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At-A-Glance

The 2023-2028 Office of Interdisciplinary Programs Strategic Plan is an organic document guiding the team-based academic coursework offered under the Office of the Vice Provost for Academic Affairs & Faculty Development.

The intent of this plan is to provide sustainable and replicable programming meeting the purpose of the program.

BACKGROUND

International Framework



“Interprofessional education occurs when *students from two or more professions learn about, from, and with each other* to enable effective collaboration and improve health outcomes.”

National Competencies



IPEC Core Competencies for Interprofessional Collaborative Practice

1. Communication
2. Roles & Responsibilities
3. Values & Ethics
4. Teams & Teamwork

Role of Accreditation

Many OUHSC professional programs have accreditation requirements for interprofessional education. Since 2012, accreditation has contributed to the creation of a diverse menu of over twenty curricular offerings where not every student completes each activity, but every student can complete their unique requirements.

2023-2028 PLAN AT A GLANCE

Intentionally aligned with the OUHSC Strategic Plan while meeting interdisciplinary education requirements.

	HSC Pillar	OIDP Objective	Key Performance Indicators
1.	Become a Top-Tier Research-Driven Academic Health Center.	Support educational research activities related to interprofessional education	<ul style="list-style-type: none"> • # of learners, faculty, or staff involved in the IEPA Research Committee • # of educational research projects completed related to IPE programming • # of scholarly products completed related to IPE programming
2.	Lead Health Workforce Development in Oklahoma.	Support meaningful health workforce development through interprofessional education	<ul style="list-style-type: none"> • # of IPE transcript notations awarded • # of learners engaged in IPE programming • # of participants in the IEPA IPE Facilitator Certificate program
3.	Improve Health Outcomes and Reduce Health Disparities in Oklahoma.	Provide health workforce education that supports methods to improve health outcomes and reduce health disparities in Oklahoma	<ul style="list-style-type: none"> • # of curricular offerings related to improving health outcomes and reducing health disparities • # of patients/clients receiving team-based care • # of practice partners from the community
4.	Be a Place of Belonging and Emotional Growth for all Students, Faculty, Staff, Alumni, and Patients.	Support initiatives to be a place of belonging and emotional growth for all students, faculty, staff, alumni, and patients interacting with interprofessional education	<ul style="list-style-type: none"> • # of participants in IEPA Committees • # of Seed Grants awarded • # of participants in the Interdisciplinary Student Council • # of mobile outreach activities
5.	Drive Economic Growth Through Translation of Research into Commercial Enterprises.	Provide a cost savings to the health system by providing donated preventative health services	<ul style="list-style-type: none"> • # of services provided • Estimated cost of provided services • Estimated savings to the health system

Executive Summary

Who We Are

The University of Oklahoma Health Sciences Center (OUHSC) Office of Interdisciplinary Programs (OIDP) is in the office of the Vice Provost for Academic Affairs & Faculty Development (OVPAAFD).

The OIDP leadership team includes Discipline Coordinating Faculty from the seven OUHSC colleges and the OU Norman Zarrow School of Social Work, the Vice Provost for Academic Affairs & Faculty Development, and OIDP staff.

The Interprofessional Educators & Practitioners Association (IEPA), is an affiliated group within OIDP that is an open-invitation volunteer organization involving faculty, staff, and students from across campus in the efforts of advancing interdisciplinary opportunities. This group includes advisory committees on curriculum, faculty development, research, and student engagement.

What We Do

OUHSC is committed to the development and expansion of a comprehensive, cohesive, evidence-driven menu of interdisciplinary experiences. Our work includes the advancement of curricular and co-curricular offerings producing distinctive and collaborative graduates based on the national core competencies for [Interprofessional Collaborative Practice](#).

OUHSC Interdisciplinary Participants

As a comprehensive academic health center, the University of Oklahoma Health Sciences Center provides a unique opportunity to include students from a variety of disciplines to learn from, with, and about each other. Participants come from all University of Oklahoma locations enrolled in the following colleges:

- **College of Allied Health**
- **College of Dentistry**
- **Graduate College**
- **College of Medicine**
- **Fran and Earl Ziegler College of Nursing**
- **College of Pharmacy**
- **Hudson College of Public Health**
- **Zarrow School of Social Work**

<h2 style="text-align: center;">Interprofessional Education (IPE) @ OUHSC: A History</h2>		
<h3>1990</h3>	Interdisciplinary Work has been intentionally included in programming at The University of Oklahoma Health Sciences Center for over 30 years!	
<h3>2012</h3>	The Wisdom Family Foundation funded the original pilot project where a grassroots group of about 34 core faculty members began designing a unique team-based, patient-centered experience.	
<h3>2013</h3>	Initial IPE Clinical Experience began with clinical partner, Good Shepherd Clinic. The Empowering Patients through Interprofessional Collaboration (EPIC) operated until the name change to Unity Clinic in 2019. EPIC served approximately 80 students per year.	
<h3>2015</h3>	All Professions Day (APD) was added to IPE curriculum to introduce the IPEC Competencies to more students. This two-part learning activity began with approximately 800 students a year, and as of 2022, served about 1,200 learners.	
<h3>2016</h3>	With the success of the grassroots movement, and the need for additional infrastructure support for sustainability, IPE found a home with the Office of the Vice Provost for Academic Affairs & Faculty Development.	
<h3>2017</h3>	The Interprofessional Educators & Practitioners Association was formed with Curriculum, Research, and Faculty Development Committees. In 2018, the IEPA launched the development of a two-year curriculum model where not all students do everything, but all students can have an interprofessional experience.	
<h3>2019</h3>	The Unity Series was added, including Unity Clinic. Unity teams assisted throughout the 2020-2022 Covid-19 pandemic including work with the Oklahoma State Department of Health and the Covid-19 community vaccine response.	
<h3>2022</h3>	The Health Sciences Explorer, a new mobile outreach vehicle, was added to allow Unity Clinic teams to take health care outreach directly to patients in their home communities.	
<h3>2023</h3>	A new Strategic Plan is under development to align strategies and tactics with the OUHSC Strategic Plan and updated national competencies and best practices.	

