

# Targeted Interprofessional Education (IPE) Curriculum for Speech-Language Pathology Graduate Students

Cody Marie Busch, Ed.D., M.S., CCC-SLP  
University of Wisconsin – Whitewater,  
Department of Communication Sciences  
and Disorders



## Introduction

To support learning and integration of interprofessional practice (IPP) skills, the first-year graduate students engaged in targeted interprofessional education (IPE) initiatives across the first year of their graduate program. A 2023 survey from the American Speech-Language-Hearing Association (ASHA) showed that many SLP respondents do not receive formal education on IPP and learned IPP skills on the job. Understanding how to engage other professionals positively impacts relationships between education and healthcare professionals and results in a more cohesive plan of care.

**ASHA 2020 Standard V-B - 3b**  
**3. Interaction and Personal Qualities**  
**b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.**

## Objective

RQ: How does a targeted IPE curriculum affect attainment of professional interaction and personal quality standards for speech-language pathology graduate students?

## Procedures

### Baseline Measures

- IPE asynchronous modules
- 250–500-word reflection
- IPP goal and three action steps
- Students Perceptions of Interprofessional Clinical Education Revised (SPICE-R2)

### IPE Experience #1

- IPE Simulation with social work students

### IPE Experience #2

- IPE Case Study presentation with counseling students

### Final Measures

- 250–500-word reflection
- Students Perceptions of Interprofessional Clinical Education Revised (SPICE-R2)

### Data Analysis

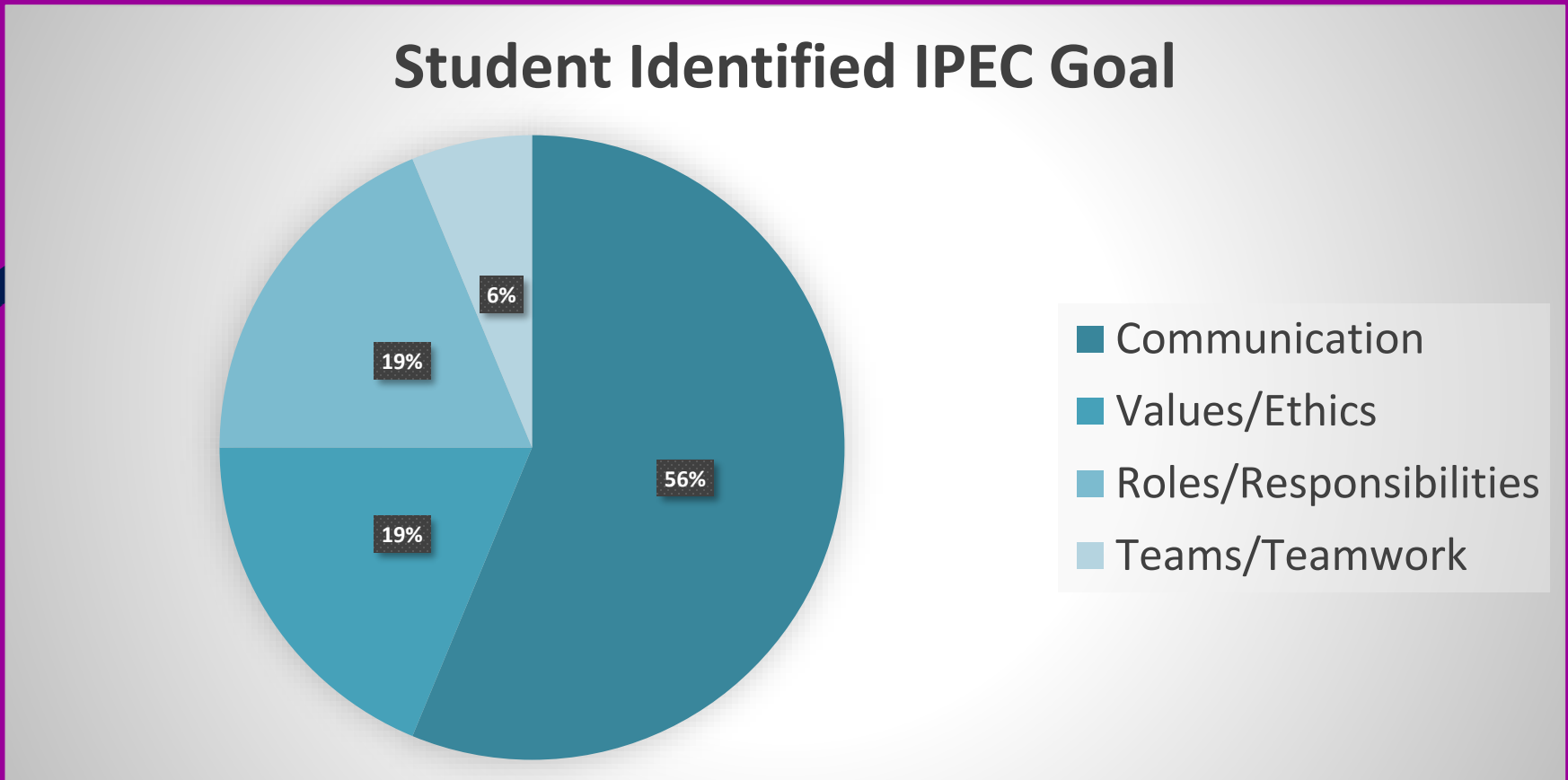
Quantitative and qualitative data analysis will be conducted. The specific procedures to be employed include descriptive statistics and inductive thematic analysis.

