



**School of Nursing
Bachelor of Science of Nursing
Interprofessional Education Plan
Academic Year 2025-2026**

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)*, was 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.aacnnursing.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.

In 2024-2025 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 2024-2025 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)

	OUTCOMES FOR ESSENTIAL Domain 6. Collaborative Partnerships	2023 AACN Essentials Domain 6: Competencies	2023 IPEC Sub-Competencies				Kirkpatrick Learning Outcomes
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

	OUTCOMES FOR ESSENTIAL Domain 6. Collaborative Partnerships	2023 AACN Essentials Domain 6: Competencies	2023 IPEC Sub-Competencies				Kirkpatrick Learning Outcomes
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	C3	C5	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-competencies:

- 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.

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
Traditional BSN							
Year 1 Traditional Fall Fall 2026 Cohort	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 NURS 3303/ Fall 5 th Semester Cohort	Cynthia L. Wall	LINC Common IPE Experience Faculty Lead: Cynthia L Wall, PhD, APRN, (SON)Bobby Belarmino (SHP-PT), Aesha Aboueisha MD (LSOM), and (GSBS	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 TT1, TT3, TT6, C5, C7
Year 1 Traditional Fall Spring 2026 Cohort	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 NURS 3206/ Fall 6 th Semester Cohort	Faculty Lead: Cynthia Wall PhD, APRN, CNE	LINC Common IPE Experience Faculty Lead: Cynthia L Wall, PhD, APRN, (SON)Bobby Belarmino (SHP-PT), Noorpreet Kaur, B.D.S, M.P.H, Aesha Aboueisha MD (LSOM), and Doug Soltesz, Ph.D(GSBS), Emmanuel Iyiegboniwe, Ph.D., MSPH, MBA	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 TT1, TT3, TT6, C5, C7

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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 Spring Spring 2026 Cohort	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 th semester Accelerated Track students (20 students) Students will be recruited on a volunteer basis.	SON – 5th-semester nursing students from Health Assessment / Theoretical Foundations Courses	Heidi Miller	Annette Occhialini, Faculty (LSOM) Benjamin Johnson, 4 th 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	Dates: Determined as available	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 TT4, VE4, RR5, C7
Year 1 Traditional Fall & Spring Fall 2025 Cohort	Language Barrier Simulation: interpreter Studies students and TBSN students in acute care setting IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation	Department of Modern Languages and Literatures – Year 1	SON 5th Semester nursing students from NURS 3305 Foundations: Clinical Application	Julie Peterson	Melissa Wallace, Faculty (UTSA) Department of Modern Languages and Literatures Diana Cavazos, Faculty (SON)	Fall (November) & Spring (March)	Participating learners complete respective theory content, and simulation of client with Heart Failure Exacerbation. Students' perceived level of confidence, communication skills, and teamwork/collaboration are measured after completing the proposed interprofessional acute care simulation experience via Qualtrics. The simulation provides a hands-on experiential learning opportunity. 2023 IPEC Sub-Competencies VE5, RR4, and C4

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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 2 Traditional Spring Spring 2026 Cohort	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 7 th Semester TBSN 6 th Semester TBSN	Faculty Lead: MD	LINC Simulation IPE Initiative Members: Faculty Lead: MD , Diane Ferguson (LSOM), AMIR BEGOVIC (LSOM), Sohini Dhar (SOD), and CHINYU WU (SHP), and Sadie Velasquez, LINC Executive Director and Joseph Zorek (LINC Executive Director)	Spring (Jan to Feb)	Surveys 2023 IPEC Sub-Competencies TT3, TT2, TT5, C2, C3, C7
Year 2 Traditional Spring Spring 2026 Cohort	Medical Emergency Management In An Acute Care Setting IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation	SOM – Year as available	NURS 4316 Adult 2/ Spring 7th Semester Cohort	Wanda Sparks James A. Cleveland	Ross E. Willis	Spring (February) & Fall (September)	Performance Assessment Communication and Teamwork Tools Set (PACT) 2023 IPEC Sub-Competencies VE3, VE5, VE8, VE9, RR1, RR4, RR5, C1, C2, C4, C5, C6, TT2, TT3, TT6, TT7, TT8, TT9
Year 2 Traditional Spring Fall 2026 Cohort	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 8 th Semester Pre-Requisite to be in clinical phase of program	Faculty Lead Angela Kennedy (SHP)	LINC Clinical IPE Initiative Members: Angela Kennedy (SHP) and Elena Riccio Leach (SOD) Sadie Velasquez.MD, (Assistant Director for LINC Education) and 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 RR3, C2, C7, TT6, TT10
Year 2 Traditional Spring	Population Health – Oral Health Education with Dental Students IPE Type: Curricular	SOD	NURS 4217/8th Semester Wednesdays Sections only	Diana Cavazos	Moshtagh Farokhi (SOD) Adelita Cantu (SON)	Spring only (Jan to May)	ICCAS Survey 6-55 Reflection 4217 Final Reflective Journal 2023 IPEC Sub-Competencies

