



**School of Nursing  
Bachelor of Science of Nursing  
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 Undergraduate Studies in the School of Nursing is leading the development and implementation of the BSN IPE plan through the contributions and efforts of the Committee on Interprofessional Education (CoIPE) comprised of individuals from the School of Nursing, and the appropriate curriculum governing body, the Committee on Undergraduate Studies (COUS).

**Profession-Specific Accreditation Mandate**

The American Association of Colleges of Nursing (AACN) promotes excellence in academic nursing and publishes *The Essentials Series*. The *Series* outlines the necessary curriculum content and expected graduate competencies for each degree. The accrediting arm of AACN is the Commission on Collegiate Nursing Education (CCNE). Because the Bachelor of Science in Nursing (BSN) program is accredited by CCNE, the integration of IPE into the BSN program curriculum is essential. On April 6, 2021, AACN membership approved *The Essentials: Core Competencies for Professional Nursing Education*. The document can be found at [The Essentials: Core Competencies for Professional Nursing Education \(AACN, 2021\)](#). The 2008 AACN Baccalaureate Essentials served as the framework for the existing Baccalaureate curriculum and faculty are transitioning toward infusing the following IPE focused competencies identified in the 2021 AACN Essentials into the curriculum.

***Interprofessional Partnerships***

***Descriptor:*** *Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance healthcare experience, and strengthen outcomes.*

***Competencies***

- 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.*
- 6.2 Perform effectively in different team roles, using principles and values of team dynamics.*
- 6.3 Use knowledge of nursing and other professions to address healthcare needs.*
- 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values*

***Contextual Statement:*** *Professional partnerships that include interprofessional, intraprofessional, and paraprofessional partnerships, build on a consistent demonstration of core professional values (altruism, excellence, caring, ethics, respect, communication, and shared accountability) in the provision of team-based, person-centered care. Nursing knowledge*

*and expertise uniquely contributes to the intentional work within teams and in concert with patient, family, and community preferences and goals. Interprofessional partnerships require a coordinated, integrated, and collaborative implementation of unique knowledge, beliefs, and skills of the full team for the end purpose of optimized care delivery. Effective collaboration requires an understanding of team dynamics and an ability to work effectively in care-oriented teams. Leadership of the team varies depending on the needs of the individual, community, population, and context of care.*

**Commission on Collegiate Nursing Education (CCNE):** “Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and nurse residency programs.” CCNE <https://www.aacnursing.org/CCNE>

### **Bachelor of Science in Nursing IPE Plan**

#### **Rationale**

The purpose of this plan is to align with campus partners in the four other schools through the University's Quality Enhancement Plan, while also enhancing current student achievement of Baccalaureate Essential VI. Additionally, in 2019, AACN published the goals and vision for academic nursing. A major goal is “to increase collaboration between education and practice through expanded and more formalized academic-practice partnerships.” Specifically, to:

Engage around curricular design and implementation, joint faculty appointments, preceptor and mentor sharing, joint research and scholarly projects, and joint nursing and interprofessional education initiatives; Jointly design and offer short courses or learning modules; and, co-create robust models for transition to basic or advanced practice.

#### **Outcome-based Goals**

COUS views IPE as an essential curricular activity whereby students can achieve the IPEC competencies and AACN Essentials necessary for preparation as a baccalaureate-prepared nurse. The 9 identified IPEC sub-competencies are mapped to IPE activities within specific courses and distributed across the four semesters.

Not all 9 sub-competencies are addressed by currently designed activities. IPE experiences will be developed, or current activities revised, to ensure all 9 sub-competencies are included. Achievement of the sub-competencies builds toward satisfactory completion of the activity and course-level objectives. (See “Simulation Objective Map” in Appendix 2 for an example of activity objectives.) Additionally, the following leveled objectives are delineated in the curriculum for achievement across courses within a given semester and mapped to the Baccalaureate Essential Outcome (2008), AACN Competency (2021), IPEC sub-competency, and Kirkpatrick Learning Outcomes, as shown in the table below.

