

2025



IPE

Resource Guide

Leveraging IPE tools to meet University Strategic Plan goals



OFFICE OF
INTERDISCIPLINARY PROGRAMS
The UNIVERSITY of OKLAHOMA HEALTH SCIENCES

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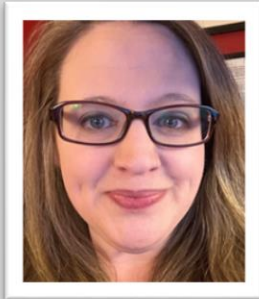
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The Basics

IPE OFFICE CONTACTS

We are a centralized campus resource here to be of service to you.

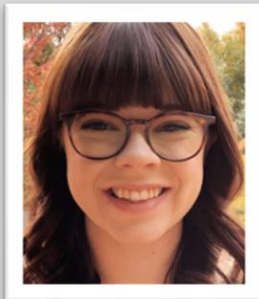


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Senior Associate Director
Interdisciplinary Programs

Margaret-Robinson@ouhsc.edu

- Any IPE Issues & Requests
- Unity Clinic
- IPE Educator Certificate Program
- JTOG & Data

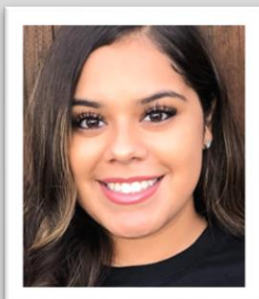


Sarah Seely, BBA

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- All Professions Day
- Transcript Notations
- Seminars & Workshops
- Faculty Contracts

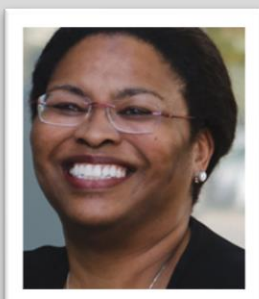


Vanessa Padron, MSW

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- All IPE Simulations
- SW Practicum Mentor



Valerie N. Williams, PhD, MPA

University of Oklahoma Presidential Professor
Vice Provost for Academic Affairs and Faculty Development University of
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- University Administrator

DEFINITIONS

“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.”

World Health Organization (WHO). (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Geneva: World Health Organization. see <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>.

IPE is:

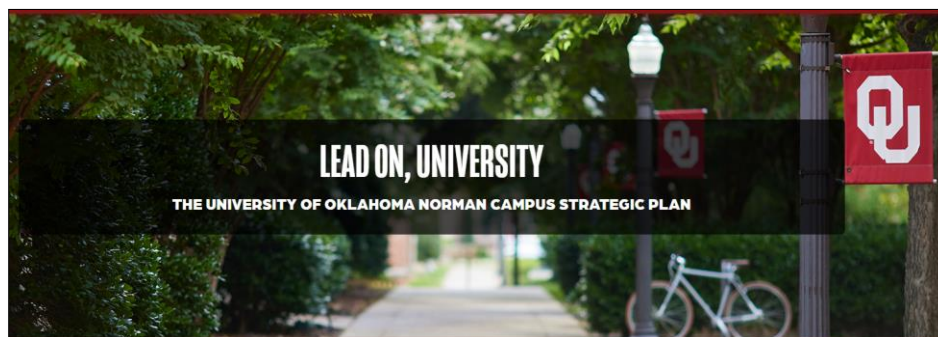
- ✓ Intentional
- ✓ Interactive
- ✓ Teamwork
- ✓ Focused on Communication
- ✓ Team-Based Practice
- ✓ Collaboration
- ✓ Working Together

IPE is not:

- ⊗ Students sitting in the same room
- ⊗ Students listening to the same lecture
- ⊗ Patients being seen by two professions on the same day
- ⊗ Providers of two professions in the same facility
- ⊗ Different specialties of the same profession working together

STRATEGIC PLAN

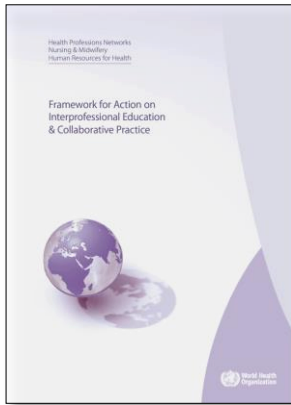
The University Strategic Plan is being refreshed in 2025.



Link: <https://www.ou.edu/leadon/>

IPE GUIDING DOCUMENTS

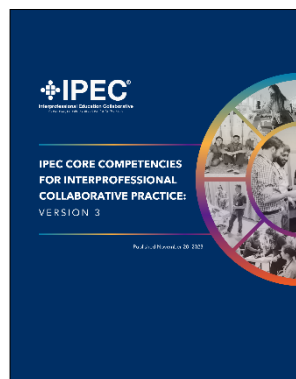
WHO Framework for Action



The World Health Organization, in 2010, put forth the international framework for and current definition of interprofessional education.

All institutions around the world follow this framework.

World Health Organization (WHO). (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Geneva: World Health Organization. see <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>.



IPEC Core Competencies

IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3 (2023)

The Core Competencies are used by all academic programs in the United States.

Link: <https://www.ipecollaborative.org/ipeccorecompetencies>



FIGURE 7. IPEC CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE: VERSION 3 (2023)



► Values and Ethics

Work with **team** members to maintain a climate of shared values, ethical conduct, and mutual respect.

► Roles and Responsibilities

Use the knowledge of one's own role and **team** members' expertise to address individual and population **health outcomes**.

► Communication

Communicate in a responsive, responsible, respectful, and compassionate manner with **team** members.

► Teams and Teamwork

Apply values and principles of the science of teamwork to adapt one's own role in a variety of **team** settings.

Section 1

Scholarly Productivity

Scholarly Productivity



IPE has many tools to ensure you are meeting your Strategic Plan and personal development plans.

IPE RESOURCE CENTER

The Resource Center is a digital library of interprofessional practice and education-related content. Anyone with a registered account can contribute to the resource center and comment on a resource's usefulness.



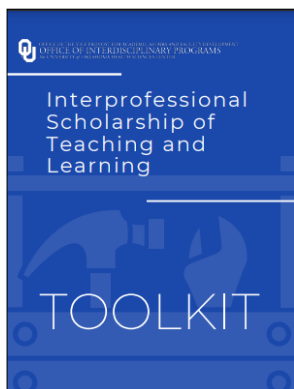
Repository of over 2,900 tools, research instruments, and curricular resources.

- Learning assessments
- Surveys
- Instruments/ tools

Link: <https://nexusipe.org/informing/resource-center>

SOTL TOOLKIT

The Scholarship of Teaching and Learning (SOTL) is the evidence-based inquiry approach around the science of teaching.



