



Tennessee Together: Interprofessional Collaboration For SLP Training, Service and Research

Abstract

Public health, as defined by the Centers for Disease Control (CDC) (2019), is the science of protecting and improving the health of people and their communities. As science and new discoveries impact how we serve, there is an increasing need to examine effective teaching-learning models. This means examining what we teach, how we teach it, and the necessity of preparing health care providers who may competently intervene to promote the health and wellbeing of persons with intellectual and developmental disabilities (IDD). Nola Radford and Kandy Turner are addressing the need for graduate students in speech-language pathology to have preparation to work effectively with a variety of professionals who serve persons with IDD in their community settings. This poster session describes actions taken by the team leaders to transform the practicum experience, the scholarship and research opportunities in which students participate so that their preparation reflects best practices for interprofessional education and collaboration.

Project Objectives

1. Develop off-campus practicum for preprofessional preparation of SLP graduate students in varied IDD settings
2. Contribute to the health and well-being of adults with intellectual disabilities through integrated, collaborative and inclusive education, clinical care, scholarship and research.
3. Develop a graduate-level SLP didactic course to on interprofessional collaboration and person-centered care.
4. Continuing education and mentoring for project directors for curriculum development, implementation and outcome measurement.



Background

Initially, Kandy Turner desired to partner with the Department of Audiology and Speech Pathology to examine ways to best analyze and respond to the data that is collected regarding persons with IDD. Her specific charges include to: a.) monitor therapy-related risk incidents for individuals with IDD living in community settings and b.) intervene to reduce risks to health and overall-functioning. Advocacy, prevention and counseling are all part of SLP practice; however, the complexities of these responsibilities are magnified when serving individuals with IDD. After several meetings, it was apparent that the scope of the partnership should expand to involve curriculum revision. Graduate students would benefit from an off-campus practice experience through DIDD. Thus, after several meetings, an off-campus practicum was developed so that students could participate in multidisciplinary team experiences involving SLPs, Physical Therapists, Nurse Practitioners, Social Workers, Psychiatrists and others to develop knowledge and skills.

Summary and Conclusions

The strength of the collaborative education effort was careful planning, which occurred over the course of one year prior to implementation of the off-campus rotation. Meetings included university personnel (i.e. Business manager), DIDD health care providers and administrators. Discussion focus was how to recruit and prepare students for the rotation as well as particular supervision assignments. Flyers were posted in the spring to recruit students. After reviewing students' transcripts and interest forms, they were invited to attend an information session. Four requested the rotation. See the breakdown of hours in the graph above Over 200 off-campus practice hours were accrued by the four students, rotating in six-week cycles. The timeline below provides a chronology of events. The initial run is deemed a success. In spring, 2019, a grant was developed to broaden the experiences provided to include research to examine the factors associated with pneumonia in persons with moderate to severe intellectual and developmental disability. One continuing dilemma is limited funding in order to support continued student preparation and to fund the research necessary to provide students a well-rounded graduate-level experience. Additionally, a desire is to further develop the curriculum to include more team teaching, simulation experiences, and group transport for the 34-county region that encompasses East Tennessee.

Problem:



Student Training for IDD

Summer 2018

Solution:



Collaborative Training for IDD

August 2018

Results:



4-month rotation with DIDD East Region 4 SLP students

August - Dec. 2018

Problem:



Broaden Curriculum to Include Research;

January 2019

Solution:



Seek Funding for Research
Seek Training for IPE

March, 2019

Results:



Grant not funded

April, 2019