

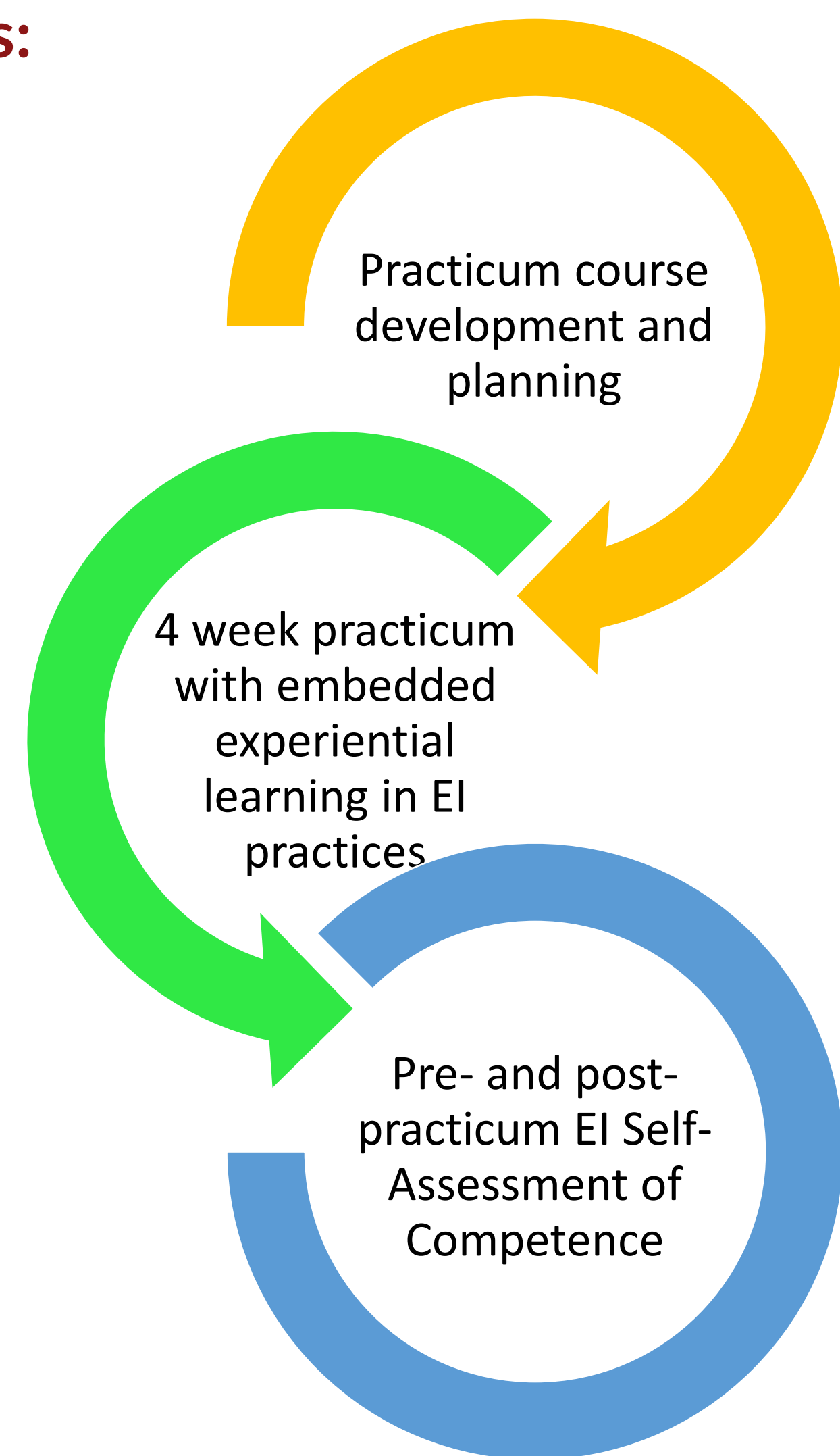
GEORGE: Preparing Future Early Interventionists in the Natural Environment



