

**Interprofessional Education (IPE) Tier II with Distinction Requirements  
for Transcript Notation and Graduation Cord for Doctor of Audiology (AuD) Students  
[Last Updated July 2024]**

All blue activities must be completed. Plus, a total of **16 clock hours** is required within the **green category**. Any combination of green activities is acceptable. The synthesis activity is optional. [Approved by the OUHSC Audiology Section on Nov 4, 2022; Updated 7.30.2024]

Note: Au.D. students who complete the Oklahoma Leadership Education in Neurodevelopmental and Related Disabilities (OKLEND) training program automatically qualify for IPE Tier II with Distinction.

1. **Introduction to IPE D2L Course Completion** (4 clock hours, online) (Fall 1 Semester before All Professions Day 1)
2. **All Professions Day 1** (2 clock hours, online) (Fall 1 Semester)
3. **All Professions Day 2** (2 clock hours, online) (Spring 2 semester)
4. **Interprofessional Grand Rounds** (2 clock hours, online)
5. **Unity in Health Symposium** (2 clock hours, online)
6. **Introduction to Team-Based Telehealth** (2 clock hours, online)
7. **Big Event** (2 clock hours, in person)
8. **Interprofessional Simulation Experience** (4 clock hours each, varies)
9. **Interprofessional Clinical Experience (Unity Clinic)** (4 clock hours minimum)
10. **Interprofessional Clinical Experience Community Outreach** (2 clock hours minimum)
11. **Interprofessional Synthesis Experience** (Description: This synthesis course explores concepts necessary for the professional practitioner to evaluate interprofessional concepts in the changing health care environment. The application of research to the clinical environment will be emphasized. Student teams will work with a faculty facilitator who will co-author any presentations. IPE Core Course. Current offerings include the GREAT Symposium, GREAT Debate, and the OUHSC IPE Symposium.)

**Must be completed once.**

**Can be completed more than once.**

More information about the OUHSC Interdisciplinary/Interprofessional Education is available at <https://ipe.ouhsc.edu/>

## **IPE Module Descriptions:**

**Intro to Interprofessional Education** – Canvas, opens first day of Fall [Sarah-Seely@ouhsc.edu](mailto:Sarah-Seely@ouhsc.edu)

A series of two, first-year independent didactic courses introducing the IPEC Competencies for Interprofessional Collaborative Practice using online modules and group discussions regarding case studies. Must be completed as prerequisite to All Professions Day 1. IPE Core Course.

Course Component: Lecture      Delivery method: Online, 4 clock hrs.

### [Intro to IPE Course \(ouhsc.edu\)](#)

**Interprofessional Ground Rounds** - Offered monthly over zoom. Dates vary according to speaker availability. [Sarah-Seely@ouhsc.edu](mailto:Sarah-Seely@ouhsc.edu).

The Interdisciplinary Grand Rounds is a seminar discussion presenting content applicable to the campus-community regarding team-based treatment approach as developed and implemented by students with direction from faculty advisors and/or content experts.

Course Component: Peer Discussion Groups

Delivery method: Online, 2 clock hrs.

### [Unity Series \(ouhsc.edu\)](#)

**All Professions Day 1** Required, Fall, Friday after Labor Day. [Sarah-Seely@ouhsc.edu](mailto:Sarah-Seely@ouhsc.edu)

**All Professions Day 2** Required, Spring, last Friday in February. [Sarah-Seely@ouhsc.edu](mailto:Sarah-Seely@ouhsc.edu)

Description: A series of two interprofessional educational sessions will engage students in education related to the IPEC competencies of: teams and teamwork, and values and ethics. Students will be assigned to an interprofessional student team and will participate in a variety of learning activities under the guidance of a trained faculty facilitator. IPE Core Course.

Course Component: Lecture. Delivery method: Online, 2 clock hrs.

**Intro to Team-based Telehealth** – Embedded with Unity Clinic onboarding, Canvas.

An online didactic course intended for asynchronous education to provide baseline knowledge regarding best practices of participating in team-based telehealth delivery of care. Course must be successfully completed prior to enrollment in virtual telehealth simulations or telehealth clinical experiences. Telehealth track.

Course Component: Lecture

Delivery method: Online, 2 clock hrs.

**Interprofessional Simulation Experience** - Pilot/ Generic – Variety of sims offered weekly, virtual. Asynchronous didactic pre-learning moving to Canvas.

