Meeting the Challenge of Supporting Students in Acute Care Settings
From Classroom to Clinic
Stephanie Stegman, MOT, OTR/L
Robyn Otty, OTD, OTR/L, BCPR
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Session Objectives
• Develop a comprehensive preparatory course curriculum to prepare students for acute care fieldwork.
• Create a standardized orientation process for students (specific to acute care facility).
• Implement supportive measures to both fieldwork educators and students throughout the acute care fieldwork experience.

Session Overview
• Education Preparation
• Acute Care Fieldwork: Transition & Program
• Student Perspective

Overview
• Five year entry-level master degree program

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>1st-3rd</td>
<td>Combination GE, prerequisites, &amp; OT courses</td>
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<tr>
<td>4th</td>
<td>OT (graduate level) courses</td>
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<tr>
<td>5th</td>
<td>Fieldwork Level II &amp; final semester (on campus)</td>
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Robyn Otty, OTD, OTR/L, BCPR
OT EDUCATION: ACUTE CARE

4th Year Specific Courses
• OCTH 600: Occupational Interventions II
• OCTH 601: Occupational Interventions III
Backwards Design

- K-12 Curriculum Design Model
  
  Objectives: Program & FW II Expectations
  
  Focus: Transfer of Learning Through Construction of Learning
  
  Personal Clinical Perspective

Backwards Design

- Stage One: Identify Desired Results
- Stage Two: Determine the Assessment Evidence
- Stage Three: Plan Learning Experiences and Instruction

(Boeka, 2011)

Theme: “Road to Fieldwork”

Continuum Typical OT Intervention:

Acute Care
Acute-Rehabilitation
Sub-Acute
Outpatient

Acute Care: Specific Activities

- Program-Based Competencies: Documentation & Transfer
- Course-Specific Activities:
  
  Lab Values
  Chart Review
  Transfer Technique
  Room Challenges
  Clinical Reasoning – Next Level of Care

OCTH 601: Syllabus
Learning in Context

- FW I Specific Activities
  - Under the control the FE
    - menu of activities
    - student ownership

Barnes Jewish Hospital (BJH)

Our Commitment To Future Rehabilitation Professionals: Our mission at Barnes Jewish Hospital is to take exceptional care of people, including those who are beginning their careers in healthcare, the rehabilitation professionals of tomorrow. Our clinical education program strives to develop students who exhibit high levels of competence, are self-reflective, independent learners who are able to demonstrate and maintain the highest level of professionalism.

Stephanie Stegman MOT, OTR/L

ACUTE CARE FW SETTING: TRANSITION AND PROGRAM
BJH Education Program

- Fieldwork Educator Training
- Student Orientation
- Support of Fieldwork Educator and Student

Fieldwork Educator Training

- Support to obtain AOTA Fieldwork Educator Certification
- BJH Educator Training Program
  - Developed in 2009
  - Mandatory four hour structured training for all fieldwork educators
  - Multi-disciplinary

BJH Educator Training Program Topics

- Concepts Covered:
  - Teaching Styles / Learning Theory
  - Writing Behavioral Objectives
  - Clinical Reasoning
  - One-Minute Clinical Instructor*
  - Challenging Student Situations
  - Legal Issues
  - Professionalism
  - Preparing for the Student / Student Orientation


Student Orientation – Initial Contact

- Informational packet emailed upon student contact
  - Information letter with site requirements
  - Fieldwork educator contact information
  - Directions for first day with map
  - Dress code
  - Articles

Student Orientation – First Day

- First day of orientation completed by Lead OT
- Logistical preparations
  - Obtain badges and parking passes
  - Learn how to navigate the shuttle system and find home satellite
  - Issued gait belt and text phone
  - Issued student binder
- Complete competencies

Contents of Student Orientation Binder

- Information sheet
- Mission, vision, values
- Site specific objectives
- Weekly objectives
- Definition of entry level clinician
- Weekly feedback forms
- Competencies
- Policies
- Reference guides
  - Hospital
  - General OT
- Assignments
  - Scavenger hunt
  - EBP Project
- Resource snapshots
- EMR snapshots
Student Orientation Competencies

- Lab values
- Medications
- Medical Diagnosis
- Abbreviations
- Lines
- Oxygen
- Vitals and Cardiopulmonary

Example: Matching Lab Values

- BUN/Creatinine
- Blood Glucose
- Hemoglobin/hematocrit
- If these values are elevated, it can be a sign of decreased kidney function. The client may display mental status changes or lethargy
- If values are <70 and the client is an insulin dependent diabetic, they may be having an insulin reaction. Further exercise would make this condition worse.
- If a client has a low value, exercise tolerance can be low and vitals should be closely monitored. A significant drop from one day to another may indicate bleeding.

