

The OT/PT Suite

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SETTINGS

Setting

- The Bronxville School

Background

- The Bronxville school was a recent grant recipient which allowed renovation of space to consolidate the OT and PT departments and develop one therapy space called the OT/PT Suite.
- The interdisciplinary model of the Suite addresses a gap in interprofessional collaboration and education between the OT and PT departments when working with shared students.
- Combining the treatment spaces provides an interdisciplinary collaboration model, which allows for OT and PT co-treating.
- Interprofessional Collaborative Practice (ICPC)- "Interprofessional collaboration practice occurs when 2 or more professions work together to achieve common goals and is often used as a means for solving a variety of problems and complex issues" (Green et al., 2015, p. 1).

PIO QUESTION

Is an ICPC approach effective for co-treating OT/PT sessions to the Bronxville students to improve IPE among related service providers and enhance student services?

SIGNIFICANCE

The Suite aims to examine if an ICPC approach is effective for co-treating OT/PT sessions to the Bronxville students to improve IPE among related service providers. The goal is to improve therapy services, ensure better student outcomes, establish different learning perspectives, and develop confidence in staff and students. The MOHO framework supports the OT/PT Suite development.

OT Distinct Value: OT is a related service provider in the school setting and provides services to help students benefit from their IEP/ 504 plans. Measuring an ICPC approach will help examine if it is better to work alongside others and build ICPC resources for the future.

Limitations: Three students represent a small sample size, not being able to generalize findings. All three students are familiar with the OT/PT, creating a sense of bias.



LITERATURE REVIEW

- Del Rossi and colleagues (2017) explain how IPE is the foundation for building IPCP communication and teamwork to enhance patient healthcare outcomes. Co-treating allows students and staff to enhance communication, teamwork, and evidence-based interventions to better support therapy services in real-time.
- McNaughton et al. (2021) discuss the benefits of IPCP and how it creates an inclusive environment. IPCP promotes teamwork, meetings, and communication. In addition, it provides a safe space to ensure team goal-setting with clients and inter-professional care appointments to produce positive outcomes for clients and healthcare providers.

METHODS

Quantitative and Qualitative (Mixed Method)

Setting: The Bronxville School, The OT/PT Suite

Quantitative:

IEP goals/504 modifications: Gauge if the ICPC approach effected the IEP goal Interprofessional Collaborator Assessment Rubric (ICAR):
Team Functioning + Collaboration

Qualitative:

Pre/post tests and weekly exit slips → Thematic analysis

Participants: Emma, Soheil, and Erik

Co-treats

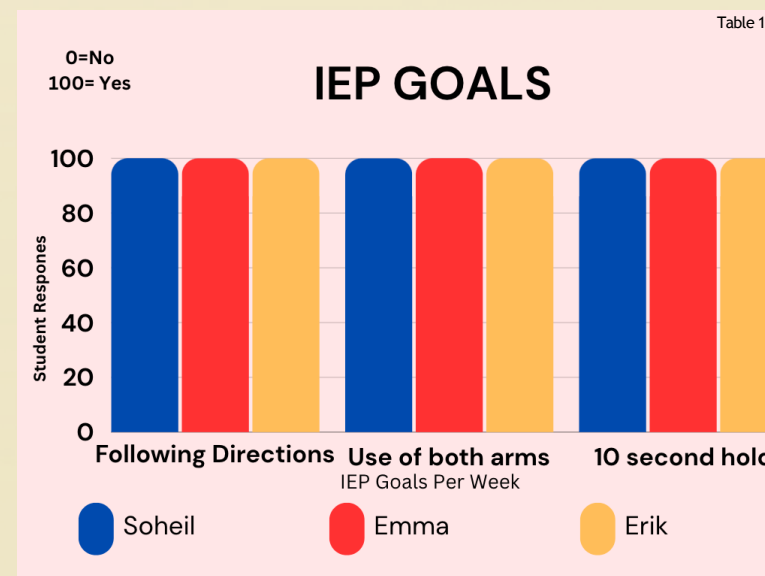
3 co-treats for 30 minutes with Emma/Soheil + Erik

