INTRODUCTIONS

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Clinical Assistant Professor at University of Iowa
- Specialize in pediatric speech/language disorders and autism spectrum disorders
- Teach and supervise graduate student clinicians
- Previously employed at a large pediatric outpatient center and participated in several interdisciplinary initiatives

Stacy
Clinical Supervisor at University of Iowa
- Specialize in pediatric speech and language disorders
- Teach and supervise graduate students in the MA-SLP program
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DISCLOSURES
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AGENDA

Overview of Interprofessional Education and Collaborative Practice  
Core Competencies of Interprofessional Education and Collaborative Practice  
Putting Interprofessional Education and Collaborative Teams into Practice  
Breakout room Brainstorming and Collaboration  
Question and Answer

DEFINITIONS

Interprofessional Education: “when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)

Collaborative Practice: “when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, carers and communities to deliver the highest quality of care across settings” (WHO, 2010)

BENEFITS

Interprofessional Education  
- Develops understanding of the roles and responsibilities of multiple professions  
- Prevents hierarchical stereotypes and fosters collaborative practice  
- Increases student confidence within collaborative projects  
- Improves ability to make decisions as part of at least two professions

Collaborative Practice  
- Provides holistic care for clients, patients, and students  
- Results in improved patient outcomes and patient satisfaction  
- Allows for comprehensive care across professionals  
- Prevents errors that cause higher costs or safety risks
BARRIERS

Interprofessional Education
- Incorporating topics into already content-heavy curricula
- Educating educators on new areas of practice
- Coordinating time for students from multiple programs to learn about, from, and with each other

Collaborative Practice
- Coordinating time amongst various professionals
- Identifying reimbursement mechanisms and resources for cost-effective care
- Advocating for administrative support

CORE COMPETENCIES IN IPE FOR COLLABORATIVE PRACTICE

As outlined by the Interprofessional Education Collaborative (IPEC, 2011), four main competencies are emphasized for high-quality collaborative practice:
- Values & Ethics
- Roles & Responsibilities
- Interprofessional Communication
- Teams & Teamwork

Competencies exist across various stakeholders:
- Within and between healthcare professionals
- Family/patient
- Organizations
- Communities
- Public policies

Johnson, 2016
Core Competencies in IPE for Collaborative Practice

To infuse IPE competencies into training, three steps are recommended by IPEC (2011):
- Introduction to IPE (explicitly teaching IPE competencies and components)
- Development of IPE skills (student engagement in structured practice opportunities)
- Competency acquisition in IPE skills (students near a point of “entry into practice” [Goldberg, 2015])

Putting it into Practice

IPE & Collaborative Practice Opportunities at the University of Iowa
Collaborative Practice & IPE in Outpatient Clinics
- Interprofessional diagnosis
- Collaborative management

Collaborative Practice & IPE in Education
- Overview of interprofessional in education
- Examples of collaborative practice in general and special education
UNIVERSITY: IPE & COLLABORATIVE PRACTICE

Depending on the available resources, collaborations with:
- Other in-house professionals (e.g., AuD)
- Affiliated hospitals and facilities (e.g., UIHC, CDM)
- Other healthcare training programs

IPE opportunities:
- Within clinical opportunities outlined above
- Within planned college-wide activities
- Within specialized training programs
- Within didactic courses

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ASD Diagnostic Clinics
- SLP, Psychology, Psychiatry, Autism Center Coordinator
  - Social work, student/mentors, counseling/behavioral health students, medical students, undergraduates, graduate students

ImPACT
- SLP, Psychology, Social Work

Inpatient UIHC
- SLP, OT, PT, nurse, diet, etc

Listen and Speak Up
- SLP, AuD, Music Therapy
  - Audiology students

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ILEND Program
- Through Center for Disabilities and Development
  - A family-centered, interdisciplinary model of care that incorporates students across a wide variety of disciplines
  - Students participate in structured seminars and clinical opportunities with other professionals

