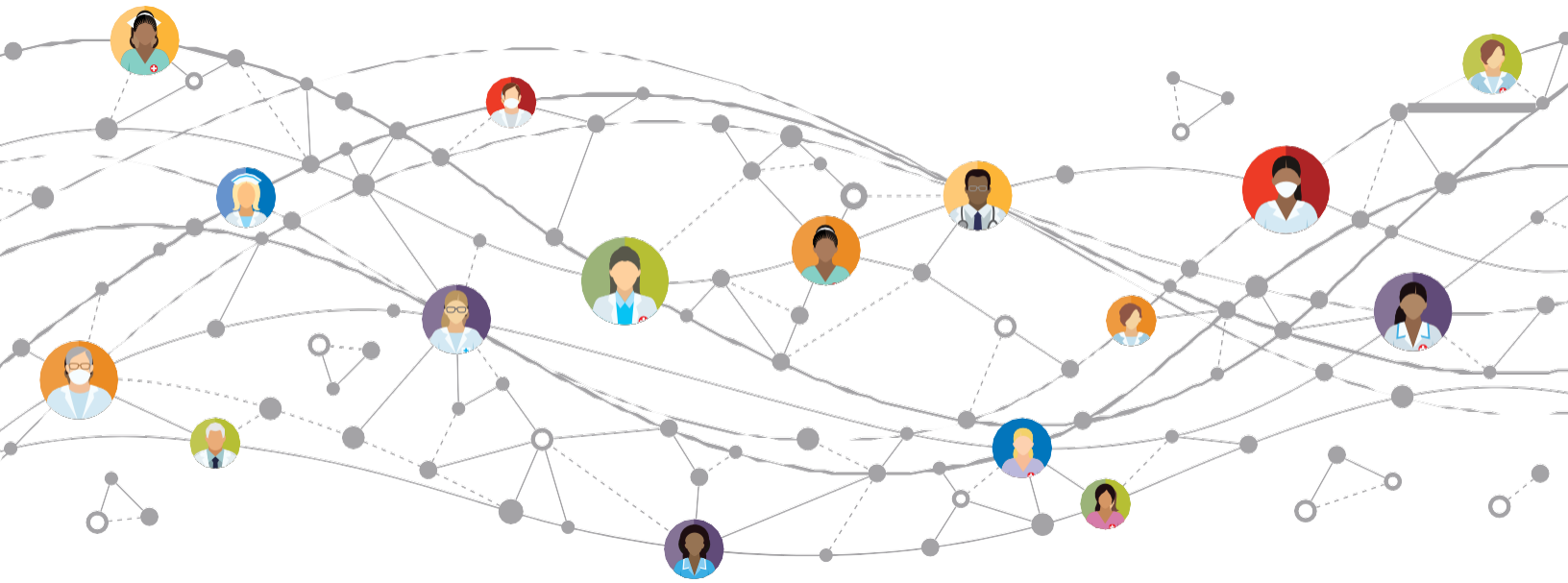


# Quality Enhancement Plan

THE UNIVERSITY OF TEXAS MD ANDERSON CANCER CENTER

2021



QEP Steering Committee Meeting

March 4, 2020

# Steering Committee

## AGENDA

DATE: MAR 4, 2020

TIME: 11:30 AM-1:30 PM

LOCATION: SHP DEAN'S CONFERENCE ROOM

<b>MEETING CALLED BY</b>	Dr. David Ford		
<b>TYPE OF MEETING</b>	QEP Steering Committee		
<b>NOTE TAKER</b>	Joanne Thomas		
<b>ATTENDEES</b>	<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"/> Aziz Benamar <input type="checkbox"/> Jon-Isaac Cumberland <input type="checkbox"/> Dr. Mahsa Dehghanpour <input type="checkbox"/> Ashley Ducote <input type="checkbox"/> Renee Eimer	<input type="checkbox"/> Menatalla El Sharkawi <input type="checkbox"/> Elisa Enriquez <input type="checkbox"/> Catherine Evans <input type="checkbox"/> Clara Fowler <input type="checkbox"/> Dr. Dyaz Godfrey <input type="checkbox"/> Dr. Jun Gu <input type="checkbox"/> Dr. Peter Hu <input type="checkbox"/> Maya Levkovitz <input type="checkbox"/> Shibu Mathews	<input type="checkbox"/> Melissa Mims <input type="checkbox"/> Helene Phu <input type="checkbox"/> Richard Porter <input type="checkbox"/> Melissa Robinson <input type="checkbox"/> Martha Skender <input type="checkbox"/> Dr. Rey Trevino <input type="checkbox"/> Dr. William Undie <input type="checkbox"/> Judy White

### Agenda topics

5 MINUTES	AGENDA	DR. D. FORD
<b>DISCUSSION</b>		
5 MINUTES	MEETING MINUTES	DR. D FORD
<b>DISCUSSION</b>		
10 MINUTES	PROPOSAL PROCESS	DR. D FORD
<b>DISCUSSION</b>		
10 MINUTES	PROPOSALS RECEIVED	DR. D FORD
<b>DISCUSSION</b>		
10 MINUTES	REVIEW RESULTS	DR. D FORD
<b>DISCUSSION</b>		
60 MINUTES	PROPOSAL DISCUSSION AND SELECTION	DR. D FORD
<b>DISCUSSION</b>		

# Steering Committee

## AGENDA

DATE: JAN 16, 2019

TIME 11:30 – 1:30

LOCATION: SHP DEAN'S CONFERENCE ROOM

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

### Agenda topics

5 MINUTES APPROVAL MEETING MINUTES DR. DAVID FORD

MOTION: TO APPROVE THE MEETING MINUTES  
 Motion by: Shaun Caldwell  
 Seconded by: Helene Phu  
 Motion carried

10 MINUTES QEP TOPIC DR. DAVID FORD

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Dr. Ford discussed the focus today was to review where we've been, where we started out by looking at criterion and requirements for effective QEP. Looked at some of the QEPs that are currently out there, what are the trends, and what is happening.</li> <li>• Left last meeting with understanding that this meeting will focus on next stage of QEP development process which is reviewing our institutional effectiveness data. The majority of today's agenda will be focused on that and presentations from program directors. We will also have opportunity to begin conversations and start facilitated process to begin targeting our QEP topic.</li> <li>• Introduction of new committee members: Mena El Sharkawi, and Laurissa Gann</li> <li>• Mena, who is the program director for publications for division of Education and Training, introduced herself and has communicated her support and help with communication plan for SHP program and staff.</li> <li>• Dr. Ford and Mena will be working this spring to put together a communication plan which we will hear more about during next committee meeting on March 6<sup>th</sup>. In the May meeting, a formal plan will be presented.</li> <li>• Dr. Ford stated that every December SACS has an annual conference which gives the opportunity to learn about any new news, updates and changes.</li> <li>• <b>Three primary changes:</b> <ol style="list-style-type: none"> <li>1. Emphasis now will be on student success. Need to think about activities that more focused on student's success and measuring the impact of those activities. Last time the project was focused on critical thinking, creating lesson plans, observing teaching, teacher &amp; learning environment activities which was encouraged at the time.</li> <li>2. They want clearer picture on how QEP emerges from a data rich environment. We have lots of information from our programs and have used that and have it here today. In addition, they want to see student learning and how it was being impacted. Need to make sure by this document that we show clear connection between how our QEP topic emerges and data we used to make that connection. Each member will participate in an activity during the meeting. The activity form consists of one question. There are a total of 3 various questions chosen at random for each</li> </ol> </li> </ul>
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	<p>committee member to fill out and submit at the end of the meeting. The 3 questions were:</p> <p>A) What does the data tell us about SHP students?  B) What does the data tell us about SHP programs?  C) What themes/skills emerge from SHP institutional effectiveness data that support a direction for the QEP?</p> <p>It will help to put those documents and relics together so when site visitors come we can clearly show the connection between how we process these data and how we evaluated it and how our QEP</p> <p>3. The next change becomes more important in the fall when we talk about implementation planning process and specifics. In the past, they asked QEP to demonstrate capability of an institution to have it. Example, MDA has all these resources and people so clearly we are capable of doing a good QEP. That was ok in some form last time but now they want to know more specifically what you are using and facility availability for training. They also want to know FTEs, who is supporting it, how much funding is available and what it will be used for. Dr. Hu asked how we can put a budget together for QEP and some things we want to consider. Dr. Ford recommended budget can remain part of SHP but have it as a sub-budget. Need to have a QEP presence on the budget form.</p>

20 MINUTES                      STUDENT SURVEY                      DR. REY TREVINO

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>Importance to hear our students' voices. What we are doing to hear from them. Dr. Trevino has been working this past month and a half creating a student survey. Results will be given in March session.</li> <li>Dr. Trevino mentioned that from last meeting Dr. Ford presented about something that University of Alabama had done for their QEP survey. We have the actual survey which looks similar to what we created but used it as our starting point. Then Dr. Trevino got ideas of what teamwork means to us and what collaboration means to our students both in and out of our classroom. He also used search tool from research medical library website to find other articles and surveys to see if there are other places that have done something similar that we can academically focus on. Example, exploring differences in student's perception of teamwork. He took some ideas from other surveys that were more relevant to teamwork and collaboration. Survey is to see how we are doing in the classroom and how we can do better in the future to better prepare students for their professional career.</li> <li>Survey started Jan 7th gave students a week. 40 students started survey. As of Jan 16, there is a 10% student response rate which is good. Would like more in order to get richer data. He can still schedule reminders for students to complete survey. Hoping for higher percentage. Qualtrix will remind students that have not completed survey to do the survey. We can use a lot of Qualtrix's data which is easier than using SAS's for analysis. Survey deadline is 2 weeks. Discussed options on how to increase student participation in survey such as lotto/drawings, prizes, gift cards, metro cards or a pizza party for the program that has the highest number of student participation but to justify funding a member of the committee must be present. We have limited funds for gift cards but can explore other options discussed to fit within the budget.</li> <li>Dr. Godfrey had asked if we can add additional questions to the survey for what she is doing such as if the student is first generation college students. She said majority students in her past were first generation college students. She said there is a mandate from the government for these students to identify and support and have activities to support their success.</li> <li>Helene Phu suggested to add questions to get feedback to see how well students have progressed that are 1<sup>st</sup> year students compared to 5<sup>th</sup> year students to see their views. Survey includes questions that incorporate this. Possibly add additional questions to survey to see if there is a difference in student learning between a 2 year community college student and a 4 year transfer student.</li> </ul>

10 MINUTES                      PROGRAM OVERVIEW OF CLINICAL LABORATORY SCIENCE                      DR. BRANDY GREENHILL

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>BS program in Clinical Laboratory Sciences</li> <li>Accrediting agency is NAACLS</li> <li>2018-2019 Student enrollment: 27 students (11 juniors/16 seniors)</li> <li>Data reviewed: Program Self Study, QP 2010 Program Summary Report, Certification Exam Results, Employer Survey, Student Course Survey, Curriculum Committee Meeting Minutes, and Student Learning Outcome.</li> <li>CLS curriculum committee has been intertwined with advisory committee</li> <li>Current student strengths are strong technical skills and individual BOC scores are above average compared to national average.</li> <li>Current program strengths are successful pass rate (BOC report), strong job placement rate, high graduation and low attrition rate.</li> <li>Areas targeted for future program development are faculty development, increase in molecular application, and need for additional clinical sites to maintain presence.</li> <li>The QEP project that would benefit our students is inter-professional education.</li> <li>SLO for program based on our competency checklist. Detailed information of 5 outcomes was provided in binder to each attendee.</li> </ul>

5 MINUTES                      OPEN DISCUSSION

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>Competition issues with other programs to find additional clinical sites.</li> <li>To accommodate challenge, some clinics are done in the summer.</li> </ul>
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10 MINUTES

