



Linking Interprofessional
Networks for Collaboration

Going Far Together

Advancing interprofessional education
at UT Health San Antonio

From the LINC Director

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"If you want to go fast, go alone. If you want to go far, go together." -Unknown Origin



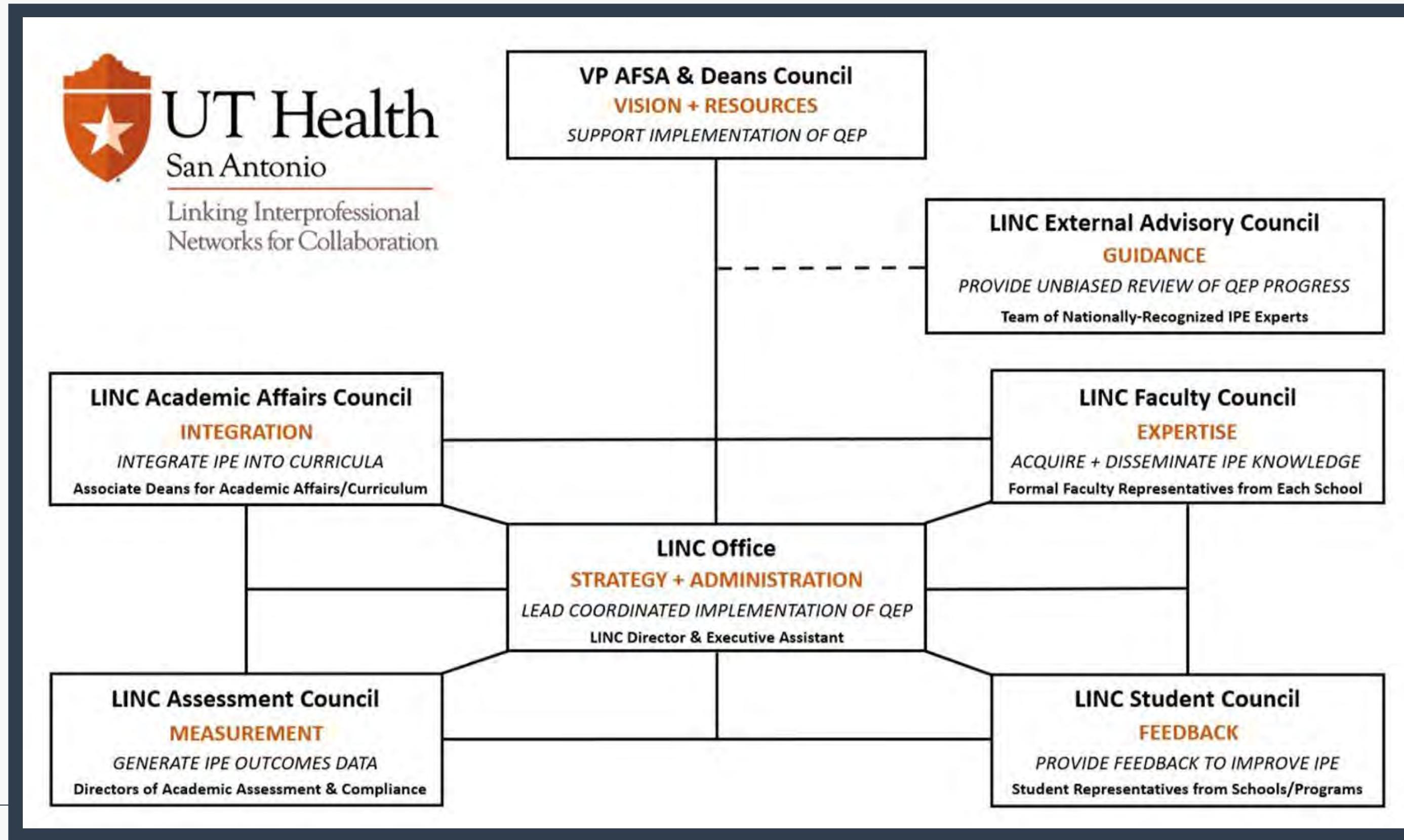
Joseph A. Zorek, PharmD, BCGP
Director, Linking Interprofessional
Networks for Collaboration
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The Quality Enhancement Plan (QEP) at UT Health San Antonio, *Linking Interprofessional Networks for Collaboration (LINC)*, was approved by the Southern Association of Colleges and Schools–Commission on Colleges as part of our ten-year reaffirmation of accreditation. The plan will transform interprofessional education, or IPE, on campus to prepare all students for the teamwork that will define their future careers. Specific goals include cultivating IPE knowledge and skills in faculty, staff, and students; increasing opportunities for student IPE experiences; and integrating IPE into existing curricula. To achieve these goals, the plan emphasizes infrastructure development so that LINC becomes an incubator to fuel transformative ideas through interprofessional collaboration.

