Shaping a Clinical Education Experience in Pediatrics

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Acknowledgements

• Jennifer Furze, PT, DPT, PCS (Creighton University) and Mary Jane Rapport, PT, DPT, PhD, FAPTA (University of Colorado)

• Lynn Jeffries, PT, DPT, PhD (University of Oklahoma Health Sciences Center)

Objectives

1. Discuss the current state of research in pediatric physical therapy education.
2. Navigate barriers to accepting students for pediatric clinical education experiences.
3. Apply essential competencies in pediatric physical therapy education to facilitate a successful clinical experience
4. Develop learning experiences to meet specific student needs.
What is our landscape?

My Background

• Clinical Instructor (CI) and Center Coordinator for Clinical Education (CCCE)

• Leadership in Education and Neurodevelopmental and Related Disabilities Program (LEND)

• Academy of Pediatric Physical Therapy (APPT) Academic and Clinical Educators Special Interest Group (ACE SIG)

WHAT ARE POTENTIAL CHALLENGES AND BARRIERS FOR CLINICAL INSTRUCTORS?
WHAT ARE POTENTIAL CHALLENGES AND BARRIERS FOR ACADEMIC DPT PROGRAMS?

WHAT ARE POTENTIAL BENEFITS FOR CLINICAL INSTRUCTORS?

WHAT ARE POTENTIAL BENEFITS TO ACADEMIC DPT PROGRAMS?
WHAT ARE POTENTIAL BENEFITS FOR DPT STUDENTS?

Development of Pediatric Physical Therapy Education


• Re-Evaluation, 2011:
  – Kenyon LK, Dole RL, Kelly SP. Perspectives of academic faculty and clinical instructors on entry level DPT preparation for pediatric physical therapist practice. Phys Ther. 2013; 93(12):1661-1672
Education Summit I

• 5 Essential Core Competencies

Human Development

• Integrate knowledge of human development across all domains and at lifespan transition points with clinical decision making.

• Analyze the development of movement skills across the lifespan.

• Apply knowledge of psychosocial, cognitive, and communication developmental level to effectively interact with individuals across the lifespan.

Age-appropriate Patient/Client Management

• Perform developmental screening for the identification of potential growth and motor delay/impairments.

• Conduct an appropriate interview/history with the child and/or parent (including systems review).

• Gather information on the child’s play/recreation/preferred activities, participation, educational setting/level, and family unit.

• Select appropriate tests and measures on the basis of the child’s age, interview/history and systems review, and setting.

• Conduct appropriate tests and measures and gather data—in most cases, this will minimally include gait/mobility, postural control, motor development, pain, range of motion, muscle performance (strength), sensation, self-care, physical fitness, and activity endurance.

• Interpret examination findings to determine impairments in body structure and function, activity limitations, and participation restrictions.
Age-appropriate Patient/Client Management

- Develop an age-appropriate and developmentally appropriate plan of care to address participation restrictions/activity limitations/impairments of body structure and function.
- Solicit input on goals and service delivery from parents/primary care providers and from the child when appropriate (on the basis of age, communication, and cognitive ability).
- Select age-appropriate and developmentally appropriate procedural interventions, including play/recreational activities, natural environment, toys, and equipment.
- Implement age-appropriate and developmentally appropriate procedural interventions, including play/recreational activities, natural environment, toys, and equipment.

Family-centered care

- Consistently collaborate with families throughout the patient/client management process in all settings where intervention is provided.
- Address family priorities in the plan of care.
- Identify the role of the family in all aspects of care under the Individuals with Disabilities Education Act (IDEA), Parts B and C.
- Understand the focus on the family’s needs in the Individualized Family Service Plan (IFSP) and the focus on the child’s needs in the Individualized Educational Program (IEP).
- Describe the influence of a child with special needs on the family system.
- Describe the factors of the family system that influence the development of the child.

Health Promotion and Safety

- Determine the need for referral to other health care professionals.
- Develop a plan to address age-appropriate health and wellness for all children, including those who are typically developing and those with special needs.
- Educate caregivers about age-specific and developmentally appropriate environmental safety considerations.
Legislation, Policy, and Systems

- Understand requirements related to mandatory reporting of suspected child abuse and neglect in one’s state.
- Discuss the major tenets of IDEA; know how to access and share information about IDEA, Medicaid, and other public programs related to care for children.
- Identify the required elements of an IFSP and IEP and work with the team to write appropriate family-focused IFSP goals and educationally relevant IEP goals.
- Describe appropriate care settings available to extend pediatric rehabilitation services

What do the Essential Competencies mean for Clinical Experiences?

