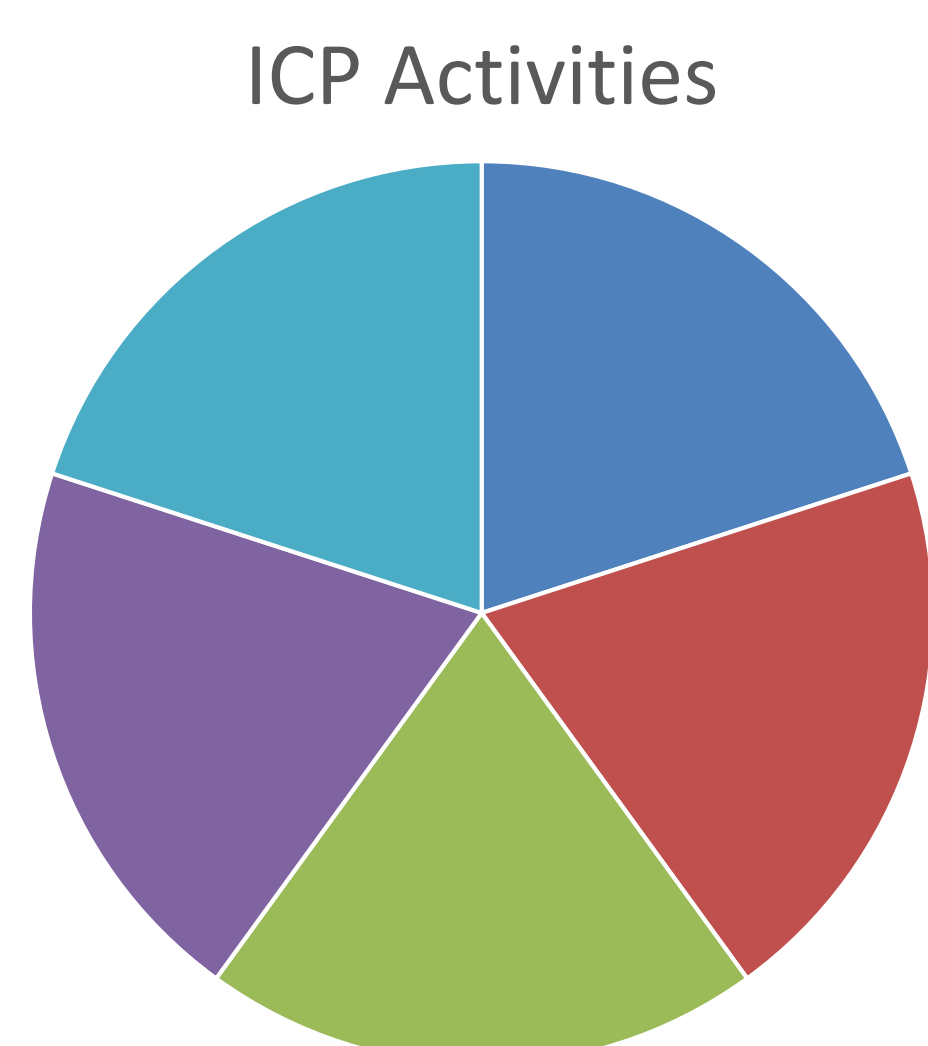


Introduction

Interprofessional collaborative practice (ICP) in healthcare occurs as providers from various disciplines work together for common client goals. It is quickly becoming a best practice in healthcare education to train future health care providers using a collaborative approach. Pediatric outpatient therapy environments can serve as optimal settings to support student development in ICP.

Methods

Students coming to Creighton Pediatric Therapy (CPT) for clinical rotations completed pre-surveys about perceptions of their own discipline, other disciplines, as well some key interprofessional collaborative activities. An open-ended, semi-structured interview was conducted to investigate what planned interprofessional activities might be most meaningful. During their rotations, students were exposed to ICP through participation in five key activities. At the end of the clinical experiences, students repeated the surveys and interview. Data was analyzed using a mixed methods study design.