The proverb highlighted above summarizes what we intend to accomplish. By strategically linking stakeholders from different networks within our institution, we have laid the groundwork for impressive gains in the years to come. Although we have just begun to move forward, we are proud to present this report of early successes. None of these successes would have been possible, of course, without the administrators, faculty, staff, and students who have come together to pursue a shared vision. We cannot thank these talented and dedicated individuals enough for all they have done, and continue to do, to advance IPE at UT Health San Antonio through LINC.

The LINC Organizational Matrix

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Structure of LINC

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Achieving the QEP's goals would be impossible without the engagement and cooperation of key stakeholders from across campus. Our progress to date is the result of more than 60 such stakeholders working in interconnected, interprofessional Councils. Each Council identifies and pursues goals, charges, or projects in cooperation with other Councils.

UT Health San Antonio's **Vice President for Academic, Faculty, and Student Affairs** and **Deans Council** provide the vision and support for success. A team of nationally recognized experts constitute our **LINC External Advisory Council**, which provides perspective, insights, and guidance through periodic reviews of progress.

The **LINC Office** establishes strategy and coordinates across 4 primary groups that collectively represent the core of our IPE incubator, ensuring information exchange and maximal alignment of efforts:

LINC Faculty Council: One faculty representative from each school, and teams of faculty and staff they lead, who acquire and disseminate knowledge about IPE.

LINC Academic Affairs Council: Vice and associate deans for academic affairs and/or curriculum from each school who integrate IPE into curricula.

LINC Assessment Council: Directors of academic assessment and compliance from each school and experts in quantitative and qualitative analysis who generate and measure IPE outcomes data.

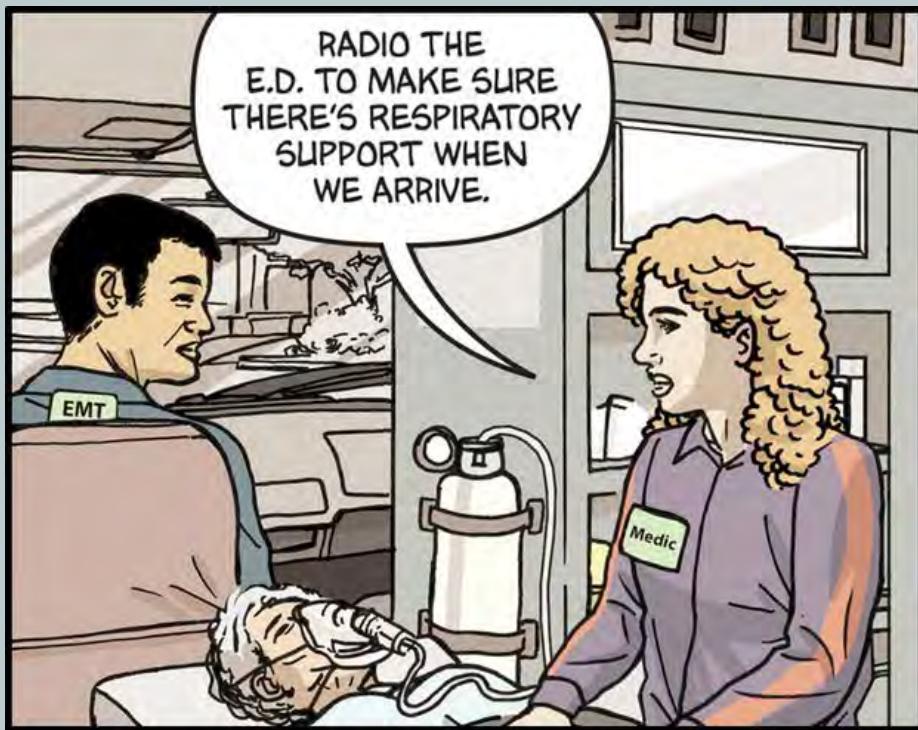
LINC Student Council: Student representatives from each school and a multitude of educational programs who provide insight and feedback to improve the quality of IPE.

A unique organizational model has emerged through the interrelationships of these Councils. We plan to study early evidence of success, as well as challenges, in the hopes that the LINC model might contribute meaningfully to the national conversation within the field.

