



Interprofessional Practice

This lesson plan is designed to supplement other interprofessional activities within a curriculum and situate group collaboration and collegiality within the context of case-based reasoning. This lesson plan is designed for programs in which occupational therapy students and physical therapy students will have the ability to meet virtually or in-person. Activities can be modified to address both lecture and lab settings.

Learning Objectives

By the end of this activity, the successful student will:

1. Describe and differentiate the roles of the occupational therapist and physical therapist related to evaluation.
2. Describe and differentiate the roles of the occupational therapy practitioner and physical therapy practitioner related to patient intervention and discharge planning.
3. Describe the dynamics and effective communication strategies to work as a collaborative interprofessional team within the context of case-based learning.
4. Understand core competencies of interprofessional collaborative practice.

This activity supports the requirements for:

- *The Accreditation Council for Occupational Therapy (ACOTE) standards (2018):*
 - *OT: B.4.8, B.4.23, B.4.25, B.4.28*
 - *OTA: B.4.23, B.4.25, B.4.28*
- *The Commission on Education for Physical Therapy Education (CAPTE) standards:*
 - *PT: 7D37, 7D39*
 - *PTA: 7D37, 7D39*

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LEARNING ACTIVITIES:

Each profession to address separately

Watch

As a preparation before class, assign the following videos for students to watch from Janita Torres (patient 027):

- **Standing and Initiating Lower Extremity Weight Bearing**
- **Beginning Ambulation and Sidestepping**
- **Safety During Meal Preparation, Part 1**
- **Practice Skills During IADLs** (for time constraints, watch 3:40-6:00 and 8:00-10:00)

Read and Review (Instructor choice)

- IPE “Tips for Teaching” Webpage from ICE Learning Center Faculty Zone (faculty only)
- Scope of Practice Documents for OT and PT practitioners. These can be obtained from state and professional organizations (i.e., AOTA, APTA) or from state licensure boards
- IPEC Core Competencies for Interprofessional Collaborative Practice

Discuss

Discussions about your own professional role:

1. What evaluations would have been appropriate in preparing the plan of care?
2. What models and/or frames of reference are being utilized by these practitioners in delivering interventions?
3. How does that model and/or frame of reference supports the distinct value of your profession?
4. What are the strengths of your professional scope of practice in this case? What are the limitations?

Discussions about interprofessional roles and practice:

1. Review the definitions of Interprofessional education and interprofessional collaborative practice, provided by WHO and included in IPEC. How can that be applied to this case?
2. What values are shared by both professions?
3. What does the other profession contribute to Ms. Torres’ ability to return home safely?
4. What therapeutic goals do both professions address? How do they do this differently?

Create an Assignment

If you were the practitioner treating Mrs. Torres, write an assessment plan for the evaluation with anticipated goals. Then, develop an intervention plan for a session following those already viewed.

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LEARNING ACTIVITIES:

Addressed collaboratively by both professions

Watch

During the collaborative session, watch the video:

Femur Fracture, 5 Weeks Post Surgery: Occupational Therapy and Physical Therapy Describe Progress and Patient Care Plan.

Discuss Together

Discuss in **small groups** that include both occupational and physical therapy students

1. What led you to pursue your degree program?
2. What did you learn about the other profession when you reviewed scope of practice?
What did you learn about the other profession when you watched the ICE videos of Mrs. Torres?
3. What model / frame of reference did you apply to this case?
4. What do the occupational therapy and physical therapy models have in common? How are they different?

After returning to **large group(s)**, have students report on questions 2, 3, and 4, above.

Create an Assignment

Lab Activities

- Pair occupational therapy and physical therapy students. Have each role play Mrs. Torres for the other profession.
 - Occupational and physical therapy students can perform the assessment tools that would be appropriate for their profession.
 - All students, including occupational therapy assistants and physical therapy assistants, implement the intervention plan that they developed.
- If lab time / space is not available, students should discuss their evaluation and intervention plans in the small groups.

Discuss Together

1. What did you learn from the other profession during the intervention?
2. If you were holding a team meeting with Mrs. Torres' son, with whom she lives, what family education would you include?
3. What else would you need to address before she is discharged home? How could that be addressed collaboratively?

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Reflection

Using the IPEC Core Competencies listed below, have each student write a reflection of how this experience facilitated a greater understanding of interprofessional collaboration.

1. Values / Ethics for Practice
2. Roles / Responsibilities
3. Interprofessional Communication
4. Teams and Teamwork

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