PROGRAM OVERVIEW OF CYTOGENETIC TECHNOLOGY

DR. JUN GU

<b>DISCUSSION</b>	<ul style="list-style-type: none"><li>• BS program in Cytogenetic Technology</li><li>• Accrediting agency is NAACLS</li><li>• 2018-2019 Student enrollment: 34 students (10 juniors/24 seniors). Student enrollment 2017-2018 was 28 student (8 juniors/20 seniors).</li><li>• Data reviewed: Program Self Study, QP 2010 Program Summary Report, Certification Exam Results, Employer Survey, Student Course Survey, Curriculum Committee Meeting Minutes, and Student Learning Outcome.</li><li>• <b>Current student strengths are:</b><ul style="list-style-type: none"><li>• Highest score record keeper for ASCP-BOC exam in Cytogenetics</li><li>• Diverse student groups each year</li><li>• High competence in professional skills.</li></ul></li><li>• <b>Current program strengths are:</b><ul style="list-style-type: none"><li>• Significant higher average ASCP_BOC exam score compared to national mean each year</li><li>• Well beyond NAACLS required outcome measurement bench mark.</li><li>• Resources to teach most advanced techniques in the profession.</li><li>• Quality of the program faculty</li><li>• Online track with concentrated in-person lab.</li><li>• Training on clinical test validations and research methods.</li></ul></li><li>• Areas targeted for future program development are faculty development, increase in molecular application, and need for additional clinical sites to maintain presence.</li><li>• The QEP project that would benefit our students is inter-professional education.</li><li>• SLO for program based on our competency checklist. Detailed information of 5 outcomes was provided in binder to each attendee.</li><li>• <b>Areas targeted for future program development:</b><ul style="list-style-type: none"><li>• Looking for interpersonal communication and faculty development</li><li>• Identify candidates to take over in 10 years to think about expanding program</li><li>• Inter-professional Education (IPE)</li><li>• Online track expansion</li><li>• Faculty development</li><li>• Clinical site expansion (50% of students rotate outside of Texas). Feedback is given from mentors on how they did professionally and personal skills.</li><li>• Continue upgrade of old imaging systems for teaching</li><li>• Graduate degree track (masters of science in cytogenetics)</li><li>• QEP project that would benefit students is competency based education</li><li>• SLO for program based on our competency checklist. Detailed information of 5 outcomes was provided in binder to each attendee.</li></ul></li></ul>
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10 MINUTES

PROGRAM OVERVIEW OF DAIGNOSTIC IMAGING

DR. WILLIAM UNDIE

<b>DISCUSSION</b>	<ul style="list-style-type: none"><li>• BS program in Diagnostic Imaging</li><li>• Accrediting agency is JRCERT</li><li>• 2018-2019 Student enrollment: 48. Student enrollment 2017-2018 was 42 students.</li><li>• DI comprised of Radiography, Computed Tomography, MRI, Sonography, and MS program in Radiologic Sciences (focus more on research not clinical).</li><li>• Masters program is focused more on research not clinical. We utilize activities to use critical thinking skills. Each student given a internship and we ask each mentor to evaluate them. Based on student's leadership skills, based on their rotation in clinical area we get feedback from their mentors and also ask our students. All the students did quite well. Students assigned a case study to evaluate how they did in ethical and legal standards.</li><li>• Data reviewed: Program Self Study, Certification Exam Results, Employer Survey, Student Course Survey.</li><li>• <b>Current student strengths are:</b><ul style="list-style-type: none"><li>• Proficient in capturing right images</li><li>• Manipulating the C-Aim Machine used in surgery. Intimidation machine but it helps train students</li><li>• Familiarity with APA style for students to write well. Teaching students mechanics of writing.</li><li>• We provide opportunity for broader skills besides technical such as professional behavior.</li></ul></li><li>• <b>Current program strengths are:</b><ul style="list-style-type: none"><li>• High graduation rate</li><li>• High job placement rate</li><li>• Admissions: We have a large pool of applicants</li><li>• Faculty to student ratio very low which students enjoy that benefit.</li></ul></li><li>• <b>Areas targeted for future program development:</b><ul style="list-style-type: none"><li>• Continue to encourage students in writing and presenting in national conferences. Plan to compete in-</li></ul></li></ul>
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	<ul style="list-style-type: none"> <li>house with all 6 programs to make students feel comfortable.</li> <li>Currently have 20 students in master's program focusing on leadership.</li> <li>We have masters and advanced programs in education and management. we have hybrid programs (not totally on-line) also have face-to-face capability and Skype.</li> <li>QEP project that would benefit students is interprofessional Education. The IP is helping a lot.</li> <li>SLO for program based on our competency checklist. Detailed information of 5 outcomes for each area of DI was provided in binder to each attendee.</li> </ul>

10 MINUTES

PROGRAM OVERVIEW OF HISTOTECHNOLOGY

MARK BAILEY

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>Testing of tissue samples. Students working with sharp blades and are monitored very well.</li> <li>Program has been with MDA since 1949. From 1949-2009 was a certificate program. From 2010 to now we were approved for a Bachelors of Science and have done very well.</li> <li>Accrediting agency is NAACLS</li> <li>Student enrollment for 2018-2019 total of 32 students (16 juniors/16 seniors)</li> <li>Instruments used to do our program review is Program Self Study, QEP 2010 Program Summary report, Certification Exam results, Employer survey, Student Course study, and Curriculum Committee meeting minutes. Also have an advisory committee that meets once a year.</li> <li><b>Current student strengths:</b></li> <li>Strong biological science background. Some come in as 2 + 2 students coming from community colleges.</li> <li>Have a pretty strong pre-requisite that they have to meet before we consider them for admissions.</li> <li>ASCDP BOC individual scores 50-70 points above national average.</li> <li>Excellent didactic application and lab skills. They are in lab 3 days a week for 6-7 hours a day and in lab for 30 weeks before they are sent off to 12 week internship during the summer.</li> <li><b>Current Program strengths:</b></li> <li>3 year average 90% pass rate on first attempt on ASCDP BOC HTL exam</li> <li>Job placement rates 3 year average 80% and other 20% students go to grad programs or pathology assistant program.</li> <li>1:9 faculty to student ration which gives us opportunity to work one on one with students</li> <li><b>Future Program Development :</b></li> <li>In process of developing of a high competency testing lab in line with mission of MDA in delivering personalized care medicine.</li> <li>Looking to develop a dual degree career ladder program</li> <li>IPE with pathologists' Assistant program</li> <li>QEP project that would benefit students are interprofessional education. Working with Yale University's pathology program</li> <li>5 areas of SOL that are concentrated on are professionalism (we have 6 courses), competency checklist (85% success in first round), strong emphasis in lab safety, Microtomy (cut sections for slides to stain for pathologist), special stains competencies (simulate where pathologists come to lab and order special stain test that needs to be done rapidly), and comprehensive lab practicum where end of Spring semester given 10 specimens to test to be ready for their 12 week internship.</li> </ul>

10 MINUTES

PROGRAM OVERVIEW OF MEDICAL DOSIMETRY

DR. MAHSA DEHGANPOUR

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>2 year bachelor program. 1 year lab and 2<sup>nd</sup> year in clinic and classes.</li> <li>Accrediting agency is JRCERT</li> <li>Student enrollment for 2018-2019 is 29 students (14 juniors/15 seniors). Enrollment based on clinical capacity.</li> <li>Data reviewed were Program Self Study, QEP 2010 Program Summary report, Cert Exam results, Employer survey, Student Course survey, Curriculum Committee meeting minutes, and Student Learning Outcome.</li> <li><b>Current student strengths:</b></li> <li>Most important is clinical skills based on their competencies which translates into their marketability and high employment rate.</li> <li>Proton treatment planning knowledge and skills which is a unique skill our students acquire during their education</li> <li>Participation in clinical research under the mentorship of clinical medical physicists and medical dosimetrists at MDA which often results in receiving awards in the AAMD Student Writing Competition. Some students receive awards at competitions and some are published.</li> <li><b>Current Program strengths:</b></li> <li>Strong clinical education in the lab and clinical settings that includes a variety of treatment planning techniques from 3D to VMAT, a variety of disease sites, and the state-of-the-art proton therapy.</li> <li>We have synchronous distance learning components that allow more flexibility in program's offering and expanding the education beyond Houston and Texas.</li> <li>100% job placement rate after graduation.</li> <li><b>Future Program Development :</b></li> <li>Would like to expand clinical sites to provide more opportunities for student enrollments for non-local students.</li> </ul>

	<ul style="list-style-type: none"> <li>Enhance opportunities for interprofessional education that would allow a more well-rounded education</li> <li>Would like to offer a masters level program in the future.</li> <li>Interprofessional education would be a QEP project that would benefit our students.</li> <li>Need to focus on 4 goals with our students which are clinical competency, critical thinking skills, practice ethically and determine importance of professional growth, and effective communication skills.</li> <li>Detailed SLO information was provided in binder to each committee attendee.</li> </ul>

10 MINUTES

PROGRAM OVERVIEW OF MOLECULAR GENETIC TECHNOLOGY

DR. PETER HU

DISCUSSION	<ul style="list-style-type: none"> <li>2 programs which are B.S. program in Molecular Genetic Technology and M.S. program in Diagnostic Genetics</li> <li>Accrediting agency is NAACLS</li> <li>Student enrollment for 2018-2019 is 62 students. Last year enrollment was 49 students.</li> <li>Data reviewed were Program Self Study, QEP 2010 Program Summary report, Cert Exam results, Employer survey, Student Course survey, Curriculum Committee meeting minutes.</li> <li><b>Current student strengths:</b></li> <li>14 year 99.7% graduation rate</li> <li>14 year 97.8 % placement rate within 6 months of graduation</li> <li>14 year 96.1% first attempt pass rate on board certification exam</li> <li><b>Current Program strengths:</b></li> <li>We have 42 clinical rotations sites all across the country</li> <li>92% acceptance rate of our students to graduate schools</li> <li>2 of 9 programs in the US. Only undergraduate DMS program in Texas, 1 of 3 graduate DMS program in Texas. Comprehensive curriculum that includes both didactic and practical experience with state-of-the-art equipment.</li> <li><b>Future Program Development target:</b></li> <li>Many areas can expand but need funding.</li> <li>IPE with molecular imaging program.</li> <li>Additional tracks within Diagnostic Genetics program.</li> <li>Detailed information of SLOs were provided in binder to each committee attendee.</li> </ul>
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10 MINUTES

PROGRAM OVERVIEW OF RADIATION THERAPY

SHAUN CALDWELL

DISCUSSION	<ul style="list-style-type: none"> <li>Brand new B.S. program. 2 graduates at this point so there is no data to share. We are collecting data and we do have assessment grades to present to SACS</li> <li>Accrediting agency is JRCERT</li> <li>JRCERT requires us to do student learning outcomes assessments in specific areas such as clinical competency, communications, professionalism.</li> <li>Student enrollment for 2018-2019 is 25 students (in individual cohorts). Our program is based on our clinical capacity which is 50.</li> <li>Data reviewed were Program Self Study, QEP 2010 Program Summary report, Cert Exam results, Employer survey, Student Course survey, Curriculum Committee meeting minutes.</li> <li><b>Current student strengths:</b></li> <li>Student enter program with a clear understanding of the profession and the program expectations.</li> <li>In application process, every student is required to spend 16 hours in an radiation oncology department so they know what they are getting into.</li> <li>Students are adaptable and process a desire to treat patients accurately and with dignity which we measure.</li> <li>They demonstrate continued development of clinical and critical thinking skills. We have data to prove this.</li> <li>Students have to work independently and in teams.</li> <li>They accept responsibility and demonstrate maturity and professionalism in they accept constructive criticism without taking it personally.</li> <li><b>Current Program strengths:</b></li> <li>We have faculty who are committed to help students succeed.</li> <li>High retention rate</li> <li>High job placement rate</li> <li>High registration and licensure rates</li> <li>Strong support from the Division of Radiation Oncology and affiliate sites</li> <li><b>Future Program Development target:</b></li> <li>Radiation therapy is rapidly changing. The moral responsibility is developing a masters degree program in advanced practice radiation therapy and now implement competency in the new emerging technologies that we are seeing.</li> <li>Need to evaluate levels for graduate and undergraduate degree</li> <li>Detailed information was provided in binder to each committee attendee.</li> <li>This institution believes that all radiation therapists must also be dual certified in MRI.</li> <li>Need to work on both programs. We have multiple tracks</li> <li>Master degree plan has multiple pathways.</li> </ul>
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<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>QEP 2021 Institutional effectiveness review summary for B.S. program in Health Care Disparities, Diversity, and Advocacy is in binder. SLOs were provided and are detailed in binder which was provided to all attendees.</li> </ul>

