

University of New Mexico

UNM Digital Repository

HSC Education Days

Health Sciences Center Events

1-12-2021

Adapting an Interprofessional Education (IPE) Case Activity from Face-to-Face to Online in the Season of a Pandemic: A Transitions of Care Geriatric Case Managed by Pharmacy, Physical Therapy and Occupational Therapy IPE Student Teams

Melanie Dodd

Deborah Doerfler


Jessica Salazar

Follow this and additional works at: https://digitalrepository.unm.edu/hsc_ed_day

Recommended Citation

Dodd, Melanie; Deborah Doerfler; and Jessica Salazar. "Adapting an Interprofessional Education (IPE) Case Activity from Face-to-Face to Online in the Season of a Pandemic: A Transitions of Care Geriatric Case Managed by Pharmacy, Physical Therapy and Occupational Therapy IPE Student Teams." (2021). https://digitalrepository.unm.edu/hsc_ed_day/97

This Presentation is brought to you for free and open access by the Health Sciences Center Events at UNM Digital Repository. It has been accepted for inclusion in HSC Education Days by an authorized administrator of UNM Digital Repository. For more information, please contact amywinter@unm.edu, lsloane@salud.unm.edu, sarahrk@unm.edu.

A short horizontal bar with a teal segment on the left and an orange segment on the right.

Adapting an Interprofessional Education (IPE) Case Activity from Face-to-Face to Online in the Season of a Pandemic: A Transitions of Care Geriatric Case Managed by Pharmacy, Physical Therapy and Occupational Therapy IPE Student Teams

Melanie Dodd, PharmD, PhC – Associate Dean for Clinical Affairs, University of New Mexico College of Pharmacy

Deborah Doerfler, PT, DPT, PhD, OCS – Assistant Professor, University of New Mexico School of Medicine, Division of Physical Therapy

Jessica Salazar, MOT, OTR/L – Instructor, University of New Mexico Department of Pediatrics, Division of Occupational Therapy

Learning Objective

Describe the development and implementation of an interprofessional educational case activity in an online format for pharmacy, physical therapy and occupational therapy student teams.

Student IPE Activity Learning Objectives

1. Students will learn from each other about the roles and responsibilities of the Occupational Therapist, Physical Therapist and Pharmacist on an IPE team
2. Identify key issues as an IPE team for a given patient transitioning from emergency department to assisted living facility
3. Facilitate patient centered team oriented care
4. Develop a comprehensive IPE team care plan

Case Development: First Year

- Overview
 - Transitions of Care Case
 - Emergency Department (ED) to Assisted Living Facility (ALF)
 - Patient/Client: 81 Year Old Male Reports to UNMH ED
Following a Fall at Home (ALF)
 - Simulated Assessments by Pharmacy (PharmD Year 3) and Occupational Therapy Students (MOT Year 2)
 - Development of an IPE Team Care Plan

Case Development: Second Year

- Physical Therapy (DPT Year 2)
 - Performance-based Balance Measures
 - Example: Gait Assessment Tool
- Case modifications
 - Patient Diagnosis
 - Medications
 - Accommodated Case to Publically Available Gait Assessment Video
- Modification of the IPE Team Care Plan Chart
- COVID19: Online Transition
 - Zoom Platform

Patient/Client Chart and Activity Resources

- Case Part 1: Discharge Summary
- Case Part 2
 - At-Home (ALF) Patient Interaction
 - Simulation Patient Response Key
 - Medication Pictures
- IPE Team Care Plan Chart
- IPE Overview & Directions
- IPE Interactive Survey Link Directions

Schedule & Overview Example



Schedule:




| | |
|---------------|---|
| 9:00 – 9:15 | Introductions of Faculty and Overview of Morning |
| 9:15 – 9:30 | Group Members Meet and Greet Briefly discuss your profession's role as a healthcare provider |
| 9:30 – 10:00 | Review Case Part 1 Answer questions by completing the table at the end of the ED discharge summary |
| 10:00 – 10:10 | Break |
| 10:10 – 11:30 | Review Case Part 2 Complete the Interprofessional Care Plan Chart (blue) |
| 11:30 – 11:50 | Whole group discussion and reflection |

