



Wisdom Family Foundation Interprofessional Education Research Seed Grants Frequently Asked Questions

The Basics

What is ID/IPE?

Interdisciplinary/Interprofessional Education (ID/IPE) occurs when two or more professions including the individual and family partner together as a team to learn about, from and with each other to effectively collaborate, investigate scientific endeavors, increase quality of care, and improve health outcomes. Additional definitions can be found at: <https://ipe.ouhsc.edu/About-Us/What-is-ID-IPE>.

What are the IPEC Competencies?

IPEC, the national Interprofessional Education Collaborative, provides our framework by which all institutions pursue interprofessional programming. Of particular note will be the 2011 and 2016 Updated Core Competencies. Additional details can be found at: <https://www.ipecollaborative.org/resources.html>.

What is IEPA?

The Interprofessional Educators & Practitioners Association (IEPA).

We are an open-invitation group of faculty, staff, and students from across campus committed to the engagement and promotion of campus-wide ID/IPE.

- You can find more about our overall IEPA structure on our [Faculty / Staff Page](#)
- We also have additional information on our [History Page](#)

Do I have to be a member of IEPA to apply or participate in a Seed Grant?

We require that one member of the grant application team be an IEPA member. See our “Getting Started” page for additional details: <https://ipe.ouhsc.edu/Faculty-Staff/Get-Started>.

What is the difference between a discipline and a profession?

The intention of this grant is to spur the creation of additional program options for multiple students from across campus to learn about, from, and with each other.

A further explanation of the terms can be found at: <https://ipe.ouhsc.edu/About-Us/What-is-ID-IPE>

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Where can I find additional literature, research tools, or general information on IPE?

The national Center for Interprofessional Practice and Education, commonly referred to as the NEXUS, has a large repository of reference materials and tools for your use. Please see their site at: <https://nexusipe.org/informing/resource-center>.

Application Details

What is the purpose of this seed grant?

The purpose of this seed grant is to develop new and innovative curricular/educational projects related to interprofessional education and practice. 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 Center (OUHSC). Applications are reviewed and processed by the OUHSC Interprofessional Educators and Practitioners Association (IEPA).

What forms are required to submit a proposal?

Applications are available online at: [Application Forms](#).

Proposals should include:

1. Project abstract
2. Narrative Section including goals/objectives, proposed plan of work, role of activity in interprofessional programming, applicant's background, methods of assessment, a timeline, demonstration of feasibility
3. Itemized budget that can include personnel costs, equipment, supplies, travel, etc., and supporting narrative

A biosketch and/or CV are no longer required for this grant application.

When are applications due?

The deadline has been extended to September 15, 2020.

Late applications are not accepted.



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Can I submit an application if our professionals have different specialties?

We have received previous applications where all of the investigators were from the same profession but had different specialties. For example, perhaps one focused on family medicine, another on nephrology, and another on obstetrics. In this case, all investigators had the same credentialed license, but with different specialties. This did not meet our minimum requirement to have applicants from multiple professions. With regard to this project, our intention is to fund projects that have many different student groups involved.

How many professions are required?

We require collaboration (among both the investigators and the student cohorts) between a minimum of three professions from a minimum of two colleges.

What is meant by “learning about, from, and with each other”?

This is the basic definition of the interprofessional learning experience.

- *Learning about each other* indicates that learners will take away information about each other's profession through the learning experience.
- *Learning from each other* indicates that learners will have an opportunity to receive the information about each other's professions directly from the other profession.
- *Learning with each other* indicates that the learning experience will occur with each profession collaborating together.



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Other Tips for Success

Collaborate with other colleges during the application process

- It can be beneficial to identify collaborators in other colleges early during the project development stage.
- Program contacts can assist in identifying scheduling and logistics opportunities or barriers that will affect the success of the project.
- We do not require letters of support or agreement in the application process. However, we do recommend that investigators have written confirmation from the other colleges regarding their willingness and ability to participate if the project is funded.

Budget dos/don'ts

- Do consider costs of learning materials or facility rental
- Do consider timeframes to hire/pay individuals
- Do limit use of funds for non-sustainable line items, such as food
- Don't add tuition for students
- Don't list FTE support
- Don't include "gifts" or other items not approved under university requirements

Sustainability of future project

- Our hope with any pilot project is that the activity will be successful and sustainable for routine and repeated delivery to students across campus.
- Successful applications will outline how the project can be scaled to larger cohorts in the future and easily replicated.

