

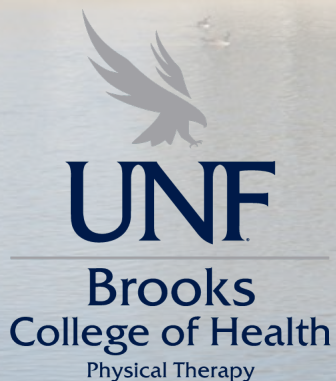
Interprofessional Education in Physical Therapy to Improve Diagnostic Excellence

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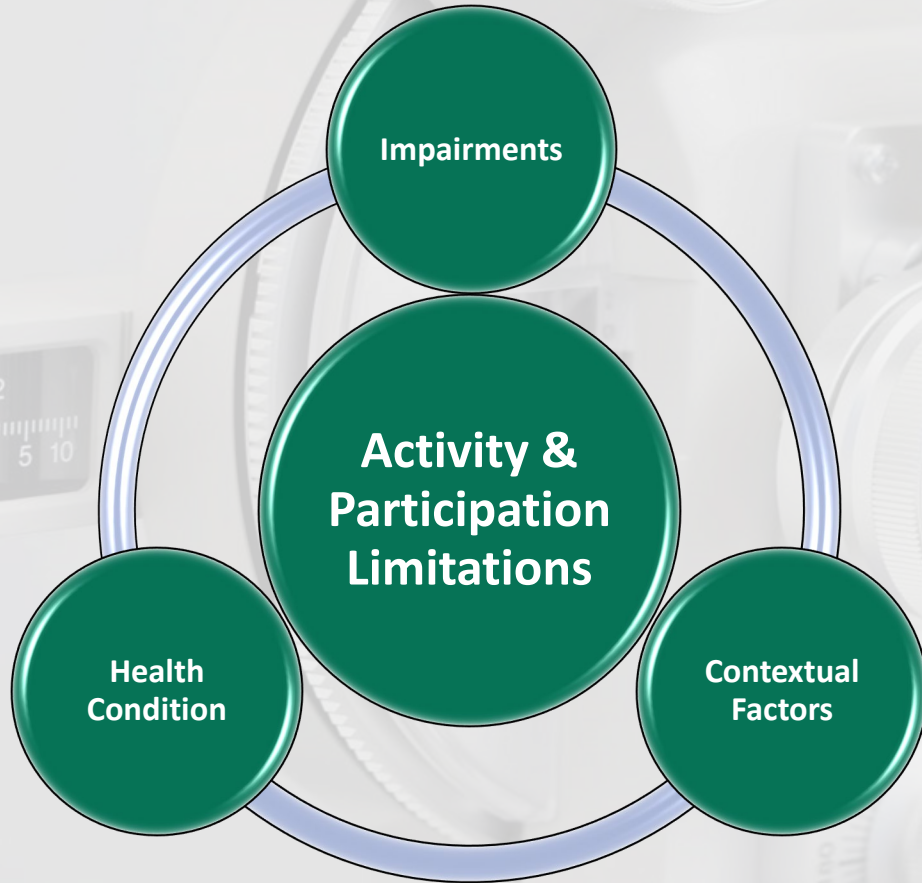
University of North Florida



