variety of governmental and private hospitals, clinics and schools in Kuwait. See:

a) page 25 table 1

b) page 7, line 106

‘A purposive sampling method utilized [18].’

c) page 7, lines 109-110.

‘Participants were recruited from a variety of governmental and private hospitals, clinics and schools in Kuwait.’

As a qualitative study, we aim for transferability. Our findings can be transferable to other contexts since thorough descriptions of the participants are provided. See:

a) page 25 table 1

b) page 8, lines 140-141

‘The findings can also be transferable to other contexts since thorough descriptions of the participants are provided [20].’

c) Page 9, lines 148-151.

‘Of the 10 participants, four were male, while 3 had a master’s degree, and the remaining 7 had bachelor’s degrees. The average age of participants was 35.6 years (range= 29-41 yr), and their average years of experience was 11.5 (range= 4-20 yr).’

**Comment: RESULTS:**

The textual results quoted from the participants are usually transcribed in italics, in a separate paragraph and with reduced margins.

I miss more textual results that exemplify the summary, synthesis of the same made by the Authors.

**Response:** Thanks for noting this issue. All quotes are now in italic, separate paragraph and with reduced margins. See result section pages 9-16.

Also, per your suggestion, more textual results were added to the manuscript. See:

a) page 10, line 174.

*'It is my duty, and I mean, the fear from God.'*

b) Page 14, line 164

*'free access to library ummm remote access no need to come to university to access.'*

c) Page 15, lines 282-284

*'We work for approximately 7 hours, and the day is 24 hours, so you have the time. If we sleep for 8 hours and another 8 hours for work and 8 for leisure, you can take 1 hour and a half from each.'*

**Comment: DISCUSSION:**

It should also be enriched with more and, above all, more recent bibliographic references.

**Response:** Thanks for the suggestion. More and recent references are used.

- Rodriguez-Nogueira, O., et al., *Relationship between competency for evidence-based practice and level of burnout of physical therapists with the establishment of the therapeutic relationship*. *Physiotherapy Theory and Practice*, **2024**. 40(2): p. 357-365.
- Rodríguez-Nogueira, Ó., et al., *Examining the association between evidence-based practice and burnout among Spanish physical therapists: A cross-sectional study*. *Journal of Personalized Medicine*, **2021**. 11(8): p. 805.
- Connor, L., et al., *Evidence-based practice improves patient outcomes and healthcare system return on investment: findings from a scoping review*. *Worldviews on Evidence-Based Nursing*, **2023**. 20(1): p. 6-15.
- Crawford, C.L., et al., *Barriers and facilitators influencing EBP readiness: Building organizational and nurse capacity*. *Worldviews on Evidence-Based Nursing*, **2023**. 20(1): p. 27-36.
- Furuki, H., N. Sonoda, and A. Morimoto, *Factors related to the knowledge and skills of evidence-based practice among nurses worldwide: A scoping review*. *Worldviews on Evidence-Based Nursing*, **2023**. 20(1): p. 16-26.
- Monteiro, N.R.O., et al., *EVIDENCE-BASED PRACTICE (EBP) COURSE IN UNDERGRADUATE PHYSICAL THERAPY PROGRAMS IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN BRAZIL*. *Brazilian Journal of Physical Therapy*, **2024**. 28: p. 100951.

Reviewer: 2

Dr. Robert B Krueger, Rocky Mountain University of Health Professions

Comments to the Author:

**Comment:** Dear Authors: Thank you for the opportunity to review your manuscript **Perspectives of Pediatric Occupational Therapists on The Use of Evidence-Based Practice: A Qualitative Study**. Your manuscript has several excellent qualities and, with revision, has potential for publication. I will summarize my review (see attached document for details) section by section below.

**Response:** Thanks for the feedback. All the raised comments are addressed and highlighted below in response to each point and in the manuscript.

**Comment: Background/ Introduction** I feel you need to provide definitions of the key phenomenon being addressed in your study - namely, evidence-based practice (EBP) and EBP implementation (EBPI). Your lack of doing this early on can lead to confusion and the lack of clear definitions of these key concepts surfaces later in your Discussion section, where you discuss how EBP may contradict a client-centered approach. If you had defined EBP early on, including the three integrative factors, including the **client/family situation and values**, this potential limitation (i.e., EBP contradicting a client-centered approach) would need to be changed or modified based on a clear definition of EBP. You also should define EBPI according to experts in the field. A key EPB activity is how practitioners share evidence with families - this transparency in practice is often overlooked or misconstrued. Please see other feedback in your introduction regarding factors acting as supports to EBP implementation and make necessary revisions.

