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Interprofessional Education – Occupational Therapy and Eating Disord

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Interprofessional Education – Occupational Therapy and Eating Disorders

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INTRODUCTION

Approximately 9% of individuals, or 29 million are affected or diagnosed with an eating disorder (ED) per year (National Association of Anorexia Nervosa and Associated Disorders, 2020).

- Only 1 out of 10 individuals with ED seek help or treatment.
- Typical treatment teams include a primary care physician (PCP), Registered Dietitian Nutritionist (RDN) and mental health specialist.
- Each team member plays a specific role in ED treatment but lacks the support for those individuals experiencing occupation-based limitations and imbalances.
 - Literature supports the need for Occupational Therapists (OT) on interprofessional (IP) teams for treatment of ED.
 - Other professions lack understanding of role and scope of practice of occupational therapists (Robinson et. al, 2005).
 - ED's can strip one from engaging in occupations that are meaningful to them (Wagenfeld & Olson, 2017).

SITE DESCRIPTION

Marywood University, Nutrition and Dietetics Department
Scranton, Pennsylvania

- Target population: Graduate and undergraduate students majoring in Exercise Science and Nutrition, or Nutrition and Dietetics.



SUMMARY OF NEEDS ASSESSMENT

Needs identified:

- 1) Lack of IP education within curricula and clinical settings.
- 2) Need for increased understanding of OT SOP.
- 3) Minimal knowledge of other professionals' roles by RDN students that are involved in the treatment of EDs.

LITERATURE REVIEW

- Typical treatment for individuals with ED includes weight restoration, changing thinking and eating habits, and using other mindful/psychiatric approaches with an IP team composed of a PCP, RDN and a mental health specialist.
- OTs are not a recognized member of the team by other healthcare professionals due to the lack of understanding about OTs scope of practice (Robinson et. al, 2005).
- An OT should be a recognized member on IP team due to the impacts on occupations that individuals experience during and after diagnoses and recovery stages (Klockzko & Ikiugu, 2006).
- According to Harris (2006), there are very few academic programs that include interdisciplinary education within their curricula for both didactic and clinical experiences.
- It would be beneficial to include other professions SOP within curricula for emerging health care professionals (Klockzko & Ikiugu, 2006).
- Educating health care professionals about different professions and their SOP, intervention and treatment approaches, will lead to improvements in the client's overall health and quality of life.
- Providing IP education experiences throughout students' education, clinical or other professional experiences, will more likely carry over the information and training into their job setting (Allen, 2006).
- Active learning method is a valuable way to deliver information to students (Shivaraju et al, 2017)).

CAPSTONE PROJECT DESCRIPTION

The purpose of this capstone project was to develop an educational program using interactive learning to educate emerging health care professionals, specifically RDNs, on OT's SOP, and their unique contribution in ED treatment.

Services offered:

Interactive virtual lecture with a pre and post test assessment to analyze students' perspective on interprofessional approaches to EDs.

Pretest goals: assess level of prior knowledge for emerging health care professionals on their understanding of OT's SOP.

Posttest goals: assess what knowledge they have learned about OT and how OT's and RDNs can work together within the ED population.