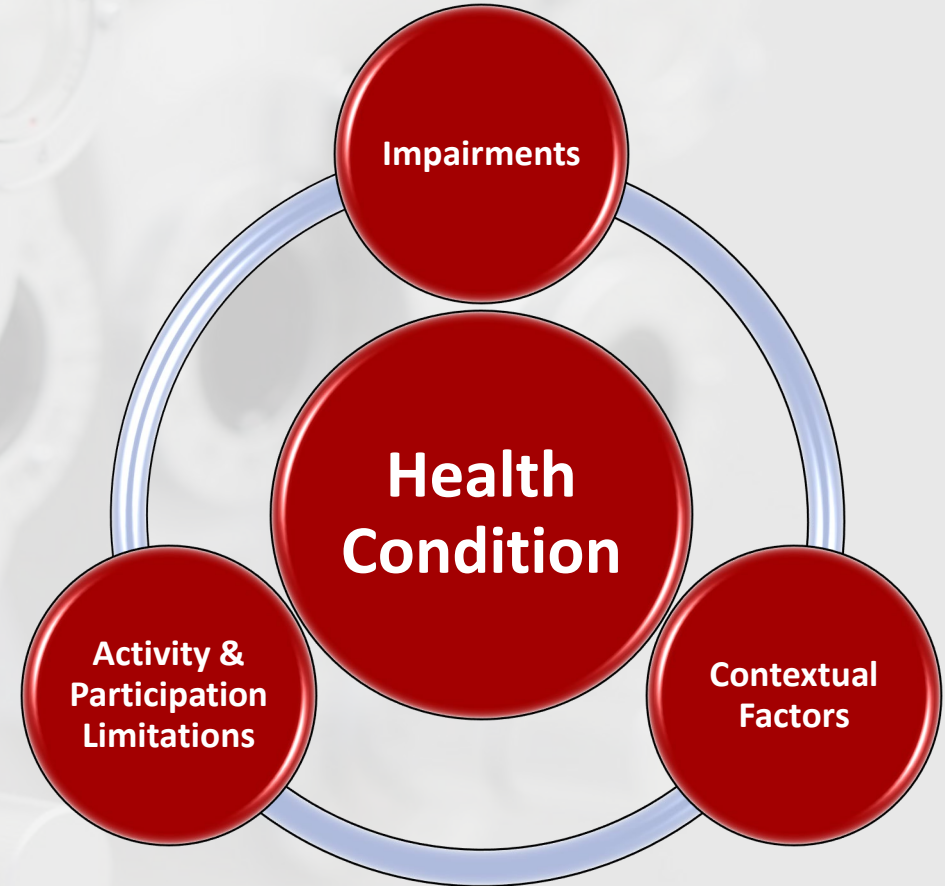
PATIENT-CENTERED DIAGNOSIS



Diagnostic Lenses



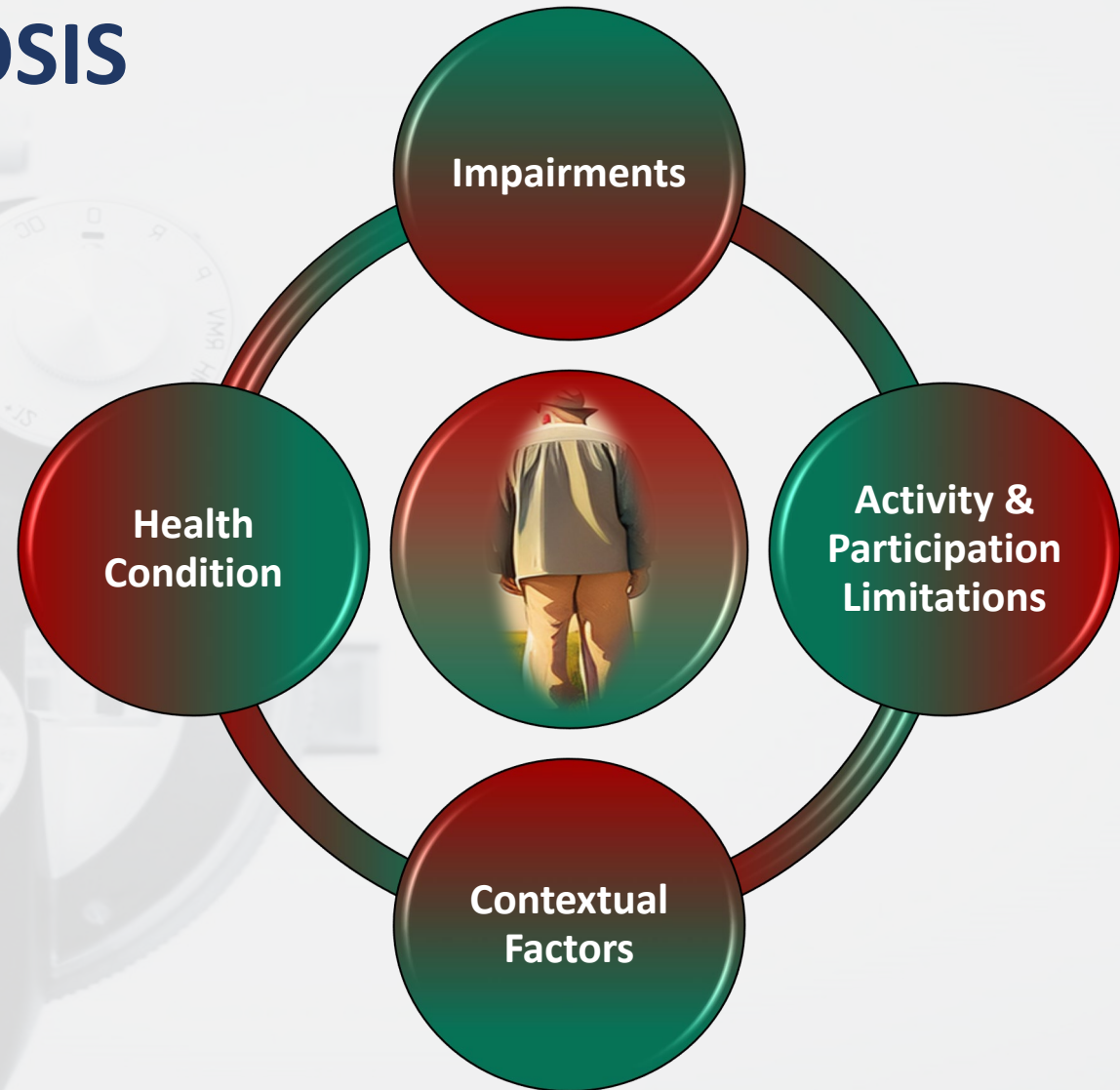
Rehabilitation



Medical

PATIENT-CENTERED DIAGNOSIS

- Comprehensive
- Collaborative
- Connects



HEALTH PROFESSIONS LEARNING CONTINUUM

Pre-Professional

Professional

Post-Professional



Pre-Med

Undergraduate
Med Ed
(MD or DO)

Graduate Medical Education

Residency
(Specialty)

Fellowship
(Sub-Specialty)

Continuing Medical
Education (CME)

Pre-PT

Graduate PT Ed
(DPT)

Residency
(Specialty)

Fellowship
(Sub-Specialty)

Continuing Education
(CEU)

IPE Learning Outcome

Attitudes,
Knowledge, & Skills

Behaviors (practice patterns)

