



MSHA and ASHA Collaborating
to Advance IPP

2018

2018

Speaker Introductions and Disclosures

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THINGS WE'LL COVER TODAY

Interprofessional
Education/
Interprofessional
Practice

- What is it?
- What do I need to know?
- Why now?
- ASHA and State initiatives and resources
- How can I help move this initiative along?

WHAT IS IPE?

WORLD HEALTH ORGANIZATION DEFINITIONS

Interprofessional
Education
(IPE)

“...TWO OR MORE PROFESSIONS LEARN ABOUT,
FROM, AND WITH EACH OTHER TO ENABLE
EFFECTIVE COLLABORATION AND IMPROVE
HEALTH OUTCOMES.”

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

WHAT IS IPP?

WORLD HEALTH ORGANIZATION DEFINITIONS

Interprofessional
Practice
(IPP)

“...MULTIPLE HEALTH WORKERS FROM DIFFERENT PROFESSIONAL BACKGROUNDS PROVIDE COMPREHENSIVE HEALTH SERVICES BY WORKING WITH PATIENTS, THEIR FAMILIES, CAREGIVERS, AND COMMUNITIES TO DELIVER THE HIGHEST QUALITY OF CARE ACROSS SETTINGS.”

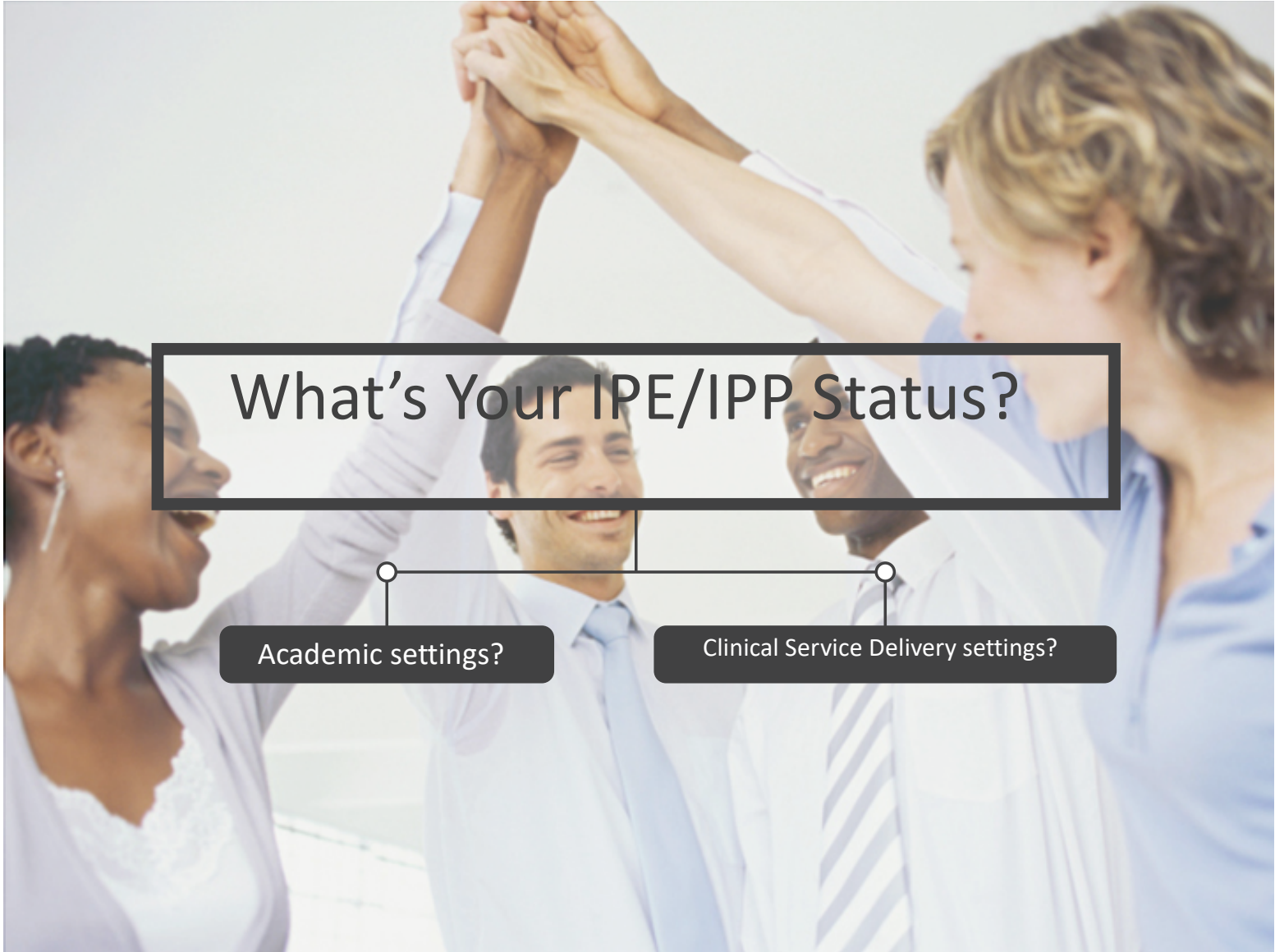
Framework for Action on Interprofessional Education and Collaborative Practice, WHO 2010.



