

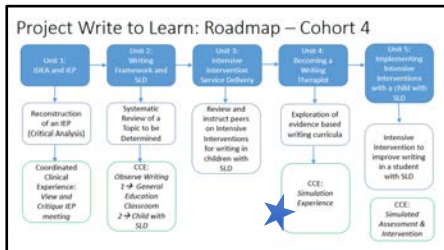
# An Interprofessional Simulation Experience for OT/SLP Graduate Students in Pediatrics – It Can be Done

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## Background

This Simulation Experience was included as part of **PROJECT WRITE TO LEARN (PWTL)**:

- OSEP funded interprofessional training project
- Occupational therapy (OT) and speech language pathology (SLP) graduate students at Seton Hall University (SHU).
- Program goal is to educate OT/SLP students to work collaboratively to understand each profession's roles in the evaluation, planning, and treatment of children with Specific Learning Disabilities (SLD) to improve writing skills
- Focal to the project is interprofessional cooperation, allowing for integration of skills and knowledge from different fields.
- OT/SLP students completed 4 modules that included didactic learning, experiential learning and coordinated clinical experiences
- In the 5<sup>th</sup> module OT/SLP students worked in interprofessional dyads to design and implement a virtual or face to face intervention plan for one or more students with SLD.

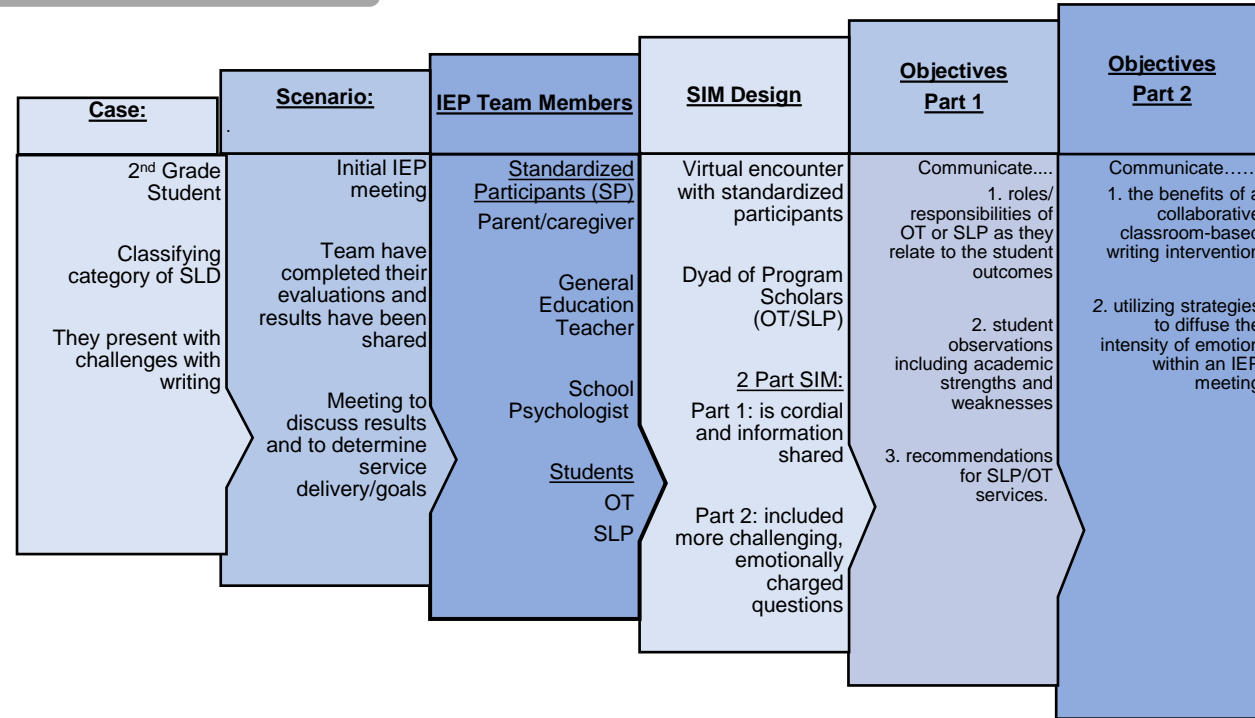


**Goal of Simulation** is to provide an experiential opportunity for students to apply knowledge and skills learned to collaborate with an SLP/OT partner in simulated IEP experience for student with SLD who has difficulties writing.

**Student preparation** prior to SIM included participation in didactic lectures/ discussion, readings from the text and discussion of a video of an IEP meeting. Dyads reviewed the case, analyzed a writing sample and establish a plan of care.

## Interprofessional Simulation (SIM) Experience

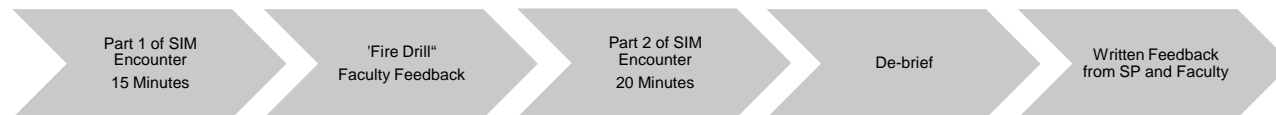
### SIM Design



### Impact of SIM

All OT and SLP students (n.8) completed pre and post Simulation experience confidence survey. Overall results reflected improved confidence.

Post-Simulation Survey – Rate each of the following statements in relation to the IEP simulation experience (n = 7)	Strongly agree	Agree	Neither agree/disagree	Disagree
The purpose and instructions for the simulation experience were clearly explained	0	4	2	1
The overall feedback from the simulation experience will help me improve my performance in IEP meetings	5	2	0	0
Project Write to Learn prepared me for this simulation experience	3	4	0	0
My graduate education course work and education prepared me for this simulation experience	3	4	0	0
The SHMS IPE modules and core signature events prepared me for this simulation experience	1	3	3	0
The pre-brief provided helpful information for improved performance with future IEP meetings	0	5	2	0
The de-brief provided helpful information for improved performance with future IEP meeting	4	3	0	0
The feedback from the standardized patients (Parent, Teacher, Psych) was helpful for improved performance with future IEP meetings.	5	2	0	0



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- Thanks to the Department of Occupational Therapy, Department of Speech Language Pathology, and the School of Health and Medical Sciences for their support of this project.
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- The authors have no other financial or nonfinancial relationships to disclose.

#### Program Text:

Martin, N.R.M. (2005). *A Guide to Collaboration for IEP Teams*. Baltimore, MD: Brooks Publishing