The TTUHSC Quality Enhancement Plan: Interprofessional Teamwork

SACS Reaffirmation of Accreditation
The Process

Fall 2006 – Initial QEP Steering Committee
Establish the process

Spring 2007 – QEP Topic Selection Committee
Solicited topic ideas

Initiated publicity campaign
“What’s the Big idea?”
The Process

October 2007 - QEP Selection Committee & Institutional Effectiveness Workgroups
Sorted 141 submissions into 3 categories

• Academic Support for Students
• Interdisciplinary Education
• Faculty Development Programs
The Process

June 2008
PEC selected proposal related to Interprofessional Education

July 2008
Established the QEP Steering Committee

Fall 2008
Refined and focused the topic to Interprofessional Teamwork (IT)
The Vision

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

2. Identify the roles and diverse perspectives of Interprofessional Teamwork, including responsibilities, expertise, background, knowledge, and values of Interprofessional Teamwork 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 Teamwork.

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 Justification: to be prepared for the complex health care setting our graduates require education and experiences related to Interprofessional Teamwork (IT)

The Institute of Medicine


- Identified teamwork as one of the core competencies (2003)
The Justification: Our graduates can provide quality, safe, individualized patient care

- only when they know their professional role and
- understand the importance of working with other members of an interprofessional team.

*The National Patient Safety Education Framework*  
(2005)
The Justification: Preparing our graduates to provide quality, safe, individualized patient care

requires understanding and the ability to demonstrate teamwork behaviors, such as coordination, communication, mutual respect, role clarification, and shared goals, improve patient outcomes.

*The Agency for Healthcare Research (2008)*
The Challenges

- Unprepared and unenthusiastic faculty
- Philosophical and academic policy differences
- Lack of reward and recognition structure
- Turfism
- Financial structures
- Over-crowed curricula
- Various geographic locations
- Variations in learner age, education levels, and clinical experiences
- Communication barriers
- Varying professional practice acts and regulatory boards
- Various professional accreditation standards
Stage 1

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.

<table>
<thead>
<tr>
<th>Educational Pedagogy</th>
<th>Type of Team</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Based Learning</td>
<td>Single-discipline training</td>
<td>Electronic learning (web based, web communications, TechLink videoconferencing)</td>
</tr>
<tr>
<td>Case Based Learning</td>
<td>Combined-team training</td>
<td></td>
</tr>
</tbody>
</table>

*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.
The Staging Process

### Stages 2 and 3

**Student learning outcomes:**

- Demonstrate evidence-based decision making while participating collaboratively as a member of an interprofessional team.
- Demonstrate basic group skills, including communication, negotiation, conflict resolution, delegation, time management, and assessment group dynamics.

<table>
<thead>
<tr>
<th>Educational Pedagogy</th>
<th>Team Environment</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case-Based Learning</td>
<td>Single-discipline training and combined-team training</td>
<td>Simulation (advanced patient simulators, standardized patients, immersive online technologies)</td>
</tr>
<tr>
<td>Simulation-based Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Stage 4

**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.

<table>
<thead>
<tr>
<th>Educational Pedagogy</th>
<th>Team Environment</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation-Based Learning</td>
<td>Work-Based Learning</td>
<td>Actual patient-care settings</td>
</tr>
<tr>
<td>Combined-team training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Timeline

Texas Tech University Health Sciences Center
Quality Enhancement Plan Timeline

Phase 1:
QEP Campaign & Selection

Phase 2:
Evidence-Based Practice Review, & Best Practices

Phase 3:
Ongoing Assessment & Planning
Spring - Summer 2009: Faculty & Student Seed Grants Collection of Baseline Data
Academic Year 2009-2010 – QEP Pilot Project related to Stage 1
Academic Year 2010-2011 – QEP Pilot Project related to Stage 2
Academic Year 2011-2012 – QEP Pilot Project related to Stage 3
Academic Year 2012-2013 – QEP Pilot Project related to Stage 4

Phase 4:
Implementation & Expansion
Phased in over stages
Stage 1 Initiates Academic Year 2010-2011
Stage 2 Initiates Academic Year 2011-2012
Stage 3 Initiates Academic Year 2012-2013
Stage 4 Initiates Academic Year 2013-2014

Phase 5:
Sustainability
Total Integration & Ongoing Assessment of Stages 1, 2, 3, 4

