First Steps in Developing an Interdisciplinary Child and Youth Development Clinic
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Who are we?
The Child and Youth Development Clinic at Western University is an interdisciplinary training facility for graduate students in
• School and Applied Child Psychology
• Clinical Psychology
• Applied Behaviour Analysis
• Social Work
• Speech-Language Pathology

Our Vision
• Children first for a stronger community
• Client- and family-first services

Interdisciplinary Practice
• Child development is variable
• Highly interconnected impacts of cognitive, language, affective, and learning disorders
• May contribute to increased likelihood of understanding child’s needs and appropriate recommendations (Dunsmir et al., 2006)
• May lead to earlier identification of needs
• Identified by clients as a positive experience (Baggs et al., 1999)

Interdisciplinary Training
• Educational benefits: recognition of bias, critical thinking, ambiguity tolerance, understanding of ethical concerns (Repko, 2009)
• Promotes foundational knowledge integration of ideas across disciplines
• Prepare students for collaborative, interdisciplinary practice

Initial program evaluation
Purpose: To capture initial experiences in establishing an interdisciplinary training program within the first term of opening The Child and Youth Development Clinic

Personnel:
• Clinic Director: Clinical Psychologist
• Speech-Language Pathologist
• Involvement of 2 additional faculty members from Faculty of Education & School of Communication Sciences & Disorders, and a supervisor in Social Work
• Students: 15 students in Term 1; 28 students in Term 2

Cases Referenced to clinic:
• Complex or individual areas of needs
  • Developmental, attentional concerns
  • Learning & achievement
  • Communication & language
  • Social-emotional or behaviour challenges
  • Social & adaptive skills
• Assessments completed to date:
  • 13 joint assessments
  • 26 discipline specific

Evolving practice
Interdisciplinary service map individualized to each client

Initial student responses:

<table>
<thead>
<tr>
<th></th>
<th>Pre placement</th>
<th>Post placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP (n=2)</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Psychology (n=4)</td>
<td>4</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Ratings of interdisciplinary working (1=low; 10=high):

<table>
<thead>
<tr>
<th></th>
<th>How closely did you work together?</th>
<th>How much did it benefit the service?</th>
<th>How much of a hindrance was working together?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP</td>
<td>10</td>
<td>8.25</td>
<td>2</td>
</tr>
<tr>
<td>Psych</td>
<td>9</td>
<td>8.75</td>
<td>1</td>
</tr>
<tr>
<td>Anal</td>
<td>10</td>
<td>5.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Report writing</td>
<td>9</td>
<td>5.5</td>
<td>3</td>
</tr>
<tr>
<td>Feedback</td>
<td>10</td>
<td>5.5</td>
<td>4.3</td>
</tr>
</tbody>
</table>

‘I enjoyed discussing findings...it was valuable to discuss what constructs we [wanted] to explore’

‘It was a great opportunity to explore theories & bounce ideas off each other.’

‘We gained valuable knowledge about each other’s professions.’

‘...these types of consultation can often be done informally in the work room... may not always require testing from both SLP & Psychology’

References: