



**School of Health Professions  
Doctor of Occupational Therapy Program  
Interprofessional Education Plan  
Academic Year 2023-2024**

**Background**

UT Health San Antonio's Strategic Plan for fiscal years 2023-2027 continues to emphasize Teamwork & Collaboration as a core value. The Quality Enhancement Plan (QEP), *Linking Interprofessional Networks for Collaboration (LINC)*, is an institution-wide effort to advance our Strategic Plan by enhancing interprofessional education (IPE) at UT Health San Antonio. Key measures of success include increasing student knowledge and skills related to IPE, demonstrating schools' and programs' adoption of IPE as a strategic priority through increased activities integrated into programs' curricula, and increasing opportunities for student IPE experiences across the institution. To contribute to the coordinated implementation of the QEP and to demonstrate compliance with program-specific IPE accreditation standards, the Associate Dean for Academic and Student Affairs within the School of Health Profession (SHP) and the Chair of the SHP IPE Committee are leading the development and implementation of program-specific IPE plans through the contributions and efforts of SHP IPE Committee members and program leaders within each SHP department.

**Profession-Specific Accreditation Mandate**

The Accreditation Council for Occupational Therapy Education requires the integration of interprofessional education into the UT Health San Antonio Occupational Therapy Doctorate Program curriculum, as evidenced by the following standard:

***ACOTE Standard B.4.25. Principles of Interprofessional Team Dynamics***

Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

**Department of Occupational Therapy IPE Plan**

In accordance with HPAC recommendations, this IPE plan consists of four components: rationale, outcome-based goals, deliberate design, and assessment & evaluation. Details for each component are included below:

**Rationale**

The vision of the UT Health San Antonio's Department of Occupational Therapy is to be the Occupational Therapy education program of choice in the State of Texas as evidenced by the transitioning of entry-level occupational therapy practitioners into the healthcare work-place who add value and improve health outcomes by excelling in interprofessional communication, teamwork, and provision of safe, ethical patient, and population-centered care.

The mission of the Department of Occupational Therapy in accordance with the mission of the School of Health Professions and the University of Texas Health Science Center at San Antonio, is to make lives better by serving the people of Texas and the nation through excellence in education, research, health care and community

engagement. We will achieve this by integrating the Interprofessional Education Collaborative (IPEC) Core Competencies into our curriculum as a vehicle to:

- Educate a diverse student body to become excellent occupational therapists
- Advance the occupational therapy profession through research and scholarship
- Provide compassionate and evidence-based occupational therapy
- Engage in service to the profession and the community

The Occupational Therapy Department will also be aligned with the departments in the School of Health Professions and UT Health campus partners through the University's QEP

**Table 1. Outcome-based Goals**

Expected Behaviors for OTD Student	Domains of Competence	IPEC sub-competencies	Department of OT Sub-competency
<p>Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles</p>	<p>IPC 4 – Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.</p> <p>IPC 3 - Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.</p> <p>IPC 2 - Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.</p>	<p><b>TT1.</b> Describe evidence-informed processes of team development and team practices.</p> <p><b>TT2.</b> Appreciate team members’ diverse experiences, expertise, cultures, positions, power, and roles towards improving team function.</p> <p><b>TT3.</b> Practice team reasoning, problem-solving, and decision-making.</p> <p><b>TT5.</b> Apply interprofessional conflict management methods, including identifying conflict cause and addressing divergent perspectives.</p> <p><b>TT6.</b> Reflect on self and team performance to inform and improve team effectiveness.</p> <p><b>TT8.</b> Facilitate team coordination to achieve safe, effective care and health outcomes.</p> <p><b>TT10.</b> Discuss organizational structures, policies, practices, resources, access to information, and timing issues that impact the effectiveness of the team.</p> <p><b>C2.</b> Use communication tools, techniques, and technologies to enhance team function, well-being, and health outcomes.</p> <p><b>C3.</b> Communicate clearly with authenticity and cultural humility, avoiding discipline-specific terminology.</p> <p><b>C4.</b> Promote common understanding of shared goals.</p> <p><b>C5.</b> Practice active listening that encourages ideas and opinions of other team members.</p>	<p>Identify the principles of interprofessional team dynamics that enable interdisciplinary health services team members to perform effectively in different team roles</p> <p>Demonstrate the ability to communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.</p> <p>Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.</p>