Toolkit includes information on:

- Educational Research Process
- Collaborative Grants
- Publications
- Evaluation & Research
- Scholarly guidance

Link: <https://ipe.ouhsc.edu/Research>

CAMPUS IPE EVALUATION TOOL

Jefferson Teamwork Observation Guide® (JTOG) is the University's tool for evaluating IPE activities aligned with the IPEC Core Competencies for Interprofessional Collaborative Practice.

Campus collaborators can use the JTOG ® with permission from Interdisciplinary Programs.

JTOG contains 16 Likert-scale questions administered online at the conclusion of the IPE activity, before the team debrief.

- Administered using RedCAP
- Results available through Interdisciplinary Programs

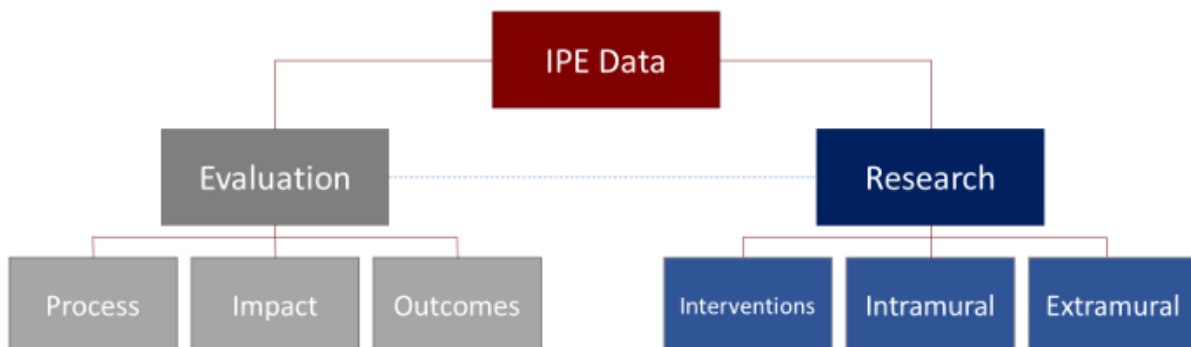
Link: <https://ipe.ouhsc.edu/About-Us/Evaluation-JTOG>

Note: JTOG® is a licensed tool. The contract is held and administered through Interdisciplinary Programs. Contact us to use the tool: OUHSC-IPE@ouhsc.edu.



RESEARCH COMMITTEE

The Interprofessional Educators & Practitioners Association (IEPA) Research Committee is a volunteer-based group available for those interested in assisting with or producing interprofessional research.



Evaluation data is available for campus faculty to conduct scholarship on the assessment of IPE activities.

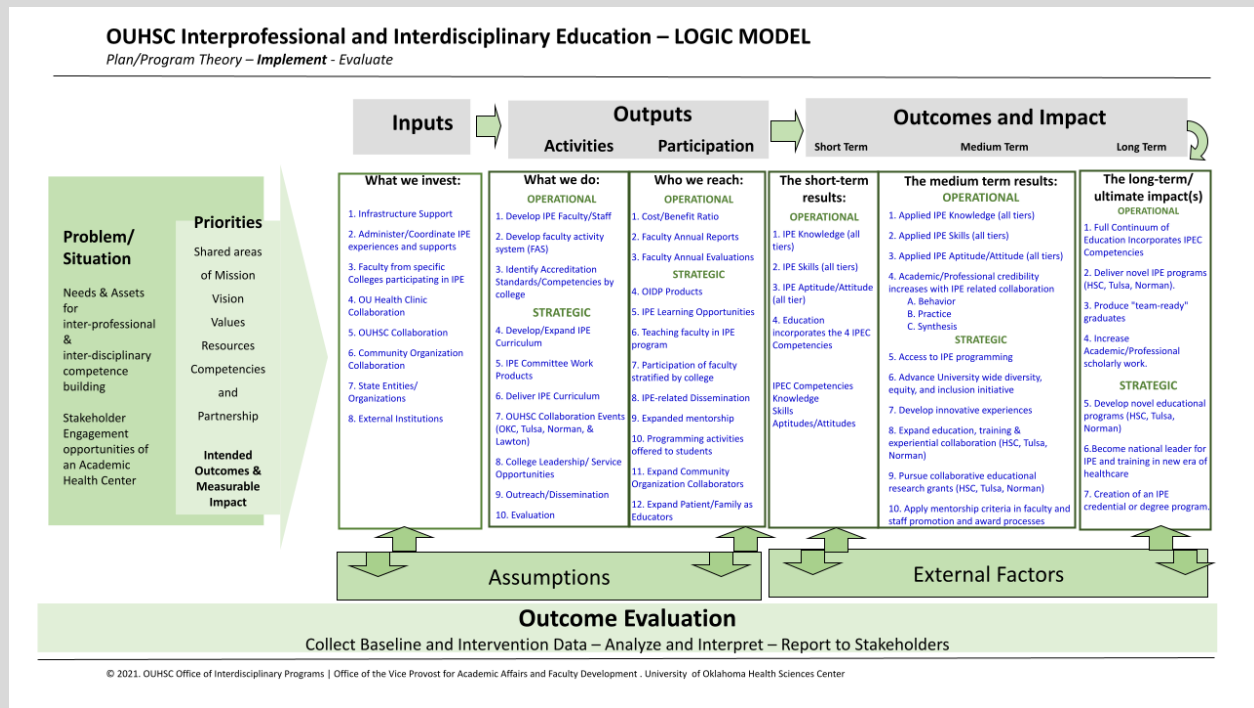
Educational research is needed to document the impact and outcomes of team-based education and practice.

How can the Research Committee help?

- Research tools
- Data collection
- Collaborative partnerships

Ongoing Evaluation Projects

The Research Committee has several ongoing evaluative measures with data available for analysis and dissemination. These are great projects for new faculty and graduate students.



Get Plugged In

Link:

<https://ipe.ouhsc.edu/Research>

Contact

OUHSC-IPE@ouhsc.edu

PUBLICATIONS

Ready to publish your work but not sure where? The field of IPE is eager to support your dissemination of findings to improve collaborative practice worldwide.



The **Journal of Interprofessional Care (JIC)** disseminates research and new developments in the scientific field of interprofessional studies in health and social care, encompassing interprofessional education (IPE), and collaborative practice. From its inception, the Journal has maintained a social mission to promote collaboration in education, practice, and research worldwide, and a responsibility to fostering interprofessional developments across established and emerging regions.