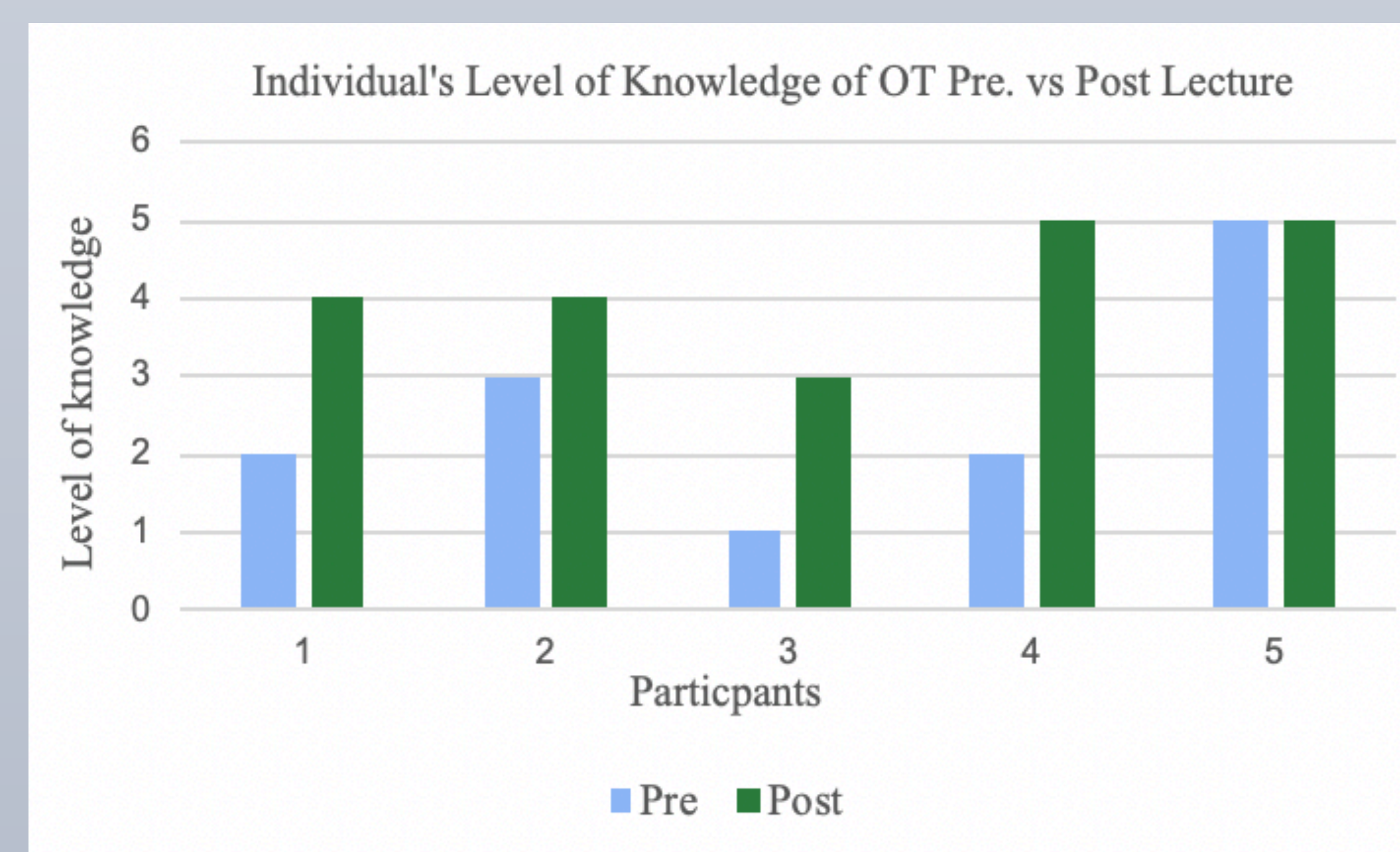
Goal 1 - Develop an educational lecture on the Occupational Therapist's role on an IP healthcare team for individuals with EDs.

Goal 2 - Complete pre and posttest assessments of emerging RDN's knowledge of Occupational Therapy SOP.

Goal 3 - Educate on OT's specific role in prevention, intervention and treatment of individuals diagnosed with EDs.

Goal 4 - Share specific occupation-based approaches and assessments that help OT's use to provide holistic, meaningful treatment/interventions to their clients.

PRE AND POST ASSESSMENT EDUCATIONAL LECTURE RESULTS



Participant	What part of an occupational therapist's scope of practice were you most surprised to learn about?
#1	How they can assist with the comfortability of an individual's social participation and interactions through group therapy and mindfulness activities.
#2	The scope is quite large and covers so many different aspects of a person's life.
#3	The large impact they can make on eating patterns and working with an RDN.
#4	I was most surprised to learn about their role in leisure, sleep, and social participation. I just did not realize they work with these areas to improve independence and quality of life.
#5	The wide range of activities that they cover while working with a patient/client!

LEARNING OBJECTIVES ACHIEVED

1. Designed a lecture using active learning strategies to educate emerging health care professionals on the role of OT and their SOP.
2. Demonstrated advanced knowledge of OT SOP and OT process related to treating individuals with EDs.
3. Created a pre and post assessment to gather prior knowledge of OT's SOP and what the RDN students gained from the 45-minute lecture.



IMPLICATIONS FOR OT

Implement further IPE within curricula for all emerging healthcare professionals on OT's and each others SOP.

- Advocate for OT to be a member on various IP teams in mental health treatment and beyond.
- Educate and promote OT's SOP, roles, and services we provide for various populations, specifically in a mental health setting.

REFERENCES & ACKNOWLEDGMENTS

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References Available Upon Request