INTERPROFESSIONAL
EDUCATION/LEARNING

INTERPROFESSIONAL
COLLABORATIVE
PRACTICE

IMPROVED OUTCOMES

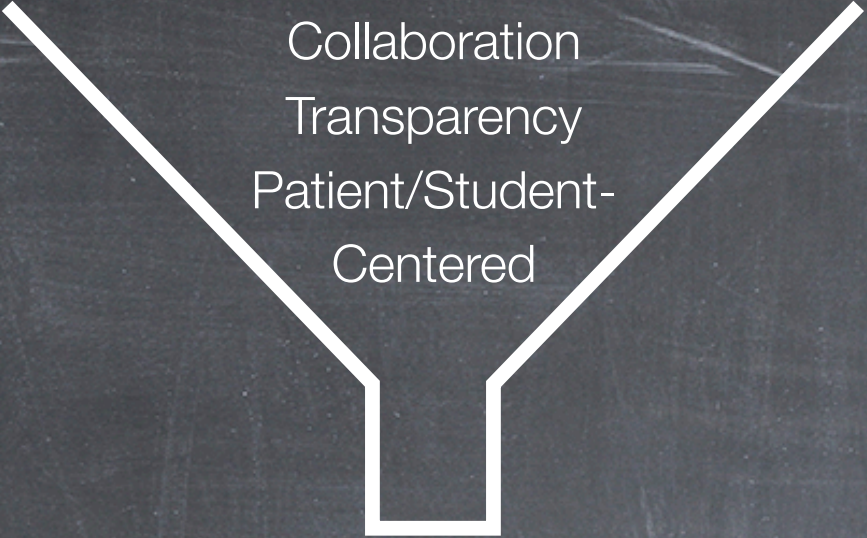


What's Your IPE/IPP Status?

Academic settings?

Clinical Service Delivery settings?