5 MINUTES

CLOSING COMMENTS

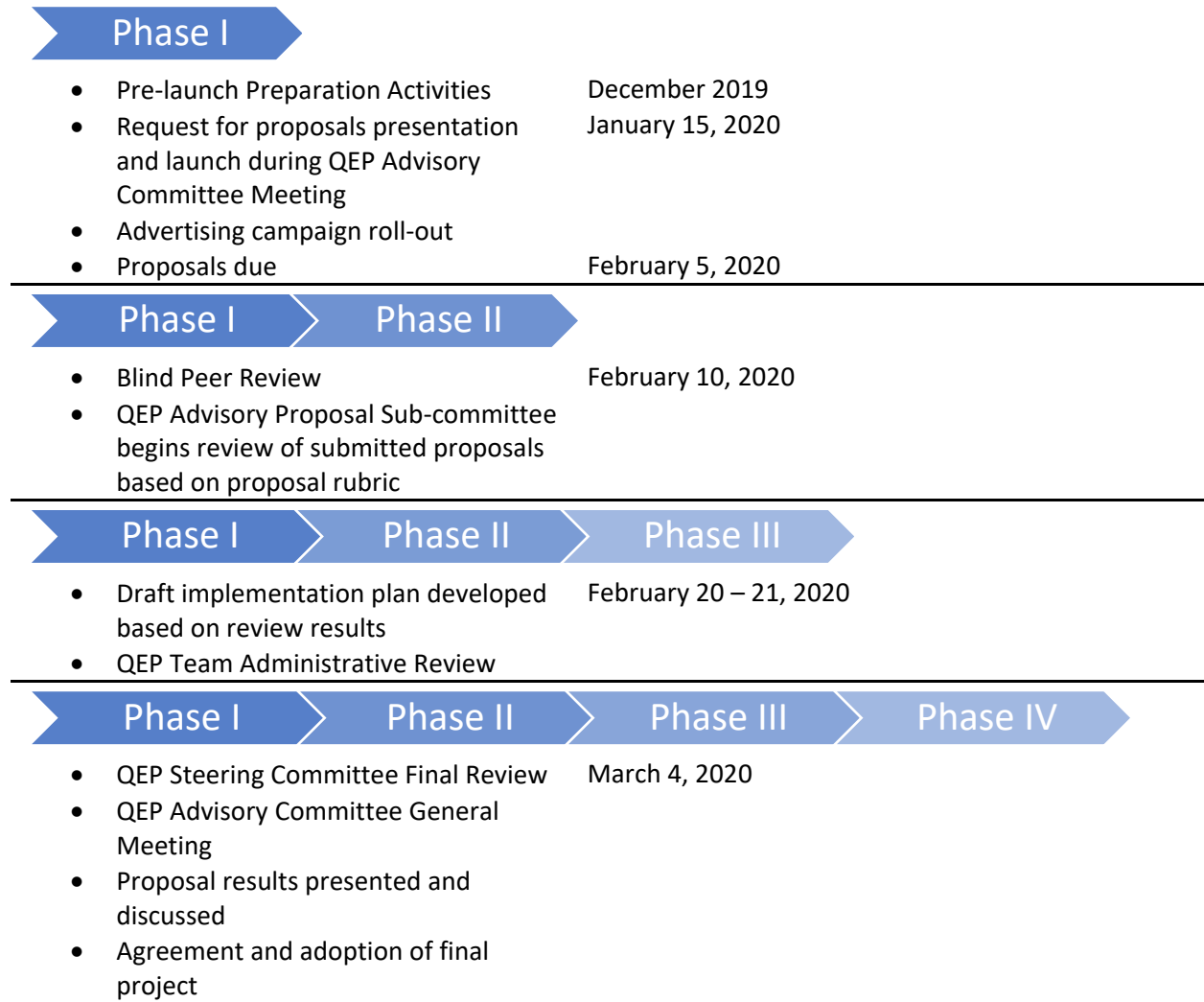
DR. DAVID FORD

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>Dr. Ford thanked program directors for their hard work and time to make our QEP process very strong.</li> <li>Asked for attendees to submit their questionnaire activity form with their notes and comments before leaving. This is artifact we will use to demonstrate to SACS that we carefully considered the data.</li> <li>It will be in a typed format and given out in next meeting on March 6th</li> </ul>
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## QEP Proposal Submission Process Timeline

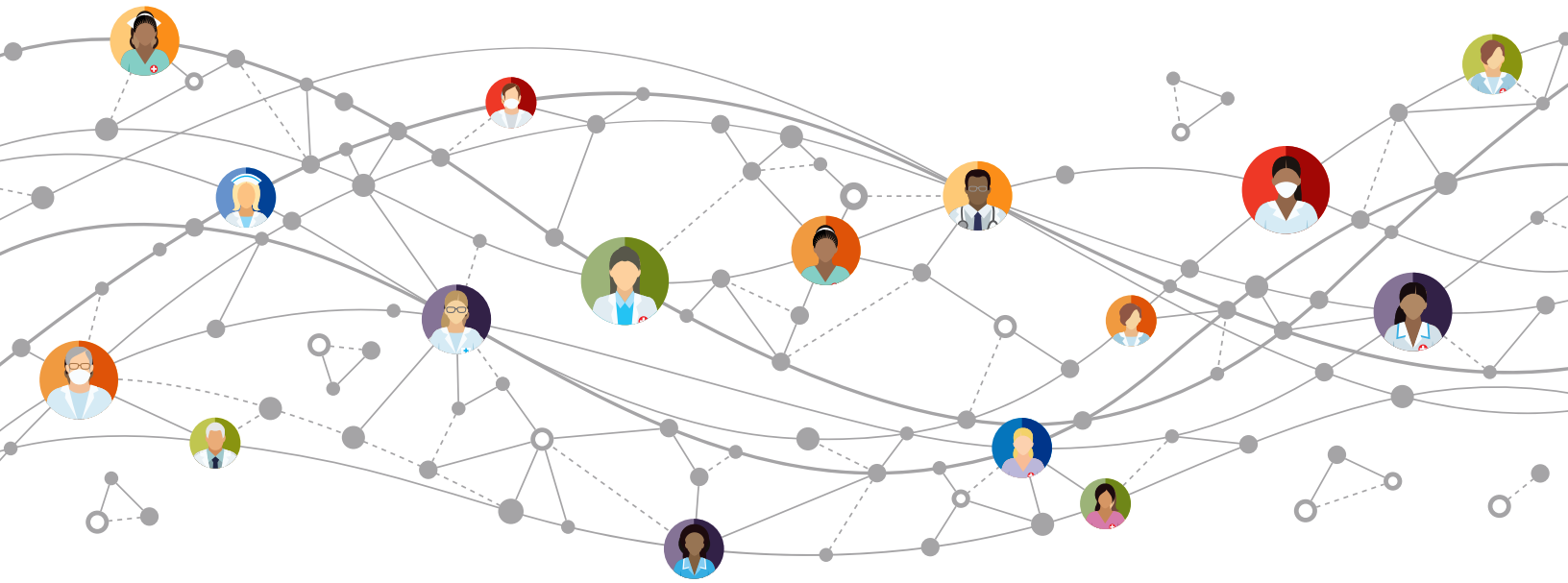
Date	Event
<b>Phase I</b>	
December 2019	Pre-launch preparation activities
January 15, 2020	Request for proposals presentation and launch during QEP Advisory Committee Meeting
	Advertising campaign roll-out
February 5, 2020	Proposals due
<b>Phase II</b>	
February 10, 2020	Blind Peer Review QEP Advisory Proposal Sub-committee begins review of submitted proposals based on proposal rubric
February 18, 2020	Proposal review/scoring complete Rubric scores collected and analyzed by QEP staff
<b>Phase III</b>	
February 20 – 21, 2020	Draft implementation plan developed based on review results QEP Team Administrative Review
<b>Phase IV</b>	
March 4, 2020	QEP Steering Committee Final Review QEP Advisory Committee General Meeting Proposal results presented and discussed Agreement and adoption of final project



# Quality Enhancement Plan

THE UNIVERSITY OF TEXAS MD ANDERSON CANCER CENTER

2021



Quality Enhancement Plan Proposal Review Packet

THE UNIVERSITY OF TEXAS  
**MDAnderson**  
**Cancer Center**

Making Cancer History®

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

<b>Submitted by:</b>	100
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input checked="" 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: Please specify	
<b>Task Title:</b>	Radiation Therapy
<b>Implementation Year:</b>	
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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)	

<b>Student Learning Outcomes: Which outcome(s) will be addressed by the project?</b>			
<input checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input type="checkbox"/>	Competency 3	<input type="checkbox"/>	Competency 4
<b>Project Summary/Program Component:</b>			
<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 checked="" type="checkbox"/>	Simulation
<input checked="" type="checkbox"/>	Other: Video		
<p>MD Anderson has a collection of videos designed to inform patients about procedures. These videos show department personnel, machines, software, and explain the benefits of the procedure. A collection of these (and similar) videos can be made to explain each step along the path that a patient must traverse. There may need to be multiple video compilations to incorporate all departments, since a single patient might not go everywhere, I'm not an expert here. :) The video can be seamlessly integrated into any course, accessed off campus, and can even be used during orientation or student recruitment events to educate students about all the different departments and medical professions that they might not have considered before enrollment.</p> <p>Example: "Patient John Doe was at a birthday party when they lost consciousness. Their family called 9-1-1 and paramedics arrived on scene. They loaded Mr. Doe into the ambulance and rushed him to the Hospital. Paramedics are individuals who work for private companies that contract with hospitals, and so are not employees of the hospital. Their training includes... and their main tasks include... which they accomplish using... " "When Mr. Doe arrives at the hospital he is taken to triage. Here is where... who are... do... . They may see dozens of patients in similar conditions, and their training includes learning to think quickly under stress. They are employees of the hospital with expertise in..." "Once Mr. Doe was triaged, he was taken to a room by the transport team. These individuals..." "As Mr. Doe is being taken to his room, a large amount of paperwork must be filled out. This includes taking his history and handling insurance information. This is done by..."</p> <p>Depending on the detail involved Instructors can assign different tasks to go along with the video. This means that the professor still has academic freedom over this content. It could be as simple as summarizing points made during the video, or adding research about a department that was depicted, or creating a scenario of their own for a hypothetical patient. The video may have a large initial cost, but it has less ongoing logistic problem than touring departments or having guest speakers and is more easily integrated into multiple programs (or events outside of classrooms). Understanding the hospital as a whole will help students pinpoint their position within the network, and understand what a patient (or biological sample) has gone through before it arrives to them. This would be particularly useful in a patient care or medical terminology class. ----- I also think that if students could volunteer with patients/departments around the hospital it would be beneficial, but student free time restrictions might impinge on the participation.</p>			
<b>Assessment Strategy:</b>			
<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 checked="" type="checkbox"/>	Other: at instructor's descretion
<p>What I described was a tool that can be utilized by instructors. The mechanism for evaluation is within the academic freedom of the teacher utilizing the tool. Suggestions include: summarizing the video, presenting additional research about a department depicted in the video, writing a patient-journey scenario of their own, or taking a quiz over the material watched.</p>			
<p><b>Benchmark Measures:</b>  <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b></p>			
<p>I have described a tool to be utilized, not an assessment itself. At the end of the video, students should be able to: 1) Name various departments within the hospital setting 2) Describe the role and responsibility of each department 3) Describe the patients interaction with and benefit from each department 4) Describe the basic training and education of individuals within each department</p>			
<p><b>Annual Budget:</b></p>			
<input checked="" type="checkbox"/>	No Additional Costs Needed		
Books			
Travel			
Catering			
Document Preparation			
Office Supplies (photocopies, etc.)			
Additional Salary			
Consultant Fees			
Facilities			
Registrations			
Technology (software/hardware)			
Standardized Testing Fees			
Other Costs			
List all additional costs not already listed.			
Total Costs			