Link: <https://www.tandfonline.com/journals/ijic20>



The **Journal of Interprofessional Education & Practice (JIEP)**, a quarterly online-only journal, provides innovative ideas for interprofessional educators and practitioners through peer-reviewed articles and reports. Each issue examines **current issues** and **trends** in interprofessional health care topics, offering progressive solutions to the challenges facing the profession.

Link: <https://www.sciencedirect.com/journal/journal-of-interprofessional-education-and-practice>

The logo for JRIPPE consists of the letters "JRIPPE" in white, bold, sans-serif font, set against a solid blue rectangular background.

Journal of Research in
**Interprofessional
Practice and
Education**

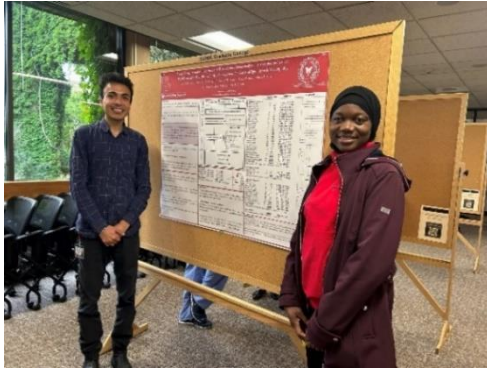
The **Journal of Research in Interprofessional Practice and Education (JRIPPE)** supports IPE knowledge development through sound methodology and experimentation. A central premise of the journal is that there can be no sound experiment without adequate data, and no adequate data without sound theories to guide their collection. In turn, IPE theories should aim at explaining how IPE works based on testable assertions and hypotheses.

Link: <https://jrype.org/index.php/journal>

PRESENTATION OPPORTUNITIES

Unity Week Poster Hall

Unity Poster Hall is our on-campus opportunity to showcase your collaborative work.



Held in the last full week of April, the Unity Week Poster Hall showcases student/faculty research. To enter the poster hall you will need to bring a research poster that highlights your work. Your poster should include an introduction to your research topic, a clear and concise explanation of your methods and findings, and a conclusion that summarizes the implications of your research. Make sure to use graphics and images to make your poster visually appealing and easy to understand.

Submissions can be a poster you have submitted to a previous or future conference. There is no charge for attendance.

Link <https://ipe.ouhsc.edu/Research/Unity-Week-Poster-Hall>

Nexus Summit

Nexus is the premier professional conference for interprofessional collaboration.

Since 2016, the annual Nexus Summit has been a crucial place of connection and action for those committed to interprofessional practice and education as a cornerstone strategy to improve the health of individuals and the communities where they live.

Each fall, the Nexus Summit brings together a growing community of health professionals, educators, leaders, learners, and patient, family, caregiver, and community members who work together to share models of success, current scholarship and policy. The conference is organized around an action agenda, and helps to shape the strategic focus of the work of the National Center and our partners, to empower teams and organizations in their interprofessional work.



Link: <https://nexusipe.org/nexus-summit>

Collaborating Across Borders (CAB)

Collaborating Across Borders (CAB) is the premier North American conference focused on interprofessional education and collaborative health care.



The CAB conference was first launched in 2007 as a venue where educators, clinicians, researchers, policy makers, patients/family partners and students from the United States and Canada could engage to share knowledge, discuss ideas and form collaborative relationships.

The [American Interprofessional Health Collaborative](#) and [Canadian Interprofessional Health Collaborative](#) co-sponsor CAB as it travels between the United States and Canada every other year.

Link: <https://cab.nexusipe.org/>

WRITING TEAMS

IPE Scholarly Writing Teams assemble to disseminate manuscripts related to interdisciplinary curriculum, program implementation, and outcomes.

Writing is easier with the accountability of a team.



Join the
Microsoft Team
Channel

Code:
k81k75i

Or complete the IPE Research Team Form to ask for help.



Link:

https://ousurvey.qualtrics.com/jfe/form/SV_6EZrGwgkUmD5YNw

Contact: OUHSC-IPE@ouhsc.edu

Section 2

Preparing Students / Workforce Development

Preparing Students / Workforce Development

**Teach in
IPE**

**Create
New IPE**

**Clinical
Practice**

We Change Lives

Countless opportunities are available for the entire campus to utilize, contribute, or create new IPE activities impacting the preparation of future generations of health science professionals.

IPE CURRICULUM

<https://ipe.ouhsc.edu/Students/Curriculum>

Curriculum Highlights

- 2-Year transformative curriculum targeting early-career learners
- Course credit is built within individual degree requirements or approved courses
- Minimum core experiences that can be easily supplemented by departmental coursework
- Competency driven objectives premised in interprofessional methodology and the IPEC Core Competencies for Interprofessional Collaborative Practice
- Online, live, simulation and clinical learning experiences
- Foundation to develop and expand offerings in the future

Not everyone
does everything,
but everyone
does something.



Get Plugged In: OUHSC-IPE@ouhsc.edu

12 Tips for Engaging Student Facilitators



Utilizing learners as facilitators, programs can leverage additional resources while providing meaningful leadership opportunities to students.

**Tell me
and I forget,
teach me and
I may remember,
involve me
and I learn.**

-Benjamin Franklin

12 Tips Highlights:

- Be intentional
- Include training and evaluation
- Set clear roles and expectations
- Provide resources

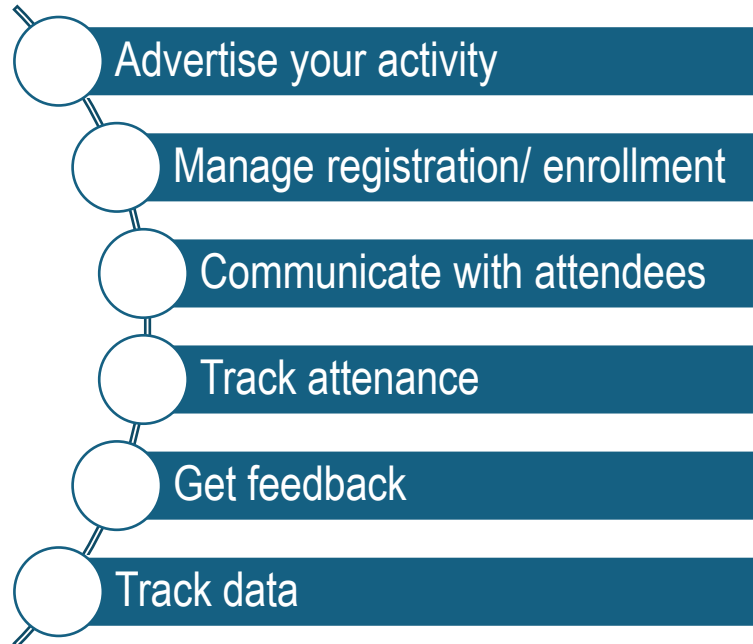
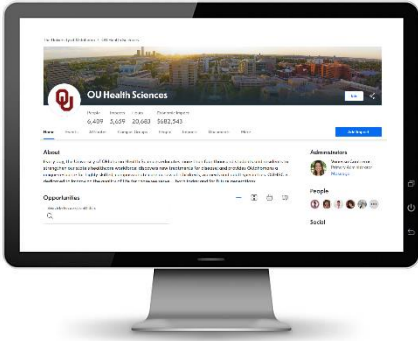
Strategic Plan Implications

