

Intraprofessional Collaboration Workshop

TIMELINE

- 5:30-6:00** Pizza and check in. Divide into groups, get nametags and instructions for the evening
- 6:00-6:20** Purpose/introduction and Ice Breaker
- 6:20-7:15** Introduction to Alice (watch the ICE videos), Evaluation (COPM, AROM (gonio) OTA AROM screen, then OT would measure 2 joints and interpret)
- 7:30-7:45** Comfort Break
- 7:45-8:00** Develop goals and intervention plan
- 8:00-8:15** Deliver intervention
- 8:15-8:45** Documentation of Treatment (watch video and document)
- 8:45-9:00** Wrap Up

INSTRUCTIONS

In your triads (OT/OT/OTA), you are designated a role. The OTA will be an OTA, one OTS will be the OTR; the other the patient for the evaluation. The OT students will switch roles for the intervention (adjust groups and roles accordingly for the number of students in each program participating in the workshop).

Pre-Activity: students will complete pre-test for 2.5% of course grade. Occupational Profile Summary will be posted in each school's LMS 1 week before the workshop

Activity: student participation = 5% of course grade.

1. Read the information provided on the evaluation report and medical record (some portions will be incomplete, you are expected to complete the evaluation report) (10 min)
2. Watch the videos (12 min)
 - a. **Upper Extremity: Assessment of Motor Control, Part 1, Part 2, and Part 3**
3. The mock evaluation will include Box and Block, AROM screen, AROM measurement, and the COPM in any order.
 - a. OTA will perform an AROM screen. Depending on her results, the OT will measure two joint movements having the most impact on occupational performance.
 - b. OTA will conduct the Box and Block bilaterally and record results.
 - c. OTA will administer the COPM.
 - d. OT will interpret evaluation results.
4. Develop goals and intervention
 - a. OT/OTA will collaborate and develop goals and intervention plan.
 - b. OTA will conduct a 10 min treatment using treatment tool kit.
 - c. OT/OTA debrief the treatment session.
 - d. Watch treatment videos (6 min)
 - i. **IADLs: Facilitating Hand Function While Making Iced Tea**
 - ii. **IADLs: Facilitating Hand Function While Wiping the Table**
 - e. All students write a SOAP note on the video treatment. The OT and OTA should review each other's notes. Review should include a strength and area for improvement for documentation.
5. Wrap-Up
 - a. Complete the Intraprofessional Collaboration Workshop Survey (Modified Collaborative Behavior Scale).

Post-Activity: students complete post-test within one week for 2.5% of course grade.

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CLIENT DIRECTIONS

If you are pretending to be Alice (the client), please consider the following:

1. You have R hemiplegia with significant ROM limitations of the RUE.
2. AROM: Flexion synergy patterns when attempting to flex the R shoulder to approximately 90 degrees abduction.
 - a. Elbow flexion: WFL
 - b. Elbow extension: 70 degrees
 - c. Wrist flexion: 30 degrees
 - d. Wrist extension is from 30 degrees flexion to 0
3. Self-PROM: 140 degrees of shoulder flexion.
4. LUE AROM/PROM: WNL
5. Box and Block - client may grasp a block but has difficulty releasing the block with the R hand. The R hand performance will be slower than the L hand. R hand will move 3-5 blocks
6. Areas of Concern:
 - a. Difficulty with UB/LB bathing
 - b. Unable to cook complex meals; needs assistance for simple meals preparation
 - c. Unable to complete heavy homemaking chores
 - d. Frustrated with being unable hold cards/deal cards
 - e. As a retired school teacher, she likes volunteer at the school by tutoring kids.
 - f. She relies on others, specifically her husband for transportation.
 - g. She requires a rest break after approx. 30 min of activity.