



**School of Dentistry
Doctor of Dental Surgery
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 School of Dentistry's (SOD) Associate Dean for Academic, Faculty and Student Affairs led the development and implementation of the Doctor of Dental Surgery (DDS) IPE Plan with contributions from an IPE Task Force made up of members drawn from SOD.

Profession-Specific Accreditation Mandate

The Commission on Dental Accreditation requires the integration of IPE into the DDS program curricula, as evidenced by the following standards/expectations:

Doctoral Dental Surgery Program

There are two standards that address IPE.

- **CODA Standard 1-9** states that the dental school must show evidence of interaction with other components of the higher education, health care education, and/or health care delivery systems.
- **CODA Standard 2-20** states that graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care. The intent of this standard is to attain competence in understanding the roles of members of the healthcare team and have educational experiences, particularly clinical experiences, that involve working with other healthcare professional students and practitioners. Students should have educational experiences in which they coordinate patient care within the health care system relevant to dentistry.

School of Dentistry Doctor of Dental Surgery 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

Alignment with campus partners through the University's QEP provides a framework and justification. In addition, graduates need to be competent in communicating and collaborating with other healthcare providers as team members. Collaboration among health professionals is critical for dental disease

prevention and optimal oral health. Moreover, an aging population with an increased prevalence of polypharmacy and comorbidity places growing demands on dental practitioners for coordinated care to achieve safe outcomes.

Outcome-based Goals

As an institution, we have chosen IPEC as our shared framework, and the IPEC sub-competencies will serve as the overarching outcome-based goals of the DDS program. In addition to the outcome-based goals, each program needs to meet educational outcomes. Each educational outcome is tied to IPEC sub-competencies under the four broad IPEC Competency Domains.

Table 1. Doctor of Dental Surgery IPE Plan – Goals Identified through Crosswalk of Interprofessional Practice-Relevant Competency Frameworks

IPE Experience/ SOD Program/ Program Objective	IPEC Domains of Competence	IPEC Sub-Competencies Targeted
<p>Ergonomics SOD, SHP</p> <p>Promote values and ethics for interprofessional education.</p> <p>Recognize roles and responsibilities of each profession to enhance collaborative practices</p>	<p>Roles and Responsibilities</p> <p>Interprofessional Communication</p>	<p>RR2. Collaborate with others within and outside of the health system to improve health outcomes.</p> <p>C1. Communicate one’s roles and responsibilities clearly.</p>
<p>LINC Common IPE Experience All UTHSA Schools</p> <p>Demonstrate communication skills and collaboration with other members of the health care team to facilitate the provision of health care.</p>	<p>Teams and Teamwork</p> <p>Interprofessional Communication</p>	<p>TT3. Practice team reasoning, problem-solving, and decision-making.</p> <p>C5. Practice active listening that encourages ideas and opinions of other team members.</p>
<p>HENOT-Head, Ear, Nose, Oral Cavity & Throat SOD & SOM</p> <p>Foster interprofessional communication practices</p> <p>Promote values and ethics for interprofessional education</p>	<p>Teams and Teamwork</p>	<p>TT6. Reflect on self and team performance to inform and improve team effectiveness.</p>

<p>SBP – School-Based Prevention Program SOD & SON</p> <p>Improving the experience of health care and integrating oral to overall health</p> <p>Addressing cultural humility and social determinants of health as an interprofessional collaborative addressing population health outcome with emphasis on inclusion and equity training</p>	<p>Values and Ethics</p> <p>Teams and Teamwork</p>	<p>VE1. Promote the values and interests of persons and populations in health care delivery, One Health, and population health initiatives</p> <p>TT4. Use shared leadership practices to support team effectiveness.</p>
<p>San Antonio Refugee Health Clinic SOD, SON & SOM</p> <p>Improving the experience of health care and integrating oral to overall health</p> <p>Addressing cultural humility and social determinants of health as an interprofessional collaborative addressing population health outcome with emphasis on inclusion and equity training</p>	<p>Values and Ethics</p> <p>Interprofessional Communication</p>	<p>VE2. Advocate for social justice and health equity of persons and populations across the life span.</p> <p>TT4. Use shared leadership practices to support team effectiveness.</p>
<p>TeamSTEPPS Training SOD, SON</p> <p>Focuses on teaching teamwork and communication, coupled with interactive simulation methods provides a unique</p>	<p>Interprofessional Communication</p> <p>Teams and Teamwork</p>	<p>C2. Use communication tools, techniques, and technologies to enhance team function, well-being, and health outcomes.</p> <p>TT1. Describe evidence-informed processes of team development and</p>