The OUHSC College Deans, Senior Officers, and Senior Vice President and Provosts have supported the development and implementation of interdisciplinary and interprofessional programs for over 30 years. This has included interdisciplinary work such as the Center on Child Abuse and Neglect (CCAN) program, Oklahoma Leadership Education in Neurodevelopmental and Related Disabilities (OKLEND) program, and the OU Tulsa Bedlam Clinic. In 2010, the World Health Organization put forward the Framework for Action on Interprofessional Education & Collaborative Practice and in 2011 the initial Core Competencies for Interprofessional Collaborative Practice were published by the Interprofessional Education Collaborative (IPEC).

In 2012, Dr. Peggy Wisdom, with the Wisdom Family Foundation, provided support to evaluate the need and the feasibility of OUHSC developing a formal interprofessional education program for health professions students. A core group of faculty members volunteered to engage in the creation of current interdisciplinary initiatives.

The initial pilot clinically focused program was called EPIC (Empowering Patients Through Interprofessional Collaboration) which allowed 80 students from the 6 OUHSC Colleges and the OU Anne and Henry Zarrow School of Social Work to deliver supervised student-provided patient care at the Good Shepherd Community Clinic in Oklahoma City. EPIC programming continues to be available under the Unity Clinic experience as part of our two-year curriculum plan to provide experiential immersion to advanced learners.

In order to expand the interprofessional education opportunity to more students, All Professions Day was developed in 2015. APD

programming is now available virtually to all first-year health sciences learners and is intended as the first didactic exposure to the IPEC Core Competencies.

The initiative was soon offered a home in the Office of Interdisciplinary Programs (OIDP), within the Office of the Vice Provost for Academic Affairs & Faculty Development. This move demonstrated the commitment of OUHSC administration and leadership to support interprofessional programming. Following a retreat hosted by the Vice Provost in 2017, the loosely formed core faculty reorganized and named the volunteer group the Interprofessional Educators & Practitioners Association (IEPA). IEPA established three working committees: Curriculum, Faculty Development, and Research. Later in the year, a Regents approved mandatory university fee was instituted to provide budgetary support for the continued development, implementation and evaluation of interdisciplinary learning opportunities for HSC students.

First Strategic Plan

In 2018 the IEPA Curriculum Committee launched a strategic plan to build a two-year curriculum plan including core programming committed to the development and expansion of a comprehensive, cohesive, and competency-driven menu of interdisciplinary learning experiences for every student at every level. The IEPA also added a Student-Faculty Committee charged with developing student-led initiatives. The initial review process included:

- Inventory of each participating program's requirements
- A review of accreditation standards. Twenty-four participating degree programs across 8 colleges (including Social Work at OU-Norman) include 16 different accreditation standards, each requiring interprofessional education and practice experiences for learners prior to graduation.
- A short review of other Peer Institutions
- A survey of the literature
- An inventory of learning spaces for in-person content delivery
- Compilation of learning materials including syllabi and clinic manuals

This data was compiled to draft a competency framework aligning the IPEC Core Competencies to the accreditation requirements and programmatic needs. The result was a proposal to strategically develop a two-year, transformative curriculum that was/included:

- Competency-driven
- Content applicable to the accreditation standards of our partnering programs
- A core experience that could be complemented by departmental coursework
- Inclusive of non-clinical learners by focusing on teams and teamwork
- Delivered using a variety of instructional methods
- Structured to facilitate future expansion and development

Interprofessional Curriculum Proposal		
By Clock Hours		
2018-2019, Year 1 - Fall		
IEPA 1	Introduction to IPE 1	2
IEPA 2	All Professions Day 1	2
2018-2019, Year 1 - Spring		
IEPA 3	Introduction to IPE 2	2
IEPA 4	All Professions Day 2	2
2019-2020, Year 2 - Fall		
IEPA 5A	Interprofessional Simulation	4
IEPA 6A	Interprofessional Clinical Experience	16
IEPA 7	Interprofessional Elective	2
2019-2020, Year 2 - Spring		
IEPA 5B	Interprofessional Simulation	4
IEPA 6B	Interprofessional Clinical Experience	8
IEPA 7	Interprofessional Elective	2
IEPA 8	Interprofessional Synthesis	4

As part of the OUHSC [Academic Strategic Plan](#) (2018-2023), there was a concurrent campus-wide initiative to enhance related faculty capacity building for interdisciplinary/interprofessional education. Noteworthy developments included:

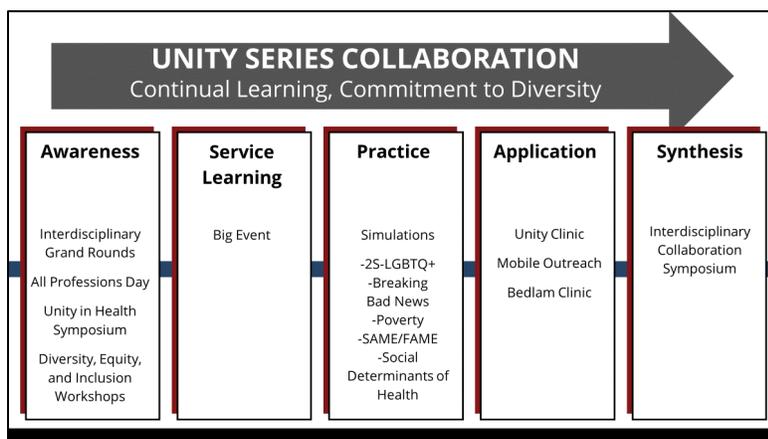
- Wisdom Family Foundation Interprofessional Education Research Seed Grants were established to support an annual request for proposals describing faculty designed pilot learning programs. These pilot projects enable continued support for faculty innovation while adding new curriculum relevant to the IPE and team science competencies/principles.
- The Unity Clinic pilot was implemented as an updated version of the IPE Clinical Experience. The term “Unity Clinic” was selected by students to refer to team-based collaboration that occurs in the clinical experience.

