



School of Public Health Master in Public Health Degree Program Interprofessional Education Plan Academic Year 2025-2026

Background

The University of Texas at San Antonio (UT San Antonio) Health Science Center'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 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.

Profession-Specific Accreditation Mandate

The Council on Education for Public Health (CEPH) requires the integration of interprofessional education into the UT San Antonio School of Public Health Master of Public Health Program (MPH) curriculum, as evidenced by the following standard:

CEPH Foundational Competency 21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Master in Public Health IPE Plan

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 mission of the UT San Antonio School of Public Health is to provide education for MPH students that is experiential and leverages local data, research that addresses regional health needs and priorities, and service that counts for the local community.

Plan: UT San Antonio's Strategic Plan emphasizes Teamwork & Collaboration as a core value. The Quality Enhancement Plan (QEP), *Linking Interprofessional Networks for Collaboration (LINC)*, is an institution-wide effort to advance the Strategic Plan by enhancing interprofessional education (IPE) at UT Health San Antonio.

Framework: A successful program must align UT San Antonio's Vision with the QEP core values and Interprofessional Education Collaborative (IPEC) Core Competencies while meeting discipline-specific requirements (CEPH) for interprofessional education (IPE).

Justification: Teamwork is an essential element of applied public health activities, partnering with the community and other agencies to achieve public health goals. Quality communication and collaboration are key to facilitating teamwork goals. IPE is a valuable tool to develop strategies for the implementation of evidence-based practices, promoting communication, collaboration, and teamwork among multiple disciplines. The

integration and evaluation of the acquisition of IPEC competencies and CEPH foundational competencies is integral to measuring competency attainment and providing feedback to students in a learning environment. The results of the evaluation will give further insight to students and faculty on the benefits, challenges, and gaps in training towards meeting the foundational competency required by CEPH and the IPEC Core Competencies.

Outcome-based Goals

IPEC Competencies (<https://www.ipecollaborative.org/ipec-core-competencies>) to be included:

VE1. Promote the values and interests of persons and populations in health care delivery, One Health, and population health initiatives.

RR3. Incorporate complementary expertise to meet health needs, including the determinants of health.

TT10. Discuss organizational structures, policies, practices, resources, access to information, and timing issues that impact the effectiveness of the team.

Deliberate Design

Table 1. SPH IPE Plan – Deliberate Design of IPE Activities for Academic Year 2025-2026

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)
Fall 2025	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; first year students; assignment and individual assessment required	Dr. Iyiegboniwe	LINC Common IPE Initiative Members: Leader: Cynthia Wall (SON), Bobby Belarmino (SHP-PT), and Aesha Aboueisha (LSOM) GSBS (TBD) SOD (TBD), with support from the LINC faculty Members and Joseph Zorek (LINC Executive Director)	Fall (Sept to Oct)
Spring 2026	LINC Simulation IPE Experience (IPE Type: Co-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.	Optional, voluntary experience for MPH students who wish to participate.		LINC Simulation IPE Initiative Members: Sadie Trammell Velásquez (LSOM), James Cleveland (SON), Diane Ferguson (LSOM), David Ojeda Diaz (SOD), Kathryn Parke (SON), Rebecca Moote (LSOM), and Representative starting September 1 (SHP) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Cathy Torrington Eaton (SHP), Temple Ratcliffe (LSOM), Representative TBD (SON), and Joseph Zorek (LINC Executive Director)	Spring (Jan to Mar)
Spring 2026	LINC Clinical IPE Experience (IPE Type: Co-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.	Optional, voluntary experience for MPH students who wish to participate.		LINC Clinical IPE Initiative Members: Temple Ratcliffe (LSOM), Angela Kennedy (SHP), Elena Riccio Leach (SOD), Rebecca Moote (LSOM), and Marta Vives (SON) with support from the LINC Faculty Council Members: Moshtagh Farokhi (SOD), Rekha Kar (GSBS), Cathy Torrington Eaton (SHP), Representative TBD (SON), and	Spring (Mar to Apr)

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					Joseph Zorek (LINC Executive Director)	
<p>DEFINITIONS</p> <p>Interprofessional Education (IPE) = Proposed by the World Health Organization and endorsed by IPEC, takes place “when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010; IPEC, 2016). This emphasis on students aligns well with UT Health San Antonio’s QEP, and the expectation is that student-to-student interprofessional learning will constitute the majority of IPE activities on campus. This table is reserved for student-to-student IPE activities.</p> <p>IPE Partners = Students from other professions/programs involved including their year(s) of study</p> <p>IPE Types = <i>Curricular</i>: IPE activities within formal curricula (e.g., credit-bearing courses, clerkships); <i>Co-Curricular</i>: IPE activities outside formal curricula (i.e., volunteer experiences that augment learning/professional development).</p> <p>IPE Sub-types = <i>Classroom</i>: IPE activities in a classroom setting, including in-person and online; <i>Simulation</i>: IPE activities in a simulation setting, including in-person and online; <i>Clinical</i>: IPE activities in a clinical setting allowing for practical experiences involving direct patient care; <i>Community</i>: IPE activities in a community-based setting allowing for practical experiences that do not involve direct patient care; <i>Blended</i>: Any combination of IPE Sub-types.</p> <p>FOOTNOTE</p> <p>See Assessment & Evaluation section for more details on how learning outcomes from this IPE Plan are measured.</p>						

