Development, Implementation and the Future of IPE at Seton Hall University

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SCHOOL OF HEALTH AND MEDICAL SCIENCES
Interprofessional Education
SETON HALL UNIVERSITY
GOOD MORNING
FRAMEWORK

- **Foundation**: Interprofessional Education at the School of Health and Medical Sciences, Seton Hall University
- **Planning and School-wide Implementation**: Interprofessional Education Task Force
- **Integration into the curriculum of a professional program**: Interprofessional Education & the Master of Science in Speech-Language Pathology program
The School's mission is to prepare health care professionals to assume leadership roles in the health care arena. To achieve this goal, a variety of unique and innovative educational programs are offered utilizing a multi-institutional and integrated approach to graduate education.
5 professional programs, Master of Science in Health Administration (July 1, 2014), and a post-professional doctoral program in Health Sciences

Medical Residency and Fellowship Programs

Over 40 full-time faculty in the Health Sciences domain and close to 400 students across 5 professional programs

More than 400 clinical affiliation contracts with educational and health care partners in the state and beyond

International collaborative partnerships in more than four countries
Interprofessional Education (IPE)
- process by which a group of students (or practitioners) from health-related occupations, with different educational backgrounds, learn together during certain periods of their education (Areskog, 1988).
- fosters a better understanding of other health provider roles, an increased respect for other professions and improves outcomes and the quality of care (Parsell & Bligh, 1999; Thistlethwaite & Nisbet, 2007; WHO, 2010).

Interprofessional Practice (IPP)
- Health workers from different professional backgrounds work together with patients, families, etc. to deliver quality care (WHO, 2010).
• Create a Task Force
• Develop a 5-year Strategic Plan
• Develop a proposal: Center for Interprofessional Education in the Health Sciences
• Provide resources (funding and personnel) to implement faculty and student centric initiatives
• Genevieve P. Zipp, P.T., Ed.D. (Chair of the Task Force)
• Lee Cabell, Ed.D.
• Terrence Cahill, Ed.D., FACHE
• Vikram N. Dayalu, Ph.D., CCC-SLP
• Carolyn Goeckel, M.A., ATC
• Michael F. LaFountaine, Ed.D., ATC
• Catherine M. Maher, P.T., D.P.T., G.C.S.
• Thomas J. Mernar, Ph.D., OTR
• Howard J. Phillips, P.T., Ph.D., OCS, ATC, FAAOMPT
• Denise Rizzolo, Ph.D., PA-C
• Abby L. Saunders, M.S., PA-C
IPE can work if we...

- Acknowledge & foster grassroots efforts
- Foster connections
- Build expectations
- Encourage wider faculty adoption
PLANNING

- Faculty from all departments volunteered to be a part of this task force; members chose a chairperson
- Developed a 5-year Strategic Plan
- Simultaneously, task force members interviewed colleagues to identify existing IPE activities
- Identified national and international centers of excellence in the domain of IPE
- Conducted a detailed review of literature related to IPE
Five Year Strategic Plan

- **Mission Statement:** To create experiential learning opportunities that foster individual development of quantitative and qualitative skills necessary for effective collaboration among health care providers to ensure the highest quality of patient centered-care.

- **Goal 1:** Foster a **community of faculty, students, practitioners, and staff** that value interprofessional evidenced-based educational experiences within the academy as a mechanism to support a strong foundation for the advancement of interprofessional evidenced-based practice.

- **Goal 2:** Create **student experiential learning opportunities** that foster individual development of quantitative and qualitative skills necessary for effective collaboration among health care providers to ensure the highest quality of patient centered-care.
School-Wide Implementation
Faculty Centric Activities

- Baseline survey of faculty on their perception of IPE
- Faculty Retreat focused on exploring evidence-based IPE practices
- Follow-up survey
- 2nd Faculty Retreat- Included a workshop titled “Exploring Possibilities in IPE” with experts in health professions education from across the Northeast
- Developed an annual faculty award - Award for Excellence in Interprofessional Education
- Faculty-to- Faculty round table discussions on Teaching Excellence
Conceptualizing Student Activities: IPE experiences are offered at major transitional points within each health science programs curriculum

- Core Signature IPE Experiences
- IPE Experiences must support the following:
  - Patient-centered care
  - Evidenced-based practice
  - Critical thinking
  - Transformative learning experiences using apprenticeships and mentorship experiences and interprofessional teaming opportunities.
School-Wide Implementation
Student Centric Activities

