**Title and Focus of Activity:** Infant Development Day: Interprofessional Learning Experience *Examination; Interprofessional Education*

**Contributor(s):**  Laura Plummer, PT, DPT, MS, NCS, Anne McCarthy Jacobson, PT, DPT, MS, Elise Townsend, PT, PhD, DPT, PCS, Pat Reidy, DNP, FNP-BC, Jennifer Mackey, CC-SLP, Andrea Fairman, PhD, OTR/L, CPRP, Lisa Walker, PA-C, MPAS, Mary Hildebrand, OTD, OTR/L. Contact person: Laura Plummer lplummer@mghihp.edu MGH Institute of Health Professions

**Course Information:** Clinical Management of Neuromuscular Disorders; 6 credits; (occupational therapy (OT), physician’s assistant (PA), nurse practitioner (NP) and communication science disorders (CSD) students are enrolled in their respective courses). Fall semester of year 2 (PT, OT, NP), Fall year 1 (PA, CSD).

**Learning Experience Description:** Infant Development Day (IDD), established by a physical therapy program within a graduate health professions school, provides an interprofessional and collaborative environment within which students from the communication sciences (CSD), occupational therapy (OT), nurse practitioner (NP), physician’s assistant (PA) and physical therapy (PT) programs work in small groups to apply their developmental assessment skills with typically-developing infants and children. After completing didactic content for normal development, the students observe and interact with children and their caregiver(s) performing a variety of age appropriate gross motor, fine motor, language, and social emotional skills facilitated by team of interprofessional faculty (NP, PA, CSD, OT, PT).

Approximately two hundred students participate in IDD. The students are assigned to interprofessional groups (12 groups of 16-19 students per group from the various programs). The 12 interprofessional groups (in parallel) each observe a 1-hour informal developmental assessment of a typically developing child aged 12 weeks-3 years led by an interprofessional team of 2 faculty facilitators. Each group (again in parallel) then rotates to a new child to observe a second 1-hour assessment facilitated by faculty from 2 professions different from the group’s first faculty. Based on the comfort of the caregiver and child, the students may conduct some aspects of the developmental assessments. The faculty facilitators conduct the developmental assessment, answer questions and model interprofessional team collaboration. For the third hour of the learning experience, each group is separated into smaller groups of 8-9 students to complete their assignment (see Appendix A). This focuses on concepts of development, suggestions to promote further development in identified areas and understanding interprofessional roles and communication. Faculty facilitate discussion within the groups and answer questions and address concerns as needed. The students then submit the assignment (one per group) through the online learning platform. The children for IDD are recruited through clinical and social contacts of the faculty and through alumni connections.

Time for student to complete the activity: 1. preparation for activity outside of/before class: 2 hours 2. class time and completion of assignment: 3 hours

Readings/other preparatory materials: All participating students and faculty are enrolled in the IDD ‘course shell’ on the school’s learning platform. All IDD updates, instructions, content and electronic communications appear on a common source regardless of program, which optimizes IDD communications among faculty and student participants. Prior to IDD, participants are required to do assigned readings as well as to watch a video of a developmental assessment completed by an OT, PT and speech language pathologist (SLP) using the Battelle Developmental Inventory, Second Edition (BDI-2). The video involves referral from a NP/PA at the pediatrician’s office in light of parental concerns and discusses a Denver screening that was completed and indicated need for further Early Intervention (EI) evaluation. In addition to the faculty-constructed developmental video assessment, an online resource titled [“When to watch, when to refer, when to reassure”](http://pedicases.org/wp-content/uploads/2011/07/childdev1.pdf) that is already included in the NP and PA coursework is required for OT, CSD and PT students so that all student are familiar with purpose and use of the Denver II.

Learning Objectives: 1. Describe their profession-specific role in developmental assessment and early detection of children with developmental delays. 2. Describe the potential contributions of each participating profession to the developmental assessment process and to the early detection of children with developmental delays. 3. Discuss how a collaborative interprofessional experience can enhance understanding of selected professional roles and teamwork 4. Discuss how a collaborative interprofessional experience can enhance understanding of concepts of normal development and early detection of children with developmental delays. 5. As of part of an interprofessional team, make appropriate recommendations to a family that will facilitate continued development of a child they observed.