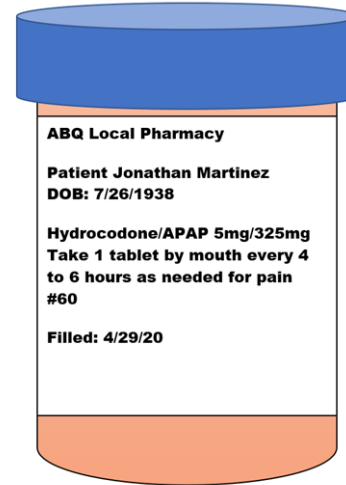
Morning Overview:

All students and faculty will meet at 9am for brief introductions and overview of the morning. Breakout sessions will then begin and students will meet with their pre-assigned group.

- **Introduce yourselves**
- **Review Part 1 of the case**
 - Complete the questions in the Table at the end of the ED discharge summary
- **Review Part 2 of the case (Released on Moodle and LEARN at 9:45am)**
 - Patient interview (role of patient) - Use Patient Response Key
 - Patient interview (role of healthcare provider)
 - Other team members will observe and can work together to complete the required information in the Interprofessional Care Plan Chart
- **The following highlights required information to be included when submitting for grading:**
 - Part 1: ED Discharge Summary Tables
 - Part 2: Include results of each assessment
 - SLUMS cognitive assessment
 - Geriatric Depression Scale – short form
 - Home Safety Evaluation Table (checklist)
 - Barthel Index
 - Tinetti POMA
 - Backward Walk Test
 - Recommended Evidence-based Program to reduce fall risk and why
 - Updated Medication List
 - Interprofessional Care Plan Chart
- **Complete Interprofessional Education Evaluation and Participation Verification on Learning Central.**

Mr. Martinez lets you look through his pill box. He states that he "just filled it up this morning" before you arrived for the home visit. He uses a 4 times per day, 7-day pillbox. See below for how one day is filled. All of the days in the pillbox are filled the same way. He does not include all of his medications in his pillbox, only the ones he gets "from the pharmacist". The rest sit on his countertop.

| | |
|---------|---|
| Morning |       |
| Noon |   |
| Evening |   |
| Bedtime |   |

