Figure 5.1. Overview of Five-Year Timeline

Phase 1: QEP Publicity Campaign and Topic Selection

Phase 2: Evidence-Based Literature Review and Best Practices

Phase 3: Seed Grants and Pilot Projects
- Spring-Summer 2009: Faculty and Student Seed Grants; Collection of Baseline Data
- Academic Year 2009–2010: Stage 1 Pilot Projects
- Academic Year 2010–2011: Stage 2 Pilot Projects
- Academic Year 2011–2012: Stage 3 Pilot Projects
- Academic Year 2012–2013: Stage 4 Pilot Projects

Phase 4: Implementation Across Campuses
- Broader implantation phased in over stages, as follows:
  - 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 and ongoing assessment of Stages 1, 2, 3, and 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)

Stage 1: IT skills for the novice and advanced beginner using strategies combining problem-based learning with low-fidelity web-based technology.

Stage 2: IT skills for the competent learner combining case-based and team-based learning with high-fidelity technology, such as advanced patient simulators and standardized patients.

Stage 3: IT skills for the competent and possibly proficient learner using strategies combining team-based learning with high-fidelity immersive online 3D technology.
Table 4.1. Staging Process to Implement Interprofessional Teamwork (IT) Educational Programming

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>Educational Pedagogy</th>
<th>Type of Team</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcomes:</td>
<td>Problem Based Learning</td>
<td>Single-discipline training&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Electronic learning (web based, web communications, TechLink videoconferencing)</td>
</tr>
<tr>
<td></td>
<td>Problem Based Learning</td>
<td>Combined-team training&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGES 2 AND 3</th>
<th>Educational Pedagogy</th>
<th>Team Environment</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcomes:</td>
<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></td>
<td>Simulation-based Learning</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 4</th>
<th>Educational Pedagogy</th>
<th>Team Environment</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcome:</td>
<td>Simulation-Based Learning</td>
<td>Combined-team training</td>
<td>Actual patient-care settings</td>
</tr>
<tr>
<td></td>
<td>Work-Based Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Student work groups composed of 4 to 5 students from the same discipline.

<sup>b</sup> Collaborative student work groups composed of students from more than one discipline.