



For and With Others: Inpatient Weekend Engagement Program

Heather Knight, PT, DPT, NCS, CBIS & Lou Jensen, OTD, OTR/L

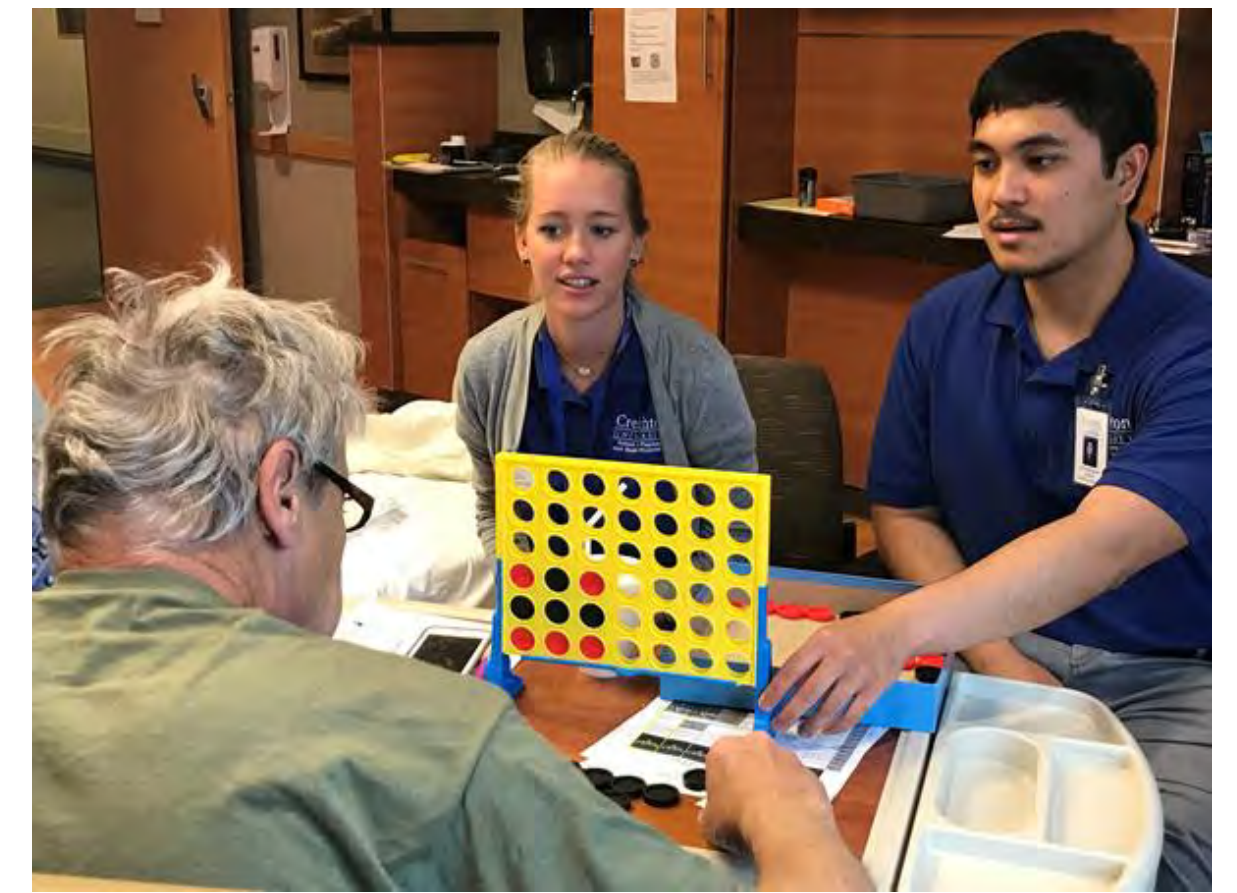
Background

A study conducted by the **World Health Organization identified neurologic disorders as an area that is severely underserved** globally and advocated for more learning opportunities to prepare future professionals to serve individuals with neurologic conditions.¹

Given the variety and complexity of challenges that may be present in people with neurologic conditions, **exposure to authentic learning environments** is key for developing excellent healthcare providers.²

Purpose

This report will describe the **development and evolution of a program that integrated interprofessional service learning** across the continuum of PT and OT education to create learning opportunities that foster professional growth for all levels of learners.



Method

For and With Others: Inpatient Weekend Engagement Program (FaWO) is a service learning program that allowed **PT/OT student pairs to deliver non-skilled services on weekends** to people recovering from neurologic health conditions in an inpatient rehabilitation setting. PT-OT student pairs engaged patients in activities that were enjoyable and patient-centered.

The PT resident and OT fellow served as leaders for the program by identifying patients appropriate to participate, providing education and mentorship to the students, and collaborating with the interprofessional team.

Specific strategies for sustainability of the program were identified early.

Outcomes

The program has successfully functioned for a full year under this interprofessional service model. The program presents potential benefits to all stakeholders.