Interprofessional Skills and Team-Based Healthcare
- Interdepartmental initiative
- Students across healthcare training programs participate in structured and unstructured learning opportunities
  - Understanding, role, and individual professional values
  - Roles and responsibilities
  - Clinical decision-making processes
  - Collaborative ethical decision-making
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Mock-IEP Meeting
- Embedded in Language Disorders: School-Aged course
- Students assigned role on IEP team for course (e.g., 2/3/0, School Psychologist, family member)
- Students must research roles & responsibilities of team member and apply to meeting
- Allows for active engagement and a picture of interprofessional communication in a classroom activity

Neighborhood Centers
- Coordinate with local community center

Project Play
- Embedded in Language Disorders: Birth-3 course

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Benefits
- Improves student learning, collaboration &Â, and understanding of real-world expectations
- Ensures ASHA standards are met

Barriers
- Difficult to coordinate
- Somewhat limited experiences available (for iLEND, only 2-3 students chosen; for IPE course, only 3-4 activities can be carried out in a semester)
- Healthcare setting vs. Educational setting

PUTTING IT INTO PRACTICE

IPE & Collaborative Practice Opportunities at the University of Iowa

Collaborative Practice & IPE in Outpatient Clinics
- Interprofessional diagnostics
- Collaborative treatment

Collaborative Practice & IPE in Education
- Overview of interprofessionalism in education
- Examples of collaborative practice in general and special education
INTERPROFESSIONAL EVALUATIONS

In outpatient settings with multiple disciplines onsite, many options are possible:
- ASD Diagnostics
- Interdisciplinary Evaluations (social skills, life skills, early childhood)
- Feeding Diagnostics
- AAC Evaluations
- Concussion/TBI Evaluations

EXAMPLE: INTERPROFESSIONAL ASD DIAGNOSTICS

Interprofessional Autism Diagnostic Clinics
- Team members and roles
  - Speech-language pathologist: speech/language evaluation,observe ADOS-2 evaluation, administered ADOS-2
  - Occupational therapist: discipline-specific evaluation (based on reported concerns), observe ADOS-2 evaluation, administered ADOS-2
  - Psychologist: developmental interview, observe ADOS-2, administered ADOS-2
  - Social work: family intake and support, resource guide
  - Family/child: participate in interviews and evaluation process

Example Evaluation Process
- Team reviews Social Work intake with family
- Morning of evaluation: team discusses appointment plan
- OT, SLP, and psychologist complete evaluation procedures and observe/participate in other’s evaluations as needed
- Team staffing decision of diagnostic impressions and recommendations
- Debriefing and wrap-up with family

Shared Expectations
- Communication and education among team members regarding discipline-specific information (e.g., testing procedures, ADOS administration)
- Similar training, where applicable (e.g., all professionals trained in ADOS-2 administration)
EXAMPLE: BENEFITS & BARRIERS

Benefits:
- Comprehensive service for families
- Families reported on ease of accessing "all-in-one appointment"
- Multiple provider perspectives; slight overlap of expertise, but diverse knowledge across developmental areas
- Gold standard approach for diagnosing ASD (ASHA, n.d.)

Barriers/Challenges:
- Administrative support (some pushback on time each professional was scheduled for clinic)
- Resources (room allocation for all professionals to observe evaluation components and participate, space to interview family)
- Regulatory mandates (billing)

EXAMPLE: INTERPROFESSIONAL EDUCATION

Infusing IPE into interprofessional evaluations required intentional planning and implementation.
- Discussing the roles and responsibilities of each team member with the student, including their own role
- Reviewing role of each professional related to specific evaluation topics, where the student needed to glean from others' evaluations
- Ensuring student understands and adheres to code of ethics; discussing team values and dynamics
- Setting expectations and explicit instruction on collaborative communication for the student
- Discussion of how to communicate critical information, who to communicate with, how communication is represented, etc.

