



The UNIVERSITY of OKLAHOMA
HEALTH SCIENCES

University Strategic Plan Goals

Achieving Results with IPE Tools

Presented by Interdisciplinary Programs
@ Education Grand Rounds
January 17, 2025

GOAL

Provide tools for immediate use
to improve collaboration on
University Strategic Plan initiatives

Introduction

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Objectives

1. Define Interprofessional Education
2. Discuss IPE tools that can assist with University Strategic Plan initiatives
3. Describe the IPE Resource Guide

#1

Define

Interprofessional Education

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What is IPE?

“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>.



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But what is IPE?

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

IPE is Competency Focused

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.

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What is not IPE?

- ⊘ 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.

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#2

Discuss IPE tools that can assist with
University Strategic Plan initiatives

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University Strategic Plan(s)

BECOME A TOP-TIER PUBLIC RESEARCH UNIVERSITY

PREPARE STUDENTS FOR A LIFE OF SUCCESS, MEANING, SERVICE, AND LEADERSHIP

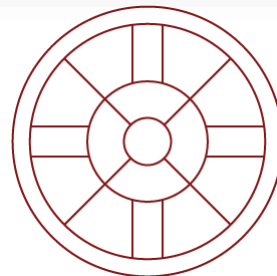
MAKE OU'S EXCELLENCE AFFORDABLE AND ATTAINABLE

BECOME A PLACE OF BELONGING AND EMOTIONAL GROWTH FOR ALL

ENRICH AND POSITIVELY IMPACT OKLAHOMA, THE NATION, AND THE WORLD

Pillars

- 1 Become a Top-Tier Research-Driven Academic Health Center.
- 2 Lead Health Workforce Development in Oklahoma.
- 3 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.
- 5 Drive Economic Growth Through Translation of Research into Commercial Enterprises.



Refresh underway as of January 2025

<https://www.ou.edu/leadon/strategic-plan-refresh>

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University Strategic Proposed Pillars

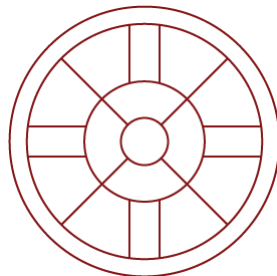
Research
Institution

Prepare
Students

Live Our Values
& Provide
Opportunity

Lift the Health
of Oklahoma

Impact through
Research &
Creative Activity



Refresh underway as of January 2025

<https://www.ou.edu/leadon/strategic-plan-refresh>

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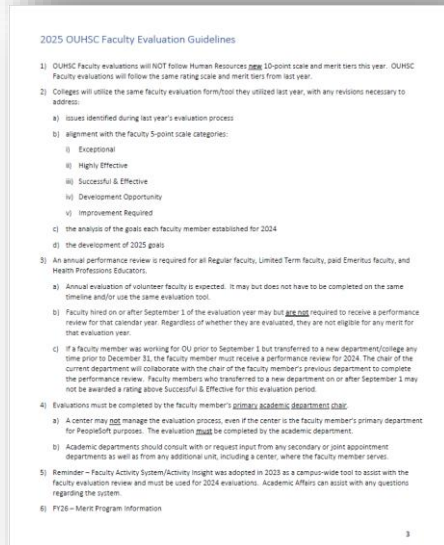
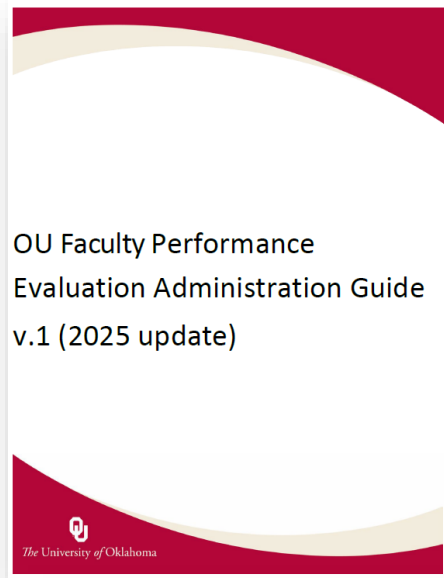
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Implication for Educators



b) alignment with the faculty 5-point scale categories:

- i) Exceptional
- ii) Highly Effective
- iii) Successful & Effective
- iv) Development Opportunity
- v) Improvement Required

c) the analysis of the goals each faculty member established for 2024

d) the development of 2025 goals

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Robust IPE Programming at OU

2024 HIGHLIGHTS

- 17** **SCHOLARLY PRESENTATIONS**
Presenters had abstracts accepted at Nexus Summit 2024
- 36** **RESEARCH POSTERS**
Posters accepted for presentation at Unity Week Poster Hall
- 25** **HEALTH OUTREACH EVENTS**
Community health outreach events held with Unity Clinic
- 24** **IPE EDUCATOR CERTIFICATES**
Enrollees for the 2024-25 IPE Certificate Program



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The UNIVERSITY of OKLAHOMA HEALTH SCIENCES

