How Did They Do That?  
A Recipe for Success in Interdisciplinary Education

Donna Williams, MD  
Robert Hargraves, BA  
E. Adel Herge, MS, OTR/L  
Audrey Zapletal, MS, OTR/L  
Ann E. Barr, PT, DPT, PhD
Outline

• Background
• Interdisciplinary Symposium Objectives and Format
• Anatomy of a Video
• The Occupational and Physical Therapy Arms of the Curriculum
• Measuring Outcomes
• Summary
The Background Story

• Identifying an educational need
• The clinical skills center and you
• The IM component
Interdisciplinary Symposium Objectives

- Ensure that students of PT, OT, and nursing as well as Internal Medicine Interns gain exposure to the roles of other healthcare professionals.
- Learn how to optimize the interaction between various healthcare professionals to achieve the goal of patient centered care, specifically in the end of life.
- Be self-aware of the emotions that we feel as healthcare professionals when we are in the position to deliver bad news.
Interdisciplinary Symposium Format

• Welcome/introductions
• Setting the Context: IM component and video, OT/PT component and video, nursing component
• Panel discussion of communication skills and background for family meeting
• Set goals for family meeting and watch pre-meeting video
• Small group breakout sessions
• Sample family meeting on stage
• Final debriefing and Closing with discussion of self-awareness
Anatomy of a Video

A quick guide to the creation of videos used as teaching tools

Rob Hargraves, BA

Standardized Patient Trainer,
Managing Producer of Jeff Players
University Clinical Skills & Simulation Center
Anatomy of a Video Trigger Disc

- Treatment: 15%
- Script: 20%
- Casting: 10%
- Scheduling Location: 10%
- Scheduling Medical Media: 5%
- Rehearsal: 5%
- Costumes and Props: 15%
- Setting of Location: 10%
- Shoot: 5%
- Post-Production Work: 5%
Occupational Therapy Program

Incorporation of End-of-Life Care into the Combined BS/MS and Entry-Level Master’s Occupational Therapy Programs

Audrey L. Zapletal, MS, OTR/L

Instructor
Department of Occupational Therapy
School of Health Professions
Jefferson College of Health Professions
Objectives Related to the OT Program

- Understand that Occupational Therapists
  - Work in various settings throughout the lifespan (hospital, home, hospice)
  - Play a role in helping people (parents, clients) **cope with life experiences**
  - Trained to provide psychosocial support in an appropriate manner
  - Utilize appropriate professional behavior and verbal and written communication skills with client, team members and others, and employ therapeutic use of self during the intervention process (ACOTE Standard B.1.1, B. 5.20.)
Integrating Content into the OT Curriculum

- Identification of a Course: OT453 OT Interventions Lab
- Therapeutic Use of Self and Teaching Labs (weeks 1&2)
- Objectives/Competences: Students will…
  - Adapt interpersonal/communication skills in accordance with cultural, social, physical, spiritual contexts.
  - Identify appropriate environmental set up for intervention that is reflective of client’s needs and practice setting.
  - Demonstrate basic competency in employing communication/interpersonal skills & promoting therapeutic use of self.
  - Use of therapeutic self and communication skills are appropriate to culture, physical, social, and spiritual contexts.
  - Discuss and identify strategies that enhance their ability to manage challenging situations.
Therapeutic Use of Self and Teaching Labs

• Therapeutic Use of Self & How to Handle Challenging Situations Lab
  – Therapeutic Use of Self Discussion
  – Communication Skills and Activities
    • Establishing Therapeutic Rapport
    • Handling a Challenging Situation
• Therapeutic Teaching Lab – Dressing
  – Demonstration of Teaching Strategies during an ADL with a Client:
    • Role Play: OT or Client with a diagnosis
    • Sharing strategies related to teaching & using therapeutic use of self
• Evaluation of Learning – Therapeutic Use of Self
Next Steps within the OT Lab

• Lab Preparation Hour
  – Show the videos again
  – Discuss strategies for interacting in a team situation
    • Have students apply knowledge from other courses about “team work”
Doctor of Physical Therapy Program

Incorporation of End-of-Life Care into the DPT Core Curriculum

Ann E. Barr, PT, DPT, PhD

Chair and Professor
Department of Physical Therapy
Jefferson College of Health Professions
Integrating Content into the DPT Curriculum 1

Objectives

- To understand the progression of the aging process until death
- To appreciate the dynamic, interacting biopsychosocial processes in an environmental and societal context
- To use age-appropriate assessments of physical and mental function
- To use self-reflection to be aware of the therapist’s part in this process and apply this knowledge to patient/family interactions
Session 1: Motor Behavior in the Adult Years

A. Peak motor performance (up to 25 – 30 years of age)
   1) Physical Movement (musculoskeletal, neurological)
   2) Physiological (cardiopulmonary)
   3) Contextual (environment, relationships, society, wellness)

B. Regression (30 years of age until senescence; impact on all dimensions)
   1) Capstone activity: Aging Game

C. Assessments (appropriate for peak motor performance)
Session 2: End of Life Issues

A. Role of therapist in relation to the health care team
B. Stages of death and dying (recognize, explain and reflect; patient, family, self)
C. Role of family relationships (what the patient and family needs are, how family members can participate, what help is available?)
D. Effective communication
   1) Answering patient/family questions (knowledge of patient/family situation, consistency with the rest of the team)
   2) Guiding and supporting family (e.g., asking about plans for end of life care, practical and emotional issues, debunking the “perfect family”, other sources of support, quality of life—for family, etc.)
   3) Referring back to other team members
E. Assessments (balance, falls, mental capacity, musculoskeletal, neurological)
Desired Outcomes and Assessments of DPT Sessions

1. Well prepared to discuss, reflect and add the PT perspective to other team members (EOL Symposium assessments)

2. Able to discuss with patients/families issues related to end of life decision-making (Clinical Performance Inventory)

3. Personally prepared to meet and deal with end of life issues in clinical setting (Professional Behavior Profile)

4. Knowledge base to pass exams and boards (Course and Board Exams)
Measuring Outcomes After Simulated Learning Experiences

Ideas For Evaluating Student Learning

E. Adel Herge, MS, OTR/L
Assistant Professor
Assistant Director of the UCSSC for the School of Health Professions
What happens as a result of the learning experience?

4. Results
   change in practice/benefits patients

3. Behavior
   apply new knowledge & skills

2. Learning
   change in attitudes, knowledge or skills

1. Reaction
   student satisfaction with program

(Kilpatrick, 1998)
Methods Of Assessing Outcomes

• 1. Course evaluations
  – Reactions, learning

• 2. Pre-post test at symposium
  – Reactions, learning

• 3. Role play team meeting in future class
  – Behavior, learning

• 4. Reflection paper
  – Reactions, learning
Course Evaluations—sample questions

• Identify two ways this content was meaningful to your learning.
• Identify one concept you learned from the symposium.
• Describe a (clinical) situation in which you use therapeutic use of self techniques.
Checklist for Success

• Identify an educational need
• Enlist the help of the clinical skills faculty
• Allow time to train standardized patients and create videos
• Get “buy-in” from clinical faculty
• Evaluate outcomes