

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
QEP Faculty Champions

Agenda

October 1, 2009

2 PM – 4 PM

LBK 2C101, AMHSC 4714, EPHSC 235, ABSOP 2601

Members: Cindy Acton, Bonna Benjamin, Sharon Decker, Suzanne Escudier, Herb Janssen, Lorenz Lutherer, Carla Myers, German Nunez, Kim, Powell, Rial Rolfe, Barbara Sawyer, David Straus, Irene Williams

- I. Call To Order
 - II. Approval of Minutes
 - III. Old Business
- I. *Old Business:***
- A. Pilot Projects: (1.5 hours work session)**
 - Project One – Cindy Acton
Critique of vignettes and discussion (Attachment A)
 - B. Projects related to Faculty Development and Teaching and Assessment Strategies (10 minutes)**
 - Integration of concepts and competencies Grid - Suzanne Escudier
(Attachment B)
 - C. Fall Symposium (20 minutes)**
 - **Discuss panel and identify who will participate on the panel discussion**
(Attachment C)
- II. New Business – Defer
 - III. Adjournment

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QEP Stage 1 – Scene 1

Uncle Jack

Lab

- 1) After the students have investigated the different healthcare professions, have them share what they have learned about the different professions. Students, who investigated a particular profession, will serve as an expert or representative for that profession and are responsible for providing the information to the group (i.e. if the student investigated a PT, he/she will represent either PT or his/her own profession).
- 2) To enhance the discussion, a CD will be played to introduce a patient scenario in which several of healthcare professionals are required. To set the stage and prior to playing the CD. Have one of the students read the family background to the group. Following the CD, prompt the teams to dialogue about certain aspects of interprofessional teams, by answering the questions provided below.
- 3) Please note: the overview of the scenario is for your information only and does not, **exactly**, follow the scenario. It is provided to give you information on the scenario and insight into the different roles the actors represent. For accuracy, please view the CD along with the students. Viewing of the scenarios should be performed in sequence. The CD contains 2 videos, begin with the video entitled: “*QEP Sage 1 – Scene 1.*”

Uncle Jack Simmons

Family Background

Uncle Jack: An 81 year old. He was admitted 3 months ago to the nursing home after breaking his right hip while climbing a ladder. He suffered a small stroke that he is progressively recovering from with very few residual effects. He is beginning to get depressed about the length of his stay and misses spending time with his wife of 60 years. Uncle Jack is very independent and proud of his family. He has a good sense of humor and tends to ignore his current condition.

Susan, Jack’s niece: Susan is around 50-60 but her positive outgoing personality allows her to blend with any age group. She is a single working mother with three grown children. She oversees the care of Uncle Jack and Aunt Mille. She is very involved in their care but does not show signs of being overwhelmed by the responsibilities. This is partly due to the fact that she takes full advantage of several health care systems and maintains an active social life.

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QEP Stage 1 – Scene 1

Uncle Jack

Nursing Home Setting (Garrison Center)

Overview of video scene:

Evening Shift Report: The scene opens up with the Uncle Jack returning to bed with the assistance of PT. They are discussing Uncle Jack's need to eat more and to continue to take his medications that the doctor ordered. An Off going Nurse/LVN and Oncoming Nurse/LVN enter, discussing what time the doctors usually make rounds. The Oncoming Nurse/LVN is new to the nursing home and is still trying to get down the routines. PT continuing to assist Uncle Jack introduces herself and begins to dialogue about Uncle Jack's progress in therapy. The Off going Nurse/LVN smiles and slowly interrupts the conversation by introducing the Oncoming Nurse/LVN to Uncle Jack. The PT exits.

Off going Nurse/LVN begins giving a detailed report since the Oncoming Nurse/LVN is new to the system. (She will really give a thorough background and history on Uncle Jack and will include him from time to time in the report. The report will give clues as to the other professions, not presented in the video but are actively involved in his care). During the report Uncle Jack interjects every now and then, especially when his family or his farming days are mentioned. He blows off all the current problems he is experiencing, mostly due his desire to return home.

Mid report the Nurse practitioner enters requesting to see Uncle Jack's chart that was left by PT. There are brief introductions among the team and the Off going Nurse/LVN quickly provides the Nurse practitioner with information concerning Uncle Jack's BP. As the Off going Nurse/LVN talks, the Nurse practitioner is shaking her head in approval and gives some possible verbal orders. The Off going Nurse/LVN resumes report.