Challenges and Successes

The COVID pandemic posed academic challenges to maintain the quality delivery of educational programming the IEPA had worked for the past few years to build. Through technology, our teams maintained most of the menu options, expanded enrollment to additional students, and expanded activities to engage students at the Tulsa, Norman, and Lawton campuses. Our teams effectively learned to use online classroom spaces, virtual simulations, and telehealth equipment.

Noteworthy was our team readiness to assist with the pandemic response. Early in 2020, our interdisciplinary programs teams participated in online COVID training. This baseline didactic content prepared learners to work on the front lines with the Oklahoma State Department of Health. Later, as the vaccines were released, our teams were engaged with OU Health to assist with community vaccination pods. Our teams assisted the campus community in the deliverance of over 50,000 vaccine doses, to over 11% of Oklahoma county’s residents. Their work was recognized with the 2021 George E. Thibault, MD NEXUS Award. *Read the [2020-21 Annual Report](#) for additional details.*

A Focus on Community and Inclusion



Community engagement has been a foundational concern for OIIP and IEPA. We have maintained a strong partnership with Good Shepherd Clinic since 2012. This partnership allows our IPE learners to gain hands-on, team-based experience while improving access to care, addressing social determinants of health, and addressing health disparities in Oklahoma County. Our focus on the community is also highlighted in our community-engaged simulations. Our

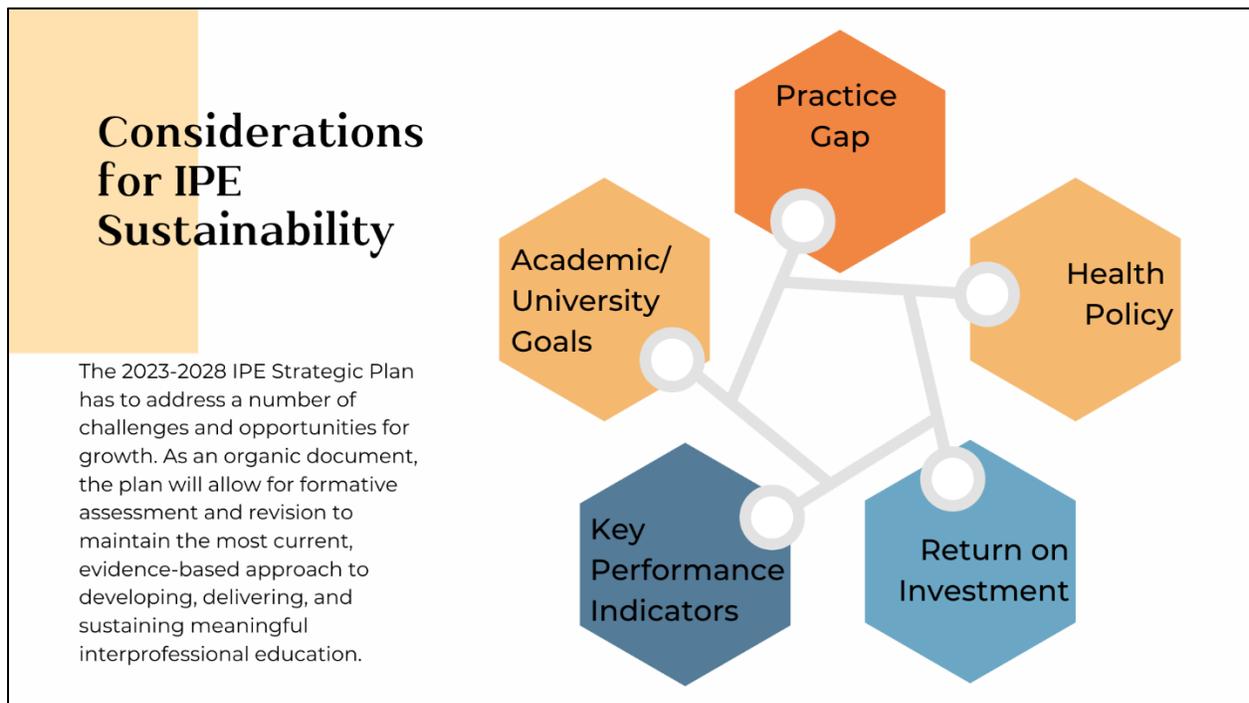
SAME/FAME: Self-Advocates-as-Medical-Educators/Family-Advocates-as-Medical-Educators, and our 2S-LGBTQ+ simulation engage community members with real-life experience as the standardized patient and team participant. This unique experience lets our student teams practice team communication skills with other professionals while understanding the unique circumstances of patients from these communities. The Social Determinants of Health/Health Literacy Simulation allows learners to consider hospital discharge needs with the patient included as team-member.

Unity Clinic greatly increased capacity in 2021-2022. Mostly due to their work in COVID vaccine outreach, Unity collaborated with dozens of community groups throughout the Oklahoma City metropolitan area. This included faith-based organizations, food resource centers, community development agencies, and public schools. These partnerships provided additional rotation slots for our increasing student enrollment while expanding exposure for learners to diverse communities in mutually beneficial programming. In total, OIDP delivered programming to well over 2,000 learners in the 2021-2022 academic year.

Preparing for the Next 5 Years

In the years ahead, we look forward to launching additional collaborations such as the Bridges to Access Symposium. We will establish new community partnerships through Unity Clinic Mobile Outreach to visit each geographic quadrant of Oklahoma. We look forward to continued growth with all of our academic, healthcare, and biomedical sciences stakeholders and community partners in preparing the team-ready healthcare workforce of tomorrow.

This strategic plan is intended to be a living document guiding our shared work for the next 5 years.



Reference: NCICLE: <https://ncicle.org/interprofessional-cle>

How The Plan Works

The Interprofessional Educators and Practitioners Association (IEPA) committees have developed strategic initiatives for the creation, development, implementation, and evaluation of campus-wide interprofessional programming. This plan is a continuation of that work with itemized strategies and tactics under the guidance of the related HSC Strategic Plan pillars. This plan's intent is to provide sustainable and replicable programming meeting the program's purpose.