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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
Fall 2025 Cohort	IPE Sub-type: Blended – Classroom-Clinical & Community						RR2, TT3, VE2
Year 2 Traditional Spring Fall 2025 Cohort	TeamSTEPS and Leaders/Managers Didactic and Simulation Interprofessional Training IPE Type: Curricular IPE Sub-type: Blended – Classroom & Simulation	SOD	NURS 4319 (8th semester) Theory	Wesley Richardson James Cleveland	Moshtagh Farokhi (SOD)	Spring only	ICCAS Survey 2023 IPEC Sub-Competencies C1, C2, C3, C4, C5, TT1, TT3, TT4, TT6, TT7

Accelerated BSN

Year 1 Accelerated Fall Summer 2026 Cohort	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.	Curricular Program Requirement NURS 3373/ Fall 6th Semester Cohort	Faculty Lead: Cynthia L Wall, PhD, APRN, (SON)	LINC Common IPE Experience Faculty Lead: Cynthia L Wall, PhD, APRN, (SON) Bobby Belardino (SHP-PT), Noorpreet Kaur, B.D.S, M.P.H, Aesha Aboueisha MD (LSOM), and Doug Soltesz, Ph.D(GSBS), Emmanuel Iyiegbuniwe, Ph.D., MSPH, MBA	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 TT1, TT3, TT6, C5, C7
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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 Accelerated Fall Summer 2026 Cohort	Levels of Perceived Confidence, Communication, and Teamwork Collaboration of Students of Allied Healthcare Professions using Interprofessional Critical Care Simulation Experiences IPE Type: Curricular IPE Sub-type: Classroom-Collaborative Online Learning	School of Health Professions Doctor of Physical Therapy Program, Doctor of Occupational Therapy Program, Respiratory Care Program	NURS 3216a/Adult II Clinical	Wanda Sparks	(SHP): Bobby Belarmino, PT; Michael Bermudez, OT; Megan Lynn Llamas, RT	Fall	Pre-Post Qualtrics Survey (communication and teamwork collaboration) 2023 IPEC Sub-Competencies VE5, VE8, VE9, RR1, RR4, C1, C2, C4, C5, C6, TT2, TT3, TT6, TT7, TT8, TT9
Year 1 Accelerated Spring Summer 2026 Cohort	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 7 th Semester ABSN	Kathryn Parke James Cleveland	LINC Simulation IPE Initiative Members: Sadie Trammell Velasquez Initiative Members: Faculty Lead: (LSOM), AMIR BEGOVIC (LSOM), Sohini Dhar (SOD), and CHINYU WU (SHP), and Sadie Velasquez, LINC Executive Director and Joseph Zorek (LINC Executive Director)	Spring (Jan to Feb)	Qualtrics Survey as determined through LINC 2023 IPEC Sub-Competencies TT3, TT2, TT5, C2, C3, C7

