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Integrating Interprofessional Education with Simulation Experiences within OT and PT Curricula: A Look at the Backwards Design Process

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Integrating Interprofessional Education with Simulation Experiences within OT and PT Curricula: A Look at the Backwards Design Process

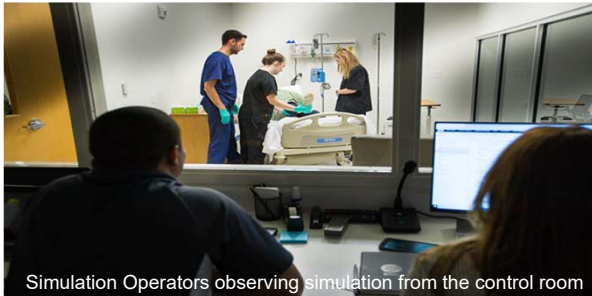
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Purpose

Identify various obstacles during the implementation of Interprofessional Education (IPE) in OT and PT curricula during simulation-base experiences.

Discuss the challenges found while aligning discipline-specific accreditation standards, institutional and program outcomes, and course learning objectives.

Explain how to design curriculum plans that implement real-life clinical activities to meet specific IPE competencies in rehabilitation education.



Simulation Operators observing simulation from the control room

Backward Design

Wiggins and McTighe (2005) defined Backward Design (BD) as an andragogical approach by providing templates and recommendations when developing educational content. The process begins by identifying the expected results, such as course learning objectives, then determining which evidence proves the student mastered the learning objectives.

From this knowledge, the educator designs the curriculum to include formal and informal assessments (McTighe, 2014) Therefore, this process allows for the creation of goals and objectives, prior to selecting instructional methods and assessments to address OT and PT accreditation standards.

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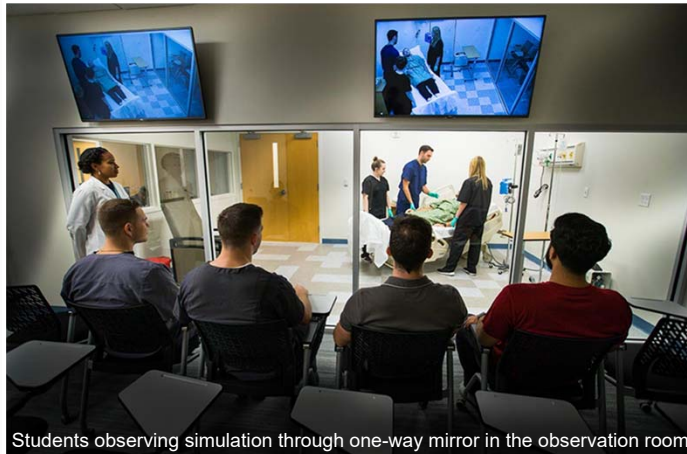
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Significance

Students in discipline-specific tracks experience limited daily interactions which minimize IPE. Persistent separation of the healthcare professionals continues to be a barrier to cultivating IPE (Wilson & Whittman-Price, 2015).

Wiggins and McTighe's Backward Design method can guide educators of occupational therapy and physical therapy programs in the creation of innovative educational approaches during IPE curricular design (McTighe, 2014).

The IPE simulation scenarios foster scaffolding of effective communication, technical skills, and patient handling. Students progress along the continuum of learning from introductory, application, and mastery.



Students observing simulation through one-way mirror in the observation room

Integrating IPE with Backward Design Process

1. Identified ACOTE and CAPTE accreditation standards
2. Linked above to Institutional and Program Learning Outcomes
3. Linked above to Course Learning Objectives
4. Created simulation scenario to meet above standards for HSC courses (combined OT/PT course)
5. Course assignment with self-reflection

Discussion

Using Backward Design streamlined the process in developing effective IPE simulation scenarios. The objectives and outcomes were aligned with the end-result in mind. Following this framework prevented the potential for "aimless coverage of content and isolated activities" that are not directly related to the course objectives (Wiggins and McTighe, 2005).

Compiled Student Reflections



What does it mean to collaborate inter-professionally with other members of the healthcare team? Provide some examples experienced in the course? How does this translate into clinical practice? Provide examples.

Conclusion

IPE has become a significant focus across healthcare disciplines noting the benefits that can be achieved through improving patient outcomes, increasing awareness for potential referral to other providers, and fostering collaboration.

The integration of simulation into established OT and PT curriculum was a less daunting task by using the backward design process. Continued growth and the addition of Speech Therapy, Nursing, and Physician's Assistant programs will further necessitate use of backward design to integrate meaningful multidisciplinary activities for students.