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What Comes to Mind When You Hear "Interprofessional Practice" ?

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Interprofessional Early Intervention: How an IPEI Program Prepares SLPs to Serve Young Children Who are D/HH and Their Families

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Interdisciplinary Preparation of Teachers of the Deaf and Speech-Language Pathologists to Provide Early Intervention Services to Young Children Who Are Deaf/Hard of Hearing and their Families (H325K170008)

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Interprofessional Practice and Education (IPP/IPE), Defined

“Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength.”

(World Health Organization, 2010)



An Additional Definition of Interprofessional Practice and Interprofessional Education

“[Interprofessional Practice] occurs when multiple service providers from different professional backgrounds provide comprehensive healthcare or educational services by working with individuals and their families, caregivers, and communities- to deliver the highest quality of care across settings.”

(American Speech-Language-Hearing Association, 2007)

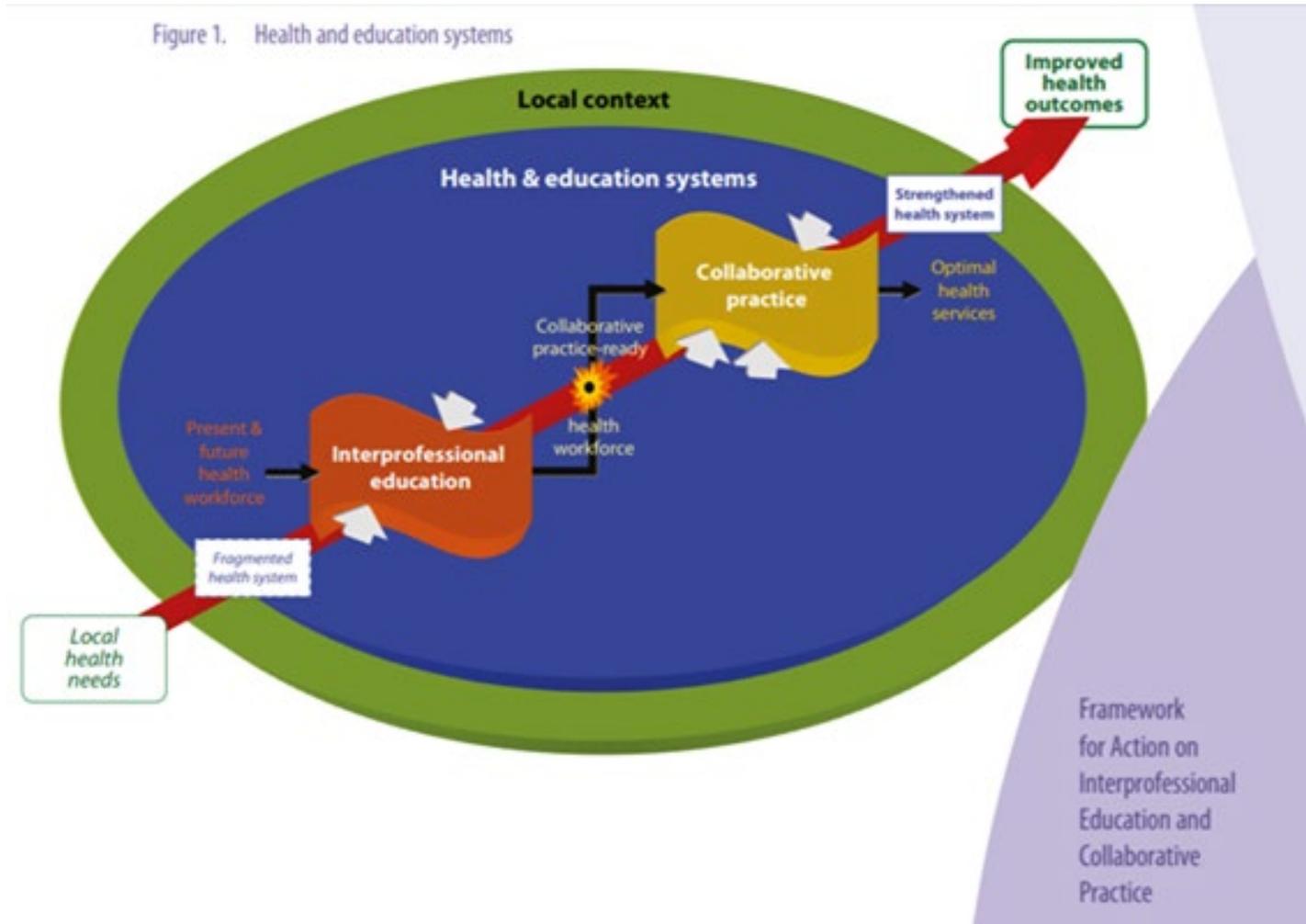


...And a Third Definition, from Our Learning

Interprofessional practice is a process by which one creates parity amongst diverse team members—including the **family**—to engage in continuous information sharing and to establish accountability across shared outcomes



Where Interprofessional Education and Collaborative Practice Meet

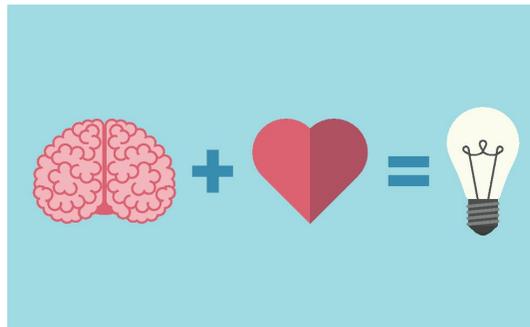


(World Health Organization, 2011)



Competency

- What does it mean to be competent?
- Who sets the competencies for SLPs?
 - ▶ ASHA KASA/Certification Standards
 - ▶ Does ASHA require us to be competent in interprofessional practice?
 - ▶ ...Not until 2020 (Council for Clinical Certification in Audiology and Speech -Language Pathology of the American Speech-Language-Hearing Association, 2018)
 - ▶ IDEA (the law!)



IPEI Competencies

1

Development

- Understand specific needs of children who are DHH and how technology can support this development

2

Collaboration

- Collaborate with other professionals to provide high-intensity services to young children who are DHH

3

Assessment

- Assess development of children who are DHH & their families
- Prepare plans (IFSPs) that address needs and strengths

4

Relationships

- Recognize CRUCIAL role of families
- Provide culturally and linguistically responsive intervention

5

EBP

- Develop focused instructional plans and curriculum based on individual needs

6

Administrative Knowledge

- Develops skills for coaching other service providers in EI and ECE deaf education settings

7

Advocacy

- Advocate for the provision of high-quality services for all children who are DHH and their families, including programming in natural and LREs

8

Professionalism

- Demonstrates critical thinking, life-long learning, reflective practice, and ability to apply EBP relevant to EI and EC deaf education



Opportunities for Interprofessional Collaborative Practice



Let's Discuss!

- What are you trying to incorporate into your program to facilitate IPP between professionals of DHH families?
- What are the benefits of IPP?
- What barriers to implementation do you foresee?
- What questions do you have for us?



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