interprofessional education (IPE) learning environment.		practices.
Leadership in Interprofessional Community Service Learning	<p>Value and Ethics</p> <p>Roles and Responsibility</p> <p>Teams and Teamwork</p>	<p>VE6. Collaborate with honesty and integrity while striving for health equity and improvements in health outcomes.</p> <p>RR4. Differentiate each team member’s role, scope of practice, and responsibility in promoting health outcomes.</p> <p>TT4. Use shared leadership practices to support team effectiveness.</p>

Deliberate Design

Table 2. IPE Activities within the Doctor of Dental Surgery 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 4 and group composition varies as a result.	IPC 5001-DS1 requirement	Noorpreet Kaur	LINC Didactic IPE Initiative Members: Meredith Quinene (SHP-PAS), Sadie Trammell Velasquez (LSOM) Daniel Saenz (GSBS), Bobby Belarmino (SHP-PT), and Cynthia L. Wall (SON), with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Kathleen R. Stevens (SON), Rekha Kar (GSBS), Temple Ratcliffe (LSOM), Joseph Zorek (LINC Executive Director)	Fall (Sept to Oct)
Year 1 Fall & Spring	Ergonomics and Musculoskeletal Disorder Interprofessional Education (IPE Type: Curricular IPE Sub-type: Blended – Classroom, Clinical & Simulation)	SHP-OT Year 2 SHP-PT Year 2	IPC 5001	Juanita Lozano-Pineda	Michael Geelhoed (SHP-PT) Spring Ricky Joseph (SHP-OT) Fall	Fall (Dec)
Year 2 Fall	Interprofessional Education to Enhance the Integration of Oral Health and Medicine: A Longitudinal Study (IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation)	MD Year 2	IPC-6002	David Ojeda Diaz Tiffany Taveras	Sadie Trammell Velasquez (LSOM)	Fall (Dec)
Year 2 Fall	Interprofessional Dietetic Training Between, Dental, and Nursing Students: A Clinical Approach (IPE Type: Curricular IPE Sub-type: Classroom)	DNP Year 4	IPC-6002	Georgiana Gross	Moonju Lee (SON)	Spring (Jan to Apr)
Year 2 Spring	TeamSTEPPS and Leaders/Managers Didactic Interprofessional Training	DNP Year 4	IPC-6002	Moshtagh Farokhi	James Cleveland (SON), Wesley Richardson (SON), Isabel Stoltz (SON)	Spring (Jan)