Residency development across the health professions.



Modified from:

Phys Ther, Volume 96, Issue 7, 1 July 2016, Pages 949–960,

<https://doi.org/10.2522/ptj.2015047>

ABPTRFE

American Board of Physical Therapy
Residency & Fellowship Education

<https://abptrfe.apta.org/>

448

Accredited
Residency
Programs

8,837

Residency
Program
Graduates
Through 2023

41

Accredited
Fellowship
Programs

2,784

Fellowship
Program
Graduates
Through 2023

10 Specialties

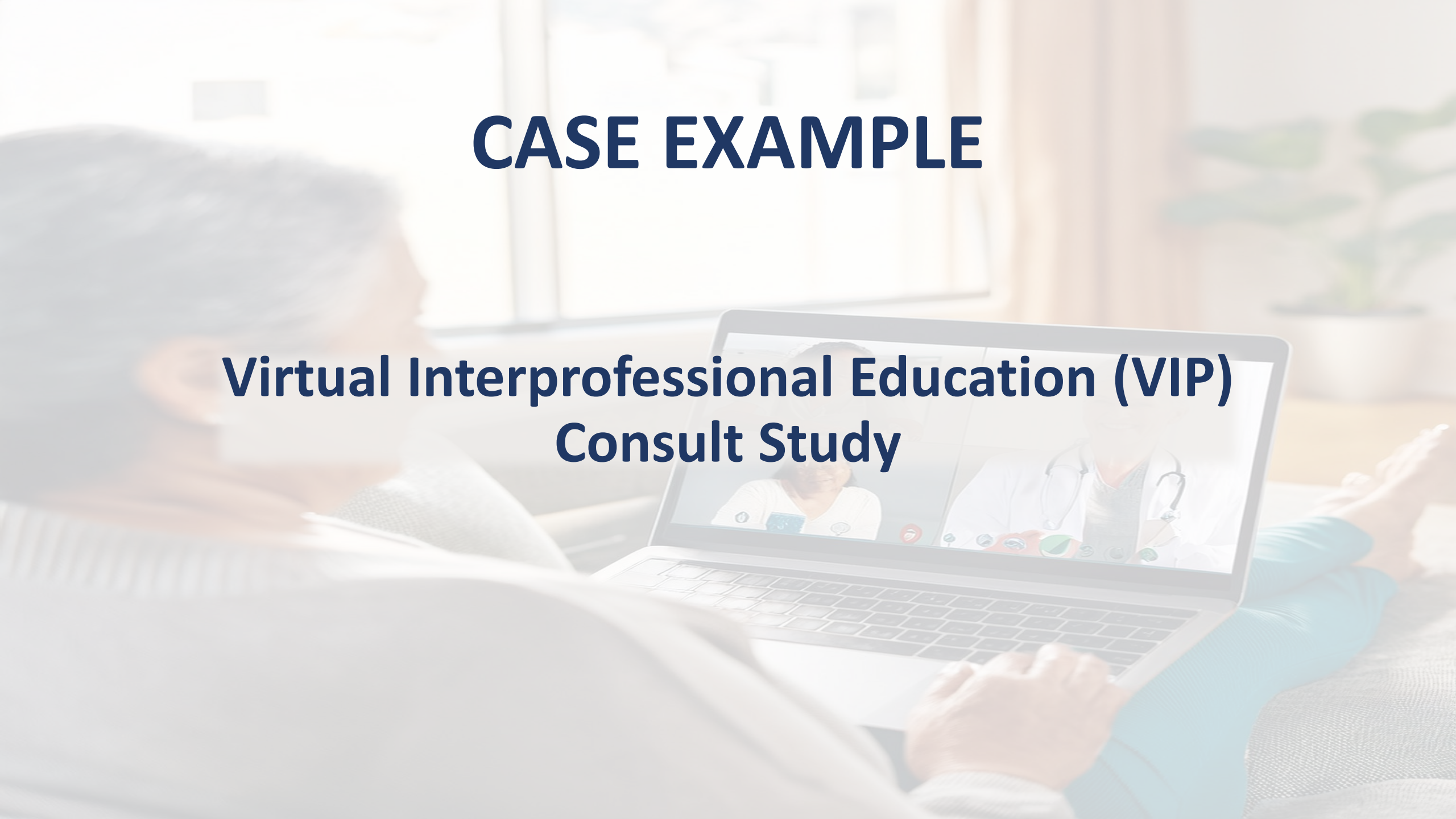
- Cardiovascular & Pulmonary
- Clinical Electrophysiology
- Geriatrics
- Neurology
- Oncology
- Orthopaedics
- Pediatrics
- Sports
- Women's Health
- Wound Management