- Core Signature IPE Experience # 1
  - engage pre-professional health science students
  - screening of a commercially developed video entitled “Autism in Love” (ReelAbilities™)
  - exposed pre-professional students to the various healthcare professionals that potentially might collaborate on a patient’s plan of care

- Core Signature IPE Experience # 2
  - Foundational awareness on IPE on orientation day
  - Brief introductory presentation, followed by the viewing of a commercially produced client video
School-Wide Implementation
Student Centric Activities

- Core Signature IPE experience # 3
  - Interprofessional Perspectives Speaker Series (IPSS) is an annual event for the School’s student body, faculty, SHU community at large, School’s clinical community partners and our neighbors in the community.
  - Designed to motivate and assist students in seeing themselves as part of a global community addressing today’s health care issues.
  - The Interprofessional Perspectives Speaker for 2013 was Eric LeGrand, Rutgers University student athlete who suffered a spinal cord injury during a University football game.
Eric LeGrand
School-Wide Implementation
Student Centric Activities

- Core Signature IPE Experience # 4
  - Town Hall Discussion (THD) for Year 1 didactic level health science students.
  - Health care professionals from the community facilitate a panel discussion on “today’s health care environment and potential impacts on patient-centered care”.

- Core Signature IPE Experience # 5
  - Interprofessional Education Symposium (IES) is held for students prior/during their full time clinical experience.
  - The IES experience uses a video case that is developed and unfolded by a master clinician from one of our School’s clinical partners.
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<th>School-Wide Implementation</th>
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<td>Additional Activities</td>
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- **Relay for Life Event**
  - student groups from the five professional programs have coordinated efforts to participate in Seton Hall University’s Relay for Life
  - The Relay is an overnight event from 5pm to 5am where students will walk throughout the evening in order to raise money and awareness for the American Cancer Society

- **Disaster Preparedness Event**
- **Community Blackboard Site for Students and Faculty**
- **Student Liaisons from each department are included in Task Force meetings and discussions**
- **IPE based CEU events**

**ABSTRACT:** Today’s health care system has embraced the model of collaborative interprofessional efforts among health care professionals to achieve desired patient health outcomes. The Academy can offer the foundational experiences needed to support and develop interprofessional patient-centered plans of care for health professional students. This paper explores one institution’s approach to the creation of an infusion plan which the authors have termed a “structured immersion approach” (SIA) to interprofessional education (IPE). The SIA supports “Core Signature IPE” experiences within existing silo-based curriculums that allow for interprofessional education experiences and the appreciation of the importance of interprofessional practice in today’s health care.
Zipp et al., (2013). Student perceptions of visually unfolding case-based (VUCB) IPE experience as a teaching and learning model for the promotion of interprofessional care in health science students. Poster presented at the Annual meeting of the Association for the Behavioral Sciences and Medical Education.

### Example of Survey Data from students after attending the Core Signature IPE Experience # 5

**IPE Symposium provided opportunities to:**

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<th>Statement</th>
<th>Disagree</th>
<th>Neutral</th>
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<td>Develop my skills in the area of non verbal communication</td>
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<td>Support my knowledge base in my professional area</td>
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<td>Evaluate information critically.</td>
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<td>Explore ethical and legal issues associated with health care</td>
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<td>Explore a mechanism to foster my own recognition of my role as an interdisciplinary health care</td>
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<td>Develop interpersonal skills for collaborative patient based care</td>
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<td>Engage in the development of effective communication skills with other health...</td>
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<td>Explore the unique contributions of other health professions</td>
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The Future of IPE at SHMS

- Explore the development of a Core IPE Curriculum
- Explore IPE based service learning programs
- Use Web-based tools to expand the IPE Core Signature Events
- Assess the impact of IPE across professions
Mission & Vision of the Department of Speech-Language Pathology, Seton Hall University

• Mission
  ○ The mission of the Master of Science in Speech-Language Pathology program is to prepare students as independent professionals with a broad knowledge base, competency in clinical service delivery and a strong foundation in the principles of evidence based practice. Aligned with the Catholic mission of Seton Hall University and the School of Health and Medical Sciences, students will be prepared with the skill set to assume servant leadership roles in a global society. The program promotes a culture of lifelong learning, collaboration, creation of new knowledge and contribution to the profession and the community

• Vision
  ○ The Department of Speech-Language Pathology will be nationally recognized for its collaborative clinical program, integrative and comprehensive curriculum, innovative research, and service to the profession and community
Integrating IPE into the SLP Curriculum