This year (2023-2024), the AACN Re-envisioned Essentials are included in this crosswalk alongside the 2021 version of the AACN Essentials. As the COIPE and COUS committees work toward curriculum revision, this document will provide guidance for COIPE collaboration with COUS to transition existing IPE activities as well as guide development of new IPE activities to reflect the Interprofessional Competencies and Sub-competencies

from the new AACN Essentials Domain 6: Interprofessional Partnerships. The 2023-2024 SON IPE Plan for BSN will reflect the updated AACN Essentials with leveled competencies and sub-competencies.

**Table 1. Bachelor of Science in Nursing IPE Plan – Goals Identified through Crosswalk of Interprofessional Practice-Relevant Competency Frameworks (Updated 2023 IPEC Competencies)**

	<b>OUTCOMES FOR ESSENTIAL Domain 6. Collaborative Partnerships</b>	<b>2023 AACN Essentials Domain 6: Competencies</b>	<b>2023 IPEC Sub-Competencies</b>				<b>Kirkpatrick Learning Outcomes</b>
SEMESTER 5 LEVELED OBJECTIVE: Differentiate inter- and intra-professional communication and collaboration practices that promote safe and effective patient care	Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (e.g., the scope of discipline, education, and licensure requirements).	<i>6.2 Perform effectively in different team roles, using principles and values of team dynamics.</i>	VE4 VE5 VE7	RR4	C3 C5	TT1 TT3 TT6	Reactions Attitudes/Perceptions Knowledge/Skills
SEMESTER 6 LEVELED OBJECTIVE: Use inter-/intra-professional communication and collaborative skills to advocate for high-quality, safe, evidence-based patient-centered care	Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.  Advocate for high quality and safe patient care as a member of the interprofessional team.	<i>6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery</i>	VE4 VE5 VE7	RR4	C3 C5	TT1 TT3 TT6	Knowledge/Skills Collaborative Behavior Performance in Practice
SEMESTER 7 LEVELED OBJECTIVE: Contribute the unique nursing perspective to advocate for high quality and safe patient care as a member of the interprofessional team	Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.	<i>6.3 Use knowledge of nursing and other professions to address healthcare needs.</i>	VE4 VE5 VE7	RR4	C3 C5	TT1 TT3 TT6	Knowledge/Skills Collaborative Behavior Performance in Practice

	<b>OUTCOMES FOR ESSENTIAL Domain 6. Collaborative Partnerships</b>	<b>2023 AACN Essentials Domain 6: Competencies</b>	<b>2023 IPEC Sub-Competencies</b>				<b>Kirkpatrick Learning Outcomes</b>
SEMESTER 8 LEVELED OBJECTIVE: Collaborate and communicate effectively with healthcare professionals to promote positive working relationships, improve patient health outcomes, and deliver high quality, safe patient care	Incorporate effective communication techniques, including negotiation and conflict resolution, to produce positive professional working relationships.  Demonstrate appropriate team-building and collaborative strategies when working with interprofessional teams.	<i>6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values</i>	VE4 VE5 VE7	RR4	C3 C5	TT1 TT3 TT6	Knowledge/Skills Collaborative Behavior Performance in Practice

VE4	VE5	VE7	CC3	CC5	TT1	TT3	TT6	RR4
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**Values and Ethics Sub-competencies:**

- VE4: Value diversity, identities, cultures, and differences.
- VE5: Value the expertise of health professionals and its impacts on team functions and health outcomes.
- VE7: Practice trust, empathy, respect, and compassion with persons, caregivers, health professionals, and populations.

**Roles and Responsibilities Sub-Objective Structured Clinical Examinations**

- RR4: Differentiate each team member’s role, scope of practice, and responsibility in promoting health outcomes

**Communication Sub-competencies:**

- C3: Communicate clearly with authenticity and cultural humility, avoiding discipline-specific terminology.
- C5: Practice active listening that encourages ideas and opinions of other team members.

**Teams and Teamwork Sub-competencies:**

- TT1: Describe evidence-informed processes of team development and practices.

TT3: Practice Team reasoning, problem-solving, and decision-making.

TT6: Reflect on self and team performance to inform and improve team effectiveness.