- Professional development
- Increased capacity
- Belonging and investment of learners

Link: <https://ipe.ouhsc.edu/Faculty-Staff/Development>

Give Pulse Registration Software

Give Pulse is a nationwide software used by schools and organizations to process event registration and attendance. This software is available to all employees at The University of Oklahoma.



Link: <https://ou.givepulse.com/group/918818-ou-health-sciences>

Transcript Notations

To provide a mechanism for recognition upon completion of a substantial portion of the interdisciplinary coursework, students will be eligible to earn transcript notation.

The requirements to receive the notation vary by program. Notations will automatically be added during the student's graduation term. Learner participation will be tracked by Interdisciplinary Programs and reported to learner's enrolled college at the end of the spring semester.

Questions can be sent Interdisciplinary Programs at OUHSC-IPE@ouhsc.edu.

CV / Resume Guidance

Students are encouraged to list their IPE training and transcript notation on their CV/Resume. Example:

**Interprofessional Education
Distinction, *[year earned]***

Unique & Distinctive Graduates

Graduation Cords

Students earning their transcript notation are eligible to purchase the IPE Graduation Cords.



IPE cords are blue and purple, following the colors of the Interprofessional Education Collaborative. These can be purchased at Graduation Gear Up or at the Jostens Store at the Norman campus.

Leadership cords are gold and purple and are given at the Unity Week Awards Ceremony to those who have contributed additional time to Unity Clinic, the Interdisciplinary Student Council, or other leadership roles.

IPE EDUCATOR CERTIFICATE

The robust IPE curriculum at The University of Oklahoma requires a large cadre of trained educators to lead and teach the program.

The program is offered to all faculty, staff, postdocs, and graduate students at any of the University of Oklahoma (OU) campuses who have interest in leading interprofessional teams. Designed by the OU Health Sciences Interprofessional Educators & Practitioners Association with contributions from over 80 faculty from across the Health Sciences campus and the School of Social Work, this certificate provides virtual learning modules and facilitated group discussion and activities on various topics including the Interprofessional Education Collaborative (IPEC) core competencies.

Certificate Credits Certification of completion will be awarded through the OU Health Sciences Office of the Vice Provost for Academic Affairs & Faculty Development. Participants completing the full educational program will be referred to as a "Certified Interprofessional Educator" within OU IPE Programming.

Link: <https://ipe.ouhsc.edu/Faculty-Staff/IPE-Educator-Certificate>

FOUNDATIONAL YEAR

- Introduce the basics about IPE
- Design an IPE Project
- Create an IPE Philosophy
- Draft IRB Proposal

MASTERY YEAR

- Implement IPE Project
- Present
- Publish
- Create a Portfolio

"Creating a framework for creating an IPE activity(s) was the most useful thing."

LEARNING SPACES

Welcome

INTERDISCIPLINARY LEARNING BUILDING



EXAM ROOMS



CLASSROOMS



TEAM SPACES

BUILDING FEATURES

OU high-speed wifi throughout spaces

Easy online scheduling M-F, 8:00-5:00

Easily accessible parking next to building

OU ILB

1600 North Phillips Ave, OKC 73104

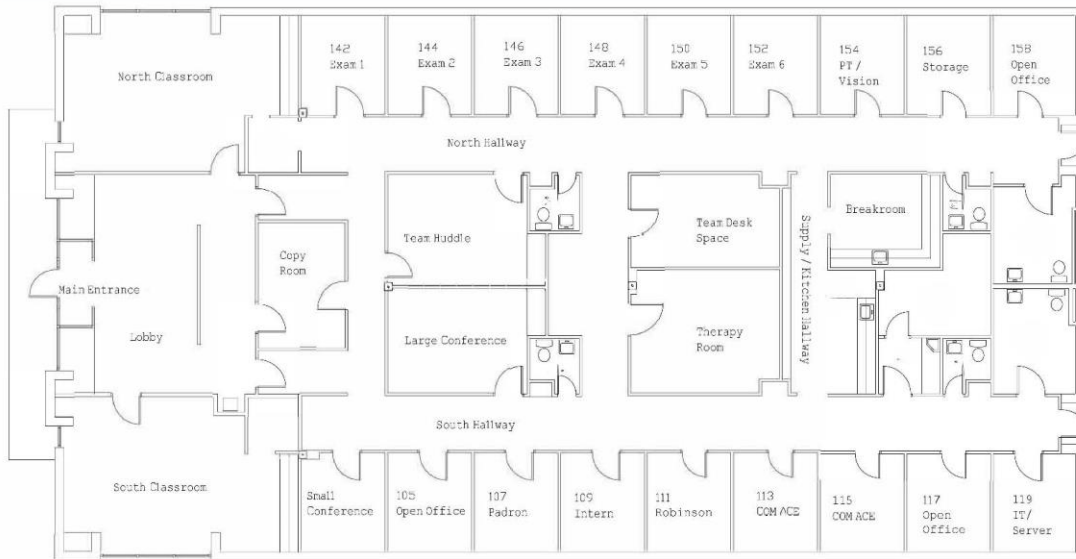
 7 Exam Rooms  8 Offices  6 Team Spaces

CONTACT US

 405-271-8001 x30674

 OUHSC-IPE@ouhsc.edu

More information: <https://ipe.ouhsc.edu/About-Us/Visit-the-ILB>



CLASSROOM OPTIONS

- Conference set-up (16)
- Classroom set-up (12)
- Theater seating (30)
- Waiting room set-up (12)

Two classroom spaces with rolling tables and chairs or optional waiting room set-up. Feature computer access, webcams, podium, and meeting supplies.



THERAPY ROOM

- Designed for 1:1 or group
- Additional team space
- Additional break room

Featuring two sofas and acoustic sound-control wall art, this inviting space is available for all team members.