As she nears the end of her report, Susan and the DON/RN, come in together, laughing about a TV program that had both seen last night. Introductions are exchanged. A nurse aide (medication aide) comes in with Uncle Jack's medication. As the aide is giving medications Uncle Jack asks about his Millie. The Off going Nurse/LVN reminds Susan that there will be a multidisciplinary team meeting at 10 am tomorrow meeting. Susan shows frustration and states she will be unable to attend due to Aunt Millie's doctor's appointment. Susan turns to the DON/RN and asks "Who will be at the meeting and what will be discussed?"

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QEP Stage 1 – Scene 1

Uncle Jack

This question is directed at the camera and the scene closes. (The students will then answer: the who, when, and what fors).

Introduction to the healthcare team

The background and report will incorporate issues in which certain professions will be needed. The following healthcare professionals are clearly identified as playing a role in Uncle Jack's care.

PT-

Nurse – (Includes: Nurse Practitioner, RN, LVN, Nurse Aide/medication aide)

RN-

OT -

Social Worker -

ST –

Dietitian –

Student Dialogue Prompters (following video)

- 1. Identify all the required members of Uncle Jack's healthcare team. (All professions might not need to be represented).**
- 2. As the representative of a profession discuss:**
 - why you need to be involved with Uncle Jack's care**
 - what you intend to provide for Uncle Jack, and**
 - what your professional association is concerned about as it relates to Uncle Jack**
- 3. Identify when hand-off communications were utilized and any potential/actual barrier of the hand-off and/or benefits to the methods utilized.**
- 4. Discuss any crossing of professional boundaries you noted.**
- 5. Differentiate between the nursing roles of LVN, RN, Nurse Practitioner, and the Nurse Aide (Medication Aide).**

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QEP Stage 2 – Scene 2

Aunt Millie

Labs

1. Once completing the question, continue on with next video on the CD entitled: “*QEP Stage 2- Scene 2*”.
2. Prior to viewing, have a student read out loud about Aunt Millie’s background. The overview of the scenario is for instructors’ eyes only to assist with role identity and does not follow the scenario *exactly*.
3. After viewing the video, have the student answer the question that follow.

Aunt Millie Simmons

Family Background

Aunt Millie Simmons: A 78 year old, diagnosed with breast cancer about six months ago. For the most part Aunt Millie has tolerated the treatments well with minimal adverse reactions. She has recently been waking up at night feeling that she is unable to breathe and when she works around the house every now and then she feels like she can’t catch her breath. She and Susan are contributing these events to anxiety, she worries about Uncle Jack not being around, his condition, and how much longer he will be in the nursing home.

Hospital Cancer Center Setting Overview of video scene

Midmorning: The scene opens with Aunt Millie and Susan in the lobby of the cancer center. They are talking among themselves about Uncle Jack’s multidisciplinary team meeting that is taking place while they are at the center. Aunt Millie is worried that one of them should have been there. She was wondering if they should have rescheduled. Susan attempts to assure her that the folks over there have a good handle on things and she need not worry. This is Aunt Millie’s last chemotherapy treatment. The center staff has grown attached to Aunt Millie and her family. At Aunt Millie’s insistence everyone calls her Aunt Millie.

As Aunt Millie and Susan wait, the pharmacist walks through the lobby and catches a glimpse of the two of them. He turns around to address them and they exchange warm greetings. Aunt Millie refers to him as the mad scientist. They talk about Uncle Jack, how Aunt Millie is tolerating her treatments, then discuss the weather and how this is a great day to celebrate her

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QEP Stage 2 – Scene 2

Aunt Millie

last round of therapy. When the pharmacist asks Aunt Millie about her toleration of the treatment, Aunt Millie reports she has not had any stomach ailments and has been eating like a horse. She jokingly states her hair never fell out like she worried it would. Susan brings up that she has been a trouper and how fortunate she is to be doing so well. Susan half worried and half joking states, now if we can just get her to sleep all night and quit worrying about Uncle Jack. The pharmacist asks about Aunt Millie not sleeping. Aunt Millie, slightly breathless interrupts saying, she has been disappointed that Uncle Jack has not been able to come home sooner and that she just worries too much. She states “I’m just anxious is all it comes down to” and she begins to discuss another time when Uncle Jack had gone on a camping trip. She describes him coming home early due to her being so worried that it worried him. They laugh and the pharmacist excuses himself, telling them he will have the concoction ready in a few minutes.