2024 HIGHLIGHTS

- 3,964** **IPE REGISTRATIONS**
IPE activity registrations logged using Give Pulse
- 2,096** **IPE CLINICAL SPOTS**
Participants in our Unity Clinic experiences
- 1,868** **IPE SIMULATION SPOTS**
Participants in our seven Team-Based Simulations

Resources Created




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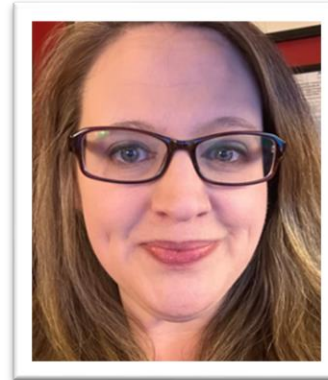
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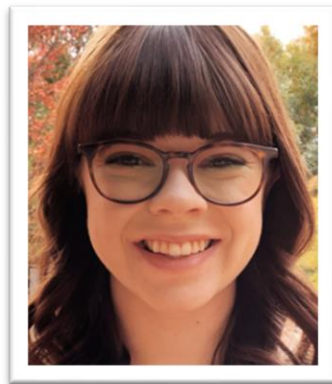
IPE Office



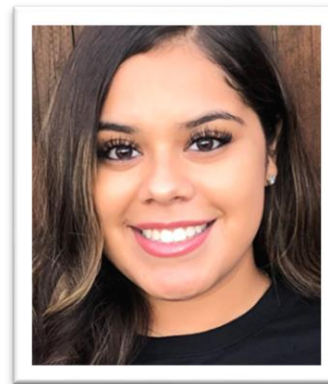
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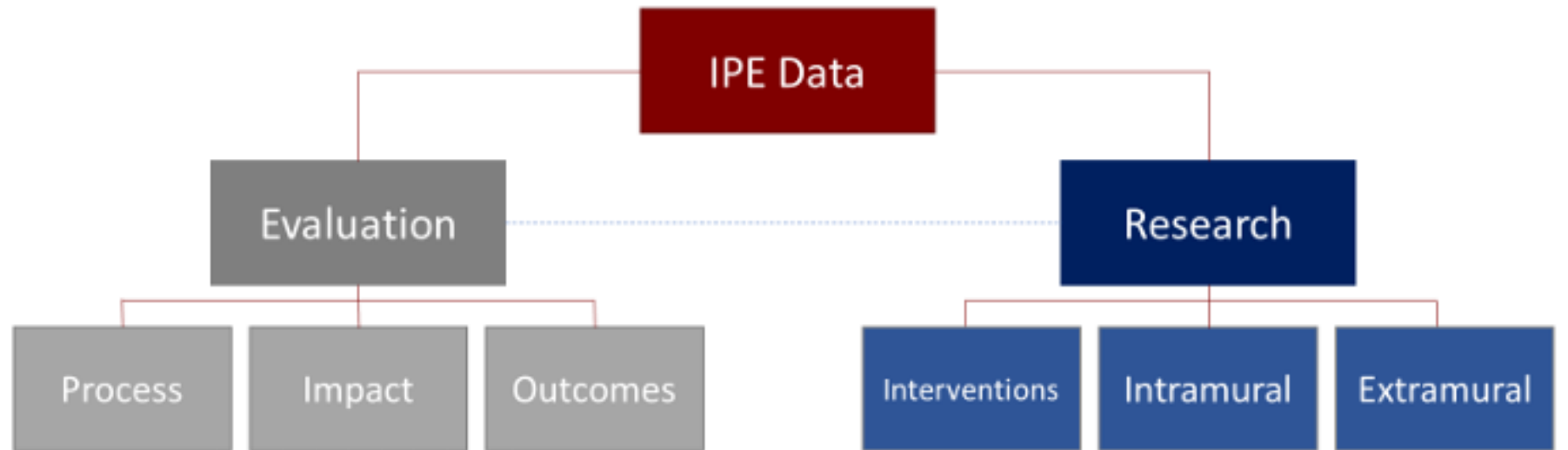
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Tools for Research & Scholarship



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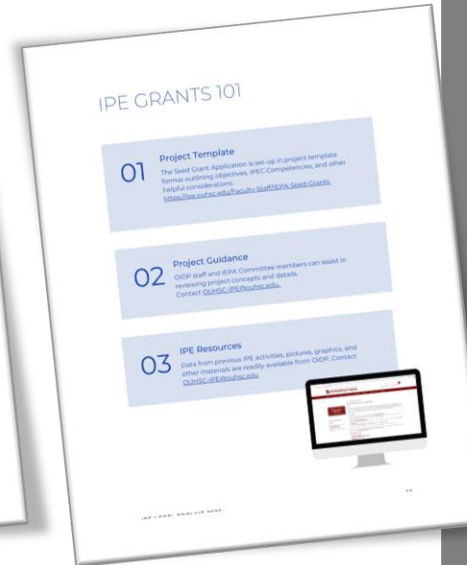
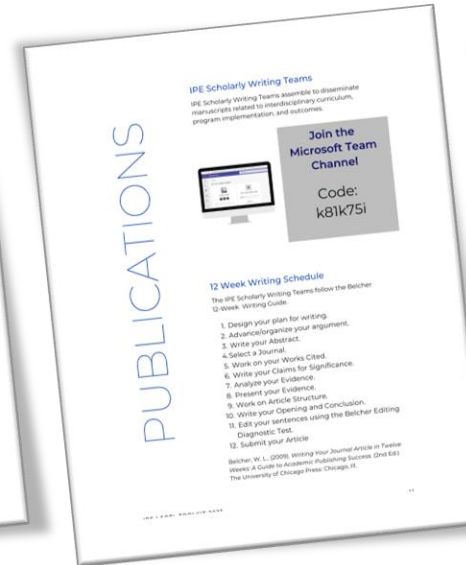
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<https://ipe.ouhsc.edu/Research>