Common IPE Experience

The **Common IPE Experience** is a noteworthy accomplishment. The LINC Academic Affairs Council developed a consensus framework outlining the purpose, outcomes, and parameters. The LINC Faculty Council led production of learning materials in consultation with the LINC Student Council. Three online modules incorporate community members' healthcare stories, maximizing clinical relevance and student engagement via socialization activities, video interviews, lectures augmented with video vignettes (upper right), and novel illustrated case studies (lower left). The LINC Assessment Council created evaluations.

Nearly all of our 1000+ incoming students completed the inaugural Common IPE Experience in small, interprofessional groups during Fall 2020. To date, completed evaluations (897) indicate that participation positively impacted students' professional development (4.40/5.0), and taught them valuable information about teamwork (4.37/5.0), team development (4.39/5.0), and roles/practices of effective teams (4.43/5.0)



"It was nice working together with a team like in a hospital setting." – Undergraduate Nursing Student

"It helped me feel more like I belong in healthcare." – Medical Student

"It helped me understand the roles of different clinicians and health care professionals in a way I probably never would have known otherwise." – Physician Assistant Student

"It allowed me to realize how interconnected all professionals are in the patients' lives." – Dental Student

"It prepared me to be able to communicate well with my partners." – Personalized Molecular Medicine Graduate Student

Illustration by George Folz, © 2020 UT Health San Antonio

Seed Grant Awards

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The annual **LINC Seed Grant Program**, led by the LINC Faculty Council, encourages faculty and staff to develop novel IPE activities for integration into curricula and to promote IPE research and scholarship. To date, 23 proposals have been submitted and 12 projects have been funded. We released our third request for proposals in Fall 2020.

To improve upon the first cycle, we expanded the request for proposals in the second cycle, clarified desired project outcomes, increased the maximum award by 25%, and supported investigators during project development and grant writing. Two workshops were held to improve proposals.

These efforts paid off. Projects awarded in the second cycle demonstrated improved understanding of IPE, greater concordance with Interprofessional Education Collaborative (IPEC) core competencies, and stronger assessment strategies for learner and project outcomes. We expect the inaugural **LINC Faculty Development Program**, launched in Fall 2020, will further increase the number and quality of seed grant proposals.

Some of the IPE activities funded by this program have already been integrated into curricula. Furthermore, LINC investigators have presented their projects locally, regionally, and nationally. The inaugural **LINC Writers Workshop**, scheduled to launch in Spring 2021, is expected to strengthen investigators' efforts to transform presentations into peer-reviewed publications.



Occupational Therapy students provide feedback to first-year dental students regarding equipment placement during treatment. LINC awarded the School of Dentistry a Seed Grant for AY 2019-20.

2019 & 2020 LINC Seed Grants

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Promoting Interprofessional Collaborative Education (PrICE) for Veterans

M. Danet Lapiz Bluhm, PhD, RN, MSCI; Leticia Bland, DHsc, MPAS, PA-C; Byron Hepburn, MD; Alan Peterson, PhD, ABPP; Robert M. Taft, DDS

VAPE: Vaping Assessment, Prevention and Education Project

Ryan Van Ramshorst, MD, FACP; Tammy Harris, MPAS, PA-C; Leticia Bland, DHsc, MPAS, PA-C; Roland Paquette, MPAS, PA-C; Meredith Quinene, DSc, MPAS, PA-C; Thomas Stokes, Jr., MEd, RTT; Sandeep Subramanian, BPTh, PhD

Trifecta: When Social Determinants of Health, Interprofessional Education and a School Based Prevent Program Meet

Adelita Cantu, PhD, RN; Rebekah Salt, PhD, RN; Georgiana Gross, MPH, RD/LD

Transformative Interprofessional Education: Implementing a Workshop on Interprofessional Collaboration and Communication

Jason Marrow, MD, PhD, FAAHPM; Carlos Herrera, BS, MOT student

Ergonomics and Musculoskeletal Disorder Interprofessional Education

Juanita Lozano-Pineda, DDS, MPH; Kimatha Oxford Grice, OTD; Ricky Joseph, MA-HRM, PhD, OTR; Michael Geelhoed, PT, DPT

Interprofessional Training with Advanced Practice Nurse, Dietetic, and Pharmacy Students

Using Nutrition-Focused Case Studies

Wendy Lee, DNP; Christiane Meireles, PhD; Paula Christianson-Silva, DNP; Kirk Evoy, PharmD; Liset Leal-Vasquez, PhD

We Care: Learning Together to Support Family Caregivers

Carole White, PhD, RN; Jennifer Brackett, MSG; Cindy Sikora, DNP, RN; Bridgett Piernik-Yoder, PhD, OTR; Precious Osuoha, PhD, OTR; Fang-Ling Lu, PhD, CCC-SLP; Rocio Norman, PhD, CCC-SLP