The pharmacist is in his office and the nurse enters. He has a meeting he needs to get to but also needs to mix Aunt Millie’s chemotherapy. He reminds the nurse that Aunt Millie and Susan are here for Aunt Millie’s last treatment. The pharmacist tells the nurse of the Aunt Millie’s recent inability to sleep and breathlessness, as he tells her, one can see that as he reflects he is thinking there might be something more to be concerned about. He asks the nurse to make sure to check out Aunt Millie’s breathing, saying “you would know better than me if we should be concerned about it.” The nurse states she will check. The pharmacist asks for the nurse to assist so that he can attend the meeting.

Aunt Millie is seated in a treatment room and the nurse begins to take her vital signs and interviews her to get an update on her condition since her last visit. They go over her recent inability to stay asleep. The nurse begins to ask targeted questions concerning her breathing, coughing etc. She listens to her chest. The doctor enters. Aunt Millie, Susan, and the doctor have friendly exchanges like the ones described earlier with the nurse and pharmacist.

The doctor discusses how pleased he is with her response to the treatment and he is saddened that he will not see her as often, but welcomes this event. The doctor begins to tell Aunt Millie about when he would like to see her next. The nurse politely asks Aunt Millie to discuss her inability to sleep and catch her breath at times with the doctor. Aunt Millie discusses the events but again chalks it up to anxiety. Susan confirms Aunt Millie’s analysis of the events and wonders why all the sudden the nurse has focused on this more than she had. She asks if anything is the matter, and the doctor responds “I am sure it is not anything, but we want to

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QEP Stage 2 – Scene 2

Aunt Millie

make sure since this is your last day and all.” The doctor listens to Aunt Millie’s chest and the nurse directs him to focus on the left lower lobe area. The nurse asks Aunt Millie if her breathing has changed any since her arrival to the center. Aunt Millie says “no not really, I feel just fine.”

With interest Susan begins to watch the expressions on the nurse’s and doctor’s faces. The doctor calmly states to the nurse “I’d like to get an ABG stat and a chest x-ray”, turning to Susan he says in a tad more serious tone “I’d like to see that before you leave today.” Agreeing, Susan nods her head. As he is speaking to Aunt Millie and Susan, the nurse steps to the side to page the RT and arrange for the x-ray. The doctor continues, talking directly to Aunt Millie, “the nurse has brought to my attention that there is a definite difference in the air exchange in your left lobe. Well actually, there is very little noted. This can mean several things and may not be too much to worry about but we do not want to guess. That is why I ordered some tests. I’d like to get more information that will help us determine the next steps.” Susan begins to become more unsettled as she sits, obviously worried. As the doctor continues to talk, the nurse moves closer to Susan. He states he has a meeting and would like to be paged with the results if he doesn’t return before then. Susan expresses her thankfulness and Aunt Millie begins to ask about the procedures he ordered. The doctor exits as the RT enters. The nurse begins to explain the ordered tests in more detail, how they are performed, her role, and what information they will gain from them. The RT introduces himself and joins in the explanation of the ABGs. The x-ray technician comes in shortly after to take an x-ray. The scene closes.

Time lapses and Susan is standing outside a patient room talking to Uncle Jack on the phone. Susan states she will be there shortly and, that they were detained because the treatment went a little slower than usual. As she talks, the RT walks past her to enter the room and unintentionally overhears the conversation. Susan covers the phone and whispers, “I’m trying to keep from telling him over the phone”. The RT smiles and nods at Susan, as she enters Aunt Millie’s room.

Checking the equipment setup as he talks, the RT explains to Aunt Millie the rationale for the O2 therapy and places a mask positioned on her. Aunt Millie nods she understands. As the RT leaves, Susan enters. Susan states to Aunt Millie, “I did not tell Uncle Jack you were going to be admitted, yet. I feel I need to tell him in person or he will think the worst. I will call you once I get over there so you can reassure him that you are fine.” Aunt Millie and Susan continue to discuss what Susan needs to bring later that night and the scene fades.

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QEP Stage 2 – Scene 2

Aunt Millie

Introduction to the healthcare team

The video will incorporate issues in which certain professions will be presented or needed. The following healthcare professionals are clearly identified as playing a role in Aunt Millie's care.