Toolkit includes information on:

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

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Tools for Research & Scholarship

“

#CRAFTISMS

don't create extra work



make it work for you

Dr. Melissa Craft

”

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Tools for Research & Scholarship

Jefferson Teamwork Observation Guide® (JTOG)



JTOG is the University’s tool for evaluating IPE activities aligned with the IPEC Core Competencies.

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

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

JTOG Questions Linked to IPEC Competencies	Primary Linkage	Secondary Linkage
1. One member led and coordinated the team	L	C, TT
2. The leader facilitated discussion rather than being too dominant or passive	L	C, TT, VE
3. Team members came prepared to discuss the situation	TT	None
4. Team members participated in discussion	None	C, TT, VE
5. Team members relied on each other appropriately given their roles and responsibilities	RR	C, TT, VE
6. Team members had respect, confidence and trust in one another	VE	C, TT
7. Team members listened and paid attention to each other	C	TT, VE
8. Team members added supporting pieces of information from their professional perspectives	RR	C, TT
9. Team members valued each other’s opinions	VE	C, TT
10. Team members participated in discussing opposing ideas	None	C, TT, VE
11. Team members offered to help one another	TT	C, VE
12. Team members engaged in friendly interaction with one another	None	C, TT, VE
13. Team members respected the wishes of the patient and their caregiver(s) about the patient’s care	P-C	TT

L = Leadership, C = Interprofessional Communication, TT = Teams & Teamwork, VE = Values/Ethics for Interprofessional Practice, RR = Roles/Responsibilities, P-C = Patient Centeredness²

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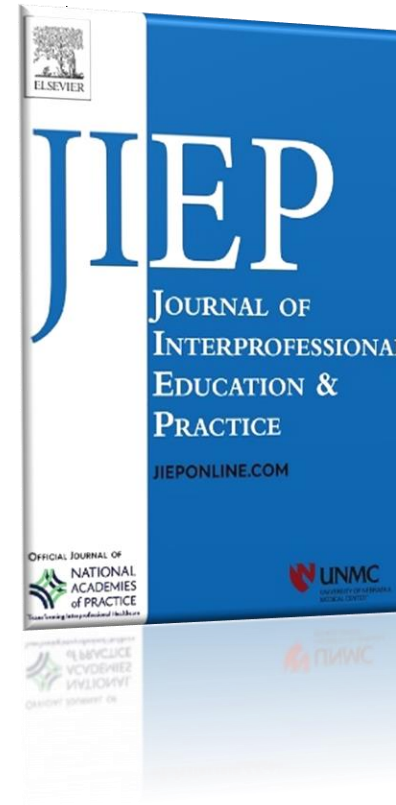
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Publication Sources



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Presentation Opportunities

Local: OU Unity Week Poster Hall

National: Nexus Summit

International: Collaborating Across
Borders



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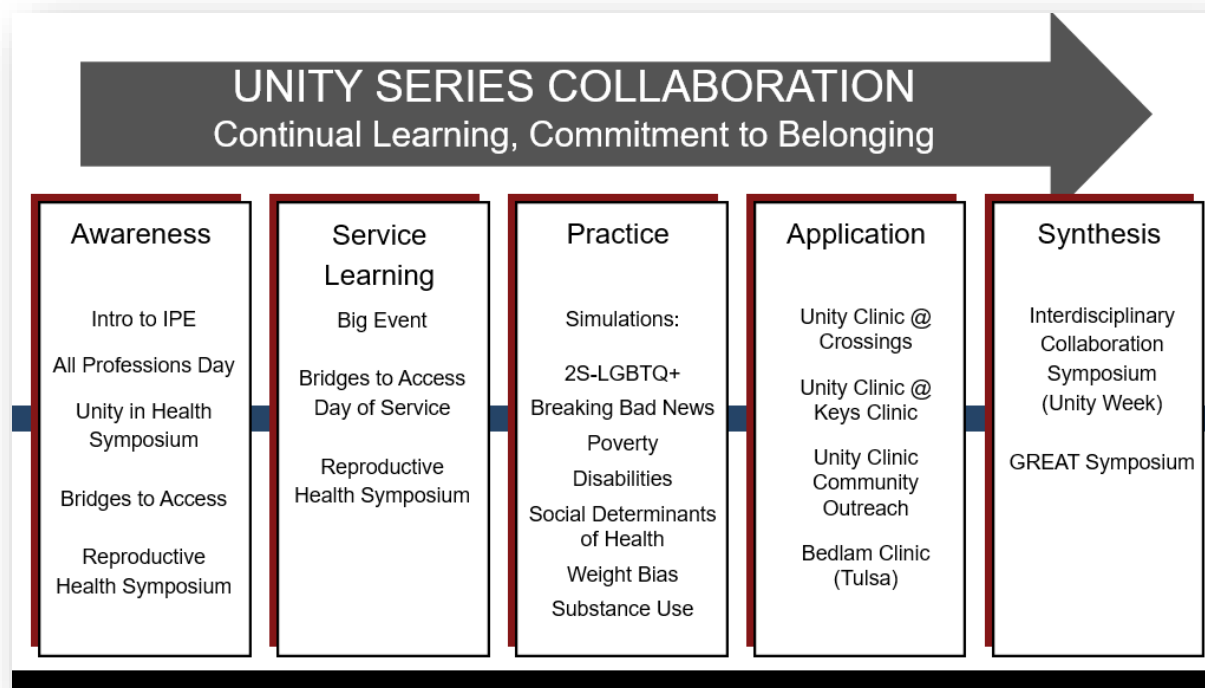
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Tools for Preparing Students

