Survey Results

Intraprofessional Education in Occupational Therapy

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Survey Results

Are you participating in OT/OTA intraprofessional education?

Yes 68% 61
No 32% 29

Total responses 90
Intraprofessional Activities
Types of Intraprofessional Activities
Examples submitted to the survey

1. Students are placed in small OT/OTA groups. They are provided with info on types of client deficits/dx they may encounter at community based facility and both level of students are instructed to bring activities to community based site, where they need to decide which activity (ies) they will carryout with clients. The OT students evaluate client performance during activity with input from OTA based on their observations. The OT students develop a tx plan based on identified deficits and the OTA students write a SOAP note based on what happened during the implementation of the activities. Students exchange these and provide feedback on clarity, accuracy, and ability to utilize the documents for tx intervention in the future.

2. The OTA Program hosts an Ethics Forum with our partnering OT Program. Our OTA Program also has OT students be our patients for simulations.

3. Our second semester OTA students collaborate with graduate-level OT students to complete a case-study as a way of exploring and practicing role-delineation. The OT students also supervise our students while they interview a client using the COPM at the OT program's on-site clinic.

4. We join with a university that is close by in proximity and schedule a meeting time with both groups our OTA and their MSOT. We emailed case studies and divide the groups by categories: mental illness, physical disabilities, pediatrics. Students partner and discuss treatment strategies.
Examples submitted to the survey

1. Done 2 ways: 1. getting together with OT program students (ours is an OTA program) and discussing state laws and supervision. Plus doing scenarios on ethics. 2. Get together with OT students and do case studies - one peds and one adult rehab. Also included discussion from practicing OT/OTA team on how they work together.

2. Zoom meeting with an OTR program about 90 minutes away. Discuss the roles and expectations of OTA vs OTR. Students share their backgrounds and what drew them to the profession.

3. OT/OTA students meet at our college campus for a faculty-directed meeting. The meeting includes a breakfast hosted by the OTA students followed by a brief lecture regarding OT/OTA role delineations/educational requirements/backgrounds. The students are then divided into small groups consisting of OTs and OTAs. Each group collaborates and plans group activities, based on case scenarios, for a local community sheltered workshop. The groups are then led by the students under faculty supervision on several days during the semester. Following the group presentations, a debriefing is engaged in and the students are encouraged to discuss the group process, outcomes, and the collaborative experience.

4. Full day activity including simulated OT evaluation and treatment, and supervision meeting and collaborative treatment planning re:a home health patient.
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Virtual Context - Synchronous

Rowan-Cabarrus Community College 2nd yr. OTA students, Professional Skills III course, with:

- Methodist University 1st semester OTD students (Aug 28)
- Winston Salem State University 1st semester MOT students (Oct 23)

**Format:** 1 hour virtual sessions via Skype or Google Hangouts

**Purpose:** Foster mutual respect and understanding, including:

- Student roles & choices for OTA vs. OT degree
- Academic preparation and rigor
- OT/OTA roles, responsibilities, and supervision
RCCC OTA students & Methodist University OTD students
Virtual Context - Synchronous

Resources

• *Importance of Collaborative Occupational Therapist–Occupational Therapy Assistant Intraprofessional Education in Occupational Therapy Curricula*
• External microphone for classroom

Preparation

• OTA students reviewed the document and formulated their own questions to ask the MOT and OTD students

Outcomes

• OTA students were more confident in their role and knowledge
• Appreciated the opportunity to converse with OT students
• Mutual respect for educational choices and life roles other than “student”
RCCC OTA students & Winston Salem State MOT students
Face to Face Format-Intraprofessional Collaboration

Cincinnati State College (OTA) and Xavier University/University of Cincinnati (OT)

One night’s meeting on Cincinnati State’s campus for 3 hours.

Students were paired 1 OTA/2 OT students (1 OT student role played the client and the other role played the therapist).

Reviewed a case in advance with several details about the client provided.

All students were told in advance to prepare to administer the Box and Blocks, Functional ROM Screen (OTAs)/Goniometry (OTs), and COPM.

All students completed a pretest survey about roles of OT/OTA in advance.
Process Used for the Meeting:

Students watched a case in the ICE video library on Alice. (That was the case used which the students already had some information about. They were not provided with the information about the case being from ICE in advance!)

OT/OTA students collaborated and performed assessments of ROM, COPM, and the Box and Blocks.

