

**Inter-Professional Practice & Education**  
**Linked to Service Learning**  
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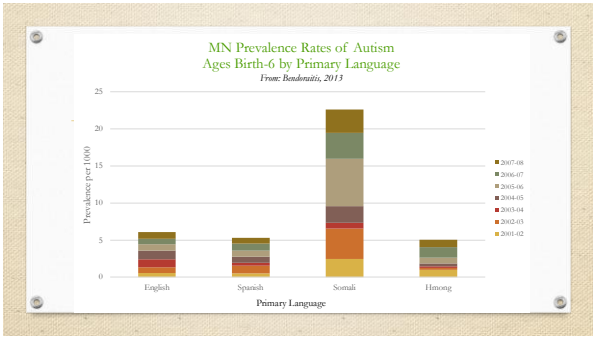
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**Integration of Service-Learning, Global Perspectives, and Inter-Professional Practice and Collaboration**

*February 24, 2015*

What is important to me...

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



**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.”
- *Framework for Action on Interprofessional Education and Collaborative Practice, WHO 2010.*

**Inter-Professional Practice and Education**

Interprofessional education  
 +  
 Interprofessional collaborative practice  
 =  
**Interprofessional practice and education**

### My Herstory with IPE

- 1984-present: Practicing speech-language pathologist
- 2007: SCSU Autism Certificate Program
  - CSD, SPED, ABA
- 2013: SCSU Miller Scholar Award: Explore SCSU Interdisciplinary Autism Clinic
  - CSD (SLP & Aud), ABA, DAPE, Counseling, SPED, SW, BIO
- 2014: SCSU Provost Action Grant: Develop IPE course on Autism
  - CSD, DAPE, NURS, SW, SPED, CFS, community members

### My Herstory with IPE

- 2014: Provost Action Grant: Develop IPE course on Autism
  - CSD, DAPE, NURS, SW, SPED, CFS, community members
  - 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.

### My Herstory with IPE

- **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(s) meets standards, and find common professional standards.
  - Perhaps have an IPE "certificate" that defines the IPE skills/competencies, simulation, clinical/field experiences; looks good 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 pod casts with focused questions to talk about profession

### Toronto Model: IPE Core Values & Competencies

**Collaboration:** Inter-professional theory; context & culture of health system; roles, responsibilities, accountabilities & scope of practices; decision-making/critical thinking; self-reflection; and change.

Exposure: Introduction	Immersion: Development	Competence: Entry-to-Practice
<b>Objective: KNOWLEDGE</b> 1. Describe own role, responsibilities, values & scope of practice effectively to clients/patients/families & other prof'ls.	<b>Objective: SKILL/BEHAVIOR</b> 13. Accurately describe the roles, responsibilities, & scopes of practice of other professions.	<b>Objectives: SKILL/BEHAVIOR &amp; ATTITUDE</b> 23. Work collaboratively w/ others to assess, plan, provide care/intervention & make decisions to optimize client/ patient/ family health outcomes & improve quality of care.
<b>Communication:</b> Listening, giving and receiving f/b, sharing information effectively, common language, dealing with conflict.		
1. Recognize & understand how one's own uniqueness, including power & hierarchy within the IP team, may contribute to effective communication and/or tension.	13. Contribute to effective IP communication, including: <ul style="list-style-type: none"> <li>• giving &amp; receiving f/b,</li> <li>• addressing conflict,</li> <li>• self-reflecting.</li> </ul>	23. Communicate effectively, including giving & receiving feedback.
<b>Values and Ethics:</b> Relational-centered, diversity sensitive, interdependence, creativity/innovation.		
1. Describe IP team dynamics as they relate to individual team members' values & impact on ethical team functioning.	13. Describe frameworks for ethical decision-making within IP team.	23. Perform effectively to develop shared team values.

*(Nilam, Tasson, & Hodges, 2014)*

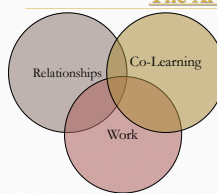
### Think/Pair/Share

Who are your potential collaborators in service-learning?

- Programs/ Disciplines
- Community

### The Access Project: Cross Cultural Collaboration in Early Intervention

#### The Art of Hosting



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

## Inter-Professional Practice and Education: Relation to Cultural Competence

- Pecukonis, Doyle, & Bliss (2008): Relation to Cultural Competence
  - *Professional cultures exist.*
  - *Profession-entrism 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: SCSU 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.
  - 2007: Student thesis on Somali parents' perspectives.
  - 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
  - Theses projects for graduate students
  - Graduate Research course service learning?

## Selected References

- Hamilton. (2011). Two birds with one stone: Addressing interprofessional education aims and objectives in health profession curricula through interdisciplinary cultural competency training. *Medical Teacher*, 33: e199–e203.
- Nelson, Tassone, & Hodges. (2014). Creating the Health Care Team of the Future: The Toronto Model for IPE and Practice. Corwin University Press.
- Pecukonis, Doyle, & Bliss. (2008). Reducing barriers to interprofessional training: Promoting interprofessional cultural competence. *Journal of Interprofessional Care*, 22(4): 417–428.