Cultivating Creative, Interdisciplinary Collaboration: Perspectives from Two Institutions

Erin R. Embry, M.S., Associate Director, Graduate Program, New York University
Jack Pickering, Ph.D., Professor, College of Saint Rose

2012 CAPCSD Newport Beach, CA
Introductory remarks

collaboration is everything
Our perspectives

- Erin - from NYU, a large university with a strong medical center affiliation
- Jack - from St. Rose, a small college without a formal medical center affiliation
- Our contention is that the setting should not be a barrier to the implementation of creative collaborations
collaboration (kəˌlæbəˈreɪʃən) — n (often foll by on, with, etc)
1. the act of working with another or others on a joint project
2. something created by working jointly with an other or others

World English Dictionary
“...while the Western belief in individualism romanticizes this perception of the solitary creative process, the reality is that scientific and artistic forms emerge from the joint thinking, passionate conversations, emotional connections and shared struggles common in meaningful relationships.”
Individual development is not only shaped by but is dependent upon social and cultural interactions and experiences.

Achieved by:
- Imitative learning
- Instructive learning
- Collaborative learning
Effective assessment and intervention in SLP are:

- Contextualized
- Functional
- Person-centered
- Collaborative
- Interdisciplinary


*Collaborative Brain Injury Intervention: Positive Everyday Routines.*
Exceptional teams:

- Learn from one another; share skills
- Do not function in a pecking order or a sense of hierarchy.
- Understand that many of the critical needs of the people we serve are not discipline-specific
- Are willing to blur professional boundaries and respect one another
Clear Benefits, Interesting Challenges
Broadly speaking:

- They are becoming the new societal norm in light of advances in technology, global learning and economic challenges
- They mirror the real world, in both medical and educational settings
- Research in health care suggests they enhance patient care
Academically:
- They broaden students’ understanding and experience
- They provide opportunities for interdisciplinary scholarship
- They enhance program visibility and viability; they can set a program apart, enhancing admissions
The Challenges

Strober (2011):

- Higher education tends to reward individual, disciplinary achievement
- There tends to be insufficient funding
- Interdisciplinary collaboration is difficult to evaluate
- Talking across disciplines can be difficult
Williams et al. (2011):

- For children with disabilities, interdisciplinary services commonly occur outside the classroom, leading to limited interprofessional interaction.

- Issues or barriers to full participation:
  - Communication
  - Training/Education
  - Community Resources
  - Needs of the Individual
Education in CSD:

- Programs are generally organized in silos
- Coursework tends to be disorder-specific
- Clinical and academic education are separated in the curriculum
So, how do we expose our students to meaningful interdisciplinary collaboration?
Enhanced Collaboration
Student-practitioners learning together with intention, mutual respect, and commitment; IPE requires continuous interaction, coordinated effort and sharing of knowledge – “enhanced collaboration”.*

Consistent with Ylvisaker’s characteristics of an exceptional team.

*Alberto, J. & Herth, K. (2009, March 31) and ASHA (2008, June)
Centre for the Advancement of Interprofessional Education

- An independent “think tank” of individuals and corporate members
- Works with organizations in the UK and overseas
- Goal: to improve collaborative practice and the quality of care by professions learning and working together

www.caipe.org.uk
Examples of Interprofessional Education

- Nurse Education (Alberto & Herth, 2009):
  1. A course in ethical issues in biomedicine (nursing and philosophy)
  2. A course in complementary therapeutic modalities (nursing and kinesiology)
  3. A support program for people with COPD (nursing faculty, physician faculty, health care professionals, patient-advocates, and the American Lung Association)
Examples of Interprofessional Education

- Physician Education:
  - The Maine Medical Center-Tufts University School of Medicine (MMC-TUSM) 3rd year longitudinal clerkship (MMC-Tufts, n.d.)
  - Cambridge Integrated Clerkship (Harvard Medical School, n.d.)

