## HSC Office of Interprofessional Education & Research Logic Model

		Outcomes Impact
/	Short	Short Medium
	• Faculty, students, staff, and administrators will be aware of a credible, unified, and cohesive vision for HSC IPE.	and administrators will be aware of a credible, unified, and cohesive  IPE accreditation guidelines from their respective accrediting agencies.

	Outpu	ts
puts	Inputs Activities	Participation
sional Staff rector rector m Coords rative Support nin Coord or of Disaster edness & rector rector for staff from mponents pions or, staff, tts, strators) tion mandates traction for IPE fity and partnerships	Leadership Support Deans Sunding Tr Professional Staff De Exec Director De Asst Director De Program Coords Administrative Support De Traculty Director of Disaster Preparedness & Response Depace PE Leadership Team De Champions	• Subset of faculty, all 5 components

Inputs		Outputs			
	Activities	Participation			
<ul> <li>Leadership Support</li> <li>Provost</li> <li>HSC Sr. VP</li> <li>Deans</li> <li>Funding</li> <li>FT Professional Staff</li> <li>Exec Director</li> <li>Asst Director</li> <li>Program Coords</li> <li>Administrative Support</li> <li>PT Admin Coord</li> <li>PT Faculty</li> <li>Director of Disaster Preparedness &amp; Response</li> <li>Space</li> <li>IPE Leadership Team</li> <li>26 faculty/staff from all 5 components</li> <li>IPE Champions</li> <li>(faculty, staff, students, administrators)</li> <li>Accreditation mandates</li> <li>National traction for IPE</li> <li>Community and</li> </ul>	Activities  Student-Related  • Student Curricula  • Establish IPE 101: Foundations of Interprofessional Collaboration  • Incorporate Entrustable Professional Activities (EPAs)  • Provide TeamSTEPPS Training  • Map curricula for all components to IPEC Core Competencies  • Identify areas for further integration of IPE into didactic curricula across HSC  • Interprofessional Activities  • IPER Symposium (fall)  • Disaster Day (spring)  • Clarion Competition (spring)  • Operation Lone Star (summer)  • TAMU Employee Flu Clinics (fall)				
<ul><li>business partnerships</li><li>TAMU Foundation</li><li>Support</li></ul>	<ul> <li>Establish topical area of expertise for IPE: Disaster Management</li> </ul>				

Outcomes - Impact					
Short	Medium	Long			
<ul> <li>Students will have more opportunities to engage in IPE defined as a 10% increase in first year.</li> <li>Students will receive Certificate of Completion for IPE 101</li> </ul>	•Students will define, explain, and apply key concepts and fundamental principles of interprofessional education and collaborative practice related to the IPEC Core Competencies	•Students will select TAMHSC in part because of IPE and/or related activities and topical area of expertise			
•Students written reflection will be uploaded to their portfolio	<ul> <li>Patients/populations who are engaged by interprofessional teams of HSC students and faculty will see improved health and population outcomes</li> </ul>	<ul> <li>Upon graduation, students will be ready to improve individual patient and population health outcomes through collaborative practice.</li> </ul>			
•Students will be able to define IPE and its importance in individual health and population health outcomes.					

## **Assumptions**

- Continued support from HSC/College Leadership
- Continued and sufficient funding
- Continued and increased component engagement
- Continued and increased accreditation requirements

## **External Factors**

- Community needs
- Accreditation guidelines
- Legislature
- TX IPE Consortium (collaborations with other institutions)