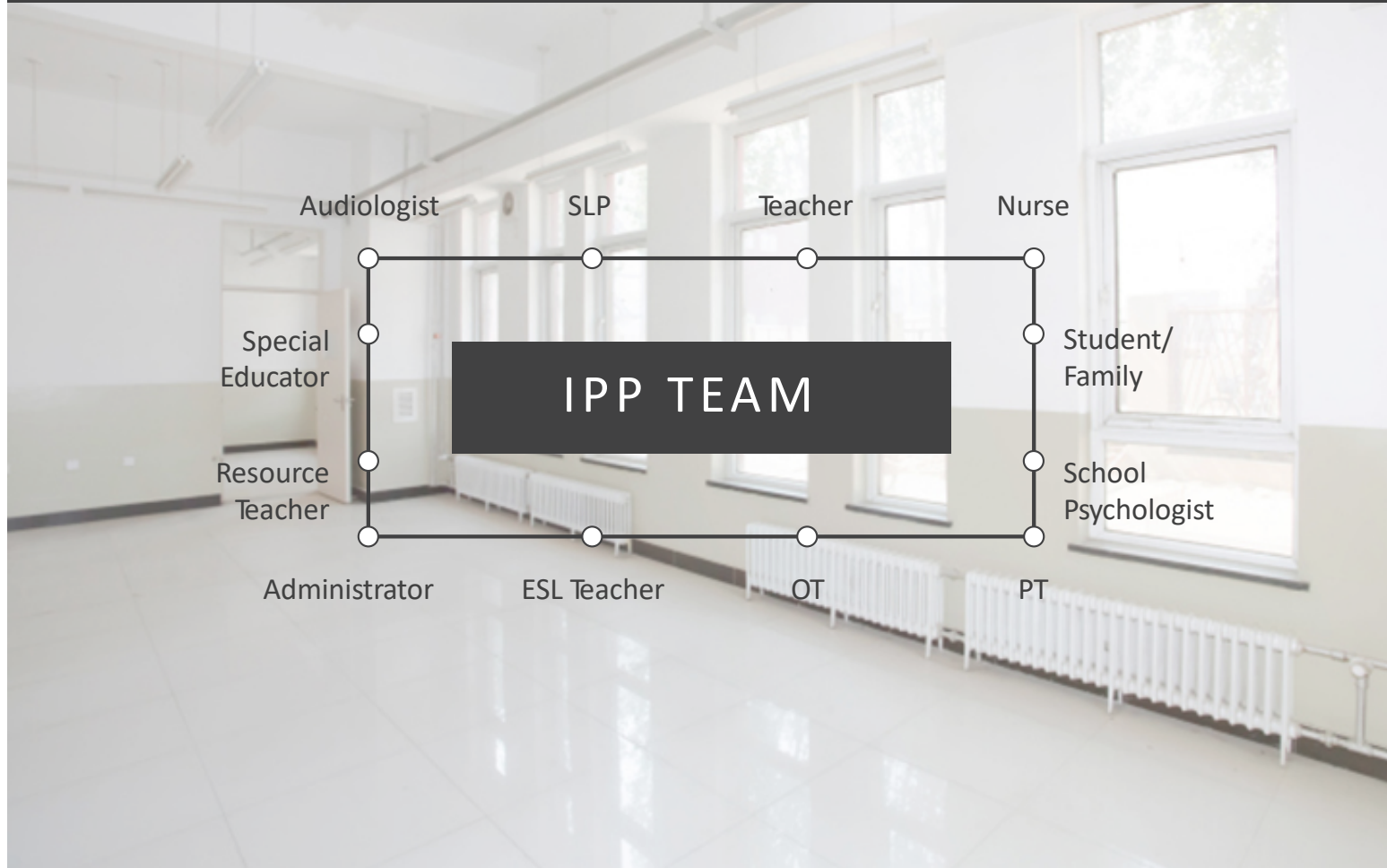
WHY IPE/IPP?



Team
Collaboration
Transparency
Patient/Student-
Centered

Outcomes - Safety - Cost

WHY IPP IN A SCHOOL SETTING?



HOW IS IPP DIFFERENT

From
multidisciplinary/
interdisciplinary
collaboration?

- Patient-family is part of the team
- Shared responsibility/accountability
- Role clarification
- Non-hierarchical/non-territorial
- Transparency
- Continuous, seamless, dynamic communication
- Integrated evaluation, service provision, professional development

LET'S THINK ABOUT SILOS



LET'S THINK ABOUT MIXING SKILLS





American Association
of Colleges of Nursing



AMERICAN ASSOCIATION OF
COLLEGES OF OSTEOPATHIC MEDICINE



ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH



American Association of
Colleges of Pharmacy
Discover • Learn • Care • Improve Health



AMERICAN
DENTAL
EDUCATION
ASSOCIATION



Tomorrow's Doctors, Tomorrow's Cures®

Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative*



Report of an Expert Panel
May 2011

*IPEC sponsors:
American Association of
Colleges of Nursing
American Association of
Colleges of Osteopathic Medicine
American Association of
Colleges of Pharmacy

American Dental Education Association
Association of
American Medical Colleges
Association of
Schools of Public Health

COMPETENCIES

4 DOMAINS

Values & Ethics

Roles & Responsibilities

Interprofessional Communication

Teams & Teamwork



2015

CHALLENGE

2025

Integrating Expertise for Improved Outcomes



STRATEGIC PATHWAY TO EXCELLENCE

VISION

Making effective communication, a human right, accessible and achievable for all.