INTERPROFESSIONAL TREATMENT

Group treatment/co-treatment
- Social skills
- Life Skills (OT/SLP
- Intensive early intervention/pre-school programs
- Reading intervention

Individual treatment/co-treatment
- Specialty clinics (e.g., feeding, ASD, etc.)
- AAC (SD/CI/VI) for clients who need fine/gross motor support to access
EXAMPLE: INTERPROFESSIONAL PRESCHOOL PROGRAM

Professionals/Paraprofessionals

- Speech-language pathologists: primary service provider and case coordinator, create and manage treatment plans.
- Therapeutic Assistants: implement plans and strategies outlined by the SLP, provide support in group preparation and management.
- Occupational Therapists: collaborative practice weekly, interprofessional education for SLP & TAs.
- Clinical Psychologists: consult as needed to create and implement behavior management plans.
- Social Workers: consult as needed to address mental health concerns and care coordination.
- Pediatricians: consult as needed to address medical needs of patients.

Patient: Gabriela, 4 y.o., ASD, suspected ADHD, and ODD

Referral: Interprofessional diagnostic team (SLP, MD)

Caregiver expressed interest in occupational therapy.

SLP & TA notes persistent difficulties participating in group activities.

Caregiver reports multiple hardships in navigating medical system and mental distress.

EXAMPLE: INTERPROFESSIONAL PRESCHOOL PROGRAM

- Occupational therapy
  - Weekly meetings/collaborative planning
  - Interprofessional education

- Clinical psychology
  - Observation and consultation with SLP & TA
  - Development of behavior management plans
  - Follow-up meetings and collaborations needed

- Social Work
  - Collaborate on family needs
  - Interprofessional education
EXAMPLE: BENEFITS AND BARRIERS

Benefits
- Address multiple facets of ASD within one clinic
- Ease of access for families (multiple professionals, scheduling)
- Collaborative problem-solving for complex cases
- Generalization of goals across settings

Barriers & Challenges
- Reimbursement (insurance coverage, splitting billing)
- Resources (provider time, materials)
- Communication (among providers, with families)

EXAMPLE: INTERPROFESSIONAL EDUCATION

Student interns and clinical fellows rotate through program
- Educate students on roles and responsibilities of the professionals
- Incorporate supervised opportunities for students to collaborate
- Foster independence as student assumes primary role in group leader

Student observations: SLP undergrads, medical residents, psychology fellows
- Provide explanations of evidence-based treatment methods
- Incorporate education regarding SLP roles and responsibilities

PUTTING IT INTO PRACTICE

IPE & Collaborative Practice Opportunities at the University of Iowa:
- Collaborative Practice & IPE in Outpatient Clinics
- Collaborative Practice & IPE in Education
- Collaborative Case Management

Overview of interprofessionalism in education
- Examples of collaborative practice in general and special education
INTERPROFESSIONALISM IN THE SCHOOLS

Multi-disciplinary work is inherent in the special education process
- IEP meetings
- Evaluation referral process
- Coordinating student schedules

Collaborative practice is dependent on...
- Administration and structure at the school, district, and state levels
- Individual team members and professionals
- Time & schedules of team members
- Resources available

SCHOOLS: GENERAL EDUCATION

Student: Jacob, K5 student new to district, language impairment, SLP case manager
Team members: SLP, K5 teacher, behavioral consultant

Methods of collaborative practice
- Incorporate behavioral management strategies across general education and speech therapy
- Push-in services during morning centers
- Shared resources to include across settings

SCHOOLS: SPECIAL EDUCATION

Comprehensive Intervention Program
- 8-10 students
- Team members: special education teacher, paraprofessionals, physical therapist, occupational therapist, physical therapist, autism consultant, behavioral consultant

Methods of interprofessional education and collaborative practice
- Push-in treatment for almost all students
- Incorporating paraprofessionals into treatment sessions
- Leading classroom activity once per week
BREAKOUT ROOMS

Points of discussion:
- Ways you are currently implementing interprofessional education and collaborative practice
- Barriers or challenges to implementing interprofessional education and collaborative practice
- New ideas or solutions to increase interprofessional education and collaborative practice in your current setting

QUESTIONS?

REFERENCES


