

The University of Texas MD Anderson Cancer Center



Process

Plan

Institutional
Resources

Involvement

Assessment

QEP Steering Committee January 15, 2020

Steering Committee

AGENDA

DATE: JAN 15, 2020

TIME: 11:30 AM-1:30 PM

LOCATION: SHP DEAN'S CONFERENCE ROOM

MEETING CALLED BY	Dr. David Ford		
TYPE OF MEETING	QEP Steering Committee		
NOTE TAKER	Joanne Thomas		
ATTENDEES	<input type="checkbox"/> Chair - Dr. David Ford <input type="checkbox"/> Mayank Amin <input type="checkbox"/> Mark Bailey <input type="checkbox"/> Dr. Jamie Baker <input type="checkbox"/> Dr. Ryan Beard <input type="checkbox"/> Aziz Benamar <input type="checkbox"/> Shaun Caldwell <input type="checkbox"/> Dr. Mahsa Dehghanpour	<input type="checkbox"/> Menatalla El Sharkawi <input type="checkbox"/> Catherine Evans <input type="checkbox"/> Clara Fowler <input type="checkbox"/> Laurissa Gann <input type="checkbox"/> Dr. Dyaz Godfrey <input type="checkbox"/> Dr. Brandy Greenhill <input type="checkbox"/> Dr. Jun Gu	<input type="checkbox"/> Dr. Peter Hu <input type="checkbox"/> Dr. Bill Mattox <input type="checkbox"/> Melissa Mims <input type="checkbox"/> Helene Phu <input type="checkbox"/> Richard Porter <input type="checkbox"/> Melissa Robinson <input type="checkbox"/> Dr. Rey Trevino <input type="checkbox"/> Dr. William Undie

Agenda topics

5 MINUTES MEETING MINUTES DR. D. FORD

DISCUSSION

15 MINUTES QEP COMMUNICATION PLAN M. EL SHARKAWI

DISCUSSION

10 MINUTES QEP AWARENESS WEEK M. EL SHARKAWI

DISCUSSION

5 MINUTES QEP GRAPHIC M. EL SHARKAWI

DISCUSSION

20 MINUTES QEP TITLE COMPETITION DR. R. TREVINO

DISCUSSION

10 MINUTES QEP WEBSITE DR. R. TREVINO

DISCUSSION

55 MINUTES QEP PROPOSAL LAUNCH R. PORTER

DISCUSSION

Steering Committee

MINUTES

DATE: NOV 13, 2019

TIME: 11:30-1:30 PM

LOCATION: SHP DEAN'S CONFERENCE ROOM

MEETING CALLED BY	Dr. David Ford		
TYPE OF MEETING	QEP Steering Committee		
NOTE TAKER	Joanne Thomas		
ATTENDEES	<input type="checkbox"/> Chair - Dr. David Ford <input type="checkbox"/> Mayank Amin <input type="checkbox"/> Mark Bailey <input type="checkbox"/> Dr. Jamie Baker <input type="checkbox"/> Dr. Ryan Beard <input type="checkbox"/> Aziz Benamar <input type="checkbox"/> Shaun Caldwell <input type="checkbox"/> Dr. Mahsa Dehghanpour	<input type="checkbox"/> Mickey Donnelly <input type="checkbox"/> Menatalla El Sharkawi <input type="checkbox"/> Catherine Evans <input type="checkbox"/> Clara Fowler <input type="checkbox"/> Dr. Dyaz Godfrey <input type="checkbox"/> Dr. Brandy Greenhill <input type="checkbox"/> Dr. Jun Gu	<input type="checkbox"/> Dr. Peter Hu <input type="checkbox"/> Dr. Bill Mattox <input type="checkbox"/> Melissa Mims <input type="checkbox"/> Helene Phu <input type="checkbox"/> Richard Porter <input type="checkbox"/> Dr. Rey Trevino <input type="checkbox"/> Dr. William Undie

Agenda topics

5 MINUTES

APPROVAL OF MINUTES FROM MAY 15, 2019

DR. FORD

DISCUSSION	<p>Motion by: Dr. Brandy Greenhill Seconded by: Dr. William Undie Motion carried</p>
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5 MINUTES

QEP PROCESS OVERVIEW

DR. FORD

DISCUSSION	<p>Theme of today's session is focused on where we are in the QEP process. We are beginning the selection of our Student Learning Outcomes, establishing our goals, and starting to think of how to correlate those goals with our assessment piece. This will be the theme for the next 5-6 months. There will be activities and materials prepared to assist in thinking about how to put pieces together, how to begin measuring project, and improving project. Dr. Ford gave a brief overview of where we are and what we have been doing. Last September was the launch to QEP 2021 process looked at the requirements of the QEP development process. We looked at other institutions' QEP approaches and processes, their popular topics, and what worked or did not work for them. We then began our Institutional Effectiveness Review. Program directors began to think about what kinds of data points and information they had available. It was presented to us last January. As we reviewed the institutional effectiveness, the theme that continued to emerge was Interprofessional Education. At that point, a research subcommittee headed by Clara Fowler began researching best practices and literature we could find to begin thinking about what would be a topic. Our last meeting in May, we voted on the recommendation to approve Inter-professional Education as our focus for our QEP 2021. This year our focus shifts to aligning our goals with others in the institution. Making sure that there is a correlation between our goals and our assessment pieces. Today's presentations will be geared towards the correlation between goals and assessment (model referenced on board) and how to begin to operationalize the process. Dr. Ford's goal for today's meeting is to have an approved set of QEP goals and Student Learning Outcomes.</p>
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30 MINUTES

DIVISION GOALS

DR. DONNELLY

<p>DISCUSSION</p>	<p>Dr. Donnelly summarized the process the division used to think about their goals and focus. Since many of our efforts will be aligning and correlating very closely with the division, Dr. Donnelly reviewed the institution's 5 emerging themes from the division process. The 5 themes from strategy development process are:</p> <ul style="list-style-type: none">• Faculty and staff educators need skill development to take advantage of the growing and powerful use of technology• Need to develop ways to share content across professional groups. Interprofessional education is becoming a requirement.• Learner experience needs improvement. Need to improve designing programs for the learner's point of view.• An ongoing relationship with our alumni is critical. Building better relationships with them to be mentors or incoming students as well as a source of attendance for continuing education opportunities.• Need to increase awareness of available educational offerings and facilitate collaboration and sharing of learning content. <p>The 3 priorities that will be focused on next year:</p> <ul style="list-style-type: none">• Enhancing the experience and competence of our educators• Redesigning and deploying educational programs that are designed from the learner's perspective• Creating relationships within and external to our walls
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30 MINUTES

QEP GOAL/STUDENT LEARNING OUTCOMES

DR. FORD/HELENE PHU

<p>DISCUSSION</p>	<p>Dr. Ford reiterated that site visitors will be looking at full alignment between QEP and our institution. The QEP 2021 Goal Alignment graphic (included in binder) is intended to share what an idea could be based on the Student Learning Outcomes that was recognized by our research subcommittee and what the division has identified. Included in binder were examples of what other institutions are doing for interprofessional education and goals of institutions that had similar types of QEP. As stated by Dr. Ford, the goal is up for discussion. An open discussion was raised. Dr. Hu asked how our IPE would be measured. Dr. Ford stated that it would be measured by our Student Learning Outcomes listed in the graphics. Based on the research subcommittees report, those SLOs can be used as measures for this particular goal. Our focus is on team skills and team skills in healthcare. Ms. Phu was questioning the verbiage of the goal, "To work effectively in interprofessional healthcare teams". She mentioned to possibly change it to match some of the assessment tools that they already have such as, "Prepare graduates so that they have the skills, knowledge, and right attitude to work collaboratively as part of a healthcare team". She stated the assessment instruments look at the knowledge, skills, and attitude. Dr. Hu asked if there are activities that all the students participate in to make sure they are learning the same thing and it can be measured. Ms. Phu said we are teaching IPE which those skills can be measured by how they communicate. Dr. Hu asked which specific class is teaching this skill. Dr. Trevino said we will be working on this. Dr. Ford stated that the implementation stage of IPE will be the focus at the March meeting. We will need to identify the components of IPE by March of this year, and does not need to be implemented until the Fall of 2022. We will know what kind of faculty development, if there is a curriculum modification, student project, and anything we did in our last QEP may surface as ways to approach this goal. Dr. Beard concurred, and stated that when we do our interim goal in 2026, that is when SACSCOC will look at the implementation. Ms. Phu restated the goal as, "To prepare or equip graduates with the necessary knowledge, skills, and behaviors/attitudes to work as a</p>
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part of a healthcare team.” The committees’ group concern is adding the word “attitudes” and “behaviors” as it is difficult to measure, and perhaps do not use the words “behaviors and attitudes” and use “competency” instead. Dr. Beard stated that “attitude” is a basic definition of a learning outcome and indirect measure of their skills, but you should contrast that with direct measurements of their competency to see if they feel that they are learning interpersonal skills and are improving. Ms. Phu emphasized that she doesn’t want to lose the importance of professionalism and attitude. We can give students all the tools, knowledge and skills, but unless they use it to be in a collaborative team then we are not graduating them will those skills which is the spirit of IPE. Dr. Greenhill asked if there are any rubrics to measure attitude or behavior. Ms. Fowler said there are two or three standards to assess the IPE competence which includes knowledge, skills, attitudes, and behaviors. Mr. Bailey stated that the students need to be mentored on how to speak up in a professional manner. Dr. Hu thought of an idea to work with the sim center to come up with a simulation activity to improve IPE. Dr. Godfrey stated that students do speak up in class, but it is in an integrated environment that improvements need to be made. Dr. Greenhill stated the verbiage of the goal is:

“To develop graduates’ knowledge, skills, and behavior to work effectively in interprofessional healthcare teams.”