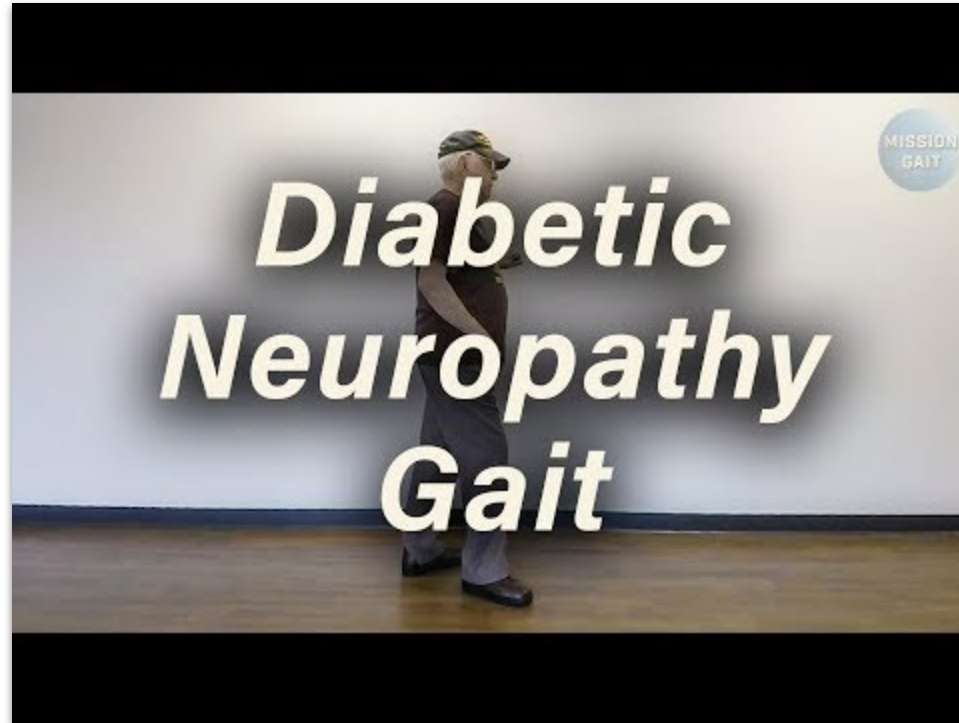


Mr. Martinez Medications



Home Safety Evaluation

Video: Gait Assessment



<https://www.youtube.com/watch?v=w2fYQyikrts>

Interprofessional Care Plan Chart

Complete the following Chart for your patient. **You may add rows as needed.**

Team members: _____

| Problem/Risk Factor Must indicate problem/risk factor and the undesirable sign/symptom | Risk Factor Priority 1 = Most urgent problem (there can only be <u>one</u> urgent problem) 2 = Other problems to be addressed immediately (or during this clinical encounter) 3 = Problems to be addressed later (e.g. 1 week or more later or next follow up visit) | Assessment Provide <u>details</u> you used to determine the presence of the problem/risk factor (i.e., subjective/history and objective/exam data) | Plan of Care/Recommendation(s) For example: Start/stop/change in therapy/intervention Where appropriate: <ul style="list-style-type: none"> ● Drug, dose, and regimen ● Non-pharmacologic recommendations ● Therapeutic interventions ● Education | Therapeutic Intervention Goals for the problem/risk factor List what the desired therapeutic intervention goal is. When applicable set target dates for achieving goal. Monitoring parameter(s) (Including how to determine progression towards goals) Consider <u>efficacy & safety</u> (related to drug therapy/intervention and disease state) What should be monitored? What is the desired observation/outcome? When should you monitor and/or reassess (frequency)? |
|--|--|--|---|--|
| Problem/Risk Factor: Undesirable sign/risk: | | | | Goal/endpoint of therapy/intervention: Therapeutic intervention monitoring, including medications, physical and occupational therapy (Consider efficacy and safety) When to monitor: |

Interprofessional Team Care Plan Chart

Online Platforms

- Zoom - Primary Tool for Synchronous IPE Interaction
 - Main Room
 - Provide Directions to All Students
 - Whole Group Reflection
 - Break Out IPE Groups
 - Broadcast Function
 - Chat Box Function
- LEARN & Moodle - Primary Course Platforms
 - Released Case Part 1 and Case Part 2
 - Students Uploaded Completed IPE Team Care Plan Chart

Break Out Room Management

- Pre-assigned Groups
 - One OT, one PT and Two Pharmacy Students
- Groups Divided Among Faculty
- Faculty Roles
 - Answer General and Professional Specific Questions
 - Share Professional Specific Questions with Appropriate Faculty
 - Provide Assistance with Technical Issues
- Broadcast Function
 - Provided Instructions and Frequently Asked Questions to Students

Successes and Challenges

- Collaboration Among Faculty
 - Common Objectives
 - Students Recognize Unique vs Overlapping Roles on the IPE Team
 - Students Connect Case Complexity to the Importance of IPE Team
- Case Format
 - Well-developed
- Navigating the Online Environment
 - Institutional Assigned Account

Successes and Challenges

- Student Perspectives
 - Develop Rapport in a Brief Timeframe
 - Interactive Learning in an Online Format
 - Utilization of Multimedia Information
- Time
- Three Health Professions Involved
 - Opportunity to Collaborate
 - Teaching/Learning Opportunity Among Students

Future Directions



Nurse
 Lawyer
 Architect
 Dental Hygienist
 Occupational Therapist
 Physical Therapist
 Social Worker
 Dietitian
 Pharmacist
 Physician

Future Directions

Hybrid Format

- Asynchronous
 - Individual Student Preparation
 - Review of IPE Team Roles
 - Review of Profession Specific Assessments
- Synchronous
 - Professional Specific Preparation
 - IPE Event
 - Schedule Modifications
 - Case Modifications
 - Incentives for Participation

Take Home Messages

- Use of Multimedia and Simulation Tools Increase Student Engagement
- Online Delivery is an Effective Venue for a Healthcare IPE Activity
- Managing Timeline is Essential