Assessment and Evaluation

SPH students are assessed on CEPH competency FC21 attainment for Professional Development credit. For this competency assessment, students complete a brief reflection where they describe how they were able to “*Integrate perspectives from other sectors and/or professions to promote and advance population health*” (FC 21). In this reflection, they will describe how this foundational competency aligns with at least one of the IPEC competencies they were able to address in the most recent IPE activity. The reflection will include what lessons or skills they gained from the activity that they will apply in the future when working with other professions. Students will receive feedback on their reflections from full-time SPH faculty. The IPE assignment and assessment will be monitored through the SPH curriculum committee. Documentation and measurement must be collected by the AFSA office for appropriate reporting to CEPH.

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, as well as teach and assess CEPH competency attainment.

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 understanding of IPE assessment and evaluation is essential to maximize opportunities through such endeavors.

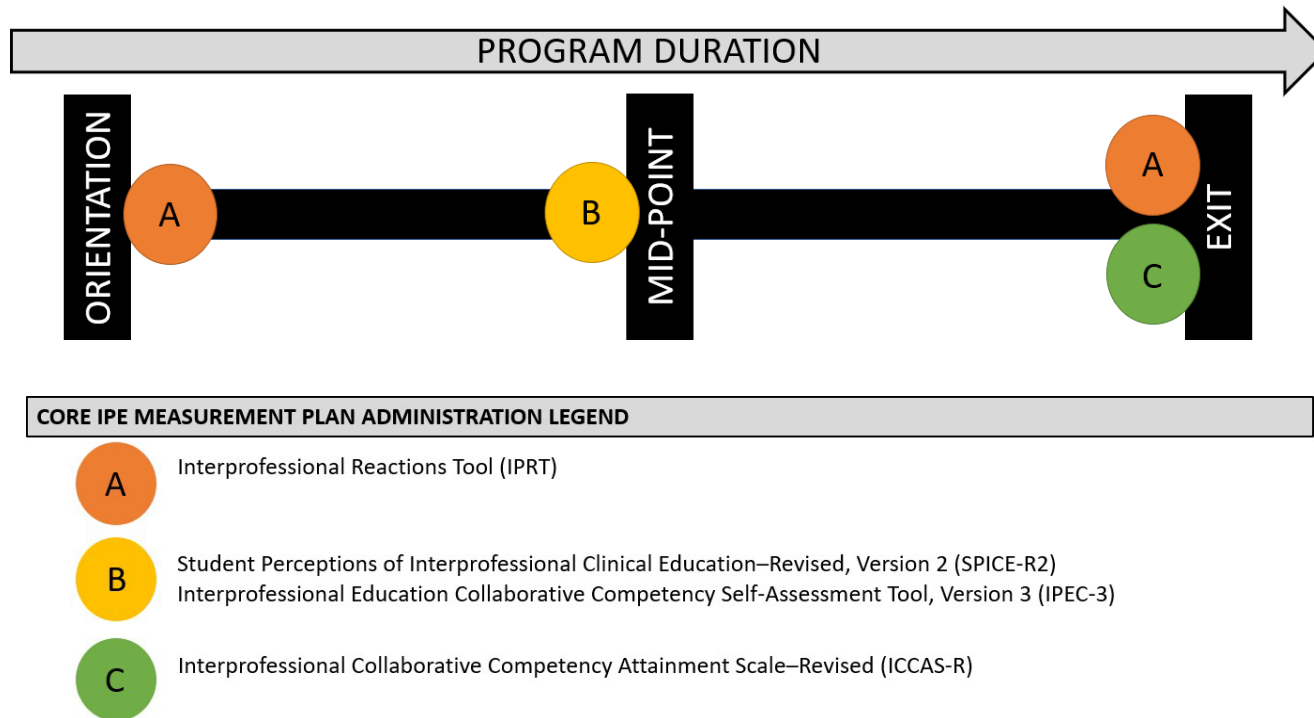
The LINC Core IPE Measurement Plan at UT Health San Antonio consists of four tools administered at three timepoints. Collectively, these tools measure changes in students’ reactions, attitudes/perceptions, skills, and behavior related to interprofessional education and teamwork.

Table 2. 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	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
Level 3 Behaviors	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 ** See Appendices I-IV for complete versions of selected measurement tools</p>			

Figure 1. Administration Schedule of the LINC Core IPE Measurement Plan



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

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Approved by SPH Curriculum Committee 10/31/2025

Submitted to the LINC Office on 10/31/2025