

Abstract Assessment of guideline use to inform implementation efforts within a professional association

Background:

The Netherlands Society of Occupational Medicine manages 29 clinical guidelines. To improve actual guideline use, the Society aims at designing implementation strategies tailored to the needs of the users.

Objective:

To assess guidelines use and need for support to inform and improve implementation efforts, within a professional association.

Methods:

Multiple kinds of stakeholders were invited to participate in semi-structured interviews and provide input on both experienced guideline use (drivers and barriers) and expected effectiveness or feasibility of potential implementation efforts. We recruited occupational physicians (OPs) via the Society's regional sections, quality managers of Occupational Health Service providers via the Society's board members, teachers via two schools of occupational medicine. Notes were taken during interviews and results were described in subjects and finally themes. Members (i.e., OPs) of two committees of the Society related to guidelines and employees of the Society with expertise in guideline development and implementation, ranked the effectiveness and feasibility of potential implementation strategies. Scores were based on interview results, a published Delphi study linking stages of the Trans-Theoretical Model for behavioural change to implementation strategies and clinical/professional expertise.

Results:

Nine online group interviews (35 participants) and 13 individual interviews (online, telephone) took place from December 2020-May 2021. Identified themes were categorised as: attitude, social norms, guideline characteristics (format, searchability). Potential strategies (e.g., webinars, employer/employee versions, using flowcharts and tables) are not ranked yet.

Discussion:

Existing structures in professional associations are valuable means to assess guideline users' experiences and inform the design of a targeted implementation plan.