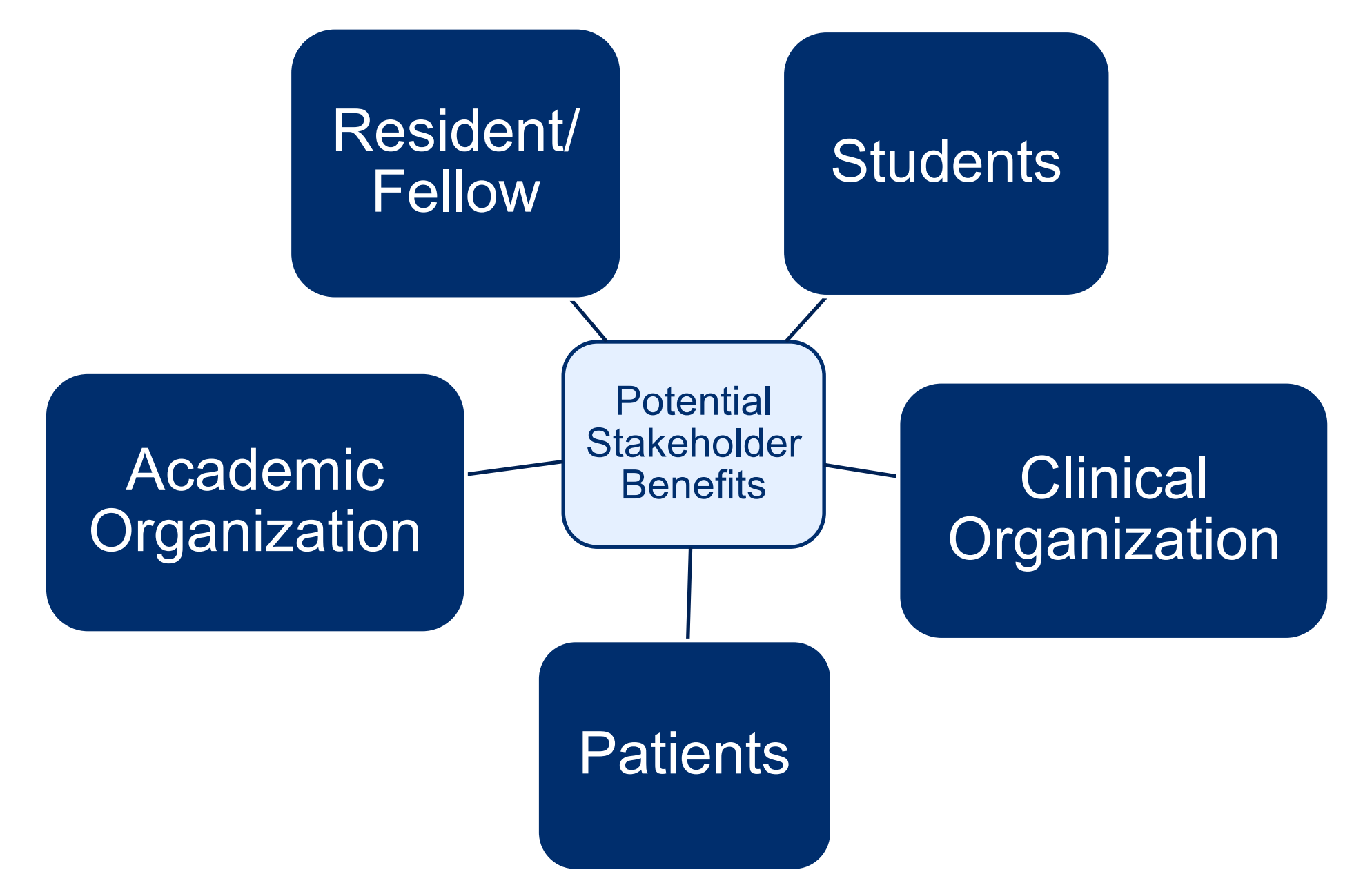
Program strengths:

- Unique opportunities for **mentorship** at both the professional and post-professional level
- Students appreciating the opportunity to **connect on an individual level with patients**
- Patient participants report **significantly less boredom and loneliness** on the weekends³
- **No cost** to the patient or organization for the extra service
- **Minimal burden** to clinical partner

Initiated program assessment to more formally explore how this program has impacted various stakeholders including students and patients.

Lessons Learned

- Timing and efficiency of student onboarding
- Need for structured communication between the resident/fellow and the interdisciplinary team
- Value of formal procedures
- Start with what is manageable for all stakeholders
- Resident/fellow roles help decrease burden on clinical partner
- Designate champions at all stakeholder levels



Discussion

Interprofessional service learning opportunities that target exposure to real clients outside of the structured curriculum may allow for greater opportunities to **develop skills** in new professionals.

Integrating learners from entry-level to post-professional education may assist in overcoming barriers and enriching the learning opportunities.

Expanding the program **to different levels of care** in the same organization or **adding students from other disciplines** may be options for future initiatives.

References

1. World Health Organization (WHO). *Neurologic disorders: Public health challenge*. Geneva, Switzerland: WHO Press. 2006.
2. Durning SJ, Artino AR. Situativity theory: A perspective on how participants and the environment can interact: AMEE Guide no. 52. *Med Teacher*. 2011;33:188-199.
3. Jessen, R, Rezab, S, Knight, H, Jensen, L. *Patient perspectives of an interprofessional inpatient rehabilitation weekend engagement program*. Heartland Interprofessional Education Conference, Omaha, NE. August 2, 2019.

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