Our Strategic Plan consists of five elements:

- The Office's Purpose
- The Objectives that define what kind of Office we want to be, aligned with the OUHSC Strategic Plan Pillars
- The Strategies that carry out the Objectives
- The Tactics required to fulfill the Strategies
- Regular Review of progress using Key Performance Indicators (KPI)

The Purpose is concrete, immovable, and enduring. It is the essence of what we do.

The Objectives establish the initial pathway for fulfilling our Purpose. They reach to the core of what is most important for the Office. Objectives do not change except under truly exceptional circumstances.

Strategies separate Objectives into manageable parts so that underlying tactics can be identified, planned, and executed with clarity and efficiency. Simply stated, Strategies are intermediate goals.

Tactics are fluid and correspond to current needs, while always remaining consistent with the corresponding Strategy.

The Plan includes Key Performance Indicators (KPI) that are linked to the Objectives and Strategies. Review of progress at regular intervals is critical so that tactics may be adjusted in response to changing conditions.

Our Strategic Plan is not static. It is a dynamic roadmap to our future. Our allocation of resources will be guided by the Plan.

Our Purpose

In the OUHSC Office of Interdisciplinary Programs,
under the Office of the Vice Provost for Academic Affairs & Faculty Development,

our Purpose is to
Support our academic partners in workforce development
Support team-based curricular and co-curricular offerings
Produce distinctive and collaborative graduates

Objectives Defined

While the supporting strategies and tactics are unique to the Office of Interdisciplinary Programs, the overall plan intentionally aligns with the OUHSC Strategic Plan Pillars and OIDP Objectives.

	OUHSC Pillars	OIDP Aligned Objectives
1.	Become a Top-Tier Research-Driven Academic Health Center.	Support educational research activities related to interprofessional education
2.	Lead Health Workforce Development in Oklahoma.	Support meaningful health workforce development through interprofessional education
3.	Improve Health Outcomes and Reduce Health Disparities in Oklahoma.	Provide health workforce education that supports methods to improve health outcomes and reduce health disparities in Oklahoma
4.	Be a Place of Belonging and Emotional Growth for all Students, Faculty, Staff, Alumni, and Patients.	Support initiatives to be a place of belonging and emotional growth for all students, faculty, staff, alumni, and patients interacting with interprofessional education
5.	Drive Economic Growth Through Translation of Research into Commercial Enterprises.	Provide a cost savings to the health system by providing donated preventative health services

HSC Pillar 1: Become a Top-Tier Research-Driven Academic Health Center

*OIDP Objective 1:
Support educational research activities related to interprofessional education*

Strategy 1	Engage learners in interprofessional education related to educational research
Tactic 1	Support learner participation as members in the IEPA Research Committee.
Tactic 2	Support learner collaboration with faculty/staff engaged in interprofessional education by addressing pillars of the IEPA Research Committee Strategic Plan.
Tactic 3	Mentor learners in guided interprofessional research projects as documented in the “IEPA Research Committee Guidance for Student Engagement.”
Tactic 4	Provide training in collaborative scholarship through coursework or seminars.

Strategy 2	Engage faculty and staff in research opportunities related to interprofessional education
Tactic 1	Support faculty and staff participation in the IEPA Research Committee.
Tactic 2	Support collaboration with faculty and staff engaged in interprofessional educational research.
Tactic 3	Engage junior faculty/staff in mentored research projects with learners and/or other senior faculty/staff.
Tactic 4	Support scholarly activity and research in year two of the IEPA Educator Certificate program.

Strategy 3	Support dissemination of findings related to research or evaluation activities pertaining to interprofessional education
Tactic 1	Maintain policies and procedures supporting utilization of data related to interprofessional education.
Tactic 2	Operate infrastructure supporting access to data related to education through the OIDP Evaluation Team as supported by the Standard Operating Procedure.
Tactic 3	Facilitate communication between OIDP collaborators regarding opportunities for scholarly dissemination.

HSC Pillar 2: Lead Health Workforce Development in Oklahoma

*OIDP Objective 2:
Support meaningful health workforce development
through interprofessional education*

Strategy 1	Develop, operate, and evaluate curriculum to meet the requirements of participating programs
Tactic 1	Deliver curriculum committee projects to meet accreditation requirements of participating programs including programs such as post-doctoral or professional development tracks (e.g., GREAT Symposium).
Tactic 2	Support integration of content offered through OIDP into academic curriculum by partner departments and colleges.
Tactic 3	Expand the interprofessional clinical experience called Unity Clinic to meet accreditation standards and enrollment needs of participating programs while also preparing learners for the gaps between education and practice.
Tactic 4	Support learner-led curriculum developed and operated by the Interdisciplinary Student Council.
Tactic 5	Support department led interprofessional educational offerings such as the IPE Selective operated by COM/COP, GREAT Symposium operated by the Graduate College, and other offerings to be developed.
Tactic 6	Operate team-based content in an online format meeting employment needs for new graduates.
Tactic 7	Establish assessment and evaluation methods to accurately measure learner and facilitator contributions and involvement across IPE offerings.
Tactic 8	Support bi-directional learning and collaboration amongst professions in interprofessional programming, including outreach activities.

Strategy 2	Explore and support needs for academic credit by participating programs
Tactic 1	Facilitate awarding credit for campus-wide IPE content across all programs as appropriate for participating programs.
Tactic 2	Operate programming conducive to formal award of academic credit rather than extracurricular activities (e.g., standardized syllabi and assessments).
Tactic 3	Explore awarding a certificate or micro-certificate to internal and external participants completing content offered by OI DP.

Strategy 3	Support professional development curriculum for IPE facilitators
Tactic 1	Prepare facilitators to lead interprofessional educational programming by offering training workshops.
Tactic 2	Develop, operate and evaluate the IEPA Educator Certificate program.
Tactic 3	Develop and operate the campus-wide iteration of the “Faculty Activity System (FAS).”
Tactic 4	Facilitate recognition of faculty/staff participation through IEPA Awards and IEPA Seed Grants.