## Baseline Findings

Q1: How will you incorporate the IPCP Core Competencies into your clinical practice?

| Unique Codes (N=61)                         | n; % of Sample |
|---|----------------|
| Maintain Effective Communication            | n=16; 26.2%    |
| Value Diversity                             | n=16; 26.2%    |
| Be Open-Minded                              | n=8; 13.1%     |
| Demonstrate Confidence in Scope of Practice | n=7; 11.5%     |
| Encourage Ideas                             | n=5; 8.2%      |
| Demonstrate Flexibility                     | n=4; 6.6%      |
| Uphold Ethical Standards                    | n=3; 4.9%      |
| Practice Self-Awareness                     | n=2; 3.3%      |

**SPICE-R Results:**  
Likert-scale 1-5 (1=strongly disagree, 5=strongly agree);  
Attitudes toward interprofessional teams and team approach to care  
**T = Interprofessional Teamwork and Team-based Practice (1, 4, 7, 10)**  
4.88, 4.75, 4.81, 4.75 = 4.80  
**R = Roles/responsibilities for Collaboration (2, 5, 8)**  
3.94, 3.19, 3.62 = 3.58  
**O = Patient Outcomes from Collaborative Practice (3, 6, 9)**  
4.75, 3.37, 4.50 = 4.21