ADDITIONAL TEAM SPACES

- Small Conference (4)
- Large Conference (7)
- Team Huddle (8-10)
- Team Desk Space (5)

Team spaces features rolling chairs and flexible set-ups. White boards and team meeting supplies are available. Rooms can connect to exam rooms for real-time team observation.



EXAM ROOMS

- Medical (6)
- Dental (2)
- PT or Vision (1)

Fully customizable to the patient or simulation encounter, rooms can be equipped with tables and chairs for basic screenings. PPE and basic healthcare supplies/equipment are available. Rooms can connect to team spaces or classrooms for real-time team observation.



RESERVE YOUR SPACE ONLINE
OR CALL (405) 271-8001 EXT 30674

Section 3

Building Opportunities

Building Opportunities

Providing opportunities to the OU Community to grow and improve.

IEPA SEED GRANTS

The purpose of the Wisdom Family Foundation Interprofessional Education Research Seed Grant is to develop new and innovative curricular/educational projects related to interprofessional education and practice in alignment with the University of Oklahoma Health Sciences Strategic Plan.

**\$4,000
per grant**

The goal is to engage faculty (staff and students) in developing high quality pilot tested educational offerings that can be adopted for future interprofessional programming at The University of Oklahoma Health Sciences. Applications are reviewed and processed by the OU Health Sciences Interprofessional Educators and Practitioners Association (IEPA).

Applications are available in the fall and spring.

Previous Funded Projects

Interprofessional Community-Based Pediatric Screening Program

Interprofessional Student Delivered Diabetes Education

Automation of the Healthcare Professional Circle Diagramming technique for use in interprofessional clinical learning experiences

Hepatitis B Community Screening Event

Simulating End-of-Life Scenarios: Interprofessional End-of-Life Communication

Mother's Initiative

Self Advocates as Medical Educators/Family Advocates as Medical Educators (SAME/FAME): Collaborative Teamwork with Patients with Intellectual/Developmental Disabilities and Family Caregivers

Link: <https://ipe.ouhsc.edu/Faculty-Staff/IEPA-Seed-Grants>

IPE WORKSHEET

Interdisciplinary Programs can assist with your ideas to create new IPE activities.

Link: <https://ipe.ouhsc.edu/Faculty-Staff/Development>



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OFFICE OF INTERDISCIPLINARY PROGRAMS
The UNIVERSITY of OKLAHOMA HEALTH SCIENCES CENTER

Interprofessional Course Worksheet

WHAT IS IPE?

The international definition of Interprofessional Education ("IPE") is where learners/students from two or more professions learn about, from, and with each other. This means students working with other students intentionally as a team.

WHAT IS NOT IPE?

Common IPE Misunderstandings	Why it is not IPE
Two students on clinical rotation in the same facility/department.	Does not include intentional academic structure where students are learning "about, from, and with" each other. Such experiences would require intentional teamwork such as team-based treatment planning, rounding, or case review.
A student working with a health professional of another discipline.	While interprofessional practice is important to bridge the gap between education and practice, IPE requires learners from multiple professions, not just a practitioner.
Students of different professions attending the same lecture/activity.	Does not include intentional academic structure where students are learning "about, from, and with" each other. Being in the same space does not provide this intentional interaction. Such experiences would require intentional teamwork during the didactic learning experience.
Students from different programs within the same discipline working together.	This is less clear and may be acceptable. In general, the intention is to work with students learning a different scope of practice/role in the healthcare system. This may need to be reviewed on a case-by-case basis.
Students from different professions participating in extracurricular activities.	Does not have an academic component, is not intentionally educational. Great teamwork and collaboration may occur in service learning, campus leadership, and in student organizations. To count as an educational activity the experience must have specific and measurable learning objectives.

The following will assist in creating an intentional IPE experience.

OBJECTIVES

An activity must have an educational outcome. Learning objectives should guide the course design. Use Bloom's taxonomy to select appropriate and measurable action verbs. Do not use verbs such as "understand," "learn" and "know" because these words are too broad and cannot be measured.
<https://www.teachthought.com/critical-thinking/249-blooms-taxonomy-verbs-for-critical-thinking>

Learning Objectives

ASSESSMENT

Select the area to be assessed and describe how learning outcomes will be assessed.

Type	Measurement Method/Tool
<input type="checkbox"/> Knowledge	
<input type="checkbox"/> Skills	
<input type="checkbox"/> Behavior	



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LEARNERS

Must include two/three or more student groups from different programs, ideally from at least two different colleges.

Profession	Est. # of Students	Profession	Est. # of Students
<input type="checkbox"/> Audiology		<input type="checkbox"/> Nursing-APRN	
<input type="checkbox"/> Basic Science Research		<input type="checkbox"/> Nursing-RN	
<input type="checkbox"/> Biostatistics		<input type="checkbox"/> Occupational Therapy	
<input type="checkbox"/> Communication Sciences		<input type="checkbox"/> Pharmacy	
<input type="checkbox"/> Dental Hygiene		<input type="checkbox"/> Physical Therapy	
<input type="checkbox"/> Dentistry-DDS		<input type="checkbox"/> Physician Associate	
<input type="checkbox"/> Dietetics		<input type="checkbox"/> Radiation Therapy	
<input type="checkbox"/> Environmental Health		<input type="checkbox"/> Radiography	
<input type="checkbox"/> Epidemiology		<input type="checkbox"/> Research	
<input type="checkbox"/> Health Administration		<input type="checkbox"/> Social Work	
<input type="checkbox"/> Health Promotion		<input type="checkbox"/> Sonography	
<input type="checkbox"/> Interdisciplinary Program		<input type="checkbox"/> Other (list):	
<input type="checkbox"/> Medicine (MD)		<input type="checkbox"/> Other (list):	
<input type="checkbox"/> Nuclear Medicine		<input type="checkbox"/> Other (list):	

COMPETENCY

Interdisciplinary/Interprofessional Education competencies are based on the [IPEC Core Competencies for Interprofessional Collaborative Practice](#). Coursework should address one or more of the competencies.

IPEC Competency	Brief Explanation
<input type="checkbox"/> Communication	
<input type="checkbox"/> Roles & Responsibilities	
<input type="checkbox"/> Values & Ethics	
<input type="checkbox"/> Teams & Teamwork	

IPE

The World Health Organization defines Interprofessional Education as occurring “when two or more professions learn about, from, and with each other.”¹ This is the international standard guiding interprofessional programming. Each project must provide an opportunity for students to meet this standard.

IPE Area	Brief Explanation How This is Achieved
<input type="checkbox"/> Learn FROM each other	
<input type="checkbox"/> Learn WITH each other	
<input type="checkbox"/> Learn ABOUT each other	

¹ 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_HPN_10.3_eng.pdf.