MISSION

Empowering and supporting audiologists, speech-language pathologists, and speech, language, and hearing scientists through advancing science, setting standards, fostering excellence in professional practice, and advocating for members and those they serve.

TRANSFORM

Revolutionary change within the professions and/or the association



STRATEGIC OBJECTIVES



GROW

Expand, revamp, experiment and/or innovate within association programs, operations, and functions



RUN

Ongoing operations, including evolution and process improvement in association programs and functions



OPERATIONAL PRIORITIES

- Enhance membership value and satisfaction
- Maintain an effective technology infrastructure
- Maximize non-dues revenue
- Facilitate staff engagement, inclusion, and a culture of learning
- Ensure effective project and process management and execution
- Ensure effective management and utilization of resources and data

VALUES: EXCELLENCE • INTEGRITY • DIVERSITY • COMMITMENT • RESEARCH-BASED • MEMBER-CENTRIC • RESPONSIVE

ASHA – Strategic Objective 2

**Advance Interprofessional Education
and Interprofessional Collaborative
Practice (IPE/IPP)**

By 2025, 80% of

- ✓ CSD academic programs have IPE models in place
- ✓ NSSLHA students engage in interprofessional clinical experiences
- ✓ ASHA members participate in interprofessional collaborative practice

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By 2025, 80% of

- CSD academic programs have IPE models in place
- **56%** in AY 2014-2015
- **71%** in AY 2015-2016
- **83%** in AY 2016-2017



IPE/IPP Approaches Employed by CSD Programs in AY 2016-2017

IPE/IPP Approaches*	# Programs	% Programs
Clinical practice using interdisciplinary teams or cases	206	75%
Case-based learning or simulations using an interprofessional team approach	182	66%
Integrating students from different professions in coursework	139	51%
Problem-based learning using an interprofessional team approach	122	44%
Interprofessional research projects	115	42%
Explicit IPE learning constructs and outcomes are targeted in IPE learning activities	111	40%
Combining faculty across disciplines to teach courses that apply across multiple disciplines	107	39%
Interprofessional service learning projects	87	32%
Conducting a debrief period with students and facilitators after IPE learning activity	86	31%
Conducting grand rounds with two or more professions participating	74	27%
Journal groups that include two or more professions	29	11%
Other	18	7%

IPE/IPP Approaches Employed by CSD Programs in AY 2016-2017

IPE/IPP Approaches*	# Programs	% Programs (National)
Clinical practice using interdisciplinary teams or cases	5/5	100% (75%)
Case-based learning or simulations using an interprofessional team approach	3/5	66% (66%)
Integrating students from different professions in coursework	1/5	20% (51%)
Problem-based learning using an interprofessional team approach	4/5	80% (44%)
Interprofessional research projects	1/5	20% (42%)
Explicit IPE learning constructs and outcomes are targeted in IPE learning activities	2/5	40% (40%)
Combining faculty across disciplines to teach courses that apply across multiple disciplines	2/5	40% (39%)
Interprofessional service learning projects	2/5	40% (32%)
Conducting a debrief period with students and facilitators after IPE learning activity	2/5	40% (31%)
Conducting grand rounds with two or more professions participating	3/5	60% (27%)
Journal groups that include two or more professions	2/5	40% (11%)
Other -	5/5	100% (7%)

By 2025, 80% of

- ✓ CSD academic programs have IPE models in place
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NSSLHA Students Engaged in IPE