Teach in IPE

Create New IPE

Clinical Practice



Not everyone does everything, but everyone does something.

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

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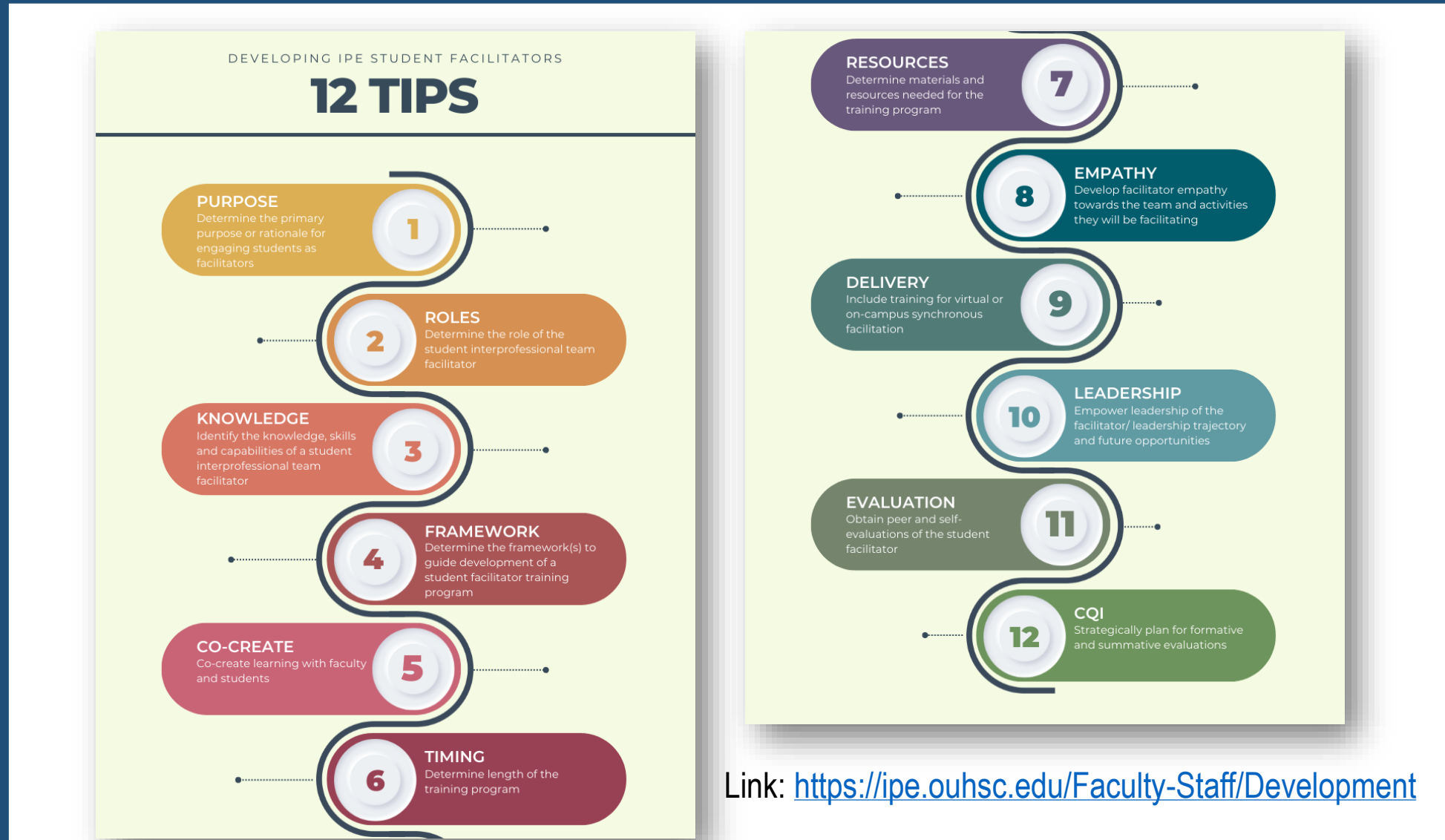
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Link: <https://ipe.ouhsc.edu/Faculty-Staff/Development>