		<p><b>C6.</b> Use constructive feedback to connect, align, and accomplish team goals.</p> <p><b>C7.</b> Examine one’s position, power, role, unique experience, expertise, and culture towards improving communication and managing conflicts.</p> <p><b>RR2.</b> Collaborate with others within and outside of the health system to improve health outcomes.</p> <p><b>RR3.</b> Incorporate complementary expertise to meet health needs including the determinants of health.</p>	
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**Deliberate Design**

**Table 2. IPE Activities within the Doctor of Occupational Therapy IPE Plan**

Program Year & Semester	Name of IPE Activity (Type of IPE Activity)	Learners from Other Programs Involved (Abbreviation & Year)	Associated Course/Place in Curriculum (If Applicable)	Faculty Leader(s) from Program	Faculty Leader(s) from Other Programs	Timeframe to be Completed (Month)
Year 1 Fall	<a href="#">LINC Common IPE Experience</a> (IPE Type: Curricular IPE Sub-type: Classroom-Collaborative Online Learning)	Learners from all programs at UT Health San Antonio are placed in interprofessional groups of 3-4 and group composition varies as a result.	Program Requirement		LINC Didactic IPE Initiative Members: Meredith Quinene (SHP-PA), Bobby Belarmino (SHP-PT), Noorpreet Kaur (SOD), Daniel Saenz (GSBS), Sadie Trammell Velasquez (LSOM) and Cynthia L. Wall (SON), with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Temple Ratcliffe (LSOM), Kathleen Stevens (SON), and Joseph Zorek (LINC Executive Director)	Fall (Sept to Oct)
Year 1 Spring	<a href="#">LINC Simulation IPE Experience</a> (IPE Type: Curricular IPE Sub-type: Blended – Classroom- Collaborative Online Learning & Simulation)	Learners from all programs at UT Health San Antonio are placed in interprofessional groups of 3-4, and group composition varies as a result.	Program Requirement	Bridgett Piernik-Yoder	LINC Simulation IPE Initiative Members: Sadie Trammell Velasquez (LSOM), James Cleveland (SON), Diane Ferguson (LSOM), Rebecca Moote (LSOM), David Ojeda Diaz (SOD), and Kathryn Parke (SON) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Meredith Quinene	Spring (Jan to Mar)

