

Winter 1-2019

Using the Backward Design Process to Integrate Interprofessional Education Utilizing Simulation in OT and PT Educational Curricula

Norman C. Belleza

University of Saint Augustine San Marcos, nbelleza@usa.edu

Maureen Johnson

University of Saint Augustine San Marcos, mjohnson@usa.edu

Follow this and additional works at: <https://soar.usa.edu/pt>

 Part of the [Occupational Therapy Commons](#), [Physical Therapy Commons](#), and the [Physiotherapy Commons](#)

Recommended Citation

Belleza, Norman C. and Johnson, Maureen, "Using the Backward Design Process to Integrate Interprofessional Education Utilizing Simulation in OT and PT Educational Curricula" (2019). *Physical Therapy Collection*. 56.

<https://soar.usa.edu/pt/56>

This Conference Proceeding is brought to you for free and open access by the Faculty and Staff Research at SOAR @ USA. It has been accepted for inclusion in Physical Therapy Collection by an authorized administrator of SOAR @ USA. For more information, please contact soar@usa.edu, erobinson@usa.edu.



Using the Backward Design Process to Integrate Interprofessional Education Utilizing Simulation in OT and PT Educational Curricula



Presenters:

Norman C. Belleza, PT, DPT, Maureen Johnson, PhD, MS, OT/L, BCPR, C/NDT, & Nicole Rodriguez, PT, DPT

*Presenters have no disclosures

1

Course Objectives

1. Identify various obstacles to implementation of interprofessional education (IPE).
2. Discuss how to use The Backward Design Process for implementing IPE simulation to align with discipline-specific accreditation standards, institutional, programmatic, and course learning objectives.
3. Understand the benefits of creating IPE simulation by using The Backwards Design Process.
4. Discuss future implementations promoting IPE simulation in health science education.



2

Obstacles During IPE Simulation Implementation

1. Persistent separation of education
2. Diverse training techniques
3. Remote access to simulation resources
4. Scheduling conflicts



(Wilson & Whitman-Price, 2015)

3

Center for Innovative Clinical Practice

- IP Learning
- IP Collaboration
- IP Reflection



(Montgomery, Morse, Smith-Glasgow, Posmontier, & Follen, 2012).

4

Integrating IPE Simulation in OT and PT Curricula



Health Science Courses

- Technical skills
- Communication skills
- Scaffolded learning introduction, applied, mastery



5

The Backward Design Process

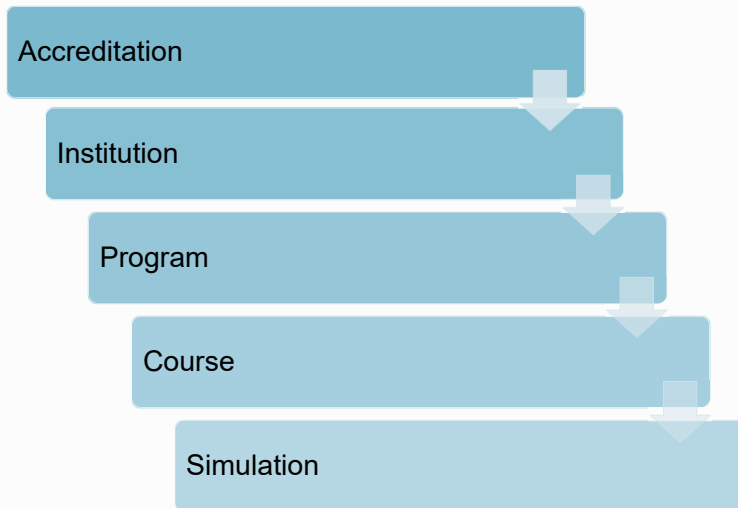
1. Identifying desired results
 - Curriculum expectations
 - Course learning objectives
2. Determine acceptable evidence
 - Formative assessments
 - Summative assessments
3. Plan learning experiences and Instructions
 - Scaffolding
 - Teaching methods



(Wiggins and McTighe , 2014)

6

The Backward Design Process for IPE Simulation



7

Accreditation Standards



Standard B.5.21

- Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.



Standard 6F

- The didactic and clinical curriculum includes interprofessional education; learning activities are directed toward the development of interprofessional competencies including, but not limited to: values/ethics, communication, professional roles and responsibilities, and teamwork.

8

Institutional Learning Objectives

Mission Statement

- The mission of the University of St. Augustine for Health Sciences is the development of professional health care practitioners through innovative, individualized, and quality classroom, clinical, and distance education.

