

Water Based Interventions for the Pediatric Therapist: Aquatic Primer

Presented by:

Kiki Dickinson, MPT

March 3-4, 2018

Texas Children's Hospital

www.texaschildrens.org/pmr

Texas Children's Health Center

Texas Children's West Campus

Texas Children's Woodlands Campus

Course Location:

The Blue Lagoon Therapy

1115 Ave D

Katy, Texas 77494

Course Description:

This 16 hour seminar on water-based interventions is designed to rapidly introduce pediatric therapists to motor, sensory and play-based interventions in water. Participants will create a series of aquatic therapeutic movements, tasks, or exercises designed to alleviate the most common problems associated with the pediatric population and then adapt these ideas to novel situations. Participants will briefly examine research which supports aquatic therapy for the child and explore contraindications, including prevailing precaution myths

Objectives:

Upon successful completion of this course, participants will be able to:

1. Discriminate between aquatic precautions and contraindications specific to the pediatric client. Defend any choice, on a case-by-case basis, to label a condition as a precaution and not as a contraindication.
2. Explain why aquatic therapy may be the treatment of choice if (a) the patient has poor head or trunk righting/control, (b) the patient has spasticity, (c) the patient has difficulty with transitional movements; (d) the patient has poor sensory processing; (e) the patient has speech/language deficits; or (f) research supports its use.
3. Design a sample aquatic treatment session demonstrating 2 ways to divide labor between PT, OT and SLP. Compare and contrast 5 ways that the goals of 3 different disciplines should differ. Recommend 3 ways to co-treat in water and be reimbursed for the services provided.
4. Originate, integrate, and combine ideas into a plan to implement augmentative communication in the therapy pool setting. Incorporate low-tech augmentative communication methods during labs to improve communication.
5. Gather and organize the latest aquatic research to bolster the case for treatment and to aid in the writing of letters of medical necessity. Appraise, assess, or critique strength of evidence on a basis of the Pedro scale.
6. Describe the 16 treatment stations which can be created in the therapy pool, then independently adapt each aquatic concept learned (e.g. sensory integration) to each station.
7. Mimic standard aquatic positions taught by the instructor, then teach these positions to others as appropriate.
8. Gather information from payers (including Medicaid) relating to medical necessity for aquatic therapy for the pediatric patient. increase strength
 - improve ROM
 - improve oral motor skills
 - normalize sensory input (vestibular, visual, auditory, tactile, proprioceptive)
 - normalize tone
 - improve head and trunk righting
 - encourage play, verbalization and social interaction
 - improve posture, weight-bearing, balance, gait and proprioception
 - normalize transitional movements (lab)
11. Progress a specific aquatic task from a lower level of function towards increased independence. Independently adapt the task or skill learned to a novel situation or challenge.
12. With a partner, design and implement a 15-minute aquatic treatment plan (including equipment selection) for 1-2 of the following:
 - Non-progressive neurological disorder (e.g. cerebral palsy)
 - Progressive neurological disorder (e.g. muscular dystrophy)

- Pervasive developmental disorder (e.g. autism)
- Failure-to-thrive and developmental delay

Trauma (lab)

COURSE SCHEDULE

Schedule DAY 1

8:00-8:45 - Lecture and facilitated discussion - Discriminate between aquatic precautions and contraindications specific to the pediatric client. Defend any choice, on a case-by-case basis, to label a condition as a precaution and not as a contraindication.

8:45-10:00 - Lecture and facilitated discussion - Explain why aquatic therapy may be the treatment of choice if (a) the patient has poor head or trunk righting/control, (b) the patient has spasticity, (c) the patient has difficulty with transitional movements; (d) the patient has poor sensory processing; (e) the patient has speech/language deficits; or (f) research supports its use.

10:00-10:15 BREAK

10:15-12:00 - Lecture and land lab - Design a sample aquatic treatment session demonstrating 2 ways to divide labor between PT, OT and SLP. Compare and contrast 5 ways that the goals of 3 different disciplines should differ. Recommend 3 ways to co-treat in water and be reimbursed for the services provided.