• **67%** in 2014

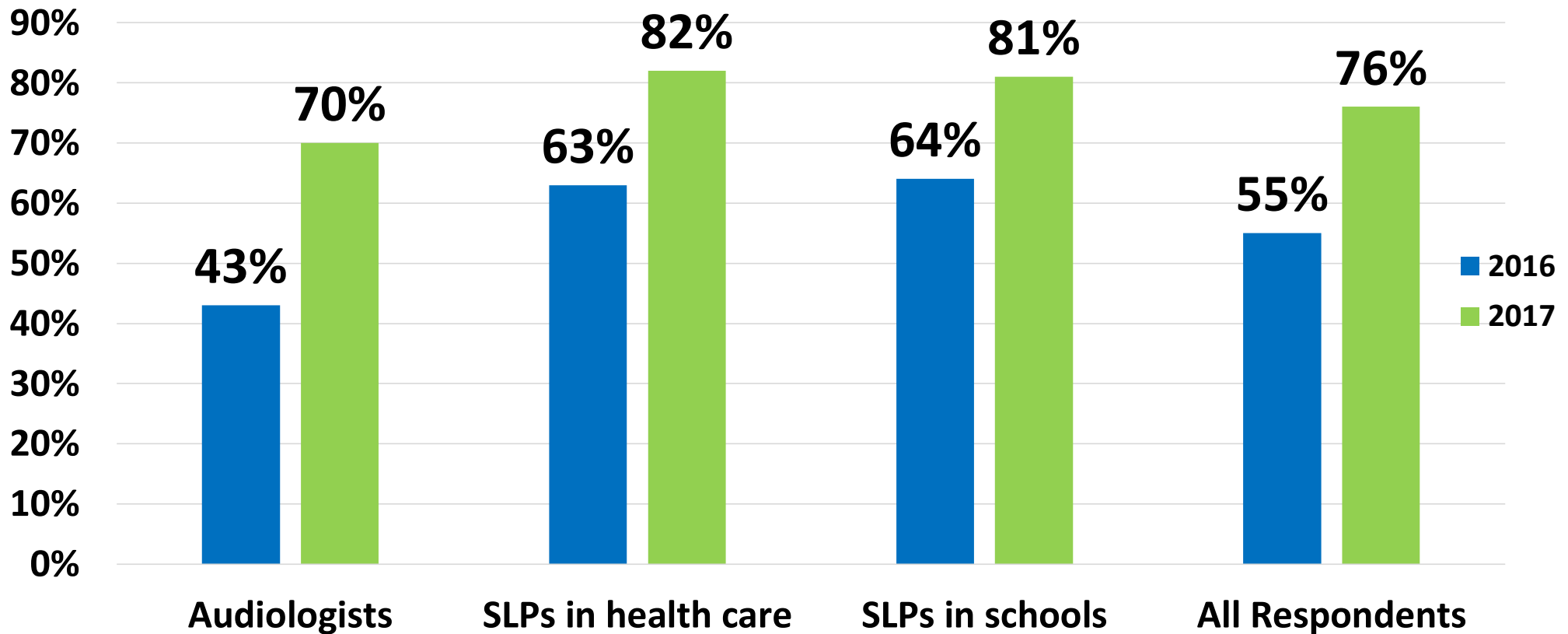
• **71%** in 2016



By 2025, 80% of

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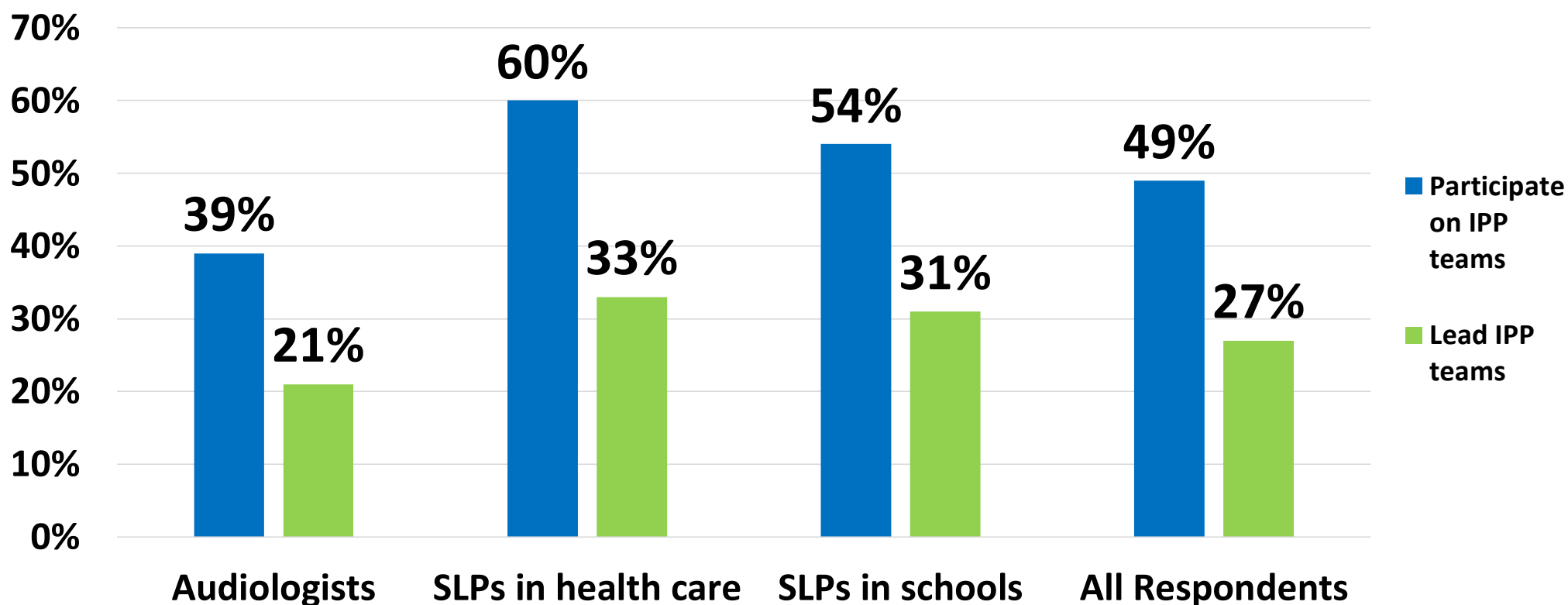
Percent of Audiologists and Speech-Language Pathologists Engaged in IPP



**We still have
work to do!**



Percent of Audiologists and SLPs Who Feel “Very Prepared” to Participate On or Lead IPP Teams (2017)



Education

Collaborations

Initiatives

Policy

Research

What's Your IPP IQ?

1. IPP means

- Initial payment plan.
- Interprofessional practice.
- Initial practice plan.
- Interprofessional program planning.

2. Professionals practicing IPP

- Have a multidisciplinary certification.
- Must be licensed in multiple professions.
- Provide information to a case coordinator.
- Participate in a non-hierarchical interdisciplinary team approach.

3. IPP is seen as a means of

- Eliminating the need for training programs in different professions.
- Improving the client/patient/student experience of care.
- Cost-savings through personnel reductions.
- Improving the design of health care and school facilities.

4. In IPP teams

- The physician leads with input from others.
- Team members rotate responsibilities for note-taking.
- The emphasis is on consensus-building and mutual respect.
- Each discipline writes a separate report.

5. ASHA's position is that IPP is

- Part of the Envisioned Future for audiologists and SLPs.
- A threat to professional autonomy.
- A concept that is appropriate in health care but not education.
- Restating a team-based care concept that professionals already use.

Negative Experiences that Could Ha...

JILL

CHALLENGE

2015 — 2025

The Why, What, and How of Interprofessional Collaboration

THE VALUE OF COLLABORATING WITH AUDIOLOGISTS AND SPEECH-LANGUAGE PATHOLOGISTS

WHAT WE DO

Audiologists specialize in preventing and assessing hearing and balance disorders as well as providing audiologic treatment, including hearing aids.

Speech-language pathologists identify, assess, and treat speech, language, and swallowing disorders.



Interprofessional Education and Interprofessional Practice in Communication Sciences and Disorders:

An Introduction and Case-Based Examples of Implementation in Education and Health Care Settings

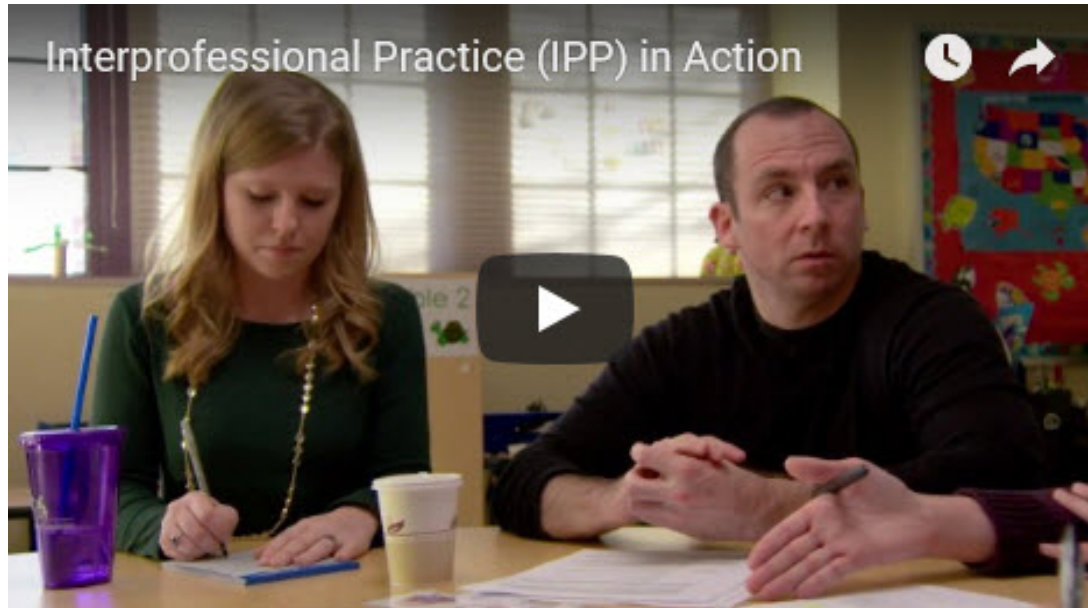
Edited by Alex Johnson, PhD, CCC-SLP

Positive Experiences with Interprofe...

EDUCATION RESOURCES

<http://www.asha.org/Practice/Interprofessional-Education-Practice/>

IPP in Action





COLLABORATIONS

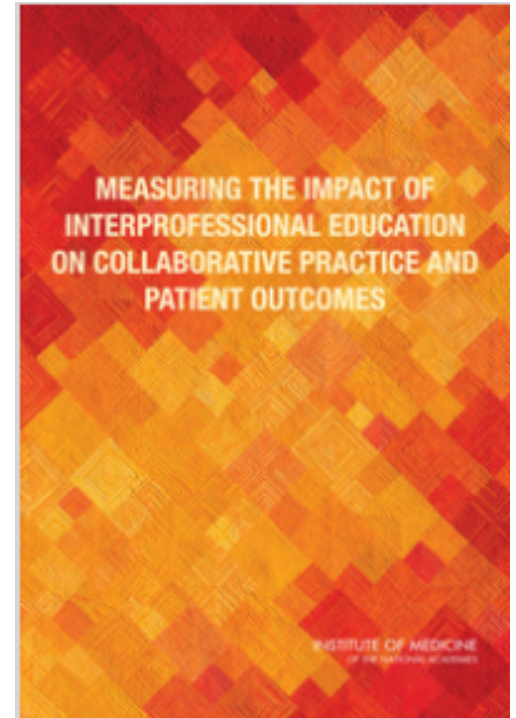
Policy Documents

- Code of Ethics (2016)
- Scope of Practice - SLP (2016)
- Accreditation standards (2017)
- Certification standards (2017)
- Scope of Practice - Audiology - in development (2018)