The committee took a final vote for the QEP goal. All were in favor, no one opposed. Dr. Ford presented the Student Learning Outcomes of the goal alignment which comes from IPEC surveys and materials. IPEC is a national committee that developed the competencies for IPE in 2011 with different schools. Dr. Ford requested the members to read the SLOs. This will be how the goal will be achieved. Ms. Phu explained the four competencies (listed in graphics) and within each competency, it has ten learner outcomes; therefore, there are forty outcomes. Dr. Trevino stated that these competencies will be custom fit for each program. Mr. Benamar stated that safety needs to be included in the competencies. Competency 4 touches on safety, but Dr. Ford will make sure safety is included on the proposal application. With the addition that was talked about, committee voted all in favor, no one opposed.

5 MINUTES

QEP PROPOSAL DRAFT TEMPLATE

DR. FORD

DISCUSSION

Dr. Ford communicated that what we have been doing is operationalized into a QEP project. He went over the QEP 2021 Proposal Chart (included in binder). The chart represents some of the initial SLOs and goals. The chart reflects implementation year in the proposal process and QEP program components. These will all be correlated back to the Student Learning Outcomes in our goal. An assessment strategy will be selected to measure SLOs. We will also prepare the instrument to be submitted. If we use a rubric, there will be a subcommittee involved that puts it together, and will make sure it is available for the site reviewers. We will have an agreement for the benchmark measures to be sure we are set up for success. Lastly, the Outcome defines how we did. This will come out in the 5th year interim report. Mr. Benamar asked how the benchmark is measured. Dr. Ford explained that is specific to the assessment instrument. He further explained that we look at the assessment instrument and what we are trying to measure, then think about what we want as an outcome.

30 MINUTES

ASSESSMENT OVERVIEW

DR. TREVINO

DISCUSSION

Dr. Trevino gave a broad overview of what he will be discussing. He presented assessments that can be used along with other alternative assessments. Based on his research and committee discussions, he will present a final recommendation for a possible benchmark. Lastly, we will look at goal alignment so we can see how the assessments match up with our newly accepted QEP Goal and Student Learning Outcomes. Our Student Learning Outcomes

summarized are:

- Values/Ethic
- Roles/Responsibilities
- IP Communication
- Teams and Teamwork

Dr. Trevino stated that there are a lot of assessments out there for IPE. Some could be applicable to SHP and some are definitely not applicable. The alternate assessments as outlined in his presentation that he and the research committee looked at were more geared to schools of medicine or nursing, and it does not look at an overall IPE. The 4 assessments considered were as follows:

- AHSFMTITE – Attitudes of Health Sciences Faculty Members Towards Interprofessional Teamwork and Education. This is good for faculty and the development for curriculum. It assesses faculty member attributes which may relate to attitudes towards interprofessional education and teamwork. It combines 3 adapted surveys that already exists. Assessment is a 42-item, 5-point Likert scale survey. We could use this assessment when we do our faculty development part of the implementation plan. The first 14 questions were outlined from each of the 3 surveys, Health Care Teams, IPE, and IP Learning in the Academic Setting.
- ICCAS – Interprofessional Collaborative Competencies Attainment Survey. This assesses change in healthcare student and practicing clinician interprofessional collaboration-related competencies before and after training interventions. It is a 20-item, 5-point Likert scale survey.
- IEPS – Interdisciplinary Education Perception Scale. Assesses professionally-oriented perceptions and related affective domains of users in interdisciplinary education programs. This is related to SHP since we have so many different disciplines. Survey is 18-items, 6-point Likert scale survey.
- RIPLS – Readiness for Interprofessional Learning Scale. Assesses the attitudes and perceptions of students and professionals to determine their readiness for interprofessional learning and change. Good assessment to measure students' readiness to do what we are teaching once they graduate.

Once implementation plan is identified, we will determine which assessments can be used and/or if we need to create a new one. Dr. Ford communicated that we want to make sure we are measuring all components to the learning environment. Our assessment group is going to show us how we are going to measure each component to the learning environment. Examples are the instructional and curriculum components and what the student learning would look like. That is how it is determined on how many and which assessment will be used. Dr. Trevino stated that our Student Learning Outcomes are based on the IPEC Core Competencies. IPEC updated their core competencies in 2016 which is still in use today. Dr. Trevino outlined Student Learning Outcomes in more detail below:

- Values/Ethics – Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Roles/Responsibilities – Use the knowledge of one's own role and those of other professions to appropriately assess the health care needs of patients and to promote and advance the health of populations.
- IP Communication – Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- Teams and Teamwork – apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.

Dr. Trevino stated he found the actual IPEC Competency Self-Assessment Tool (IPEC CSAT).

- IPEC CSAT – Assesses competencies related to collaborative practice at the healthcare degree program level through individual student self-assessment. It is a 42-item, 5-point Likert scale survey. There is a revised one that is 17-items long. Can give students survey during orientation and before they graduated to see after the 2-3 years they are here, if they improved upon their own self-assessment on IPE.

Mr. Mattox stated that these are all indirect measures. He asked if QEP is required to have direct measures as well. Dr. Ford explained that there are no specific requirements other than the assessments must measure the Student Learning Outcomes and to use that to report progress. He stated it would make more sense to have indirect and direct measures. Dr. Trevino stated that during the implementation plan, there will be more direct measures developed. Dr. Hu stated that last time we were successful because we had not only intra but inter-problematic measures against other programs and schools. If we can approach it the same way this time, we will show a full range of dynamic measurements. Dr Ford reiterated again that the purpose of this is to make everyone aware of all the options and possibilities. These discussions and conversations regarding assessments will continue over the next couple of months. Dr. Ford asked the committee if any members are interested and have a skill set in assessment to see Dr. Trevino who will be leading the effort. Mr. Bailey asked if a third party can be hired to provide the assessment. Dr. Ford stated that we can if we wish and that several institutions do that. Dr. Hu stated we have our own Academic Analytics Department that we can utilize. Dr. Ford stated we have programmatic accreditation which dovetails what the standards are and how we measure. Lastly, Dr. Ford previewed what will be coming in January. We will start laying the groundwork for putting our QEP components together. Branding will be in the discussion and the communication plan building broad-based involvement and how to communicate the process. The QEP Awareness Week will be discussed in January. Dr. Trevino will be heading up a QEP Title competition where we will be selecting our title for our QEP. Also, the QEP website will begin putting together what has been developed. Lastly, the proposal process will begin and will show the proposal template and rubric. March will be the selection of what the final project will look like.

10 MINUTES

QEP BRANDING/COMMUNICATION PLAN

M. EL SHARKAWI

DISCUSSION

Ms. El Sharkawi is currently working on a new QEP graphic that will be the cover letter for the binders for the final presentation. She stated that whatever we create now will set the tone for all the communications going forward such as posters, materials for Awareness Week, etc. The graphic designer has sent her different designs to share with committee. Ms. El Sharkawi presented graphic ideas from a slide presentation. The purpose is for graphic style for look and feel. Graphic will be created by January. Once we have a title, text will be added. Ms. El Sharkawi asked for feedback if the graphic should be crisp and clean or bold. Dr. Greenhill and Dr. Dehghanpour recommended crisp and clean. Ms. El Sharkawi will work with the designer and hopefully have a graphic to share with committee in January. Ms. El Sharkawi expressed that she is trying to form a committee for QEP Awareness Week. If anyone one is interested from SHP, TIPS, or Research Library she would like the help. Students can participate as well.

Division of Education & Training

THE UNIVERSITY OF TEXAS
MD Anderson
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QEP Communications Plan

An overview of what we've done and what's next

Mena El-Sharkawi

Program Manager, Division Publications

Email: mnel@mdanderson.org

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Communication Plan – What’s been done



January 2019

News from MD Anderson Education & Training | **Take Note**

QEP committee begins mapping student learning improvement plan



As the School of Health Professions prepares for reaffirmation with the Southern Association's Commission on Colleges, the Quality Enhancement Plan Steering Committee is developing a 5-year plan to improve student learning.

The steering committee, which launched under the direction of David Ford, Ed.D., last September, includes representatives from around the institution, such as the MD Anderson UTHealth Graduate School and Research Medical Library. So far, the committee has reviewed criteria for a successful QEP and researched current trends and topics used by other SACSCOC institutions.

