

## Interprofessional Assistive Technology Seminar (IATS): *A Set of Interprofessional Workshops*



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## Introduction



- How do you bring psychomotor learning to a one hour assistive technology class with no lab?
- **One way is to implement a seminar day bringing together products and specialists for a hands-on learning experience.**



Freeman S. Eddy SL. McDonough M, et al. Active learning increases student performance in science, engineering, and mathematics. *Proc Natl Acad Sci*. 2014;111(23):8410-8415.

## Development



- **IPE Team:** Assistive Technology Professionals, Manufacturer Representatives, Speech-Language Pathologist, Audiologists, Occupational Therapists, and Physical Therapists
- **Space:** Multiple breakout rooms for presenters
- **Time:** 8:45-3:00 (Travel time built in for presenters and students)
- **Schedule:** Six 45 minute break out sessions and one 60 minute open lobby area session
- **IPE Intervention:** Worked with IPE office to develop IPE activities



Buhse et al. 2017 & Rossler et al. 2017

## Single Sessions



- **Facilitator's Job:**
  - Assist students in understanding their role with a specific piece of equipment and other professions' roles
  - Allow 10-15 minutes for hands on application with equipment



## Single Sessions



- Do OT students typically learn about gait trainers in school?
- Quotes from survey: “I liked learning about standers and gait trainers. Then applying that to my profession.”

OT student



## Single Sessions



- Key to psychomotor skill development: Active Learning!



## Combined Sessions



- Low tech assistive technology: reachers, button pulls, walkers, and bath benches
- Driving adaptations and car modifications
- Augmentative and alternative communication



## Combined Sessions



- Do you normally get to practice getting into an accessible vehicle with a power or manual chair?

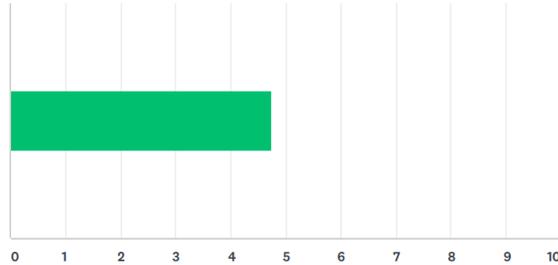


# Survey Results

Interprofessional Assistive Technology Seminar 2018

Q1 Understanding roles from a variety of health perspectives is important knowledge for health professional students related to assistive technology.

Answered: 98 Skipped: 0



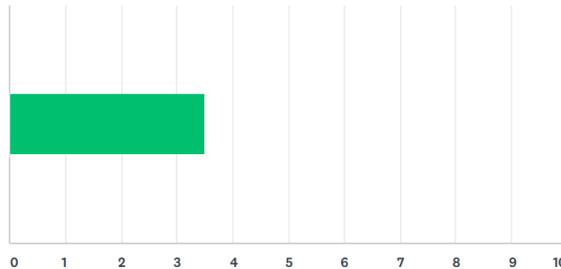
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
	2.04%	0.00%	0.00%	19.39%	78.57%	98	4.72
	2	0	0	19	77		

# Survey Results

Interprofessional Assistive Technology Seminar 2018

Q3 My understanding of audiology and speech related assistive technology was increased.

Answered: 98 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
	5.10%	17.35%	23.47%	30.61%	23.47%	98	3.50
	5	17	23	30	23		

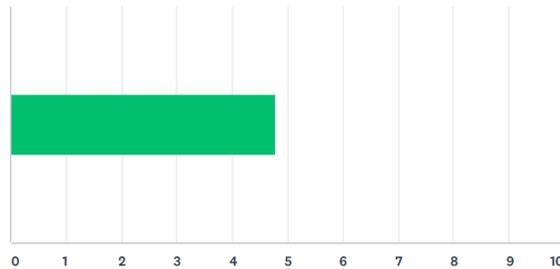
# Survey Results



Interprofessional Assistive Technology Seminar 2018

Q4 My understanding of power and manual chairs was increased.

Answered: 98 Skipped: 0



STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
2.04%	0.00%	0.00%	16.33%	81.63%	98	4.76
2	0	0	16	80		

## Student Comments



- “I really loved the seminar! Getting to look at and play with a ton of the chairs we learned about really solidified my knowledge of everything!”
- “I enjoyed listening to each of the vendors about the neat products they have to offer, gaining a greater appreciation for developing professional relationships with ATPs.”

## Conclusion



- Over the last eight years students consistently gave positive comments regarding the IATS in their course evaluations.
- The IATS survey demonstrated that the seminar day was successful at increasing psychomotor learning with courses without a lab.
- The IATS survey demonstrated that students increased their knowledge of roles related to assistive technology.



## Benefit of IATS from an Academic Perspective?



- Keeping up with technology



WHILL: Personal EVs

Soft Wheels



## Moving Forward



- Every year it may change due to availability of presenters
- Plan ahead to make sure IPE covers a wide base of specialists
- Include local ATPs in planning
- Keep combined breakout session around lunch



## References



1. Buhse M, Ratta CD. Enhancing interprofessional education with team-based learning. *Nurse Educ.* 2017;42(5):240-244.
2. Rossler KL, Buelow JR, Thompson AW, Knofczynski G. Effective learning of interprofessional teamwork. *Nurse Educ.* 2017;42(2):67-71.
3. Freeman S, Eddy SL, McDonough M, et al. Active learning increases student performance in science, engineering, and mathematics. *Proc Natl Acad Sci.* 2014;111(23):8410-8415.