



School of Health Professions Respiratory Care 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.

Respiratory Care 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 Division of Respiratory Care strives to be recognized as the leader in Respiratory Care education, service, and scholarship. As such our graduates will excel in interprofessional communication, teamwork, and provision of safe, ethical patient centered care.

The mission of the Division of Respiratory Care will create an educational environment that foster critical thinking, clinical excellence, and the promotion of the respiratory care profession. To achieve this, we will integrate Interprofessional Education Collaborative Core Competencies into our curriculum by the above mentioned "Shared IPE Framework" to:

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

The Division of Respiratory Care will work with the other departments throughout UT Health San Antonio by collaborating within the University's QEP.

Outcome-based Goals

Table 1. Division of Respiratory Care IPE Plan – Goals Identified through Crosswalk of Interprofessional Practice-Relevant Competency Frameworks

Expected Behaviors for RC Student	Domains of Competence	IPEC sub-competencies	Division of RC Sub-competency
Demonstrates the ability to communicate effectively with patients, families, and healthcare professionals as individuals and in teams.	IPEC 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>C2. Use communication tools, techniques, and technologies to enhance team function, well-being, and health outcomes.</p> <p>C6. Use constructive feedback to connect, align, and accomplish team goals.</p> <p>C7. Examine one’s position, power, hierarchical role, unique experience, expertise, and culture towards improving communication and managing conflicts.</p>	Communicate opinions based on unique expertise with confidence, clarity and respect to the healthcare team providing patient care, including constructive feedback to team members to enhance patient care and outcomes.

Deliberate Design

Table 2. IPE Activities within the B.S. & M.S. Respiratory Care 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	LINC Common IPE Experience (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	Fall (Sept to Oct)

LINC Academic Affairs Council – B.S. & M.S. in Respiratory Care – School of Health Professions – Approval Date: November 02, 2023

					Joseph Zorek (LINC Executive Director)	
Year 1 Fall	School of Health Professions Faculty Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 1			David Henzi (SHP)	Fall (Dec)
Year 1 Fall	School of Health Professions Student Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 1			David Henzi (SHP)	Fall (Dec)
Year 1 Spring	LINC Simulation IPE Experience (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		LINC Simulation IPE Initiative Members: Sadie Trammell Velasquez (LSOM), James Cleveland (SON), Diane Ferguson (LSOM), Rebecca Moote (LSOM), David Ojeda Diaz (SOD), Bridgett Piernik-Yoder (SHP), and Kathryn Parke (SON) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Meredith Quinene (SHP), Temple Ratcliffe (LSOM), Kathleen Stevens (SON), and Joseph Zorek (LINC Executive Director)	Spring (Jan to Mar)
Year 1 Spring	School of Health Professions Faculty Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 1			David Henzi (SHP)	Spring (May)
Year 1 Spring	School of Health Professions Student Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 1			David Henzi (SHP)	Spring (May)
Year 1 Spring	Adult and Pediatric Clinical Simulation (IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation)	RC Year 1 BSN Year 2		Thomas Stokes, Jr. Kristina Ramirez Megan Carreon		Spring (May)
Year 1 Spring	Levels of Perceived	OT, PT, NS, RT		Megan Carreon	Bobby Belarmino (SHP-PT)	Spring (February)

LINC Academic Affairs Council – B.S. & M.S. in Respiratory Care – School of Health Professions – Approval Date: November 02, 2023

	Confidence, Communication, and Teamwork Collaboration of Students of Allied Healthcare Professions using Interprofessional Critical Care Simulation Experiences (IPE Type: Curricular IPE Sub-type: Blended - Classroom & Simulation)				Autumn Clegg (SHP-OT) Mei-Ling Lin (SHP-OT) Isabell Stoltz (SON) Kevin Voelker (SON)	
Year 2 Fall	School of Health Professions Faculty Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 2			David Henzi (SHP)	Fall (Dec)
Year 2 Fall	School of Health Professions Student Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 2			David Henzi (SHP)	Fall (Dec)
Year 2 Spring	LINC Clinical IPE Experience (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 composition will vary as a result.	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: Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Meredith Quinene (SHP), Kathleen Stevens (SON), and Joseph Zorek (LINC Executive Director)	Spring (Jan to Mar)
Year 2 Spring	Asthma Co-education (IPE Type: Co-Curricular IPE Sub-type: Classroom)	RC Year 2 MD Year 1		Thomas J. Stokes, Jr.	Mandie Svatek (LSOM) Ruben Restrepo (LSOM)	Spring (Mar)
Year 2 Spring	School of Health Professions Faculty Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 2			David Henzi (SHP)	Spring (May)