Ongoing Assessment, Evaluation, & Continuous Quality Improvement

2007-2008 Planning Year | 2008-2009 Planning Year | 2009-2010 (Yr. 1) | 2010-2011 (Yr. 2) | 2011-2012(Yr. 3) | 2012-2013 (Yr. 4) | 2013-2014 (Yr. 5)

Stages 1: “IT” Skills for the novice and advanced beginner using strategies combining problem-based learning and lower fidelity technology, i.e. web-based.
Stages 2: “IT” skills for the competent learner using strategies combining case-based and team-based learning with higher fidelity technology, i.e. advanced patient simulators and standardized patients.
Stages 3: “IT” Skills for the competent and possibly proficient learner using strategies, combining team-based learning with immersive on-line, 3-D technology platform.
Stages 4: “IT” skills for the competent and possibly proficient learner using strategies combining work-based experiences in the clinical environment, i.e. clinical rounds.
The Operational Goals

Goal 1. Create an *administrative infrastructure* to support interprofessional education.

Goal 2. Provide *faculty development* opportunities to support the development and implementation of Interprofessional Teamwork pedagogies and modalities.

Goal 3. Establish a culture of interprofessional education by developing *Interprofessional Teamwork (IT) learning opportunities* and facilitating the integration of these opportunities into existing curricula.

Goal 4. Provide the *technical expertise and infrastructure* necessary to facilitate interconnectivity among individuals even when they are in different geographic locations and/or time zones.
The Commitment

“Top-down and bottom-up approach”

Administrative Infrastructure (Leadership)

TTUHSC President
- Recognition and engagement
- Provide administrative oversight
- Financial support
- Reward structure for Faculty Champions

TTUHSC Deans
- Recognition and engagement
- Assistance with Faculty Champion structure
- Support and recognition for Faculty Champions
The Commitment

Faculty Champions

Requirements
Self-identified
Approval from their Dean
Committed to interprofessional education
At least 5 years of teaching experience
Assistant Professor or above

Responsibilities
Facilitate and the integration of Interprofessional Teamwork
Plan and conduct pilot projects
Conduct research related to Interprofessional Teamwork
Recruit and mentor other faculty
The Commitment

*Faculty & Staff Development*

In-services
- Initial “awareness”
- Then “development”

Education for the Faculty Champions
- 2 day workshop
- Train-the-Trainer

Yearly Fall Symposium
The Commitment (starting Summer 2009)

Faculty, Staff, & Student Orientation

Every school and campus Orientation to discuss QEP: Interprofessional Teamwork (IT)
The Commitment

*Interprofessional Learning Opportunities*

Integrated into existing curricula

During Stage 1: Faculty Champions to work with school leaders and faculty to:

1. Identify current content to facilitate the attainment of SLO 1 & 2.

2. Propose, design, develop and offer combined-team training experiences using electronic delivery methods currently used at TTUHSC to facilitate the attainment of SLO 1, 2 & 3.
The Commitment

*Interprofessional Learning Opportunities*

Integrated into existing curricula

During Stages 2 & 3: Faculty Champions to work with school leaders and faculty to:

1. Propose, design, develop and offer combined-team training experiences using high-fidelity simulation to facilitate the attainment of SLO 4 & 5.

2. Propose, design, develop and offer combined-team training experiences using 3-D immersive technology to facilitate the attainment of SLO 4 & 5.
The Commitment

*Interprofessional Learning Opportunities*

Integrated into existing curricula

During Stage 4: Faculty Champions to work with school leaders and faculty to:

1. Propose, design, develop and offer combined-team training experiences in the actual patient-care setting to facilitate the attainment of SLO 6.
The Commitment

_The technical expertise and infrastructure_

Support through personnel, upgrade in current electronic delivery method/technology, construction of simulation centers with appropriate audio/visual infrastructure, and purchase and integration of 3-D immersive technology.
Ongoing Assessment, Evaluation, and Continuous Improvement

*Online assessment management: WEAVEonline*

Summative Measurement Tools
- Readiness for Interprofessional Learning Scale
- Clinical Teamwork Scale
- Interdisciplinary Education Perception Scale
Ongoing Assessment, Evaluation, and Continuous Improvement

*Online assessment management: WEAVEonline*

Formative Measurement Tools
- Novice –to-Expert IT Competency Rubric
  (being developed internally)
- SBAR Rubric
- Learner Satisfaction and Self-Confidence Scale
- Instructor Satisfaction with Education Pedagogy and Self-Confidence in Teaching Scale