

Reimagining Partnerships From the Inside Out: Implementing
Interprofessional Education (IPE) Learning Experiences in Teacher
Education



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Interprofessional Education

When students from two or more professions learn about, from, and with each other to demonstrate effective collaboration and improve social determinants of health and/or educational outcomes

(adapted from World Health Organization, 2010).

College of Education and Human Services Initiatives

Interprofessional Education Task Force was created to evaluate and develop...

IPE experiences across the college

- Athletic Training, OT, Nursing: “Friday Night at the ER” Sim
- Nursing School, Communication Disorders, and Social Work: Texas Tech School of Nursing “Chronic Care Day” Sim
- Teacher Education and Social Work: Assessment, Review, and Dismissal Sim
- Intercollegiate (all majors in our college): Assessment, Review, and Dismissal Sim

College of Education and Human Services Initiatives

Courses created to improve IPE:

- **ST 440: Interprofessional Education and Vocation (1 hr)**

- **ST 441: Inter-professional Skills in Simulation (1 hr)**

Accreditation Standards & Teacher Education

Teacher Education Initiatives

IPE implementation into Teaching Students with Special Needs

- Mock Assessment, Review, and Dismissal
- Meeting the “Student”
- Convening the Team (inside and outside stakeholders)
- Identifying professional roles and responsibilities
- Creating goals and an Individualized Education Plan (IEP)
- Simulation experience
- Debrief
- Reflection

Why is this important to teacher preparation?

- Educators report feeling underprepared to collaborate with interdisciplinary teams and request more training in interprofessional skills (Dobbs-Oates & Wachter Morris, 2016).

Why is this important to teacher preparation?

- Interprofessional education is gaining traction as a recommended feature for all higher education professional curricula (Halupa, 2015).

Why is this important to teacher preparation?

- IPE is underutilized in professional curricula such as teacher preparation, child and family studies, communication disorders, and social work (Dobbs-Oates & Wachter Morris, 2016).
 - These professionals are expected to know how to collaborate as practicing professionals.

Why is this important to teacher preparation?

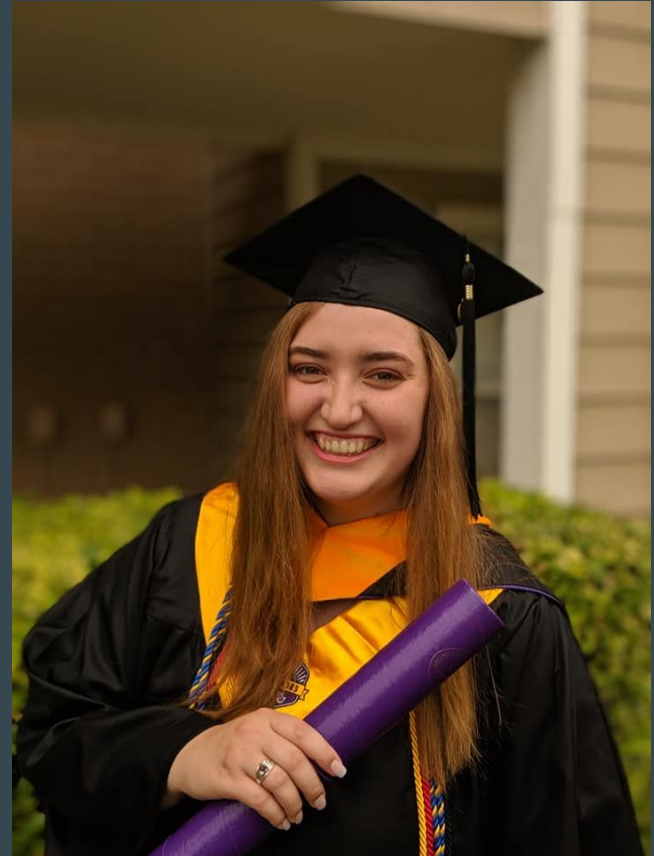
With IPE experiences pre-professional students are able to:

- solidify their professional identity
- practice interprofessional respect
 - clear communication
 - kind and ethical behavior towards colleagues
 - active listening
 - motivation and encouragement
 - constructive feedback

What our former students are saying...

“It is easy to become isolated within the department that you are majoring in, which can lead to a disconnect between various professions that are seeking to accomplish similar goals. This experience allowed me to gain a better grasp on the resources that schools can provide for students as well as various advocates that I could access to help my students gain the resources that they need.”

-Megan B., ACU Alumni



What are current students are saying...

“These experiences allowed me to see how I can collaborate with other professionals as we work toward a common goal and advocate for our students.”

-Lizzie B., ACU Teacher Education

“I learned how valuable all professionals are in and ARD process and how the ARD committee should work as team. I am committed to my future career as a social worker and learning how to best support the families and other professionals I will work with is important.”

-Michael A, ACU Social Work