**Response:** Thanks for the feedback. Both, evidence-based practice and evidence-based practice implementation are defined early in the introduction, see page 5, lines 47-50.

‘Evidence-based practice (EBP) is an integration of latest research evidence combined with clinical experience and patients’ values [1, 2]. Clinicians implement EBP when they use the best available research evidence with their clinical experience considering their patients’ needs, values and preferences in their clinical decision-making and healthcare delivery [3]. The application and implementation of EBP advances any profession and enhances the quality of services delivered to patients [4, 5]. Its benefit has also been found among therapists as well be reducing levels of burnout [4, 6].’

**Comment: Methods** See my feedback on your methods section specifically related to the lack of clear qualitative methodology and/or theoretical perspective that supports this qualitative inquiry. I understand that it may be a pragmatic approach to call your method a qualitative approach, but there are dozens of qualitative approaches. Evaluating your study's rigor is difficult without a clear idea of your theoretical or philosophical underpinnings. You may find well-accepted qualitative research texts like Creswell and Poth(2018, 4th ed.) - *Qualitative Inquiry and Research Design: Choosing among five Approaches* ), or Carpenter and Suto's (2008) - *Qualitative research for occupational and physical therapists*. A practical guide *is helpful for revising your methods section*.

**Response:** Thanks for your feedback. The used qualitative methodology is phenomenology according to Creswell and Poth (2018) as indicated in page 7, line 101-104.

'A phenomenological qualitative study design was adopted utilizing an in-depth, face-to-face and semi-structured interviews [16]. The qualitative approach assisted in achieving the study objectives to gain insight into the participants' perspectives regarding the studied phenomenon [17].'

**Comment: *Participants and Data Collection*** See my feedback. I think it important not to overstate qualitative inquiry as attempting to represent, infer, or generalize a sample to a population; at best, qualitative can only provide rich, thick details about a well-defined group of participants in a specific well-defined context. Defining these aspects well and richly is the essence of transferability. Generalizing a sample of 10 occupational therapists to a population of occupational therapists using qualitative methods is beyond what a study like this can do. Reviewing the above texts on this issue may be helpful. Including your interview guide questions in the manuscript as a Table or in an appendix would be very important. Seeing the interview questions would help improve your study's overall rigor and credibility. See my comment on data saturation and sample size. I assume you research saturation, but making this clear for the reader would be helpful.

**Response:** Thanks for your suggestions on this section. The term 'representative' is removed from page 7, line 101:

'A purposive sampling method utilized [18].'

We provided rich and thick details about our group of participants to allow for transferability as indicated in:

a) page 25 table 1

b) page 8, lines 140-141

'The findings can also be transferable to other contexts since thorough descriptions of the participants are provided [20].'

c) page 9, lines 148-151.

'Of the 10 participants, four were male, while 3 had a master's degree, and the remaining 7 had bachelor's degrees. The average age of participants was 35.6 years (range= 29-41 yr), and their average years of experience was 11.5 (range= 4-20 yr).'

We added the interview guide as a supplemental material as required by the editor.

The highlighted issue in regards to sample size and data saturation is addressed in page 8, lines 128-130:

'Once data saturation was achieved, where no additional insights were obtained from the last two individual interviews, no further participants were recruited.'

We also addressed all the highlighted typo errors.

The section of data collection that discusses recruitment procedure is now moved to be under participant section as suggested. See page 7-8, lines 112-121.

'All study procedures were reviewed and received joint approval from the Kuwait University Research Ethics Committee and the Ministry of Health (no. 113).

Participant recruitment started by using social media platforms/networks (i.e., shared invitational message) sent to occupational therapists in Kuwait.

Occupational therapists interested in research topic contacted received details of the study by contacting the principal investigator of the study as her contact details



were provided in the invitational message. During initial contact, inclusion criteria screening was conducted, and along with an interview date scheduled. On the day of the interview, participants were provided with a written information sheet about the study, and their consent was obtained.'

