Cultivating IPE/IPP Culture in CSD Programs
AFDI Examples, Insights, and Tips

TWO COHORT GROUPS OF ASHA FACULTY DEVELOPMENT INSTITUTE (AFDI) participants created and implemented Interprofessional Education (IPE) and Interprofessional Practice (IPP) activities at their home institutions over a two-year time frame. They shared their findings in order to support colleagues with new IPE/IPP efforts and inspire more collaborative education and practice among Communication Sciences and Disorders (CSD) and other disciplines.

## FACTORS THAT FACILITATE SUCCESS

- IPE/IPP is included in university, school, or department strategic plans.
- IPE/IPP initiatives connected to accreditation standards help create and sustain momentum to execute programs.
- A centralized IPE/IPP campus institute or office that provides a built-in framework for new initiatives.
- Access to national, regional, state, and local IPE/IPP organizations for networking and collaboration resources.

CHALLENGES

- Creating new IPE/IPP programs increased faculty workload without additional compensation or release time.
- Institutional leadership changes and fluctuations in faculty resources impact program sustainability. Long term support and resource commitment from administration is needed to sustain continuity for activities beyond the first year of implementation.
- Accounting for IPE/IPP activities is difficult. Programs are often categorized as 'outreach' and prioritized below traditional faculty scholarship, teaching, and service responsibilities.

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on.asha.org/interprofessional
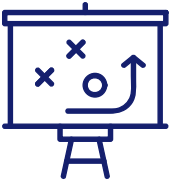
TIPS AND STRATEGIES

- Integrate IPE/IPP with research activity to demonstrate IPE/IPP value as connected to scholarship, teaching, and publication.
- Introduce IPE/IPP concepts through existing structures for collaboration, like weekly faculty and student meetings.
- Use official channels, documentation, and policy to move initiatives forward. For example, assess and revise student learning outcomes to include IPE/IPP through department curriculum committees.
- Ask for and integrate student feedback into IPE/IPP experiences and assignments.
- Give yourself ample time to plan before implementation—ideally, 1 year lead time.
- Consider pacing. Establish a timeline that supports everyone's role and focuses on quality development.
- Capitalize on parental/caregiver/client interest in and appreciation for IPE/IPP. Highlight IPE/IPP impact on client outcomes, ability to improve patient-clinician communication, and potential to alleviate caregiver stress.
- Take advantage of intramural and personnel preparation grants; IPE can meet training needs.
- Build-in options for flexibility; allocate space in syllabi for updates.
- Increase return on your time and labor investment by sharing your research—at ASHA Convention, interprofessional conferences, internally at your home institution, and through intramural research programs.

INSPIRING POSSIBILITIES

Examples of AFDI Participant Programs

Johanna Price, PhD, CCC-SLP of Western Carolina University

Built an IPP diagnostic clinic with CSD, Psychology, and Special Education, and implemented a personnel preparation grant to train graduate students to work with autistic children with intellectual disabilities using an Interprofessional Experiential Education (IEE) plan.

Robyn Zeltinger, PhD, MS, CCC-SLP, University of Mary

Implemented a common reading experience and IPP discussion activities with Speech-Language Pathology, OT, Athletic Training, Nursing, and Kinesiology departments.

Ying-Chiao Tsao, PhD, CCC-SLP, California State University – Fullerton

Generated a virtual IPE stuttering treatment workshop for CSD and counseling students.

Shae Morgan, AuD, PhD, CCC-A, University of Louisville

Worked with colleagues to ensure department syllabi contained a goal, learning objective, or competency that highlighted IPE/IPP. Modified existing clinical "Tuesday Noon Talks" to incorporate a regular IPE/IPP discussion, guest lecture, or case study.

Natalie Neubauer, EdD, CCC-SLP, Seton Hall University

Developed immersive IPE community training using video case studies and an IPE panel discussion to develop students' skills in providing holistic care, recognizing the roles of other professions, learning teaming skills and engaging in IPP in real time. Students collectively completed four IPE modules on professionalism, cultural competency, team science and person-centered care and humanism.

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READY TO CREATE AN IPE/IPP PROGRAM OR ACTIVITY?

Visit **www.asha.org/practice/ipe-ipp/** to access resources
Email ASHA Academic Affairs for resources and support: **academicaffairs@asha.org**

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