TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
QEP Steering Committee

Agenda

November 5, 2008
3 PM – 4 PM
Amarillo – AMA 100
Lubbock – ACB 260 D
Abilene – ABL 2601 VC Cart
El Paso-ELP 235
ODS - 1C12

I. Call To Order

II. Approval of Minutes

III. Old Business

   A. Proposed Definitions (Attachment A)

   B. Proposed Student Learning Outcomes (Attachment B)

   C. Pilot Projects (Seed Grants) (Attachment C)

   D. Marketing Plan – deferred

   E. Restructured Sub-Committees (Attachment D) – Reports

           1. Writing (Executive Summary): Yondell Masten
           2. Immersive On-Line Technologies: Victor Gonzales
              Conference Calls (Forterra, Innovations in Learning, & PULSE): V. Gonzales & I. Williams
              Conference Nov. 11th (Second Life) – I. Williams & R. Decker
              Presentation Dec. 9th (PULSE)
           3. Acquiring Baseline Data ($2,500.) –
           4. Actions to be Implemented – Suzanne Escudier
           5. Assessment/Evaluation Strategies – Kari Wood
           6. Literature Review/Best Practices –

IV. New Business

V. Adjournment
Quality Enhancement Plan Definitions

**Interprofessional (Approved)**

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) (Approved)**

“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 (Approved)**

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 (Approved)**

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

APPROVED WITH SLIGHT MODIFICATION to reflect IOM terminology

The IOM (2003) 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, 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. Describe/Define team member roles, processes, expertise, background, knowledge, and values.

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

3. Deliver accurate, timely information to other team members at the appropriate time.

4. Integrate coordinated and individualized care processes, including management of smooth transitions across settings and over time, even when team members are in entirely different physical locations to ensure excellent, continuity, and reliability.

5. Resolve conflicts through communicating with team members in a shared language, even when members are in different locations.
Application for QEP Seed Grants
Spring/Summer 2009
Cover Page

Project Title:

Must include team members from two different schools:

<table>
<thead>
<tr>
<th>Primary team members (Brief summary of credentials and relative experience may be attached.)</th>
<th>School and Department</th>
<th>Email Address</th>
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Please check one:

Applying for a ___ faculty  ___Student ___ Steering Committee Grant

Primary team members’ signatures:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Department Chair or Mentor Signatures:

________________________________________________________________________

________________________________________________________________________
Application for QEP Seed Grants
Spring/Summer 2009

The purpose of these grants is to create collaborative environments with activities that will support the identified QEP goals for Interprofessional Education through pilot studies. The IOM-Benner Competency Map/Model for Work in Interdisciplinary teams competencies for novice, advanced beginner, and competent competencies will be given priority (see attached).

Title of Proposed Project:

What focus does your proposal have for Interprofessional Teamwork Skills?

___ Scope of Practice
___ Collaboration
___ Communication
___ Innovative Use of Technology

Check all student learning outcomes that align with your proposed topic:

Students on Interprofessional teams will be able to:

_____ Describe/Define team member roles, processes, expertise, background, knowledge, and values.
_____ Demonstrate basic group skills, including communication, negotiation, delegation, time management, and assessment of group dynamics.
_____ Deliver accurate, timely information to other team members at the appropriate time.
_____ Integrate coordinated and individualized care processes, including management of smooth transitions across settings and over time, even when team members are in entirely different physical locations to ensure excellence, continuity, and reliability.
_____ Resolve conflicts through communicating with team members in a shared language, even when members are in different locations.
At the end of the grant period, the following resources will be created, planned, and/or assessed:

___ New materials for interprofessional teamwork ...
   • directed at student learning
   • directed at faculty development
   • fact sheets and training materials
   • web pages
   • 15-20 minute tutorials

___ Assessment of existing materials for the development of interprofessional teamwork ...
   • directed at student learning
   • directed at faculty development

___ Planned Workshops for interprofessional teamwork...
   • directed at student learning
   • directed at faculty learning
   • created materials for workshop topic

___ Events
   • for introducing interprofessional teamwork to the campus
   • for building knowledge relating to interprofessional teamwork
   • planned marketing
   • created materials for event

___ Assessment
   • Existing self-assessment instruments for interprofessional teamwork
   • Creation of self-assessment instruments for interprofessional teamwork
QEP Seed Grants for Interprofessional Teamwork

In June of 2008, the Texas Tech University Health Sciences Center (TTUHSC) adopted Interprofessional Education as the Quality Enhancement Plan (QEP) topic for addressing the learning gap of graduates who are not prepared to work in teams as new health care professionals. The QEP Steering Committee morphed the topic into Interprofessional Teamwork by focusing on the Institute of Medicine (IOM) core competency, “work in interdisciplinary teams.”

Work in Interdisciplinary Teams Objectives Developed by the Institute of Medicine of the National Academies are as follows:

- Learn about other team members’ expertise, background, knowledge, and values.
- Learn individual roles and processes required to work collaboratively.
- Demonstrate Basic group skills, including communication, negotiation, delegation, time management, and assessment of group dynamics.
- Ensure that accurate and timely information reaches those who need it at the appropriate time.
- Customize care and manage smooth transitions across settings and over time, even when the team members are in entirely different physical locations.
- Resolve conflicts with other members of the team.
- Communication with other members of the team in a shared language, even when the members are in entirely different physical locations.


Student Learning Outcomes for the QEP, Interprofessional Teamwork, are based on the IOM “work in interdisciplinary team “objectives, are stated below, and measured by Benner’s Novice to Expert Model, using pre- and post-testing, self-assessments, case scenario and simulation experiences, and assessment rubrics.

