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Jefferson Digital Commons Quarterly Report: January-March 2013

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Jefferson Digital Commons Quarterly Update: January – March 2013

The [Jefferson Digital Commons](#) is off to a great start for 2013. The first quarter of the year ended with 1,144 new assets added to the archive. To date the total number of assets in the JDC is up to 7,698. A link to the entire inventory is available at the bottom of this report and this report is not an April Fools' Day joke.

- Downloads went from 1,209,115 at the end of December 2012 to 1,331,432 at the end of March 2013
- 122,317 new downloads over the past quarter
- Over the past quarter, the JDC averaged over approximately 40,772 downloads per month
- Approximately 1,360 download per day.

The most downloaded asset added this quarter was: [Bandemia with normal white blood cell counts associated with infection](#) with 437 downloads. It was uploaded on January 2, 2013.

A [LibGuide](#) has been created for the JDC. The link has been posted on the [About](#) page and in the author corner, which appears on every page in the JDC on the left-hand side navigation bar. This [LibGuide](#) offers examples of the types of assets archived in the JDC.

Highlights of new items archived in the JDC:

Presentations:

- [First annual Berkowitz humanism in medicine lecture](#)
- ["Nonpharmacologic Therapies for the Treatment of Asthma"](#)
- ["Membrane Medicine: Neurometabolic Cellular Stabilization with Lipid Therapy for Treatment of Neurological Disease"](#)
- [Allergy in Adult Asthma: What the Pulmonologist Should Know](#)
- ["The Choosing Wisely® Campaign: Is This a Game Changer?"](#)
- [Healthcare Quality Improvement and Education in Diabetes Management: Overcoming Clinical Inertia to Achieve Glycemic Goals](#)
- [Mindfulness-Based Stress Reduction: Quantitative and Qualitative Assessment](#)
- [Do we really know what anyone wants? Advance directives, surrogates and beyond](#)
- [End of Life Decision-Making in the ICU \(Part 2\): Strategies for Effective Communication](#)
- [Tech Talks given by faculty on various topics](#)
- [New therapeutic options for stroke prevention in atrial fibrillation](#)

Publications:

- [Book chapter](#) published by Kellie Smith and Molly Rose

- [Annual Report from Department of Radiology](#)

Poster from an AISR staff member:

- [Contemporary Therapeutic Aquatics: Interprofessional Course](#)



Contemporary Therapeutic Aquatics: Interprofessional Course

Marcia Levinson, PT, MFT, PhD; Martha L. Ankeny, M.Ed; E. Adel Herge, OTD, OTR/L, FAOTA
Jefferson School of Health Professions and Academic & Instructional Support & Resources, Thomas Jefferson University

BACKGROUND	COURSE OBJECTIVES	STUDENT FEEDBACK – COURSE EVALUATION										
<p>Aquatic therapy can meet the needs of individuals from childhood to older adulthood with a variety of health conditions, and, in certain situations, is preferable to land-based therapy. Information on this specialized area of practice is minimally covered in entry-level occupational and physical therapy curricula, yet aquatic therapy is a rapidly expanding area of practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. understand and apply knowledge of the properties of water 2. discuss general water safety, precautions, and contraindications pertaining to musculoskeletal, neurological, cardiopulmonary, fitness/wellness, adult developmental disabilities, pediatrics and/or other populations. 3. demonstrate specific methods and techniques for evaluation and treatment of musculoskeletal, neurological, cardiopulmonary, fitness/wellness, adult developmental disabilities, and/or pediatric populations. 4. demonstrate sensitivity to factors that influence client participation such as fear, body image, and intimacy while demonstrating effective use of self. 5. demonstrate understanding of business practices regarding aquatic therapy, including reimbursement, documentation, advanced practice opportunities and related resources 	<p>Students agree/strongly agree:</p> <p>Content learned:</p> <p>100%:</p> <ul style="list-style-type: none"> • having knowledge in properties of water, applied to intervention • developed skill in designing therapeutic interventions • learning more about how OT's and PT's use the aquatic environment <p>88%:</p> <ul style="list-style-type: none"> • understanding how evidence supports aquatic therapy <p>Strengths of the Course</p> <p>100%</p> <ul style="list-style-type: none"> • Class discussions, Guest speakers, Class structure (didactic & in pool sessions) <p>88%:</p> <ul style="list-style-type: none"> • Practicum with Standardized Patients, Interprofessional Team Project 										
COURSE DESCRIPTION	IPE COURSE DEVELOPMENT	LEARNING ACTIVITIES										
<ul style="list-style-type: none"> • Interprofessional course for occupational and physical therapy students weekly classes, each 2.5 hours, over 10 weeks. • Classes consist of 1) a didactic portion, 2) in-pool learning activities and optional in-pool practice at the end of each session. • Evidence-based, skilled practice with a variety of patients/clients in an aquatic environment. • Includes treatment, rehabilitation, prevention, health, wellness, and fitness in an aquatic environment. • Clinicians expert in each topic brought in to lecture & teach in pool 	<ul style="list-style-type: none"> • Collaboration of expert faculty in OT and PT and specialized aquatics experience • Negotiate schedules incorporating schedules of students, faculty, and clinicians • Partnered plans with availability of the Jeff IBC Wellness Center pool • Utilized University Clinical Skills Simulation Center standardized patients for in pool practicum 	<ul style="list-style-type: none"> • IP Team Projects – In-class presentation and pool demonstration, PT and OT dyad • Written Final Exam – administered online • Pool Practicum with Standardized Patients—individual implementation of intervention with handling 										
	 	 										
COURSE TOPICS PER CLASS	STUDENT COMMENTS											
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Physics of Water and Affective Issues</td> <td style="width: 50%;">Wellness/Cardio</td> </tr> <tr> <td>Safety and Mental Adjustment</td> <td>Special Techniques</td> </tr> <tr> <td>Orthopedic Conditions</td> <td>Special Populations</td> </tr> <tr> <td>Neurological Conditions</td> <td>Business Aspects</td> </tr> <tr> <td>Podiatrics</td> <td></td> </tr> </table>	Physics of Water and Affective Issues	Wellness/Cardio	Safety and Mental Adjustment	Special Techniques	Orthopedic Conditions	Special Populations	Neurological Conditions	Business Aspects	Podiatrics		<ul style="list-style-type: none"> • I enjoyed being able to participate in class and then carry over what we learned in the pool afterwards. I was very satisfied with this course overall. • (I will remember) the relationships we got to actually build interprofessionally • Overall my favorite class this semester by far! • The standardized patient experience was the most real I have experienced in my time at Jefferson. • I liked "The awesome zumba class!!!! Reminded us that ultimately the pool should be FUN!!" 	
Physics of Water and Affective Issues	Wellness/Cardio											
Safety and Mental Adjustment	Special Techniques											
Orthopedic Conditions	Special Populations											
Neurological Conditions	Business Aspects											
Podiatrics												

Students posters from College within a College:

- [Mural painting in South Philadelphia: a means of addressing racism directed against Bhutanese and Burmese refugees, and improving health outcomes.](#)
- [Entire collection of posters](#)

Published student paper:

- [Journal of Diagnostic Medical Sonography](#)
- [Press release](#)

Handouts on how to export from RefWorks into OTSeeker and OT Search:

- [OTSeeker](#)
- [OT Search](#)

AISR Connections newsletters from [fall](#) and [spring](#).

If you would like to have a presentation recorded for the JDC, follow these [directions](#). If you have an interest in materials being archived in the JDC, contact [Dan Kipnis](#).

[Entire inventory added to JDC from January 1, 2013 to March 30, 2013.](#)