TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
QEP Steering Committee

Agenda

October 15, 2008
3 PM – 4 PM
Amarillo – Pharm HLC
Dallas – 200 AB
Lubbock – ACB220
Abilene – Grant 204
El Paso-TBA

I. Call To Order

II. Old Business

A. Review of timeline and benchmarking
   • Research topics identifying best practices (Interdisciplinary, PBL/CBL/TBL, 3D virtual online learning, simulation)
   • Select focus (Interprofessional Teamwork)
   • Continue discussing course of actions to enhance student learning through interprofessional education by integrating hybrid PBL/CBL/TBL using simulation and 3D virtual online learning.

III. New Business

A. Definitions and Student Learning Outcomes (Attachment A)

B. Marketing Plan (Awareness Campaign) presentations of slogans

C. Pilot Projects – Carla Meyers (Attachment B)

D. Assessment Plan (Baseline project) – Carla Meyers

E. Presentation of Model – Yondell Masten

F. Subcommittees Restructuring

IV. Adjournment
Attachment A

PROPOSED

Quality Enhancement Plan Definitions and Student Learning Outcomes

Interprofessional
Interprofessional indicates a group of individuals from different disciplines working and communicating with each other. In this environment each member provides his/her knowledge and skills to augment and support the contributions of others (Hall & Weaver, 2001).

Interprofessional Education (IPE)
“Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care” (CAIPE, 2002). Effective interprofessional education improves quality of patient care, focuses on the needs of the learners and learners are active participants in assessing, planning, delivering, and evaluating IPE.

Interprofessional Team
As defined in the Institute of Medicine’s (IOM) Report, Health Professions Education A Bridge to Quality, (2003) an interdisciplinary (interprofessional) team is “composed of members from different professions and occupations with varied and specialized knowledge, skills, and methods” (p. 54). Members of an interprofessional team communicate and work together, as colleagues, to provide safe optimal patient care.

Teamwork
Teamwork is the interaction and relationships between two or more health professionals who work interdependently to provide safe, quality patient care.

The IOM recommended that the leadership of academic health centers encourage coordination across disciplines to “remove internal barriers to interprofessional education” (p. 116) and “prepare students to work as a team driven by the health needs of patients” (p. 48). According to the IOM (2003), an effective team requires members to understand and respect other members’ expertise, knowledge, and values. Therefore, the student learning outcomes for the Quality Enhancement Plan, Developing Competencies in Interprofessional Teamwork are to:

1. Indicate knowledge of other team members’ roles, expertise, background, knowledge, and values.
2. Demonstrate group skills, including collaboration, communication, conflict management, negotiation, delegation, time management, and assessment of group dynamics.
3. Exhibit communication skills with other members of the team in a shared language, even when the members are in entirely different locations.
4. Demonstrate interprofessional teamwork skills through the integration of technology and scenario based learning experiences.
5. Explore ways to measure teamwork effectiveness and outcomes including benchmarking.
The Quality Enhancement Plan (QEP) Steering Committee of the Texas Tech University Health Sciences Center (TTUHSC) invites proposal abstracts for three seed grants which will be awarded for the Spring 2009 Semester. The purpose of these grants is to create activities that will support the identified QEP goals for Interprofessional Education specifically related to Interprofessional Teamwork. Abstracts for review will be submitted to Dr. Sharon Decker at Sharon.decker@ttuhsc.edu by December 1, 2008. Awardees will be expected to present a summary of their project at a QEP sponsored workshop in the Fall 2009.

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<tr>
<th>Potential Grants</th>
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<tr>
<td>Faculty Grant</td>
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<td>Student Grant</td>
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**Basic Criteria:**

- Must focus on Interprofessional Teamwork Skills: collaboration, communication, or scope of practice and incorporate the use of innovative technology (e.g. 3D virtual-online learning or simulation).

- Must include faculty or students from at least two different schools.

- Must align with at least one of the goals of the QEP

1. Indicate knowledge of other team members’ roles, expertise, background, knowledge, and values.

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

3. Exhibit communication skills with other members of the team in a shared language, even when the members are in entirely different locations.

4. Demonstrate interprofessional teamwork skills through the integration of technology and scenario based learning experiences.

5. Explore ways to measure teamwork effectiveness and outcomes including benchmarking.
**Cover page to include:**

- Primary team members’ names (must represent at least two schools), credentials, and e-mail addresses. A short statement from each primary team members indicating any relevant experiences related to the chosen topics/subject. The cover page of the student grant needs to include the name and credentials of a faulty mentor for the project. The names of primary team members and/or faculty mentor should only appear on the face page to allow for blind review of the abstracts.

**Develop a one page abstract that includes the following information:**

- The importance of your project to the TTUHSC community
- Goals for the Seed Grant activity that are aligned with at least one goal of the QEP
- Timeline for Spring through Summer 2009 semesters activities
- Describe activities and assessment
- Anticipated resources required