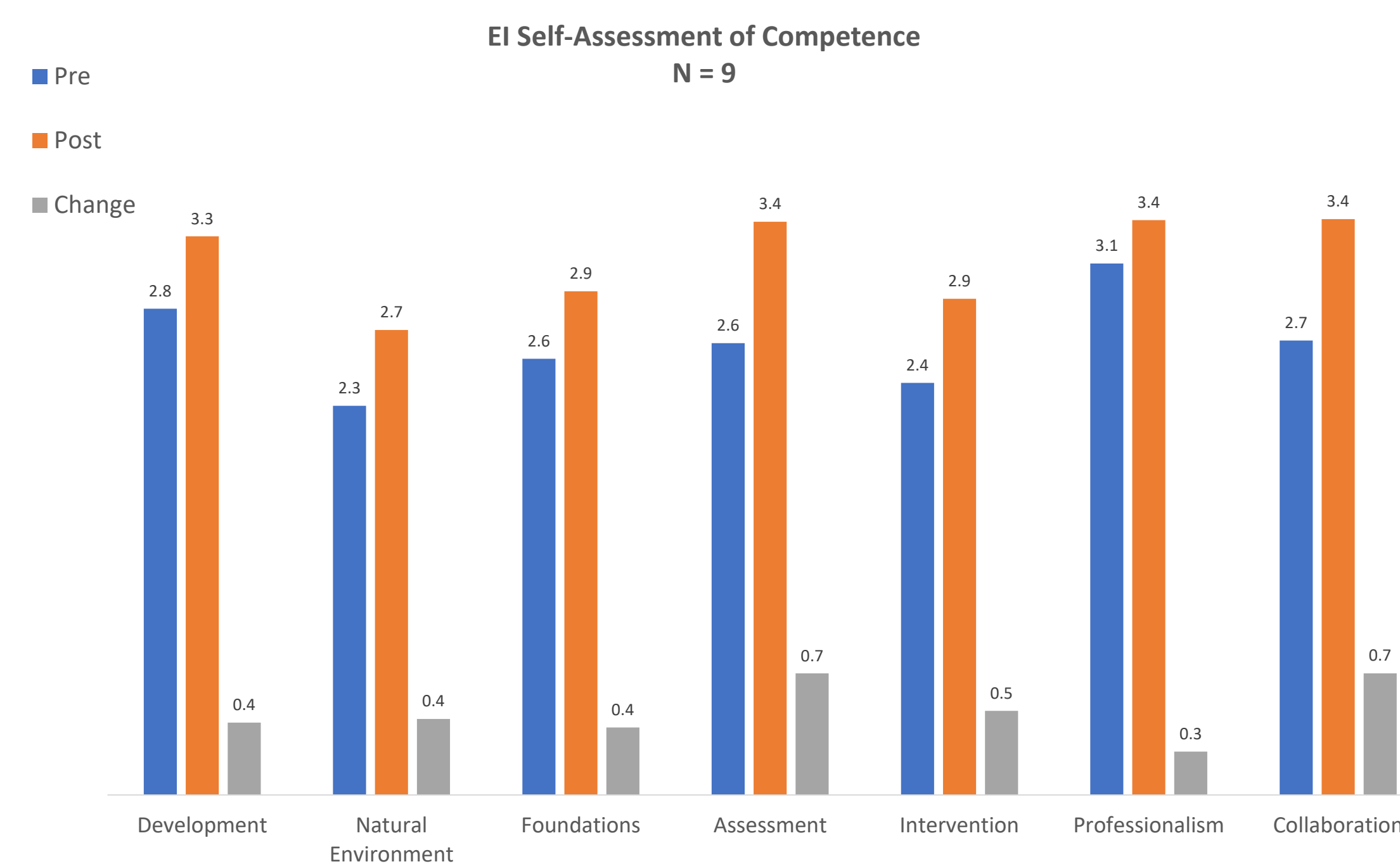
PRESENTER:
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Introduction: The Graduate Education of Related Service Providers at Georgetown and George Washington Universities in Early Intervention (GEORGE) Program is a 10-month inter-professional, inter-university program that provides enrolled graduate students in the related service professions and early childhood special education the knowledge, skills and abilities to be early interventionists upon graduation. To complement hybrid, didactic coursework, GEORGE incorporates a culminating team-based practicum in community-based inclusion programs for children and families eligible for early intervention (EI) services.

Methods:



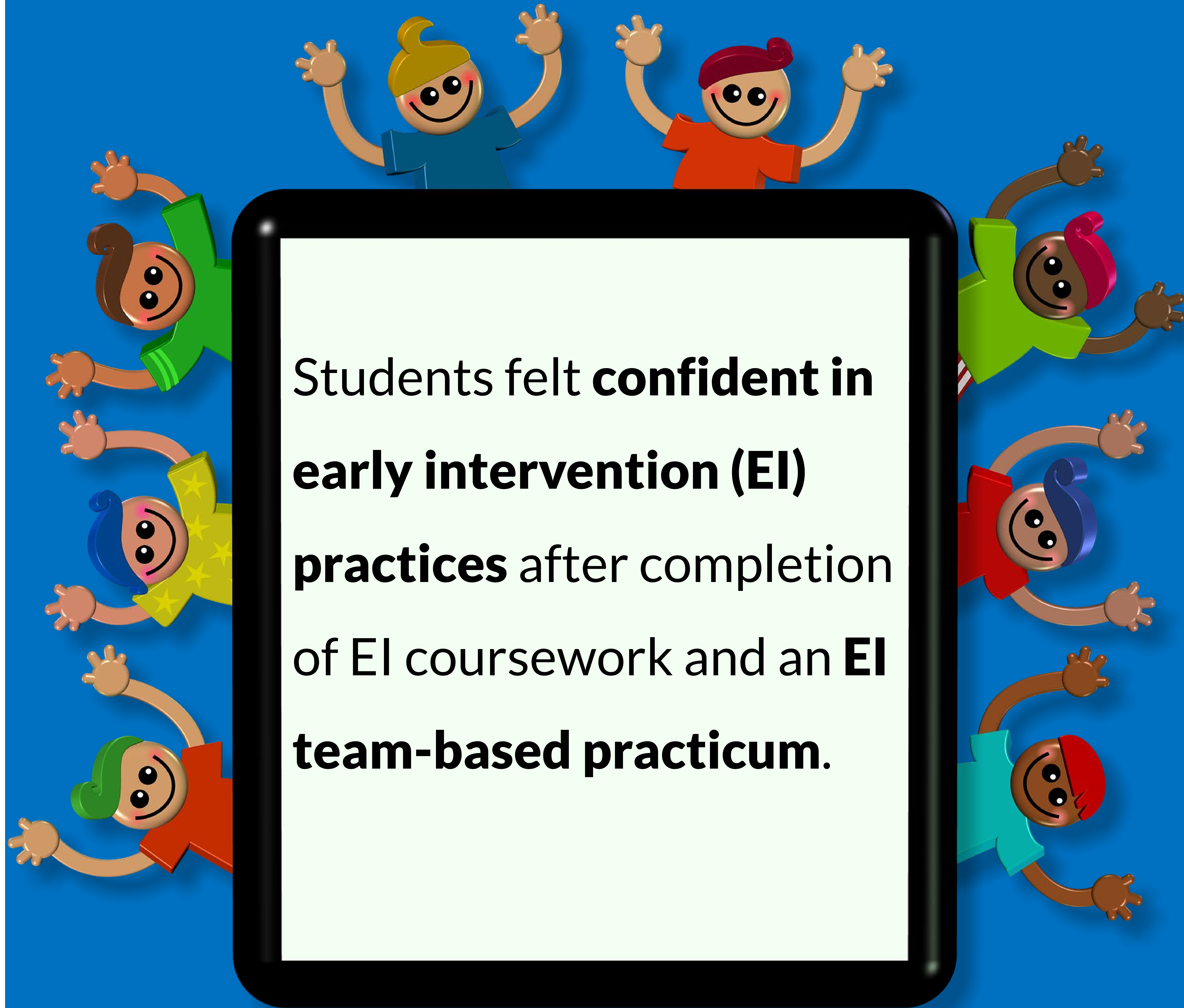
Results:



Discussion: Overall, students in the GEORGE Program reported increased confidence in all categories but particularly in family-centered care, assessment and collaboration. However, students entered the practicum course with a high degree of confidence in EI practices which may have impacted the actual degree of change. The small sample size also limits the generalizability and power of the results. Additionally, the assessment tool is self-report which provides information on the students' confidence but not on actual fidelity of EI practices. The GEORGE practicum faculty continue to refine the course activities and structure based on student feedback and faculty retreats to prepare new professionals to enter the workforce as skilled and confident EI service providers.