- 1) Pharmacist-
- 2) Nurses –
- 3) Physician –
- 4) Respiratory Therapist-

Student Dialogue Prompters (following video)

1. Identify all the **required** members of Aunt Millie's healthcare team. (All professions might not need to be represented).
2. As the representative of a profession discuss:
 - why you need to be involved with Aunt Millie's care
 - what you intend to provide for Aunt Millie, and
 - what your professional association is concerned about as it relates to Aunt Millie
3. Identify skills, behaviors, and attitudes you noted from the various healthcare providers that demonstrate interprofessional teamwork.
4. Discuss any benefits (or potential benefits) that occurred due to the healthcare providers' abilities to function as a team.

Mapping the Curricula for Interprofessional Teamwork

The Quality Enhancement Plan Initiative is seeking information regarding the current knowledge, skills, behaviors, and attitudes within your curriculum related to Interprofessional Teamwork. Please identify any of the Interprofessional Teamwork topics that are taught in your program/curriculum by adding the number and name of the course and the pedagogy used to present the topic. If you have any comments, please add under comments.

Topic	Course	Pedagogy	Comments
The roles and responsibilities of other healthcare disciplines		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
<i>The perspective of your discipline toward or by other disciplines or Your discipline's perspective as applied to other disciplines</i>		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
<i>The perspective of other disciplines toward or by your discipline Other disciplines' perspectives as applied to your discipline</i>		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
The expertise, education requirements, and knowledge base of different healthcare disciplines		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
The value of different disciplines as interprofessional team members		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	

Components of interprofessional teamwork		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Awareness of the potential benefits and obstacles of an interprofessional team		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
The importance of trust and respect related to interprofessional teamwork		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Evidence-based decision making related to interprofessional teamwork		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Shared situation awareness related to interprofessional teamwork		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Backup behaviors related to interprofessional teamwork		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Interprofessional teamwork communication skills		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	Please be specific regarding types of communication skills.

Interprofessional teamwork negotiation skills		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Interprofessional teamwork conflict resolution skills		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Interprofessional teamwork time management skills		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Interprofessional teamwork assessment of group dynamics skills		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Interprofessional teamwork leadership skills		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Interprofessional teamwork skills related to mutual performance monitoring		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	
Knowledge related to shared task models		Lecture Problem-Based Learning Case-Based Learning Simulation Work-based (Clinical) Other	

IT Team Member Investigation Worksheet

Item to Investigate	Education Requirements of the Profession	Governing Body (State Level) that oversees the profession licensure and/or certification	Governing body's definition of the profession
Dietitian	www.bls.gov/search/ooh.htm http://www.dshs.state.tx.us/dietitian/dt_apply.shtm	http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.701.htm#701.051	http://www.dshs.state.tx.us/dietitian/dt_scope.shtm
Nurse	http://www.bls.gov/oco/ocos083.htm (RN) http://www.bls.gov/oco/ocos102.htm (LVN) http://www.bls.gov/oco/ocos165.htm (aides) http://www.bon.state.tx.us/end-eligibility.htm	http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.301.htm#B	http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.301.htm#301.002
Occupational Therapist XXX	http://www.bls.gov/oco/ocos078.htm http://www.bls.gov/oco/ocos166.htm (assistants & aides)		
Pharmacist	http://www.bls.gov/oco/ocos079.htm http://www.bls.gov/oco/ocos252.htm (techs)		
Physical Therapist	http://www.bls.gov/oco/ocos080.htm http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.453.htm#453.201 http://www.bls.gov/oco/ocos167.htm (assistants & aides)	http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.453.htm#B	http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.453.htm

Item to Investigate	Education Requirements of the Profession	Governing Body (State Level) that oversees the profession licensure and/or certification	Governing body's definition of the profession
Physician	http://www.bls.gov/oco/ocos074.htm http://www.bls.gov/oco/ocos081.htm (Assistants) http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=9&ch=163&rl=1 http://www.statutes.legis.state.tx.us/SOTWDocs/OC/htm/OC.155.htm http://www.bls.gov/oco/ocos164.htm (medical assistants)	http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=9&ch=161&rl=1	
Respiratory Therapist	http://www.bls.gov/oco/ocos084.htm http://www.aarc.org/	http://www.nbrc.org/ (national) http://www.dshs.state.tx.us/respiratory/default.shtm (state)	http://www.dshs.state.tx.us/respiratory/rc_overv.shtm (state)
Social Worker	http://www.bls.gov/oco/ocos060.htm http://www.socialworkers.org/pressroom/features/general/profession.asp	http://www.aswb.org/ (national) http://www.dshs.state.tx.us/socialwork/ (state)	http://www.dshs.state.tx.us/socialwork/sw_scope.shtm (state)
Speech Therapist	http://www.bls.gov/oco/ocos099.htm http://www.asha.org/careers/professions/overview/slh.htm	http://www.dshs.state.tx.us/speech/ (state)	http://www.dshs.state.tx.us/speech/sp_scope.shtm