12:00-1:00 Lunch (on us). Change for pool

1:15-3:15 Pool lab - Produce a series of aquatic therapeutic movements, tasks, or exercises designed to alleviate common pediatric problems

3:15-3:30 Energy break

3:30-4:30 - Pool lab (continued) - Produce a series of aquatic therapeutic movements, tasks, or exercises designed to alleviate common pediatric problems

4:30-5:15 - Pool lab - Mimic standard aquatic positions taught by the instructor, then teach these positions to others as appropriate.

DAY 2

8:00-9:00 - Lecture and facilitated discussion - Gather and organize the latest aquatic research to bolster the case for treatment and to aid in the writing of letters of medical necessity. Appraise, assess, or critique strength of evidence on a basis of the Pedro scale.

9:00-10:00 - Lecture and land lab - Gather information from payers (including Medicaid) relating to medical necessity for aquatic therapy for the pediatric patient. Make a 3 minute verbal "case" for providing aquatic therapy services for a pediatric patient. Synthesize the evidence with experience and values to make an evidence-based "case" for providing aquatic therapy services for a pediatric patient.

10:00-10:15 BREAK

10:15-11:15 - Lecture and land lab - Describe the 16 treatment stations which can be created in the therapy pool, then independently adapt each aquatic concept learned (e.g. sensory integration) to each station.

11:15-12:00 - Lecture and land lab - Originate, integrate, and combine ideas into a plan to implement augmentative communication in the therapy pool setting. Incorporate low-tech augmentative communication methods during labs to improve communication.

12:00-1:00 - Lunch (on us). Change for pool

1:15-3:15 - Pool lab - Progress a specific aquatic task from a lower level of function towards increased independence. Independently adapt the task or skill learned to a novel situation or challenge.

3:15-3:30 Energy break

3:30-5:15 Pool lab - With a partner, design and implement a 15-minute aquatic treatment: 5:15-5:30 - Wrap-up and discussion plan (including equipment selection) for 1-2 treatment diagnoses

5:15-5:30 - Wrap-up and discussion

16 Contact Hours

About The Instructor:

Kathleen (Kiki) Dickinson, MPT graduated from the College of St. Catherine with a master's degree in physical therapy. She has worked as a Pediatric Physical Therapist since 1995. Over the last several years her clinic has expanded and developed aquatic therapy programs for adult neuro and ortho populations with an emphasis on individuals with chronic pain and more medically complicated clients.

Kiki works at St. Croix Therapy (Therapeutic Services for Children and Adults) in Hudson, Wisconsin and has 17 years of experience developing and implementing therapy programs for a diverse pediatric population which includes working with children of all ages including the birth-to-three population.

For over seven years, Kiki has devoted one day per week in the SNF/TCU setting working with the geriatric and general debilitation population. Her caseload featured a high concentration of patients with psychological issues, including schizophrenia, and a full unit of patients on ventilators. Kiki has over 15 years of on call experience in a high-level acute care setting, with both pediatric and adult patients (University of Minnesota Hospital).

Kiki is certified in the Universal Exercise Unit/Therasuit Method and Craniosacral Therapy. She has been an adjunct professor at St. Catherine's University for over ten years and teaches Pediatric Coursework for their Physical Therapy Assistant Program.

Kiki helped develop ATU's novel "Aquatic Therapy for the Speech Therapist" class in 2010. This first-of-its-kind class combined a positioning lab (taught by PT) with a speech & language skills (taught by a SLP). It appears to be the first class to be granted ASHA CEU credits. Kiki teaches custom seminars across the USA for Aquatic Therapy University with an emphasis on the neuro pediatric and adult populations

Registration Form:

Please include check or credit card # with registration form and mail or fax to: Texas Children's Hospital Physical Medicine & Rehab, 6621 Fannin MC: WT21-329, Houston, Texas 77030 Attn: Mitzi Wiggan.

Course Fee: \$450.00

Course Location:

The Blue Lagune Therapy
1115 Ave D
Katy, Texas 77494

Hotel Accommodations: List provided on request

Website Registration: www.texaschildrens.org/pmr

16 contact hours or 16.0 CCU's have been applied for this course through TPTA and TOTA. Texas Children's Hospital is an Approved Provider for the Texas Occupational Therapy Association. The assignment of TOTA CE hours does not imply endorsement of specific course content, products or clinical procedures by TOTA.

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Registration form