Bridging the Acute Care Gap Simulation: Virtual Conference

Best Practice Strategies in Acute Care

Physical Therapist Education

November 5-7, 2020 Virtual Conference
Dear Colleagues,

The year of 2020 for acute care practice and education is like no other. The emergence of the COVID-19 pandemic has evoked multiple changes and created an urgency for educators to examine what and why we do what we do to prepare students, residents, and clinicians for safe and effective physical therapist practice. A year ago APTA Acute Care, in their ongoing commitment to acute care education, began planning for an onsite Bridge the Gap 2 conference with a focus on simulation. This event intended to advance education for acute care physical therapy through a focus on increasing expertise in hands-on acute care simulation education. Little was it known the urgency of training and expertise in simulation education could not be more needed than in Fall 2020, as we continue collectively to ensure we can educate and prepare frontline workers and experts of the future amidst the constraints of COVID-19. Because of the changes due to the pandemic, this conference has evolved to have a three-part educational focus:

**Part one:** Immediately needed in-servicing for simulation education created and disseminated in the form of webinars.

**Part two:** Bridge the Gap Simulation virtual conference Nov. 5-7, 2020. A three-day conference which combines evidence of practice with expertise from a variety of physical therapy clinicians, faculty, and stakeholders by way of sound application and direction for the future of simulation education. This interactive conference is designed to be thought provoking and educational using a virtual format that can be attended synchronously or asynchronously.

**Part three:** Future hands-on learning simulation education will be provided at a later date, when it will be safe to do so.

We hope you will join us in this virtual conference Nov. 5-7 as we work together to advance acute care physical therapy simulation education. Together, we can help improve education within our specialty to create the best patient outcomes possible.

Sincerely,

Sharon Gorman, PT, DPTSc, GCS, FNAP
Kristin Curry Greenwood, PT, DPT, EdD, MS, GCS
Bridge the Gap: Simulation Education Co-Chairs

#BridgeTheGap
Schedule at a Glance
Please note that all Bridge the Gap Conference times are reflecting the Eastern Timezone

Thursday, Nov. 5, 2020
10:00 a.m.-11:00 a.m.  Keynote Speaker - Kristin Greenwood, PT, DPTSc, GCS, FNAP
11:00 a.m.-11:15 p.m.  Break
11:15 a.m.-1:00 p.m.  Educational Session - The SIM continuum: Progressively Challenging Your Students From Labs to the Sim Center
1:00 p.m.-1:45 p.m.  Lunch Break
1:45 p.m.-2:30 p.m.  Poster Presentations - Topic: Curricular Integration
2:30 p.m.-2:45 p.m.  Break
2:45 p.m.-4:30 p.m.  Educational Session - Developing a Simulation Experience Using Peer Observation and Reflection to Enhance Acute Care Clinical Skills for a Large Cohort of Students
4:30 p.m.-4:45 p.m.  Closing Remarks

Friday, Nov. 6, 2020
10:00 a.m.-11:00 a.m.  Educational Session - DPT Advanced Acute Care Simulation-Based Elective: Design, Implementation, and Assessment
11:00 a.m.-11:15 p.m.  Break
11:15 p.m.-12:00 p.m.  Poster Presentations - Topic: ICU Simulations
12:00 p.m.-12:45 p.m.  Lunch Break
12:45 p.m.-2:30 p.m.  Educational Session - All of the Feels: Using Simulation to Enhance Affective Domain Development
2:30 p.m.-2:45 p.m.  Break
2:45 p.m.-4:30 p.m.  Educational Session - The Pre and De-Brief: Bookends to Maximizing Your Simulation Based Learning Experience
4:30 p.m.-5:30 p.m.  Virtual Happy Hour and Small Group Discussions