Year 2 Spring	School of Health Professions Student Grand Rounds (IPE Type: Co-Curricular IPE Sub-type: Classroom)	OT, PT, SLP, MLS, PA Year 2			David Henzi (SHP)	Spring (May)
<p>DEFINITIONS</p> <p>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.</p> <p>IPE Partners = Students from other professions/programs involved including their year(s) of study</p> <p>IPE Types = <i>Curricular</i>: IPE activities within formal curricula (e.g., credit-bearing courses, clerkships); <i>Co-Curricular</i>: IPE activities outside formal curricula (i.e., volunteer experiences that augment learning/professional development).</p> <p>IPE Sub-types = <i>Classroom</i>: IPE activities in a classroom setting, including in-person and online; <i>Simulation</i>: IPE activities in a simulation setting, including in-person and online; <i>Clinical</i>: IPE activities in a clinical setting allowing for practical experiences involving direct patient care; <i>Community</i>: IPE activities in a community-based setting allowing for practical experiences that do not involve direct patient care; <i>Blended</i>: Any combination of IPE Sub-types.</p> <p>FOOTNOTE</p> <p>See Assessment & Evaluation section for more details on how learning outcomes from this IPE Plan are measured.</p>						

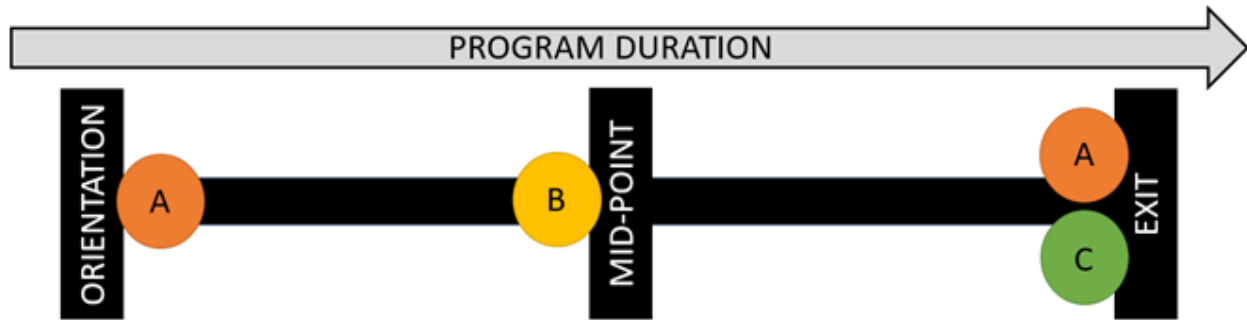
Assessment & Evaluation




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"> • Preparation • Relevance • Importance • Satisfaction 	13 self-reported items: <ul style="list-style-type: none"> • 9 quantitative items using a 5-point Likert-type response scale; and, • 4 qualitative items soliciting written responses to open-ended prompts
Level 2a Attitudes/ Perceptions	Student Perceptions of Interprofessional Clinical Education– Revised, Version 2 (SPICE-R2)	<ul style="list-style-type: none"> • Interprofessional Teamwork and Team-based Practice • Roles & Responsibilities for Collaborative Practice • Patient Outcomes from Collaborative Practice 	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"> • Interprofessional Interactions • Interprofessional Values 	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"> • Communication • Collaboration • Roles & Responsibilities • Collaborative patient-family centered approach • Conflict management/ resolution • Team functioning 	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	
	Interprofessional Reactions Tool (IPRT)
	Student Perceptions of Interprofessional Clinical Education–Revised, Version 2 (SPICE-R2) Interprofessional Education Collaborative Competency Self-Assessment Tool, Version 3 (IPEC-3)
	Interprofessional Collaborative Competency Attainment Scale–Revised (ICCAS-R)

LINC Core IPE Measure A1 (pre) is administered in August, LINC Core IPE Measure B is administered in June, and LINC Core IPE Measure A2 (post) & C are administered in April.

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

The initial RC IPE Plan was then updated and approved by the Division of Respiratory Care in the Department of Health Sciences on November 2, 2023.

The approved AY2023-2024 RC IPE Plan was submitted to LINC on November 2, 2023.