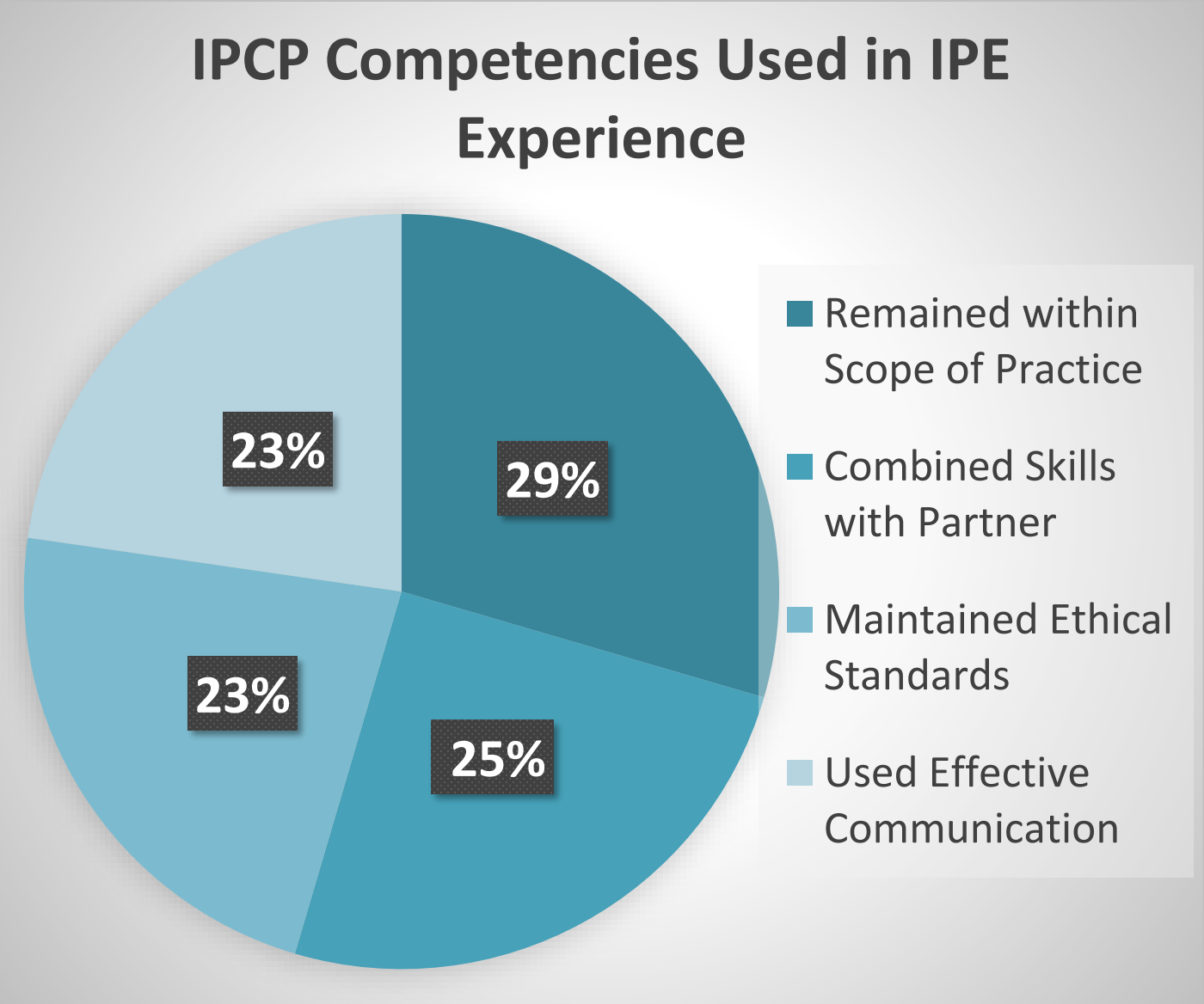


Q2: Standard V-B of ASHAs 2020 Standards states, “Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.” How did this activity support your ability to attain that standard?