**Comment: Data Analysis** *Your data analysis section was well done.*

**Response:** We appreciate your compliment.

**Comment: Results** *The results section is well-organized and logical. Using participants' quotations as evidence for each theme and subtheme is well done. Some typographical errors (see feedback) need to be addressed. You did an excellent job of providing analysis and participant quotations throughout this very nice section. A critical element is that you seemed to illuminate participants' barriers and support the use of EBP in practice settings. It was nicely done, providing a balanced perspective. Your Table 1 was informative. I wondered about years of pediatric experience - if this information were collected, it would enhance your study.*

**Response:** Thanks for highlighted some of the typographical errors, all were addressed. We understand that EBP is about considering patients values and preferences also, but we presented results that are the perspectives of the participants.

We appreciate your comment in regards to the need of adding more information on table 1, in particular, in regards to the years of pediatric experience; however, according to the editor's feedback, we can only include two variables.

**Comment: Discussion and Conclusion** *Some issues, such as how EBP may contradict client-centered practice, were interesting. Defining EBP (three integrative factors) early in your introduction may help discuss this issue. Certainly, there is tension between using the best scientific evidence to drive practice, but it must be integrated and modified based on practitioner expertise and the client/ family situation and their related values. By defining EBP properly, you may have more to discuss, which is my point. Does highlighting the full definition change the argument? Perhaps this is something to consider. Note that items in Melnyk et al.'s EBP Implementation scale include several client-centered EBP activities. For example, Melnyk et al.'s EBPI scale (item 9) asks how often a practitioner has "shared evidence from a research study with a patient/family member." The point is that EBP is designed as client-centered - getting the definition correct early on can lead to a more accurate discussion of any potential contradictions or conflicts with client-centered practice.*

**Response:** Thanks for this suggestion. EBP and EBP implementation definitions are added to the introduction in page 5, lines 47-50.

'Evidence-based practice (EBP) is an integration of latest research evidence combined with clinical experience and patients' values [1, 2]. Clinicians implement EBP when they use the best available research evidence with their clinical experience considering their patients' needs, values and preferences in their clinical decision-making and healthcare delivery [3].

In the discussion, we discussed the issue about EBP and the client-centered practice in page 19, lines 381-389.

'This flexibility could be attributed to the consideration of the creativity concept, which is encouraged in occupational therapy education curricula. Nevertheless, the

participants also mentioned their use of creativity help them to address the client-centered approach while implementing EBP. They believed that the sole application of EBP might contradict the client-centered approach. This limited understanding of the meaning of EBP might be due to their limited knowledge in regards to the implication of EBP. According to Melnyk, Fineout-Overholt and Mays [35] in their developed EBP Implementation Scale, several items addressed client-centered EBP activities. Therefore, the highlighted tension between using the best scientific evidence to drive practice must be integrated and modified based on clinicians' expertise and the client/family situation and their related values.'

**Comment: Abstract** *Your abstract will need adjustment based on feedback. Thank you again for submitting your manuscript. Although I am currently recommending major revisions, I would happily review this manuscript again when the time comes.*

**Response:** per the received suggestions, the abstract is updated, see page 5.

Reviewer: 3

Norah Alhwoaimel

Comments to the Author:

Dear Authors,

I appreciate the opportunity to review the manuscript titled "Perspectives of Pediatric Occupational Therapists on The Use of Evidence-Based Practice: A Qualitative Study"

**Comment:** Title: The title is appropriate.

**Response:** Thank you for your positive feedback.

**Comment:** Abstract: The abstract provides an overview of the study objectives, methodology, and key findings. However, I would recommend to summarize the strength and limitations and include it in the conclusion section.

**Response:** Thanks for this suggestion; however, according to the journal guidance, strength and limitation are a separate section that is addressed directly after the conclusion in the abstract, see page 4, lines 35-42.

- This is the first study to identify factors related to the implementation of EBP from the pediatric occupational therapists' perspective in Kuwait.
- The transferability of the findings can be considered by readers when cultural background and health care systems are taken into consideration.
- The findings were captured from therapists' subjective point of view; accordingly, adopting a mixed methods design could enhance the trustworthiness of the data.

**Comment:** References: The manuscript is well-referenced.

**Response:** Thanks for your comment.

**Comment:** Introduction:

The introduction outlines the usefulness of EBP but did not define the meaning of EBP. I suggest to add a sentence about the definition of EBP and the evolution of EBP.