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COLLABORATORS

Written agreement to collaborate is encouraged. Collaborators should include course coordinators from the various professions where learners are invited to join the IPE activity. Agreements should explicitly address student scheduling to ensure participation from that profession, and FTE/workload to contribute.

College	List Faculty with Collaboration Agreements	Scheduling Agreement?
<input type="checkbox"/> Allied Health		<input type="checkbox"/>
<input type="checkbox"/> Dentistry		<input type="checkbox"/>
<input type="checkbox"/> Graduate College		<input type="checkbox"/>
<input type="checkbox"/> Medicine		<input type="checkbox"/>
<input type="checkbox"/> Nursing		<input type="checkbox"/>
<input type="checkbox"/> Pharmacy		<input type="checkbox"/>
<input type="checkbox"/> Public Health		<input type="checkbox"/>
<input type="checkbox"/> Social Work		<input type="checkbox"/>
<input type="checkbox"/> Other		<input type="checkbox"/>

DELIVERY

A key challenge to IPE programming is accommodating schedules and facility needs for larger groups. In-person meetings will require scheduled meeting space. Asynchronous and virtual offerings require facilitator training and different instructional design. Briefly explain how this course will be delivered to the group of IPE learners.

Method	Brief Explanation
<input type="checkbox"/> In Person	
<input type="checkbox"/> Asynchronous / Canvas	
<input type="checkbox"/> Virtual / Zoom	
<input type="checkbox"/> Other:	

OPTIONAL IPE REVIEW

The Curriculum Committee in the Interprofessional Educators and Practitioners Association (IEPA) can review worksheets to determine if the proposed experience meets the criteria to be IPE. Please provide a short synopsis of any remaining details and submit this form to OUHSC-IPE@ouhsc.edu for review.

IPE SIMULATION TEMPLATE

Simulation provides an equitable access point for learners and faculty from across the University to create new programming and practice team-based skills in a safe environment.

Link to the full template: <https://ipe.ouhsc.edu/Faculty-Staff/Development>



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IPE Simulation Template

Pre-Learning

1. Didactic content

- i. Prepare a learning module. PPT or narrated video with slides.
- ii. Literature review: What is known in the health community about this topic
- iii. Community informed: What to members of this patient population want health professionals to know about this topic
- iv. Best-Practice: What does current evidence-based practice say is the best approach to address this patient population and/or topic
- v. Terminology: Level set all participants to understand key terminology
- vi. Context: Why does this matter?

2. Pre-Learning Assessment

- Prepare 5-10 pre-learning assessment questions that can be loaded into a Canvas quiz. Multiple Choice is

Sample Simulation Day Outline

Activity	Time Allotted	Team Member Leading
Canvas course (pre-sim)	Link sent upon enrollment	IPE sim manager
Simulation orientation, didactic review & case overview	30 minutes	IPE Section: IPE sim manager Content expert(s): <ul style="list-style-type: none">- Faculty:- Faculty:
Team huddle	10 minutes	Student Learners
Patient encounter	20 minutes	Student Learners
JTOG	5 minutes	IPE sim manager
SP-led feedback	5 minutes	SP's
Large group debrief	30 minutes	Content experts: <ul style="list-style-type: none">- Faculty:- IPE- sim manager
Post-survey & Evaluation	10 minutes	Sim manager

IEPA COMMITTEE LEADERSHIP

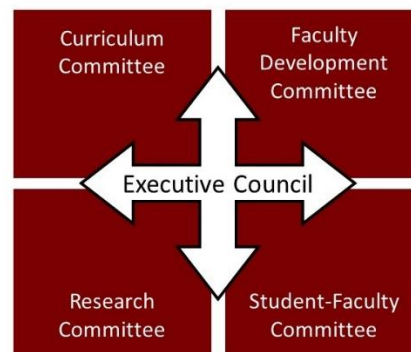
The mission of the OU Health Sciences [Interprofessional Educators and Practitioners Association](#) (“IEPA” or “the Association”) is to organize, recognize, and advocate for faculty, staff, and students to pursue interprofessional collaboration in all aspects of health care at the University of Oklahoma Health Sciences.

Committee	Goal/Charge	Deliverable
Curriculum	Develop, maintain, and coordinate a multi-tiered longitudinal and latitudinal interdisciplinary curriculum with related learning assessments.	A two-year menu of competency-based learning opportunities available to learners across campus.
Faculty Development	Develop a formal faculty development program to ensure all faculty have education and training available in the four domains of the IPEC Competencies.	Engagement of the campus community in such a way as to support delivery of IPE curricular activities
Research	Develop, maintain, coordinate, and disseminate research and scholarly activity related to interprofessional education and/or practice.	IRB approved research studies evaluating IPE activities and adding to the gaps in knowledge
Student-Faculty/ISC	Develop, maintain, and coordinate interprofessional programmatic proposals designed with assistance of the OU Health Sciences student community.	Facilitate student-led programming with faculty supervision.

Benefits of Committee

Participation & Leadership

- Opportunities for networking with OU Faculty & Students to develop and/or enhance IPE activities and research
- Support career development goals in promotion and tenure.
- Increased knowledge and access to various health care resources to enhance outcomes of patient care.

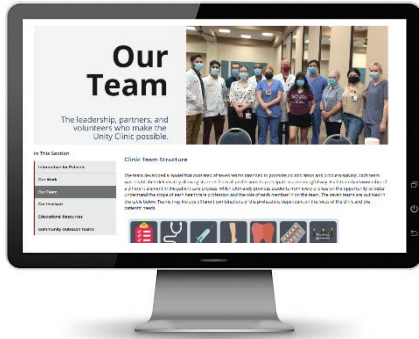


Link: [IEPA Membership & Committee Form](#)