10 Sub-Specialties

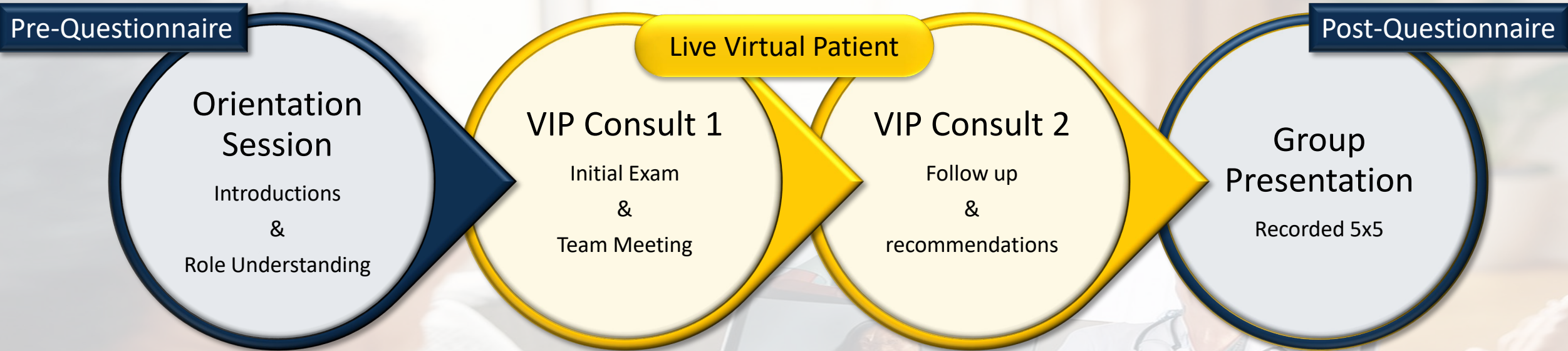
- Critical Care
- Hand Therapy
- Neonatology
- Neurology
- Neurologic Movement Disorders
- Orthopaedic Manual Physical Therapy
- Performing Arts
- Spine
- Sports Division 1
- Upper Extremity Athlete

CASE EXAMPLE

Virtual Interprofessional Education (VIP) Consult Study



Methods



Groups of 1-3 from each profession

- **Medical Residents** (Family Medicine)
- **OT Fellows** (Neurologic)
- **PT Residents** (Neurologic, Orthopaedic, Pediatrics, Sports, Women's Health)
- **Nutrition & Dietetics Interns**
- **Mental Health Counseling Graduate Students**