Saturday, Nov. 7, 2020
11:00 a.m.-12:30 p.m.  Educational Session - A Cost-Effective, Portable, Easily Adaptable Acute Care Simulation Experience Utilizing Interprofessional Education and Standardized Patients
12:30 p.m.-12:45 p.m.  Break
12:45 p.m.-1:30 p.m.  Poster Presentations - Topic: Interprofessional Education
1:30 p.m.-2:30 p.m.  Lunch Break
2:30 p.m.-4:00 p.m.  Educational Session - Innovative Strategies to Overcome Barriers to Large-Scale, Acute Care, Inter- and Intra-Professional (In-P) Simulations
4:00 p.m.-4:30 p.m.  Closing Remarks
Thursday, Nov. 5, 2020

10:00 a.m.-11:00 a.m. Keynote Speaker - The Gap or the Path: Simulation Education as a Standard Expectation of Physical Therapist Practice
Kristin Greenwood, PT, DPTCs, GCS, FNAP

11:00 a.m.-11:15 a.m. Break

11:15 p.m.-1:00 p.m. Educational Session - The SIM continuum: Progressively Challenging Your Students From Labs to the Sim Center
Speaker: Ellen Costello, PT, Marisa Birkmeier, PT, Karen Goodman, PT, Sue Leach, PT, Joyce Maring, PT

The transition from classroom to clinic is challenging, especially in acute care settings. To enhance student performance, our program threads acute care authentic learning & simulation activities in the didactic curriculum. These experiences foster clinical decision making, psychomotor skill development and communication skills targeted towards competent physical therapist practice in acute care settings. We will describe embedded simulation activities scaffolded with increasing complexity. Student outcomes, feedback, and lessons learned are presented. Resources necessary to develop low cost, simulation activities and high fidelity simulation are discussed. Participants will consider strategies to adapt authentic learning approaches for application in their programs.

Objectives:
1. Apply concepts of experiential learning theory to the design of authentic acute care learning & simulation.
2. Align acute care competencies to expectations for students clinical reasoning, communication, and psychomotor skill development.
3. Design strategies to integrate authentic learning experiences & simulation in your curriculum.
4. Identify resources needed to embed authentic learning experiences & simulation in your curriculum.

1:00 p.m.-1:45 p.m. Lunch Break

1:45 p.m.-2:30 p.m. Poster Presentations - Topic: Curricular Integration

Making it Stick: Embedding Simulation in Your Course
Authors: Ellen Costello, PT, PhD Karen Goodman, PT, DPT; Nicolas Caylor, PT, DPT; Rebecca Pinkus, PT, DPT

Physical Therapy Students Perceived Preparation for Acute Care Clinical Experiences Before and After Implementation of Simulation in the Curriculum:
Authors: Amy McQuade, PT, PhD; Lindsey Palmen, PT, DPT

2:30 p.m.-2:45 p.m. Break

2:45 p.m.-4:30 p.m. Educational Session - Developing a Simulation Experience Using Peer Observation and Reflection to Enhance Acute Care Clinical Skills for a Large Cohort of Students
Speaker: Leslie Smith, PT, Suzanne Trojanowski, PT, DPT

#BridgeTheGap
Simulation experiences for a large cohort of physical therapy students are time consuming and often difficult to fit into regularly scheduled course times. During this interactive and discussion based educational session, participants will develop an acute care simulation that could be used for the education of a large cohort of students. The development of these simulations will follow the criteria published in the INACSL Standards of Best Practice. The Core Competencies for Entry-Level Practice in Acute Care Physical Therapy will be used to set objectives for the simulation. With large group simulations, a framework of peer observation and feedback is utilized to ensure that all students are meeting the learning objectives even if they are not directly participating in the simulation. Finally, student reflective writing continues the learning beyond the experience. Development of a reflective writing assignment will be final portion of the session. The goal of this session is for the participants to leave with a simulation outline and tools to further develop a simulation for their acute care curriculum.

**Objectives:**
1. Gain knowledge and skills for the development and execution of acute care simulations for a large number of students.
2. Develop an outline for an acute care patient case that can be used at their home institutions.
3. Gain understanding of the strategies in using observation and peer feedback to improve student learning in acute care skills.
4. Develop a reflective writing assignment to enhance student learning in acute care skills.