**Response:** Thanks for this suggestion. EBP and EBP implementation definitions are added to the introduction in in page 5, lines 47-50.

‘Evidence-based practice (EBP) is an integration of latest research evidence combined with clinical experience and patients’ values [1, 2]. Clinicians implement EBP when they use the best available research evidence with their clinical experience considering their patients’ needs, values and preferences in their clinical decision-making and healthcare delivery [3].’

**Comment:** Methods: well written methodology

**Response:** Thanks for your comment.

**Comment:** Participants:

The authors mentioned that all interviews delivered in English Language but in the inclusion criteria they did not mention that participants should understand/speak English language. So, I suggest adding this criteria in the inclusion or clarify it.

**Response:** Per your suggestion, we added that ability to understand/speak English was one of the eligibility criteria as indicated in page 7, lines 108-109.

‘The eligibility criteria were as follows: 1) practicing occupational therapists in Kuwait;2) a minimum of 2 years of clinical experience with pediatrics; and 3) ability to understand and speak in English.’

**Comment:** Discussion and conclusion: well written discussion and implication

Good luck

**Response:** Thanks for all your feedback and suggestions to improve the quality of our manuscript.

Reviewer: 4

Dr. Katja Ehrenbrusthoff, Hochschule für Gesundheit (University of Applied Sciences)

Comments to the Author:

Dear authors,

Thank you very much for providing the opportunity to review this manuscript, which covers an interesting aspect of EBP research and was well structured and written. Therefore, my comments mainly concern minor aspects of wording and clarity.

(No, Paragraph, Page, line, Comment)

**Comment:** 1 Introduction 5, 56 “lack of support” is mentioned as a challenge for applying EBP by occupational therapists in Sweden - please clarify, what kind of support is mentioned here

**Response:** Thanks for this suggestion. According to this paper, the lack of support referred to ‘lack of encouragement at workplace to use research and not having easy access guidelines’ which is added in page 5, lines 63-64.

‘lack of support (i.e. lack of encouragement at workplace to use research and not having easy access guidelines)’

**Comment:** 2 5, 57 “limited resources” - please clarify what kind of resources are meant here

**Response:** Thanks for your feedback. However, we could not incorporate your suggestion as the meaning of limited resources was not mentioned in the article. We contacted the author, unfortunately, we got no response.

**Comment:** 3 Methods 7, 96 “Representative” - this term is discussed somewhat controversially in qualitative research (Carminati, 2018); here, it is questionable as this

sample is a representative of occupational therapists in Kuwait; all interviews were conducted in English; hence, all participants needed to be able to speak and understand English to an advanced level to be able to discuss the matter of interest in enough depth - please elaborate somewhat more on this issue

**Response:** Thanks for your comment. The term 'representative' are removed from page 7, line 101:

'A purposive sampling method utilized [18].'

We provided rich and thick details about our group of participants to allow for transferability as indicated in:

a) page 25 table 1

b) page 8, lines 140-141

'The findings can also be transferable to other contexts since thorough descriptions of the participants are provided [20].'

c) page 9, lines 148-151.

'Of the 10 participants, four were male, while 3 had a master's degree, and the remaining 7 had bachelor's degrees. The average age of participants was 35.6 years (range= 29-41 yr), and their average years of experience was 11.5 (range= 4-20 yr).'

Also, per your suggestion, we added that ability to understand/speak English was one of the eligibility criteria as indicated in page 7, lines 108-109.

'The eligibility criteria were as follows: 1) practicing occupational therapists in Kuwait; 2) a minimum of 2 years of clinical experience with pediatrics; and 3) ability to understand and speak in English.'

**Comment:** 4 7, 105 "Personel" - please explain somewhat more who was contacted

**Response:** Thank you for this note. Personal was referred to the principal investigator of the study. This comment is addressed in page 7, lines 115-118:

'Occupational therapists interested in research topic contacted received details of the study by contacting the principal investigator of the study as her contact details were provided in the invitational message.'

**Comment:** 5 7, 112 "all interviews were conducted in English" - this, to me, is an essential inclusion/exclusion criterion, which is not mentioned as such further up in the "participant section" - please add this as an inclusion/exclusion criterion and explain somewhat more on how sufficient English language skills were ensured to understand and discuss the research interview questions

**Response:** Per your suggestion, we added that ability to understand/speak English was one of the eligibility criteria as indicated in in page 7, lines 108-109.