ICF-Based Diagnosis & Planning Tool

World Health Organization. (2002). Towards a common language for functioning, disability, and health: ICF. *The international classification of functioning, disability and health.*

Body Structure & Function	Potential Impairments	Action Items or Recommendations
Mental functions		
Sensory functions		
Voice & speech		
Cardiovascular		
Digestive, metabolic, & endocrine		
GI & reproductive		
Neuro-musculoskeletal		
Skin		

Activity & Participation	Limitations	Action Items or Recommendations
Learning & applying knowledge		
General task & demands		
Communication		
Mobility		
Self-care		
Domestic life		
Interpersonal interactions		
Major life areas		
Community, social, and civic life		

Contextual Factors	Facilitator or Barrier	Action Items or Recommendations
Products & technology		
Physical environment		
Support and relationships		
Attitudes		
Services, systems, & policies		

Results

Increased confidence in ability to perform IPEC Sub-Competencies

(Sub-competencies with significant increase in confidence shown)

- **Explain how the team works together to provide care.**
- **Use the unique and complementary abilities of your profession to optimize patient care.**
- **Communicate your roles and responsibilities clearly to other professionals**
- **Engage diverse healthcare professionals who complement your own professional expertise to meet specific patient care needs.**
- **Communicate information with healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.**
- **Convince others of the value of working in interprofessional teams.**
- **Share accountability with other professionals for outcomes relevant to healthcare.**

Results

Benefits of VIP Consult

“Seeing how focus of history taking is different with pointed and directed questions”

“Same questions are relevant to different fields – answers can mean different things”

“Catching what one may have missed”

“Multi-Disciplinary – allows patients to voice concerns they have as a whole, not just specific to one discipline. Patients feel like everyone is on the same page and do not have to share history multiple times”

“Importance of collaborating to develop comprehensive view of the patient”

“Holistic view of the patient”

“Conceptualizing a patient through different lenses”

“Professional perspective – beneficial to hear what other providers find relevant/important based on subjective history”

Thank You!

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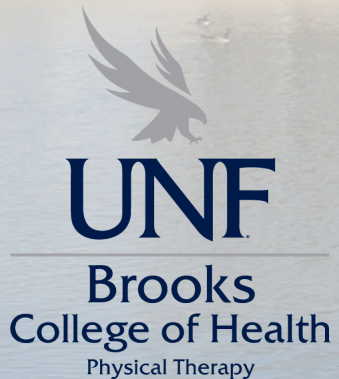


Table. Overall Change in IPEC-SC Scores

Interprofessional Education Collaborative Sub Competencies	Pre		Post		p
	n	Mean	n	Mean	
Respect the unique perspectives (values, beliefs) of other health professions.	58	8.97 (1.36)	52	9.17 (0.92)	
Explain the roles and responsibilities of other professionals.	58	6.52 (1.74)	52	7.23 (1.48)	
Explain how the team works together to provide care.	58	7.34 (1.84)	52	8.62 (1.12)	0.000
Forge interdependent relationships with other professions to improve care and advance learning.	58	7.26 (1.95)	52	7.92 (1.64)	
Use the unique and complementary abilities of your profession to optimize patient care.	58	8.07 (1.45)	51	9.04 (0.94)	0.001
Use of the unique and complementary abilities of other members of the team to optimize patient care.	57	7.07 (1.71)	52	7.87 (1.46)	
Communicate your roles and responsibilities clearly to other professionals	58	8.00 (1.46)	52	8.94 (1.00)	0.001
Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan.	58	7.14 (1.85)	52	8.08 (1.34)	0.004
Engage diverse healthcare professionals who complement your own professional expertise to meet specific patient care needs.	58	7.45 (1.58)	52	8.17 (1.40)	0.008
Build positive interprofessional working relationships.	58	8.33 (1.58)	52	8.88 (1.10)	
Choose effective communication tools (e.g. technologies) to facilitate discussion and interactions that enhance team function.	57	7.35 (1.88)	52	7.94 (1.70)	
Communicate information with healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.	58	7.43 (1.69)	52	8.29 (1.23)	0.007
Encourage ideas and opinions of other team members.	58	8.16 (1.67)	52	8.69 (1.16)	
Convince others of the value of working in interprofessional teams.	58	7.4 (1.62)	52	8.27 (1.40)	0.004
Constructively manage disagreements among healthcare professionals.	58	6.34 (2.15)	52	7.21 (1.91)	
Share accountability with other professionals for outcomes relevant to healthcare.	58	7.55 (1.87)	52	8.40 (1.51)	0.020