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

<b>Project:</b>	Radiation Therapy	<b>Submitted by:</b>	100
<b>Reviewer:</b>	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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	200
<b>Role (select all that apply):</b>	
<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Radiologic Sciences Inter-Professional Interaction in the Clinical Environment
<b>Implementation Year:</b>	Fall 2020
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Other: Students Interaction with Various Professionals in the Clinic		
The University of Texas MD Anderson Cancer Center Quality Enhancement Plan 2021 Pre-Proposal			
<b>Title:</b> Radiologic Sciences Inter-Professional Interaction in the Clinical Environment Student Learning			
<b>Outcome:</b>			
<ol style="list-style-type: none"> <li>1. Students will have opportunities to work with professionals from other disciplines that result in understanding, appreciating, and respecting everyone's roles in patient care.</li> <li>2. Students will build on prior knowledge and understand the role of various disciplines in the holistic approach to patient care.</li> <li>3. Students will improve their communication skills with all team members, which is a key to the promotion and maintenance of cancer prevention and treatment.</li> <li>4. Students will utilize team building knowledge to effectively and efficiently provide safe and high quality care to their patients.</li> </ol>			
<b>Project rationale:</b> This proposal is for the radiologic sciences students that can be done during their clinical rotation. Currently, there is a lack of adequate communication and professional relationship between students in radiologic sciences programs. Students usually interact only with students from their program. This project will provide an opportunity not only for the students in radiologic sciences to interact professionally and learn from each other but also for the students to interact and learn from different members of the radiation oncology team including physicians, residents, radiation therapists, medical physicists, medical dosimetrists, imaging clinicians, and nurses.			
<b>Proposed Activities:</b> Faculty will assign a patient to a group of two students. These two students are from 2 different programs in radiologic sciences (MD and RT or MD and DI, etc.). These students follow the assigned patient from consultation with physician to imaging and simulation, to treatment and follow up visits. The knowledge gained from this approach will expand students' knowledge and understanding of all roles and responsibilities, rationale behind treatment decisions, technical processes, treatment side effects, team interactions, and treatment outcome.			
<b>Population affected:</b> This plan can be used with distance-learning students because they can be assigned to follow a patient in various appointments as well. This plan is written for radiologic sciences students but can be expanded to include clinical lab sciences students.			
<b>Timeline:</b> Usually it takes about 6 weeks from the consultation to the end of radiation treatment so, this plan takes about 6 weeks to be completed for each group of students.			

**Program Component Elements:** The elements include undergraduate students in Diagnostic Imaging, Radiation Therapy, and Medical Dosimetry Programs; supervising SHP faculty; clinical preceptors and practicing clinicians in the radiologic science disciplines at MD Anderson Cancer Center (MDACC) and the affiliated distance clinical care sites.

**Roles and responsibilities of the parties involved:** The role of the students includes the completion of their assigned shadowing of a patient in different phases from diagnosis to treatment in the clinical environment and associated assignments, including the development of an electronic Portfolio (ePortfolio) to record their observations and self-reflection, presentation, assessment, and pre- and post-test. The self-reflection should list the new knowledge that students learn from their interdisciplinary interaction, which will help them in their own future career. Radiologic science students will attend assigned patient procedures in the radiation oncology and/or diagnostic imaging clinics of MDACC and its affiliates. The responsibilities of the students include the attendance of assigned clinical visits, the construction of an electronic portfolio following the criteria as listed in the portfolio rubric, giving a presentation to the other radiologic science students and involved SHP faculty which discusses their inter-professional experiences in the clinic, and the completion of an assessment (to measure their satisfaction with the activity) a pre- and post-test survey (evaluating the improvement in students' understanding of the role and contributions of diverse practitioners involved in the multidisciplinary care of a cancer patient.) The role of the SHP faculty and clinical preceptors will be to coordinate the scheduling of medical dosimetry, radiation therapy, and diagnostic imaging students to complete their assigned shadowing of cancer patients in the clinical environment of MDACC and its affiliates. SHP faculty will also create the expectations for student participants and clinical practitioners to ensure that roles and responsibilities are clearly defined and communicated. SHP faculty will provide feedback on the students' submitted ePortfolios using a rubric, schedule and evaluate the student presentations, administer assessment and the pre- and post-test survey, and analyze the survey results for trends in the data concerning student perceptions of IPE health care. SHP faculty and clinical preceptors will communicate with clinical practitioners to facilitate the presence of students in the clinical environment. Clinical practitioners will complete an evaluation of the students and provide feedback about their clinical conduct during and participation in the activity.

**Assessment Strategies Stated outcome assessment procedures Outcomes assessment procedures include:**

- ePortfolio assessment (to assess students' self-reflection)
- Presentation assessment (to assess knowledge and communication skills)
- Pre- and post-test survey assessment (to assess improvement of prior knowledge)
- Satisfaction assessment (to assess students' satisfaction with the activity and their feedback on ways to improve this activity)

Assessment plan/project monitoring during implementation Benchmark Measures and Threshold An assessment plan will be developed to measure the 4 SLO's (competencies).

**SLO 1.** Students will have opportunities to work with professionals from other disciplines that result in understanding, appreciating, and respecting their roles in patient care.  
o Measurement tool: participation in activity o Benchmark: 100% completion of requirements and expectation

**SLO 2.** Students will build on prior knowledge and understand the role of various disciplines in the holistic approach to patient care.

o Measurement tool: Pre and post tests o Benchmark: 80% improvement (pre vs. post)

**SLO 3.** Students will improve their communication skills with all team members that is a key to the promotion and maintenance of cancer prevention and treatment.

o Measurement Tool: Graded student presentation rubric and Clinicians' Feedback o Benchmark: students receiving 80% and above on both rubrics

**SLO 4:** Students will utilize team building knowledge to effectively and efficiently provide safe and high quality care to their patients.

- a. Measurement Tool: e-portfolio assessment and satisfaction assessment results
- b. Benchmark: students receiving 80% and above on evaluation of e-portfolio and provide 85% and above on the satisfaction survey
- c. How data will be used for improvement: The evaluations will be collected and analyzed by SHP faculty and/or clinical preceptors. If a student is not meeting the objectives of the IPE collaboration project based on clinical evaluation scores, then a meeting can be held with the student and SHP faculty/clinical preceptor to offer corrective feedback to improve the performance of the student. The effects of this corrective interaction could be determined on the subsequent evaluation. A strategy for improvement based on the clinical evaluations would be to analyze the scores on the individual items of the rubric and base additional supplemental activities on any particularly low scoring items. For example, if students are scoring low on an evaluation item assessing an appreciation of diversity, students could be instructed to watch a selected webinar on diversity or include a self-reflection in their ePortfolio highlighting this topic.

These additional activities would increase the students' understanding of these components of IPE in a clinical setting. The data collected from students and clinicians will be used to improve the implementation of this project.

**Annual Budget:** The resources needed to complete this project are clinical support, time to develop rubrics, and time to schedule students and administer the project.

**Assessment Strategy:**

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

Assessment Strategies Stated outcome assessment procedures Outcomes assessment procedures include:

- ePortfolio assessment (to assess students' self-reflection)
- Presentation assessment (to assess knowledge and communication skills)
- Pre- and post-test survey assessment (to assess improvement of prior knowledge)
- Satisfaction assessment (to assess students' satisfaction with the activity and their feedback on ways to improve this activity) Assessment plan/project monitoring during implementation Benchmark Measures and Threshold An assessment plan will be developed to measure the 4 SLO's (competencies).

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- o Measurement tool: participation in activity o Benchmark: 100% completion of requirements and expectation

SLO 2. Students will build on prior knowledge and understand the role of various disciplines in the holistic approach to patient care.

- o Measurement tool: Pre and post tests o Benchmark: 80% improvement (pre vs. post)

SLO 3. Students will improve their communication skills with all team members that is a key to the promotion and maintenance of cancer prevention and treatment.

- o Measurement Tool: Graded student presentation rubric and Clinicians' Feedback o Benchmark: students receiving 80% and above on both rubrics

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These additional activities would increase the students' understanding of these components of IPE in a clinical setting. The data collected from students and clinicians will be used to improve the implementation of this project.

Annual Budget The resources needed to complete this project are clinical support, time to develop rubrics, and time to schedule students and administer the project.

**Benchmark Measures:**

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

Assessment plan/project monitoring during implementation

Benchmark Measures and Threshold An assessment plan will be developed to measure the 4 SLO's (competencies).

SLO 1. Students will have opportunities to work with professionals from other disciplines that result in understanding, appreciating, and respecting their roles in patient care.

o Measurement tool: participation in activity

o Benchmark: 100% completion of requirements and expectation

SLO 2. Students will build on prior knowledge and understand the role of various disciplines in the holistic approach to patient care.

o Measurement tool: Pre and post tests

o Benchmark: 80% improvement (pre vs. post)

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SLO 4: Students will utilize team building knowledge to effectively and efficiently provide safe and high quality care to their patients.

o Measurement Tool: e-portfolio assessment and satisfaction assessment results

o Benchmark: students receiving 80% and above on evaluation of e-portfolio and provide 85% and above on the satisfaction survey

**Annual Budget:**

No Additional Costs Needed

Books

Click or tap here to enter text.

Travel

Click or tap here to enter text.

Catering

1000.00



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.
<b>Total Costs</b>	<b>1000.00</b>

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

<b>Project:</b>	Radiologic Sciences Inter-Professional Interaction in the Clinical Environment	<b>Submitted by:</b>	200
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	300
<b>Role (select all that apply):</b>	
<input checked="" type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	It is a teamwork: inter-professional education contest by SHP senior students.
<b>Implementation Year:</b>	Spring 2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
Project Summary/Program Component:			
<input checked="" type="checkbox"/>	Integrated Course Activities	<input checked="" type="checkbox"/>	Student Research
<input checked="" type="checkbox"/>	Faculty Development	<input checked="" type="checkbox"/>	Student/Faculty Resources
<input checked="" type="checkbox"/>	Student Projects	<input checked="" type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>Step 1: Determine a SHP IPE contest date and time.</p> <p>Step 2: stations setup – faculty and teaching staff from each program set up task stations at various locations of MD Anderson hospital. Locations could be MD Anderson library, laboratories, radiation therapy facilities, diagnostic imaging facilities (either SHP program training facilities or clinical facilities that host student training). Tasks require professional skills and could be taught quickly by students in a particular program to students in other programs. Tasks should be team-oriented and require students to work together. Tasks could be library literature search, case studies, wet-lab processing, digital imaging analysis, fake patient scanning, patient treatment simulations.....</p> <p>Step 3: team formation - there will be 5 teams consist of students randomly selected from each program.</p> <p>Step 4: assessment tools - program faculty and teaching staff develop tools for capturing the time used to accomplish tasks successfully by each student group. A grading rubric will be developed before the event.</p> <p>Step 5: Rotate all student groups through all stations. Students from each program take turn to play leadership role and supportive role for all tasks given. Faculty and teaching staff document the time used to accomplish each required task. The group use the least amount of the time wins.</p>			
Assessment Strategy:			
<input checked="" type="checkbox"/>	Pre/Post Session Evaluation	<input checked="" type="checkbox"/>	Session Survey
<input checked="" type="checkbox"/>	Rubric	<input type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input type="checkbox"/>	Standardized Assessment
<input type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify

Student activities during the contest will be assessed by program faculty and teaching staff. We will use student evaluations and faculty evaluations either on hard-copy or on Canvas course site.