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					(SHP), Temple Ratcliffe (LSOM), Kathleen Stevens (SON), and Joseph Zorek (LINC Executive Director)	
Year 1	Type 2 Diabetes Mellitus Lifestyle Intervention: People with Serious Mental Illness (IPE Type: Co-Curricular IPE Sub-type: Clinical)	OTD Year 1 & 2 DPT Year 2	Program Requirement	Chinyu Wu	Brad Tragord (DPT)	December 2023
Year 1 Summer	HELP for Better Health: The Use of Global Attainment Scaling for the Developmentally Disabled (IPE Type: Co-Curricular)	OT, Dental, & MD Years 1-2		Bridgett Piernik-Yoder	Melanie Stone (LSOM)	Summer (Jun)
Year 2 Fall	<a href="#">Interprofessional Ethics &amp; Communication Workshop</a> (IPE Type: Curricular IPE Sub-type: Classroom)	MD Year 2	OCCT 7020	Angie Benfield	Jason Morrow (LSOM) Sylvia Botros-Brey (LSOM)	Fall (Oct)
Year 2 Fall	IPE Class Activity	OTD Year 2 SLP Year 2	Program Requirement	Ana Allegretti	Angela Kennedy (SLP)	Fall 2023
Year 2 Spring	<a href="#">Interprofessional Seminar</a> (IPE Type: Curricular IPE Sub-type: Classroom)	OT Year 2 PT Year 1 MLS Year 1-2	OCCT 7019	Ricky Joseph	George Kudolo (SHP-MLS) Michael Geelhoed (SHP-PT)	Spring (Mar)
Year 2 Summer	<a href="#">Ergonomics and Musculoskeletal Disorder Interprofessional Education</a> (IPE Type: Co-Curricular IPE Sub-type: Blended – Classroom & Simulation)	OT Year 2 PT Year 2-3 DDS Year 1		Ricky Joseph	Michael Geelhoed (SHP-PT) Juanita Lozano-Pineda (SOD)	Summer (Aug to Sep)
Year 2 Summer	<a href="#">Ergonomics and Musculoskeletal Disorder Interprofessional Education</a> (IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation)	OT Year 2 DDS Year 1	DIPC5001	Ricky Joseph	Juanita Lozano-Pineda (SOD)	Summer (Aug to Sep) 2023
TBD	Critical Care Simulation Activity	PT, OT, Nursing, & RC		Autumn Clegg Mei-Ling Lin	Bobby Belarmino (SHP-PT), Kevin Voelker & Isabelle Stoltz (SON) & Megan Llamas (SHP-RC)	December
Year 3 Spring	<a href="#">LINC Clinical IPE Experience</a> (IPE Type: Curricular IPE Sub-type: Blended – Classroom-Collaborative Online Learning & Clinical)	Learners from all programs at UT Health San Antonio will be placed in interprofessional groups of 3-4 and group	TBD		LINC Clinical IPE Initiative Members: Temple Ratcliffe (LSOM), Angela Kennedy (SHP), Rebecca Moote (LSOM), Elena Riccio Leach (SOD) and Marta Vives (SON) with support from the LINC Faculty Council Members:	Spring (Jan to Mar)

		composition will vary as a result.			Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Meredith Quinene (SHP), Kathleen Stevens (SON), and Joseph Zorek (LINC Executive Director)	
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**DEFINITIONS**

**Interprofessional Education (IPE)** = Proposed by the World Health Organization and endorsed by IPEC, takes place “when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010; IPEC, 2016). This emphasis on students aligns well with UT Health San Antonio’s QEP, and the expectation is that student-to-student interprofessional learning will constitute the majority of IPE activities on campus. This table is reserved for student-to-student IPE activities.

**IPE Partners** = Students from other professions/programs involved including their year(s) of study

**IPE Types** = *Curricular*: IPE activities within formal curricula (e.g., credit-bearing courses, clerkships); *Co-Curricular*: IPE activities outside formal curricula (i.e., volunteer experiences that augment learning/professional development).

**IPE Sub-types** = *Classroom*: IPE activities in a classroom setting, including in-person and online; *Simulation*: IPE activities in a simulation setting, including in-person and online; *Clinical*: IPE activities in a clinical setting allowing for practical experiences involving direct patient care; *Community*: IPE activities in a community-based setting allowing for practical experiences that do not involve direct patient care; *Blended*: Any combination of IPE Sub-types.

**FOOTNOTE**

See Assessment & Evaluation section for more details on how learning outcomes from this IPE Plan are measured.

