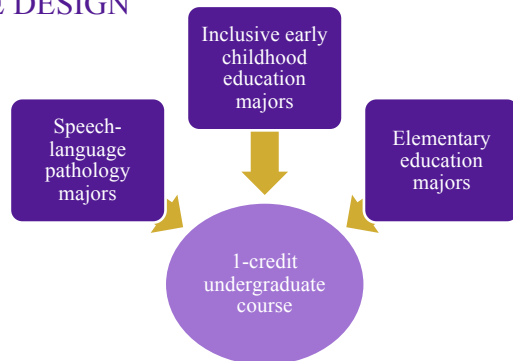


BACKGROUND

Researchers in education have advocated for interprofessional education (IPE) among educational service providers because schools are staffed with a wide variety of professionals. IPE is needed at the preprofessional level because research has indicated that effective collaborative techniques must be developed, taught, and practiced to build competency and produce effective outcomes (Dobbs-Oates & Wachter Morris, 2016). The skills and attitudes necessary for effective teamwork should be introduced through interprofessional education and practical experience, as well as through modeling of interprofessional collaboration at the faculty level (Hillier, Civetta, & Pridham, 2010). There are, however, little to no opportunities for preprofessionals to learn effective collaborative techniques (Dobbs-Oates & Wachter Morris, 2016). The specific aim of this course was to examine whether participation in a 1-credit hour course increases students' knowledge of the Interprofessional Education Collaborative (IPEC) Core Competencies.

COURSE DESIGN



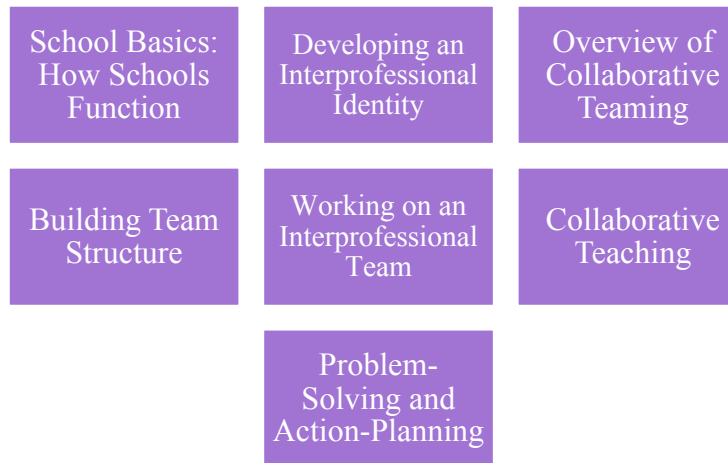
Course Objectives

- Explain interprofessional collaborative practice (IPP) and collaboration. Students will demonstrate communication skills that support effective team collaboration including active listening, encouraging ideas and opinions of others, and using respectful language.
- Analyze and draw connections among shared and divergent professional roles and perspectives. Students will be able to describe the roles and responsibilities of general and special education teachers, as well as speech-language pathologists in a school setting.
- Describe their interprofessional identity and identify leadership practices that support collaborative practice and team effectiveness.
- Discuss the challenges and benefits of IPP. Students will reflect on individual and team performance for individual, as well as, team improvement by observing and analyzing a co-taught lesson.

COURSE STRUCTURE

- One credit-hour semester course
- One two-hour class meeting, twice monthly
- Emphasis on the Teams and Teamwork, Roles and Responsibilities, and Interprofessional Communication competencies
- Course lectures, reading quizzes, participation during in-class discussions
- Gallup's Clifton Strengths Finder Assessment
- Observation of a co-taught lesson and in-class presentation
- Reflective paper

COURSE TOPICS



STUDENT REFLECTION

"As a future elementary school teacher, this experience showed me just how hard collaboration within a classroom can be. Often times when collaborative teaming is discussed and thought of, the ideal version comes to mind. However, if a professional isn't taught how to successfully collaborate, it shouldn't be expected of them... Team members should not only feel equal, but they should be respected and treated as equals within the classroom."

Project funded by 2017-1028 Martha B. and Guy M. Jones Education Endowment through the College of Education at James Madison University and James Madison University College of Health and Behavioral Studies Faculty Teaching Grant.

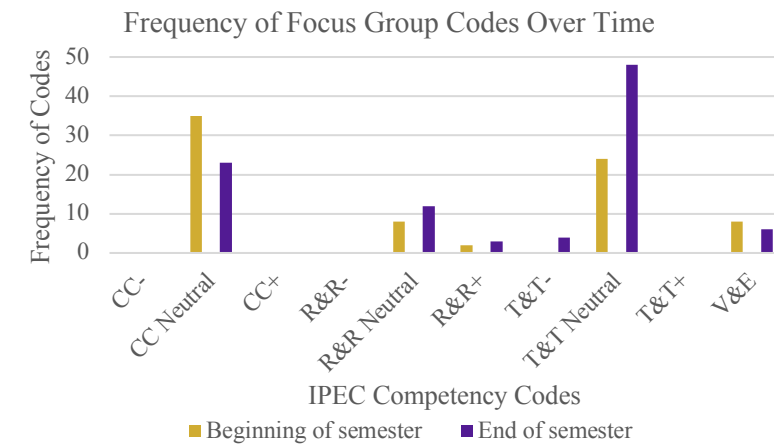
FOCUS GROUPS



SAMPLE QUESTIONS

- What is interprofessional collaboration?
- What are essential behaviors for working on a team of different education professionals to provide quality educational services?
- How can you maintain a climate of mutual respect and shared values when collaborating on a team?

PRELIMINARY ANALYSIS/CONCLUSIONS



- Students discussed the importance of Interprofessional Communication the most at the beginning of the semester and the Teams and Teamwork competency the most at the end.
- The students did not demonstrate mastery of the IPEC core competencies by the end of the course suggesting they may need more explicit instruction about each of the competencies in relation to the school setting.

REFERENCES

Dobbs-Oates, J. & Wachter Morris, C. (2016). The case for interprofessional education in teacher education and beyond. *Journal of Education for Teaching*, 42(1), 50-65. doi: 10.1080/02607476.2015.1131363
 Hillier, S. L., Civetta, L., & Pridham, L. (2010). A systematic review of collaborative models for health and education professionals working in school settings and implications for training. *Education for Health Change in Learning & Practice*, 23(3), 1-12. Retrieved from <http://www.educationforhealth.net/>