**Benchmark Measures:**

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

All student groups need to complete all tasks given during the contest. the group with shortest time used will win.

**Annual Budget:**

No Additional Costs Needed

Books	Click or tap here to enter text.
Travel	Click or tap here to enter text.
Catering	1000
Document Preparation	200
Office Supplies (photocopies, etc.)	100
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	1300
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The University of Texas M. D. Anderson Cancer Center  
Quality Enhancement Plan 2021  
Pre-Proposal Submission Rubric

<b>Project:</b>	It is a teamwork: inter-professional education contest by SHP senior students.	<b>Submitted by:</b>	300
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	400
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Student Interprofessional Education Committee
<b>Implementation Year:</b>	Fall 2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>Students from the University of Texas MD Anderson School of Health Professions (SHP) can and should play an active role in the implementation of the institution's Quality Enhancement Plan. This plan has established the goal of developing graduate's knowledge, skills and behaviors to work effectively on interprofessional healthcare teams. Students from all SHP programs will be invited or will volunteer to form and participate in a Student Interprofessional Education Committee. The purpose of this committee is to involve the members in the development of programs and activities that will increase the entire student body's knowledge and involvement in interprofessional education. Through these actives, the students on the committee, as well as the general student body, will increase and develop skills needed to work with individuals from other healthcare professions. All QEP competencies can be address through the work of this student leadership group.</p> <p><b>Potential Student Interprofessional Education Committee programs:</b></p> <ol style="list-style-type: none"> <li>1. Host an invited expert to speak about an interprofessional education topic</li> <li>2. Create and pilot a student interprofessional education conference/expo on team building. This conference could involve all SHP students and faculty, and could include a multi session curriculum covering the four Student Learning Outcome areas (competencies).</li> <li>3. Develop community service projects that could support involvement from the different programs.</li> <li>4. Develop an end-cap project that uses multi-disciplinary case studies to exemplify collaboration between differing healthcare professions.</li> <li>5. Etc.</li> </ol> <p><b>Committee Structure:</b></p> <p>Each of the eight (8) SHP programs will have one to two individuals represent their academic area. To maintain the program representation, outgoing graduating student committee members will be replaced by new students or student volunteers from the exiting members' program. The committee will be supported by at least one faculty member. This faculty will serve as the committee sponsor and will work to support the success of the committee.</p> <p><b>Student Learning Outcomes:</b></p> <p>The committee will be tasked with hosting/developing programs that are designed to address all four of the QEP Competency areas and will include the following student learning outcomes:</p> <p><b>Competency one – Values and Ethics Domain</b></p> <ol style="list-style-type: none"> <li>1. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.</li> <li>2. Develop a trusting relationship with other team members.</li> </ol>			

3. Develop and demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.

**Competency two - Roles and Responsibilities Domain**

4. Recognize their limitations in skills, knowledge and abilities.
5. Establish interprofessional relationships to improve care and advance learning.
6. Engage in continuous professional and interprofessional development to enhance team performance.

**Competency three – Interprofessional Communication Domain**

7. Consistently communicate the importance of teamwork in patient-centered and community-focused care.

**Competency four - Teams and Teamwork Domain**

8. Perform effectively on teams and in different team roles in a variety of settings.
9. Apply leadership practices that support collaborative practice and team effectiveness.

**Committee Assessment:**

The committee will be assess each year using two measures:

1. Satisfaction surveys completed by all student participants of the developed programs
2. Satisfaction survey completed annually by student committee members
3. A summative report developed by the faculty sponsor

At the conclusion of the first year of committee projects, the assessment data will be analyzed and reviewed by the committee to determine what worked, what did not work and what can be done differently.

**Assessment Strategy:**

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

The Student Interprofessional Education Committee will be evaluated using three strategies:

1. Each program/event developed and hosted by the committee will collect participant surveys to monitor the satisfaction level.
2. Each committee member will complete an annual satisfaction survey about the work of the committee.
3. The faculty sponsor will write and submit an annual report tot eh QEP staff outlining the work completed by the Student Interprofessional Education Committee. This report will include all educational projects and activities completed by the committee for the year. The report will also include all satisfaction survey results.

The Committee will review the assessment data annually and will make program adjustments based on the feedback.

**Benchmark Measures:**

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



Each educational offering developed by the committee will receive a 90% or higher satisfaction rating. The committee activities will receive a 90% or higher satisfaction rating by the committee members.

**Annual Budget:**

No Additional Costs Needed

Books	Click or tap here to enter text.
Travel	Click or tap here to enter text.
Catering	1000
Document Preparation	250
Office Supplies (photocopies, etc.)	250
Additional Salary	Click or tap here to enter costs.
Consultant Fees	1500
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.
<b>Total Costs</b>	<b>3000</b>

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

<b>Project:</b>	Student Interprofessional Education Committee	<b>Submitted by:</b>	400
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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Interprofessional Education (IPE) are described – What activities will be used in this project?		instructional/learning activities	instructional/learning activities that focuses on IPE	
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<b>Program Component:</b>				
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	
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<b>Annual Budget:</b>				
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<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	500
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Point-of-care tools for effective information exchange during teaming
<b>Implementation Year:</b>	2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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)	
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Student Learning Outcomes: Which outcome(s) will be addressed by the project?			
<input checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
Project Summary/Program Component:			
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<input type="checkbox"/>	Faculty Development	<input type="checkbox"/>	Student/Faculty Resources
<input checked="" type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input checked="" type="checkbox"/>	Other: Student Education Session		
<p>Interprofessional education focuses on communication skills that results in effective information exchange to support teaming. Students in an IPE program must learn to match the information needs of the team with the appropriate search tools in order to find reliable information that optimizes patient outcomes and ensures patient safety. They must be able to provide a synthesis of the relevant information to the team in order to assess, plan, provide, and review patient care.</p> <p>The Association of College and Research Libraries Information Literacy Framework provides set of learning outcomes to teach effective information exchange during teaming. As one of the six frames in the Framework, Searching as Strategic Exploration, identifies knowledge practices and dispositions that an information literature learner will demonstrate. Those that fit this proposal include:</p> <ul style="list-style-type: none"> <li>• determine the initial scope of the task required to meet their information needs;</li> <li>• identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;</li> <li>• utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;</li> <li>• match information needs and search strategies to appropriate search tools</li> <li>• manage searching processes and results effectively</li> <li>• realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search</li> <li>• seek guidance from experts, such as librarians, researchers, and professionals</li> </ul> <p>Point-of-care tools are important in decision support and provide fast, accurate answers to clinical questions. While these tools are used heavily by our practitioners, they are underutilized by our health professions undergraduate students. The Research Medical Library subscribes to two excellent tools, UpToDate and DynaMed, and both provide synthesized and evaluated evidence from the biomedical literature. Freely available tools such as PubMed Clinical Queries and the TRIP database are also options for quick access to relevant and quality information to answer a clinical question.</p> <p>An effective interprofessional education intervention for teaching effective information exchange would have three goals:</p> <ol style="list-style-type: none"> <li>1. Teach students to identify that information is needed by the team in order to deliver patient care and to form a relevant clinical question that will provide the answers.</li> <li>2. Provide point-of-care tools that students will use during teaming to quickly find relevant information.</li> </ol>			

3. Coach students to summarize and deliver information that is clear and coherent to all team members.

The librarians and editors of the Research Medical Library will work with the School of Health Professions faculty to deliver an interactive and engaging session that would meet these goals. This session could be integrated into a simulation. As part of an Interprofessional Education Immersion Day, this could be part of the foundational knowledge and content provided. The skills and tools taught in this session could be immediately applied by the student to their coursework and practice, but would have the added benefit of adding to their understanding of different roles of all health professionals when caring for patients.

**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.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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.
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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.

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

<b>Project:</b>	Point-of-care tools for effective information exchange during teaming	<b>Submitted by:</b>	500
<b>Reviewer:</b>	Click or tap here enter your name.		

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Total Score				

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

<b>Submitted by:</b>	600
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Faculty Development with TeamSTEPPS(R)
<b>Implementation Year:</b>	1, 2, 3, 4
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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	
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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)	
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<b>Student Learning Outcomes: Which outcome(s) will be addressed by the project?</b>			
<input checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
<b>Project Summary/Program Component:</b>			
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<input checked="" type="checkbox"/>	Faculty Development	<input type="checkbox"/>	Student/Faculty Resources
<input type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>The instructional staff of the School of Health Professions (SHP) will participate in 13 quarterly TeamSTEPPS® faculty development sessions. The Agency for Healthcare Research and Quality (AHRQ) and the Department of Defense (DoD) have developed TeamSTEPPS®, a teamwork system that offers a powerful solution to improving collaboration and communication within an institution. TeamSTEPPS is an evidence-based program aimed at optimizing performance among teams of health care professionals, enabling them to respond quickly and effectively to whatever situations arise. The project is a customized plan to train SHP instructional staff in teamwork skills and lead a medical teamwork improvement initiative from initial concept development through sustainment of positive changes. The materials include comprehensive curricula and instructional guides, including short case studies and videos illustrating teamwork opportunities and successes.</p> <p>The curricula includes three components:</p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) The Fundamentals Course that provides instruction on the core teamwork skills, along with strategies and tools, an</li> <li>3) The Supplements that focus on change management, coaching, measurement, and implementation. Supporting materials include a pocket guide and evaluation tools.</li> </ol> <p>MD Anderson IPE and QEP personnel will develop and conduct the training sessions and evaluations.</p>			
<b>Assessment Strategy:</b>			
<input checked="" type="checkbox"/>	Pre/Post Session Evaluation	<input checked="" type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input checked="" type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input checked="" type="checkbox"/>	Standardized Assessment
<input type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify

Possible instruments include:

- 1) Learning Benchmarks - as a pretest to the first session
- 2) Sample Course Evaluation Form - used after each session
- 3) Teamwork Attitudes Questionnaire (T-TAQ) - Stand-Alone as an independent assessment of teamwork attitudes; Site Assessment as one component of the TeamSTEPPS site assessment process; Evaluation to assess TeamSTEPPS effectiveness
- 4) Teamwork Perceptions Questionnaire (T-TPQ) - Site Assessment as one component of the TeamSTEPPS site assessment process; Evaluation used to assess TeamSTEPPS effectiveness
- 5) Team Performance Observation Tool - after activities

**Benchmark Measures:**

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

The Learning Benchmarks tool can be used to determine participants current knowledge and will form a baseline for all other instruments. T-TAQ Results can be used to identify where poor attitudes toward teamwork exist within a unit or institution and can therefore assist the organization's TeamSTEPPS change team in selecting specific TeamSTEPPS interventions. Results from these two data collections should then be compared. The T-TAQ may also be administered several months after TeamSTEPPS training to see if the attitude changes that were achieved at the end of training are sustained. T-TPQ Results can be used to identify where less-than-desirable perceptions toward teamwork exist within a unit or institution and can therefore assist the organization's TeamSTEPPS change team in selecting specific TeamSTEPPS interventions. Should be administered immediately before and after TeamSTEPPS training. Results from these two data collections should then be compared. The T-TPQ be administered several months after TeamSTEPPS training to see if the changes in perception that were achieved at the end of training are sustained or changed.

