



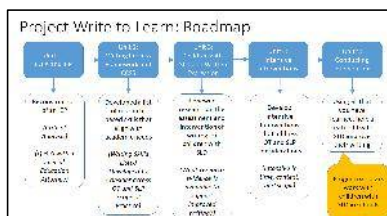
Project Write to Learn: Fostering Interprofessional Education Experiences

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Program Description

Project Write to Learn (PWTL) is a program designed to facilitate interprofessional learning between graduate students in speech language pathology (SLP) and occupational therapy (OT) at Seton Hall University (SHU). Program Scholars completed five hands-on modules to learn about each profession's roles in the evaluation, planning, and treatment of children with Specific Learning Disabilities (SLD). Focal to the project is interprofessional cooperation, allowing for integration of skills and knowledge from different fields. The first four modules consisted of SLP and OT students working to understand the inner workings of special education in schools. During the fifth module, students worked in interprofessional dyads, consisting of one student from each discipline, to design and implement an intervention plan that addressed the visual, motor, language, and cognitive needs of writing for one or more students with SLD.



Purpose

The purpose of this presentation is for program scholars and faculty to share their experiences as the first cohort to participate in this program. As a result of PWTL, program scholars (and faculty) have achieved the following learning outcomes:

- 1) Describe the impact of shared course work on OT and SLP students' readiness for interprofessional practice
- 2) Describe the experiences of OT and SLP students' in shared course work and their readiness for interprofessional practice

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- The authors have no other financial or nonfinancial relationships to disclose.

Program Evaluation

Standardized Outcome Measures

IPE Outcome data: Year 1	Pre	Post
Readiness for interprofessional learning scale (RIPPLS, 2005)	4.26 (1.30)	4.94 (0.23)
Collaborative Practice Assessment Tool (CPAT; 2011)	6.22 (1.02)	6.29 (1.08)

Limitations:

1. RIPPLS: students' early and consistent exposure to IPE at the School of Health & Medical sciences.
2. CPAT: Addresses IP teams in medical settings

Exit group interview

Objective was to explore the process related to the impact of IPE delivered via PWTL on IPP:

- Interview was conducted with a focus on how, when and what helped with interprofessional practice
- The exit interview was conducted by a faculty member who was not involved in the PWTL project
- Open ended interview that was recorded and transcribed by a professional transcription service
- Outcome to support a pilot project; the objective is to develop a tool that is appropriate in capturing collaborative practices in the educational setting



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- Correspondence about this project should be directed to: anthony.koutsoftas@shu.edu

Scholars' experiences of IPE and IPP

Understanding the other profession in context:

Scholar A: "That chart [skills needed to master CCSS], ... on this board right here. It was just like, Dr. Hoover and Dr. K and all of us shouting out things, and it was making sense to everybody."
Scholar B: "It really helped us to have a visual breakdown from both fields."

Having an open mind:

"I would just say being able to be like, open-minded. So like, the one that we did the Common Core standards, like, I read the Common Core standards and I was like, "Oh, I know the skills that they need and I looked at it from my speech perspective." And then I would like, look back at the document and K [scholar] would have all these things and I was like, "Oh my gosh, they need that." But ... I was just too oblivious to it before. And just like, being able to have an open mind, ... "Yes, I think this is the most important." But being able to sit down and be like, "No, well this is important too," like, "let's see what's most important and where do we go from here?""

Better referrals:

"I actually had an experience where, because of some of the feedback that T[scholar] was able to give me, I was able to tell my supervisor, "Hey, I think this kid needs to be evaluated by the OT," and they were able to ... put him next in line 'cause so many kids fall through the cracks, especially ... in urban schools. So that was cool."

Experience of IPP:

"Me and K [a scholar] worked together for our intervention, and I thought it was helpful to have her do the SLP portion and then I did the OT portion, and then every session I could see what she's working on, and she can see what I'm working on and things that changed with our kid. Like, I used highlighted paper, and she noticed that it did improve his handwriting over time. So something like that, ... working together on one kid, I think would be beneficial

Natural consultation when IPP was not possible:

"I think one of the most exciting things for me actually was when you texted me. 'Cause we didn't treat the same kid but J.[scholar] had texted me and she said something along the lines of, "Your kid was really pushing into the floor and really pushing with his pencil," and I was able to talk about ... sensory stuff with her, which is great. And she was like, "Oh, those are great suggestions," and I had emailed you a couple times about her just not being ... my student couldn't come up with ideas with a lot of prompting. So she gave me strategies on how to do that and I was able to implement them I think into my second session. And it really helped, so it really came through at the end."