HSC Pillar 3: Improve Health Outcomes and Reduce Health Disparities in Oklahoma

OIDP Objective 3:

Provide education to the health workforce that supports methods to improve health outcomes and reduce health disparities in Oklahoma

Strategy 1	Operate IPE didactic experiences addressing health outcomes and health disparities
Tactic 1	Incorporate learning modules that focus on recognizing and addressing social determinants of health barriers across IPE programming.
Tactic 2	Incorporate learning modules that focus on health disparities across IPE programming.
Tactic 3	Incorporate learning modules that address gaps in team preparation regarding medically underserved patient populations.
Tactic 4	Operate asynchronous online didactic content in preparation for practice opportunities including IPE simulations and Unity Clinic.

Strategy 2	Operate practice and application experiences addressing health outcomes and health disparities
Tactic 1	Conduct IPE clinical experiences to practice skills related to team-based care to improve health outcomes and reduce health disparities as needed in addition to those offered by the participating departments.
Tactic 2	Conduct simulated team experiences both online and in-person to practice skills related to team-based care to improve health outcomes and reduce health disparities.
Tactic 3	Address clinical capacity limitations by partnering with identified and vetted clinic sites in the OKC metro area, SW OK and on campus that allow teams to learn how to address health outcomes and health disparities.
Tactic 4	Establish profession-led clinics to create additional meaningful IPE experiences addressing health outcomes and health disparities.

Tactic 5	Develop and support team-based practice opportunities such as community-based assessments and scholarly presentations not tied to clinical practice.
Tactic 6	Provide high quality team-based care to all patients receiving team-based care through the IPE clinical experience referred to as Unity Clinic.

HSC Pillar 4: Be a Place of Belonging and Emotional Growth for all Students, Faculty, Staff, Alumni, and Patients

*OIDP Objective 4:
Support initiatives to be a place of belonging and emotional growth
for all students, faculty, staff, alumni, and patients interacting with
interprofessional education*

Strategy 1	Develop curriculum strategies related to fostering collaboration
Tactic 1	Develop and operate in-person and online didactic content fostering collaboration focused on the national core competencies for interprofessional collaborative practice.
Tactic 2	Develop and operate in-person and online simulation content fostering collaboration focused on the national core competencies for interprofessional collaborative practice.
Tactic 3	Develop and operate interprofessional clinical experiences fostering collaboration focused on the national core competencies for interprofessional collaborative practice.
Tactic 4	Foster creation of curriculum addressing national best practices for team-based translational science concerning health equity to cultivate a workforce prepared to meet all healthcare needs. Examples may include simulations or clinical experiences preparing learners to address clients, patients and team-members who are differently-abled.
Tactic 5	Foster collaboration among learners by generating additional leadership opportunities for students to meet the expansion efforts of Unity Clinic.
Tactic 6	Develop methods for equitably recruiting and appropriately onboarding new student leaders in the Unity Clinic experience.

Strategy 2	Provide infrastructure to foster collaboration among the interprofessional campus community
Tactic 1	Foster access and representation, including preliminary training, in the Interprofessional Educators & Practitioners Association (IEPA) committees. Include learner roles whenever possible.
Tactic 2	Support IEPA collaboration through membership support and the processing of grants and awards.
Tactic 3	Foster collaboration between IEPA content and practice partners in areas of mutual interest or practice (e.g., vital signs, shoulder assessments)
Tactic 4	Support creation of IPE programming focused on team design and creation to empower all participants to be team-focused collaborators.
Tactic 5	Manage and deliver the IEPA IPE Facilitator Certificate program.
Tactic 6	Support the Interdisciplinary Student Council and other opportunities for student leadership, including Unity Clinic leadership.

Strategy 3	Foster community engagement through interprofessional education
Tactic 1	Develop strategies and methods to build and foster partnerships with community organizations in rural Oklahoma and South/Northeast Oklahoma City.
Tactic 2	Develop replicable educational programming for health outreach in the community that can be offered on the Health Sciences Explorer mobile outreach vehicle.
Tactic 3	Develop a standardized method for identifying the needs of a community partner and IPE programming. Methods may include ensuring consistent communication and feedback, identifying community leaders that can provide input on needs/patient population, obtaining assessment and evaluation data from partners after events to inform and sustain future programming.
Tactic 4	Support utilization of resources available through practice partners to support community engagement with consistent services.
Tactic 5	Intentionally develop and operate IPE programming in the community that also meets the needs of the collaborative community partner and is mutually beneficial.

Strategy 4	Foster collaboration by reinforcing the language used regarding interprofessional identity throughout IPE programming
Tactic 1	Provide guidance to participants regarding verbal or written representation of their interprofessional identity (e.g., elevator speeches)
Tactic 2	Support participants in developing methods to reinforce their interprofessional identity during interactions with others not trained in the same approach.
Tactic 3	Support delivery of IPE content related to the person-centeredness focus of interprofessional collaboration and practice.
Tactic 4	Provide guidance to participants for inclusion of IPE recognition on resumes and curriculum vitae.

HSC Pillar 5: Drive Economic Growth Through Translation of Research into Commercial Enterprises

OIDP Objective 5:

Provide a cost savings to the health system by providing donated preventative health services

Strategy 1	Engage learners in team-based delivery of preventative care in the community
Tactic 1	Support learner-centered curricular outcomes through guided interactions with other professions during community outreach and Unity Clinic experiences.
Tactic 2	Engage all team members in preventative care activities relevant to their highest scope of training.
Tactic 3	Develop and maintain a catalog of IPE activities available to the community while engaging team members from across campus.

Strategy 2	Evaluate the economic impact of donated services in the community
Tactic 1	Maintain data collection regarding the cost avoidance to the health system for preventative care and screenings provided by IPE teams through donated services.
Tactic 2	Assess and evaluate impact of preventative care services on all participants.
Tactic 3	Maintain data regarding increased access to care using mobile outreach equipment and/or telecommunication connections with tribal, rural, and medically underserved communities.