- SLP students participate in Core Signature IPE Experiences within SHMS
- SLP students learn about IPE and experience IPP within the SLP curriculum
- SLP students engage in IPE Experiential Opportunities
OVERVIEW

SHMS IPE EVENT

- Core Signature # 1 (UG)
- Core Signature # 2 (*Fall 1*)
- Core Signature # 3 (*Fall 1*)
- Core Signature # 4 (*Spring 1*)
- Core Signature # 5 (*Spring 2*)

DEPARTMENT EVENTS

- Course on Professional Issues (*Fall 1*)
- ETO- Summit (*Fall 1*)
- ETO- PG + JFK (*Spring 1*)
- Research Methods II + TBI (*Summer*)
- ETO- Horizon (*Fall 2*)
- IPE Clinical Experience in Oral Health (*Fall*)
- Additional events
DEPARTMENT EVENTS

- Educating students on the role of IPE in facilitating IPP and better patient outcomes
  - Lecture on IPP and the respective roles of the different professionals is presented as a part of the Professional Issues course by a member of the Task Force
  - Research Methods II Course- Discuss research protocols across different professions
  - Clinical Seminar + Traumatic Brain Injury Course- Guest lectures and discussions on IPP between SLP, AT, OT, and Audiologist
  - Aural Rehabilitation Course and The Craniofacial Anomalies Course - The IPP aspects related to SLP, Audiologist, neonatologist, plastic surgeon etc. discussed
Providing students with experiential opportunities to see IPP in action: This is achieved mostly by the Experiential Training Opportunities (ETO) that are made available throughout the curriculum

- Summit Speech School- Fall 1
- Mt. Carmel Guild- Fall 1
- **PG Chambers-Spring 1**
- JFK- Spring 1
- Kessler- Spring 1 + Fall 2
- Horizon- Fall 2
• **Summit Speech School**- first year students observe speech therapies, classroom instruction and learn about various hearing aid technologies for preschool students with hearing impairments. Students get to see the collective culture of the teachers, SLP’s, audiologist and classroom staff who work in tandem to cultivate each child’s goals.

• **Mt. Carmel Guild Academy (Elementary)**- Community service volunteer project available implemented each year for students to participate in free speech, language and hearing screenings for children with autism and emotional and behavioral disorders ages 3-21. Student get to see the collective work of the teacher & SLP who work together to screen children’s hearing to support early detection of delays and disorders
**PG Chambers School**- Level 1 Training for 1st year students that offers hands-on exposure and practice with the continuum of service delivery from referral and assessment through treatment planning and implementation for children with special needs 3-21. *(Held January through February each year; Poster describing this program presented at ASHA)*

- Students reflect on the educational cognitive, communication and motor status of the child in the classroom, strengths and deficits in speech therapy, motor deficits seen in PT and OT that can be a barrier to communication, deficit patterns seen across all daily activities and how the team collaborates together to create an optimal treatment plan and reinforce each other’s goals.

- Students completed a screening form identifying the needs of the ‘whole child’, as well as a one-two page observation summary, analyzing the “whole child” observed at PG Chambers School through thoughtful reflection.

- Students participate in an interdisciplinary panel discussion with an OT, PT and SLP as the professional analyze video case samples of PG Chambers students; IPP related topics are discussed.
**JFK Dysphagia Training:** Students shadow a clinician at JFK Medical Center in small groups and review case files and objective/observation evaluation notes as well as analyze videos from Modified Barium Swallow Studies. They also get to observe IPP as it relates to the SLP working with the doctor and radiologist in completing chart reviews and designing a holistic plan of care based on patient’s needs.

**Horizon School:** This is a school for children with multiple disabilities and SLP students build their clinical skill knowledge in AAC, feeding, aquatic therapies, and visual impairments. During the experience they learn the value of teaming and co-treating for effective treatment planning and design (i.e. PT and SLP-positioning and access).

**Kessler Cognitive Rehabilitation Program:** In addition to learning the details of the program (e.g., memory aids, functional vocational tasks), students get to observe co-treatment (PT and OT work on hand skills through vocational tasks while the SLP’s work on memory, cognition and executive functioning skills).
Faculty in the SLP and PA department collaboratively developed an Oral Care Initiative to be deployed across age groups and facilities.

