

Interprofessional Education and Collaborative Practice (IPECP) Resources and Learning Activities

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Tips for Using ASHA Interprofessional Education/Interprofessional Practice (IPE/IPP) Resources

Accreditation standards have incorporated IPE as critical for preparing students to enter the health workforce where teamwork and collaboration are important competencies. Below are some tips for using ASHA's IPE/IPP Resources for (1) research planning and (2) practicing interprofessional facilitation within university classroom and clinical settings. Both sections are organized according to the different levels of experience suggested by Frenk et al., 2010: *Informational, Formational, and Transformational*. The type and level of experience can be customized across the continuum of interprofessional learning to professional development opportunities.

Access the resources below by clicking on the colored bar, or by visiting asha.org/interprofessional.

Research Activities		
Informational	Formational	Transformational
IPE/IPP Research for Audiologists/SLPs		
Define what an evidence map is and how it can inform best practice	Review the ASHA IPE/IPP evidence. Select a study and describe a scenario for applying the available evidence	Demonstrate the ability to search, critique, and apply available IPE/IPP evidence to a clinical case
IPE/IPP Research From Other Health Professions		
Define a systematic review, levels of evidence and the systematic review process	Review a published IPE or IPP systematic review and describe the process used, results, and implications	Select an IPE or IPP topic and outline the process for a systematic review of available evidence for this topic
How to Plan and Fund Your IPE/IPP Research		
Describe the importance and benefits of IPE/IPP research. Identify the steps in an implementation science approach to IPE/IPP research	Identify an IPE or IPP research-to-practice gap (area of needed research)	Using an implementation science approach, outline the steps for an IPE or IPP study
<p>Frenk, J., Chen, L., Butta, Z. A., Cohen, J., Crisp, N., Evans, T., . . . Serwadda, D. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. <i>The Lancet</i>, 376, 1923-1958. doi:10.1016/S0140-6736(10)61854-5</p>		

Classroom and Clinical Activities		
Informational	Formational	Transformational
What is IPE/IPP?		
Identify skills/behaviors exemplified by effective teaming (e.g., communication, trust, respect, role clarification, conflict management)	Review an IPP case study and reflect on the positive teaming skills exhibited and areas for improvement	Conduct an IPP case activity and self-reflect on the team's demonstration of collaborative practice skills
Benefits of IPE/IPP		
Understand the relationship between IPP and Alternative Payment Models	Discuss a case study care plan contrasting care with a traditional fee for payment model vs an IPP team and a value-based payment model	Implement a real or simulated team scenario using an alternative payment model
Define the social determinants of health and their role in patient/client/student centered care	Use a case study to identify any impact of the social determinants of health on a care or education plan and outcomes	Develop an IPP plan to mitigate an identified health inequity policy
How to Advocate for IPP in Your Clinic/School		
<p>Develop messages to advocate for IPP in a healthcare or school setting using the recommended 5 talking points included in the advocacy resource</p> <ul style="list-style-type: none"> • Why Now? sense of urgency to avoid complacency • Consequences: potential impact of not participating • Call to Action: state the ask; activate agency to act with purpose • Benefits: what are the personal benefits to you or others; what's in it for me (WIIFM) 	Develop messages to advocate for IPP in a healthcare or school setting using the recommended 5 talking points	Develop and deliver a presentation advocating for IPP in your setting using effective messaging and recommended talking points
Case Studies		
Learn about other professions' expertise and roles on IPP teams	Case Studies used as a reference point for shaping students' understanding of what IPE/IPP looks like in various settings	Using the case study rubric, outline an IPP case and reflect on the team's process and outcomes
	<p>Chunk the Case Studies into smaller information and ask class to problem solve as they work through a case:</p> <ul style="list-style-type: none"> • Who else could be an important addition to the team in this case? • Which of the core competencies was best demonstrated by the exchange that occurred between X and Y? • How might we suggest that they improve their communication? • Are there other strategies they could use that were discussed in previous lecture? 	