**Deliberate Design**

**Table 2. IPE Activities within the Bachelor of Science in Nursing IPE Plan**

Year Program, Semester of Project, Cohort	Name of IPE Activity (Type of IPE Activity)	Learners from Other Programs Involved (Abbreviation & Year)	Associated Course/Place in Curriculum	Faculty Leader(s) from Program	Faculty Leader(s) from Other Programs	Timeframe to be Completed (Month)	Assessment Strategies  2023 IPEC Sub-Competencies
Year 1 Traditional Fall Fall 2023 Cohort	<a href="#">LINC Common IPE Experience</a> (IPE Type: Curricular IPE Sub-type: Classroom-Collaborative Online Learning) carry this through	Learners from all programs at UT Health San Antonio are placed in interprofessional groups of 3-4 and group composition varies as a result.	<b>Curricular</b> Program Requirement NURS 3303/ Fall 5 <sup>th</sup> Semester Cohort	Cynthia L. Wall	LINC Didactic IPE Initiative Members: Meredith Quinene (SHP-PA), Bobby Belarmino (SHP-PT), Noorpreet Kaur (SOD), Daniel Saenz (GSBS), and Cynthia Wall (SON) Sadie Trammell Velasquez (LSOM), 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)	Participating learners complete an individual survey following the completion of each module about their learning experience. A cumulative survey is completed by each learner that provides their rating on a scale of 1-5 of their ability to meet objectives in this learning activity regarding IPEC Interprofessional Communications Practices and Teams & Teamwork Domains. 2023 IPEC Sub-competencies <b>TT1, TT3, TT6, C5, C7</b>
Year 1 Traditional Fall Spring 2023 Cohort	<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.	<b>Curricular</b> Program Requirement NURS 3206/ Fall 6 <sup>th</sup> Semester Cohort	Cynthia L. Wall	LINC Didactic IPE Initiative Members: Meredith Quinene (SHP-PA), Bobby Belarmino (SHP-PT), Noorpreet Kaur (SOD), Daniel Saenz (GSBS), and Cynthia Wall (SON) Starting Sept. 1 (LSOM), 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)	Participating learners complete an individual survey following the completion of each module about their learning experience. A cumulative survey is completed by each learner that provides their rating on a scale of 1-5 of their ability to meet objectives in this learning activity regarding IPEC Interprofessional Communications Practices and Teams & Teamwork Domains. 2023 IPEC Sub-competencies <b>TT1, TT3, TT6, C5, C7</b>

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3Year 1 Traditional Spring Spring 2024 Cohort Projected date: 3/20/2024 12:00-5:00	Clinical Cadavers, Procedural Simulation in the Anatomy Lab  IPE Type: Co- curricular IPE Sub-type: Classroom	1st-year Medical School Students (40 students) 1st-year Physician Assistant Students (20 students) 5th-semester Traditional Track Nursing Students or will consider 6 <sup>th</sup> semester Accelerated Track students (20 students) Students will be recruited on a volunteer basis.	SON – 5th-semester nursing students from Health Assessment Theoretical Foundations Course	Lark Ford	Annette Occhialini, Faculty (LSOM) Benjamin Johnson, 4 <sup>th</sup> Year Student (LSOM) Haley Nation, PhD1,3 (LSOM Dept of Emergency Medicine) Jessica Solis-McCarthy, MD, FACEP1,2 (LSOM Dept of Cell Systems and Anatomy) Steven “Tony” Skaggs, Faculty (SHP – PA) Omid B Rahimi, GSBS, Dept of Cell Systems and Anatomy		Pre-intervention surveys will be administered during the ice- breaker/start of the project.  Intra-intervention surveys will be utilized to evaluate student clinical knowledge of SSTIs.  Post-intervention surveys will be collected to assess students’ reactions to the activity.  2023 IPEC Sub-Competencies <b>TT4, VE4, RR5, C7</b>
Year 1 Traditional Spring Spring 2024 Cohort	Foundations skills with PT students (IPE Type: Curricular IPE Sub-type: Classroom- Collaborative Online Learning)	SHP-PT – Year 1	NURS 3305/ Spring 5 <sup>th</sup> Semester Cohort	Julie Peterson Sue Jee	SHP – PT Instructor (TBA) Bobby Belarmino (SHP-PT)	Spring (begin 2024)	Plan: implement in Spring ‘24; currently in planning stage. Participating learners complete pre & post survey, respective theory content, and simulation of client with orthopedic injury. Students’ perceived level of confidence, communication skills, and teamwork/collaboration are measured after completing the proposed interprofessional acute care simulation experience. The simulation provides a hands-on experiential learning opportunity. To submit application for the LINC Seed Grant.  2023 IPEC Sub-Competencies <b>VE5, RR4, and C4</b>