Institutional Learning Objectives

- Apply an interdisciplinary approach to solving problems
 - Foster respect in the values and roles of interdisciplinary professionals
 - Determine the need for interdisciplinary collaboration
 - Practice interdisciplinary teamwork and communication
 - Recognize self-limitations and need for referral



9

Program Learning Objectives (PLO)

- OT PLO
 - Advocate for the profession of occupational therapy while collaborating with other members of the health care team.
 - Ensure optimal and culturally competent verbal and written communication of occupational therapy.
 - Use effective leadership skills to advance the role of occupational therapy
- PT PLO
 - Practice physical therapy in a manner that supports cooperative relationships with patients/clients, other health care providers, and the community.

Course Learning Objectives (CLO)

- CLO # 4
 - Exhibit effective and professional communication with simulated patients and interdisciplinary classmates



10

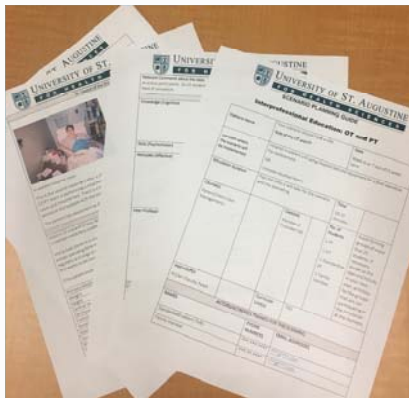
Simulation Learning Objectives (SLO)

- Explain the roles of OT and PT
- Collaborate between OT and PT
- Demonstrate verbal and non-verbal communication



11

Simulation Learning Experience



1.

•Discipline-Specific Training

2.

•Pre-Briefing & OT/PT
Communicate to Formulate a Plan

3.

•Collaborate in Simulation

4.

•Debrief

5.

•Reflection Assignment



12

Reflection Assignment



*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.*



13

Future Implementation of IPE and Simulation

1. Addition of new programs
2. Development of medically complex patients and requiring critical thinking and technical skills
3. Scaffolding IPE and simulation throughout the curriculum
4. Potential stand-alone IPE and simulation course for all programs
5. Expand into asynchronous simulations with on-line debriefing



14

Future Implementation of IPE and Simulation

6. Research standardized assessment tools for IPE simulation



IPEC Core Competencies

Values/Ethics for Interprofessional Practice	Roles and Responsibilities	Interprofessional Communication	Teams and Teamwork
--	----------------------------	---------------------------------	--------------------

15

References

- Boet, S., Bould, M. D., Layat Burn, C., & Reeves, S. (2014). Twelve tips for a successful interprofessional team-based high-fidelity simulation education session. *Medical Teacher*, 36(10), 853-857.
- Bridges, D., Davidson, R. A., Soule Odegard, P., Maki, I. V., & Tomkowiak, J. (2011). Interprofessional collaboration: three best practice models of interprofessional education. *Medical Education Online*, 16(1), 6035.
- Capella, J., Smith, S., Philp, A., Putnam, T., Gilbert, C., Fry, W., & Ranson, S. (2010). Teamwork training improves the clinical care of trauma patients. *Journal of Surgical Education*, 67(6), 439-443.
- D'amour, D., & Oandasan, I. (2005). Interprofessionalism as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care*, 19(sup1), 8-20.
- Dieckmann, P., Molin Friis, S., Lippert, A., & Ostergaard, D. (2009). The art and science of debriefing in simulation: Ideal and practice. *Medical Teacher*, 31(7), e287-e294.
- Emory, J. (2014). Understanding backward design to strengthen curricular models. *Nurse Educator*, 39(3), 122-125.
- Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., & Kistnasamy, B. (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet*, 376(9756), 1923-1958.
- McTighe, J. (2014). Understanding by design. Retrieved January 7, 2016, from <https://serc.carleton.edu/details/files/61159.html>.
- Montgomery, K., Griswold-Theodorson, S., Morse, K., Montgomery, O., & Farabaugh, D. (2012). Transdisciplinary simulation: Learning and practicing together. *Nursing Clinics*, 47(4), 493-502.
- Oxelmark, L., Amroee, T.N., Carlzon, L., Rystedt, H. (2017). Students understanding of teamwork and professional roles after interprofessional simulation – a qualitative analysis. *Advances in Simulation*, 2, 2-8.
- Sabus, C., & Macauley, K. (2016). Simulation in physical therapy education and practice: opportunities and evidence-based instruction to achieve meaningful learning outcomes. *Journal of Physical Therapy Education*, 30(1), 3-13.
- Wellmon, R., Lefebvre, K., & Ferry, D. (2017). Effects of high-fidelity simulation on physical therapy and nursing students' attitudes toward interprofessional learning and collaboration. *Journal of Nursing Education*, 56(8), 456-465. doi:10.3928/01484834-20170712-03.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD.
- Wilson, L., & Whittman-Price, R.A. (2015). *Review manual for the certified healthcare simulation educator (CHSE) exam*. Springer Publishing Company: New York.

16