The overall goals of this initiative are for students to:

- Engage in effective communication skills and collaborative practice with other health professionals.
- Explore the unique contributions of other health professions and gaining an understanding of their scope of practice.
- Develop interpersonal skills by engaging in an interprofessional community project.
- Recognize one’s roles and responsibilities as an interdisciplinary health care team member.
- Cultivate knowledge base in the professional practice area.
- Engage in teamwork across different healthcare disciplines.
SLP students engage in IPE Experiential Opportunities

- IPE Experience # 1: Passaic School District Oral Hygiene Project
- IPE Experience # 2: Paterson Dental Health Clinic-Promoting Oral Health
- IPE Experience # 3: Innovative Professional Program (Jespy House)
**Passaic School District Oral Hygiene Project**

- Students in the speech-language pathology department partner with physician assistant students in promoting good oral hygiene and healthy teeth for speech and feeding development for elementary age students (pre-K to six grade).
- This project is run at a private school. The PA students focus on dental hygiene while the SLP students discussed the importance of good dental status for both speech production and feeding and created a worksheet to highlight it.
**IPE EXPERIENCE # 2**

- **Paterson Dental Health Clinic-Promoting Oral Health**
  - The PA and SLP Programs in collaboration with Paterson’s City Health Department’s dental health clinic provide preventative services and education to adolescents (14 to 16 years of age).
  - SLP and PA students collaboratively developed activities for 45 minutes that related to overall oral health and hygiene including brushing and flossing, the importance of healthy teeth for speech and sound production and chewing different textures during eating.
  - A smiles curriculum with activities for grades K-5 was adapted for this age group. Many of the students come from low SES backgrounds and have not had any prior dental health education or been seen consistently by a dentist.
Which food is better for your teeth?
Teaching children the importance of Nutrition on Oral Health

Can you say your name without touching your front teeth?
Teaching children what would happen if they lost their teeth
Acid Attack!!
PA and SLP Team Working Together
Innovative Professional Program at Jespy House

- SLP and PA students developed collaborative lessons that highlighted good oral care and procedures/considerations for engaging in safe eating and swallowing.
- The population was adults with cognitive impairments, neurological deficits, and developmental disabilities. Some of the residents had dentures or missing teeth.
- Samples SLP activities:
  - Poor eater (Chugging water, Shoving food with anterior loss, Choking because of chugging and gulping, Talking when eating, Poor posture)
  - Good eater Good posture (Concentrating while eating, Small bites and sips, Staying quiet while eating)
  - Talk about good swallowing vs. bad swallowing: introduction to the activity
  - Ways to modify food (Baby food in juice, Thick it)
  - Strategies that can be used (Liquid wash, Double swallow, Change in consistencies) to encourage good swallowing
  - Handouts discussing safe strategies with visual aids
Student Survey Data:

- Students were surveyed on their perception of inter-professional interaction afforded by this experience and their level of knowledge about IPE.
- Students were asked 9 questions about the opportunity, the skills it enhanced and the knowledge it provides as well as the resultant awareness of the roles other professions.
- Students were asked to rate their responses based on the following scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree.
- 100% rated all 9 outcomes at a rating of 4 or above.
ADDITIONAL IPE ACTIVITIES

- **International Innovation Project**
  - The Occupational and Physical Therapy departments participated in a collaborative community service project with PT and OT students from Helsinki. Together they developed socially and vocationally-based innovations for individuals with special needs in this group home. Assisted in fostering their independence with their activities of daily living.

- **Camp Chatterbox**
  - Scholarship opportunities for SLP students to intern at a camp for children with multiple disabilities using AAC. Students gain specialized training in augmentative and alternative communication methods working hand in hand with teachers, social workers, AAC specialists, parents, OT’s, PT’s. This is not operated by Seton Hall but we encourage students to consider attending.

- **Overseas clinical training in the Philippines**
  - Each year, one to two students avail the opportunity to shadow SLPs at The University of Philippines Manila Campus. The on-site clinic affords students with the opportunity to observe a collaborative intervention approach by PT, OT and SLP clinicians.
Prepare, support and empower faculty

Prepare, engage, and empower students

Stay true to the principles of IPE for the promotion of IPP and PCC

Take HOME MESSAGE......
THE FUTURE OF IPE IN THE DEPARTMENT

- Triangulate data during the program, at exit interview and 1 yr and 3 post with regards to the influence of IPE on practice
- Explore the development of Inter-professional support groups for patient populations
- Develop online content that is aligned with the Core Signature Experiences and departmental events; this will help with assessment and tracking of knowledge and skills
THANK YOU
REFERENCES


Additional materials