TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
QEP Steering Committee

Agenda

December 17, 2008
3 PM – 4 PM
Amarillo – AMA 335
Lubbock – ACB 220
Abilene – AB 2601
ODHSC - 2C12
DLSPVA - 100

I. Call To Order

II. Approval of Minutes

III. Old Business

A. Sub-Committee Reports
   1. Writing (Executive Summary): Y. Masten
   2. Immersive On-Line Technologies: V. Gonzales
   3. Acquiring Baseline Data ($2,500.): T. McGovern & M. Corwin
   4. Actions to be Implemented: S. Escudier
   5. Assessment/Evaluation Strategies: K. Wood

B. Seed Grants: S. Decker

C. Modification related to November 19th meeting and meeting with SACs evaluators
   1. Student Learning Outcomes (Attachment A)
   2. TTUHSC Quality Enhancement Plan Timeline (Attachment B)

IV. New Business

A. Summary from SACs Conference

B. Small Group Work
   1. Base Line Data – Faculty Survey; Student Survey
   2. QEP Awareness Campaign and Timeline

V. Announcement – Related to /evaluator/consultant (Drs. Linda Norman and Bryan Sexton)

VI. Adjournment
Texas Tech University Health Sciences Center
Quality Enhancement Plan

Desired Student Learning Outcomes

Stage 1 – For the Novice and Advanced Beginner Learner

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

Demonstrate a heightened awareness and appreciation of the potential benefits of interprofessional teamwork.

Describe the roles and diverse perspective to include responsibilities, expertise, background, knowledge, and values of interprofessional team members.

Stage 2 and 3 For the Competent and Possibly Proficient Learner

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 of group dynamics.

Stage 4 For the Competent and Possibly Proficient Learner

Participate as a collegial member of an interprofessional team to coordinate and individualize patient care even when team members are in entirely different physical location, to ensure excellence, continuity, and reliability.
Phase 5: Expansion & Sustainability
Stage 3 Initiates Academic Year 2014-2015
Stage 4 Initiates Academic Year 2014-2015

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 2012-2013 – QEP Pilot Project related to Stage 3
Academic Year 2013-2014 – QEP Pilot Project related to Stage 4

Phase 4: Implementation
Phased in over stages
Stage 1 Initiates Academic Year 2010-2011
Stage 2 Initiates Academic Year 2011-2012

Phase 5: Expansion & Sustainability
Stage 3 Initiates Academic Year 2014-2015
Stage 4 Initiates Academic Year 2014-2015

Stage 1: “IT” Skills for the novice and advanced beginner using strategies combining problem-based learning and lower fidelity technology, i.e. web-based.
Stage 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.
Stage 3: “IT” Skills for the competent and possibly proficient learner using strategies combining team-based learning with immersive on-line, 3-D technology platform.
Stage 4: “IT” skills for the competent and possibly proficient learner using strategies combining work-based experiences in the clinical environment, i.e. clinical rounds.