Methods of evaluation of student learning: 1. The end-of-class assignment completed by each of the small groups is graded (pass/fail) by faculty. Each faculty member is assigned to a set of groups. Students are required to achieve a passing grade on the assignment as a requirement for successful completion of their respective professional courses (see attached assignment and rubric). 2. Typical development and assessment concepts are also evaluated as part of mid-term and final exam for PT students

**Appendix A InterProfessional Infant Development (IDD) Day 2015**

*Student Learning Activity*

**INSTRUCTIONS** *– Please be sure to post the completed chart and suggestions to the IDD D2L Dropbox by the end of today’s session.*

Use bullet points to complete the charts below. There may be many areas where your disciplines provide duplicate information in these charts.

However, there may also be unique information provided by only one discipline. Using an interdisciplinary approach provides a holistic perspective.

|  |  |  |  |
| --- | --- | --- | --- |
| **Discipline** | **Identify the Child’s Strengths** | **Family / Caregiver Strengths** | **Strengths of Living Environment(s)** |
| PA |  |  |  |
| NSG |  |  |  |
| PT |  |  |  |
| CSD |  |  |  |
| OT |  |  |  |

|  |
| --- |
| **POTENTIAL AREAS OF DIFFICULTY** |
| **Discipline** | **Expressed by Parent / Caregiver** | **As Observed in Today’s Session** |
| PA |  |  |
| NSG |  |  |
| PT |  |  |
| CSD |  |  |
| OT |  |  |

**INSTRUCTIONS** (continued): Notice where disciplines are similar and differ in the information compiled on these charts. Using your completed charts, prioritize strengths and needs by highlighting the text on the document. Then **identify 2-3 suggestions/activities** to continue to foster development in the child.

For example – A mother tells you that her infant does not like tummy time. The child cries and fusses until the mother picks her up to soothe her. You may recommend using a pillow or towel roll across the child’s chest and under their arms and encourage lifting her head via auditory stimulus from a toy.

Use text to provide a brief description, but you can also feel free to include images to help describe your recommendations more clearly or succinctly as you might in patient education materials. Suggestions should be a combined interdisciplinary effort as would occur from a team-based approach to care. Check off the disciplines contributing to each of the suggestions

Your Interdisciplinary Team’s Suggestions:

|  |  |
| --- | --- |
| **Suggestion #1:**Contributing Disciplines (all relevant check boxes) □ PA □ NSG □ PT □ CSD □ OT |  |
| **Suggestion #2:** Contributing Disciplines (all relevant check boxes) □ PA □ NSG □ PT □ CSD □ OT |  |
| **Suggestion #3:**Contributing Disciplines (all relevant check boxes) □ PA □ NSG □ PT □ CSD □ OT |  |

**For Group Discussion: (**Each group discusses and submits one group reflection described below)

 ***Consider how your perspectives and previous understanding of interprofessional collaboration may have changed or further developed as part of IDD.***

***Describe in writing how the various aspects of the learning activities (pre class activities, development assessments during IDD, group assignment, etc) influenced your learning (3-4 sentences minimum):***

***\*\*\*\*\*\*\*\*Please be sure to post the completed chart and suggestions to the IDD D2L Dropbox by the end of today’s session.\*\*\*\*\*\*\*\****

**Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Infant/Toddler:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Infant Development Day Assignment**

**Evaluation Rubric**

**Task description: *In interprofessional groups collaborate to identify the strengths of the child, family and living environment and also potential areas of difficulty expressed by the caregiver or observed during the developmental assessment for the assigned child. Finally collaborate and reflect in writing on how your perspective on interprofessional collaboration may have changed or further developed through your participation in the various aspects of Infant Development Day.***

|  |  |  |
| --- | --- | --- |
|  | **PASS** | **FAIL** |
| **Chart and Suggestions** |  |  |
| **Narrative Feedback (if any):** | Organized; Clear concise with child/family/living environment specific identification of strengths and difficulties.Inclusive of all professional roles. | Not organized, is not child/family/living environment specific. Very little attempt to organize or outline data. Missing >2 professional areas |
| **Interprofessional Reflection Response** |  |  |
| **Narrative Feedback (if any):** | Thoughtful, compares and contrasts previous understanding of professional roles with new perspectives post IDD activities in cohesive paragraph  | Not cohesive or reflective of development or understanding of professional roles  |

Both components must receive a “Pass” score in order to receive credit for completion of the assignment. The typed assignment must be posted to D2L. Due by: **Monday Sept 28th at 12 PM\_**

Feedback is also solicited from students regarding the IDD experience:

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