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## Background

Educational settings for children with high-intensity needs (HIN), particularly the classroom, pose unique challenges for their participation in school.

Even when “included” in regular education, participation remains problematic and threatens attainment of skills necessary for productive and meaningful life during and beyond school years.

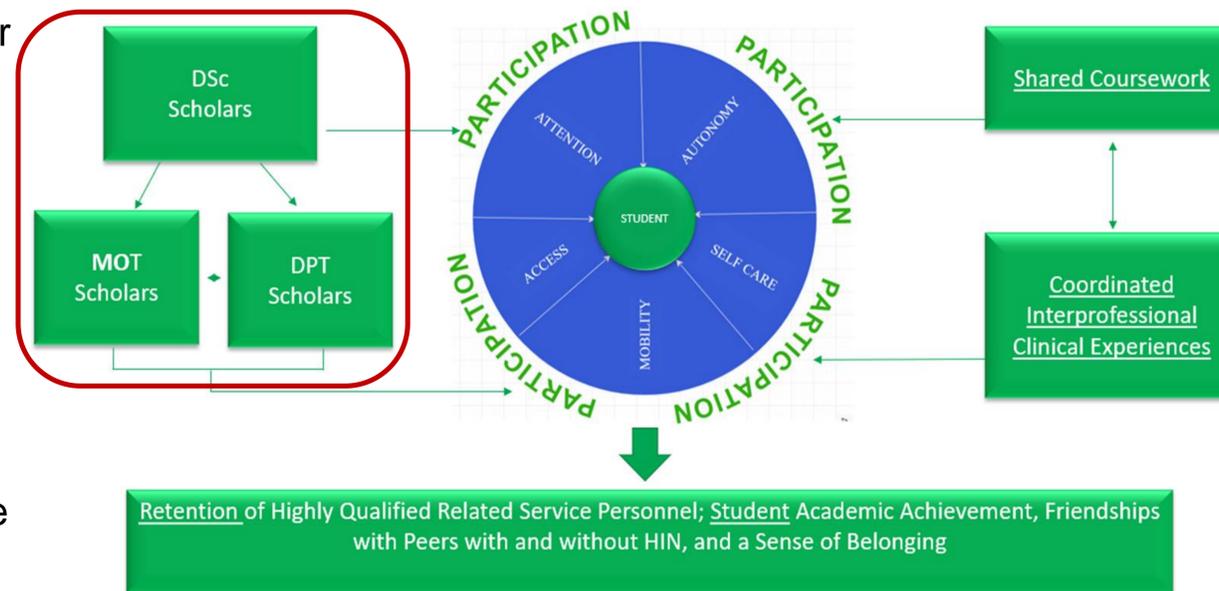
Studies have shown interprofessional and collaborative consultative models of service delivery, can reduce student challenges, and support the teacher and classroom constraints.

However, **translation of this knowledge and evidence remains problematic** and the scope of OT/PT practice in the schools overlooks participation needs of children with HIN.

## Purpose

The purpose of this study was to determine the effects of interprofessional mentorship with novice professional OT/PT student learning, experienced post-professional therapist practice, and the respective scholars’ ability to transfer knowledge to school-based teams to increase participation in learning experiences of students with HIN.

## Conceptual Model EBIP Project



## Proposed Results

We hypothesize that the use of interprofessional mentorship will improve student and therapist practice, their knowledge translation of evidence into school-based practices, and support increased participation of students with high-intensity needs in educational environments.

## Relevance to Allied Health

Findings will provide insight into the aspects of a project that include interprofessional mentor mentee models which **support professional and post professional learning** intended to maximize **knowledge transfer** of evidence to professional practice.

## Methods

EBIP scholars, including DRS Doctor of Science (DSc) students and entry-level Master of OT (MOT) and Doctor of PT (DPT) students, were paired in working mentor-mentee groups during didactic and experiential degree requirements.

DSc, MOT, and DPT students meet regularly, to discuss and evaluate their mentorship roles, and practice their ability to translate school-based knowledge.

Outcome surveys are completed periodically through the scholars’ 2-year participation in the EBIP program and will be analyzed at the completion of the two years.

## References

Available upon request.

