From Interprofessionalism to Transprofessionalism: A Bridge to Innovative Practice?
Purpose:

- Why does it matter?
- Meaning of Interprofessionalism (IP)/Transprofessionalism (TP)
- Affordances and Challenges
- A Framework for TP and Autism
Why?

- Silo mentality
- Service fragmentation
- Silo-budgeting

- Duplication
- Service gaps
- Knowledge gaps
- Implementation gap

Meanings?

Intraprofessional/intradisciplinary – working within one profession/academic discipline

Multiprofessional/multidisciplinary – 2 or more professions/disciplines working alongside each other but largely independently

Interprofessional/interdisciplinary – 2 or more professions/disciplines collaborating together with some sharing of knowledge and skills and some new synergies, but clear preservation of professional boundaries

Transprofessional /Transdisciplinary - collaboration across and beyond professional/discipline boundaries such that boundaries blur and new synergies and innovations flourish

(Mahler et al. 2014, Chiochio and Richer 2015)
‘The overarching principle...might be that of the disability rights movement itself:

“nothing about us without us”’.

(Pellicano & Stears 2011 p278)
AFFORDANCES:

- Enhanced communication
- Shared understanding, decision-making, power, control
- New synergies leading to practice innovation
- Efficient use of time/energy/funding

CHALLENGES:

- clashing identities / cultures / values / agendas / theoretical perspectives
- differing discourses / terminology
- inflexible models of practice
- lack of time / resources / funding
- negativity / power differentials / resistance to change

...undermines collaboration and outcomes for clients with autism

(Forbes & Watson 2012, Ravet 2012 / 15, Ravet & Williams 2017)
**Example: Transdisciplinary Research in Autism** *(see Ravet & Williams 2017)*

**Partners:** Educational Researcher, Neuroscience Researcher

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A CALL TO ACTION!

A Framework for Enhancing Transprofessionalism and Innovative Practice in Autism:

- Actions - practice level
- Actions – service level
- Actions – research level
- Actions – national level
Practice Level: Enculturation

‘…we may look at the same thing but not see the same thing…’

(Clarke 2005 p582)
Practice level: Reflection upon Enculturation

2 reflective questions:

Who am I? – Ontology (professional identity)

What do I know? – Epistemology (professional knowledge)

(Clarke 2005 p582)
Practice level:

4 Dimensions of Transprofessional Practice (TPP)

- Client-centred
  - client-centred
  - rights-based
  - fully adapted

- Team-work
  - addresses enculturation / double empathy problem
  - requires range of skills – communication, problem-solving, emotional literacy..

- Joint Reflection
  - reflection on action
  - reflection on process
  - 'habit’ of enquiry (Biesta 2007)

- Risk
  - from 'functional' to 'deep' collaboration (Head 2003)
  - Intelligent experimentation (Biesta 2007)

Actions – service level

Provide supportive organisational culture/leadership and ensure sustainability:

➢ TPP embedded in workload planning
➢ Invest! - provide organisational space, support, time, resources and training
➢ Establish (and model) standards and expectations
➢ Monitor and evaluate outcomes
Actions at research level

More research into TPP in autism services and across academic disciplines:

- workforce/researcher preparation – 4 dimensions
- best practice models
- impact on client experiences and outcomes

(From: Clark 2006 p.587)

‘The goal has to be to stimulate better theorising to lead to more reflection, clearer thinking, more effective educational practice and improved evaluation and research.’
Actions – government level

Strategic Planning for TPP including:

• National training network

• Funding & Resourcing (TPP in autism research/practice, TPE in autism)
A Framework for Enhancing TPP & Innovation in Autism

Research into TPP

Enhanced TPP & Innovation

4 Dimensions of TPP

Supportive Culture & Leadership

Strategic planning, funding resourcing

Research level
Practice level
Service level
Government level
AIMS:

- Clearer understanding of the relational complexities of TPP in autism practice/research
- A better understanding of how to prepare the workforce for TPP and how to operationalise it
- Build capacity - embed TPP at all levels of professional development
- Evaluate TPP and its impact on client outcomes
- TPP to become the ‘norm’ across services/disciplines
Ending silo thinking:

‘Legislative change is unlikely to be sufficient: implementation requires commitment, ownership, leadership and funding’

(Lemmi, Knapp et al 2017 p37)