

Texas Tech University Health Sciences Center



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
Quality Enhancement Plan

We've got **IT!**



PREPARED FOR THE
COMMISSION ON COLLEGES SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
MARCH 2009

Interprofessional Teamwork



Vision:

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

Purpose:

“To prepare graduates to be leaders in the dynamic health care environment by promoting the knowledge, skills, behaviors, and attitudes required to provide quality, safe, individualized care for patients as a member of an interprofessional team.”





The Student Learning Objectives

1. Describe the knowledge, skills, behaviors, and attitudes required for an individual to function as an effective member of an interprofessional team.
2. Identify the roles and diverse perspectives of Interprofessional Teamwork , including responsibilities, expertise, background, knowledge, and values of interprofessional team members.
3. Demonstrate heightened awareness and appreciation of the potential benefits of Interprofessional Teamwork.



The Student Learning Objectives

4. Demonstrate evidence-based decision-making while participating collaboratively as a member of an interprofessional team.
5. Demonstrate basic group skills, including communication, negotiation, conflict resolution, delegation, time management, and assessment of group dynamics.
6. Participate as a collegial member of an interprofessional team to coordinate and individualize patient care to ensure excellence, continuity, and reliability, even when team members are in different physical locations.

The Staging Process



Stage 1 – 2009-2010

Student learning outcomes:

Describe the knowledge, skills, behaviors and attitudes required for an individual to function as an effective member of an interprofessional team.

Identify the roles and diverse perspectives of IT, including responsibilities, expertise, background, knowledge, and values of IT members.

Demonstrate heightened awareness and appreciation of the potential benefits of IT.

Educational Pedagogy	Type of Team	Delivery Method
Problem Based Learning ----->	Single-discipline training ^a	Electronic learning (web based, web communications, TechLink videoconferencing)
Problem Based Learning		
↳ Case Based Learning ----->	Combined-team training ^b	

^a Student work groups composed of 4 to 5 students from the same discipline.

^b Collaborative student work groups composed of students from more than one discipline.

Single-discipline Training - Pilot Project, Fall 2009 (140 Nursing Students)

Combined-team Training – Pilot Project, Spring 2010 (CLARION)

Goal: 2011 - Establish TTUHSC Regional Competition – Send team to National Competition

Clarion Competition (2010-2011)



Faculty Champions	TTUHSC Students	Title/Activity	Date	Outcome/s
2		IHI Open School Advanced Case Study	10/10	Presentation focused on the need for interprofessional communication as key to the communication problem
1 – Lead Faculty representing all schools and all campuses		Root Cause Analysis for Interprofessional Team Members (Approved – Graduate Credit SoN) CLARION: QEP Honors Course	Spring 2011	

Goal – Initiate Interprofessional Honors Course 2011

The Staging Process



Stages 2 and 3 (2010-2011 & 2011-2012)

Student learning outcomes:

Demonstrate evidence-based decision making while participating collaboratively as a member an interprofessional team.

Demonstrate basic group skills, including communication, negotiation, conflict resolution, delegation, time management, and assessment group dynamics.

Educational Pedagogy

Case-Based Learning

↳ Simulation-based Learning

Team Environment

Single-discipline training and combined-team training

Delivery Method

Simulation

(advanced patient simulators, standardized patients, immersive online technologies)



Pilot Project, Fall 2010, SimWARS

Goal – 2011 - Initiate “SimWars Project” - Research

Development



Faculty Champions	TTUHSC	Title	Date	Outcome/s
8		Consultants from Medical University of South Carolina	8/09	Strategic Planning Development of team
9	140	Fall Faculty Symposium Speaker Dr. Rhea Siddon	9/09	Increased awareness related to teamwork
3		Interprofessional Care for 21 st Century / Inaugural meeting of the American Interprofessional Health Collaboration	4/10	Increased awareness and visibility

Goal – Increase TTUHSC visibility leaders in the American Interprofessional Health Collaborative (AIHC) – Meeting Nov. 19 – 21, 2011

Development



Faculty Champions	TTUHSC	Title	Date	Outcome/s
4		TeamSTEPPS Master Training Course	8/10	TeamSTEPPS training for faculty and students initiated Fall, 2010
4	14 - Faculty Schools of Medicine & Nursing Campuses to include Lubbock, Amarillo, Permian Basin, and El Paso	TeamSTEPPS Instructor Course	9/7/10 9/14/10	TeamSTEPPS to be integrated in curricula
4	12 – Students Schools of Medicine & Nursing	TeamSTEPPS Essentials Course	9/29/10	TeamSTEPPS integrated into SimWars

Goal Spring 2011 - Provide Interprofessional TeamSTEPPS Training next semester through the Student Organizations