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Examples of Previously Funded Projects:

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

People with disabilities make up approximately 19% of the population, and about 5% of this group include people with intellectual and developmental disabilities (I/DD). These vulnerable people experience disparities in healthcare access and more pronounced negative health outcomes compared to the population without disabilities. People with I/DD experience higher rates of illness and chronic health conditions such as diabetes and chronic pain (unrelated to their disabilities) than people without I/DD. Despite their high rates of illness and chronic health conditions, people with I/DD are less likely to receive preventive care, screenings, or be involved in public health promotion programs. Patients with I/DD often require interventions from multiple disciplines to address their complex health needs, and may benefit from services and community supports in various healthcare and governmental systems. However, healthcare professionals frequently do not have training or experience with inter-professional collaborative practices. Even students trained in collaborative teamwork may not know how best to communicate with or move individuals with I/DD. Healthcare professionals may not understand how to include patients with I/DD and their family members, who often provide long-term care for their relatives with I/DD, in the care plan. This hybrid training program will provide collaborative, interdisciplinary coursework via web-based and onsite didactic course material, simulation exercises, reflection activities, and assignments to improve the knowledge, skills, and attitudes of students from multiple health disciplines in delivery of Patient and Family Centered Care to patients with I/DD. The intent will be to move beyond discipline/profession-specific education efforts to engage in interactive learning with each other, medical providers, and self-advocates with disabilities. Self-advocates and family advocates will play a key role in planning, presenting, and evaluating the program. The course will employ a Team-Based Learning pedagogy, an evidence-based learning-teaching strategy surrounding specific learning modules.

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PRESTIGE: PRoviding Exemplary STudent Interdisciplinary Graduate Education

Background: An important contemporary charge in health services education is to prepare future interdisciplinary teams of healthcare leaders, clinicians, researchers, and educators to deliver exceptional patient care across the lifespan (childhood through adult). Because best practice for children with disabilities includes interdisciplinary family-centered team services and interventions, it is essential that pediatric health providers receive interprofessional education. Currently, however, no interprofessional educational opportunities exist specifically for OUHSC occupational therapy (OT), physical therapy (PT), and speech-language pathology (SLP) students in providing team services for children and their families.

Purpose: To develop an innovative interprofessional curricular experience for OUHSC OT/PT/SLP students that supports the health of young children with autism spectrum disorder (ASD) and their families. Specifically the educational experience will comprise student collaboration with the Oklahoma Autism Network (OAN), ConnectedKids program, to not only improve the child/family experience of care, but improve the students' interprofessional competencies of *role/responsibility* and *interprofessional communication*, through an innovative, interdisciplinary collaborative approach to service delivery, using telemedicine.

Method: We will develop and pilot test an interactive educational experience for OT/PT/SLP students on campus in collaboration with children/families in a rural community. The specific activities within the semester-long experience include a) interprofessional/team-based course work that builds on each profession's disciplinary competencies and includes knowledge and practice of interprofessional competencies, b) use of the IPE portal, c) collaborative family training (with children with ASD), in the use of developmental and behavior analytic strategies to expand their child's social engagement, communication, play, and imitation skills during play and routines, via on campus and telemedicine service delivery, and d) engagement in student-led school-based therapy interventions, via telemedicine, for elementary-aged children.

Outcomes: A model, educational, interdisciplinary experience for OT/PT/SLP students in pediatric team service delivery that can be replicated in the future, and expanded to other OUHSC health discipline programs.

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Interprofessional Leadership Simulation Pilot Project

Strong leadership is essential to the development of innovative approaches to address the complexities inherent in the healthcare system. Strong leaders know they must not only be aware of their own strengths, capabilities, and talents, but also those of their colleagues from a variety of professions.

The Interprofessional Leadership Simulation Pilot Project will evaluate the impact and feasibility of a simulated healthcare crisis on the personal development of participants. An interprofessional team of students interested in pursuing a leadership career path will be assembled and presented with a simulated healthcare crisis with the potential to impact both acute care patients and community populations. Having already completed a series of assessments and preparatory work, the students will be assembled and presented the scenario. Professionals will be used to supplement the simulation and provide ongoing and developing information related to the situation. The students will be charged with not only developing an action plan in response to the event, but also a communication plan for staff, the organization's board of directors, and the news media. The outcomes developed by the students will be evaluated against a predetermined set of expected outcomes created by subject matter experts.

After completion of the simulation, students will complete another series of assessments and evaluations. Based on the results, the students will then utilize a mentor to create and implement a personal leadership development plan.

Upon completion of the pilot project, team members will review the outcomes and evaluate the feasibility of continuation of this project to include additional students and/or expanded simulated experiences.

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Mother's Initiative

The primary goal of all health care professionals should be to provide high quality care that is patient-centered. This can only be achieved by training students to become practitioners capable of fully participating in a functional team, providing interprofessional care as a standard of practice. Interprofessional training can best be accomplished with integrated student-centered learning activities that promote teamwork, understanding roles and responsibility of various professions, and effect communication with other health professionals. The proposed project aims to create a valuable learning experience by allowing students from three different health professions to work side by side to meet patient needs. Not only will students gain new perspectives on the scope of patient care, but they will also have the opportunity to develop skills in team-building and communication between members of a healthcare team. Furthermore, students will learn about the responsibilities of other health care members, and to integrate knowledge and experience of other health care providers into their practice.