Students on Interprofessional teams will be able to:

- Describe/Define team member roles, processes, expertise, background, knowledge, and values.
- Demonstrate basic group skills, including communication, negotiation, delegation, time management, and assessment of group dynamics.
• Deliver accurate, timely information to other team members at the appropriate time.

• Integrate coordinated and individualized care processes, including management of smooth transitions across settings and over time, even when team members are in entirely different physical locations to ensure excellence, continuity, and reliability.

• Resolve conflicts through communicating with team members in a shared language, even when members are in different locations.

Request for Proposals

The Quality Enhancement Plan (QEP) Steering Committee of the Texas Tech University Health Sciences Center (TTUHSC) invites proposal abstracts for four seed grants which will be awarded for Spring/Summer 2009. The purpose of these grants is to create collaborative environments with activities that will support the identified QEP Student Learning Outcomes for Interprofessional Education through pilot studies. 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 the results of their project at a QEP sponsored workshop/event in Fall 2009. The grant must include faculty or students from at least two different schools.

<table>
<thead>
<tr>
<th>Potential Funding</th>
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<tbody>
<tr>
<td>Faculty Grant</td>
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<tr>
<td>Student Grant</td>
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Step One: Cover page to include

• Faculty Grants
  o Primary team members’ names (must represent at least two schools)
  o Credentials and e-mail addresses
  o A short statement from each primary team members indicating any relevant experiences related to the chosen topics/subject
  o Signature of Department Chair/Supervisor from each school
• Student Grants
  o Primary team members’ names (must represent at least two schools)
  o Credentials and e-mail addresses
  o A short statement from each primary team members indicating interests and relevant experiences related to the chosen topics/subject
  o Signature of mentor for each student participating in the grant

• 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.
**Step Two: Application for QEP Seed Grants**

Complete the Application for QEP Seed Grants with proposed QEP Seed Grant title, the focus of your proposal, all Student Learning Outcomes to be addressed, and what resources will be created, planned and/or assessed.

**Step Three: 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 student learning outcome of the QEP
- Describe grant activities and assessment
- Timeline for Spring through Summer 2009 Semesters activities
- Anticipated resources required
### QEP Steering Sub-Committees

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL/DEPARTMENT</th>
<th>Sub-Committee Request</th>
<th>Willing to Chair</th>
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<tr>
<td>Sharon Decker</td>
<td>Nursing</td>
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<td>Rick Decker</td>
<td>Classroom Support</td>
<td>Immersive on-line Technologies</td>
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<td>Herb Janssen</td>
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<td>Yondell Masten</td>
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### Writing Subcommittee

**Charge:**
Complete 1 page Executive Summary November 15, 2009 (Due date Nov. 19th)
Complete final version of the QEP report/proposal to submit to consultant December 15, 2008

### Immersive on-line Technologies Subcommittee

**Charge:**
Continue exploration of immersive learning opportunities in 3-D virtual environments such as Forterra, Pulse, and Second Life. Exploration should summarize feasibility, usability, and cost.
Subcommittee related to Literature Review and Best Practices

Charge:
Review literature related to best practices in interprofessional teamwork. Include professional journals, websites, and proceedings and abstracts from conferences
Include:
1) Use of simulation and interactive, immersive education (3D-virtual-online learning), and
2) The integration of problem-based, case based, and scenario based learning.

Subcommittee related to Assessment/Evaluation Strategies

Charge:
Need to differentiate between QEP program evaluation and assessment of student learning outcomes.
1) Determine the overall framework for the program evaluation plan that focuses on both processes and outcomes. Models available – Kirpatrick’s Four Levels of Evaluation, Guskey’s Five Critical Levels of Professional Development Evaluation, others.
2) Review the literature to identify what measures need to be assessed such as service quality, outcomes, and satisfaction,
3) Identify how to obtain this measurement – what tools are available, and
4) Identify how often (the timeline) for data collection.

Emphasis is on the impact the QEP has on the quality of student learning. Valid and reliable tools need to be identified which provide both quantitative and qualitative measures. The overall assessment plan needs to be flexible enough to accommodate changes that occur during the QEP process.

Subcommittee related to Actions to be implemented

Charge:
Design actions capable of generating the desired student learning outcomes. Proposed actions need to be critiqued for multiple perspectives – impact on students, faculty and staff, cost and complexity. Need to consider ramifications of the plan for example; policies and procedures, faculty workload, funding, and infrastructure. (Remember, we cannot add to the current curricula.)

A timeline needs to be developed that reflects that activities are rolled out in an orderly and manageable sequence with a high probability of adherence. (Note: need to have meaningful results to report to the Commission in 5 years.)

Subcommittee related to Acquiring Baseline Data

Charge:
1) Determine strategy (focus groups, survey – paper or web-based) and timeline for conducting a student needs assessment related to interprofessional teamwork training.
2) Determine strategy and timeline for conducting a faculty needs assessment related to teamwork training.
3) Identify faculty priorities for in-services related to interprofessional education (IPE) specific to teamwork.
4) Develop a plan for obtaining baseline data from students admitted to TTUHSC academic year 2009 summer, fall, and spring 2010.

Determine mechanism for obtaining data from students enrolled in the multiple schools at multiple campus sites. Data obtained should reflect student’s knowledge and perceptions related to interprofessional teamwork. This subcommittee will need to communicate with the Assessment/Evaluation Strategies Subcommittee