Strategy 3	Evaluate the economic impact of team-based early detection services on pediatric populations
Tactic 1	Support operations of team-based early detection services by learners engaging pediatric populations.
Tactic 2	Collect data and evaluate potential economic benefit of early detection services provided through IPE programming.

Strategy 4	Evaluate the possibility of offering the IEPA Facilitator Certificate to external users
Tactic 1	Seek information regarding viability of fee-based programming for external users.
Tactic 2	Complete formative and summative evaluations on the IEPA Facilitator Certificate to determine sustainability of program.
Tactic 3	Support the IEPA in implementing an external offering of the IEPA IPE Facilitator Certificate.

Key Performance Indicators

All Key Performance Indicators (KPIs) will be reviewed and reported quarterly unless otherwise requested.

<p>1. Support educational research activities related to interprofessional education</p>
<ul style="list-style-type: none"> • # of learners, faculty, or staff involved in the IEPA Research Committee • # of educational research projects completed related to IPE programming • # of scholarly products completed related to IPE programming
<p>2. Support meaningful health workforce development through interprofessional education</p>
<ul style="list-style-type: none"> • # of IPE transcript notations awarded • # of learners engaged in IPE programming • # of participants in the IEPA IPE Facilitator Certificate program
<p>3. Provide education to the health workforce that supports methods to improve health outcomes and reduce health disparities in Oklahoma</p>
<ul style="list-style-type: none"> • # of curricular offerings related to improving health outcomes and reducing health disparities • # of patients/clients receiving team-based care • # of practice partners from the community
<p>4. Support initiatives to be a place of belonging and emotional growth for all students, faculty, staff, alumni, and patients interacting with interprofessional education</p>
<ul style="list-style-type: none"> • # of participants in IEPA Committees • # of Seed Grants awarded • # of participants in the Interdisciplinary Student Council • # of mobile outreach activities
<p>5. Provide a cost savings to the health system by providing donated preventative health services.</p>
<ul style="list-style-type: none"> • # of services provided • Estimated cost of provided services • Estimated savings to the health system

[\[Link to Office Evaluation Plan\]](#)

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Annotated References and Resources

- University of Oklahoma Strategic Plans
 - University of Oklahoma Strategic Plan: <https://www.ou.edu/leadon>
 - OU Health Sciences Center Strategic Plan: https://provost.ouhsc.edu/Portals/1037/assets/documents/HSC_Strategic_Plan_Final.pdf?ver=2022-11-14-083431-463
 - OUHSC Academic Strategic Plan: <https://www.ouhsc.edu/academicaffairs>
- OUHSC Office of Interdisciplinary Programs: <https://ipe.ouhsc.edu/>
 - Curriculum: <https://ipe.ouhsc.edu/Students>
 - Unity Clinic: <https://ipe.ouhsc.edu/Unity-Clinic>
 - Mobile Outreach: <https://explorer.ouhsc.edu/>
 - Faculty Development: <https://ipe.ouhsc.edu/Faculty-Staff>
 - Research: <https://ipe.ouhsc.edu/Research>
 - OIDP Logic Model & Evaluation Plan: <https://ipe.ouhsc.edu/About-Us/Evaluation-JTOG>
- National Center for Interprofessional Practice and Education: <https://nexusipe.org/>
 - The hub for all scholarly work related to the IPEC-based educational initiatives
 - Comprehensive resource center includes vetted, validated research instruments, curricular models, and reference materials: <https://nexusipe.org/informing/resource-center-start>
- Interprofessional Education Collaborative: <https://www.ipecollaborative.org/>
 - National organization organizing the accreditation bodies on interprofessional competencies
 - Hosts training for faculty and administrators
 - Produces the Competencies for Interprofessional Collaborative Practice outlined below.
- NSF Interdisciplinary Research: https://www.nsf.gov/od/oia/additional_resources/interdisciplinary_research/
 - “NSF also understands that the integration of research and education through interdisciplinary training prepares a workforce that undertakes scientific challenges in innovative ways. Thus, NSF gives high priority to promoting interdisciplinary research and supports it through a number of specific solicitations.”
 - Cites the National Academies’ 2005 report definition, below.
- National Academies: Facilitating Interdisciplinary Research <https://www.nap.edu/read/11153/chapter/4>
 - The 2005 report, cited by NSF above, providing the industry definition for Interdisciplinary research (IDR)
"Interdisciplinary research is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental

understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice."

- IHI Triple Aim Initiative:
<http://www.ihl.org/Engage/Initiatives/TripleAim/Pages/default.aspx>
 - Institute for Healthcare Improvement (IHI) 2008 report.
 - Improve safety and quality
 - Improve health of populations
 - Reduce costs
 - Updated in 2016 to include “attaining joy in work” or also referred to as caregiver wellness [Quadruple Aim]: <http://www.ihl.org/communities/blogs/the-triple-aim-or-the-quadruple-aim-four-points-to-help-set-your-strategy>
 - Updated in 2022 to include “health equity” [Quintuple Aim]: <https://www.ihl.org/communities/blogs/on-the-quintuple-aim-why-expand-beyond-the-triple-aim>

- WHO Framework for Action on Interprofessional Education and Collaborative Practice:
http://www.who.int/hrh/resources/framework_action/en/
 - World Health Organization (WHO). (2010). Framework for action on Interprofessional education & collaborative practice. Geneva: World Health Organization. See http://whqlibdoc.who.int/hq/2010/WHO_HRH_HP_N_10.3_eng.pdf.
 - World Health Organization (WHO) 2010 publication on “innovative strategies . . . to bolster the global health workforce.”
 - Provides commonly cited definition of interprofessional education as:
 - “Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength.”

