



**School of Health Professions
Department of Communication
Sciences & Disorders
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 American Speech-Language-Hearing Association (ASHA) joined the Interprofessional Education Collaborative (IPEC) in 2017 and included IPE/IPP language in speech-language pathology scope of practice in 2018. In the newly implemented 2020 Speech-language Pathology Certification Standards, ASHA has added the new language to promote IPE/IPP. ASHA recommends the integration of IPE/IPP into the scope of practice in Speech-language Pathology, as evidenced by the following standards:

Standard V-B: Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Speech-Language Pathology 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 American Speech-Language-Hearing Association (ASHA) joined the Interprofessional Education Collaborative (IPEC) in 2017 and included Interprofessional Education (IPE)/Interprofessional Practice (IPP) language in Speech-language Pathology Scope of Practice in 2018. In the newly implemented 2020 Speech-language Pathology Certification Standards, ASHA has added the new language to promote IPE/IPP. ASHA recommends the integration of IPE/IPP into the scope of practice in Speech-language Pathology, as evidenced by the Standard V-B (see above).

The speech-language pathology program, under the Department of Communication Sciences and Disorders (CSD), at UT Health San Antonio launched in the spring of 2017. The integration of IPE/IPP in the curricular design and clinical education has been strategic. In order to match the growth of the program in both graduate students and faculty, the CSD faculty have set the goal to plan and introduce one IPE/IPP experience per year.

Initially, the speech-language pathology program integrated co-curricular activities sponsored by the School of Health Professions. These activities focused on knowledge of other professions and their respective scopes of practice. Since 2017, the department continues to integrate one activity per year and now offers opportunities for co-curricular and clinical IPE in partnerships with other SHP programs and the Schools of Medicine and Dentistry.

The timely and intentional progression of IPE/IPP activities allows the faculty to directly align activities with the overall vision and goals of the department, the research and clinical pursuits of the faculty members, ASHA standards, and the university's QEP. The SLP program seeks to focus on continuing to build intentionally designed and collaborative interprofessional experiences with current partners while also pursuing partnerships with additional schools, departments and/or professions. This will allow SLP graduate students to develop experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Outcome-based Goals

Table 1. Department of Communication Sciences & Disorders IPE Plan – Goals Identified through Crosswalk of Interprofessional Practice-Relevant Competency Frameworks

The Communication Sciences & Disorders Department uses the Interprofessional Education Collaborative (IPEC) core competency framework to guide curricular development to enable graduates to work effectively with other healthcare providers for optimal patient outcomes. We use the four Core Competencies for Interprofessional Collaborative Practice to assess student objectives for collaborative practice.

Expected Behaviors for SLP Student	Domains of Competence	IPEC Sub-Competencies	Kirkpatrick’s Learning Outcome Level
1. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles	<p>IPEC Competency 2 –Roles and Responsibilities</p> <p>IPEC Competency 1 – Values and Ethics</p>	<p>RR1: Include the full scope of knowledge, skills, and attitudes of team members to provide care that is person-centered, safe, cost effective, timely, efficient, effective, and equitable.</p> <p>RR2: Collaborate with others within and outside of the health system to improve health outcomes.</p> <p>VE5: Value the expertise of health professionals and its impacts on team functions and health outcomes.</p> <p>VE9: Maintain competence in one’s own profession in order to contribute to interprofessional care.</p>	Level 2a / 2b
2. Demonstrate collaboration through communication and patient care within an interprofessional team	IPEC Competency 4 - Teams and Teamwork	<p>TT3: Practice team reasoning, problem-solving, and decision-making</p> <p>TT6: Reflect on self and team performance to inform and improve team effectiveness.</p> <p>TT5: Apply interprofessional conflict management methods, including identifying conflict cause and addressing divergent perspectives.</p>	Level 2a / 2b Level 3

	<p>IPEC Competencies 3 - Communication</p>	<p>CC1: Communicate one’s roles and responsibilities clearly.</p> <p>CC6: Use constructive feedback to connect, align, and accomplish team goals.</p> <p>CC7: Examine one’s position, power, hierarchical role, unique experience, expertise, and culture towards improving communication and managing conflicts.</p>	
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Deliberate Design

Table 2. IPE Activities within the Master of Speech-Language Pathology 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	<p>LINC Common IPE Experience (IPE Type: Curricular IPE Sub-type: Classroom-Collaborative Online Learning)</p>	<p>Learners from all programs at UT Health San Antonio are placed in interprofessional groups of 3-4 and group composition varies as a result.</p>	<p>Program Requirement</p>	<p>Fang-Ling Lu</p>	<p>LINC Didactic IPE Initiative Members: Meredith Quinene (SHP-PA), Bobby Belarmino (SHP-PT), Noorpreet Kaur (SOD), Daniel Saenz (GSBS), Representative Starting Sept. 1 (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)</p>	<p>Fall (Sept to Oct)</p>
Year 1- Fall & Spring	<p>Faculty and student grand rounds (throughout the 3 years) (IPE Type: Co-Curricular IPE Sub-type: Classroom)</p>	<p>PT, SLP, MLS, RC, PA, Year 1</p>	<p>Optional</p>	<p>Fang-Ling Lu</p>	<p>David Henzi (SHP) and faculty from other programs</p>	<p>Fall & Spring</p>