Join the IPE Community of Practice

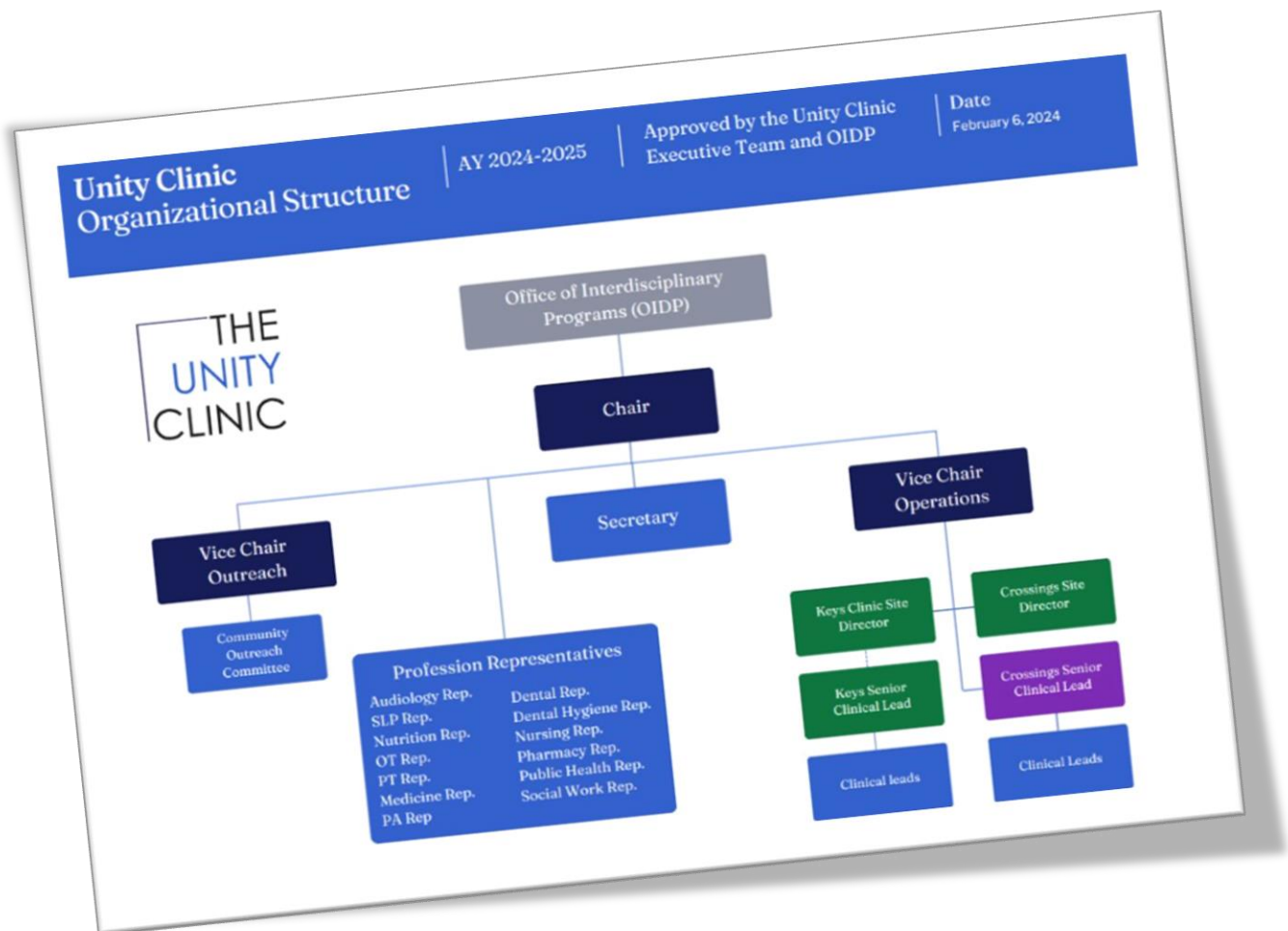
UNITY CLINIC LEADERSHIP SERVICE

Unity Clinic aims to provide a meaningful, interprofessional, clinical experience with real-world applications to OU Health Sciences students. Leadership opportunities range from on-site clinic leads to committee participation.



Get Involved!

<https://ipe.ouhsc.edu/Unity-Clinic/Get-Involved>



Section 4

Health Outcomes

Health Outcomes

Utilizing team-based care models to provide patient-centered clinical and practical experiences.

UNITY CLINIC

Unity Clinic is the term used for the IPE clinical experience. Unity is a student-led, faculty supervised, team-based clinical experience held in collaboration with community clinics. Opportunities for clinical practice and service are available to participants across the University.



THE UNITY CLINIC

Delivering FREE team-based, patient-centered, health care to uninsured populations of Oklahoma.

Now accepting patients at two locations!

Crossings Community Clinic Midtown 222 NW 12th Street, Oklahoma City, OK 73103 Services include: <ul style="list-style-type: none">• Dentistry• Primary care for general wellness or management of chronic illness By appointment only: <ul style="list-style-type: none">• Wednesdays 5:30 – 9:00 pm• Thursdays 5:30 – 9:00 pm• Fridays 8:00 am – 12:00 pm Call: 405-232-8631	John W. Keys Speech and Hearing Center 1200 N Stonewall Ave, Oklahoma City, OK 73117 Services include: <ul style="list-style-type: none">• Audiology• Occupational Therapy• Speech-Language Pathology• Nursing• Social Work By appointment only: <ul style="list-style-type: none">• Wednesdays 5:30 – 8:30 pm Call: 405-271-8001 x46302
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The UNIVERSITY of OKLAHOMA Health Sciences Center



By The Numbers

- 800+ • Student participants
- 40+ • Clinicians at Unity Clinic
- 1,200+ • Patients seen by student teams
- 500+ • Hours of clinical experiences
- \$250,000+ • Estimated financial impact

Link: <https://ipe.ouhsc.edu/Unity-Clinic>

Our Goal

- To provide a meaningful, interprofessional clinical experience with real-world applications to OU Health Sciences students

Our Mission

- To promote clinical collaboration between current and future health care professionals while delivering high quality, patient-centered care to under-served populations

Educational Impact

- Unity Clinic activities are rooted in the IPEC core competencies academic mission and serves as an avenue for individual OU Health Sciences Colleges to meet IPE accreditation requirements

PRACTICUM OPPORTUNITIES

Those wishing to lean-in for further impact on health outcomes are welcome to join Interdisciplinary Programs for their practicum experience.

Previous Practicum Projects

IRB protocol development to evaluate health outcomes
Explore funding opportunities among student-run free clinics
Food Pharmacy Administration & Outcome Dissemination
Curriculum creation and team facilitation
Patient recruitment for Keys Speech & Hearing Clinic
Clinic prospectus for medical imaging team-based experience
Mobile pharmacy exploration
CQI: Clinic Workflow and Patient Satisfaction

- Collaboration with multiple health professions
- Mentorship by clinic and campus leaders
- Unique learning in areas of:
 - ☑ Social Determinants of Health
 - ☑ Health Disparities
 - ☑ Health Care Access
 - ☑ Clinic Administration
 - ☑ Patient Experience
 - ☑ Reducing Health Barriers
 - ☑ Educational Outcomes

**Benefits of
Completing a
Practicum
with IPE**

For more information: OUHSC-IPE@ouhsc.edu

Section 5

Creating Impact

Creating Impact

Increase your impact with IPE!

