

# The **Audiology** Bridge

Connecting Academia to Practice

## Getting Started with Interprofessional Practice

July 2024

*Content curated by the Academic and Clinical Education Resources Committee of the American Academy of Audiology.*

*You are receiving this communication as a lead person for the AuD program at your institution. We hope that you will share this information with other faculty in your program.*

Interprofessional practice (IPP) reflects an appreciation for the diversity of knowledge and perspectives found in interprofessional teams and is often a regular part of audiology practice. While it is not always possible to provide students with clinical experiences that expose them to all disciplines, they can develop foundational knowledge to assist them in understanding their role on the interprofessional team and how to define it to other professionals. Below, the Academic and Clinical Education Resources (ACER) Committee offers a variety of materials for use in interprofessional education.

**Have you ever wondered what other professions think about working with audiologists? [Watch the video for some perspectives.](#)**

How Does Audiology Intersect with Other Clinical Practices?



# IPE Pillars

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The Interprofessional Education Collaborative (IPEC) formed in 2009 with six associations and has grown to include 22 health professions' education associations. IPEC has produced many different resources to help faculty to transform interprofessional education (IPE) and interprofessional collaborative practice (IPCP). The largest contribution of IPEC has been the core competencies for IPCP, first released in 2011 and most recently updated in 2023. This set of consensus competencies is intended to unify health professionals for health care through teamwork.



The IPEC core competencies has four domain areas that all fit under the umbrella domain of interprofessional collaboration. The 33 core competencies are grouped into these four domains: values and ethics, roles and responsibilities, communication, and teams and teamwork.

The complete set of competencies, along with background information on the consensus process, are in the [2023 document](#).

## Strategy: Heads-Up Game

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The heads-up game is a great icebreaker to learn more about other professions that we work with in audiology! It can be used in the classroom as a starter game to help students learn more about who we can collaborate with as audiologists.

It is a very easy game to set up; all you need is to pick multiple professions and then come up with definitions of what those professions do. Put the name of each profession on cards that will be used for the game. Have a master list of the definitions on hand. Now the game is ready!

To start, have one person select a card for a profession without looking at it and then place the card against their forehead. Other people will try to describe the profession so that the person who has the card on their forehead can guess the profession. Other people in the group take turns selecting a card and trying to guess the profession.

The heads-up game allows your students to see if they really understand that other professions do and how we might work with them. As well, it tests how well they can describe the profession to someone else.

## First-Person Accounts

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### ***Rachel Kansky, AuD***

During my interprofessional education (IPE) program, I had the opportunity to observe pediatric occupational therapy. This experience was beneficial as it not only broadened my understanding of pediatric occupational therapy but also allowed me to see the value and significance of this profession in interprofessional practice. I have since recommended this career path to friends interested in pediatric health care. The experience emphasized the importance of interdisciplinary collaboration and enriched my professional perspective.



During one of the interprofessional events I attended, I encountered several challenges that hindered the learning experience. The event consisted of a “mock patient” with several health-care professional students in one room. The agenda was broad and felt slightly disorganized, which made it difficult to concentrate on specific areas of interest. While, in theory, the event may have seemed like an enriching experience, it ended up being overwhelming for me as a relatively new student. Additionally, as someone already aware of how audiology fits into the broader health-care landscape, I was hoping for a more tailored approach that highlighted the relevance and integration of smaller professions within the health-care team. I was disappointed that the opening to highlight the importance of audiology was missed and felt this was a missed opportunity for students of other professional health-care backgrounds.

### ***Sarah Pupa Waggoner, AuD***

All the audiology students in my graduate program got to do shadowing as part of our IPE program. It was such an enriching experience to be able to shadow other professions and see what they do on a daily basis and how audiology can fit in their practice as well.

I think being able to learn first-hand and by doing was a great way to learn IPE, and put what we learned into practice. When you get to see what another professional does that we refer to, it helps you better understand how they look at the same patients we see for their treatment methods and how we can better work together to treat the same patients.



However, it is important to consider how to go about planning IPE for large groups of students. One experience I had in graduate school had all the audiology first-year students engage in an IPE day with all other first-year graduate students from other health professions. This kind of collaboration *seems* like a good idea in theory when you have so many different perspectives all in one place, however, this experience ended up being very challenging because it was too big of a group and had too many people in one place to have a good experience. When thinking about IPE, it is a good idea to smart small and have less people in each session to get the most out of the student's experience.

## IPE Strategies

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*Soami Santiago, PhD, and Wanda Lugo, AuD, University of Puerto Rico; and Liz Ramos, AuD, Georgia State University*

Following the Clinical Education Forum at AAA 2024, we identified several strategies to promote IPP:

- Create a series of seminars for students before they go into their fourth year, where they will have the opportunity to apply IPEC principles in their clinical placements. These seminars would involve faculty, students, and clinical professionals from other disciplines that interact with audiology.
- Reinforce the IPEC principles in academic and clinical courses throughout the students' programs of study. Case studies can highlight interprofessional collaboration.
- Promote intercollegiate research collaborations in the area of interprofessional education within their programs' curricula.

## IPP Resources to Share

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- [IPEC Presentation from Clinical Education Forum 2024](#)
- [IPEC Handout from Clinical Education Forum 2024](#)
- [IPEC Resources Handout from Clinical Education Forum 2024](#)
- [Clinical Education Forum 2024 Learner Questions](#)
- [Sample IPP Case Studies](#)

**View More Resources**

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