

DESIGNING INTERPROFESSIONAL PEDIATRIC EDUCATION EXPERIENCES IN

ALLIED HEALTH

Dawn Roberts, PhD, PT¹, Elizabeth McNulty, MS, CAS, OTR¹, Ellen Rainville, OTD, OTR/L²

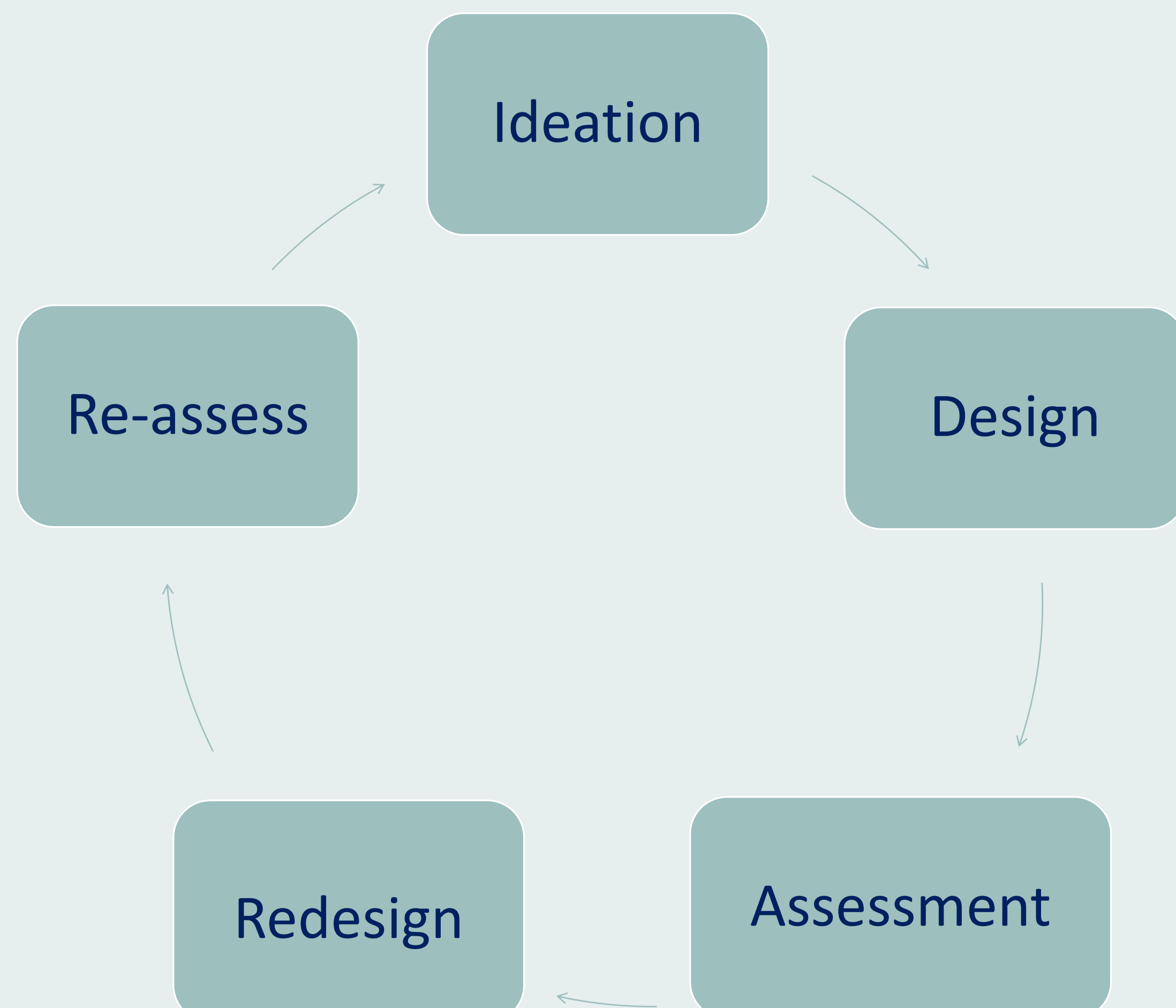
¹ Springfield College, Springfield MA

² Western New England University, Springfield, MA



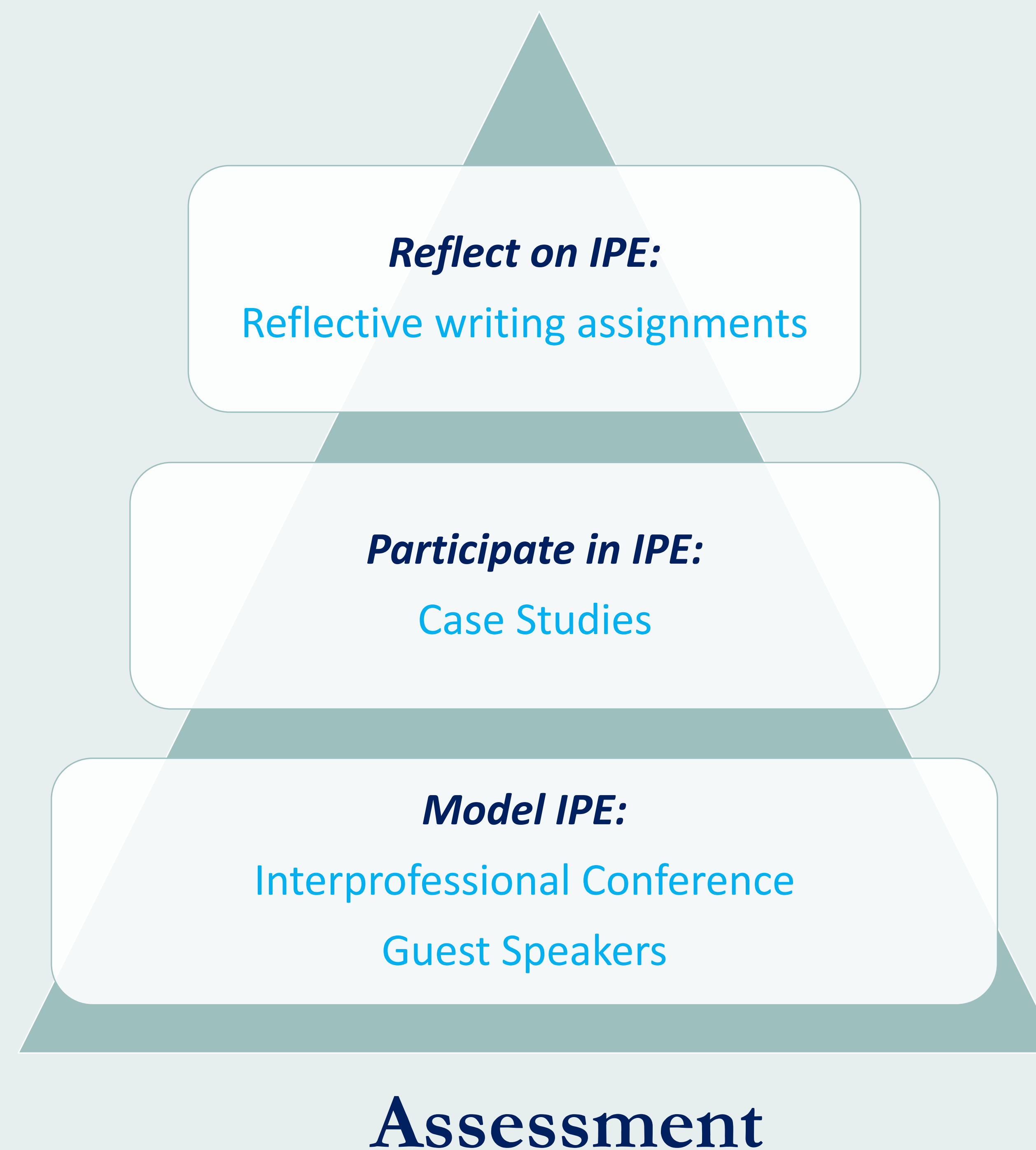
Ideation

Clinical practice in pediatric occupational and physical therapy is interprofessional in nature. Current pediatric curricular structure often does not include training in interprofessional pediatric practice. We believe, as Bainbridge (2014) said, “We need to teach students and practitioners how to collaborate but we do not need to continue to teach them about collaboration.” We knew that our IPE had to be grounded in experience.



Design

We designed clinically based IPE that would have relevance and meaning if it were simply taught to OT or PT students. However, we found that student learning was enhanced when IPE was taught to and experienced by OT and PT students working together. The collaborative interprofessional education experiences first *modeled* IPE, then allow students to *participate* in interprofessional activities, then allowed students to *reflect* on IPE. Data was gathered through analysis of reflective writing, focus groups, student course evaluations, and faculty feedback.



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Redesign

Each year, we have revised IPE experiences based on the feedback from prior years. For example, we increased the number of sessions for our case studies, increased the number of speakers and small group sessions during our interprofessional conference and we work to arrange student schedules and communication systems to allow for collaboration during class time.

Observations

Obstacles to IPE include scheduling challenges, administrative financial support, and significant faculty prep time.

Students struggle to find time for outside class work. Issues students reported were not specific to working with other disciplines but struggling with knowing how to work with other people and personalities.

Despite increased focus on IPE in allied health education, students had only a novice understanding of other professions.