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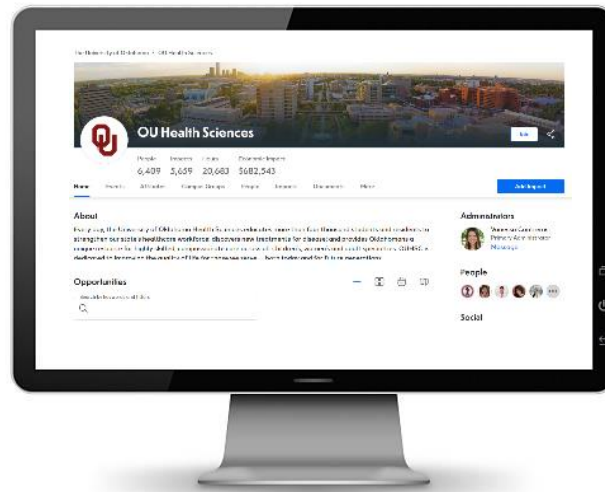
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Tools for Preparing Students

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.



- Advertise your activity
- Manage registration/ enrollment
- Communicate with attendees
- Track attendance
- Get feedback
- Track data

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

Tools for Preparing Students

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.

Available to all OU faculty, staff, graduate students, and professional staff.

Foundation/First Year Preview

- First Year Objectives
1. Define the four core competencies in the interprofessional collaboration domain
 2. Discuss integration of the competencies into academic responsibilities
 3. Demonstrate connections through group activities
 4. Discuss how to facilitate diverse inclusive group activities
 5. Analyze how to deliver specific feedback within a group environment
 6. Distinguish between effective and ineffective IPE team behaviors using various assessment tools and techniques
 7. Identify steps to improve team dynamics

Section 1 Novice	Section 2 Advanced Beginner	Section 3 Competent	Section 4 Proficient
<ul style="list-style-type: none"> • Orientation • "Start with Why" • Set Individual Project Goals and timeline to develop project through July • Fundamentals of IPE 	<ul style="list-style-type: none"> • Facilitating Diverse Inclusive Teams (Values & Ethics) • Bias in Healthcare Teams (Roles & Responsibilities) 	<ul style="list-style-type: none"> • Managing Teams Through Conflict (Teamwork) • Delivering Specific Feedback • Debriefing Teams (Communication) • Evaluation 	<ul style="list-style-type: none"> • Design an IPE Experience • Facilitate an IPE Team • IPE Scholarship • Submit Final Project Proposal and Timeline • Submit IRB Proposal for Mastery Year Project

Mastery/Second Year Preview

- Second Year Objectives
1. Implement a new IPE experience designed in Foundational Year
 2. Reflect on impact of experience
 3. Evaluate the Interprofessional/ Interdisciplinary Dossier or Portfolio
 4. Summarize assessment (Facilitate Simulation Group with Peer Review)
 5. Demonstrate Scholarly Productivity
 6. Review evidence of team leadership

Mastery Year Certificate Deliverables

Project Implementation	IRB Submission	Conference Presentation	Poster Presentation	Draft Manuscript	IPE Portfolio
Implement and evaluate the project designed during the Foundational Year	Draft and submit an IRB protocol regarding the project designed during the Foundational Year	Draft an abstract for a state, regional, or national conference presentation	Create and present a scholarly poster regarding the project designed during the Foundational Year	Prepare a draft manuscript regarding the project designed during the Foundational Year	Create an academic portfolio of IPE scholarly productivity for peer review

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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



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



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for the UNIVERSITY of OKLAHOMA HEALTH SCIENCES

UNITY CLINIC

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

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Tools for Building Opportunities

Wisdom Family Foundation Seed Grants

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.

- \$4,000 Grants
- Offered each Fall and Spring

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

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)

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UNIVERSITY OF OHIO 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?

Contextual Understanding	Why it is not IPE
Two students on clinical rotation in the same faculty 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, rounds, or case conferences.
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.
Students of different professions attending the same educational 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.

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.bloom-taxonomy.com/what-should-be-avoided-in-writing-learning-objectives/>

Learning Objectives

Measurement Method/Tool

ASSESSMENT

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

IPE Course Worksheet | Page 1 of 3

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Interprofessional Course Worksheet

Must include two 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 (RN)	
<input type="checkbox"/> Basic Science Research		<input type="checkbox"/> Nursing (BSN)	
<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"/> Physician Associate	
<input type="checkbox"/> Dental X-Ray		<input type="checkbox"/> Radiation Therapy	
<input type="checkbox"/> Dietetics		<input type="checkbox"/> Rehabilitation	
<input type="checkbox"/> Dietetics (FS)		<input type="checkbox"/> Research	
<input type="checkbox"/> Dietetics (MS)		<input type="checkbox"/> Social Work	
<input type="checkbox"/> Environmental Health		<input type="checkbox"/> Speech	
<input type="checkbox"/> Epidemiology		<input type="checkbox"/> Sonography	
<input type="checkbox"/> Health Administration		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Health Information Systems		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Health Promotion		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Interdisciplinary program		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Medical Billing		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Nuclear Medicine		<input type="checkbox"/> Other (list)	

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

Communication

Roles & Responsibilities

Values & Ethics

Teams & Teamwork

Brief Explanation

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

IPE Area

Learn FROM each other

Learn WITH each other

Learn ABOUT each other

Brief Explanation How This is Achieved

* World Health Organization (WHO). (2010). Framework for action on Interprofessional education & collaborative practice. Geneva: World Health Organization. See http://wharton.uwo.ca/2010/03/20/WHO_HQ_HR24_HSN_10.3_en068

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Interprofessional Course Worksheet

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 if necessary, be reviewed to contribute.

