

IPE/IPP Are for Everyone!

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Disclosures

- Teresa Girolamo
 - Financial: None
 - Non-financial: CAPCSD DEI Committee member
- Ivan Campos
 - Financial: None
 - Non-Financial: None
- Samantha Ghali
 - Financial: None
 - Non-financial: None

CAPCSD IPE/IPP Committee

- Lauren Bland
- Julie Estes
- Pam Holland
- John McCarthy
- Laura Karcher
- Jennifer Watson
- Carolyn Wiles Higdon, Chair
- Vikram Dayalu, Monitoring Officer

Key Points

- IPE/IPP are for everyone in CSD
- IPE/IPP offer a valuable pathway for advocacy
- IPE/IPP can begin with individuals through formal or informal partnerships

Roadmap

- Our origin story
 - How & why we connected
- Our IPE/IPP process
 - How we developed a partnership
- Creating sustainable IPE/IPP in academic programs

IPE/IPP Are for All in CSD

- Within the scope of practice for practitioners
- Within the scope of responsibilities for researchers
- For all in CSD – as well as for all in the allied health professions

Our Origin Story

How We Connected & Why We Pursued IPE/IPP

MSLP 2015



Post-MSLP 2015

- We remained in contact because of shared interests:
 - Interdisciplinary approaches to best practices for CLD individuals
 - Working to help advance CSD
 - Sense of responsibility – if not us, then who?

Ivan Campos

- SLP in California who worked on a district assessment team for culturally and linguistically diverse students
- Worked with bilingual and trilingual Spanish and/or Guatemalan Mayan-speaking English learners

Samantha Ghali

- Ph.D. candidate in child language at the University of Kansas
- SLP who had worked in a Midwestern public school
- Provided early intervention to culturally and linguistically diverse children

Teresa Girolamo

- Ph.D. candidate in child language at the University of Kansas
- Former special education teacher in an urban area in the Northeast
- Worked with racial/ethnic minority young adults on the autism spectrum

Why IPE/IPP?

- Team members came from a variety of geographic and professional backgrounds
- Mutual interest in serving culturally and linguistically diverse individuals
- “It takes a village”

Our IPE/IPP Process

How We Developed a Partnership

Gauging Interest

- Planning
 - Initial contact to determine mutual interest in collaborating
 - Using practice-based research as IPE/IPP

Gauging Interest

- Scheduling
 - Mutual respect established
 - Meeting times and modalities accessible to all
 - Videoconferencing across 3 time zones

Developing Objectives

- Coordinating projects
 - Developed 2 projects
 - Project 1: December 2018 to February 2019
 - Project 2: December 2020 to February 2021

Developing Objectives

- Developed research questions (i.e., objectives)
- Team drew from both practice and research interests to develop questions

Guidelines and Expectations

- Decision-making by consensus (ownership & accountability)
- Creation of a timeline
- Division of shared tasks
- Data collection (i.e., lit. review), analysis, synthesis, submission prep.

Guidelines and Expectations

- Communication
 - 1 hour long meeting
 - Emails
 - Biweekly check-ins
 - Team members worked independently in between meetings

Interim Conclusions

- Procedure set up team for success
- Key elements
 - Clear timeline
 - Clear roles and responsibilities
- End products
 - Knowledge and skills

IPE/IPP for Academic Programs

Building Sustainable Partnerships

Actionable Steps



Next Steps

- Practice-based research as an avenue for IPE/IPP
- Building an informal network of stakeholders
- Training the next generation of IPE/IPP partners

CAPCSD IPE/IPP Resources

- CAPCSD IPE/IPP Blog:
<https://ipeipp.capcsd.org/>
- Contact the Committee with any input, suggestions, or ways it can support your program with IPP and IPE!

Acknowledgements

- We thank:
 - CAPCSD IPE/IPP Committee for this opportunity
 - Vicki Deal-Williams for bringing us together in the Minority Student Leadership Program

Questions?

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