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Year 2 Traditional Spring Spring 2023 Cohort & Fall 2023 Cohort	<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 7 <sup>th</sup> Semester TBSN 6 <sup>th</sup> Semester TBSN	Kathryn Parke James Cleveland	LINC Simulation IPE Members: Sadie Trammell Velasquez (LSOM), Diane Ferguson (LSOM), Rebecca Moote (LSOM), David Ojeda Diaz (SOD), and Bridgett Piernik-Yoder (SHP), 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 Feb)	Surveys  2023 IPEC Sub-Competencies <b>TT3, TT2, TT5, C2, C3, C7</b>
Year 2 Traditional Spring Spring 2023 Cohort	<a href="#">In-Hospital Crisis Management</a> IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation	SOM – Year as available	NURS 4316 Adult 2/ Spring 7th Semester Cohort	Kevin Voelker	Ross E. Willis, Ph.D., Associate Professor and Research in Department of Surgery, Director of Surgical Education, and Director of UT Health Johnson Center for Surgical Education, Long School of Medicine; and James A. Cleveland, Ph.D., M.S.N., RN, Director of Simulation Center and Assistant Professor/Clinical, School of Nursing	Spring (April) & Fall	Performance Assessment Communication and Teamwork Tools Set (PACT)  2023 IPEC Sub-Competencies <b>VE3, VE5, VE8, VE9, RR1, RR4, RR5, C1, C2, C4, C5, C6, TT2, TT3, TT6, TT7, TT8, TT9</b>
Year 2 Traditional Spring Fall 2022 Cohort Pre-Requisite is to be in clinical phase of program	<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 composition will vary as a result.	Program Requirement 8 <sup>th</sup> Semester	Marta Vives	LINC Clinical IPE Initiative Members: Temple Ratcliffe (LSOM) Rebecca Moote (Pharmacy/LSOM), and Elena Riccio Leach (SOD), & Angela Kennedy (SHP) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), GSBS member TBD, Kathleen Stevens (SON), & Joseph Zorek (LINC Executive Director)	Spring (Jan to Mar)	Participants will engage in virtual group assignments and assessments in CANVAS. At the end of the online clinical learning, the participants will complete a self-reflection exercise. After each session participants will complete a Qualtrics survey.  2023 IPEC Competencies <b>RR3, C2, C7, TT6, TT10</b>



