

INTERPROFESSIONAL EDUCATION (IPE)

Interprofessional education, commonly referred to as IPE, occurs when students from two or more professions learn about, from and with one another to enable effective collaboration and improve health outcomes.

LINC (<https://wp.uthscsa.edu/data/linc-ipe/>), which is short for Linking Interprofessional Networks for Collaboration, is an award-winning (<https://www.asahp.org/ipe-recipient/>), university-wide project whereby all schools are collaborating to advance IPE. This collaboration involves administrators, faculty, staff, and students.

The LINC Longitudinal IPE Program (<https://wp.uthscsa.edu/data/linc-programs-projects/>) is a noteworthy institutional accomplishment. In this program, interprofessional groups of students complete a strategically sequenced series of three university-wide IPE activities (listed below). Each activity emphasizes interactivity as student groups work through virtual instruction, including interprofessional socialization activities, mini-lectures, case studies, and interprofessional discussions rooted in problem-based learning.

The LINC Common IPE Experience (<https://wp.uthscsa.edu/linc/activity-repository/linc-common-ipe-experience/>) is the first IPE activity in the series. First launched in fall 2020 and completed by nearly 5,500 students to date, the purpose of this didactic IPE activity is threefold: (1) introduce students to IPE using the IPEC competency framework (<https://www.ipecollaborative.org/ipec-core-competencies/>); (2) facilitate interprofessional socialization; and (3) prepare students for future IPE activities. Students complete this IPE activity at the beginning of their degree program.

The LINC Simulation IPE Experience (<https://wp.uthscsa.edu/linc/organizational-model/linc-office/linc-simulation-ipe-initiative/>) is the second IPE activity in the series. First launched in spring 2023 and completed by nearly 3,000 students to date, the purpose of this IPE simulation is threefold: (1) facilitate interprofessional socialization; (2) expand upon interprofessional skills and competencies introduced in the LINC Common IPE Experience; and (3) prepare students for IPE activities they will experience in clinical learning environments. Students complete this IPE activity at/near the middle of their degree program.

The LINC Clinical IPE Experience (<https://wp.uthscsa.edu/linc/organizational-model/linc-faculty-council/clinical-ipe/>) is the final IPE activity in the series. First launched in spring 2024 and completed by over 1,500 students to date, the purpose of this IPE activity is threefold: (1) facilitate interprofessional socialization; (2) empower students to evaluate interprofessional clinical learning environments; and (3) prepare students to navigate real-world interprofessional collaborative practice settings. Students complete this IPE activity at/near the end of their degree program.

A variety of additional IPE activities are required for students depending on their school and degree program. These IPE activities are described within different school- and program-specific LINC IPE Plans (<https://wp.uthscsa.edu/linc/organizational-model/linc-academic-affairs-council/interprofessional-education-plans/>).

Please contact Dr. Joseph Zorek, LINC Executive Director, at zorek@uthscsa.edu to learn more about LINC, the LINC Longitudinal IPE Program, LINC IPE Plans, and other IPE opportunities at our university.