Development



Faculty Champions	TTUHSC Faculty	Title	Date	Outcome/s
6	14 representing the Schools of Medicine, Nursing and Pharmacy and the Lubbock, Amarillo, El Paso, and Permian Basin campuses	<p>Simulation-based Research in Interprofessional Teamwork</p> <p>Barry Issenberg, MD – University of Miami</p> <p>William McGaghie, PhD – Northwestern University Feinberg School of Medicine</p>	10/4/10	Faculty attending were provided an overview of the research process and guidance related to development of their research question.
5		<p>Faculty Champion Workshop</p> <p>Dr. P. Uhlig</p> <p>University of Kansas School of Medicine</p>	10/21/10	Discuss related to the national impact and integration of IPE into curricula
6	325 – Represented all campuses – all Schools Members of the faculty, staff, & student body	<p>Fall Symposium</p> <p>Dr. P. Uhlig</p>	10/22/10	Discussion related to evidence supporting IPE and teamwork and the challenges confronted with implementation

Research – 2010 Seed Grants



“Use of SBAR (Situation-Background-Assessment-Recommendation) Technique Between Members of a Healthcare Team,”

Cindy Acton, RN DNP, NEA-BC, School of Nursing, Lubbock,
Herb Janssen, Ph.D., School of Medicine, El Paso,
Kim Powell, PharmD, MSPhr, School of Pharmacy, Abilene,
Barbara Sawyer, Ph.D., MT(ASCP), CLS(NCAM CLSp(MB), School of Allied
Health, Lubbock, Bonna Benjamin, MD, School of Medicine, Amarillo

Outcome: Project completed; data being compiled



Research – 2010 Seed Grants



“Using Mannequin Simulation to Identify Medication Errors & Improve Interprofessional Teamwork,”

Anitra A. MacLauglin, PharmD, School of Pharmacy, Amarillo,
Martha R. Howell, School of Medicine, Amarillo,
Paul Tullar, M.D., School of Medicine, Amarillo

Outcome: Overall, medical and pharmacy students in the study perceived participation in simulation experiences with another discipline as an enhancement to their ability to work on a future interdisciplinary team



Research – 2010 Seed Grants



“Medical and Nursing Students Awareness of Roles and Responsibilities,”

Kenneth Nugent, M.D., School of Medicine, Lubbock, Meryem Tuncel-Kara, M.D., School of Medicine, Lubbock, Ann Hagstrom, RN, MSN, School of Nursing, Lubbock, Christy Tyler, RN, School of Nursing, Lubbock

Outcome: Preliminary results are supportive of the hypothesis that early intervention into perceptions of roles and responsibilities of the respective disciplines can foster and enhance interprofessional teamwork.





“Interprofessional Team Members Roles & Responsibilities: Myth Busters,”

Tammy Fleming, RN, MSN, School of Nursing, Lubbock, Andrea Tawny, M.Ed., School of Nursing, Lubbock, Laura Opton, RN, MSN, CNE, School of Nursing, Lubbock, Herb Janssen, Ph.D., School of Medicine, El Paso, Dorothy Jackson, RN, Ph.D., School of Nursing, Odessa, Bonna Benjamin, M.D., School of Medicine, Amarillo –

Research project to be initiated Fall 2010



Dissemination (2010-2011)



Abstracts	Submitted	Accepted
The International Nursing Association for Clinical Simulation and Learning (INACSL)	2	
West Michigan Interprofessional Education conference sponsored by Grand Valley State University, Grand Rapids Medical Education Partners and Michigan State University College of Human Medicine.	3	3 (Poster)

Goals – (Grants to be awarded \$17,500)

2011 – Seed Grant X 3

2011 – Research Grants X 2 (Award to be presented to a completed seed grant recipient)

2011 – Pilot Projects X2 (Award to be presented to support Faculty Champion initiatives)

2011 - Establishment of interprofessional research/dissemination teams

The Staging Process



Stage 4 (2012-2013)

Student learning outcome:

Participate as a collegial member an interprofessional team to coordinate and individualize patient care to ensure excellence, continuity, and reliability, even when team members are in different physical locations.

Educational Pedagogy

Simulation-Based Learning

↳ Work-Based Learning ----->

Team Environment

Combined-team training

Delivery Method

Actual patient-care settings



Future



Proposed Projects	Date	Rationale
President Scholar Program (Fellowship)	Spring, 2011	Demonstrate support Allows student's recognition at graduation Recommend scholarships attached to program
Interprofessional Teamwork course for Honors Recognition	Spring, 2011	Formalized method
Required course IT TTUHSC Students		
Required 1 day TeamSTEPPS workshop Students		
President's Academic Achievement Award related to Interprofessional Teamwork or Interprofessional Education	Spring, 2012	Demonstrates support and acknowledges faculty for their dedication
Institute for Interprofessional Education	Application to be submitted Spring, 2011	Support the integration of IPE and the development of potential courses/activities