IT Team Member Investigation Worksheet

Item to Investigate	Name and purpose of the primary Association of the profession	Rules and Regulations or scope of practice for the profession	The stated code of ethics of the profession
Dietitian	http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_404_ENU_HTML.htm	http://www.dshs.state.tx.us/dietitian/dt_rules.shtm Search in 2/27/2009 for latest rules Texas Register @ http://www.sos.state.tx.us/texreg/index.shtml . http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_18478_ENU_HTML.htm http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_768_ENU_HTML.htm	Search in 2/27/2009 for latest rules Texas Register @ http://www.sos.state.tx.us/texreg/index.shtml .
Nurse	http://www.nursingworld.org/FunctionalMenuCategories/AboutANA.aspx http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards/ANAPrinciples.aspx (see box of listed principles to the left of the page – below inside)	http://nursingworld.org/books/pdescr.cfm?CNum=15 http://www.bon.state.tx.us/practice/gen_practice.html (general rules) http://www.bon.state.tx.us/practice/gen_practice.html#Scope_of_Practice (scope of practice) delegation for medication http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&tj=22&pt=11&ch=225&rl=10	http://nursingworld.org/ethics/code/protected_nwcoe813.htm
Occupational Therapist XXXX	http://www.aota.org/About.aspx	http://www.aota.org/search.aspx?SearchPhrase=rules	http://www.aota.org/About/Initiatives.aspx http://www.aota.org/Consumers/Ethics.aspx or http://www.aota.org/Consumers/Ethics/39882.aspx
Pharmacist			U.S.Pharm D+ www.uspharmd.com/pharmacist
Physical			

Item to Investigate	Name and purpose of the primary Association of the profession	Rules and Regulations or scope of practice for the profession	The stated code of ethics of the profession
Therapist			
Physician			
Respiratory Therapist	http://www.aarc.org/member_services/	http://www.aarc.org/resources/position_statements/dop.html http://www.dshs.state.tx.us/respiratory/rc_rules.shtm http://www.dshs.state.tx.us/respiratory/rc_scope.shtm	http://www.aarc.org/resources/position_statements/ethics.html
Social Worker	https://www.socialworkers.org/nasw/default.asp	http://www.socialworkers.org/practice/standards/sw_case_mgmt.asp http://www.dshs.state.tx.us/socialwork/sw_rules.shtm http://www.dshs.state.tx.us/socialwork/sw_scope.shtm	http://www.socialworkers.org/pubs/code/code.asp
Speech Therapist	http://www.asha.org/about/	http://www.asha.org/docs/html/SP2007-00283.html http://www.dshs.state.tx.us/speech/sp_rules.shtm http://www.dshs.state.tx.us/speech/sp_scope.shtm	http://www.asha.org/docs/html/ET2003-00166.html

IT Team Member Investigation Worksheet

Item to Investigate	The top 5 issues noted on the professional association's website		
Dietitian	http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/index.html latest news http://www.adapac.org/cps/rde/xchg/adapac/hs.xsl/22_ENU_HTML.htm http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_386_ENU_HTML.htm		
Nurse	http://nursingworld.org/ http://nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/ANAPositionStatements.aspx (note issues on the left side below "inside" - http://nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/ANAPositionStatements/All-Position-Statements.aspx (position statements) http://nursingworld.org/MainMenuCategories/ANAPoliticalPower/Federal/Issues.aspx (federal issues)		
Occupational Therapist	http://www.aota.org/About/Initiatives.aspx		
Pharmacist			
Physical Therapist			
Physician			
Respiratory	http://www.aarc.org/headlines/		

Item to Investigate	The top 5 issues noted on the professional association's website		
Therapist	http://www.aarc.org/		
Social Worker	https://www.socialworkers.org/		
Speech Therapist	http://www.asha.org/advocacy		

Texas Tech University Health Sciences Center

QEP – IT Stage 1

Group Assignment

Interprofessional Team (IT) Group Assignment Prior to Lab

Students will be divided into groups. Each group will be assigned a particular profession to investigate. Based on the items below the students will analyze the similarities and differences of the assigned profession to her/his own profession. To expedite the investigation, read the resources listed below and use the links to connect to the different professions websites. Please complete the table and the analysis prior to lab.