LINC Academic Affairs Council – Master of Speech-Language Pathology – School of Health Professions – Approval Date: October 23, 2023

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 2 Fall	AAC Vendor Fair and Case Study Collaboration (IPE Type: Curricular IPE Sub-type: classroom)	SLP Year 2 OT Year 2	MSLP 6000	Angela Kennedy/Michelle Parish	Ana Allegretti (OT)	Fall
Year 2 Fall	Creating a Framework for a Clinical Interprofessional Collaborative within a Dental Clinic: Crossroads of Dental and SLP Service Delivery (IPE Type: Co-curricular IPE Sub-type: classroom/clinical)	SLP Year 2 Dental Year 2 &3	Optional – by application	Angela Kennedy	Noorpreet Kaur (SOD) Claudia Contreras (SOD)	Fall /Spring
TBD	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.	Program Requirement	Angela Kennedy	LINC Clinical IPE Initiative Members: Temple Ratcliffe (LSOM) Rebecca Moote (LSOM), Angela Kennedy (SHP), 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)

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.

Table 3. IPE Activities Currently Under Development with Implementation Planned for Academic Year 2024-2025.

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 1/2 – Fall/Spring	Cognitive Communication Book Club	OT, PT, RT, PA	n/a	Rocio Norman	TBD	TBD

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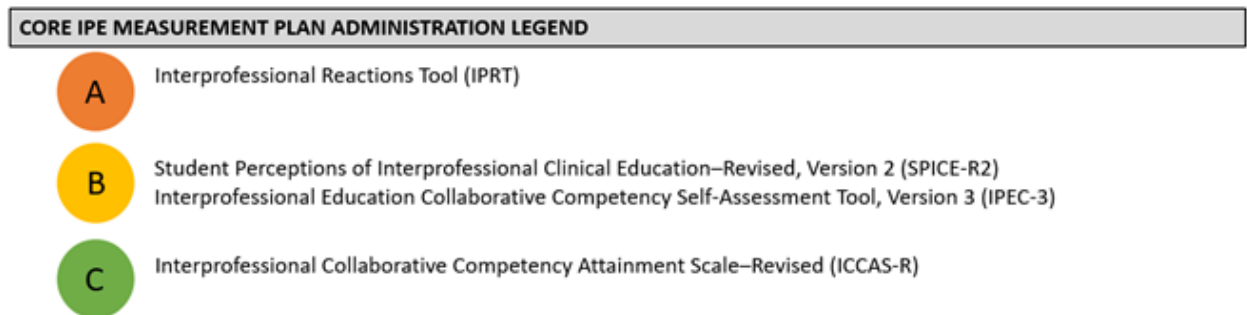
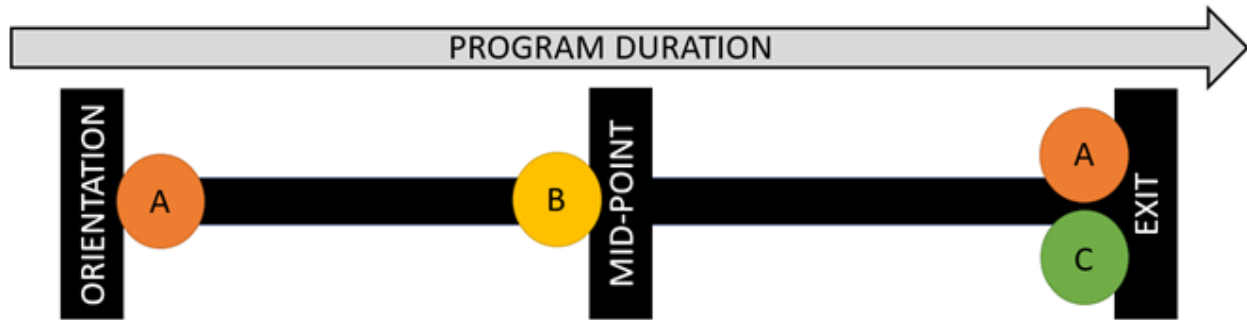
Assessment and Evaluation

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 4 and Figure 1 below provide additional information on tools and administration schedules for the LINC Core IPE Measurement Plan.

Table 4. 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



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

The initial SLP IPE Plan was then updated and approved by the SLP Division within the Department of Communication Sciences & Disorders on October 23, 2023.

The approved AY2023-2024 SLP IPE Plan was submitted to LINC on October 31, 2023.