

INTERPROFESSIONAL EDUCATION

FOR PRE-SERVICE SPEECH-LANGUAGE THERAPISTS,
KINDERGARTEN TEACHERS, & SOCIAL WORKERS
WITHIN EDUCATIONAL SETTINGS IN HONG KONG

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INTRODUCTION

- **Interprofessional Education (IPE)** = Two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)
- IPE prepares pre-service professionals for effective **interprofessional collaborative practice (IPCP)**
- **Children with SEN are included in mainstream schools** → Opportunities for different educational professionals to collaborate for better service outcomes
- **Little is known** about IPE for educational professionals in Hong Kong

RESEARCH QUESTIONS

1. **Differences & similarities** in IPE for pre-service speech-language therapists (SLTs), kindergarten teachers (KTs) & social workers (SWs)
2. **Current levels of self-rated core competencies** of IPCP of pre-service SLTs, KT & SWs
3. **Attitudes** of pre-service SLTs, KT & SWs to IPE

METHODS & RESULTS

- 53 Emails sent to the directors of 55 programs
- Students were in the final year/semester of their programs
- Students filled in an **online survey via Qualtrics**
- Survey response rate: 39/2955 = 1.32%
- STs: 12 (31%), KT: 20 (51%), SWs: 7 (18%)

FINDINGS

POPULARIZATION

- **Half** of the participants (48.7%) received some forms of IPE

SOME SIMILARITIES

- **Diverse modalities** of IPE (e.g. lecture, role play, placement)
- **“Values/Ethics for IPCP”** covered in all three professions

MORE DIFFERENCES

- **Popularization** of IPE: SLTs (83%) > SWs(57%) > KT(25%)
- **IPCP competencies covered:** More comprehensive for SLTs & KT. SWs focus on “shared values and mutual respect”
- **Sufficient IPE?** Most KT (80%) and half of the SLTs rated IPE as the right amount; Half of the SWs rated it inadequate

ALL PARTICIPANTS

- **High & similar** level of competencies across all professions; higher in “Roles/ Responsibilities” & “Interprofessional Communication”

WITH VS WITHOUT IPE

- **With IPE:** **Slightly higher** level for all four competencies
- **Without IPE:** **Higher** levels in the following statements:
 1. I have **prejudices or assumptions** about students from other professions (47% vs 15%)
 2. I feel prepared to collaborate effectively on teams with other educational professionals (90% vs 79%)

Possible reasons: Those without IPE might be **less aware** of their prejudices and the difficulty of effective collaboration

ATTITUDES TO IPE

All participants:

- Generally **highly positive**
- **Similar levels** of attitudes across professions
- Only **46.15%** of participants would be willing to **give up an elective** for IPE

CONCERNS

- SLTs: **Time management**
- KT: **Diverse** concerns (e.g. time, different perspectives, distress, lack of understanding, etc)
- SWs: **Clashes** between perspectives

CONCLUSIONS

- IPE for educational professionals is **underdeveloped** in Hong Kong higher education programs training
- IPE is welcomed by all participants, with **different expectations and concerns** across professions
- **Inter & intradisciplinary cooperation** is essential for the development of IPE in educational settings

RECOMMENDATIONS

- There is **room for further development** of IPE for pre-service educational professionals
- Given the low response rate, there is a need to **develop a more effective recruitment strategy** to address these research questions
- Consider including **physiotherapists and educational psychologists**, who are also key professionals in educational settings

REFERENCES

- World Health Organization. (2010). *Framework for action on interprofessional education and collaborative practice*. Geneva, Switzerland: World Health Organization Press. Retrieved from <http://apps.who.int/iris/>.
- Full references available on request

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