- IPEC Core Competencies for Interprofessional Collaborative Practice:
<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>
 - Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.
 - Interprofessional Education Collaborative (IPEC) 2011 report by sponsor accrediting associations of health education programs
 - Established the four key concepts that guide national IPE initiatives:
 - Collaborative practices as supported by:
 - Values/Ethics for Interprofessional Practice
 - Roles/Responsibilities
 - Interprofessional Communication
 - Teams and Teamwork
 - [Updated in 2016](#) with clarification the domain and topics and better address the Triple Aim

- Currently under revision 2021-23: <https://www.ipecollaborative.org/2021-2023-core-competencies-revision>
- National Academies- Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes: <https://www.nap.edu/read/21726/chapter/1>
 - National Academies of Sciences Engineering Medicine (National Academies Press-NAP) 2015 Report
 - “In 2013, the Institute of Medicine’s (IOM) Global Forum on Innovation in Health Professional Education held two workshops on IPE. At these workshops, a number of questions were raised, the most important of which was “What data and metrics are needed to evaluate the impact of IPE on individual, population, and system outcomes?”
 - Follow-up to previous IOM reports since 1972, including:
 - Institute of Medicine. 2000. *To Err is Human: Building a Safer Health System*. Washington, DC: The National Academies Press. <https://dx.doi.org/10.17226/9728>
 - Institute of Medicine. 2001. *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10027>.
 - Institute of Medicine. 2003. *Health Professions Education: A Bridge to Quality*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10681>.
 - Institute of Medicine. 2015. *Building Health Workforce Capacity Through Community-Based Health Professional Education: Workshop Summary*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/18973>.
- National Academies- Exploring the Role of Accreditation in Enhancing Quality and Innovation in Health Professions Education: <https://www.nap.edu/catalog/23636/exploring-the-role-of-accreditation-in-enhancing-quality-and-innovation-in-health-professions-education>
 - National Academies of Sciences Engineering Medicine (National Academies Press-NAP) 2017 Workshop Proceedings
 - Challenges interprofessional education to consider continuing education and focus on life in practice.
- NIH Collaboration and Team Sciences: A Field Guide: <https://www.cancer.gov/about-nci/organization/crs/research-initiatives/team-science-field-guide>
 - National Cancer Institute at the National Institutes of Health (NIH) 2010 providing institutions guidance regarding shifting research cultures.
 - Updated second edition in 2018
 - Great resource as the definition of healthcare team and focus on team science evolves.
 - Provides “Top Ten Take Aways” for teams including: 1) Trust, 2) Vision, 3) Self-Awareness and Emotional Intelligence, 4) Leadership, 5) Mentoring, 6) Team Evolution and Dynamics, 7) Communication, 8) Recognition and Sharing Success, 9) Conflict and Disagreement, and 10) Navigating and Leveraging Networks and Systems.

Appendix

Academic Integration Status Chart

In 2022-2023, IEPA surveyed the integration of IPE content. Key take-aways and recommendations are found in [IPE Academic Integration for the 2023-2028 OIDP Strategic Plan](#).

Unity Clinic Strategic Plan – Clinic

Vision

Equitable Clinical Care

Mission

To provide clinical primary care and health education to under-resourced Oklahomans through student-led, interdisciplinary, team-based care.

Link to OIDP Strategic plan: [Strategic Plan Draft 10-12-22.docx](#)

Year	Objectives	Intended Outcomes	Measured By	OIDP Pillar
1	Update Unity Clinic related educational curricula for all participating HSC students.	Improved onboarding process to provide clarity for each profession and role in the clinic setting <u>Ex: By April '23, have updated training modules for the core clinical student team.</u>	Student representation from all programs on HSC campus and School of Social Work in Norman Revise D2L page by streamlining documents and videos and purging old training documents Revise Unity Clinic Teams page and establish one source of truth Engage Profession Reps to update profession specific documents on D2L	Pillar 2; Strategy 1
1	Establish method to accurately measure student and faculty contributions and involvement across IPE UC offerings	Efficiencies within clinic scheduler to manage multiple clinical sites Automated volunteer attendance tracker Accurate quantification of the economic impact of Unity Clinic Reduced time faculty, Profession Reps, and Operations Vice Chair spend scheduling students.	Schedule all participating volunteers through GivePulse. Tabulate number of active students/faculty volunteers on GivePulse. Fully integrate Give Pulse software into Desire2Learn platform to enroll students in clinic and outreach initiatives.	Pillar 2; Strategy 1
1	Provide high quality team-based care to all patients at Unity Clinic.	Increased patient satisfaction through optimized patient cycle times Improved students decision-making skills in prioritizing patient needs and to provide equitable and efficient care to all	Reduce all clinic visit times to 60 minutes or less and no greater than 90 minutes for exceptional circumstances at Crossings Clinic Midtown. Implement anonymous, single-question patient satisfaction survey where 75% of patients would recommend the experience to a friend. Track patient cycle times through student teams and time stamps in Microsoft Excel. Target 75% of clinical encounters lasting 60 minutes or less.	Pillar 3; Strategy 2
1	Develop method for equitably recruiting and appropriately onboarding new	Create a transition timeline to onboard new student leadership in the Spring semester.	Ensure all faculty leaders meet with student profession representatives monthly. Representation of 3 or more professions in the applications submitted.	Pillar 4; Strategy 1

