

# Interprofessional Education (IPE) Tier II with Distinction Requirements

for Master of Arts Speech-Language Pathology (MA-SLP) Students

Students desiring additional training and experience in interprofessional collaborative practice can participate in the Tier II Interprofessional/ Interdisciplinary Education activity sequence that has been approved for the MA-SLP degree seeking student. Students completing the sequence will receive a Tier II IPE distinction on their transcript and a cord that is worn at graduation. The following sequence must be completed to receive this distinction. Students are welcome to self-enroll in additional IPE activities based on interest.

Note: MA-SLP students who complete the Oklahoma Leadership Education in Neurodevelopmental and Related Disabilities (OKLEND) program automatically qualify for IPE Tier II with distinction.

- IPE 1: Intro to Interprofessional Education (completed in association with IPE 3)
- IPE 3: All Professions Day (required for graduation)
- IPE 4: All Professions Day (required for graduation)
- IPE 7: Intro to Team-based Telehealth
- IPE 10: Interprofessional Simulation Experience - Pilot/ Generic (choose at least 2)
  - IPE 12: SAME/ FAME
  - IPE 13: Sexual Health Assessment (SHA)
  - IPE 14: Palliative Care/ Breaking Bad News
  - IPE 16: Poverty Simulation
  - IPE 17: Social Determinants of Health & Health Literacy Simulation
- IPE 19: Unity Clinic (choose at least 1)
  - Allied Health UC at John W. Keys Speech & Hearing Center – minimum 8 events
  - iLEAP rotation + Community Outreach – minimum 4 outreach events
- IPE 22: Interprofessional Synthesis Experience – A capstone project that translates clinical experiences into research that is presented to an interprofessional group of learners.

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

## **IPE Module Descriptions:**

### **IPE 1: Intro to Interprofessional Education** – On Canvas - Opens first day of Fall term.

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.

Course Component: Lecture

Delivery method: Online, 4 clock hrs.

### **IPE 3: All Professions Day 1** - required for graduation– Fall Semester

### **IPE 4: All Professions Day 2** - required for graduation– Spring Semester

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.

Course Component: Lecture

Delivery method: Online, 2 clock hrs.

### **IPE 7: Intro to Team-based Telehealth**

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.

### **IPE 10: Interprofessional Simulation Experience** - Choose 2 from IPE 12 – 14, 16 & 17

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 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

- **IPE 12: SAME/ FAME Intellectual and Developmental Disabilities Exposure**  
Individuals with intellectual and developmental disabilities, and their caregivers and families, require unique communication techniques that are patient-centered. This innovative team-based simulation allows learners to be taught directly by individuals

(self-advocates) or family members (family-advocates) in a safe environment regarding proper team-based communication.

- **IPE 13: Sexual Health Assessment (SHA)**

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 delivery 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's 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.

- **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.

**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 to eight, four-hour clinical meetings and meets over both the fall and spring semesters.

**IPE 22: Interprofessional Synthesis Experience** – IPE Poster Hall held last Tuesday in April.

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. Students will present to interprofessional learners and can choose from the following events: College of Allied Health Research Day held in early April, IPE Poster Hall held the last Tuesday in April, the GREAT Symposium, GREAT Debate, and the OUHSC IPE Symposium.

Course Components: Varies

Delivery method: Varies, 4 clock hrs.