**4:30 p.m.-4:45 p.m.  Closing Remarks**

**Friday, Nov. 6, 2020**

**10:00 a.m.-11:00 a.m.  Educational Session - DPT Advanced Acute Care Simulation-Based Elective: Design, Implementation, and Assessment**

*Speaker: Kathy Lee Bishop, PT, Jennifer Sharp, PT, Patricia Ohtake, PT*

During this session, participants will be led through the development of an Advanced Acute Care Elective Course from the beginning ideas through to the final practical evaluation. Participants will gain experience in the design and implementation of simulation scenarios, become familiar with simulation debriefing techniques, and discuss outcome measures to evaluate learner knowledge.

**Objectives:**
1. Describe process for developing an advanced acute care elective course including the process for development and implementation of SBLE - scenario development, facilitation, and debriefing techniques.
2. Identify components and content of an advanced acute care elective course.
3. Discuss resources required for a simulation-based advanced acute care elective course (faculty time, expertise, experience; simulation availability and costs; standardized patient availability and costs.)

**11:00 a.m.-11:15 a.m.  Break**

**11:15 a.m.-12:00 p.m.  Poster presentations - Topic: ICU Simulations**

**Do Low Tech Versus High Tech ICU Simulations Result in Similar Outcomes at Lower Cost?**
Author: Rebecca Dobler, PT, DPT

**Utilizing the Simulation Lab to Orient Physical and Occupational Therapists to the Intensive Care Setting**
Authors: Cassandra Giuliani, PT, DPT; Erin LeCount, MOT, OTR/L; Matthew Taylor, RN, SPT; Christine Ploski, PT,MS, PCS, Mac; Margaret Maynard, MEd, OTR, BCP, CHT; Annette Correia, OT, BCP

Register Today on the APTA Acute Care Website
12:00 p.m.-12:45 p.m.  Lunch Break

12:45 p.m.-2:30 p.m.  Educational Session - All of the Feels: Using Simulation to Enhance Affective Domain Development
Speaker: Daniel Dale, PT, Jacque Bradford, PT

This interactive educational session intends to begin by outlining Krathwohl’s Taxonomy of the Affective Domain. The session will then discuss the five steps within the taxonomy and discuss teaching strategies using simulation to address each step of the taxonomy. Examples will be encouraged from the audience on additional methods to perform simulation to teach affective domain behaviors. An pre-recorded demonstration of a physical therapy simulation experience using standardized patients will be shown to the audience to show the setup and facilitation of the activity, including debrief to enhance student learning in the affective domain. The simulation consists of multiple healthcare “interruptions” to a student performing an evaluation, in which the student has to receive and respond to these professional behavior issues, and then defend and debate during debrief the value and characterization of personal actions to the healthcare providers. The session will then end with an opportunity for attendees to develop their own affective domain-based simulation scenarios, using Krathwohl’s Taxonomy as a guide.

Objectives:
1. Verbalize the five levels of Krathwohl’s Taxonomy of Affective Domain.
2. Associate affective domain taxonomy levels to methods of teaching and learning through simulation.
3. Analyze the outcomes of effective simulation-based learning in enhancing affective domain behaviors.

2:30 p.m.-2:45 p.m.  Break

2:45 p.m.-4:30 p.m.  Educational Session - The Pre and De-Brief: Bookends to Maximizing Your Simulation Based Learning Experience
Speaker: Natalie O’Neal, PT, CEEAA, Dawn James, DSc, PT, DPT, Board Certified Pediatric Specialist, Mario Moncada, PT, DPT, CEEAA, Board Certified Geriatric Specialist

Simulation Based Learning (SBL) is increasingly popular in Physical Therapy education. From low tech simulation using standardized patients, to multimillion dollar simulation centers with automated manikins, the educational method of SBL has boomed. Often times when educators incorporate SBL into the curriculum, the emphasis is on creating scenarios that will target the course learning objectives. The importance of introducing the scenario and expected outcomes through a pre-brief and recap through a debrief session is overlooked. However, the pre-brief and debrief are essential components of successful SBL. The session will introduce different evidence-based forms of pre-brief and debrief session and the pros and cons of each. The participants will learn how the pre-brief and debrief apply to the cognitive, affective and psychomotor learning domains. An overview of outcome measures for SBL debrief will be presented in the session, as well as, how to properly integrate the pre-brief and debrief into a variety of forms of SBL.