COLLABORATORS

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

A key challenge to IPE programming is accommodating schedules and faculty needs for larger groups. In-person offerings 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.

DELIVERY

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 Positioners Association (IPEA) 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 CU@IPE-USA.org for review.

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

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Tools for Building Opportunities

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): - 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: - Faculty: - IPE- sim manager
Post-survey & Evaluation	10 minutes	Sim manager

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.

- Curriculum guidance
- Event structure
- Supplemental Simulation Coordinator's Guide also available

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

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Tools for Building Opportunities

Join the IPE Community of Practice: IEPA

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.

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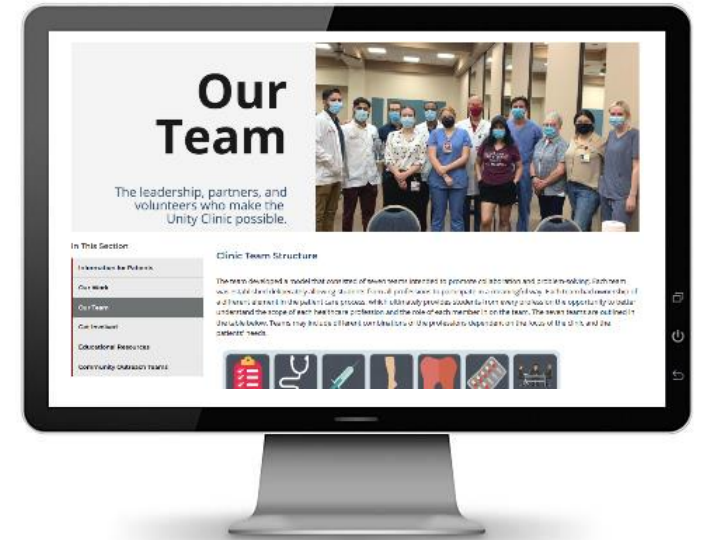
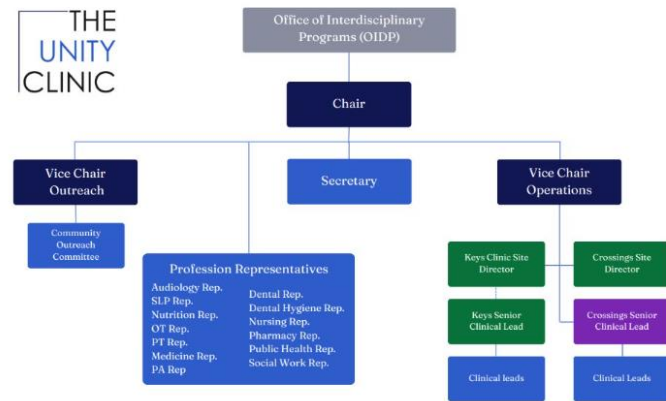
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Tools for Building Opportunities



Unity Clinic Organizational Structure | AY 2024-2025 | Approved by the Unity Clinic Executive Team and OIDP | Date February 6, 2024



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

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Tools for Health Outcomes

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:

- Dentistry
- Primary care for general wellness or management of chronic illness

By appointment only:

- 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:

- Audiology
- Occupational Therapy
- Speech-Language Pathology
- Nursing
- Social Work

By appointment only:

- Wednesdays 5:30 – 8:30 pm

Call: 405-271-8001 x48302



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>

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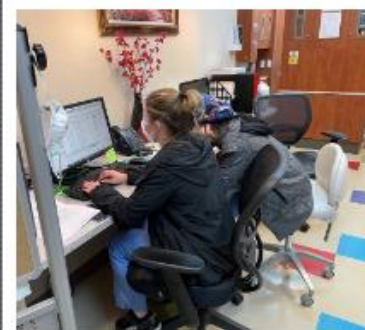
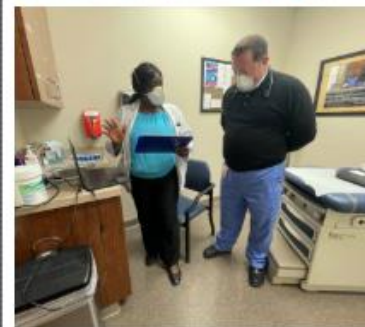
Tools for Health Outcomes

Clinic Sessions

- Wednesday Nights at Crossings
- Wednesday Nights at Keys
- Thursday Nights at Crossings
- Friday mornings at Crossings
- Community Outreach as scheduled

Sessions are 4 hours each.
Didactic pre-learning on Canvas

Contact: Unity-Clinic@ouhsc.edu



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<https://ipe.ouhsc.edu/Unity-Clinic/Community-Outreach-Teams>

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Tools for Health Outcomes

Benefits of Completing a Practicum with IPE

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

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

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BETTER TOGETHER

Changing our health system to improve patient outcomes

What is this toolkit?

