DESIGNING INTERPROFESSIONAL PEDIATRIC EDUCATION EXPERIENCES IN ALLIED HEALTH

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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.

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.

Reflect on IPE:
Reflective writing assignments

Participate in IPE:
Case Studies

Model IPE:
Interprofessional Conference
Guest Speakers

Assessment
Data was gathered through analysis of reflective writing, focus groups, student course evaluations, and faculty feedback. Modifications in IPE activities were made from year to year based on this data.


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