'The eligibility criteria were as follows: 1) practicing occupational therapists in Kuwait; 2) a minimum of 2 years of clinical experience with pediatrics; and 3) ability to understand and speak in English.'

**Comment:** 6 Discussion 17, 363 Please add in a paragraph considering the above mentioned issue of being able to speak/understand English as a limitation of this study and how one could overcome this issue in further studies

**Response:** Thank you for your comment. It is addressed in page 21, lines 428-429.

‘Another limitation is that the findings were captured from the therapists who can speak and understand in English and data were collected from the participants’ subjective point of view.’

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## VERSION 2 - REVIEW

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**Reviewer**                    **2**  
**Name**                        **Krueger, Robert B**  
**Affiliation**                **Rocky Mountain University of Health Professions,**  
**Occupational Therapy**  
**Date**                         **09-Sep-2024**  
**COI**                         **None**

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Dear authors, I have found your revised manuscript to be excellent and worthy of publication. I have not further edits or recommended changes.

Thank you for the opportunity to review your manuscript.

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**Reviewer**                    **4**  
**Name**                        **Ehrenbrusthoff, Katja**  
**Affiliation**                **Hochschule für Gesundheit (University of Applied Sciences),**  
**Department of Applied Health Sciences, Division of Physiotherapy**  
**Date**                         **27-Oct-2024**  
**COI**                         **I have no competing interests to declare.**

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No	Paragraph	Page, line	Comment
Overall comment: Although much improved, there are still some wording issues, so I would still ask you to carefully correct any wording errors or incomplete sentences; please find further details below:			
1	Introduction	5, 52/53	“Its benefit has also been found among therapists as well be reducing levels of burnout.” - Please check wording and grammar
2		5, 69	“having time for EBP” - what aspect of EBP is mentioned here precisely? Please clarify what you mean by that, as EBP is an approach used in clinical practice and not a separate aspect one could spend time on

3	Methods	7. 101 ff	“A phenomenological qualitative study design was adopted while utilizing an approach of an in-depth, face-to-face and semi-structured interviews.” - please remove “an” before in-depth
4		7, 106	“A purposive sampling method utilized.”- Please revise sentence
5		8, 138ff	Please check the tense used in this paragraph, as it switches between present and past tense and consider moving the sentence “ <i>The findings can also be transferable to other contexts since thorough descriptions of the participants are provided.</i> ” to the result section
6	Results	15, 295/296	“Nevertheless, there are limited resources to apply the evidence or the required information to apply the evidence is not enough. - Please rephrase or clarify what is meant in this sentence.
7	Discussion	16,0314/315	“Baig et al. [11] research findings were agreeable to the factors of using EBP in other populations although their sample was pediatric therapists. - Please explain in more detail how the findings of Baig et al endorse your findings, as this does not become clear from the current wording.

No	Paragraph	Page, line	Comment
8		16, 319/320	“Furthermore, a systematic review highlighted it, the family-centered practice, as a high-quality effective intervention in treatment for children.” - Please clarify how effectiveness is defined in this context or whether the family’s satisfaction is still the outcome of interest in the systematic review you mentioned here.
9	21	21, 429/430	“mixed-methods-design” - please provide some more detail on what information can be gathered from such a study design to guide further research projects

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## VERSION 2 - AUTHOR RESPONSE

Reviewer: 2

Dr. Robert B Krueger, Rocky Mountain University of Health Professions

Comments to the Author:

**Comment:** Dear authors, I have found your revised manuscript to be excellent and worthy of publication. I have not further edits or recommended changes.

Thank you for the opportunity to review your manuscript.