- CSD: The Rockcastle Project, a collaboration between OT, PT, and SLP students (Page, 2010)
Collaborations found on ASHA’s Website

- Education in OT-SLP (Perry, Hall, & Tiongco, 2011)
- Hospice (Durkin & Vescovich, 2011)
- International education (Hagstrom, 2010)
- Education in medical speech-language pathology (Huff, 2009)
- Intervention in brain injury (Wertheimer, Constantinidou, Raymer, Turkstra, & Paul, 2008)
- Doctoral education (Stemple, 2006)
ASHA’s Research and Scientific Affairs Committee

Establishing and maintaining interdisciplinary collaborations:

- Module 1: Getting Started
- Module 2: The Project Begins
- Module 3: Project Execution
- Module 4: Collocation vs. Distance
- Module 5: Presenting Research

Plante, Watkins, & Hendrix
(www.asha.org/academic/interdis-collab/)
Our Creative Collaborations
Our Collaborations

Mocktails and Iron Chef: An Interdisciplinary Experience in Dysphagia

Communication and Counseling: Intervention for People in the Transgender Community

Views into the Voice: Understanding the ENT-SLP Partnership

Building a Bridge Across the Silos: NYU’s Rusk-Steinhardt Collaboration
Mocktails and Iron Chef

- A course that promotes interdisciplinary, collaborative approaches to care
- Focus narrowed to swallowing issues and impacts on nutrition
- Team approach fostered in classroom, lab and hospital setting
- Variety of learning/teaching opportunities
Small number in class + application process results in a very dynamic, motivated group

Modeled after problem-based learning approach; instructors serve as “facilitators”

Assignments/projects functional, applicable and fun

Diverse backgrounds, one common vision
Exposure to real-world experiences through:

- Observation of modified barium swallow studies at NYU Langone Medical Center (supervised by NYUMC speech-language pathologists)
- Active participation in a mock "team rounds" with resident and attending physicians at Rusk Institute (Physical Medicine & Rehabilitation)

Cooking competition:

- Students create a dysphagia meal individualized to their patients’ needs
- Judged on appearance, creativity, nutritional and texture appropriateness and taste
Mocktails and Iron Chef

- Idea supported by students, department, administration and affiliated medical community
- This course serves as a model for other developing courses in Steinhardt and the medical school
- Open lines of communication related to this course have had direct and positive impacts on patient care services at NYUMC/Rusk
Communication and Counseling

- A program providing clinical services for individuals in the transgender community
- An initial focus on voice was expanded to include communication and counseling
- Group supervision promotes active dialogue about the program, not just student performance
A team approach is fostered with opportunities for collaborative decision making.

An apprenticeship model is applied: supervisors, counselors, and clients serve as coaches, “master craftspeople.”

Goals are functional and individualized, even in the group setting.

Mindfulness is integrated into the sessions.
Classroom presentations (Counseling for SLPs and Multicultural Counseling) provide opportunities for practice and client-led instruction.

Recent project provided an interdisciplinary focus on counseling skills for SLPs.

A student in Multicultural Counseling takes part in the group.
The program has support from students, faculty, administrators and mental health counselors (our primary referral source)

The program facilitated community engagement with the local LGBTQ community center

The group has become an important recruiting tool
An SLP-ENT collaboration:

- Facilitated by a .3 FTE consulting position in an otolaryngology private practice
- Two laryngologists and a neurotologist actively support student learning
- The SLP roles include laryngeal videoendoscopy, voice evaluation and intervention, with a recent addition of dysphagia services to the practice
Multiple learning opportunities:

- Collaborative, interdisciplinary classroom case presentations
- Student observations of videostroboscopy
- A one-credit, advanced “rotation” with the ENTs
- Research

A nice bonus: One of the ENTs is a member of our CSD Advisory Board
A NYU “collective” that includes members of Steinhardt faculty and representatives from Rusk Institute

Focused on collaborative efforts in both research and training
Series of targeted discussions on:

- New and developing collaborative activities
- Case-based crossover courses
- New and developing opportunities for interprofessional education
- Development of PhD program in Rehabilitation Sciences
Ideas for the future...Your thoughts

- Take greater advantage of our present affiliation(s)
- Cast a bigger net
- Consider community-based/global projects
- Expand student/client involvement
- Improve evaluation
Do a careful environmental scan (internal and external) to see what is available

Find a colleague with whom you can work

Identify a shared vision and tap into individual strengths
Cultivating creative interdisciplinary collaboration

- Plan Carefully
- Engage constituents (students, colleagues, professionals, clients) in planning and evaluation
- Get administrative support
- Seek funding, consider grant opportunities
- Share what you are doing:
  - Internally & externally
  - Through public relations & scholarship
A collaborative discussion
Our questions...

What are you doing?

Can you build on your activities?

What might be possible???
“...collaborative efforts..., result in a clearer vision of the seamless realities presented daily in our clinical lives and an enhanced capacity to serve whole individuals as they deserve to be served.”

Mark Ylvisaker, 1994