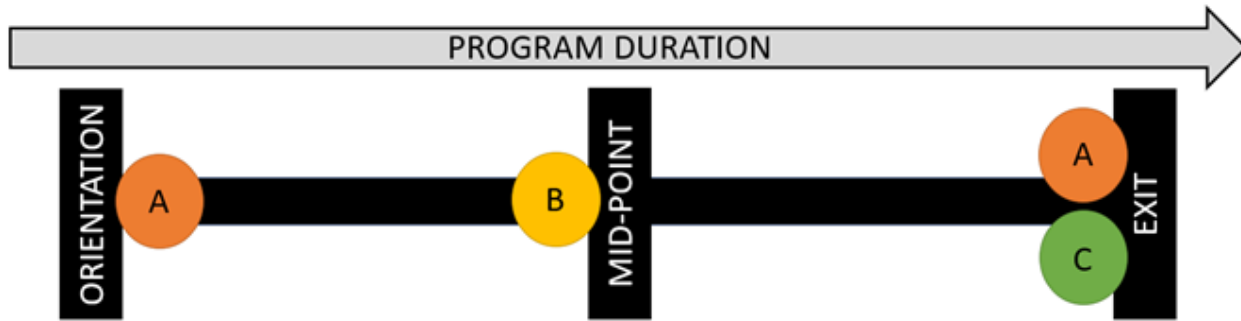
**Assessment and Evaluation**

The LINC Core IPE Measurement Plan at UT Health San Antonio forms the backbone of IPE assessment/evaluation for all UT Health San Antonio program-specific IPE plans. Valid and reliable tools to measure change in reactions, attitudes/perceptions, skills, and behaviors are included. Table 3 and Figure 1 below provide additional information on tools and administration schedules for the LINC Core IPE Measurement Plan.

**Table 3. Tools and Targeted Learning Outcomes of the LINC Core IPE Measurement Plan**

Level*	Measurement Tool**	Constructs	Items
Level 1 Reaction	Interprofessional Reactions Tool (IPRT)	<ul style="list-style-type: none"> <li>• Preparation</li> <li>• Relevance</li> <li>• Importance</li> <li>• Satisfaction</li> </ul>	13 self-reported items: <ul style="list-style-type: none"> <li>• 9 quantitative items using a 5-point Likert-type response scale; and,</li> <li>• 4 qualitative items soliciting written responses to open-ended prompts</li> </ul>
Level 2a Attitudes/ Perceptions	Student Perceptions of Interprofessional Clinical Education– Revised, Version 2 (SPICE-R2)	<ul style="list-style-type: none"> <li>• Interprofessional Teamwork and Team-based Practice</li> <li>• Roles &amp; Responsibilities for Collaborative Practice</li> <li>• Patient Outcomes from Collaborative Practice</li> </ul>	10 self-reported, quantitative items using a 5-point Likert-type response scale
Level 2b Skills  Level 3 Behaviors	Interprofessional Education Collaborative Competency Self-Assessment Tool, Version 3 (IPEC-3)	<ul style="list-style-type: none"> <li>• Interprofessional Interactions</li> <li>• Interprofessional Values</li> </ul>	16 self-reported, quantitative items using a 5-point Likert-type response scale
	Interprofessional Collaborative Competency Attainment Scale– Revised (ICCAS-R)	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Roles &amp; Responsibilities</li> <li>• Collaborative patient-family centered approach</li> <li>• Conflict management/ resolution</li> <li>• Team functioning</li> </ul>	21 self-reported, quantitative items using a 5-point Likert-type response scale
* Modified Kirkpatrick levels 2b (skills) and 3 (behaviors) are combined in this table because IPEC-3 and ICCAS-R report to measure both levels ** See Appendices I-IV for complete versions of selected measurement tools			

**Figure 1. Administration Schedule of the LINC Core IPE Measurement Plan**



**CORE IPE MEASUREMENT PLAN ADMINISTRATION LEGEND**

- A** Interprofessional Reactions Tool (IPRT)
- B** Student Perceptions of Interprofessional Clinical Education–Revised, Version 2 (SPICE-R2)  
Interprofessional Education Collaborative Competency Self-Assessment Tool, Version 3 (IPEC-3)
- C** Interprofessional Collaborative Competency Attainment Scale–Revised (ICCAS-R)

Core IPE Measure A1 (pre) administered in May, Core IPE Measure B administered in September, and Core IPE Measure A2 (post) & C administered in April.

The OT IPE Plan was initially approved by the SHP IPE Committee and SHP Curriculum Committee on November 12, 2020.

The initial OT IPE Plan was then updated and approved by the OT Department on September 22, 2023.

The approved AY2023-2024 OT IPE Plan was submitted to LINC on October 23, 2023.