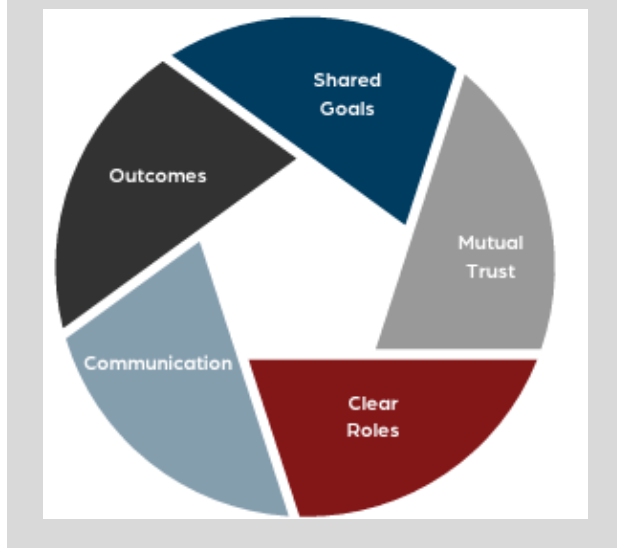
“Collaboration in health care has been shown to improve patient outcomes such as reducing preventable adverse drug reactions, decreasing morbidity and mortality rates and optimizing medication dosages. Teamwork has also been shown to provide benefits to health care providers, including reducing extra work and increasing job satisfaction.”

Bosch, B., & Mansell, H. (2015). Interprofessional collaboration in health care: Lessons to be learned from competitive sports. *Canadian pharmacists journal : CPJ = Revue des pharmaciens du Canada : RPC*, 148(4), 176–179. <https://doi.org/10.1177/1715163515588106>

COLLABORATION TOOLKIT

Intentional collaboration requires expert skills, knowledge, procedures and information to foster success. The Toolkit was created in collaboration with health leaders across campus and with OU Health.

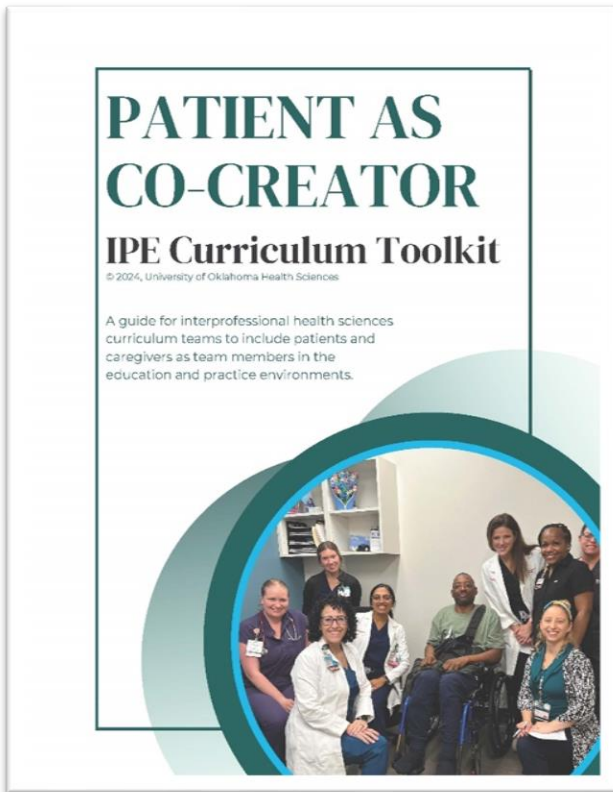
Based on the Institute of Medicine’s “*Core Principles & Values of Effective Team-Based Health Care*,” the Toolkit has over 50 pages of sources to create and guide your team.



Link: <https://ipe.ouhsc.edu/Faculty-Staff/Development>

PATIENT AS CO-CREATOR TOOLKIT

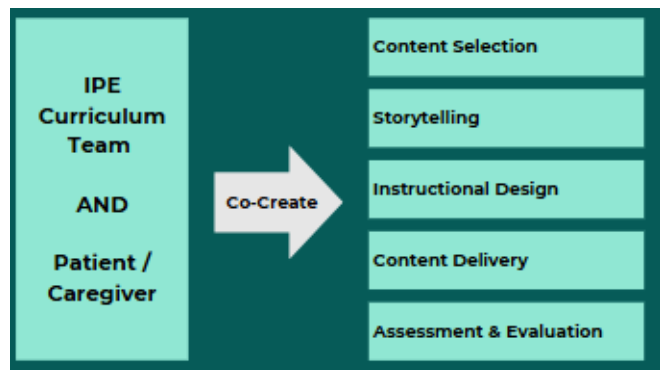
This toolkit is a coordinated effort to survey national best practices for inclusive teamwork and educational experiences. Including patients and caregivers with lived experiences increases the learning experience for all involved.



- Instead of the patient being the center, the patient/caregiver moves to equal partner with other health professionals.
- The health concern being addressed/taught becomes the focus.
- The patient is an expert with lived experience.

“Nothing for me, without me.”

Borrowed from the disabilities-advocacy community, this slogan is the basis for embracing patients, caregivers, and their advocates as members of health teams.



Link: <https://ipe.ouhsc.edu/Faculty-Staff/Development>

IPE AWARDS

Annual recognition provided by IPE to campus leaders and stakeholders based on their exceptional contributions to interprofessional education and team collaboration.

Interdisciplinary Student Leadership Award



Criteria:

- Must have earned a 3.00 grade point average or higher.
- Must currently be enrolled full-time at OU.
- Must graduate in calendar year awarded.

Link: <https://ipe.ouhsc.edu/Students/Interdisciplinary-Student-Leadership-Award>

IEPA Outstanding Leader of the Year Award

Criteria:

A one page description of their outstanding accomplishments that may include demonstration of best practices, evaluations/assessments, scholarly works, or other indicators.

Link: <https://ipe.ouhsc.edu/Faculty-Staff/IEPA-Awards>



IEPA Outstanding Team of the Year Award



Criteria:

- Demonstrates ability to collaborate with multiple professionals in a variety of settings.
- Promotes interprofessional competencies.
- Involvement in scholarly work such as submission of abstracts, presentations, reports, or manuscripts, relative to interprofessional education or practice.

Link: <https://ipe.ouhsc.edu/Faculty-Staff/IEPA-Awards>

IPE Resource Guide

Leveraging IPE tools to meet
University Strategic Plan goals

Last update: January 2025

Suggested Citation

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Questions about information in this Resource Guide can be directed to:

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