You Tube:

An Innovation Promoting IPP Immersion Opportunities for Health Science

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Evidenced based → Critically reflective → Entry-level practitioners
experiential learning is KEY!

- employ social media innovations to immerse students in real life situations.
- You Tube is used as a platform for students to meet “in person” patient/clients within their “real-life situations” during their didactic coursework.
- You Tube IPP immersion opportunities do not replace hands-on activities within real life situations, but it does offer educators an alternate medium to engage students as active learners.
Positives

- You Tube IPP immersion experiences can be used to
  - prepare students by allowing them to err without harming the patient,
  - provide students the opportunity to build their self-confidence as entry-level healthcare professionals.
Core Signature Experience 3

“Fostering an Inclusive Athletics Environment for a Young Adult with Autism”

Reflecting on the IEP meeting, identify and discuss the “teamwork in action” you observed.

How did the verbal and non-verbal communication styles of the IEP team members effect their interactions with each other and the parent?

Identify what you believe are the unique roles and responsibilities of each member of the IEP team as they seek to create a plan of care to assist Erika to achieve her goal.

Given that our goal is patient centered care, what did you observe during the team’s interactions that would promote patient centered care?
Event agenda

- 5:00 / Doors Open / "Autism in High School: Part One" will be playing in the background (9 min) [https://youtu.be/6xyly0C-ik4](https://youtu.be/6xyly0C-ik4) and Dean’s Welcome
- 5:15 / Faculty Advisory Board (FAB) member introduction to the event’s objectives
- 5:30 / Video observation of "Autism in High School: Erika’s Story" (6 min), which provides a snapshot of Erika’s day in school [https://youtu.be/EQzttxnMuc8](https://youtu.be/EQzttxnMuc8)
- 5:40 / Video observation: [https://youtu.be/zNnrMA5l3r8](https://youtu.be/zNnrMA5l3r8)
  - Part one: “The initial discussion”
  - Part two: “Coach and ATs exploring options”
- 5:55 / Live observation of an IEP meeting among the related services healthcare team (AT, PA, PT, OT, SLP and Coach)
- 6:15 / Small group / Student-focused experiential IPE learning exercise
- 6:40 / Large group / Student-focused experiential IPE learning exercise using the “four squares approach” to writing a summary statement addressing why “Participating in high school soccer for Erika is important”.
- 7:00 / Summation exercise led by FAB member
- 7:25 / Closing remarks and survey completion
#1 Participating in high school soccer for Erika is important.

- Box 2 - must contain reasons that prove box 1 true.
- Box 3 - must contain examples that prove box 1 true.
- Box 4 - must contain explanations that prove box 1 true.
- Box 5 is a wrap-up sentence which encompass all the ideas developed in the four squares.
intime reflective
teaming
clinical realities
actual
patient
explicit
quick
united
meaningful
visual
communication
responsibilities
members
nonverbal
engaging
head
hear
gestures
role
So how can you infusion You Tube IPP immersion opportunities within your educational curriculums?