Interprofessional Emergent Writing Intervention for Preschoolers
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BACKGROUND
Interprofessional education (IPE) is needed at the preprofessional level because research indicates that effective collaborative techniques must be developed, taught, and practiced to build competency and produce effective outcomes (Dobbs-Oates & Wachter Morris, 2016). There are, however, little to no opportunities for preprofessionals to learn effective collaborative techniques (Dobbs-Oates & Wachter Morris, 2016). Moreover, few studies have explored IPE opportunities to prepare preprofessionals for collaboration in schools, even though educators are required to collaborate on special education teams by the Individuals with Disabilities Education Act (2004). The study’s purpose is to examine whether an emergent writing IPE experience for speech-language pathology (SLP) and occupational therapy (OT) graduate students affects their knowledge and attitudes.

STUDY AIMS
Aim 1. To determine which Interprofessional Education Collaborative Core Competencies preprofessional SLPs and OTs develop.
- Four focus groups/interviews

Aim 2. To determine the effects of this experience on preprofessionals’ knowledge of emergent writing and attitudes towards interprofessional collaborative practice.
- Emergent writing knowledge survey
- Interprofessional Collaborative Competencies Attainment Survey (ICCAS)

STUDY DESIGN
- Multiple baseline design
- Nine first-year graduate students were assigned to one of two conditions: (a) SLP and OT pair (three SLPs, three OTs); or (b) SLP only (three SLPs)
- 30-minute emergent writing interventions for 10 sessions from Emergent Literacy Lessons for Success
- Small groups of preprofessionals (3-4 per group)

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KOLB’S EXPERIENTIAL LEARNING FRAMEWORK

PRELIMINARY RESULTS
Aim 1.
- Some of the graduate students in the pair condition demonstrated understanding of the Interprofessional Communication, Roles and Responsibilities, and Teams and Teamwork competencies; however, many of their statements lacked key elements.
- One statement made by a graduate student in the SLP-only condition demonstrated understanding of the Roles and Responsibilities competency. All other statements made were general or misunderstandings about the IPEC competencies.

Aim 2.
- All participants’ scores either stayed the same or improved in both conditions on the knowledge survey.

CONCLUSIONS
- Five collaborative sessions is not enough time for preprofessional students to master the IPEC Core Competencies.
- Implementing emergent writing interventions can help graduate students’ gain more knowledge about the topic.
- Graduate students need hands-on interprofessional experiences to gain more positive attitudes towards interprofessional collaboration.

REFERENCES

Emergent Writing Knowledge Survey Results
Interprofessional Collaborative Competencies Attainment Survey results:
- All participants in the paired condition demonstrated positive changes in their attitudes towards implementing interprofessional collaboration.
- Participants in the SLP-only condition did not demonstrate any changes.

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