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Year 2 Traditional  Spring  Fall 2022 Cohort	<a href="#">Population Health – Oral Health Education with Dental Students</a> (IPE Type: Curricular IPE Sub-type: Blended – Classroom-Clinical & Community)	SOD	NURS 4217/8th Semester Wednesdays Sections only	Rebekah Salt	Moshtagh Farokhi (SOD) Adelita Cantu (SON) Moonju Lee (SON) Martha Martinez (SON) Rachel Adler (SON) Viola G. Benavente (SON)	Spring only (Jan to May)	ICCAS Survey 6-55 Reflection 4217 Final Reflective Journal  2023 IPEC Sub-Competencies <b>RR2, TT3, VE2</b>
Year 2 Traditional  Spring  Fall 2023 Cohort	<a href="#">TeamSTEPS and Leaders/Managers Didactic and Simulation Interprofessional Training</a> (IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation)	SOD Students	NURS 4319 (8th semester) Theory	Wesley Richardson James Cleveland Lozay Fouts	Moshtagh Farokhi (SOD)	Spring only	ICCAS Survey  2023 IPEC Sub-Competencies <b>C1, C2, C3, C4, C5, TT1, TT3, TT4, TT6, TT7</b>
Year 1 Accelerated  Fall  Summer 2023 Cohort	<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.	<b>Curricular</b> Program Requirement NURS 3373/ Fall 6th Semester Cohort	Cynthia L. Wall	LINC Didactic IPE Initiative Members: Meredith Quinene (SHP-PA), Bobby Belarmino (SHP-PT), Noorpreet Kaur (SOD), Daniel Saenz (GSBS), Cynthia Wall (SON) and Sadie Trammell Velasquez (LSOM), 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)	Participating learners complete an individual survey following completion of each module about their learning experience. A cumulative survey is completed by each learner that provides their rating on a scale of 1-5 of their ability to meet objectives in this learning activity regarding IPEC Interprofessional Communications Practices and Teams & Teamwork Domains. 2023 IPEC Sub-Competencies <b>TT1, TT3, TT6, C5, C7</b>
Year 1 Accelerated  Spring  Summer 2024	<a href="#">Levels of Perceived Confidence, Communication, and Teamwork Collaboration of Students of Allied</a>	SHP – OT, PT, RT Students	NURS 4533 Disease Management Clinical/Summer 2024 cohort (48 Nursing Stud.)	Kevin Voelker	SHP – Bobby Belarmino, PT; Autumn Clegg, Mei-Ling Lin, OT; Megan Llana, Thomas Stokes, RT	Spring (April) Started Summer 2023.	Pre-Post Qualtrics Survey (communication and teamwork collaboration)  2023 IPEC Sub-Competencies

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Cohort	<a href="#">Healthcare Professions using Interprofessional Critical Care Simulation Experiences</a> (IPE Type: Curricular IPE Sub-type: Classroom- Collaborative Online Learning						VE5, VE8, VE9, RR1, RR4, C1, C2, C4, C5, C6, TT2, TT3, TT6, TT7, TT8, TT9
Year 1 Accelerated Spring Summer 2023 Cohort	<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 7 <sup>th</sup> Semester ABSN	Kathryn Parke James Cleveland	LINC Simulation IPE Initiative Members: Sadie Trammell Velasquez (LSOM), Diane Ferguson (LSOM), Rebecca Moote (LSOM), David Ojeda Diaz (SOD), and Bridgett Piernik-Yoder (SHP), 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 Feb)	Qualtrics Survey as determined through LINC  2023 IPEC Sub-Competencies <b>TT3, TT2, TT5, C2, C3, C7</b>

**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, Semester of Project, Cohort	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)	Assessment Strategies  2023 IPEC Sub-Competencies
Accelerated Fall (Entering Summer 2023 Cohort)	LINC Seed Grant “Training UTHSA Interprofessional Students on Preventing HPV, A peer to peer experiential learning approach”	Learners from UT Health Schools of Dentistry, Nursing and PA	NURS 3373 Family	Laura Sisk (SON)	Sohini Dhar (SOD) Owen Hill (PA)	Nov. 2023	Perceptions of Interprofessional Clinical Education Revised (SPICE-R)
Accelerated Fall 2023	Family Course Clinical Community Rotations	TBD	NURS 3373 Family 7 <sup>th</sup> Semester ABSN	Laura Sisk, Jasmine Graw	Clinical professions including Dietitians, Nutritionists, Nurse practitioners, School (K-12 teachers, principals, aides, public service professionals (fire and police), Specialty clinic nurses, community event organizers, and volunteers, senior center volunteers and professionals, Lactation professionals, other health professionals	Fall	Reflections Essentials Domain 6 Checklist

**Assessment and Evaluation**

COUS and the CoIPE, will utilize the assessment measures identified within each course for the activity and course-level outcome achievement. For simulation experiences, the Simulation Objective Map (SOM) describes the assessment and evaluation plan. Consistent with the table summarizing objectives (see preceding section), additional measures may be considered from the National Center for Interprofessional Practice and Education’s Website. COUS and the CoIPE will review the measurement plan for each IPE activity and implement as appropriate. Once determined, a comprehensive table of assessment findings will be generated.