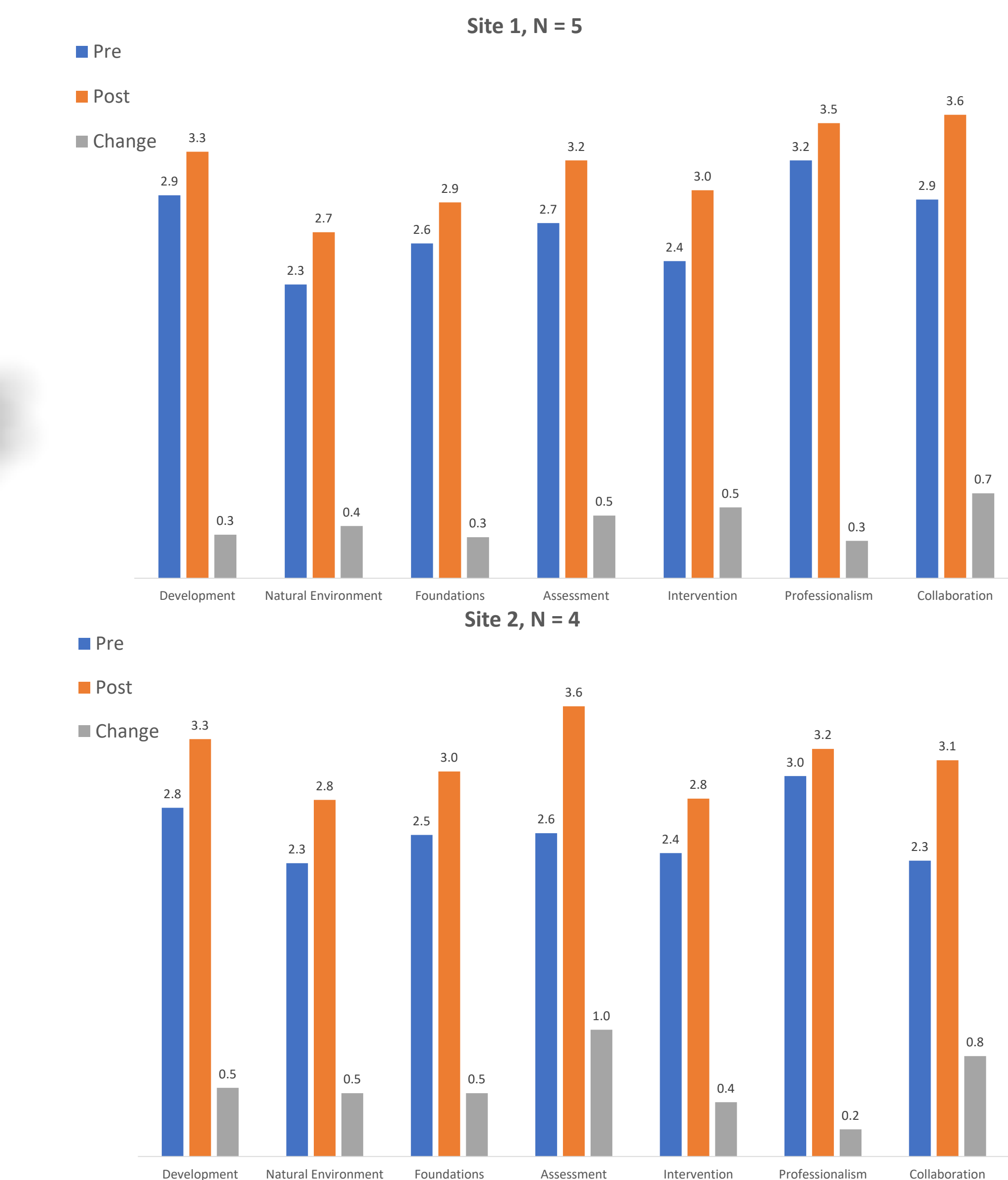
Utah Department of Health Baby Watch Early Intervention Provider Self-Assessment of Competence. (2015). Retrieved from <https://health.utah.gov/cshcn/pdf/BabyWatch/PD2.pdf>

U.S. Department of Education, Office of Special Education Programs, Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325) Award H325K170091 (2017-2022)



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- 4 Online course (2 each semester)
 - Providing Services to Young Children
 - Gathering Information to Determine Eligibility and to Program Plan
 - Evidence Based Practices
 - Administration and Leadership in Early Intervention
- 1-2 day Fall orientation
 - Foundations of Early Intervention
- 1 day Spring orientation
 - Special Topics in Early Intervention
- 1 day Leadership workshop
- 1 day Conference
- Capstone project
- 4 week Practicum



Student and Site Coordinator Feedback:

- More weeks but less days per week
- Incorporate shadowing of all EI therapists the first week
- Increase clarity of assignment expectations
- Create more opportunity for teaming and sharing of experiences and ideas
- More opportunities to learn from other EI team members at the site (e.g. social worker)

Updates and Changes to the Practicum:

- Created more structure to assignments with templates and guides
- Developed a weekly onsite seminar with all GEORGE students for teaming activities and presentation of work during the practicum
- Provide written expectations of required time in clinic and hours

Cohort 1:

1 PT student; 1 OT student; 1 education student; 6 SLP students

• **Marisa Birkmeier, PT, DPT, PCS**
 Rachel Brady, PT, DPT, MS
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