	student leaders at Unity Clinic	Equitable selection and recruitment of new student leaders Ensure a smooth transition and adequate onboarding time into new roles.	Ensure responsibilities for student leaders are up-to-date and readily accessible. Develop transition timeline, job descriptions, and interview questionnaire.	
1	<u>Develop strategy to address clinical capacity limitations</u>	Improved patient access to care and improve population health. Assess current clinical site capacity limits to determine future needs for clinic expansion. Expand clinical site offerings to meet stakeholders academic, volunteer, and clinical experience requirements.	Phase 1: Clinic Expansion Conduct semesterly assessment of clinical site capacity limits to evaluate the number of available IPE clinical experiences against student profession requirements and determine future clinical expansion needs. Meet with faculty leaders monthly to identify potential clinical site partners that meet our defined clinical partner qualification parameters. Focus on clinical partners whose mission is to address the health needs of under resourced Oklahomans. Identify and vet 1-3 clinic sites by end of FY23.	Pillar 3: Strategy 2
2	Establish profession-led clinics to Create additional meaningful IPE experiences.	Empower additional professions to lead and direct clinical experiences to address patients' needs specific to their profession. Expand patient access and outreach to specialty services.	<ul style="list-style-type: none"> Launch the Audiology- and Speech Pathology-led IPE Experience at Keys clinic in FY23. Work with faculty stakeholders to identify IPE collaborative opportunities, such as PT- and Nutrition-led clinics on campus and in the community. 	Pillar 3: Strategy 2
2	Generate additional leadership opportunities for students to meet the expansion efforts of Unity Clinic	Create a leadership transition process that allows the addition of new roles or modification of existing roles within the Unity Clinic operational structure.	<ul style="list-style-type: none"> Develop a new organizational structure. Create additional clinic director positions that oversee scheduling and general operations at each clinic location. Change title of Chair of Quality and Patient Safety to a Clinical Lead; Leads will report to Operations Chair. 	Pillar 4: Strategy 1
2	Partner with the identified and vetted clinic sites from FY23 throughout the OKC metro area.	An established relationship with 1-3 clinical partners in the OKC metro Find ways to address current needs of the campus based on current enrollment and improve health outreach.	Phase 2: Clinic Expansion Establish MOU between OIDP and clinical partner. Develop clinic workflow at partner clinic site. Allocate faculty preceptors to clinical partner. Update student leadership structure to incorporate new clinic sites.	Pillar 3: Strategy 2
3	Operate with 1-3 other clinics in the OKC metro area to improve primary care	Provide additional opportunities for students to participate at Unity Clinic and improve patient access to primary care.	Phase 3: Clinic Expansion Number of IPE clinical slots available compared with number of students enrolled in programs requiring student participation in an IPE clinical setting.	Pillar 3: Strategy 2

	access to uninsured Oklahomans.		Meet 100% of OUHSC health colleges academic requirements for student involvement in IPE clinical experiences.	
3	Expand IPE clinical opportunities to HSC students in SW OK campus.	Find a clinical partner to serve the needs of all students in SW OK. Fulfill interdisciplinary education initiatives and outreach to under-resourced populations in SW OK.	Identify one clinical or community partner in SW OK. Build relationships with community partners in SW OK.	Pillar 3: Strategy 2
5	Establish an on-campus clinic site at OUHSC.	Provide a Unity Clinic hub for HSC students to gain more accessible clinical experience.	Launch of Unity Clinic at FMC to operate team-based care. Open a clinic on the HSC campus that provides team-based care.	Pillar 3: Strategy 2

Unity Clinic Strategic Plan – Community Outreach
Vision

Community health equity

Mission

Addressing unmet health needs of Oklahoma through student-led, community-informed outreach programs

Year	Objectives	Intended Outcomes	Measured By	OIDP Pillar
1	Evaluate outreach opportunities in rural Oklahoma and South/Northeast Oklahoma City	<ul style="list-style-type: none"> • Fulfill unmet health needs of OK • Establish meaningful relationships with rural community organizers and implementation of one community health event 	<ul style="list-style-type: none"> • Assess Unity Clinic’s possible roles in rural health • Collect data on specific community needs and areas engaged • Contact 1-3 community partners in identified areas and explore meaningful relationship opportunities 	Pillar 4; Strategy 3
1	Provide focused training for students to serve diverse patient populations	<ul style="list-style-type: none"> • Expansion and increased utilization of educational curriculums 	<ul style="list-style-type: none"> • Create an educational curriculum on special patient populations 	Pillar 3; Strategy 1
1	Improve patient educational experience within the MOV through improvement of interprofessional interactions	<ul style="list-style-type: none"> • Offer short, reusable educational activities for the MOV 	<ul style="list-style-type: none"> • Creation of 3–5-minute activities that volunteers from any profession can perform on the MOV 	Pillar 4; Strategy 3
1	Clarify and streamline health and educational outreach offerings across different professions	<ul style="list-style-type: none"> • Streamlined information to community partners on services available • Increase the number of programs represented in leadership 	<ul style="list-style-type: none"> • Establish an interprofessional community outreach committee • Create a catalog of outreach services available from each profession • Create short, reusable educational activities for the MOV 	Pillar 3; Strategy 2

1	Develop long-term partnership with Sisu Youth Services and recruit interested students into project leadership	<ul style="list-style-type: none"> • Provide education opportunities for Sisu’s clients on health-related topics and build foundations for long-term relationship with Sisu Youth Services • Partner with Lumina: Queer Student Alliance to organize student volunteering at Sisu’s shelter 	<ul style="list-style-type: none"> • Completion of community needs assessment that will guide the development of clinical services to be offered to Sisu’s clients • Host bimonthly, interactive workshops with Sisu clients • Client attendance and degree of client engagement and satisfaction with events • Regularity and number of student volunteers 	Pillar 4; Strategy 3
2	Improve quality of inter-professional collaborations in the outreach setting (via trainings, scheduling)	<ul style="list-style-type: none"> • Allow for bidirectional learning in interprofessional interactions in community outreach • Increase number of student volunteer opportunities in outreach 	<ul style="list-style-type: none"> • Identify calendar of previously successful events for continued collaboration • Incorporate Give Pulse into volunteer scheduling for outreach events • Establish new process that allows for meaningful interactions between professions without compromising patient care or screening time 	Pillar 2; Strategy 1
2	Expand the scope of screening services offered at health fairs (cholesterol, vision, pharmacy)	<ul style="list-style-type: none"> • Provide screenings for common health conditions that fall outside of current breadth • Begin providing specialty care screenings in community outreach setting 	<ul style="list-style-type: none"> • Number of reproducible specialty screenings provided in the community • Provide screenings for common health conditions that fall outside of current breadth • Host monthly specialty clinics at Homeless Alliance 	Pillar 3; Strategy 2
2	Begin providing specialty care screenings in community outreach setting	<ul style="list-style-type: none"> • Collaborate with community partners focused on women's health and education 	<ul style="list-style-type: none"> • Updated Community Outreach Services Catalog • Number of reproducible specialty screenings provided in the community 	Pillar 3; Strategy 2