Inter-Professional Practice & Education
Linked to Service Learning
Theresa Estrem, PhD, CCC-SLP
theestrem@stcloudstate.edu

Integration of Service-Learning, Global Perspectives, and Inter-Professional Practice and Collaboration
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What is important to me...

- Family and Friends
- Speech-language pathologist
- Early childhood
- Interdisciplinary
- Intersection between Autism & Culturally/Linguistically Diversity (CLD)
- Academic
- Integration among Autism/SPED, CLD, Interprofessional Education & Practice (IPE)
- Global Travel

Integration of Service-Learning, Global Perspectives, and Inter-Professional Practice and Collaboration

MN Prevalence Rates of Autism Ages Birth-6 by Primary Language
From Reinbold, 2013

Primary Language

Overview

- Define Inter-Professional Practice and Education (IPE)
- My experience with IPE
- My experience with Service Learning
- Integration of Global Perspectives course, Service Learning, and IPE
- Looking to the Future

Inter-Professional Practice and Education (IPE)

- Interprofessional education “occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve health [and education] outcomes.”
- Interprofessional (or collaborative) care/practice “occurs when multiple health [and education] workers from different professional backgrounds provide comprehensive health [and education] services by working with patients, [students], their families, carers (caregivers), and communities to deliver the highest quality of care across settings.”

Inter-Professional Practice and Education

Interprofessional education + Interprofessional collaborative practice = Interprofessional practice and education

T. Estrem
My Herstory with IPE

- 1984-present: Practicing speech-language pathologist
- 2013: SCSU Miller Scholar Award: Explore SCSU Interdisciplinary Autism Clinic
- 2014: SCSU Provost Action Grant: Develop IPE course on Autism

Goals:
1. Develop IPE course with evidence-based instructional strategies (e.g., interdisciplinary faculty-student "teams", problem-based active learning model, experiential learning) and identified SLOs.
2. Offer a pilot course in summer 2015, with faculty from across disciplines and a sufficient number of well-prepared students from across the IPE course disciplines.

Preconceived Plan: One IPE course with faculty and students from several disciplines/programs

Influence of the Toronto Model & IPE collaborations: Our team identified multiple IPE opportunities:
- Everyone agrees that professional standards must be met, but we can intentionally plan together so that each discipline's course meets standards, and find common professional standards.
- Perhaps team as IPE "certificates" that delineate the IPE skills, competencies, simulation, clinical field experiences, back on resume.
- Develop application activities: Simulations, skits, role play.
- Integration activities within a course, within a discipline; bring in people to class.
- Create groups from across disciplines: Split classes during classes; intentional scheduling across disciplines.
- 17 minute podcasts with focused questions to talk about professions.

Toronto Model: IPE Core Values & Competencies

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<tr>
<th>Collaboration</th>
<th>Objective: KNOWLEDGE</th>
<th>Objective: SKILL/BEHAVIOR</th>
<th>Objective: BEHAVIOR: ATTITUDE</th>
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<td>1. Describe your role, responsibilities, values &amp; scope of practice effectively to clients, patients, families &amp; other professionals.</td>
<td>2. Accurately describe the roles, responsibilities, &amp; scopes of practice of other professionals.</td>
<td>3. Work collaboratively with others to assess, plan, provide care, intervention, make decisions to optimize client/patient/family health outcomes &amp; improve quality of care.</td>
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<td>1. Recognize &amp; understand how one's own uniqueness, including power &amp; hierarchy within the IP team, may contribute to effective communication &amp;/or tension.</td>
<td>13. Contribute to effective IP communication, including giving &amp; receiving feedback.</td>
<td>13. Communicate, effectively including giving &amp; receiving feedback.</td>
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<td>1. Describe howdinamic(s) they relate to individual team members' values &amp; impact an effective team functioning.</td>
<td>13. Contribute to effective communication &amp;/or tension.</td>
<td>13. Communicate effectively, including giving &amp; receiving feedback.</td>
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Communication: Listening, giving and receiving feedback, sharing information effectively, common language, dealing with conflict

Values and Ethics: Relational, diverse, sensitive, interdependence, creativity, innovation

The Art of Hosting

1. Relationships
   - Individual
   - Groups
2. Co-Learning
   - Stories
   - Perspectives
3. Work
   - Collective Intelligence

Think/Pair/Share
Who are your potential collaborators in service-learning?
- Programs/Disciplines
- Community

The Access Project:
Cross Cultural Collaboration in Early Intervention
Inter-Professional Practice and Education: Relation to Cultural Competence

- Pecukonis, Doyle, & Bliss (2008): Relation to Cultural Competence
  - Professional cultures exist.
  - Profession-centric exists.
  - "We can develop interprofessional cultural competence.

- Hamilton (2011): Interdisciplinary programs can be developed to jointly meet CC and IPE objectives, foster interprofessional tolerance, promote shared values and discourage interprofessional barriers as students are socialized into their professional cultures (p.199).

My experience with Service Learning

- 2012: Faculty Learning Community + 1 course (Global Perspectives in CSD)
  - ISD #742

- 2013: FLC + 2 courses (Global Perspectives in CSD; Language Development)
  - ISD #742, Catholic Charities (Bel Clare)

- 2014: FLC + 1 course (Global Perspectives in CSD) with IPE
  - ISD #742, Catholic Charities (Bel Clare & La Cruz), Casa Guadalupe

- 2015: 1 course (Global Perspectives in CSD) with IPE
  - Catholic Charities (Bel Clare & La Cruz), Casa Guadalupe, Hands Across the World, Country Manor

Integration of Global Perspectives course, Service Learning, and IPE

- 2014: FLC + 1 course (Global Perspectives in CSD) with IPE
  - ISD #742, Catholic Charities (Bel Clare & La Cruz), Casa Guadalupe
  - Address 2 concerns: Support student skill development and transportation
  - Skill Development: IPE with TESL graduate student mentors for undergraduate students
  - Transportation: SCU van; pay student to drive

- 2015: 1 course (Global Perspectives in CSD) with IPE
  - Catholic Charities (Bel Clare & La Cruz), Casa Guadalupe, Hands Across the World, Country Manor
  - Skill Development: IPE with Multicultural Student Services (SW, ENGL)
  - Transportation: Supervisor drives

Integration of Global Perspectives, Service Learning, and IPE

- Relationships take time to develop.
  - 2008-2009: Co-presented focus group results
  - 2010-2014: Access Project

Looking to the Future

1. Expand IPE: Autism Summer Camp
   - Integrate Service Learning component
   - Add non-English speaking parents

2. Expand CSD 230 Global Perspectives
   - South Africa

3. Action Research Projects
   - Thesis projects for graduate students
   - Graduate Research course service learning?

Selected References