**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.)	200
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	200

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

<b>Project:</b>	Faculty Development with TeamSTEPPS(R)	<b>Submitted by:</b>	600
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	700
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input checked="" type="checkbox"/> Other: Simulation escape room learning experience	
<b>Task Title:</b>	Simulation Escape Room Experience: Make Learning Stick Through Game-Based Learning
<b>Implementation Year:</b>	Starting 2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Simulation
<input checked="" type="checkbox"/>	Other: simulation escape room experience		
<p>The overall summary of the project is to introduce experiential learning to students in higher education through gamification in the form of simulation escape rooms within the University of Texas M.D. Anderson Cancer Center-School of Health Professions.</p> <p>In healthcare, good team dynamics occur when all team members understand, believe in working towards the same goal and having a shared purpose of providing the highest quality care for patients. The rationale of the project is that the simulation escape room experience will teach students to work together in teams while having fun, being in a safe space to make mistakes, and boost their learner confidence. Patient safety is critical in the prevention of patient treatment errors and adverse side effects. More than 70% of medical errors are attributed to dysfunctional-team dynamics (Mitchell, Parker, Giles, &amp; Boyle, 2012). Gamification is the application of game design elements to create simulation for future health care providers and leaders in the field of laboratory and radiologic science programs. This team-based learning approach will teach students to place their interest of patient safety as first priority. When healthcare teams work together, it ensures the work environment is not only healthy but positively impacts the care provided to all patients.</p> <p>The educational activities included within the simulated escape room learning experience will address the first student learning outcome of values and ethics in which students will be able to work in cooperation with those who receive care and those who provide support or care. In addition, students will demonstrate high standards of ethical conduct and quality of care in their contribution to team-based care.</p> <p>The simulation escape room experience will focus on the second student learning outcome of roles and responsibilities where students will engage diverse healthcare professionals with complimentary professional expertise to develop strategies to meet specific patient care needs. In addition, students will use the full scope of knowledge, skills, and abilities of available health professionals and health care workers to provide care that is safe, timely, efficient, effective, and equitable.</p> <p>The simulated escape experience will target the third student learning outcome of interprofessional communication in which students will choose effective communication tools and techniques to facilitate discussions and interactions that enhance team function. In addition, students will be able to express their knowledge and opinions to team members involved in patient care with clarity and respect.</p> <p>Lastly, the educational activities provided from the simulated escape room learning experience will highlight the fourth student learning outcome of teams and teamwork in where students will engage other health professionals in shared problem-solving appropriate to the specific care situation. In</p>			

addition, students will be able to reflect on their individual performance for personal improvement. Immersive gaming activities such as the simulation escape room experience offer many perks for the learner.

In addition to higher levels of engagement, learners can benefit in the following ways: competition can pique motivation, increased confidence in independent thinking and decision-making, learning the value of alternative paths of care, higher rates of retention, better critical thinking, stronger emotional connection to curriculum material, an opportunity for feedback and practice, reinforced understanding of patient safety precautions, and improved ability to delegate tasks and work as a team.

Simulation escape rooms require students to work together using puzzles and clues in order to “free” themselves from the room or locked box before they run out of time. The simulation escape room experience will involve all students within the School of Health Professions. The parties responsible for coordinating, organizing, and implementing the simulation escape room experience will include: QEP staff, SHP faculty, SHP teaching staff, and simulation facilitators/instructors from TIPS (Teaching, Interprofessional and Simulation Education Center) will help coordinate the simulation escape room experience for implementation.

The roles will include designers, instructors, and facilitators.

1. Designers: creative-minded with firm understanding of simulation pedagogy; works with instructors to write case scenarios that meets curriculum objectives; leads all testing including personal testing all puzzle components.
2. Instructors: clinical experts who will impart the prerequisite knowledge to learners; collaborates with Designer and Facilitator, making sure material reinforces optimal patient care practices; aids learners in developing mastery of topics and skills.
3. Facilitators: clinical experts who will oversee participation in the simulation escape room; sets up and breaks down the physical space and puzzles; in charge of pre-briefing the learners, running the live simulation escape room, and leading the debriefing sessions.

The simulation escape room experience will allow an equitable learning experience for the distance learners within the School of Health Professions to participate in teams using web-based resources such as Skype or AdobeConnect. The population that would be affected by the simulation escape room experience are all students enrolled in a bachelor degree program within the University of Texas M.D. Anderson Cancer Center School of Health Professions.

This proposal includes a budget for items that are known; however, at this moment it is unclear whether there are any facility costs associated with using the simulation center at the University of Texas M.D. Anderson Cancer Center to conduct the escape room learning experiences.

Reference: Mitchell, R., Parker, V., Giles, M., & Boyle, B. (2012). The abc of health care team dynamics: understanding complex affective, behavioral, and cognitive dynamics in interprofessional teams. *Healthcare Management*, 39, 1-9. doi: 10.1097/HCM.0b013e3182766504



<b>Assessment Strategy:</b>			
<input type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input checked="" type="checkbox"/>	Rubric	<input type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input type="checkbox"/>	Standardized Assessment
<input type="checkbox"/>	Satisfaction Survey	<input checked="" type="checkbox"/>	Other: Pre-Simulation Escape Room Experience Classroom Teaching and After Action Review (AAR) Classroom teaching
<p>The facilitators and instructors involved in carrying out the simulation activity will observe the performance of students working in teams during the simulation escape room experience using criteria provided on an assessment rubric. At the conclusion of the simulation escape room learning experience, the students will evaluate the simulation escape room session by completing an anonymous Satisfaction Survey for feedback mainly focusing on items related to the following outcomes measures:</p> <p>Did you gain new knowledge, skills or insights today?, and How confident do you feel that you will be able to apply what you learned today in the future? In addition the Satisfaction Survey will encourage students to provide open-ended comments on what they liked about the simulation escape room experience and what they would change.</p> <p>Immediately following the simulation escape room experience, trainers and facilitators will conduct an After Action Review (AAR) in which students will reflect on their expectations of the simulation escape room compared with their actual experiences of the game. Students will explore the factors which contributed to their successful progression through the simulation escape room experience and identify their own learning points.</p> <p>In order to prepare the students for the simulation activity, a Pre-Simulation Escape Room Experience Classroom Teaching will be provided to the students in an effort to introduce them to the curriculum material, clinical information, and communication tools. In the same token, classroom teaching will be acquired upon conclusion of the simulation experience to recap the curriculum material, clinical information, and communication tools using learning points from the After Action Review (AAR). The focus of the After Action Review (AAR) is to follow-up with students who participated in the simulation escape room experience by keeping the conversation fluid, and motivating the need for continuous effective teamwork and communication. Data obtained from the simulation escape room experience will be used for improvement in learner engagement, student retention, clinical knowledge, leadership skills, and patient outcomes.</p>			
<p><b>Benchmark Measures:</b>  <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b></p>			

The threshold measures utilized to determine objectives are met are:

1. 85% of facilitators and instructors will observe, keep time, and track what tasks learners performed or skipped on the assessment rubric.
2. 95% of students will participate in the simulation escape room experience.
3. 85% of students will meet the time constraint of finishing the simulation escape room experience.
4. 85% of students will earn a satisfactory score on the values and ethics domain criteria on the rubric that will measure the corresponding values and ethics student learning outcome.
5. 85% of students will earn a satisfactory score on the roles and responsibilities domain criteria on the rubric that will measure the corresponding roles and responsibilities student learning outcome.
6. 85% of students will earn a satisfactory score on the interprofessional communication domain criteria on the rubric that will measure the corresponding interprofessional communication student learning outcome.
7. 85% of students will earn a satisfactory score on the teams and teamwork domain criteria on the rubric that will measure the corresponding teams and teamwork student learning outcome.

**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	300
Office Supplies (photocopies, etc.)	500
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.
<b>Total Costs</b>	<b>800</b>

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

<b>Project:</b>	Simulation Escape Room Experience: Make Learning Stick Through Game-Based Learning	<b>Submitted by:</b>	700
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	800
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Student IPE Lunch & Learn
<b>Implementation Year:</b>	1, 2, 3, 4, 5
<b>Quality Enhancement Plan Goal:</b>	
To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Other: Student Development		
<p>Project is four Lunch &amp; Learn workshops covering each of the four competencies. Each workshop will provide theoretical knowledge, practical knowledge, and activities related to each competency. Participants will be final year students. MD Anderson IPE and QEP personnel will facilitate.</p>			
Assessment Strategy:			
<input type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input checked="" type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input type="checkbox"/>	Standardized Assessment
<input type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify
<p>Will create an observational instrument to assess application of theory in each activity. Will create or use existing attitudinal survey to assess perceptions of competency learned. Can compare to the pre/post IPEC exam.</p>			



<b>Benchmark Measures:</b> <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
The baseline will be the IPEC pretest, and success will be related to an increase in attitudes based on project assessment.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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.	100
<b>Total Costs</b>	<b>100</b>

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

<b>Project:</b>	Student IPE Lunch & Learn	<b>Submitted by:</b>	800
<b>Reviewer:</b>			

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
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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	
<b>Project Summary:</b>				
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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	
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<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	900
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Student Development with TeamSTEPPS
<b>Implementation Year:</b>	1,2,3,4,5
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
Competency 1	
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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)	

<b>Student Learning Outcomes: Which outcome(s) will be addressed by the project?</b>			
<input checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
<b>Project Summary/Program Component:</b>			
<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 checked="" type="checkbox"/>	Other: Student Development		
<p>Same as faculty development project submission.</p> <p>NOTE: Reviewers, Please see proposal 600 (tab 6)</p>			
<b>Assessment Strategy:</b>			
<input type="checkbox"/>	Pre/Post Session Evaluation	<input checked="" type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input checked="" type="checkbox"/>	Standardized Assessment
<input checked="" type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify
<p>Same as faculty development, but this is for first year students</p> <p>NOTE: Reviewers, Please see proposal 600 (tab 6)</p>			

<b>Benchmark Measures:</b> Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.	
Same as faculty development project, but for first year students  NOTE: Reviewers, Please see proposal 600 (tab 6)	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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.)	500
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.
<b>Total Costs</b>	<b>500</b>



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

<b>Project:</b>	Student Development with TeamSTEPPS	<b>Submitted by:</b>	900
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1000
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Teaming Skills Simulation
<b>Implementation Year:</b>	1,2,3,4,5
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>In conjunction with the Leadership Institute and/or the Simulation Center, the project includes activities centered around the four competencies. Note that no contact has been made with the LI or SC at time of this submission.</p>			
Assessment Strategy:			
<input type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input checked="" type="checkbox"/>	Standardized Assessment
<input checked="" type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify
<p>Students will be observed for the teamwork skills. Students will rate their experiences and take an assessment to be compared with their baseline pretest IPEC results.</p>			

<b>Benchmark Measures:</b> <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
Baseline is the pretest IPEC results and success is indicated by an increase in positive attitudes towards the competencies.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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.	1000
<b>Total Costs</b>	<b>1000</b>

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

<b>Project:</b>	Teaming Skills Simulation	<b>Submitted by:</b>	1000
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1000

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1100
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	IPE Student Resource Manual
<b>Implementation Year:</b>	1,2,3,4,5
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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)	

<b>Student Learning Outcomes: Which outcome(s) will be addressed by the project?</b>			
<input checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
<b>Project Summary/Program Component:</b>			
<input checked="" type="checkbox"/>	Integrated Course Activities	<input type="checkbox"/>	Student Research
<input type="checkbox"/>	Faculty Development	<input type="checkbox"/>	Student/Faculty Resources
<input checked="" type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>The project, in simple terms, is to produce program-specific documents related to IPE and the IPEC competencies. Input will be directly from the students for future students and presented in a format students will find helpful. Each of the competencies will be presented, including online resources and essays written by students. The main student input will be essays on each competency as it relates to their program. These essays will be completed during each student's last experiential class (clinic/lab rotation) and will be part of their final grade. For instance, one submission will be a CLS student writing an essay on ethics and values as it pertains to their profession. Initial submissions will be obtained during year 1. The manual will be produced and published during year 2 and maintained and updated during years 3-5 (updating annually with new essays from previous year). A committee of SHP instructional faculty and students will decide upon the essays to be included annually.</p>			
<b>Assessment Strategy:</b>			
<input type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input checked="" 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
<p>Students will be assigned a topic randomly and will follow a rubric for creating their essay. The evaluation committee will use the same rubric to determine the best submissions. The results will show how well students are able to apply the competencies to their profession.</p>			

<b>Benchmark Measures:</b> <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
Student success will be measured by the level of their cogent essay following the rubric.	
<b>Annual Budget:</b>	
<input checked="" type="checkbox"/>	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.