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	(IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation)					
Year 2 Spring	Population Health – Oral Health Education with Dental Students (IPE Type: Curricular IPE Sub-type: Blended – Clinical & Community)	DNP Year 4	IPC-6002	Moshtagh Farokhi	Rebekah Salt (SON)	Spring (Jan to Apr)
Year 2 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 will be placed in interprofessional groups of 4 and group composition will vary as a result.	IPC-6002	David Ojeda	LINC Special Project Team Members: Sadie Trammell Velasquez (LSOM), James Cleveland (SON), Bridgett Piernik-Yoder (SHP), Diane Ferguson (LSOM), Rebecca Moote (LSOM), and Kathryn Parke (SON) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Kathleen R. Stevens (SON), Rekha Kar (GSBS), Temple Ratcliffe (LSOM), Joseph Zorek (LINC Executive Director)	Spring (Jan to Mar)
Year 3 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 are placed in interprofessional groups of 4 and group composition will vary as a result.	GEND7008	Elena Riccio Leach	LINC Clinical IPE Initiative Members: Temple Ratcliffe (LSOM), Rebecca Moote (LSOM), Angela Kennedy (SHP), and Marta Vives (SON) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Kathleen R. Stevens (SON), Rekha Kar (GSBS), Temple Ratcliffe (LSOM), Joseph Zorek (LINC Executive Director)	Spring (Jan to Mar)
Year 3 Spring	Ergonomics and Musculoskeletal Disorder Interprofessional Education (IPE Type: Curricular IPE Sub-type: Blended – Classroom, Clinical & Simulation)	SHP-OT Year		Juanita Lozano-Pineda		TBD
Year 3 Spring	Leadership in Interprofessional Community Service Learning	DNP Year 4 MD Year 2 MD Year 3 MD Year 4	Selective 7115	Moshtagh Farokhi	Heidi Worabo (SON) Samuel Neseemann (LSOM)	Spring (Jan to Mar)

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	(IPE Type: Curricular IPE Sub-type: Blended – Clinical & Community)					
Year 3 Spring	Building Clinical Collaboration within a Dental Clinic: The Crossroads of Dental and SLP Service Delivery (IPE Type: Co-Curricular IPE Sub-type: Classroom)	SLP Year 2	Selective TBD	Noorpreet Kaur	Angela Kennedy (SHP) Claudia I. Contreras (SOD)	TBD
Year 4 Fall	Interprofessional Community Service Learning (IPE Type: Curricular IPE Sub-type: Classroom)	MD Year 2	Selective 7114	Moshtagh Farokhi	Melanie Stone (LSOM), Jason Rosenfeld (LSOM)	Fall & Spring (Aug to Dec)
Year 4 Spring	Leadership in Interprofessional Community Service Learning (IPE Type: Curricular IPE Sub-type: Blended – Clinical & Community)	DNP Year 4 MD Year 2 MD Year 3 MD Year 4	Selective 7115	Moshtagh Farokhi	Heidi Worabo (SON), Samuel Neemann (LSOM)	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)
Program Year- DDS 3 Semester- Fall 2023 and Spring 2024	Training UTHSA Interprofessional Students on preventing HPV: A peer-to-peer experiential learning approach (Simulation/Didactic IPE)	Second year Nursing students Second year PA students	N/A	Sohini Dhar	Laura Sisk (SON) Owen Hill (SHP)	August 2024
Program Year DDS 3 Summer	IPE Didactic and Clinical Training in Special Needs	Physician Assistant Studies: Nurse Practitioner	TBD	Jeffrey Hicks Noorpreet Kaur Jennifer Ferrall Carol Nguyen	Leticia Bland (SHP) Amanda Bridges (SON)	

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Assessment and Evaluation

Experts in assessment, evaluation, and compliance are led by the Associate Dean for Academic, Faculty and Student Affairs and academic leaders of the SOD. The SOD IPE Taskforce was formed to support the achievement of QEP goals by measuring of IPE learning outcomes. The production of valid and reliable IPE outcomes data is essential to understanding the impact of interprofessional learning, but also to support faculty efforts to refine and strengthen approaches to IPE instruction and the IPE learning environments they create. It is for this reason that IPE Assessment and Evaluation was identified as a vital component of IPE plans recommended by HPAC and the National Center. Furthermore, robust data are also required for QEP/LINC reporting to SACSCOC and for program-level reporting to national accrediting bodies. Importantly, stakeholders within the QEP/LINC project aspire to elevate the stature of UT Health San Antonio through IPE research and scholarly activities, and an intimate understanding of IPE assessment and evaluation is essential to maximize opportunities through such endeavors.