Co-treats were based on students' goals and preferred activities

Main goals: Motor planning, executive functioning, upper body strength/awareness, bilateral coordination

Exit slip completed at the end of the session

Yes/ No questions targeting IEP goals + ICPC question



Thematic Analysis: Yoga Poses and different exercises

RESULTS

Table 2

STUDENT PRE + POST TESTS

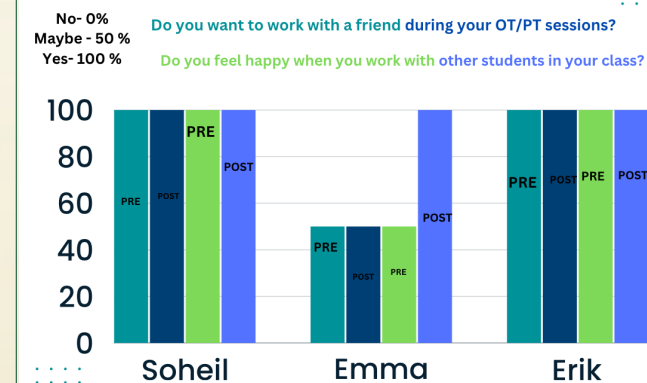
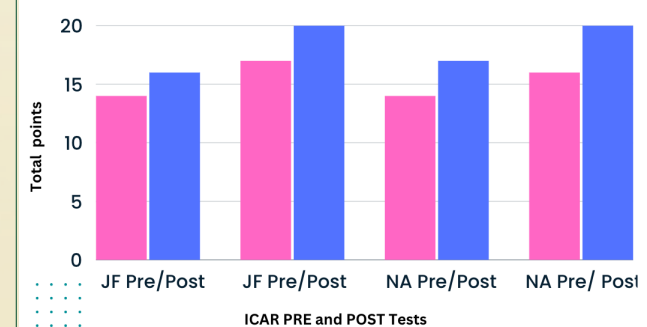


Table 3

C- Collaboration TF- Team Functioning ICAR RESULTS

Data completed by Erik G, 11th Grade Student



SUMMARY

The suite ensures opportunities for all to improve communication, collaboration, and relationships, helping to promote trust and unity. With an ICPC, the providers better understand developmental milestones, ensuring a more evidence-based therapy approach to target the skills needed for success. Engaging in ICPC allows experiences for teamwork and allows different providers to understand and respect perspectives and learn about areas of expertise.

REFERENCES

Del Rossi, L., Kientz, M., Padden, M., McGinnis, P., & Pawlowska, M. (2017). A Novel Approach to Pediatric Education Using Interprofessional Collaboration...Pediatric Physical Therapy Education. Journal of Physical Therapy Education (American Physical Therapy Association, Education Section), 31(2), 119-130. <https://doi-org.ezproxy.baylor.edu/10.1097/00001416-201731020-00014>

Fanelli, J. L. (2023). Table 1, IEP GOALS. chart, Elmsford, New York.

Fanelli, J. L. (2023). Table 2, STUDENT PRE + POST TESTS. chart, Elmsford, New York.

Fanelli, J. L. (2023). Table 3, ICAR RESULTS. chart, Elmsford, New York.

Green, B. N., & Johnson, C. D. (2015). Interprofessional collaboration in research, education, and clinical practice: working together for a better future. The Journal of chiropractic education, 29(1), 1-10.

McNaughton, S. M., Flood, B., Morgan, C. J., & Saravanakumar, P. (2021). Existing models of interprofessional collaborative practice in primary healthcare: a scoping review. Journal of Interprofessional Care, 35(6), 940-952. <https://doi-org.ezproxy.baylor.edu/10.1080/13561820.2020.1830048>