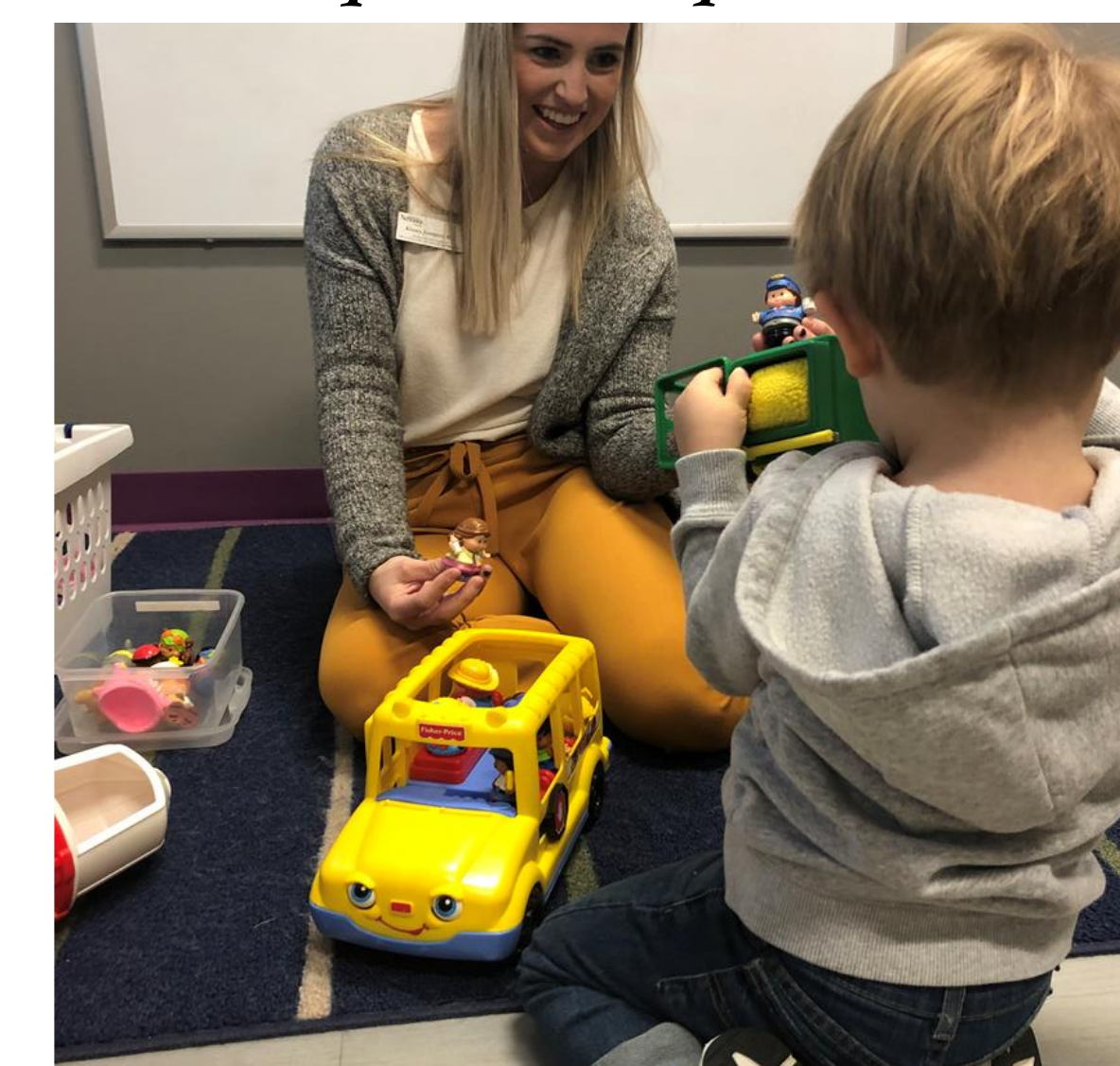
- Shadow another discipline
- Collaborate informally about a shared patient
- Review another discipline's plan of care
- Participate in a co-treatment
- Participate in a team meeting



Student reviewing a plan of care with a supervising therapist.



Supervising physical therapist demonstrating an aquatic treatment technique with a patient.



Student speech language pathologist working on communication skills with a patient.

Results

One student physical therapist completed the study to date. Comfort level with the ICP activities improved by one point on average but was not statistically significant. The student was most comfortable participating in shared patient discussions and co-treatment sessions.

Discussion

Once students in all three rehabilitation disciplines have completed the study, we will compare and contrast outcomes by discipline and length of the clinical rotation. Preliminary data indicates the impact of participating in the ICP activities is centered more around improved care for the child and less around gaining specific insight into one's own or other professions.

Conclusion

Based on data collected to date, it appears all five selected interprofessional activities were meaningful and impactful, especially co-treatment sessions and collaborative treatment planning discussions. By studying the impact of the five ICP activities on student occupational therapists, student physical therapists, and student speech/language pathologists, we will continue to explore best practice interprofessional experiences for training future pediatric therapists.

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