Research Dissemination

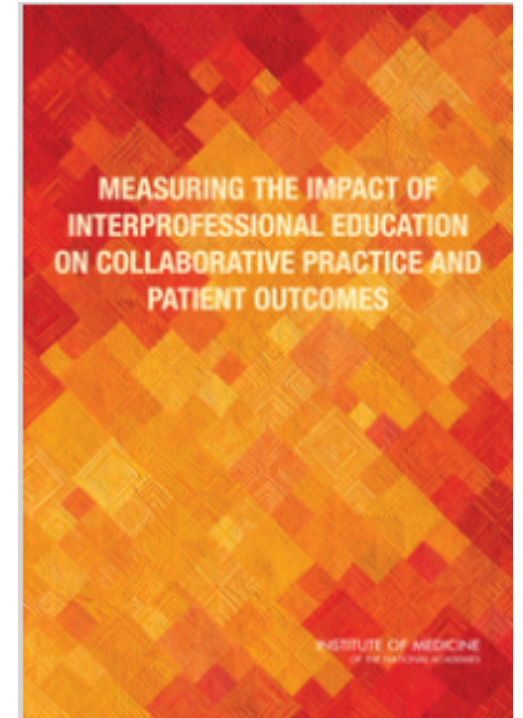
- Developing IPE/IPP research and recommended research agenda and methodology
- Funding resources added to ASHA webpage, *Federal and Private Funding Sources for Researchers*
- 2016 ASHA Convention session on conducting and publishing IPECP scholarship



National Academy of Sciences (April 2015)

Research Dissemination

- Infusing IPECP research opportunities into ASHA award and mentoring programs
- ASHA's Advancing Academic and Research Careers (AARC) award includes IPE/IPP teaching and research as a desired application component.



National Academy of Sciences (April 2015)

Accomplishments (2015-2017)

- Increased awareness and understanding about IPE/IPP
- Increased IPE/IPP engagement in academic settings and practice settings
- Developed IPE/IPP resources and learning opportunities



Accomplishments (2015-2017)

- Showcased exemplars of IPE/IPP teams that include AUDs and SLPs
- Increased visibility about the role of AUDs and SLPs on IPE/IPP teams
- IPE/IPP competencies incorporated into key ASHA policy documents and standards



Challenges

- Small percentage of ASHA members report completing IPE/IPP learning/training
- Minimal representation of our professions at IPE/IPP conferences or in IPE/IPP focused organizations
- Lack of IPE/IPP research studies that include our professions
- Lack of research about academic models and outcomes



Next Steps in 2018-2021: *Transform Behavior*

- Broaden and scale up engagement among ASHA related stakeholders (members, ASHA CE providers, Special Interest Groups, and NSSLHA)
- Collaborate with CAPCSD, our academic programs, and Related Professional Organizations to build an IPE/IPP culture among faculty, students, clinicians, and researchers.

Next Steps in 2018-2021: Transform Behavior

Education

1. Identify, develop and/or disseminate resources for students, faculty, practitioners, CE providers, and ASHA staff
2. Collaborate with ASHA related stakeholders to promote adoption and implementation of IPE/IPP competencies and best practices

Collaborations

1. Connect with other professionals and professional organizations (e.g., state associations, RPOs) to inform them about the value that SLPs and audiologists bring to IPP teams
2. Seek opportunities for collaboration and information sharing on IPE/IPP

Research

1. Identify, develop, and/or disseminate resources (e.g., research design and methods, published systematic reviews and evidence-based guidelines, and potential funding mechanisms) that support research in IPE/IPP

Collaboration and Education – ASHA Grants

ASHA Grants to 3 State Associations
MI, CA, SC

PSA Development

Small Group Discussion

SHARE

YOUR THOUGHTS

Describe your experience with interprofessional education and practice at your institution or organization.

- IPE or IPP Structure and Activities – academic, clinical, research?
- Partners – who are you collaborating with?
- Successes – what's working?
- Challenges – what obstacles are you working through?

How will you use MSHA and ASHA resources to expand IPE/IPP at your institution or organization?

- IPE or IPP Structure and Activities – What is the next step in IPE or IPP in your setting?
- Partners and Leaders– who else needs to be invited to join the conversation?
- Plan for Success – how will you enable action and remove barriers?

For ASHA information:

Visit www.asha.org/ipe-ipp

Contact AcademicAffairs@asha.org

For MSHA information:

Public Service Announcements - MSHA

<https://www.gvsu.edu/miperc/>



We are
making
progress!