Objectives:
1. Compare and contrast the different types of Debrief methods.
2. Integrate the Pre-brief & Debrief simulation components to the affective, psychomotor, and cognitive learning domains.
3. Identify appropriate outcome measure to assess objectives from simulation based learning.
4. Progress Pre-brief & Debrief strategies through low fidelity and high fidelity simulation scenarios.
Saturday, Nov. 7, 2020

11:00 a.m.-12:30 p.m.  Educational Session - A Cost-Effective, Portable, Easily Adaptable Acute Care Simulation Experience Utilizing Interprofessional Education and Standardized Patients
Speaker: Stephen Carp, PT, PhD, GCS, Melissa Brown, MSPAS, PA-C, Jason Konzelmann BS, NR-P

Challenges to developing an evidence-based pedagogical-valid teaching and learning model for acute care physical therapy educational and clinical practice have been well-documented in the literature. To combat these challenges, implementation of IPE, HCS, and SPs has been shown to be effective in the accomplishment of entry and post-professional continuing education objectives. This course details the development, design, implementation, debriefing, budgeting, and outcomes of a cost-effective portable acute care learning experience for doctor of physical therapy and physician assistant students. The model described provided students the opportunities to perform evaluations and interventions and develop assessments and disposition recommendations for medically complex geriatric patients in the acute care hospital arena. The experience used IPE, HCS, and SPs as concerted tools to enhance the didactic classroom experience, including knowledge related to scope of practice and psychomotor skills, as well as development of communication and perception of value of interdisciplinary practice. The model developed is drawn upon recommendations from the Guidance on Developing Quality Interprofessional Education for the Health Professions.

Objectives:
1. Develop a conceptual framework of a portable healthcare clinical simulation (HCS) model utilizing interprofessional education (IPE) and standardized patients (SPs) for the preparation of interprofessional collaborative practice in the acute care arena.
2. To design, in partnership with members of other healthcare disciplines, a clinically and cost-effective objectives-based HCS experience utilizing IPE and SPs within the acute care arena including the writing of an educational rationale, outcomes-based goals, and universal design and implementation of debriefing.
3. Write specific disciplinary-specific and multi-disciplinary learning objectives germane to the IPE experience.
4. List and describe specific student and programmatic outcome measures for the HCS experience and to utilize these data to identify areas of improvement for future HCS experiences and curricular advancement.

12:30 p.m.-12:45 p.m.  Break

12:45 p.m.-1:30 p.m.  Poster presentations - Topic: Interprofessional Education

Optimizing Student Learning and Readiness for Collaborative Care of Individuals with Complex Needs Through Interprofessional Simulation
Authors: Jennifer Penn, PT, DPT, NCS; Monica N. Ramirez, PhD, RN; Cynthia Voyce, MSN, RN, CHSE, Susan N. Smith, PT, DPT, PCS; Julie W. Nadeau, EdD, MSN, RN, CNE; Amy F. Crocker, PT, DPT, OCS, FNAP
Patient with Total Hip Replacement: Low Fidelity Bedside Simulation and its Implications for Collaborative Practice and Improved Patient Safety
Authors: Laurie Brogan, PT, DPT; Kristen Karnish, PT, MPH, D.Ed

Enhancing Interprofessional Communication: An Interprofessional Academic Simulation Experience
Authors: Kathy Lee Bishop, PT, DPT; Jennifer J. Sharp, PT, DPT; Jade Cruz, MSN ED, RN; Angela Haynes-Ferere, DNP, FNP-MPH; Gina Shannon; Lisa Marie Wands, PhD, RN, CHSE, CNE