Students then collaborated on Intervention Plans with goals - written together.

OTA students conducted Interventions with their Treatment Tool Kits* which were made in the previous term as an assignment. OT students supervised.

Students watched an intervention through ICE library on Alice done by Jan Davis.

*See Toolkit Explanation next slide
Treatment Toolkit Assignment

Students create a toolkit during the previous term (Phys Dys lab) which includes actual tools to use as a portable kit. They are required to include activities to address:

- Sitting balance, UE ROM, UE strengthening, functional mobility, fine motor, endurance, functional cognition, 1-handed practice, standing tolerance, safety awareness, hand strength, and medication management.

Scoring for this assignment includes rationale for the choice of activity, related to dx, description, adaptation/gradation, evidence
Process Used (cont.):

OT/OTA students worked collaboratively after watching the video to write a SOAP note on what occurred during the (video) intervention.

OT/OTA students created a discharge recommendation for the client collaboratively.

Students turned in paperwork to their faculty for each institution to review.

Students later completed a post-test to compare results and identify what they had learned about the Intraprofessional Relationship.
Planning the Assessments
Assessing Motor Function with the Box and Blocks
Completing the Functional ROM Screen

Using the Treatment Toolkit
More Treatment Toolkits
Writing the SOAP Note and the Discharge Recommendations
Feedback was Positive!

All faculty recognized the clinical preparation and expertise of the OTA students. Very impressed with the creativity of the Interventions.

XU Faculty: “Your students are really shining right now!”

OT Student feedback: “I wanted to let you know how impressed I am (and always have been) with the program at Cincinnati State. The two OTA students at my table were incredible. They knew their stuff, never balked at being part of the process, and were extremely confident in their abilities. It just shows the effectiveness of the program. You all do a wonderful job!” (this student started at CS and decided to transfer to the MOT Program)

and...

“I should of gone to CS to learn how to write SOAP notes. The OTA wrote a great SOAP note, better than any of ours.”
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Virtual Collaboration

Southwestern Community College 1st Year OTA Students, Professional Skills I, With:

• Howard University OT Students (Frank E. Gainer, MHS, OTR/L, FAOTA)

Format: Ethics Case Assigned to groups (1 OTA, 2-3 OT Students)

• Utilized Google Docs and Google Hangouts for virtual
Example of Case Study

Ethical Scenario #1:

As an OT working for a rehabilitation company that contracts with SNFs, Pat splits her day between two buildings. She is responsible for evaluating new patients and supervising the OTAs in those facilities. The recruiter just hired a new OTA graduate who is working under a temporary license. The plan is that she will replace the OTA in one of Pat's facilities. The staffing coordinator said that Pat's working situation will remain the same. However, due to the restrictions placed on someone working with a temporary license, Pat knows that she, as the supervising OT, needs to be on site while the new OTA is working with clients.

Example Guide Questions:

Who are the key players in each scenario?
What are the key ethical issues and dilemmas?
What are the possible consequences for taking no action?
What ethical principles may be violated in the AOTA Occupational Therapy Code of Ethics and why?
What actions (clinical and administrative) would you propose? Defend these (this) action(s).
Discussion:

In the society we live in today, it is frequently necessary to meet online with professionals to accomplish various tasks. Please arrange for an online meeting using google hangouts as a platform and share a google document with each other to record your notes during the meeting. Ensure you document the dates/and length of the discussion.

Reflection Paper:

2-3 page double spaced paper answering the following questions:

1. Answer the guide questions presented with each case.
2. What did you learn from the OT/OTA students in your group? What do you think they learned from you?
3. What about their perspective was different from yours?
4. Were there any conflicts that arose? How did you handle them?
Outcome

• Preparation for virtual collaboration professionally.
• Intraprofessional collaboration that may be similar to some future supervision experiences using technology.
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Purpose of OT/OTA Level 2 FW Pilot Study

• Develop & implement Level II Fieldwork (FW) experience that integrates students from OT & OTA programs in collaborative learning, supervision, & practice
• Promote shared OT/OTA student learning, enhance student engagement & responsibility in supervisory process
• Facilitate intraprofessional OT/OTA understanding, respect, & collaboration needed for effective occupational therapy service delivery
Process of Pilot Study

➢ Review of literature on collaborative fieldwork, supervision, OT/OTA roles, & intraprofessional education to define constructs
➢ Develop forms to supplement/structure learning
   • Required Readings
   • Collaborative LII Student Expectations
   • Peer Intervention Observation Form
   • Peer Documentation Feedback Form
   • Weekly Collaborative Supervision Form
Implementation of Study