Now, committee members are reviewing institutional effectiveness data to determine the focus of the QEP project. The QEP must present its plan to SACSCOC in March 2021.

Quality Enhancement Plan Steering Committee members

Chair	Education & Training
Dr. David Ford	Mena El-Sharkawi
QEP Director	MD Anderson
School of Health Professions	UTHealth Graduate School
Mark Bailey	Bill Mattox
Dr. Jamie Baker	Cytogenetics
Shaun Caldwell	Laboratory Manager (Employer)
Dr. Mahsa Dehghanpour	Melissa Robinson
Dr. Dyaz Godfrey	Proton Center
Dr. Brandy Greenhill	Dosimetry Supervisor (Employer)
Dr. Jun Gu	Mayank Amin
Dr. Peter Hu	DI Clinical Operations
Dr. Rey Trevino	Aziz Benamar
Dr. William Undie	Research Medical Library
Research Medical Library	Alumni
Clara Fowler	Catherine Evans
Laurissa Gann	Student
TIPS Education Center	Marnie Ilboudo
Helene Phu	

February 2019

Take Note

News from MD Anderson Education & Training

Research subcommittee begins literature review to support Quality Enhancement Plan



The QEP research subcommittee discusses ways to support the School of Health Professions' plan to elevate student learning.

The development of MD Anderson's Quality Enhancement Plan for the School of Health Professions is well underway.

The research subcommittee met on Feb. 7 to identify information and best practices that the Steering Committee will need to support the QEP, which plays a vital role in the school's ongoing accreditation by the Southern Association of Colleges and Schools.

"We're building on the institutional effectiveness data and the directors' reports, as well as the student survey data,"

says Research Medical Library manager Clara Fowler, who's chair of the research subcommittee.

The subcommittee has been asked to perform literature reviews and create white papers for the four initiatives selected for the project: interprofessional education, capstone seminar, ethics and institutional technology.

"We're identifying literature that addresses student learning outcomes for both graduate and undergraduate students," Fowler says. "In the white papers we will provide an overview of the topic, as well as case studies, that we can identify from other institutions who've demonstrated student success when implementing one of the four initiatives."

The subcommittee, which also includes Research Medical Library manager Laurissa Gann, TIPS Education Center program director Helen Phu and School of Health Professions program manager Rey Trevino, Ed.D., will present its findings at the QEP Steering Committee meeting in May.

[Learn more about the Quality Enhancement Plan.](#)

March 2019

Take Note

News from MD Anderson, Education & Training

Student survey sheds light on teamwork efforts at SHP

New survey results are helping members of the Quality Enhancement Plan steering committee members gain deeper insight about students at the School of Health Professions and their learning experiences.

According to the survey, in which nearly 57% of the student population participated, nearly half of the respondents identified themselves as first-generation college students from the Houston area.

The students also shared how they felt about the incorporation of teamwork in the classroom and outside student activities.

Just over half the students felt they've learned as much in SHP through teams and about teamwork as they did in prior educational experiences. More than half say they've had a chance to develop their teamwork skills in student activities outside of the classroom and they felt that their teamwork skills improved since attending SHP.

All the students responded with "very well" or "extremely well" when asked how they believed SHP has prepared them for certain teamwork competencies, such as interprofessional education.



QEP steering committee members review results from a student survey about teamwork in the classroom.

"The survey provided a great insight to a specific topic of mutual interest among our program directors," says SHP program manager Rey Trevino, who presented these findings during the QEP steering committee meeting on March 6. "I have only been part of the QEP process as an end-user when I was a professor, but seeing it from the administration side has given me a great appreciation of the entire process and has refueled desire to provide the best educational experiences for the students."

Steering committee members will take the survey results into consideration as they work to narrow the focus of MD Anderson's next QEP project.

May 2019

Take Note

News from MD Anderson Education & Training

Students recognized for participation in QEP 2021 student survey

In preparation for our 2021 accreditation visit with SACS, the Quality Enhancement Plan (QEP) Steering Committee recently polled the School of Health Professions (SHP) students as part of the institutional effectiveness analysis process used in developing our QEP topic.

The questionnaire focused on learning about student opinions regarding their knowledge of teamwork and their experiences with teamwork both in general and in the classroom (face-to-face and online). In January, students were invited to participate in the Qualtrics survey and were provided three reminders and a pizza competition incentive: the program with the highest percentage of students completing the survey would enjoy a pizza party hosted by the QEP Steering Committee.



SHP students who participated in the 2021 QEP student survey

Overall, 204 students completed the survey for a response rate was 56.8%. The Medical Dosimetry program, led by Program Director, Dr. Mahsa Dehghanpour, won the pizza party with an 89.7% completion rate.

We learned important information about our students from the results in regards to teamwork. First, they have an overall positive opinion about the importance of teamwork. Second, the students on average learned as much about teamwork in SHP classes that they did in prior educational experiences. Lastly, students believe SHP has prepared them in teamwork competencies as determined by the Interprofessional Education Collaborative.

June 2019

Take Note

News from MD Anderson Education & Training

IPE plays important role in SACSCOC Accreditation



As government and accrediting agencies continue to emphasize the importance of developing curriculum to change the way health care professionals are educated and trained, the School of Health Professions is hoping to give its students a head start in a teaming practice that could revolutionize the way medical care is practiced.

The School of Health Professions (SHP) has selected interprofessional education as one of the initiatives for its Quality Enhancement Plan (QEP), a component of the accreditation process by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Interprofessional education emphasizes the importance of team-based approaches to medical care, and the school wants to incorporate these practices into its curriculum to better prepare the next generation of medical professionals for the changes that are coming to the health care industry.

One initiative that is in alignment with the QEP was the recent addition of IPE resources in MD Anderson's Research Medical Library. "These resources will help faculty to strengthen their programs and increase learner outcomes through IPE teaching, learning and assessments, while maintaining accreditation requirements," says Helene Phu, program director in the office of Interprofessional Education and Collaborative Practice.

Phu worked with Research Medical Library manager Laurissa Gann to create the new selection of books. QEP director David Ford, Ed.D., is thankful for the interdepartmental teamwork that's allowing interprofessional education to become a real practice at the school.

"This important collaboration between our students and the Research Medical Library represents support and broad-based participation fundamental to the spirit of a successful QEP implementation," Ford says. "We appreciate their participation and look forward to more collaborations moving forward."

November 2019

Take Note

News from MD Anderson Education & Training

Committee defines goal, competencies for School of Health Professions' QEP

As the MD Anderson reaccreditation process with the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) continues, the School of Health Professions is getting a clearer vision of its Quality Enhancement Plan (QEP) goal and the five student learner outcomes it will target to meet its goal.

During a QEP steering committee meeting on Nov. 13, members unanimously agreed that the goal would be: "To develop graduates' knowledge, skills and behaviors to work effectively in interprofessional health care teams."

The committee also approved five competencies the school will help students develop:

Values/Ethics for Interprofessional Practice: Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Roles/Responsibilities: Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

Interprofessional Communication: Communicate with patients, families, communities, and professionals in health

and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health, and prevention and treatment of disease.

Teams and Teamwork: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/populated-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.

A QEP proposal is required to secure MD Anderson's SACSCOC reaccreditation, and QEP director David Ford, Ph.D., along with the steering committee he leads, are charged with developing the plan, including its assessment strategy. The school must implement the plan by 2022.

The steering committee selected interprofessional education, with a focus on team skills, as the theme for the QEP because it aligns with the institutional effort to increase interprofessional collaboration.

The committee is scheduled to meet again in January to discuss the QEP assessment plan and the QEP communication plan, among other topics.

November 2019

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The Educator's Companion News

The Educator's Companion News


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Committee defines goal, competencies for School of Health Professions' QEP

Monday, November 25, 2019

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Blog tools


- Create a post
- Manage posts
- Manage comments
- Manage categories
- Launch blogging app
- Change post layout:

Basic


Education Photos



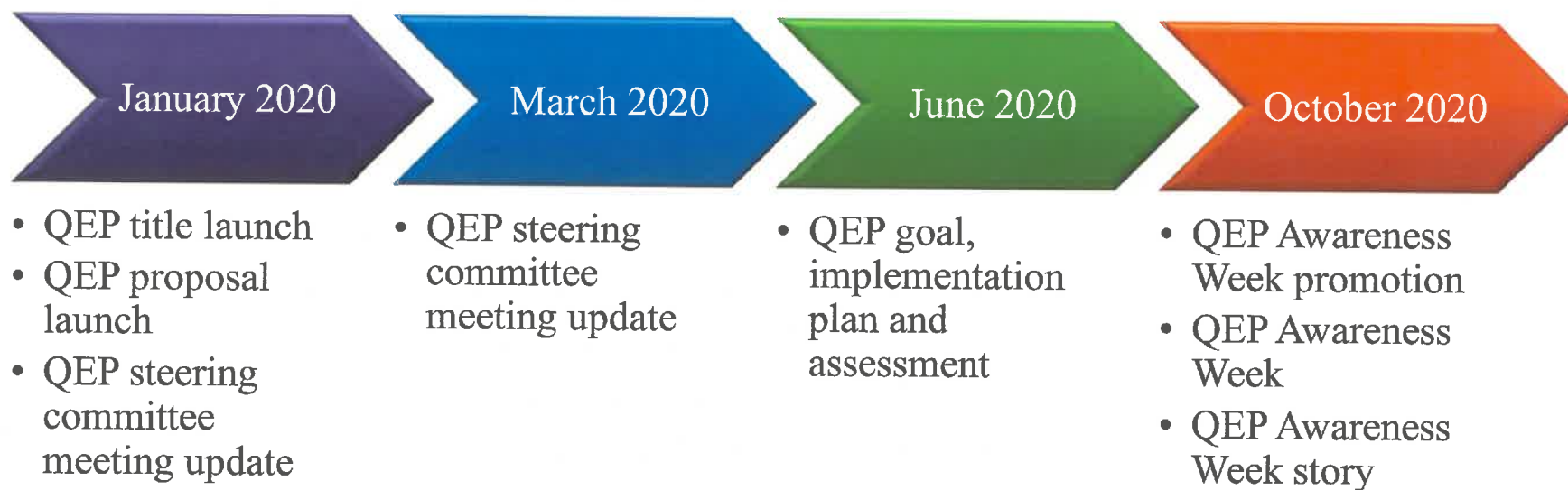
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 **RSS FEED**

Communication Plan – What’s coming up



QEP AWARENESS WEEK

QEP Awareness Week ideas

On-campus events:

- Halloween door decorating contest
- Scavenger hunt
- QEP Field Day
- QEP Escape Room

Online opportunities:

- QEP Survey
- QEP Posters
- Social media game
- Teaming photo essay
- Share your opinion

QEP Coversheet

Quality Enhancement Plan

THE UNIVERSITY OF TEXAS MD ANDERSON CANCER CENTER
SCHOOL OF HEALTH PROFESSIONS

2021



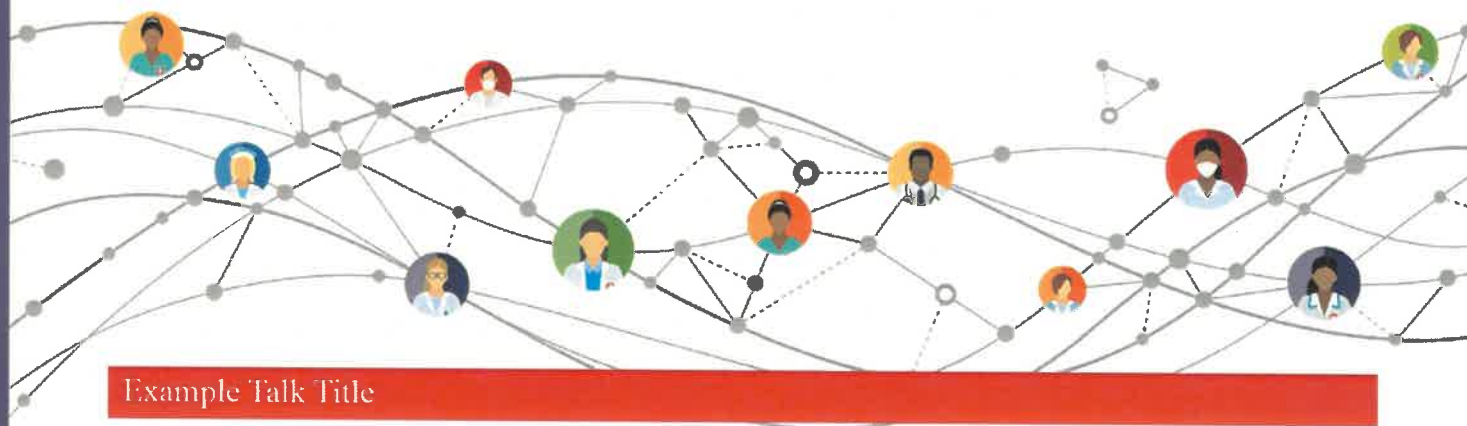
Winning QEP title submission to
be featured right here

QEP PowerPoint Slide

Quality Enhancement Plan

THE UNIVERSITY OF TEXAS MD ANDERSON CANCER CENTER
SCHOOL OF HEALTH PROFESSIONS

Example Program Title



Example Talk Title

Presenter's Name
Presenter's Job Title
713-777-7777
presenter@mdanderson.org

THE UNIVERSITY OF TEXAS
MD Anderson
Cancer Center
Making Cancer History®

QEP website graphic



Title of the Quality Enhancement Project will be placed here

Questions?

Quality Enhancement Plan

2018-2026 Communications Plan

OBJECTIVES:

- To support the Quality Enhancement Plan's development process
- To promote the implementation of the QEP at the School of Health Professions

THEMES:

- Communication about the QEP should reflect the methodical approach taken to create the School of Health Professions' QEP project and exhibit the use of interprofessional collaboration to boost its success.
- Communication about the QEP should feature the integration of the QEP project into the School's curriculum.
- Communication about the QEP should illustrate student growth and improved learner outcomes.

TACTICS:

Phase I: QEP committee meetings and project development

November 2018-July 2020

<i>Project & Key Message(s)</i>	<i>Target audience(s)</i>	<i>Owner(s)</i>	<i>Channel(s) & Date</i>
<p>Story about launch of QEP steering committee meetings</p> <ul style="list-style-type: none"> - Focus on interprofessional involvement in process 	<p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p>	<p>Take Note – January 2019</p>
<p>Story about research subcommittee beginning its lit review</p> <ul style="list-style-type: none"> - Research subcommittee's methodical approach to developing best practices and information guide 	<p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p>	<p>Take Note – February 2019</p>
<p>Story about March QEP steering committee progress</p> <ul style="list-style-type: none"> - Student survey results 	<p>Division of Education & Training</p>	<p>Dr. Rey Trevino Mena El-Sharkawi</p>	<p>Take Note – March 2019</p>

- QEP student survey recognition	Division of Education & Training SHP students	Mena El-Sharkawi	Take Note – May 2019
- IPE identified as focus area for QEP	MD Anderson employees Division of Education & Training	Mena El-Sharkawi Alex Gomez	Take Note – June 2019 Educator’s Companion – June 2019
- Creation of QEP binder coversheet	MD Anderson employees SHP Faculty SHP students Division of Education & Training QEP assessors	Mena El-Sharkawi Jenny McGee	November 2019 Will inspire all future QEP materials, including: <ul style="list-style-type: none"> • QEP Awareness Week materials • QEP awareness fliers • QEP awareness posters
- QEP goal, competencies identified	MD Anderson education employees SHP Faculty Division of Education & Training	Mena El-Sharkawi	Take Note – November 2019 Educator’s Companion – November 2019 Educator’s Companion – January 2020
- Communications plan update	QEP Steering Committee	Mena El-Sharkawi	PowerPoint presentation – January 2020
- Launching of QEP title competition	MD Anderson employees	Rey Trevino Mena El-Sharkawi Lori Baker	Educator’s Companion Take Note Faculty Communications?

	<p>Departments and labs that work with SHP students</p> <p>MD Anderson education group</p> <p>SHP Students</p> <p>SHP Faculty</p> <p>Division of Education & Training</p>	<p>Nghi Do</p>	<p>Targeted emails</p> <p>Student email</p> <p>Social media</p>
<p>- Proposal for components of QEP</p>	<p>MD Anderson employees</p> <p>MD Anderson education group</p> <p>SHP Students</p> <p>SHP Faculty</p> <p>Division of Education & Training</p>	<p>Ric Porter</p> <p>Mena El-Sharkawi</p> <p>Gillian Kruse</p> <p>Nghi Do</p>	<p>Employee Notes?</p> <p>· Educator's Companion</p> <p>Take Note</p> <p>Faculty Communications</p> <p>Fliers on bulletin boards (Jan. 20-Feb. 7)</p> <p>Targeted emails</p> <p>Channel 20 slide</p> <p>Student email</p> <p>Social media</p>
<p>- QEP steering committee story</p>	<p>SHP Faculty</p> <p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p>	<p>Take Note – January 2020</p>

<p>- Reminder to submit entry for QEP title competition</p>	<p>Departments and labs that work with SHP students</p> <p>MD Anderson education group</p> <p>SHP Students</p> <p>SHP Faculty</p> <p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p> <p>Nghi Do</p>	<p>Targeted emails</p> <p>Social media</p>
<p>- Reminder to submit proposals of QEP</p>	<p>Departments and labs that work with SHP students</p> <p>MD Anderson education group</p> <p>SHP Students</p> <p>SHP Faculty</p> <p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p> <p>Nghi Do</p>	<p>Targeted emails</p> <p>Social media</p>
<p>- IPE push across MD Anderson, including SHP's selection of IPE for QEP</p>	<p>MD Anderson employees</p> <p>MD Anderson patients</p> <p>MD Anderson volunteers</p> <p>MD Anderson retirees</p>	<p>Gillian Kruse</p>	<p>Messenger – February 2020</p>

