



“All of our disciplines are needed. We are knowledgeable from our own disciplines, but still contribute in meaningful ways to other areas of service.”

Beginning Inter-professional Education

Julie Strunk, Debi Kipps-Vaughan, Elizabeth Richardson, Stacey Pavelko, Michele Kielty, Tammy Gilligan, Dani Bronaugh-Allen, & Karen Myers

- Identify a partner to share your dream with and begin the collaboration process
- Hold conversations about the dream of involving students in a shared learning experience with key people that can help replicate a ‘real world team’ composition
- Develop a shared vision of a training day for students to engage in professional development, team building and problem solving
- Identify the key resources needed for preparation

- **THE EXCITEMENT BUILDS!**

Getting Started

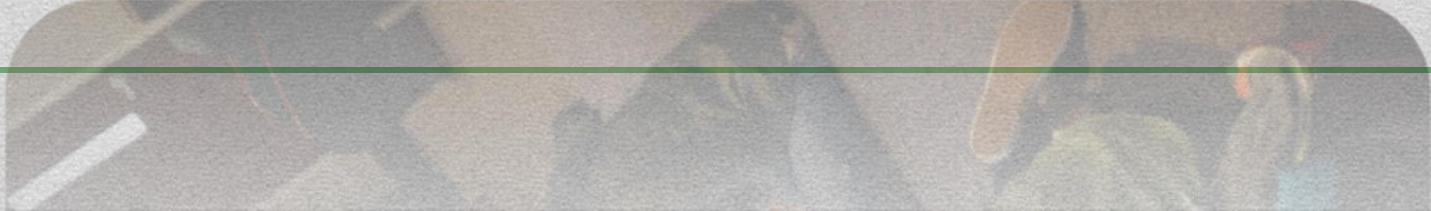
- Identify others with whom you are already working (committees, work groups, etc.) and who may be interested in your idea
- Share your ideas with colleagues and ask if they know someone who may be interested in the idea
- Send out email to department heads and ask them to share with their faculty
- Become more active in college-level activities/groups as well as university-level activities/groups
- TALK TO EVERYONE about your ideas!

Identifying Potential Collaborators



- Professional readiness of participants considered
- Embedded experience within a particular course
- Shared reading on Inter-professional Collaboration
- Students create a presentation of their an overview of their professional role

Preparation of students





Opening Event

- Key-note Speaker
- Orient to the day



- ### Small Group Presentations
- Background on profession & role in schools

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- ### Small Group Discussions
- 2 Case Scenarios



- ### Closing Event
- Processing
 - Post-test



Schedule of Events

- Quantitative & Qualitative Data
 - Identifying appropriate survey tool (Likert scale)
 - Modified existing survey(s) to create a good fit
 - Open-ended questions
- Collecting Data-When & How?
 - Year 1: Students completed online survey before & after day of seminar (low return rate) & open-ended questions prior to leaving seminar (high return rate)
 - Year 2: Students used electronic devices (IPADS) to complete surveys on-site at the beginning & end of the seminar
 - Year 3 (pending): Students will complete paper/pencil surveys on-site at the beginning & end of the seminar

Evaluating Student Perceptions & Learning

- **Descriptive statistics** as well as qualitative themes were used to analyze all data
- Pretest N=44 (School Psychology=6, Occupational Therapy=8, Nursing=9, School Counseling=7, CSD=10, Early Childhood Education/Special Education=4)
 - Perceptions of Team Value (m=39.06)
 - Shared Leadership (m=23.63)
 - Team Efficacy (m=18.02)
- Posttest N=48 (School Psychology=7, Occupational Therapy=5, Nursing=11, School Counseling=7, CSD=15, Early Childhood Education/Special Education=4)
 - Perceptions of Team Value (m=42.29)
 - Shared Leadership (m=25)
 - Team Efficacy (m=21.81)

(The 21-item scale (score 0 to 105) has 3 subscales: team value (11 items, score 0 to 55), team efficiency (5 items, score to 25), and shared leadership (5 items, score 0 to 25). Higher scores reflect a more positive attitude toward teamwork.)

- **QUALITATIVE THEMES**

Increased knowledge and understanding of other disciplines

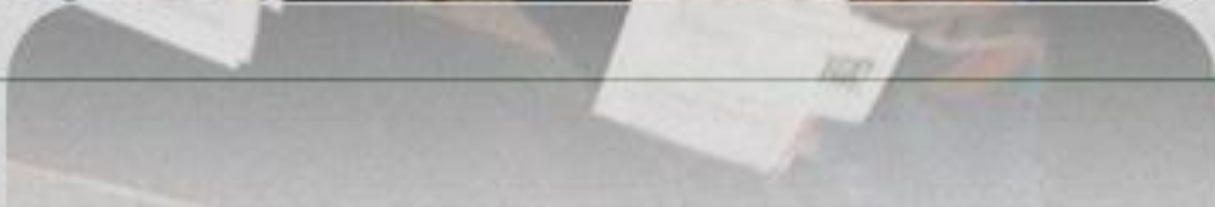
Importance of cooperation/collaboration

Eye opening in regards to professional overlap

Team collaboration improved advocacy and best practices for clients

Genuine interest in other disciplines' perspectives

Research Results



- Develop a Budget –
 - Consider folders, handouts, name tags, poster board, materials for the day
 - Providing lunch for students adds to the professional experience of the seminar
 - Speaker Costs, stipends

Sources for Funding –

In house Grants through Colleges or Special Programs
Department/Program Support

Funding Considerations



Challenges we encountered

- Determining our target group of students
- Ensuring adequate preparation prior to day
- Developing case scenarios
- Space!!
- Appropriate evaluation tools
- Funding/Infrastructure of system
- Logistics of collaboration efforts

• *Tools we used to engage students*

- Collaborative groups create posters with best 3-5 intervention ideas
- Collaborative groups create a summary slogan to represent interprofessional collaboration
- Collaborative groups share one important moment from their group process
- Each participant shout out (popcorn style) one word descriptor of the day in large group at the end of the day
- Each discipline share summary with collaborative group, weaving in brief tactile experience, illustrative skit, or video, etc.

Challenges and Engagers

