

INTRODUCTION

- ❑ People with aphasia (PWA) struggle to communicate with health care providers, which contributes to poorer health outcomes and quality of life.
- ❑ Healthcare providers should be equipped with communication skills needed to effectively serve patients with neurogenic language impairments.
- ❑ Few healthcare programs provide such specialized training for future healthcare providers.

PURPOSE: To design an effective IPE training program for teaching facilitative communication.

OBJECTIVES

AIM 1: To increase knowledge of aphasia and skills that facilitate communication.

AIM 2: To increase learners' knowledge regarding other professions' scopes of practice for PWA.

AIM 3: To demonstrate use of facilitative communication skills during clinically-based interactions with PWA.

EXPERIMENTAL DESIGN

- ❑ Random assignment of IPE learners into experimental and control conditions
- ❑ Pre-test of IPE students' knowledge
- ❑ Training, observation, and structured clinical interactions
- ❑ Unstructured interaction with a PWA
- ❑ Post-test of IPE students' knowledge
- ❑ Self-reported perceptions of IPE and SLP students before and after the IPE experience

SUMMER APHASIA PROGRAM



- ❑ Three 2-week sessions per summer
- ❑ 3- or 4-hour sessions, M-F
- ❑ Assessment, individual and group therapy, & caregiver/partner training

METHODS

Participants

- ❑ 12 IPE students: Pharmacy, OT, and PA
 - 7 Experimental group
 - 5 Control group
- ❑ 38 SLP graduate student clinicians
- ❑ 29 program participants

IPE Training

1. 1-hour online training module for healthcare providers (IPE students)

2. Co-curricular IPE training day

- What is aphasia?
- Scopes of practice
- Role play with SLPs as PWA using communication strategies

3. 2 days of clinical IPE training / observation & structured interactions with an individual poststroke aphasia and with PPA



SELECTED REFERENCES

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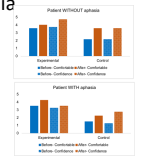
RESULTS and DISCUSSION

AIM 1: AASK (Aphasia Attitudes, Strategies, and Knowledge survey)

- Knowledge and strategies: 3 x multiple choice; 4 x open-ended
- Attitude: 4 x Likert-scale questions comparing patient care for individuals with and without aphasia



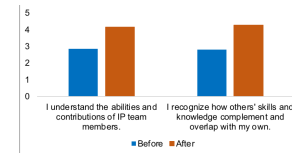
Group: $F(1,9) = 5.960, p = .025$; Time: $F(1,9) = 9.600, p = .006$; Interaction: $F(1,9) = 92.761, p = ns$.



Training resulted in improved knowledge of aphasia and facilitation strategies AND confidence.

AIM 2: ICCAS (Interprofessional Collaborative Competence Attainment Scales)

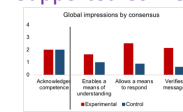
- Likert-scale retrospective pre- and post-training reflection



Training resulted in an understanding of other professions' scopes of practice with PWA.

AIM 3: MSC (Measure of Skill in Supported Conversation)

Acknowledge: $t(3) = 0.000, n.s$.
Demonstrate: $t(3) = 3.218, p = .024^*$



Observed facilitation behaviors



Total number of behaviors: $t(3) = 2.020, p = .068$

Training resulted in increased use of strategies that support expression (but not comprehension).