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

<b>Project:</b>	IPE Student Resource Manual	<b>Submitted by:</b>	1100
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
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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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
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<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1100

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1200
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Pre-Experiential Training Course
<b>Implementation Year:</b>	1,2,3,4,5
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
Project Summary/Program Component:			
<input checked="" 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: Please specify		
<p>Project is a developmental web-based course in Canvas offered the semester prior to (or concurrently if the student's first semester) the student's initial clinical/lab rotation semester. Course will introduce the four competencies, provide comprehensive exercises, and include a pre-/post test. Participation will be part of grade for experiential course the following semester.</p>			
Assessment Strategy:			
<input checked="" type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input checked="" type="checkbox"/>	Course Evaluation
<input type="checkbox"/>	Observations	<input type="checkbox"/>	Standardized Assessment
<input type="checkbox"/>	Satisfaction Survey	<input checked="" type="checkbox"/>	Other: Exercises
<p>A pre-/post-test will be administered for the course to gauge student learning. Increased positive attitudes are the goal. The exercises (homework) will help the student apply the material. Graded by a rubric to assess application. Course evaluation are used to obtain feedback that will help improve future courses.</p>			

<b>Benchmark Measures:</b>	
<b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
The pre-test will establish the baseline and the post-test will determine if positive attitudes increased. Exercise rubrics will determine level of understanding.	
<b>Annual Budget:</b>	
<input checked="" type="checkbox"/>	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.

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

<b>Project:</b>	Pre-Experiential Training Course	<b>Submitted by:</b>	1200
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	



1200

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1300
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input checked="" type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Interprofessional Health Student Organization (IHSO)
<b>Implementation Year:</b>	2020
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input type="checkbox"/>	Competency 2
<input type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Student/Faculty Resources
<input checked="" type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>The Interprofessional Health Student Organization (IHSO) is proposed as a student organization which will encourage professional development and community, improving interdisciplinary collaboration between health professions students at MD Anderson. IHSO members will determine programming, with oversight from an executive sponsor. The IHSO should be open to all SHP students pursuing a career in healthcare that wish to enhance their education with collaborative and unique experiences they may not otherwise obtain in their studies.</p>			
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 checked="" type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify
<p>1) Successful student organizations create opportunities for their members to learn about their own strengths and abilities, gain confidence, and build a sense of community. A satisfaction survey will allow student members and faculty sponsors to reflect on the following categories of professional student development: Leadership capacity, confidence, and collaboration.</p>			

<b>Benchmark Measures:</b>	
<b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
In year one, students and faculty sponsor(s) will be given a satisfaction survey to obtain baseline. Annual satisfaction surveys will be given to evaluate program.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	No Additional Costs Needed
Books	1000
Travel	Click or tap here to enter text.
Catering	1000
Document Preparation	Click or tap here to enter costs.
Office Supplies (photocopies, etc.)	1000
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	500
Miscellaneous	
<b>Total Costs</b>	<b>3500</b>

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

<b>Project:</b>	Interprofessional Health Student Organization (IHSO)	<b>Submitted by:</b>	1300
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1400
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Professional Development for faculty
<b>Implementation Year:</b>	Year(s) Project is to be Implemented
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
Project Summary/Program Component:			
<input type="checkbox"/>	Integrated Course Activities	<input type="checkbox"/>	Student Research
<input checked="" type="checkbox"/>	Faculty Development	<input type="checkbox"/>	Student/Faculty Resources
<input type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>This proposed project is a faculty development tool kit to assist faculty with incorporating interprofessional education into their curricula. This will be in the format of consultations, online resources, or workshops. Faculty will be able to apply IPE competency-based tools to promote teambased care in their context.</p>			
Assessment Strategy:			
<input type="checkbox"/>	Pre/Post Session Evaluation	<input type="checkbox"/>	Session Survey
<input type="checkbox"/>	Rubric	<input type="checkbox"/>	Course Evaluation
<input checked="" type="checkbox"/>	Observations	<input type="checkbox"/>	Standardized Assessment
<input checked="" type="checkbox"/>	Satisfaction Survey	<input type="checkbox"/>	Other: Please specify
<p>Reflections and surveys to faculty to determine satisfaction, change in teaching approaches, and impact on learners.</p>			

<b>Benchmark Measures:</b> <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
Collaboration between SHP and the IPE office will be necessary. Faculty will incorporate IPE into at least 25% of all offered activities/courses.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	No Additional Costs Needed
Books	1000
Travel	Click or tap here to enter text.
Catering	1000
Document Preparation	Click or tap here to enter costs.
Office Supplies (photocopies, etc.)	1000
Additional Salary	75000
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.
<b>Total Costs</b>	<b>78000</b>

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

<b>Project:</b>	Professional Development for faculty	<b>Submitted by:</b>	1400
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1400

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1500
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Annual IPE Speaker Series
<b>Implementation Year:</b>	2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
Project Summary/Program Component:			
<input type="checkbox"/>	Integrated Course Activities	<input type="checkbox"/>	Student Research
<input checked="" type="checkbox"/>	Faculty Development	<input type="checkbox"/>	Student/Faculty Resources
<input type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>This proposal is an annual speaker series. The goal will be to create a culture for collaborative practice. The IPE office has a growing network of IPE experts for consultation and speaking engagements. CE credits can be applied to sessions.</p>			
Assessment Strategy:			
<input checked="" 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
<p>Surveys post sessions</p>			

<b>Benchmark Measures:</b> <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
At least 50% faculty and students participation in annual sessions.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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	10000
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.
<b>Total Costs</b>	<b>10000</b>

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

<b>Project:</b>	Annual IPE Speaker Series	<b>Submitted by:</b>	1500
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1500

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1600
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	Elective Course – Introduction to IPE
<b>Implementation Year:</b>	2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate’s knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>This proposal is an elective course – Introduction to IPE. The course will be didactic, e-learning, and simulation. Students will be introduced to IPE competencies in lecture format. Distance learners will be able to access an online format. Students will be able to apply IPE concepts into a simulated case scenario. This elective will be offered biannually.</p>			
Assessment Strategy:			
<input checked="" 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
<p>Surveys pre/post sessions for knowledge, behaviors, and satisfaction.</p>			



<b>Benchmark Measures:</b> Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.	
At least 15 students will enroll in biannually.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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	25000
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.
<b>Total Costs</b>	<b>25000</b>

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

<b>Project:</b>	Elective Course – Introduction to IPE	<b>Submitted by:</b>	1600
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1600

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1700
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	IPE Scholars Recognition Program
<b>Implementation Year:</b>	2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" 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 checked="" type="checkbox"/>	Student/Faculty Resources
<input type="checkbox"/>	Student Projects	<input type="checkbox"/>	Simulation
<input type="checkbox"/>	Other: Please specify		
<p>The goal of an IPE Scholars Recognition Program is to congratulate and recognize early adopters of IPE. Faculty and students who demonstrate leadership, dedication and excellence in IPE will be honored. Faculty can add this to their educational portfolios. Students can add this to their CVs. This will help to promote IPE, create a community of practice, and incentivize faculty and students. An award program will also show the level of engagement and support for IPE from the SHP and the institution.</p>			
Assessment Strategy:			
<input checked="" 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
<p>Surveys pre/post sessions for knowledge, behaviors, and satisfaction.</p>			

<b>Benchmark Measures:</b> <b>Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.</b>	
At least 10 nominations and applications a year. At least 1 faculty and 1 student will be awarded based on criteria developed. 3-5 faculty serving on a review committee with annual rotations.	
<b>Annual Budget:</b>	
<input type="checkbox"/>	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.)	2000
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.	10000
<b>Total Costs</b>	<b>12000</b>



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

<b>Project:</b>	IPE Scholars Recognition Program	<b>Submitted by:</b>	1700
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1700

<b>Overall Evaluation:</b>				
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 M. D. Anderson Cancer Center  
 School of Health Professions  
 Quality Enhancement plan (QEP)  
 Pre-proposal Submission Form

Due February 5, 2020

<b>Submitted by:</b>	1800
<b>Role (select all that apply):</b>	
<input type="checkbox"/> Faculty	<input type="checkbox"/> Student
<input type="checkbox"/> Staff	<input checked="" type="checkbox"/> QEP Advisory Committee Member
<input type="checkbox"/> Alumni	<input type="checkbox"/> Employer
<input type="checkbox"/> Other: Please specify	
<b>Task Title:</b>	IPE Learning Activities
<b>Implementation Year:</b>	2021
<b>Quality Enhancement Plan Goal:</b> To develop graduate's knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.	
<b>Student Learning Outcomes:</b>	
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 checked="" type="checkbox"/>	Competency 1	<input checked="" type="checkbox"/>	Competency 2
<input checked="" type="checkbox"/>	Competency 3	<input checked="" type="checkbox"/>	Competency 4
Project Summary/Program Component:			
<input checked="" 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: Please specify		
<p>The goal of this proposal is to bring an awareness about IPE and immerse students in IPE. Activities will be interprofessional and can be used across settings. Learners will interview and shadow other health professionals. They will participate in team meetings and team education activities. Activities can be offered each semester or as requested by the faculty. Themes will include patient based scenarios, patient experience, quality improvement, or other topics that align with the institution's priorities.</p>			
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 checked="" type="checkbox"/>	Other: Please specify
<p>Reflection and facilitated discussions. For program evaluation, a point system to identify the level of the IPE process and content offered.</p>			

<b>Benchmark Measures:</b> Describe the level of achievement necessary for the participants to successfully meet the desired student learning outcomes.	
At least 2 activities offered each year.	
<b>Annual Budget:</b>	
<input checked="" type="checkbox"/>	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.

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

<b>Project:</b>	IPE Learning Activities	<b>Submitted by:</b>	1800
<b>Reviewer:</b>			

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
<b>Student Learning Outcomes:</b>				
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	
<b>Project Summary:</b>				
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	
<b>Program Component:</b>				
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	
<b>Assessment Strategy:</b>				
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	
<b>Benchmark Measures:</b>				
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	
<b>Annual Budget:</b>				
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	

1800

<b>Overall Evaluation:</b>				
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				

## Quality Enhancement Plan Proposal Submissions

Received January 15, 2020 to February 5, 2020

	<b>Project name</b>	<b>Summary</b>	<b>Audience/Impact</b>
100	<b>Radiation Therapy</b>	Develop a video library that could explain to the patient and medical professions what might be encountered over the course of their cancer care/treatment. Videos could be used with students and potential students of the SHP to orient them about different healthcare professions and their roles.	students, Patients, other healthcare professionals
200	<b>Radiologic Sciences Inter-Professional Interaction in the Clinical Environment</b>	Students from the Radiologic Sciences programs will be paired and assigned a patient to shadow. They will “follow” the patient from consultation to imaging, simulation, treatment and follow up visits. This will allow students to observe the medical professionals as they interact with patients and increase knowledge of roles/responsibilities, treatments, team interactions, and treatment outcomes.	Students
300	<b>It is a teamwork: inter-professional education contest by SHP senior students.</b>	A contest that would challenge students to set up educational tasks that exemplify work in their chosen profession/field. The students would teach or demonstrate the skill to other students in different SHP programs.	Students, clinical professionals
400	<b>Student Interprofessional Education Committee</b>	Students from the eight SHP programs will form a leadership committee that is charged with the development and hosting of one or more IPE focused events. These events could include a lecture series, lunch and learns, mini-conference, etc.	Students
500	<b>Point-of-care tools for effective information exchange during teaming</b>	A series of interprofessional education interventions taught by the Medical Research Library staff with a focus on effective information exchange between medical professionals and to increase the use and knowledge of point-of-care tools.	Students, faculty
600	<b>Faculty Development with TeamSTEPPS(R)</b>	Host a series of faculty development sessions that would focus on IPE concepts based on the TeamSTEPPS® system. This would encourage faculty to incorporate these concepts into the overall SHP curriculum.	Faculty