  - Guidance for clinic-specific objectives
  - Develop student learning experiences and activities
  - Identify areas of student needs
  - Show progression from beginner -> intermediate -> entry level

Clinical Site Development

- Communication and Contracts with PT Program, Director of Clinical Education
  - When are the available clinical experiences?
  - PT Program expectations and requirements
  - Supports available from PT Program
Clinical Site Development

- Clinical Education Readiness for the Site
  - APTA Guidelines and Self-Assessment for Clinical Education
  - Staff and administration investment

- Site-specific expectations and goals
  - Define for beginner, intermediate, entry-level
  - Link to the Clinical Performance Instrument (CPI)
  - Link to Essential Core Competencies
  - Develop standard learning activities

Student Learning Continuum

Application

<table>
<thead>
<tr>
<th>Human Development</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Entry-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student selects developmentally appropriate toys and activities for children at various stages of typical development</td>
<td>With assist from CI, student utilizes appropriate toys to obtain desired motor responses from a child of varying abilities</td>
<td>With oversight from CI, student modified play activities in response to child’s needs to maximize motor response</td>
</tr>
<tr>
<td>Family-centered care</td>
<td>Student lists areas of interest for family interview based on chart review</td>
<td>With assist from CI, student initiates subjective exam using family-centered, plain language</td>
<td>With oversight from CI, student completes subjective exam using family-centered, plain language</td>
</tr>
<tr>
<td>Health Promotion and Safety</td>
<td>Student identifies potential safety concerns within a text environment</td>
<td>With assist from CI, the student provides appropriate safety guarding of child in text environment</td>
<td>With oversight, the student modified text environment to remove potential safety concern</td>
</tr>
</tbody>
</table>

Adapted from Kenyon LE, Birkmeier M, et al, 2015
Application

<table>
<thead>
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<th>Age-appropriate Patient/Client Management</th>
<th>Beginner</th>
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</tr>
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<tr>
<td>Student lists potential impairments and activity limitations based on a diagnosis</td>
<td>Student selects and administers tests and measures with assist from CI related to different ICF Model components</td>
<td>Students selects, administers, and interprets appropriate tests and measures with oversight from CI</td>
<td></td>
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</table>

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<tr>
<td>The student describes provisions outlined in IDEA Parts B and C</td>
<td>With assistance from CI, the student identifies local/state resources related to IDEA that pertain to a specific child</td>
<td>With oversight from CI, the student provides education to a family regarding provision of PT under IDEA Parts B and C</td>
<td></td>
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Adapted from Kenyon LK, Birkmeier M, et al, 2015

Think – Pair - Share

- Select a Domain from the Essential Competencies
  - Consider a professional activity within your setting that falls under this domain
  - Outline a clinical objective for a student at the beginner, intermediate, and entry level stages for this professional activity
  - Describe a learning activity to meet the objective
  - Pair and Share with a neighbor

Student Feedback and Evaluation

- Formative
  - Informal
  - Immediate
  - Constructive
- Summative
  - More formal
  - Midterm and Final
    - CPI
  - More focused on status of meeting objectives/goals
Tools and Strategies to Apply

• Weekly Planning Forms
• Shared Calendar
• Site-specific Clinical Experience Manual
• Additional Ideas:

Education Summit II

• November 2016 in Denver, CO
• Objectives
  – Increase the knowledge and skill of attendees in educational research theory and methodology.
  – Develop research priorities for pediatric PT education and establish collaborative networks of individuals to implement pediatric professional physical therapy education research.
  – Generate at least three collaborative research projects aimed at building evidence for optimal pediatric professional education.

• 3 Collaborative Lines of Research Emerged
  – Essential Competencies Implementation
  – Practice Based Learning
  – Excellence in Pediatric PT Education

• Dissemination of work in the future
  – Via APPT Membership
    • ACE SIG
  – CSM 2018: Dianne Cherry Forum
    • "Pediatric Physical Therapy Educational Research: Developing a Road Map to Accelerate Excellence in Pediatric Physical Therapy Education."

• Opportunities for involvement in the research projects
Resources

- APTA Website
  - Careers & Education -> For Educators -> Clinical Educators
  - APTA Credentialed Clinical Instructor Program
    - Advanced CCIP

- APTA Education Section
  - Clinical Education Special Interest Group

- Academy of Pediatric PT
  - Academic and Clinical Educators SIG
    - Listserv
    - Facebook Group: APPT Academic and Clinical Educators SIG

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THANK YOU!

References