- QEP story-TBD	SHP Faculty Division of Education & Training	Mena El-Sharkawi	Take Note – March 2020
- QEP implementation plan and assessment	MD Anderson employees MD Anderson education group SHP Students SHP Faculty Division of Education & Training	Mena El-Sharkawi Gillian Kruse	Employee Notes – June 2020 Educator’s Companion – June 2020 Take Note – June 2020
- QEP Awareness Week promotion	SHP faculty SHP students SHP employees Division of Education & Training	Mena El-Sharkawi Nghì Do	Take Note – September 2020 Social Media – October 2020 Student email – October 2020
QEP badge with info	SHP faculty SHP students	Mena El-Sharkawi Creative Communications Ric Porter	Social media - Facebook Distribution table Or classroom distribution
QEP Escape Room Express	SHP faculty SHP students	Mena El-Sharkawi Ric Porter TBD	Facebook - October 2020
QEP survey		Mena El-Sharkawi	Online survey - October 2020

	SHP students		
QEP Field Day	SHP students	Mena El-Sharkawi Ric Porter TBD	Facebook – October 2020
QEP Halloween contest	SHP students	Mena El-Sharkawi Ric Porter TBD	Facebook – October 2020
- QEP Awareness Week recap	MD Anderson education group SHP Students SHP Faculty Division of Education & Training		Take Note – November 2020 Social Media – October 2020 Student email – October 2020 Educator’s Companion – November 2020/January 2020
QEP Awareness Poster - Inform MD Anderson employees about accreditation and site visits	MD Anderson employees	Mena El-Sharkawi Gillian Kruse Creative Communications	During SACSCOC site visits – March 2021
SHP shared governance update - Update on latest QEP project process	SHP Shared Governance Committee	Dr. David Ford	Monthly in-person meeting

QEP status report - Update on latest QEP project process	Education & Training directors	Dr. David Ford	Semiannual in-person meeting

Phase II: QEP implementation, promotion and assessment
September 2021-August 2026

<i>Project & Key Message(s)</i>	<i>Target audience(s)</i>	<i>Owner(s)</i>	<i>Channel(s) & Date</i>
Launch of QEP project - Promoting QEP goals and establishing calls to action for SHP faculty and students	MD Anderson educators SHP faculty SHP students Division of Education & Training	Nghi Do Dr. Rey Trevino Dr. Peter Hu & Dr. William Undie Mena El-Sharkawi Gillian Kruse? Joanne Thomas?	Social media - Facebook Email to faculty QEP newsletter for SHP students Take Note Educator's Companion Update QEP page on external website
Promotion of IPE resources at RML	MD Anderson education group	Mena El-Sharkawi Nghi Do	Social media – Facebook/RML Twitter

	<p>SHP Students</p> <p>SHP Faculty</p> <p>Division of Education & Training</p>	<p>Laurissa Gann</p>	<p>Take Note – TBD</p> <p>Educator’s Companion – TBD</p>
<p>Accreditation site visits</p>	<p>MD Anderson?</p> <p>SHP</p> <p>Division of Education & Training</p>	<p>Gillian Kruse?</p> <p>Dr. Peter Hu & Dr. William Undie</p> <p>Mena El-Sharkawi</p>	<p>Employee Notes?</p> <p>Email to faculty</p> <p>Email to students</p> <p>Take Note</p>
<p>Story about faculty-focused effort related to interprofessional education</p> <p>-</p>	<p>SHP Faculty</p> <p>SHP students</p> <p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p> <p>Nghi Do</p> <p>Dr. Rey Trevino</p>	<p>Take Note</p> <p>Social media - Facebook</p>
<p>Story about application of interprofessional education in student curriculum</p> <p>- Focus on how it’s impacting learners and possibly improving learner outcome</p>	<p>MD Anderson employees?</p> <p>SHP</p> <p>Division of Education & Training</p>	<p>Mena El-Sharkawi</p> <p>Nghi Do</p> <p>Dr. Rey Trevino</p>	<p>Social media - Facebook</p> <p>Take Note</p> <p>Employee Notes?</p>

and race to see which team can get through their line first. If you drop the egg, you must go back to the starting line.

Escape Room Express

Very generic idea to get us started: A potential patient is coming to MD Anderson because her family doctor is highly suspicious that she has cancer. She is super anxious and wants to know her official diagnosis and potential treatment plan ASAP. Will you be able to provide the answers she's seeking before she grows frustrated and heads to a competing facility for help?

If team wins: Great job, you've answered the patient's questions in no time! Although she does have cancer, she's thankful it was caught early and her prognosis is excellent. She begins treatment at the ROC Center next week.

If team loses: Uh oh! You ran into issues that stalled her diagnostic testing results. Frustrated she has no answers, the patient decides to head to a competing facility to seek help.

Possible puzzles:

- Mailbox (broken clock could be the hint for lock box code) has letter with test requested
- Students perform some basic lab test that leads to an answer that could be used as a computer password to access IPE quiz. Passing the quiz provides answer to diagnosis
- Diagnosis to help Rad onc sciences side develop plan or treatment option to help patient

Friday, Oct. 30: Halloween contest winners announced & prizes distributed. Possible prizes:

- MD Anderson backpack
- MD Anderson Yeti cups
- MD Anderson jackets
- MD Anderson pop sockets for phones
- MD Anderson bottles
- MD Anderson cell cases
- MD Anderson notebooks

Online QEP participation opportunities

1. QEP fun survey: What aspect of the QEP plan are you? What QEP skill are you strongest/weakest at?
2. QEP informational posters: Create a poster with QEP info and your own graphic
3. Social media game: Share what you love about SHP's QEP plan by tweeting designated SHP administrator
4. Teaming photo essay: Submit photos that inspire/portray teaming
5. Share your opinion: What does the QEP mean to you? Why are team skills important?

QEP Awareness Week

Optimal week: After midterms, October 26-30

Optimal hours for activities: 10 a.m. – 2 p.m.

Monday, Oct. 26: Launch day info/swag

- Badge w/ QEP info & activities available during the week
- Bingo or punch card to track activities completed
- Pens?
- Pins?
- 2021 organizers?

Halloween door decorating contest. Possible themes:

- Positive results of teaming/negative outcomes for failing to do so
- Famous pairs
- Three-act-play: Team up with your neighboring colleagues to create a visual story

Scavenger Hunt

- Find items scattered around MD Anderson or SHP or local clinic in a predetermined amount of time. Group with fastest completion wins.

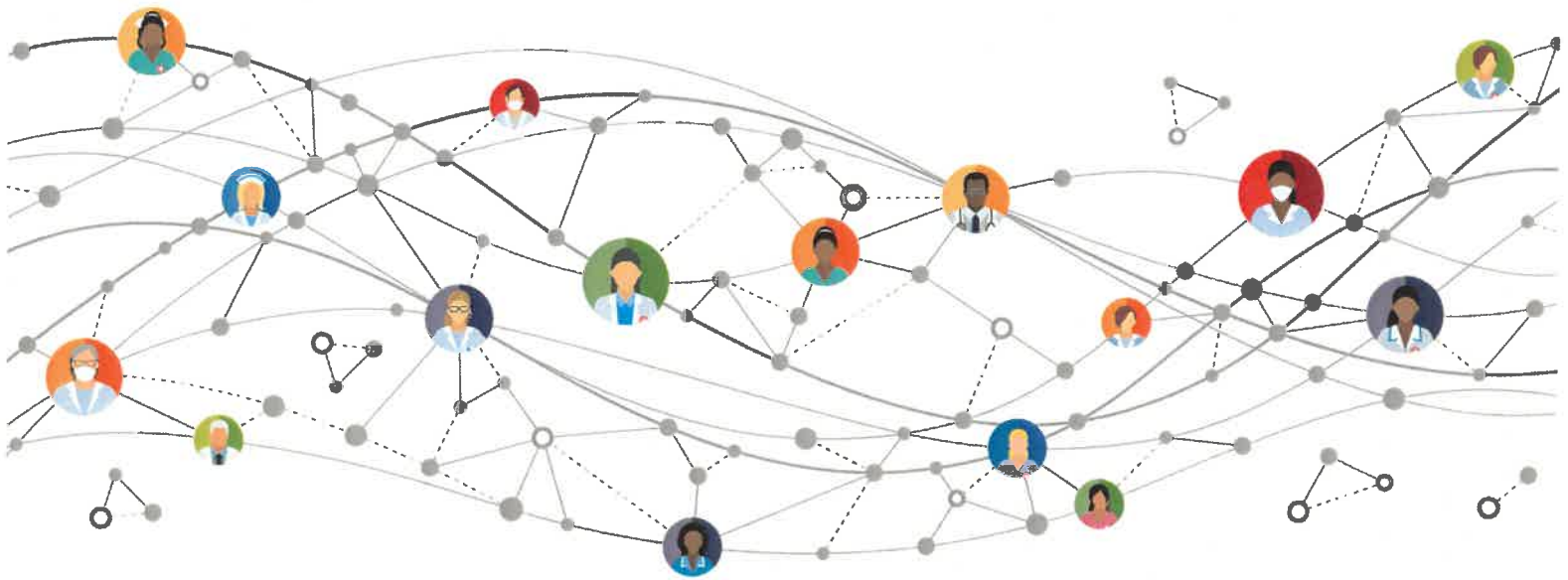
QEP Field Day + lunch. Possible activities:

1. Lego Tower game: Each group has a predetermined number seconds to erect a tower without it collapsing.
2. QEP Q&A Jenga: Answer a QEP question correctly. If correct, no action is taken. If incorrect, you must pull out a block. Goal is to keep tower intact by end of Q&A.
3. Pandemic/Flashpoint board games
4. QEP Jeopardy!
5. Tug-o-War: Using a rope, divide into two teams. Hand each team one end of the rope, with a flag tied in the middle. The first one to pull the rope past a designated spot on their side wins.
6. Beach Ball Relay: Two players team up to carry a beach ball to a cone and back, without using their hands. Once they reach the starting point, the next pair goes. The first team to go through their line, wins this fun relay race for adults.
7. Three-legged Race: Pair up and give each team a ribbon to tie their legs together. Each team must complete the race with their middle legs tied together. The first team to the finish line wins.
8. Egg and Spoon Race: Feel free to substitute an egg for a marshmallow, rock, toy, potato, etc on this field day game. Line up side-by-side with the opposing team

Quality Enhancement Plan

THE UNIVERSITY OF TEXAS MD ANDERSON CANCER CENTER
SCHOOL OF HEALTH PROFESSIONS

2021



Winning QEP title submission to
be featured right here

The University of Texas MD Anderson Cancer Center
Quality Enhancement Plan
Title Selection Process

Summary

The Quality Enhancement Plan (QEP) Steering Committee has recently approved the goal and student learning outcomes for the approved topic, interprofessional education (IPE). The MD Anderson community has the opportunity to submit proposed titles for the QEP. The Steering Committee will vote on title submissions, of which nominees garnering the most votes will receive a performance award. The submission with the most votes will become the QEP title.

QEP Topic

Interprofessional Education

QEP Goal

To prepare graduates who can work effectively in interprofessional healthcare teams

Student Learning Outcomes

Competency 1 Values/Ethics

To work with individuals of other professions to maintain a climate of mutual respect and shared values

Competency 2 Roles/Responsibilities

To use the knowledge of one's own role and those of other professions to appropriately assess the health care needs of patients and to promote and advance the health of populations

Competency 3 Interprofessional Communication

To communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease

Competency 4 Teams and Teamwork

To apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/ population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable

QEP Title

Since the QEP is a significant component of the Southern Association of Colleges and Schools Commission on Colleges reaccreditation, it is imperative that the entire MD Anderson community provide input on the title of the QEP initiative. This community includes, but is not limited to faculty, staff, alumni, and students. The title will provide a clear, captivating, and catchy message about the QEP.

Communication

The community will receive communications through different mediums, which include information about the QEP, guidelines for submissions, voting, and performance awards. Due to MD Anderson policies regarding endeavors such as this, MD Anderson does not allow communication to the entire MD Anderson community through email, *Employee Notes*, bulletins, Channel, 20, and email. However, the Steering Committee may send communication through the following mediums.

The University of Texas MD Anderson Cancer Center
Quality Enhancement Plan
Title Selection Process

- Email to School of Health Professions (SHP) personnel (students, faculty, and staff) and specific laboratories and clinics with direct relation to SHP (list procured from SHP faculty)
- Posts to SHP Facebook page
- Article in the *Education and Training (E&T) Newsletter* reaching all E&T personnel
- Article in the *Educator's Companion Newsletter* reaching those subscribed to the newsletter including managers, department heads, and division heads

Submission Criteria

1. All personnel of MD Anderson are eligible to submit one (1) proposed title each.
2. Submissions accepted through the official Qualtrics project only 15 January-05 February.
3. The proposed title should be three to six (3-6) words or an acronym.
4. Considerations of the proposed title
 - a. Is it *clear*? Does the title provide a clear description of the QEP?
 - b. Is it *captivating*? Does the title make people interested about the QEP?
 - c. Is it *catchy*? Is the title easy to remember?
 - d. Is it *unique*?

Determination of the QEP Title

The QEP Title Committee will vote for their top three choices on 07 Feb. The submission with the most votes will be the QEP title. In the case of a tie, the submission with the most first choice votes will be the QEP title.

Performance Awards

In accordance with MD Anderson policies, the top three nominees with the most votes will receive performance awards in the form of a gift certificate of their choice to an approved MD Anderson vendor including, but not limited to Amazon, H-E-B, Starbucks, Subway, Target, and Whataburger. The nominee with the most votes will receive a \$150 gift certificate; the nominee with the second most votes will receive a \$125 gift certificate; the nominee with the third most votes will receive a \$100 gift certificate.

Process

1. Communications posted on 15 January at 2 p.m.
2. Submissions available via a Qualtrics project 15 January at 2 p.m. through 05 February at 5 p.m.
3. QEP Title committee members vote for their top three (3) submissions on 07 February.
4. The nominees with the top three most votes will be informed through email on 10 February and asked for their gift certificate preference.
5. The top three submissions and nominees announced and presented during the 04 March QEP Steering Committee.
6. The QEP title revealed through the same communication mediums on 04 March at 2 p.m.

Contact

Dr. Rey Trevino

Program Manager

ratrevino1@mdanderson.edu

The University of Texas MD Anderson Cancer Center
Quality Enhancement Plan
Title Selection Process



The Quality Enhancement Plan (QEP) is part of the Southern Association of Colleges and Schools Commission on Colleges accreditation process and is a "carefully designed and focused course of action that addresses a well-defined topic or issue related to enhancing student learning."

The Steering Committee has chosen interprofessional education (IPE) for the QEP topic and is now accepting proposals for the plan title.

Submission criteria

1. All faculty, staff, alumni, students, and stakeholders of MD Anderson are eligible to submit one (1) proposed title each.
2. Submissions are accepted through this Qualtrics project only 15 January 2020 to 05 February 2020.
3. The proposed title should be three to six (3-6) words or an acronym.
4. Considerations
 - Is it *clear*? Does the title provide a clear description of the QEP?
 - Is it *captivating*? Does the title make people interested about the QEP?
 - Is it *catchy*? Is the title easy to remember?
 - Is it *unique*?

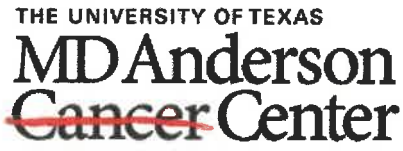
Performance Awards

The QEP Title Committee will vote on the proposed titles to choose the QEP title. The nominees receiving the most votes will receive a performance award in the form of a gift card of their choice from an MD Anderson approved vendor (including, but not limited to Amazon, H-E-B, Starbucks, Subway, Target, and Whataburger. The nominee with the third-most votes will receive a \$100 gift card. The nominee with the second-most votes will receive a \$125 gift card. The nominee with the highest number of votes will receive a \$150 gift card and their submission will become the QEP title.

0% 100%



The University of Texas MD Anderson Cancer Center
Quality Enhancement Plan
Title Selection Process



Full name

Email

Your affiliation with MD Anderson (check all that apply)

Faculty

Alumni

QEP Steering Committee Member

Staff

SHP Student

Fellow or other Trainee

Other

QEP Proposed Title

0% 100%



The University of Texas MD Anderson Cancer Center
Quality Enhancement Plan
Web Page Proposal

Summary

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) does not require institutions to create and maintain a web page(s) for the Quality Enhancement Plan (QEP). However, it is a standard practice to provide access to the institution any relevant QEP information and documents. Many institutions dedicated web pages for their QEP, but there is no observable standard format for the layout or available documentation.

Recommendation

The SACSCOC *The Principles of Accreditation: Foundation for Quality Enhancement* Standard 7.2 states

“The institution has a QEP that

- (a) Has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- (b) Has broad-based support of institutional constituencies;
- (c) Focuses on improving specific student learning outcomes and /or student success;
- (d) Commits resources to initiate, implement, and complete the QEP; and
- (e) Includes a plan to assess achievement.”

These five parts are the cornerstone of all reviews and site visits of the accreditation process regarding the QEP. Therefore, it is recommended to divide the web page into five sections (or pages)—one for each of the above parts. Each page will contain information and documentation pertinent to its part. This will be helpful for the organization of information needed for annual impact reports and the five-year report.

Current QEP Landing Page

Degrees & Programs > School of Health Professions > About the School > Quality Enhancement Plan



Quality Enhancement Plan

QEP Development Process and History

Quality Enhancement Plan Program

Assessment Strategies

Reports

Student Learning Outcomes

Faculty Outcomes

Unintended Outcomes

Fifth-Year Interim Report

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Quality Enhancement Plan

The Quality Enhancement Plan or QEP is a project aimed at improving critical thinking skills for students at MD Anderson's School of Health Professions.