Example: Matching Medications

- Sinemet
- Beta-blockers
- Lasix
- Zophran
- Used to treat Parkinson’s
- Used often for treatment of HTN. May see a “blunted” HR and BP response to activity
- Diuretic
- Used to treat nausea

Example: Medication Abbreviations

- SAH
- L MCA CVA
- R TSA
- GVHD
- GBM
- OSA
- CPAP
- EF
- PNA
- OSH

Example: Lines Competency

- Describe the following about each line listed:
  - Purpose
  - Precautions
  - What to do if it pulls out or breaks?
- Ex: Arterial line, epidural/PCA pump, chest tube, pacemaker, telemetry, intubation, NG/Dobhoff, JP drain, urinary catheter/flexicele, dialysis catheter, PICC/IV

Example: Oxygen

- Identify each device and state % of O2 used by device
- Examples:
  - Room air
  - Nasal cannula
  - High flow nasal cannula
  - Trach collar
  - Ambu bag
Example: Vitals and Cardiopulmonary

- How do you check to see if the client’s O2 saturation monitor readings are correct?
- Name three guidelines for activity that you would give a cardiac medicine (s/p MI) client?
- What are the precautions for a client s/p new pacemaker: endocardial vs epicardial?
- What HR/BP response should a client s/p heart transplant exhibit?

Example: Critical Care Reasoning

- The client you receive a referral on is hemodynamically unstable and on medications to keep calm. What interventions may be beneficial?
- Your patient suddenly has a seizure. What do you do?
- How do you manually muscle test a client with bone metastasis?

Example: Psychiatry

- When working in a client’s room how should you enter the room and how should you position yourself for your own safety?
- What are the precautions a team member should take when using or issuing adaptive equipment to this population?

Example: Bariatric/Gastric Bypass

- What is the weight limit of a typical bariatric walker?
- When working on bathing tasks, what is important to teach clients regarding skin fold care?
- What are two adaptive strategies used during dressing/toileting with this population?

Example: Transfers

- Student performs each transfer:
  - Supine to sit (utilizing draw sheet)
  - Sit to stand (with gait belt)
  - Sit to stand (with draw sheet/pad)
  - Bed to chair/BSC
  - Bed to chair/BSC (assist of 2)

Student Orientation – Beyond First Day

- Documentation Training (EMR)
- EBP Project
- Do No Harm
Support of Fieldwork Educator and Student

- Clear weekly objectives
- Weekly feedback forms reviewed by Lead OT
- Mentoring for new fieldwork educators
- Utilization of a multi-disciplinary approach for training and feedback
- Annual educator meetings

Challenges

- Scheduling fieldwork educators out of productive time to complete training
- Managing turnover of fieldwork educators
- Facilitating change, especially in senior fieldwork educators

STUDENT PERSPECTIVE

Jessica Lange, MOT, OTR/L

Student Roles and Responsibilities

- Come prepared to learn from everyone and every situation
- Bring knowledge and resources as a student (journal articles) to the therapy team
- Be observant and ask questions
- Find out fieldwork educator’s expectations
- Be proactive: anticipate knowledge or resources needed in order to successfully complete task
- My assignments: case study in-service, diagnosis summaries, treatment activity summaries

Student Goals

- Class
  - Gather information and learn precautions
  - Gain transfer competency
  - Ask any questions or practice any skills that prepare for interactions with real clients
- Fieldwork
  - Obtain general practitioner readiness
  - Experience new diagnoses and situations involving complex clinical judgment

The Experience

- Overwhelming at first (size of hospital, pace, intensity of caseload)
- Fast-moving, pace of both activity and clinical reasoning
- Large variety of clients, diagnoses, etc.
- Preparedness because of the skill practice and discussions in the classroom
Classroom Learning Opportunities

• Documentation competency
• Transfer competency
• Practice maneuvering IV pole during ADLs
• Practice instructing client in donning pants with catheter or wound vac
• Bed positioning with pillows based on precautions
• Practice transfers with multiple precautions

Fieldwork Learning Opportunities

• Campus scavenger hunt
• Training in electronic documentation
• Observing COTA, PT, SLP, surgery, other OT areas (neuro, ortho, medicine, oncology, lymphedema, special care nursery)
• Creating treatment tools

Fieldwork Learning Tools

• Weekly self-evaluation of performance and meetings with fieldwork educator
• Online databases for journal articles
• Medical abbreviations dictionary
• Trombly and Radomski’s *Occupational Therapy for Physical Dysfunction*
• Smith-Gabai’s *Occupational Therapy in Acute Care*

Questions

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References


Resources