Clinical Interprofessional Education with Dental and Pharmacy Students to Optimize Pain Management Prescribing in a Dental Surgical Setting

Rebecca Moote, PharmD; Tam Van, DDS; Justina Lipscomb, PharmD; Kirk Evoy, PharmD

Developing an Interprofessional Objective Structured Clinical Exam (OSCE) for Health Literacy

Melanie Stone, MPH, MEd; Kristy Kosub, MD; Bridgett Piernik-Yoder, PhD, OTR; Rebekah Sculley, RDH; Oralia Bazaldua, PharmD

Interprofessional Education to Enhance the Integration of Oral Health and Medicine: A Longitudinal Study

Sadie Trammell Velasquez, MD; David Ojeda Diaz, DDS; Arthur Don Shaw, DDS; Diane Ferguson, BSN, RN; Cristina Grijalva, MD; Deborah Chang, PhD; Jeff Jackson, EdD

Improving Patient Outcome through Interprofessional Vascular Sonography Training

Rekha Kar, PhD; Alan Sakaguchi, PhD; Craig Sisson, MD; Omid Rahimi, PhD; Roland Paquette, PA-C; Kimatha Oxford Grice, OTD

Head, Ears, Nose, Oral, and Throat Physical Exam Interprofessional Education

Sadie Trammell Velasquez, MD; David Ojeda Diaz, DDS; Diane Ferguson, RN; Cristina Grijalva, MD; Michaell Huber, DDS; Arthur Don Shaw, DDS

Scholarly Approach

Language Matters: Defining Co-Curricular IPE to Advance Meaningful Practices

Nexus Meeting August 2020

Moshtagh R. Farokhi, DDS, MPH
On behalf of the UT Health San Antonio LINC Faculty Council Co-Curricular IPE Initiative

Exploring the Clinical Interprofessional Education Environment

Background
Interprofessional education (IPE) is vital for learners in the health professions to prepare for interprofessional collaborative practice (IPC).
UT Health San Antonio developed LINC (the Interprofessional Academic Council) as the institutional re-accreditation Quality Enhancement Plan (QEP) to institutional re-accreditation. LINC's goals include fostering the exchange of quality IPE activities across the continuum of pre-clinical to clinical activities.
The LINC Faculty Council, composed of clinical faculty from each school, created the Clinical IPE Initiative to better understand clinical IPE and to advise interprofessional clinical learning at UT Health San Antonio.

Methods
We conducted a scoping review of clinical IPE, defined as IPE that occurs in the context of patient care within clinical learning settings.
Indicators of IPE:
1. Two or more professions
2. Two or more health care settings
3. Involvement of two or more different patient care providers
4. Interprofessional collaboration

Figure 1: Clinical learning environments represented

Figure 2: Professions of clinical IPE learners involved

Conclusions
Clinical IPE activities reported since 2015 involve diverse groups of learners and occur across a range of clinical settings.
No previously validated IPE instrument was clearly I and most outcomes involved individual rather than group learning.
All levels of Kirkpatrick's expanded typology were high.
Future outcomes were mostly self-reporting.
Next steps include describing best clinical IPE practices.

A University-wide Collaboration to Transform Interprofessional Education Based on Guidance from the Health Professions Accreditors Collaborative

Nexus Summit 2020 Lightning Talk Accreditation Considerations Track

Deborah L. Conway, MD
Professor of Obstetrics and Gynecology
Vice Dean for Undergraduate Medical Education (Interim)
Joe R. and Teresa Lozano Long School of Medicine
On behalf of the UT Health San Antonio LINC Academic Affairs Council

Facilitating Interprofessional Education Through a University-Wide Seed Grant Program

Keith A. Krolak, PhD; Moshtagh R. Farokhi, DDS, MPH; Lark A. Ford, PhD, MA, MSN, RN; Meredith Quinone, DHSc, MPS, PA-C; Temple A. Ratcliffe, MD, FACP; Joseph A. Zorek, PhD, BCSP

GOALS
The LINC Faculty Council developed an IPE research and scholarship initiative to facilitate development, implementation, assessment, and dissemination of IPE activities at UT Health San Antonio.

FOUR-PHASE IMPLEMENTATION CYCLE

Phase I: Faculty Review & Transition
Required for proposals sent to committee committee to review proposals and select projects to be funded through LINC Seed Grant Program.

Phase II: Executive Committee & Administration
Implementation of funded proposals selected through LINC Seed Grant Program.

Phase III: Program Selection & Funding
LINC Faculty Council review of proposals using established rubric.

Phase IV: Assessment & Dissemination
Assessment of mid-term reports and presentation of findings to the LINC Faculty Council.