• Recruitment of sites (convenience sample of 6) - LTAC, Day Hab (IDD), Day Treatment (MH), Community Program (TBI), Psychiatric State Hospital, Out-patient (Peds and Adults)
• Alignment of student start dates
• Obtain FWEd & students’ consents
• Administer pre & post surveys
• Provide reading list & copies of forms designed to supplement/structure learning
Survey [Pre and Post]

• 18 Likert scale items (0-100) related to understanding, articulating, engaging in role of OT/OTA in service delivery, supervision, collaboration
• 8 Likert scale items (0-100) related to dependency on FW Educator
• 4 Likert scale items (0-100) related to usefulness of supplemental forms to facilitating collaboration
• Overall satisfaction (Likert scale item 0-100)
• Benefits/Drawbacks/Additional comments
Process of Pilot Study (continued)

➢ Data Analysis

• Multiple single subject design (pre-post test)
• Statistical Analysis:
• Wilcoxon Signed Rank Test per subject
• T-test per participant cohort (OT/OTA/FWEd)
#16 understand the process of collaborative supervision; Cohen’s $d=.95$ (large effect)

#17 effectively articulate the process of collaborative supervision; Cohen’s $d=.92$ (large effect)
#7 effectively articulate the purpose of intraprofessional collaboration (Cohen’s $d=0.81$, large effect)

#8 effectively articulate the process of intraprofessional collaboration (Cohen’s $d=0.97$, large effect)

#15 effectively articulate the purpose of collaborative supervision (Cohen’s $d=1.44$, large effect)

#17 effectively articulate the process of collaborative supervision (Cohen’s $d=1.05$, large effect)
OTA/s Highest Statistically Significant Changes

#1 understand the role of the OT in service delivery
#3 understand the role of the OTA in service / delivery
#6 understand the process of intraprofessional collaboration
#7 effectively articulate the purpose of intraprofessional collaboration
#8 effectively articulate the process of intraprofessional collaboration
#9 effectively engage in the process of intraprofessional collaboration
#10 understand the role of the OT in the supervisory process
#11 effectively articulate the role of the OT
#13 articulate the role of the OTA

Cohen’s d= .93-3.14 (range for all items, large effect)
Results Traditional OT/s (n=3)  Paired t-tests

<table>
<thead>
<tr>
<th>Statistically significant changes in perception of ability to:</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2  effectively articulate the role of the occupational therapist</td>
<td>.009</td>
</tr>
<tr>
<td>#3  understand the role of the occupational therapy assistant</td>
<td>.023</td>
</tr>
<tr>
<td>#4  effectively articulate the role of the occupational therapy assistant</td>
<td>.042</td>
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<tr>
<td>#6  understand the process of intraprofessional collaboration</td>
<td>.014</td>
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<tr>
<td>#7  effectively articulate the purpose of intraprofessional collaboration</td>
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<td>#8  effectively articulate the process of intraprofessional collaboration</td>
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<tr>
<td>#16 understand the process of collaborative supervision</td>
<td>.032</td>
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<tr>
<td>#17 effectively articulate the process of collaborative supervision</td>
<td>.023</td>
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</tbody>
</table>
Statistically significant changes in perception of ability to:

#15  effectively articulate the purpose of collaborative supervision  .027

#17  effectively articulate the process of collaborative supervision  .027
<table>
<thead>
<tr>
<th>Benefits of collaborative OT/OTA Level II FW Reported by ALL Participants</th>
<th>FW Ed (s)</th>
<th>OT/s</th>
<th>OTA/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback &amp; preparing for supervision – peer support; Enhanced ability to give &amp; receive feedback; enhanced security, comfort &amp; confidence</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Learned from each other - enhanced reflection, processing &amp; learning; more independent; enhanced security, comfort &amp; confidence; challenged development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<tr>
<td>Promoted treatment planning, implementation &amp; group leadership</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Prepared students for future collaborative OT/OTA practice - enhanced teamwork skills; developed strong professional relationship based on mutual trust &amp; respect</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Highly recommend collaborative OT/OTA FW [for all settings]</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>
Limitations of Collaborative OT/OTA Level II FW Pilot Study

• Self report
• Convenience sample
• Small sample size
• Survey tool: Non standardized