- Sampling of tools to be used by new leadership teams to foster collaboration
- Based on the Institute of Medicine's "Core Principles & Values of Effective Team-Based Health Care"

Toolkit defined: a collection of expert skills, knowledge, procedures, or information

"Responsible for creating an environment that fosters collaboration..."

BETTER TOGETHER

TEAM COLLABORATION TOOLKIT 2024

TEAM IDENTITY

Create a Leadership Team Charter

- POSITIONING**
Early in the teaming process, schedule time to review the team's purpose, mission, background and deliverables. Write along six assign getting-to-know you steps to get to know each other on a personal level. Appropriate discussion includes education, work history, and career goals.
- VALUES/MISSIONS/GOALS STATEMENT**
It is important that all team members find mutual values, understand the mission of the team, and agree upon the goals and expectations of the team.
- OPERATING AGREEMENT**
From the beginning, the team should agree on operational aspects such as rules for meetings, communication expectations, missed meetings, deadlines, identified conflicts including scheduling, and personal courtesies.

Source: <https://www.iad.org/resources/Team-Charter-development-5-11-18>

MEETING GUIDE

Collaborative leadership requires discussion of roles and responsibilities in meetings. Use this checklist to assign meeting management tasks.

Task	Leader #1	Leader #2	Leader #3
Schedule Meeting			
Create Agenda			
Invite Attendees			
Reserve Meeting Space			
Begin Meeting			
Review Agenda w/Team			
Discuss Agenda Items			
Call for decisions or consensus			
Timekeeper			
Record Keeping			
Table or Defer Items			
Adjourn Meeting			
Communicate Results to Stakeholders			

4. EFFECTIVE COMMUNICATION

Communication Keys

How to Have a Crucial Conversation

1. **BEFORE THE CONVERSATION**

- Get with Heart: Set your own agenda, examine your motives, and proceed with your best intentions.
- Prepare to EXIST: The Rules - EXIST stands for Explain, Listen, and Share. Set your agenda, but be open to listening to the other person's perspective.
- Identify Mutual Interests and Shared Outcomes: Identify what you both care about and what you both want to achieve.
- Rehearse: Practice these skills ahead of time to prepare for your meeting.

2. **AT THE BEGINNING OF THE CONVERSATION**

- Set the Stage: Begin by getting agreement from the other person to have the conversation. If it is not an open conversation, you may need to set the stage first.
- Share and Agree: Share your perspective with the other person and listen to theirs. Clearly state the issue, and bring evidence that supports your perspective.

3. **DURING THE CONVERSATION**

- Share Your Story: Present your perspective in a clear and concise way. Use evidence to support your story.
- Ask for Input: Ask the other person for their perspective. Listen actively and respectfully.
- Share and Agree: Share your perspective with the other person and listen to theirs. Clearly state the issue, and bring evidence that supports your perspective.

4. **AT THE END OF THE MEETING**

- Share and Agree: Share your perspective with the other person and listen to theirs. Clearly state the issue, and bring evidence that supports your perspective.

To learn more, visit www.crucialskills.com

Source: <https://www.crucialskills.com/resources/How-to-Have-a-Crucial-Conversation-4-10-16-16>

OBJECTIVE KEY RESULTS

KPIs vs OKRs: What's the Difference?

	Key Performance Indicators (KPIs)	Objectives and Key Results (OKRs)
WHAT?	Numbers that track the operation of your business	Action oriented goals and measures
FOUNDATION	Based on past results or future goals	Mission based, aspirational and directional
DIRECTION	Monitors the "steady state" and benchmarks	Audacious and bold, set to mission
TRIGGERS	Activate and prompt when numbers are off track	Action on talent to lower price
DURATION	Measured on an ongoing basis	Time bound, often quarterly
LIFESPAN	May be the same from quarter to quarter, year to year	Change from quarter to quarter, year to year

Source: <https://www.whatmatters.com/resources/OKR-vs-KPI>

What are OKRs?

Objectives and Key Results (OKRs) are a management methodology which helps to ensure that your organization focuses efforts on the same important issues throughout the organization.

OBJECTIVES
An Objective is what you want to accomplish. A good Objective is significant, concrete, action-oriented and inspirational. Can be set quarterly or over an even longer term.

KEY RESULTS
Key Results are how you will accomplish it. Good Key Results are specific, measurable, aggressive yet realistic, measurable and verifiable. Can be set quarterly and evolve as work progresses.

Source: <https://www.whatmatters.com/Docs/OKR-Definition-Overview>

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

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PATIENT AS CO-CREATOR

IPE Curriculum Toolkit

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A guide for interprofessional health sciences curriculum teams to include patients and caregivers as team members in the education and practice environments.