**Response:** Thank you very much

Reviewer: 4

Dr. Katja Ehrenbrusthoff, Hochschule für Gesundheit (University of Applied Sciences)

Comments to the Author:

Manuscript Title: Perspectives of Pediatric Occupational Therapists on The Use of Evidence-Based Practice: A Qualitative Study

Manuscript ID: bmjopen-2024-086617.R1

Dear authors,

Thank you very much for providing the opportunity to review your revised manuscript, which improved substantially regarding the overall reporting of your study by addressing the reviewer's comments very carefully. Please find below some remaining issues I would like you to address before I see this manuscript ready for publication:

No Paragraph Page, line Comment

Overall comment: Although much improved, there are still some wording issues, so I would still ask you to carefully correct any wording errors or incomplete sentences; please find further details below:

**Comment:** 1 Introduction 5, 52/53 "Its benefit has also been found among therapists as well be reducing levels of burnout." - Please check wording and grammar

**Response:** Thanks for noting the error. The sentence is re-written, page 5, lines 49-50.

'Its benefits have also been found among therapists in reducing levels of burnout'

**Comment:** 2 5, 69 "having time for EBP" - what aspect of EBP is mentioned here precisely? Please clarify what you mean by that, as EBP is an approach used in clinical practice and not a separate aspect one could spend time on

**Response:** Thanks for the feedback. It is about having allocated time for EBP activities.

The sentence is re-written, page 5, lines 64-67.

'Krueger et al. [10] indicated an association among occupational therapists in the U.S. between implementing EBP and those with higher education (i.e., doctorate), practicing self-reflection behavior, receiving organizational support, having time for EBP activities and access to full text articles.'

**Comment:** 3 Methods 7. 101 ff "A phenomenological qualitative study design was adopted while utilizing an approach of an in-depth, face-to-face and semi-structured interviews." - please remove "an" before in-depth

**Response:** Thanks for the feedback. 'an' is removed, see page 7, lines 102-103.

'A phenomenological qualitative study design was adopted utilizing in-depth, face-to-face and semi-structured interviews [16].'

**Comment:** 4 7, 106 "A purposive sampling method utilized."-Please revise sentence

**Response:** Thanks for the comment. The sentence is re-written, see page 7, line 107.

'Purposive sampling method was utilized'



**Comment:** 5 8, 138ff Please check the tense used in this paragraph, as it switches between present and past tense and consider moving the sentence “The findings can also be transferable to other contexts since thorough descriptions of the participants are provided.” to the result section

**Response:** Thanks for the feedback. Past tense is now used in this paragraph, see page 8, lines 136-138.

‘All team members maintained an audit trail and used memoing techniques to enhance the trustworthiness of the data. The study’s findings were also supported through member checking and informants (e.g., participants’ direct quotes).’

We also removed the sentence “The findings can also be transferable to other contexts since thorough descriptions of the participants are provided” to the result section in page 9, lines 149-151.

**Comment:** 6 Results 15, 295/296 “Nevertheless, there are limited resources to apply the evidence or the required information to apply the evidence is not enough. - Please rephrase or clarify what is meant in this sentence.

**Response:** Thank you for your comment. The sentence is re-written in page 15, lines 297-299.

‘Nevertheless, there is limited guidance in the available resources about how to apply the reported techniques in the evidence in practice.’

**Comment:** 7 Discussion 16,0314/315 “Baig et al. [11] research findings were agreeable to the factors of using EBP in other populations although their sample was pediatric therapists. - Please explain in more detail how the findings of Baig et al endorse your findings, as this does not become clear from the current wording.

**Response:** Thanks for the comment. More explanation is added, see page 16, lines 317-321.

‘Although Baig et al. [11] participants were pediatric therapists, their research findings were agreeable to the factors of using EBP in other populations in terms of accessibility to literature, lacking time to look for evidence despite their motivation to find new interventions.’

**Comment:** 8 16, 319/320 “Furthermore, a systematic review highlighted it, the family-centered practice, as a high-quality effective intervention in treatment for children.” - Please clarify how effectiveness is defined in this context or whether the family’s satisfaction is still the outcome of interest in the systematic review you mentioned here.

**Response:** Thanks for the feedback. According to the systematic review, the family centered practice intervention was effective in improving children’s functional outcomes, see page 17, lines 325-327.



‘Furthermore, a systematic review highlighted that family-centered practice is a high-quality and effective intervention in the treatment for children when targeting functional outcomes [22].’

**Comment:** 9 21 21, 429/430 “mixed-methods-design” - please provide some more detail on what information can be gathered from such a study design to guide further research projects

**Response:** addressed in page 21, lines 439-441.

‘Accordingly, adopting a mixed-methods design could enhance the trustworthiness of the data by quantitatively investigating the EBP activities in which therapists engage.’