1:30 p.m.-2:30 p.m. Lunch Break

2:30 p.m.-4:00 p.m. Educational Session - Innovative Strategies to Overcome Barriers to Large-Scale, Acute Care, Inter- and Intra-Professional (In-P) Simulations
Speaker: Jim Mathews, PT, DPT, Norman Belleza, PT DPT

Simulated learning environments (SLEs) provide entry-level Doctor of Physical Therapy (DPT) students with a safe and effective medium to apply their knowledge, skills, and attitudes (KSAs). SLEs provide opportunities for student physical therapists (SPT) and student physical therapist assistant (SPTA) to collaborate and develop their competencies in inter- and intra-professionalism. Inter- and intra-professional (In-P) care is considered part of the core competencies of the acute care physical therapist. This course will discuss the innovative strategies used to overcome the barriers of a large scale, acute care simulation. These strategies were used for an In-P experience between 68 SPTs and 29 SPTAs, and a later In-P experience with 66 SPTs and 31 SOTs. The three main innovations were the use of evidence-based tools, scaffolded simulated scenarios, and mixed debriefing methods.

Objectives:
1. Plan and collaborate with other programs to develop acute care In-P simulations that meet common learning objectives.
2. Design strategies to develop scaffolded simulations with associated outcome measures that promote In-P for their respective programs.
3. Conduct effective large-scale, In-P acute care simulations in an efficient manner.
4. Engage in a variety of debriefing techniques that capture different perspectives from a variety of observers.

4:00 p.m.-4:30 p.m. Closing Remarks
Conference Registration

Registration Rates

<table>
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<th>Registration Type</th>
<th>Early Bird¹ By Oct. 15, 2020</th>
<th>Regular² After Oct. 15, 2020</th>
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<tr>
<td>APTA Acute Care Member</td>
<td>$99</td>
<td>$149</td>
</tr>
<tr>
<td>Non-Member³</td>
<td>$149</td>
<td>$199</td>
</tr>
</tbody>
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¹ All registrations must be received by 11:59 p.m. Eastern on Oct. 15, 2020 to take advantage of the discounted Early Bird rate.
² All registrations received AFTER Oct. 15, 2020 are eligible for the Regular rate.
³ APTA Acute Care non-members can join the Academy by contacting APTA Member Services at 1-800-999-2783 x 3395 to receive the discounted member rate. Please note that it might take up to one (1) week to activate Academy membership to receive the discounted rate.

Registration for “Bridging the Acute Care Gap: Virtual Conference” can be completed on the APTA Acute Care website. Credit cards (Visa, MasterCard, Discover and American Express) and checks are accepted as payment. No paper registrations will be accepted.

Register at:
www.acutept.org/BridgeTheGap2020

Registration Cancellation Policy
All registration cancellations and refund requests must be made in writing by Oct. 15, 2020. A refund of the full conference fee, minus a $55 administrative fee, will be given for cancellations received by that date. **No refunds will be granted for requests received on or after Oct. 15, 2020.** Submit all requests to Helena Karlinski. APTA Acute Care regrets that refunds will not be given for no-shows. Refunds will not be processed until after the virtual conference.

Substitutions
You may substitute registrants (from the same institution) prior to the virtual conference. Please contact Helena Karlinski for assistance. APTA Acute Care does not accept responsibility for no shows at the virtual conference.

Emergency Illness or Death of Registrant or Immediate Family Member
Registrants who are unable to attend Bridging the Acute Care Gap: Virtual Conference because of a serious illness or death may receive a partial refund (amount paid minus the $55 processing fee) or full credit for a future meeting (as applicable) in the following instances:
• Personal illness or death of the attendee; or
• Illness or death in the immediate family of the attendee. Immediate family refers to a person’s parents, spouse, children, and siblings and will also include the parent’s spouse.

Requestors must submit the request in writing to the APTA Acute Care Office along with written documentation from a doctor. The Executive Director and APTA Acute Care President will review the request to ensure it is in accordance with written policy.