Additional resources to read:

1. Mascioli, S., Laskowski-Jones, L., Urban, S, & Moran, S. (2009). Improving handoff communication. *Nursing 2009*, 52-55.
2. Pronk, N. (2008). Situation-background-assessment-recommendation: A practitioner's communication tool. *ACSM Health and Fitness Journal*, 12(5), 42-43.

IT Team Member Investigation Worksheet

Websites to explore:

1. All professions:

Occupational Outlook Handbook: <http://www.bls.gov/search/ooh.htm>

2. Individual professions:

A. Governing Body - Licensing Boards

Dietitian, Texas Board of Dietitians <http://www.dshs.state.tx.us/dietitian/default.shtm>

Nurse, Texas Board of Nursing <http://www.bne.state.tx.us/>

Occupational Therapy, The Executive Council of Physical Therapy and Occupational Therapy Examiners <http://www.ecptote.state.tx.us/>

Pharmacist, National Association of Boards of Pharmacy <http://www.nabp.net>
Texas State Board of Pharmacy <http://www.tsbp.state.tx.us/>

Physical Therapy, Federation of State Boards of Physical Therapy
<https://www.fsbpt.org/index.asp>

Texas Tech University Health Sciences Center

QEP – IT Stage 1

Group Assignment

The Executive Council of Physical Therapy and Occupational Therapy Examiners

<http://www.ecptote.state.tx.us/>

Physician, Federation of State Boards <http://www.fsmb.org/>

Texas Medical Board <http://www.tmb.state.tx.us/>

Respiratory Therapy, Respiratory Care Practitioners Certification Program

<http://www.dshs.state.tx.us/respiratory/default.shtm>

Social Worker, Texas State Board of Social Work

<http://www.dshs.state.tx.us/socialwork/default.shtm>

Speech Therapy, Texas State Board of Examiners for Speech-Language Pathology and

Audiology <http://www.dshs.state.tx.us/speech/>

B. Professional Associations

Dietitian, American Dietetic Association <http://www.eatright.org/>

Nurse, American Nurses Association <http://www.nursingworld.org/>

Occupational Therapy, American Occupational Therapy Association <http://www.aota.org/>

Pharmacist, American Pharmacists Association <http://www.pharmacist.com>

List of Professional Associations - <http://www.acpe-accredit.org/pharmacists/resources.asp>

Physical Therapy, American Physical Therapy Association <http://www.apta.org/>

Texas Physical Therapy Association <http://www.tpta.org/>

Physician, American Medical Association <http://www.ama-assn.org/>

Association of American Physicians and Surgeons <http://www.aapsonline.org/>

Texas Medical Association <http://www.texmed.org/>

Respiratory Therapy, American Association for Respiratory Care <http://www.aarc.org/>

Social Worker, National Association of Social Workers <http://www.socialworkers.org/>

Speech Therapist, American Speech-Language-Hearing Association <http://www.asha.org/>

Texas Tech University Health Sciences Center

QEP – IT Stage 1

Group Assignment

Interprofessional Team Members		
Item to Investigate	Own Profession	Assigned Profession
Education Requirements of the Profession		
Governing Body (State Level) that oversees the profession licensure and/or certification		
Governing body's definition of the profession		
Name and purpose of the primary Association of the profession		
Rules and Regulations or scope of practice for the profession		
The stated code of ethics of the profession		
The top 5 issues noted on the professional association's website		

Analysis

- 1. Identify at least 10 common issues you have found among the two professions.**
- 2. Identify 2 major areas that you feel are significantly different between the two professions.**

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QEP – IT Stage 1

Group Assignment

3. Now that you have this knowledge of the two disciplines. In your own words write a brief description that you would use to introduce your profession to a person who asks “what is it that you do?”
4. As the conversation continues, the person states “my friend’s son is in the assigned profession, and says it is the worst job in health care. I bet you are glad you are not in that profession, huh?” Write a brief response that promotes interprofessional teamwork.