The Quality Enhancement Plan plays a vital role in the school's ongoing accreditation by the Southern Association of Colleges and Schools (SACS). In 2005, MD Anderson's initial SACS accreditation certified the quality of the programs, faculty and facilities of the School of Health Professions.

The QEP is an undergraduate curriculum integration model that includes faculty development programs and integrated student learning activities focused on critical thinking. The goal is for all School of Health Professions' graduates to be fully competent critical thinkers prepared with the content expertise and experience necessary for success in their chosen professions.

The University of Texas M. D. Anderson Cancer Center
Quality Enhancement Plan (QEP)
Pre-proposal Submission Form

Due February 5, 2020

Please return form to Richard Porter jrporter@mdanderson.org

Submitted by:	Name		
Role (select all that apply):			
<input type="checkbox"/> Faculty			<input type="checkbox"/> Student
<input type="checkbox"/> Staff			<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni			<input type="checkbox"/> Employer
<input type="checkbox"/> Other: ertyety			
Task Title:	Project Title		
Implementation Year:	Year(s) Project is to be Implemented		
Quality Enhancement Plan Goal: To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.			
Student Learning Outcomes:			
Competency 1			
Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for interprofessional practice)			
Competency 2			
Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)			
Competency 3			
Communicate with patients, families, communities, and professionals in health and other fields in responsive and responsible manner that supports a team approach to the promotion and maintenance of health and prevention and treatment of disease. (Interprofessional Communication)			
Competency 4			
Apply relationship-building values and principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams/Teamwork)			
Student Learning Outcomes: Which outcome(s) will be addressed by the project?			

<input type="checkbox"/>	Competency 1	<input type="checkbox"/>	Competency 2
<input type="checkbox"/>	Competency 3	<input type="checkbox"/>	Competency 4

Project Summary/Program Component:

<input type="checkbox"/>	Integrated Course Activities	<input type="checkbox"/>	Student Research
<input type="checkbox"/>	Faculty Development	<input type="checkbox"/>	Student/Faculty Resources
<input type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: tyertye		

Overall summary of proposed project. Include the project rationale, educational activities focusing on interprofessional education, population affected, parties responsible for element/component implementation, etc.

Assessment Strategy:

<input type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input type="checkbox"/>	Course Evaluation
<input type="checkbox"/>	Observations	<input type="checkbox"/>	Standardized Assessment
<input type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify

Explain how the project activities will be assessed. List all assessment tools needed to evaluate the program. Attach examples when available. Describe how data will be used for improvement.

Benchmark Measures:

Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.

List the threshold measures utilized to determine objectives are met.

Annual Budget:

No Additional Costs Needed

Books	Click or tap here to enter text.
Travel	Click or tap here to enter text.
Catering	Click or tap here to enter costs.
Document Preparation	Click or tap here to enter costs.
Office Supplies (photocopies, etc.)	Click or tap here to enter costs.
Additional Salary	Click or tap here to enter costs.
Consultant Fees	Click or tap here to enter costs.
Facilities	Click or tap here to enter costs.
Registrations	Click or tap here to enter costs.
Technology (software/hardware)	Click or tap here to enter costs.
Standardized Testing Fees	Click or tap here to enter costs.
Other Costs List all additional costs not already listed.	Click or tap here to enter costs.
Total Costs	Click or tap here to enter total costs.

Please submit your proposal to:

Richard Porter

irporter@mdanderson.org

The University of Texas M. D. Anderson Cancer Center
Quality Enhancement Plan 2021
Pre-Proposal Submission Rubric

Project:	Click or tap here to enter project title.	Submitted by:	Click or tap here to enter name of submitter.
Reviewer:	Click or tap here enter your name.		

There are [input number of projects submitted] project proposal elements (some with multiple criteria) plus an overall evaluation element. Each element can earn a score of 0, 1, or 2 per the descriptor that most appropriately fits the element.

Criteria	0 – Unacceptable	1 – Marginal	2 – Exemplary	Score
Student Learning Outcomes:				
SLOs align with the QEP goal	0 – SLOs are not aligned with the QEP goal	1 – some alignment is discussed, but is incomplete	2 – SLOs are in full alignment and all competencies are taken into account	
Proposal states what students will be expected to know or be able to do as a result of this project	0 – Does not address student learning outcomes	1 – Includes vague or inappropriately constructed student learning outcomes	2 – Clearly describes appropriately constructed student learning outcomes that show a clear relationship with QEP goal and competencies	
Project Summary:				
Project Rationale was presented	0 – Contains no statement of rationale	1 – Rationale is stated only in general terms	2 – Rationale is specific and provides a convincing case for the project	
Instructional/learning strategy enhancements focusing on	0 – No instructional/learning activities are described	1 – Provides only general descriptions of	2 – Provides clearly described and specific	

Interprofessional Education (IPE) are described – What activities will be used in this project?		instructional/learning activities	instructional/learning activities that focuses on IPE	
Population affected – Does the plan affect a well-defined or generally large group of students?	0 – Target student population is too narrowly defined and potentially affects only specific programs	1 – Project has the potential to affect a large group of students, but the specific target population is not clearly defined	2 – Project encompasses a large and clearly identified segment of the student population and is interdisciplinary in scope	
Timeline for project activities and events – What is the sequence of project activities and events?	0 – Timeline is not provided	1 – Timeline is provided but is not specific and/or realistic	2 – Timeline is specific, clear, and reasonable given the scope of the project and existing constraints	
Program Component:				
Program component – element/component was described	0 – program component was not described.	1 – program component was listed but not clearly described	2 – program component was listed and clearly described	
Responsible parties – parties involved are have clearly defined roles and responsibilities	0 – no description of roles or responsibilities of major academic and administrative units	1 – Plan describes general academic and administrative participants involved but lacks clear definition of responsibilities	2 – Plan provides clear and specific description of roles and responsibilities of major academic and administrative units	
Assessment Strategy:				
Outcomes assessment procedures – Strategies for measuring student learning outcomes involving IPE are clearly stated	0 – No outcome assessment procedures are provided	1 – Some outcomes assessment procedures are provided but project focuses most heavily on indirect measures of student learning	2 – Outcome assessment procedures include direct measures that are clearly described and feasible	

Proposal has a project assessment plan – project monitoring during implementation is described. Success of the project is defined.	0 – No assessment plan is provided	1 – Project assessment is discussed only in general terms	2 – Project assessment plan is provided describes how data will be used to adjust activities to better achieve learning outcomes during the duration of the project and how data will be used to determine the overall success of the project as related to QEP goals and objectives	
Proposal describes how will data be used for improvement	0 - plan for improvement is absent	1 – plan for improvement is mentioned but is vague or not clearly defined	2 – a strategy for improvement based on data is clearly defined and is feasible	
Benchmark Measures:				
Threshold measures or standards are described that indicate students have met desired student learning outcomes	0 – No benchmark measures were presented	1 – Benchmark measures were listed but were incomplete or not in alignment with the assessment strategies	2 – Benchmark measures were fully described and were fully in alignment with the assessment strategies	
Annual Budget:				
Resources needed – resources are listed that will be needed to carry out the project	0 – Plan does not address resources	1 – Plan describes resource needs which are insufficient for scope of project or excessive for scope of project	2 – Plan describes resources that are appropriate and sufficient to the project and are within the expected funding range	

Overall Evaluation:				
Overall impression of the submitted proposal	0 – Proposal is poor and should not be approved	1 – Proposal is adequate but requires additional elaboration	2 – Proposal is outstanding and provides clear documentation and justification	
Total Score				

THE UNIVERSITY OF TEXAS
MD Anderson
~~Cancer~~ Center

Making Cancer History®

Quality Enhancement Plan Proposal Submissions

The University of Texas MD Anderson Cancer Center

Quality Enhancement Plan 2021

Contents

1	PROPOSAL OVERVIEW	3	RUBRIC	5	QUESTIONS
2	PROPOSAL TEMPLATE	4	TIMELINE		

QEP Pre-proposal Process and Submissions Overview

QEP Pre-proposal open for submissions January 15, 2020

- Purpose of the proposal is to identify/develop programs, activities, and tasks to develop SHP graduate's knowledge, skills and behaviors to work effectively on interprofessional healthcare teams
- Submissions can be made by:
 - Faculty, Students, Staff, QEP Advisory Committee Members, Alumni, Employers, SHP Stakeholders
- Proposals can be collaborative in nature
- Stipend to be awarded
- All submissions due on or before **February 5, 2020**

QEP 2021 Proposal / Implementation plan

Table 6.3: M. D. Anderson's QEP (aligned outcomes, program components and assessment).

M. D. Anderson's QEP Goal: Following full implementation, all students graduating from the University of Texas M. D. Anderson Cancer Center School of Health Professions will be fully competent as critical thinkers prepared with both the content expertise and experience in critical thinking necessary for success in their chosen profession. **Definition of Critical Thinking Skills:** As adopted by the M. D. Anderson community, the definition of critical thinking is the ability to 1) effectively evaluate and interpret data; 2) apply existing knowledge to solve problems in new situations with emphasis on evaluating ideas and other points of view; 3) demonstrate creativity and resourcefulness in learning and problem solving; and 4) effectively and persuasively communicate findings.