As part of the core experience, learners will complete a series of two simulation courses providing hands-on, interprofessional team experience in a simulated environment to foster academic investigation of interprofessional issues. Participants will complete a recorded simulation using a

standardized patient, followed by a self-reflective paper. Case study topic may vary by semester and section number. The course will begin in the fall and be complete in the spring semester. Course may be repeated. IPE Core Course.

Course Components: Didactic and Laboratory/Simulation

Delivery method: Varies, 4 clock hrs. each, 12 total

[Simulation \(ouhsc.edu\)](http://ouhsc.edu)

- **IPE 12: SAME/ FAME Intellectual and Developmental Disabilities Exposure**

Collaboration from the Office of Interdisciplinary Program, Office of Diversity & Inclusion, OUHSC students, and community partners. Community as team-member. Hands-on team-delivery of care simulation with a community member/agency included as team member for both curricular development and delivery. Self-Advocate/Family-Advocate as Medical Educator (SAME/FAME) model can assist in methodology for community engagement. Unity track.

- **IPE 13: 2SLGBTQ+ Simulation**

Collaboration from the Office of Interdisciplinary Program, Office of Diversity & Inclusion, OUHSC students, and community partners. Community as team-member. Hands-on team-delivery of care simulation with a community member/agency included as team member for both curricular development and delivery. Curricular focus is on best practices for team-based care and team communication. Unity track.

- **IPE 14: Palliative Care/ Breaking Bad News Team Comm. Simulation**

Difficult situations, and difficult conversations, require certain patient/family-centered communication techniques. This simulation will allow learners a chance to practice team communication skills while exploring scenarios unique to deliver bad news following a health crisis. The goal of this project is to help students engage in difficult conversations with patients in a team setting to prepare health professions students to be collaborative and patient-centered when delivering team-based care to the community.

- **IPE 16: Poverty Simulation**

According to 2019 Census Bureau data, at least one in seven Oklahomans were living below the poverty line. Join us as we learn what it is like to try to live a month at or below the poverty line. We will discuss what that means for providers and how to deliver team-based, patient-centered care for one of Oklahoma's most vulnerable populations.

Course Components: Didactic and Laboratory/Simulation

Delivery method: Varies, 4 clock hrs. each

### **IPE 17: Social Determinants of Health & Health Literacy Simulation**

This project is aimed at reducing readmission rates for patients with Sepsis as well as teaching students how to effectively address the social determinants of health in a health literate way. Many times, the care that we give the patient is above their level of understanding – through this simulation and hospital experience working with Sepsis patients, it is our goal to cultivate effective healthcare

communicators! Students will have the opportunity to work in an interprofessional team consisting of nursing, medicine, social work, PT/OT, pharmacy, and nutrition. Through simulations and hospital experience, students will employ social determinants of health and health literacy screenings to help identify potential barriers in patient care. Upon identification, students will be trained to effectively communicate those barriers to ensure the patient understands how to overcome them upon discharge.

Course Components: Didactic and Laboratory/Simulation

Delivery method: Varies, 4 clock hrs. each

**IPE 19: Unity Clinic (s) in-person** – Scheduled through Unity Clinic.

This course will provide hands-on, direct-patient care experience to students performing in an interprofessional team facilitated by a faculty team leader and supervised by a medical attending and/or respective specialists. The program will specifically focus on the IPEC competencies among health professionals as an important aspect to the delivery of high-quality patient care. Coursework includes a four-hour didactic session, a four-hour clinical simulation, and four, four-hour clinical meetings and meets over both the fall and spring semesters. IPE Core.

Course Components: Lecture, Simulation, Clinical

Delivery method: Clinical and/or telehealth, 16 hour minimum

[Unity Series \(ouhsc.edu\)](http://ouhsc.edu)

**IPE 22: Interprofessional Synthesis Experience** – Poster Hall held last Tuesday in April. [Sarah-Seely@ouhsc.edu](mailto:Sarah-Seely@ouhsc.edu).

This synthesis course explores concepts necessary for the professional practitioner to evaluate interprofessional concepts in the changing health care environment. The application of research to the clinical environment will be emphasized. Student teams will work with a faculty facilitator who will co-author any presentations. IPE Core Course. Current offerings include the GREAT Symposium, GREAT Debate, and the OUHSC IPE Symposium.

Course Components: Varies

Delivery method: Varies, 4 clock hrs.

[Unity Week Poster Hall \(ouhsc.edu\)](http://ouhsc.edu)