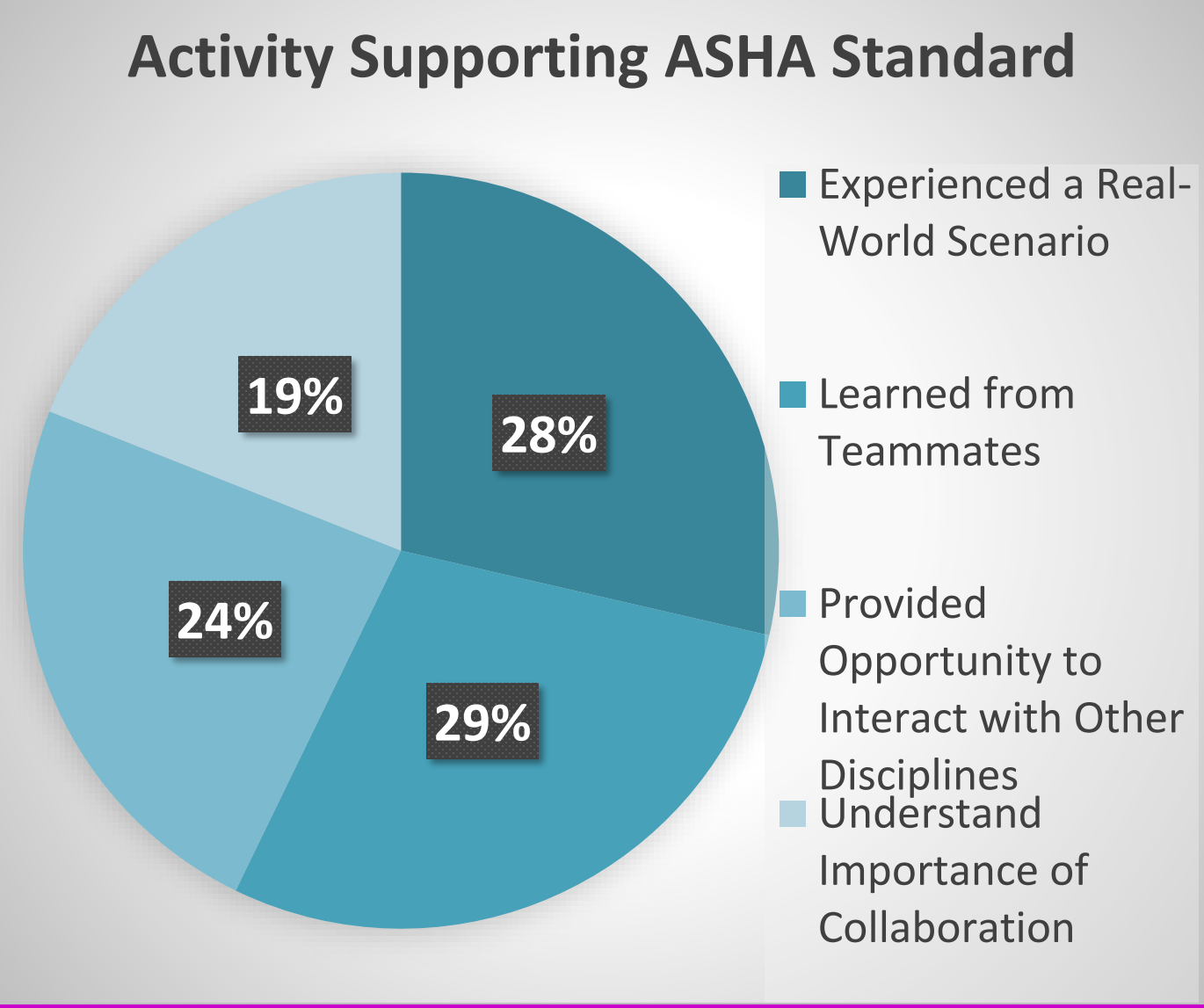
| Unique Codes (N=48)   | n; % of Sample |
|---|----------------|
| Recognizing Importance of IPP                               | 15; 31.3%      |
| Demonstrate foundational knowledge                          | 11; 22.9%      |
| Recognize Personal Strengths and Weaknesses                 | 8; 16.7%       |
| Improve Awareness of Established Roles and Responsibilities | 6; 12.5%       |
| Learning About Effective Communication Strategies           | 4; 8.3%        |
| Understanding How Shared Goals influence a Holistic POC     | 4; 8.3%        |

## IPE Experience #1 Findings

Question 1: How did you incorporate the IPCP Core Competencies into your clinical practice?



Question 2: Standard V-B of ASHAs 2020 Standards states, “Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.” How did this activity support your ability to attain that standard?



Most comfortable IPEC Core Competency: Communication (28%) and Values/Ethics (28%)

Least comfortable IPEC Core Competency: Roles/Responsibilities (57%)

## Conclusion and Future Work

- SPICE-R results and baseline information revealed consistent concerns about roles/responsibilities for students understanding their role and the roles of other professionals.
- Students acknowledged that the IPE simulation in Fall 2024 facilitated interaction with other professions.
- Students will engage in a collaborative learning opportunity with counseling students in Spring 2025.
- Informal and formal measures will be gathered after this learning opportunity and at the end of the academic year to explore the effects of a year-long targeted IPE curriculum.

## References, Acknowledgment, IPE Activity, and Reflection