SEED GRANT PROGRAM
To achieve stated goals, the LINC Faculty Council developed the LINC Seed Grant Program.
Up to \$28,000 annually has been allocated to support this program.

RESULTS
12 projects funded across 2019 and 2020 cohorts totaling \$50,509 in financial support.

SUMMARY OF PROGRESS
Investigations from funded projects represented 11 different professions.
All projects involved students from at least 2 schools at UT Health San Antonio.
Funded projects employed an array of innovative approaches, including didactic, experiential, and clinical IPE methods.

Several projects already presented regionally & nationally.

Transforming Faculty Development for Simulation-based Interprofessional Education

Nexus Summit 2020 Lightning Talk Faculty/Preceptor Development Track

Lark A. Ford, PhD, MA, MSN, RN
On behalf of the UT Health San Antonio LINC Faculty Council Didactic IPE Initiative

Partnership with Patients and Families to Maximize Authenticity and Student Engagement in Online Interprofessional Education

Meredith Quinone, DHSc, MPS, PA-C; Lark A. Ford, PhD, MA, MSN, RN; Moshtagh R. Farokhi, DDS, MPH; Joseph A. Zorek, PhD, BCSP

Image 1 – Online Interprofessional Socialization Activity
Image 2 – Overhead of a facilitated case study

Image 3 – Interprofessional Metrics: An Interview with Mrs. LaPasha Johnson

Table 1: Most Study Participants by School and Program

School/Program	Participation (N=)
Medical School	1,710 (49)
PA Program	1,170 (33)
Medical PA Program	1,170 (33)
PA School	1,170 (33)
Other	1,170 (33)

Table 2: Quantitative Data

Question	Never (0)	Rarely (1)	Occasionally (2)	Often (3)	Always (4)
1. I feel that my IPE activities are meaningful to my professional development.	1	1	1	1	1
2. I feel that my IPE activities are meaningful to my personal development.	1	1	1	1	1
3. I feel that my IPE activities are meaningful to my family.	1	1	1	1	1
4. I feel that my IPE activities are meaningful to my community.	1	1	1	1	1
5. I feel that my IPE activities are meaningful to my patients.	1	1	1	1	1

Table 3: Quantitative Data

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3. I feel that my IPE activities are meaningful to my family.	1	1	1	1	1
4. I feel that my IPE activities are meaningful to my community.	1	1	1	1	1
5. I feel that my IPE activities are meaningful to my patients.	1	1	1	1	1

The LINC Faculty Council's primary role is to acquire and disseminate knowledge. This includes internal dissemination to increase knowledge and skills of faculty, staff, and students, as well as external dissemination to contribute to the growing body of literature in the field of IPE.

We focused early efforts on conceptualizing and characterizing IPE. Teams of faculty and staff completed several scoping reviews to gauge the status quo, gather exemplary activities, and discover impactful practices in didactic, clinical, and co-curricular IPE. We expect research questions applied to scoping review databases to yield multiple peer-reviewed publications in 2021.

The LINC Academic Affairs Council also actively contributes to this scholarly approach, as evidenced by their featured oral presentation at the National Center for Interprofessional Practice and Education's annual Nexus Summit. Collectively, LINC stakeholders contributed 10 presentations to this national meeting, up nearly 250% from 2019. Samples of these presentations are pictured left.

Extramural funding to support LINC initiatives is an important goal. UT Health San Antonio's partnership with IPEC, funded by the Josiah Macy Jr. Foundation to develop a standardized institutional IPE assessment instrument, is an early indicator of the potential value generated by the infrastructure and scholarly approach of LINC.

By the Numbers

LINC Councils and associated initiatives consist of **over 60 stakeholders**—faculty, administrators, staff, and students—from across **all 5 schools**

\$50,509 awarded in seed grants to **12 projects** involving **51 investigators and collaborators**

977 students—nearly the entire incoming class of Fall 2020—participated in the inaugural Common IPE Experience

Data from **381 articles** identified by LINC scoping reviews and spanning the IPE continuum will form the core of a new searchable repository

17 presentations—regional, national, and international

2 manuscripts in peer review and **7 manuscripts** in development

LINC: Advancing IPE at UT Health San Antonio

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On the cover: the LINC Faculty Council. (*Standing, left to right*) Keith A. Krolick, PhD; Joseph A. Zorek, PharmD, BCGP; Temple A. Ratcliffe, MD, FACP; (*seated, left to right*) Meredith Quinene, DHSc, MPAS, PA-C; Lark A. Ford, PhD, MSN, RN; Moshtagh R. Farokhi, DDS, MPH.



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