The meeting was called to order by Sharon Decker at 3:00 p.m. The minutes for October 1, 2008 were approved by consensus.

I. Old Business:

A. Review of timeline and benchmarking

Sharon Decker requested any minutes/notes concerning your area should be sent to Yondell Masten. She will compile these materials.

The Committee will 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.

B. New Business:

A. Proposed definitions and Student Learning Outcomes (see Attachment A) Committee to review and return same via e-mail to Sharon Decker by Friday October 17, 2008. Sharon Decker will then send out the outcomes and vote.

B. Marketing Plan (Awareness Campaign) presentations of slogans

Slogans presented by committee:

1. Interprofessional Teamwork
2. You Can Do It When you Teamwork IT
3. Education is a “TRICKKI” process
   (Teamwork, Respect, Interprofessional, Communication, Knowledge, Information)
4. TRECKING Our Way to Success. (Teamwork, Respect, Education, Communication, Knowledge, Interprofessional, Growth)
Moved and second to move the “IT” theme. Ideas and discussion of ideas with marketing staff will be
discussed.

C. Pilot Projects (see Attachment B) – Carla Meyers
   Proposed “QEP Seed Grants” and reviewed with the Committee.

D. Assessment Plan (Baseline project) (see Attachment B)
   Sharon Decker stated that another proposed seed grant will be established for QEP
   Committee Members regarding to obtaining baseline data.

   A total of four seed grants will be established. Goal is for completion of the proposal
   by Wednesday, November 5, 2008.

E. Presentation of Model – Yondell Masten
   The sub-committee has been working on a rubric to represent IOM-Benner Student
   Competency Map/Model for work in interdisciplinary teams’ competencies.

F. Subcommittees Restructuring
   The subcommittees have been restructured as follows:
   1. Research and Literature Review
   2. Assessment Scale Communication
   3. Actions to be Implemented
   4. Baseline Data Project

   Sharon Decker will send out an e-mail which will discard the change to each subcommittee regarding
   volunteers. The Writing Committee and Virtual-on-line-learning will continue their work.

II. Adjournment
   The meeting was adjourned at 3:45 p.m.
   The next meeting will be held at 3:00 p.m., November 5, 2008.
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.
Attachment B

**QEP Seed Grants for Interprofessional Education**

Request for Proposals

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.

<table>
<thead>
<tr>
<th>Potential Grants</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Grant</td>
<td>$2,500</td>
</tr>
<tr>
<td>Faculty Grant</td>
<td>$2,500</td>
</tr>
<tr>
<td>Student Grant</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

**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 member 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