Implementation Year	QEP Goal/Outcome	QEP Program Component "THINK"	Assessment Strategy	Benchmark Measure
2010-2011	Student Outcome: 1. Effectively evaluate and interpret data. Faculty Outcome: Develop and implement curriculum and instruction to support critical thinking skills in each SHP program.	Targeted faculty development 2010-2011 Using critical thinking skills to effectively evaluate and interpret data. Session 1 Separating factual information from inferences-October 2010 Session 2 Interpreting numerical relationships in graphics-February 2011 Session 3 Understanding the limitations of correlational data-June 2011 Session 4 Identifying inappropriate conclusions-August 2011	Pre and Post Session Evaluation	All SHP faculty will complete the pre and post session evaluation during each faculty development session.
			Faculty Development Session Survey	Each of the 12 faculty development sessions will receive an 80% or higher satisfaction rating.
		Hands-on student research projects Clinical Laboratory Science-HS3340 Spring semester-ongoing Cytogenetic Technology-HS3340 Spring semester-ongoing Cytotechnology-HS3340 Spring semester-ongoing Diagnostic Imaging-DM300 Fall semester-ongoing Histotechnology-HS3340 (Spring 2011) Spring semester-ongoing Medical Dosimetry-MD4303 Fall semester-ongoing Molecular Genetic Technology-HS3340 Spring semester-ongoing Radiation Therapy-DM303 Fall semester-ongoing	Student Research Project Rubric	Students will score 3 or higher on each of the 12 dimensions of the research project rubric.
		Integrated course activities that support critical thinking skills Session 1 Separating factual information from inferences- October 2010 Session 2 Interpreting numerical relationships in graphics- February 2010 Session 3 Understanding the limitations of correlational data- June 2011 Session 4 Identifying inappropriate conclusions- August 2011	Student Course Evaluation	Each SHP course evaluation will receive an 80% or higher satisfaction rating.
			Curriculum Inventory	Each SHP program will complete the curriculum inventory. Each research course will include all twelve critical thinking skills. All other SHP courses will demonstrate integrated critical thinking skills activities at the discretion of the instructor.

Proposal Template

Submitted by:

Role:

Task Title:

Implementation Year:

Student Learning Outcomes:

Project Summary/Program Component:

Assessment Strategy:

Benchmark Measures:

Annual Budget:

The University of Texas M. D. Anderson Cancer Center
 School of Health Professions
 Quality Enhancement Plan (QEP)
 Pre-proposal Submission Form

Due February 5, 2020
 Please return form to Richard Porter porter@mdanderson.org

Submitted by: Role (select all that apply):	Name
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: <small>specify</small>	
Task Title:	Project Title
Implementation Year:	Year(s) Project is to be implemented
Quality Enhancement Plan Goal: To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
Student Learning Outcomes:	
Competency 1 Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for interprofessional practice)	
Competency 2 Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)	
Competency 3 Communicate with patients, families, communities, and professionals in health and other fields in responsive and responsible manner that supports a team approach to the promotion and maintenance of health and prevention and treatment of disease. (Interprofessional Communication)	
Competency 4 Apply relationship-building values and principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams/Teamwork)	

Proposal Rubric

Student Learning Outcomes:

Project Summary

Program Component:

Assessment Strategy:

Benchmark Measures:

Annual Budget:

Overall Evaluation:

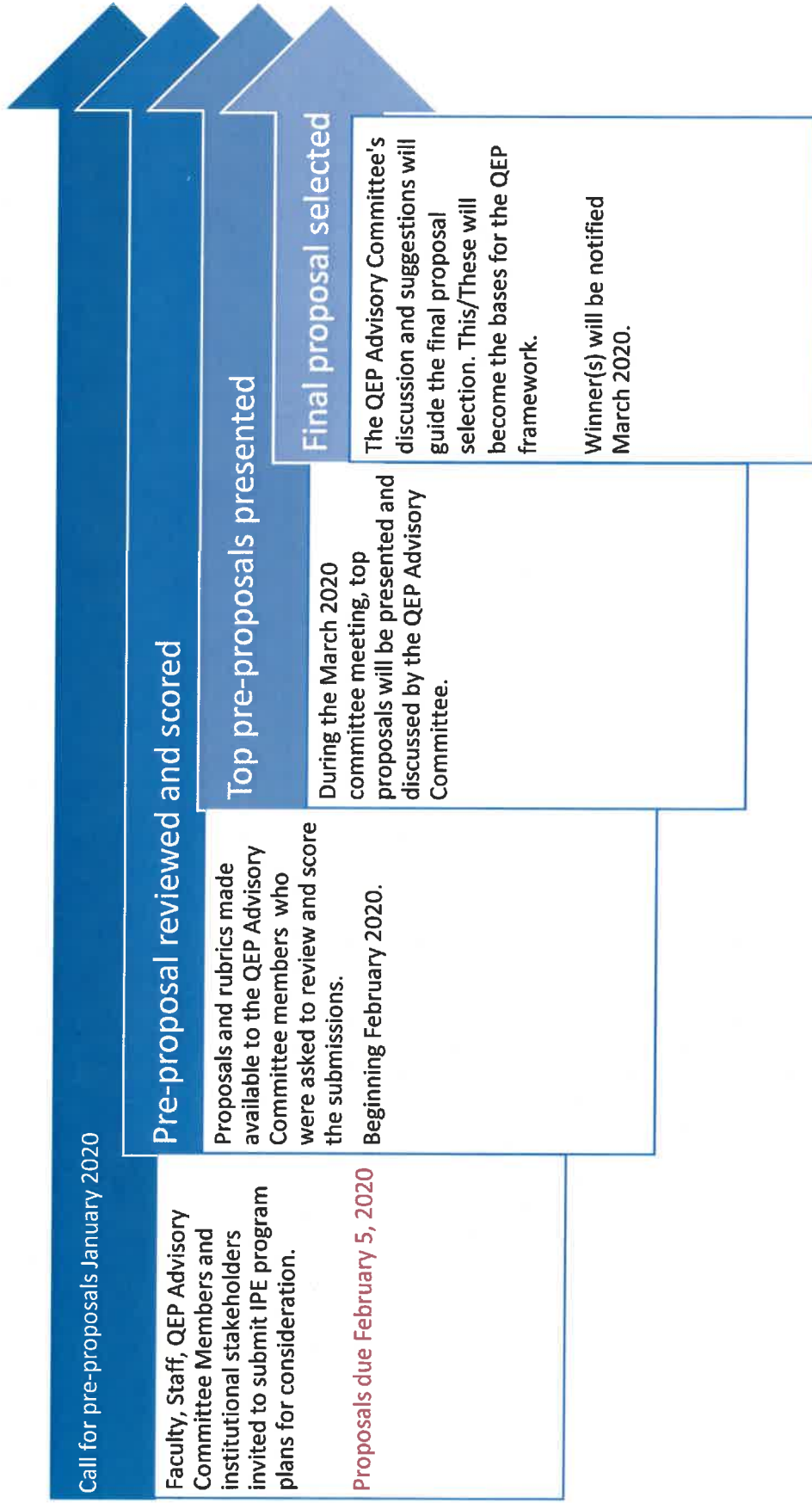
The University of Texas M. D. Anderson Cancer Center
 School of Health Professions
 Quality Enhancement Plan 2021
 Pre-Proposal Submission Rubric

Project:	Click or tap here to enter project title.	Submitted by:	Click or tap here to enter name of submitter.
Reviewer:	Click or tap here enter your name.		

There are (input number of projects submitted) project elements (some with multiple criteria) plus an overall evaluation element. Each element can earn a score of 0, 1, or 2 per the descriptor that most appropriately fits the element.

Criteria	0 - Missed goal	1 - Marginal	2 - Exemplary	Score
Student Learning Outcomes: SLOs align with the QEP goal	0 - SLOs are not aligned with the QEP goal	1 - some alignment is discussed, but is incomplete	2 - SLOs are in full alignment and all competencies are taken into account	
Proposal states what students will be expected to know or be able to do as a result of this project	0 - Does not address student learning outcomes	1 - Includes vague or inappropriately constructed student learning outcomes	2 - Clearly describes appropriately constructed student learning outcomes that show a clear relationship with QEP goal and competencies	
Project Summary: Project rationale was presented	0 - Contains no statement of rationale	1 - Rationale is stated only in general terms	2 - Rationale is specific and provides a convincing case for the project	

Proposal Program Timeline



Important Dates

- January 15 – Proposal Submission begins
- **February 5 – Proposals due**
 - Submit to jporter@mdanderson.org
- February 15 – Proposals reviews due
- March 4 – QEP Advisory Committee Meeting: top submissions reviewed and discussed
- March 4 – final proposals selected



Thank You!

Questions?