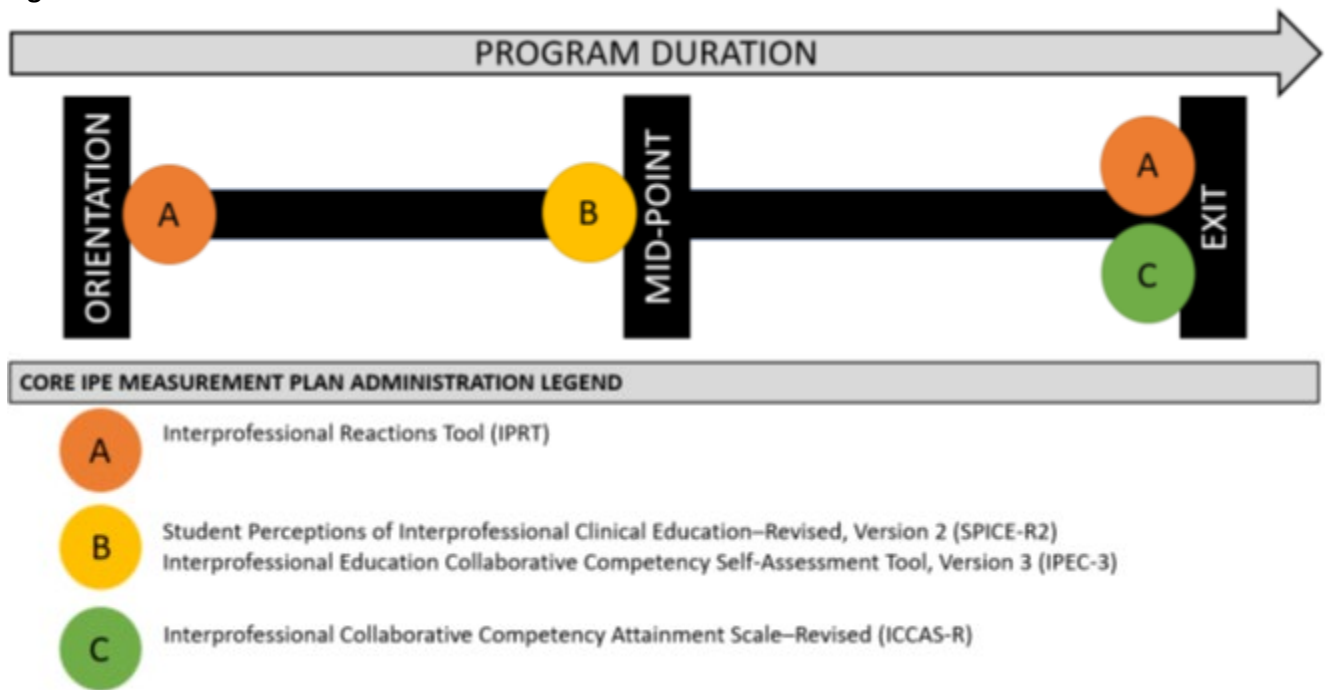
The LINC Core IPE Measurement Plan at UT Health San Antonio consists of four tools administered at three timepoints. Collectively, these tools measure changes in students' reactions, attitudes/perceptions, skills, and behavior related to interprofessional education and teamwork.

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
<p>* Modified Kirkpatrick levels 2b (skills) and 3 (behaviors) are combined in this table because IPEC-3 and ICCAS-R report to measure both levels</p> <p>** See Appendices I-IV for complete versions of selected measurement tools</p>			

Figure 1. Administration Schedule of LINC Core IPE Measurement Plan



LINC Core IPE Measure A1 (pre) administered in August, LINC Core IPE Measure B administered in July, and LINC Core IPE Measures A2 (post) & C administered in mid-February.

Approval of the DDS IPE Plan via faculty governance within the School of Dentistry is not required.

The approved AY2023-2024 DDS IPE Plan was submitted to LINC on October 27, 2023.