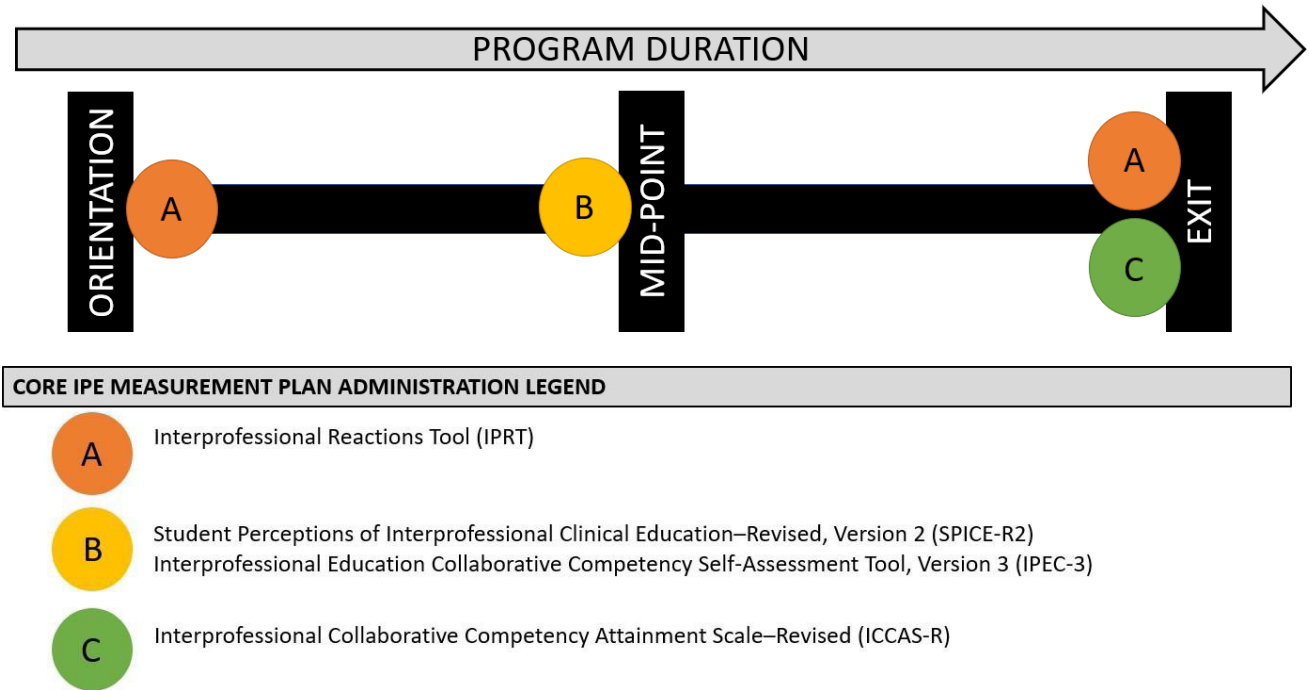
The LINC Core IPE Measurement Plan at UT Health San Antonio forms the backbone of IPE assessment/evaluation for all UT Health San Antonio program-specific IPE plans. Valid and reliable tools to measure change in reactions, attitudes/perceptions, skills, and behaviors, as depicted in the progression of learning outcomes. 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**

<b>Level*</b>	<b>Measurement Tool**</b>	<b>Constructs</b>	<b>Items</b>
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	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
Level 3 Behaviors	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**



For the Traditional BSN program with a fall semester admittance, the LINC Core IPE Measure A1 (pre) is administered in August, LINC Core IPE Measure B is administered in August, and LINC Core IPE Measures A2 (post) and C are administered in April.

For the Traditional BSN program with a spring semester admittance, the LINC Core IPE Measure A1 (pre) is administered in January, LINC Core IPE Measure B is administered in January, and LINC Core IPE Measures A2 (post) and C are administered in December.

For the Accelerated BSN program, the LINC Core IPE Measure A1 (pre) is administered in mid-May, LINC Core IPE Measure B is administered in March, and LINC Core IPE Measures A2 (post) and C are administered in July.

Approved by SON Committee on IPE on September 21, 2023.

Approved by COUS on October 6, 2023.

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