1st ANNUAL FALL SYMPOSIUM

OCTOBER 16
2009

VISION

Establish an institutional culture that is committed to the values of interprofessional education and care, including collaboration, communication, and coordination.

PURPOSE

Prepare graduates to be leaders in the dynamic health care environment by promoting knowledge, skills, behaviors, and attitudes required to provide quality, safe, individualized care for patients as members of an interprofessional team.



KEYNOTE SPEAKER

Rhea Seddon, M.D. is a former astronaut who flew aboard her first Shuttle flight in 1985. She is the co-author of the book, *Crew Resource Management: The Flight Plan for Lasting Change in Patient Safety*. Dr. Seddon serves on two Joint Commissions addressing communication in hospitals. She is also the former Assistant Chief Medical Officer of the Vanderbilt Medical Group in Nashville, Tennessee. She is currently associated with LifeWings Partners LLC, which is a team of physicians, nurses, pilots, former astronauts, physician executives, and insurance experts who have adapted teamwork training concepts used in commercial aviation to use in healthcare.



WHO IS INVITED

Faculty, Staff, Administrators, and Students

... Anyone who works in a situation that requires interacting with persons from different disciplines.

Yes,
that's the
ENTIRE

Texas Tech
University Health
Sciences Center!

RSVP @
www.ttuhscc.edu/qep

To reserve a box lunch,
RSVP by
October 9, 2009.



3601 4th Street
Lubbock, Texas 79430
806.743.2723

FALL SYMPOSIUM

FRIDAY, OCTOBER 16, 2009

(Times are listed in Central Standard Time.)

8:30-9:00 a.m.
9:00-9:10 a.m.
9:10-9:30 a.m.
9:30-11:30 a.m.

Registration

Welcome – *Dr. Rial Rolfe*

Overview of the QEP – *Dr. Sharon Decker*

Keynote Speaker – *Dr. Rhea Seddon*

Crew Resource Management:

The Flight Plan for Lasting Change in Patient Safety

11:30 a.m.-12:30 p.m.

Lunch (box lunch included)

Interprofessional Teamwork Perception Scale Poster Presentation

12:30-1:30 p.m.

QEP Faculty Champions Panel

Cindy Acton, RN, DNP, NEA-BC

Anita Thigpen Perry School of Nursing, Lubbock

Bonna Benjamin, MD, FAPSA, FAAP,
School of Medicine, Amarillo

Suzanne Escudier, MD
School of Medicine, Lubbock,

Herb Janssen, MEd, PhD
Paul L Foster School of Medicine, El Paso

Lorenz Lutherer, MD, PhD
Graduate School of Biomedical Sciences, Lubbock

Kim Powell, RPh, MSPhr, PharmD
School of Medicine, Abilene

Barbara Sawyer, PhD, MT(ASCP), CLS(NCA), CLSp(MB)
School of Allied Health Sciences, Lubbock

David Straus, PhD
Graduate School of Biomedical Sciences, Lubbock

1:30-1:45 p.m.

Break

1:45-2:45 p.m.

Seed Grant Presentations:

Interprofessional Collaborative Education for Nursing and Medicine
through Simulation Technology

Dr. Josefina Lujan, SON, El Paso

Dr. Kathryn McMahon, SOM, El Paso

Workshop for Integrated Health Professions

Nina Resetkova, SOM, MSIII, Lubbock

Michael Holliday, SOM, GSBS, Lubbock

Dr. Tom Tenner, SOM, Faculty Mentor, Lubbock

Interdisciplinary Team Building between Medical Professions:

Improving Decision Outcomes by Developing Collaborative Techniques

Dr. Herb Janssen, SOM, El Paso

Dr. Jason Wasserman, Sociology, Lubbock

Dr. Cindy Acton, SON, Lubbock

2:45-3:15 p.m.

Open Discussion

3:15-3:30 p.m.

Recognition of Faculty Champions

3:30-4:30 p.m.

Reception and Networking

With presentation/broadcast to:

Lubbock - ACB 120

Dallas SPVA - 100

Permian Basin HSC - 2C41

Amarillo SOP - 100

Abilene SOP - 2601

El Paso HSC - 212

Highland Lakes - 109