Co-curricular

Year-round Co-curricular	Student-Led Faculty Collaborative Clinic (IPE Type: Co-curricular IPE Sub-type: Blended)	Learners attend a clinic session at a student-faculty collaborative clinics, including the Refugee Clinic & Pride Clinic. Learners provide patient care	Students participate throughout the program as volunteers and for SON Clinical Distinction	Heidi Worabo (RC) Ruth Grubestic (RC) Peter Guarnero (PC)	Moshtagh Farokhi (SOD) Elena Jimenez Gutierrez (LSOM) Samuel Neseemann (LSOM) Sean Garcia (LSOM) Fred Campbell (LSOM) Elizabeth Bowhay-Carnes (LSOM)	Year-round	2023 IPEC Sub-Competencies: RR5, TT2, VE2
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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
		in collaboration with the School of Medicine, Dentistry, and Nursing.					
Fall & Spring Co-curricular	Global Health Foundations IPE Type: Co-Curricular IPE Sub-type: Classroom	Learners from School of Medicine, School of Health Professions, and School of Nursing attend monthly class and journal club x 9 months. The course is a prerequisite to going on a global health trip offered through the Center for Medical Humanities and Ethics.	ELEC 5047 (0 credit) Required for SON Global Health Distinction	Danet Lapiz Bluhm	Jason Rosenfeld (LSOM)	Sept to Apr	P-F grade for course measures Course is required for SON students to obtain Global Health Distinction
Year Round Co-curricular	Enhancing Community and Student Wellness Through a Lifestyle Medicine Interest Group (LMIG): A Co-Curricular Interprofessional Educational Initiative IPE Type: Co-curricular IPE Sub-type: Blended Classroom, Clinical, & Community	Learners from School of Medicine and School of Nursing lead a student organization. This American College of Lifestyle Medicine (ACLM) UT Health LMIG is open to all UT Health students.	Students from all UT Health Schools participate on a voluntary basis	Paula Christianson-Silva Christiane Meireles	Heidi Benavides, LSOM Gail Tomlinson, LSOM Dion Turner, Chef & Dietician	Year-round	Interprofessional Collaborative Competencies Attainment Survey (ICCAS) (Archibald, Trumppower & MacDonald, 2014; revised 2018) Number of students participating in meetings and activities 2023 IPEC Sub-Competencies: VE2, RR3, C3, TT2, TT5

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 2025-2026

NONE

Table 4. Learning Activities Relevant to Preparation for Interprofessional Practice that DO NOT Meet the Formal Definition of Interprofessional Education

Year Round	Green Wellness Program: Plants-2-Plate IPE Type: Co-curricular IPE Sub-type: Clinical	Clinical Program at Wellness 360 Clinic; students from School of Nursing and UTSA Dietetics participate in Shared Medical Appointments; BSN students in clinical; Gastroenterology Fellows; BSN Clinical Distinction, DNP Project courses (NURS 7305, 7306, 7307), the BSN Sunrise Program, or as volunteers	Christiane Meireles Paula Christianson-Silva	Heidi Benadives, LSOM Sarah Ullevig (UTSA Dietetics)	Year Round	Pre and Post Qualtrics Survey on Health Measures and Patient Satisfaction Patient Biometrics Patient Lab Results 2023 IPEC Sub-Competencies: VE3, RR3, C2, C3, TT5, TT6
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The newly approved merger with University of Texas at San Antonio will greatly expand IPE opportunities beginning in 2026.

Addendum

Crosswalk of BSN IPE Projects with COUS-identified Priority IPEC Sub-competencies

	VE4	VE5	VE7	C3	C5	TT1	TT3	TT6	RR4
LINC Common IPE Experience					X	X	X	X	
Clinical Cadavers, Procedural Simulation in the Anatomy Lab	X								
Foundations Skills with PT Students		X							X
LINC Simulation IPE Experience				X			X		
In-Hospital Crisis Management		X			X		X	X	X
LINC Clinical IPE Experience								X	
Population Health-Oral Health with Dental Students							X		
TeamSTEPPS and Leaders/Managers Didactic and Simulation IP Training				X	X	X	X	X	
Levels of Perceived Confidence, Communication, and Teamwork Collaboration of Students of Allied Healthcare Professions using Critical Care Simulation Experiences		X			X		X	X	X
Student-Led Faculty Collaborative Clinics									
Global Health Foundations									
Enhancing Community and Student Wellness Through a Lifestyle Medicine Interest Group: A Co-Curricular IPE Initiative				X					
Green Wellness Program: Plants-2-Plate				X				X	

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-competencies

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.

Approved by SON Committee on IPE on 08/26/2025

Approved by COUS on 09/05/2025

The approved AY2025-2026 BSN IPE Plan was submitted to LINC on 09/10/2025