Strategies

Team Selection:
Patients & Caregivers

STRATEGY	DO THIS	NOT THIS
Select patients/caregivers with availability	Consider their schedule. Put their wellness first.	Assume they are not available. Ask first, instead.
Select patients/caregivers with experience.	Understand patients are the top expert at knowing their experience.	Assume new onset equals inexperience, or vice versa.
Select patients/caregivers who are comfortable sharing.	Ask if they feel comfortable sharing their experience and let them express their limitations.	Assume everyone is comfortable sharing details about their life.
Select patient/caregivers who can be back-ups.	Select enough patients/caregivers to complete tasks in the event someone has to disengage.	Not plan to cross-train back-up members or alert back-up members of their role.
Select from advocates already involved in the community.	Partner with support groups or local advocacy groups to engage patients/caregivers	Recruit from patients with active medical

MEETING GUIDE

Collaborative meetings requires discussion of roles and responsibilities in meetings. Use this checklist to assign meeting management tasks.

Task	Staff	Faculty	Patient
Schedule Meeting w/ patient availability			
Create Agenda (include items/points agreed to by all parties)			
Invite Attendees (confirm attendance)			
Reserve Meeting Space (ensure accessible to all parties)			
Begin Meeting (introduce patient as equal team member)			
Review Agenda w/ Team			
Discuss Agenda Items (start with patient, not you)			
Call for decisions or consensus			
Timekeeper (respect the patient's time)			
Record Keeping (make records available to the patient)			
Table or Defer Items			
Adjourn Meeting			
Communicate			

Preparing the Co-Educator

PRE-BRIEF

1. Update the patient on the evidence base and what learners have already interacted with at their level of training
2. Prepare and review questions in advance that may come up
3. Acknowledge that patients are the expert in their experience, and their experience is not wrong
4. If possible, show the patient the learning environment and provide an opportunity to practice the activity

DEBRIEF

1. Hear first from the patient about what worked, what didn't work, and what was learned
2. Provide feedback according to the pre-determined goals and expectations
3. Inform the patient what will happen next and how their participation will be used in the future
4. Follow-up with outcomes data

Introduction

"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. However, we understand there are many logistical concerns and training requirements to making this slogan a reality. This toolkit is a coordinated effort to survey national best practices for inclusive teamwork and educational experiences. Share your feedback and help us improve the next edition.



ouhsc-ipe@ouhsc.edu

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

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Opportunities for Recognition



Interdisciplinary
Student Leadership
Award



IEPA Outstanding
Leader of the Year
Award



IEPA Outstanding
Team of the Year
Award

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

#3

Describe the
IPE Resource Guide

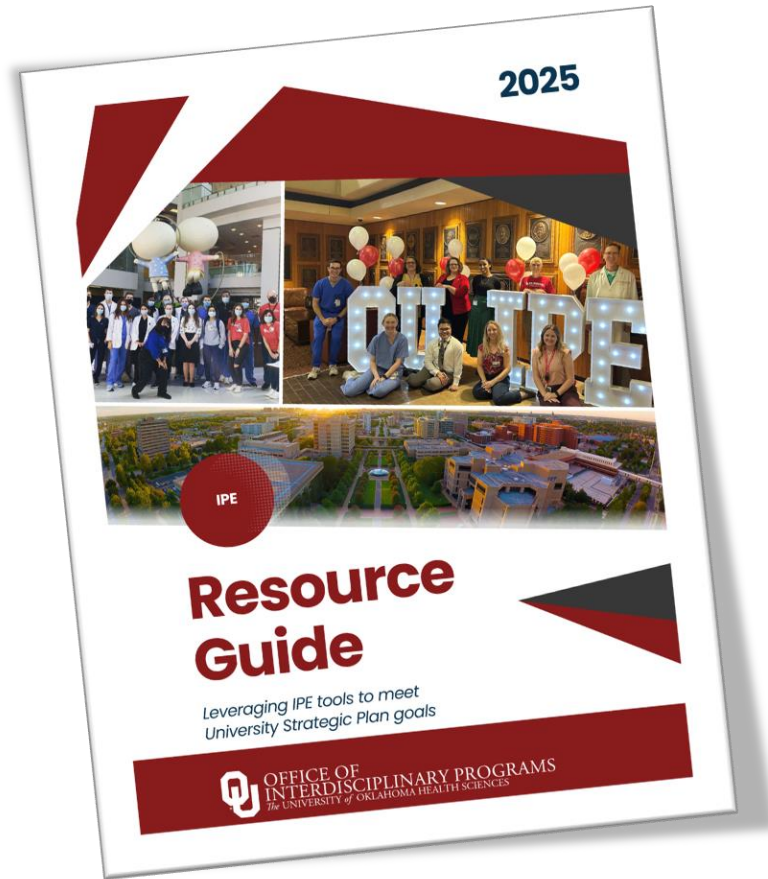
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<https://ipe.ouhsc.edu/About-Us/Strategic-Plan>

Everything discussed today – and more!

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Today We Reviewed

1. Define Interprofessional Education
2. Discuss IPE tools that can assist with University Strategic Plan initiatives
3. Describe the IPE Resource Guide

See our IPE website for additional resources:

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