700	<b>Simulation Escape Room Experience: Make Learning Stick Through Game-Based Learning</b>	Develop an escape room type experience that will educate SHP students about IPE content while causing them to work together as a diverse team.	Students
800	<b>Student IPE Lunch &amp; Learn</b>	Host a series of student lunch and learn sessions/workshops that would focus on the four QEP competencies.	Students
900	<b>Student Development with TeamSTEPPS</b>	Host a series of student development sessions that would focus on IPE concepts based on the TeamSTEPPS® system. This would encourage students to incorporate these concepts into their practice after graduation.	Students
1000	<b>Teaming Skills Simulation</b>	In conjunction with the Leadership Institute and/or the Simulation Center, the project includes activities centered on the four competencies.	Students
1100	<b>IPE Student Resource Manual</b>	Produce a program-specific document (manual) related to IPE and the IPEC competencies. Each competency will be presented in the manual including online resources and essays written by the students. This manual will serve as a resource for future students. Each year the manual will grow with new resources and essays provided by current student population.	Students
1200	<b>Pre-Experiential Training Course</b>	Develop a web-based course offered the semester prior to the student's initial clinical/lab rotation semester. The course will introduce the four competencies and provide comprehensive exercises.	Students
1300	<b>Interprofessional health Student Organization (IHSO)</b>	The Interprofessional Health Student Organization (IHSO) is proposed as a student organization which will encourage professional development and community, improving interdisciplinary collaboration between health professions students at MD Anderson.	Students
1400	<b>Professional Development for Faculty</b>	This proposed project is a faculty development tool kit to assist faculty with incorporating interprofessional education into their curricula. This will be in the format of consultations, online resources, or workshops.	Faculty
1500	<b>Annual IPE Speaker Series</b>	Annual speaker series that will focus on creating a culture of collaborative practice.	Students and/or faculty

1600	<b>Elective Course – Introduction to IPE</b>	A didactic, e-learning, and simulation course that will introduce learners to Interprofessional Education. This elective course will apply IPE concepts using simulated case scenarios.	Students
1700	<b>IPE Scholars Recognition Program</b>	The IPE scholars Recognition Program will recognize and congratulate early adopters of IPE. Faculty and students who demonstrate leadership, dedication and excellence in IPE will be honored.	Students and faculty
1800	<b>IPE Learning Activities</b>	The goal of the IPE learning activities is to bring awareness about IPE and to immerse students in IPE. Learners will interview and shadow other health professionals. Themes will include patient based scenarios, patient experience, quality improvement, and topics that align with the institution’s priorities.	Students

**Projects with topics grouped by subject:**

Project name		Summary	Audience/Impact
<b>Faculty Development</b>			
600	<b>Faculty Development with TeamSTEPPS(R)</b>	Host a series of faculty development sessions that would focus on IPE concepts based on the TeamSTEPPS® system. This would encourage faculty to incorporate these concepts into the overall SHP curriculum.	Faculty
1400	<b>Professional Development for Faculty</b>	This proposed project is a faculty development tool kit to assist faculty with incorporating interprofessional education into their curricula. This will be in the format of consultations, online resources, or workshops.	Faculty
<b>Student Development</b>			
800	<b>Student IPE Lunch &amp; Learn</b>	Host a series of student lunch and learn sessions/workshops that would focus on the four QEP competencies.	Students
900	<b>Student Development with TeamSTEPPS</b>	Host a series of student development sessions that would focus on IPE concepts based on the TeamSTEPPS® system. This would encourage students to incorporate these concepts into their practice after graduation.	Students
<b>Simulations</b>			
700	<b>Simulation Escape Room Experience: Make Learning Stick Through Game-Based Learning</b>	Develop an escape room type experience that will educate SHP students about IPE content while causing them to work together as a diverse team.	Students
1000	<b>Teaming Skills Simulation</b>	In conjunction with the Leadership Institute and/or the Simulation Center, the project includes activities centered on the four competencies.	Students
<b>Student Community of Learning</b>			
400	<b>Student Interprofessional Education Committee</b>	Students from the eight SHP programs will form a leadership committee that is charged with the development and hosting of one or more IPE focused events. These events could include a lecture series, lunch and learns, mini-conference, etc.	Students
1300	<b>Interprofessional health Student Organization (IHSO)</b>	The Interprofessional Health Student Organization (IHSO) is proposed as a student organization which will encourage	Students

		professional development and community, improving interdisciplinary collaboration between health professions students at MD Anderson.	
<b>Courses for Students</b>			
<b>1200</b>	<b>Pre-Experiential Training Course</b>	Develop a web-based course offered the semester prior to the student's initial clinical/lab rotation semester. The course will introduce the four competencies and provide comprehensive exercises.	Students
<b>1500</b>	<b>Annual IPE Speaker Series</b>	Annual speaker series that will focus on creating a culture of collaborative practice.	Students and/or faculty
<b>1600</b>	<b>Elective Course – Introduction to IPE</b>	A didactic, e-learning, and simulation course that will introduce learners to Interprofessional Education. This elective course will apply IPE concepts using simulated case scenarios.	Students
<b>1800</b>	<b>IPE Learning Activities</b>	The goal of the IPE learning activities is to bring awareness about IPE and to immerse students in IPE. Learners will interview and shadow other health professionals. Themes will include patient based scenarios, patient experience, quality improvement, and topics that align with the institution's priorities.	Students
<b>Unique Submissions</b>			
<b>100</b>	<b>Radiation Therapy</b>	Develop a video library that could explain to the patient and medical professions what might be encountered over the course of their cancer care/treatment. Videos could be used with students and potential students of the SHP to orient them about different healthcare professions and their roles.	students, Patients, other healthcare professionals
<b>200</b>	<b>Radiologic Sciences Inter-Professional Interaction in the Clinical Environment</b>	Students from the Radiologic Sciences programs will be paired and assigned a patient to shadow. They will "follow" the patient from consultation to imaging, simulation, treatment and follow up visits. This will allow students to observe the medical professionals as they interact with patients and increase knowledge of roles/responsibilities, treatments, team interactions, and treatment outcomes.	Students



<b>300</b>	<b>It is a teamwork: inter-professional education contest by SHP senior students.</b>	A contest that would challenge students to set up educational tasks that exemplify work in their chosen profession/field. The students would teach or demonstrate the skill to other students in different SHP programs.	Students, clinical professionals
<b>500</b>	<b>Point-of-care tools for effective information exchange during teaming</b>	A series of interprofessional education interventions taught by the Medical Research Library staff with a focus on effective information exchange between medical professionals and to increase the use and knowledge of point-of-care tools.	Students, faculty
<b>1100</b>	<b>IPE Student Resource Manual</b>	Produce a program-specific document (manual) related to IPE and the IPEC competencies. Each competency will be presented in the manual including online resources and essays written by the students. This manual will serve as a resource for future students. Each year the manual will grow with new resources and essays provided by current student population.	Students
<b>1700</b>	<b>IPE Scholars Recognition Program</b>	The IPE scholars Recognition Program will recognize and congratulate early adopters of IPE. Faculty and students who demonstrate leadership, dedication and excellence in IPE will be honored.	Students and faculty

Implementation Year	QEP Goal/Outcome				QEP Program Component
2022 - 2023	SLO 1	SLO 2	SLO 3	SLO 4	
	X	X	X	X	<p><b><u>Targeted Faculty Development</u></b></p> <p>Full Implementation</p> <p>On-line course available for new faculty or those wishing to review material.</p>
	X	X	X	X	<p><b><u>Emergence of Students in Interprofessional Education</u></b></p> <p>Radiologic Sciences Inter-Professional Interaction in the Clinical Environment, students shadow patients as they interact with clinical professionals while applying the QEP Student Learning Outcomes (SLOs).</p> <p>Cohort 2                      Spring 2023</p>
	X	X	X	X	<p><b><u>Academic Coursework</u></b></p> <p>Full Implementation</p> <p>On-line introductory course for learners new to IPE concepts and practices. Course will focus and introduce learners to the QEP student learning outcomes (SLOs).</p>
	X	X	X	X	<p><b><u>Maintenance and Resources</u></b></p> <p>Research Medical Library Resources Support Program, program focuses on effective information exchange while working on a professional teams. The learners will demonstrate the QEP student learning outcomes (SLOs) through the use of point-of-care tools available in the Research Medical Library.</p> <p>Course Delivery                      ongoing</p>
	X	X	X	X	<p><b><u>Student Learning Communities</u></b></p> <ul style="list-style-type: none"> <li>• Student Interprofessional Education Committee is a student lead body charged with the development of projects/programs that will ask students to implement the QEP student learning outcomes (SLOs).</li> </ul> <p>Summer Seminars program</p> <ul style="list-style-type: none"> <li>○ Interprofessional education contest (ranked #6)</li> </ul> <p>Committee activities ongoing</p>

Implementation Year	QEP Goal/Outcome				QEP Program Component	Discussion:
2023 - 2024	SLO 1	SLO 2	SLO 3	SLO 4		
	X	X	X	X	<b><u>Targeted Faculty Development</u></b> Full Implementation On-line course available for new faculty or those wishing to review material.	
	X	X	X	X	<b><u>Emergence of Students in Interprofessional Education</u></b> Radiologic Sciences Inter-Professional Interaction in the Clinical Environment, students shadow patients as they interact with clinical professionals while applying the QEP Student Learning Outcomes (SLOs). Cohort 3                      Spring 2024	
	X	X	X	X	<b><u>Academic Coursework</u></b> Full Implementation On-line introductory course for learners new to IPE concepts and practices. Course will focus and introduce learners to the QEP student learning outcomes (SLOs).	
	X	X	X	X	<b><u>Maintenance and Resources</u></b> Research Medical Library Resources Support Program, program focuses on effective information exchange while working on a professional teams. The learners will demonstrate the QEP student learning outcomes (SLOs) through the use of point-of-care tools available in the Research Medical Library. Course Deliver                      ongoing	
	X	X	X	X	<b><u>Student Learning Communities</u></b> <ul style="list-style-type: none"> <li>Student Interprofessional Education Committee is a student lead body charged with the development of projects/programs that will ask students to implement the QEP student learning outcomes (SLOs).            Summer Seminar program           <ul style="list-style-type: none"> <li>IPE Speakers Series (ranked #12)</li> </ul> </li> </ul> Committee activities ongoing	

Implementation Year	QEP Goal/Outcome				QEP Program Component
2024 - 2025	SLO 1	SLO 2	SLO 3	SLO 4	
	X	X	X	X	<p><b><u>Targeted Faculty Development</u></b></p> <p>Full Implementation</p> <p>On-line course available for new faculty or those wishing to review material.</p>
	X	X	X	X	<p><b><u>Emerision of Students in Interprofessional Education</u></b></p> <p>Radiologic Sciences Inter-Professional Interaction in the Clinical Environment, students shadow patients as they interact with clinical professionals while applying the QEP Student Learning Outcomes (SLOs).</p> <p>Cohort 4                      Spring 2025</p>
	X	X	X	X	<p><b><u>Academic Coursework</u></b></p> <p>Full Implementation</p> <p>On-line introductory course for learners new to IPE concepts and practices. Course will focus and introduce learners to the QEP student learning outcomes (SLOs).</p>
	X	X	X	X	<p><b><u>Maintenance and Resources</u></b></p> <p>Research Medical Library Resources Support Program, program focuses on effective information exchange while working on a professional teams. The learners will demonstrate the QEP student learning outcomes (SLOs) through the use of point-of-care tools available in the Research Medical Library.</p> <p>Course Deliver                      ongoing</p>
	X	X	X	X	<p><b><u>Student Learning Communities</u></b></p> <ul style="list-style-type: none"> <li>Student Interprofessional Education Committee is a student lead body charged with the development of projects/programs that will ask students to implement the QEP student learning outcomes (SLOs).</li> </ul> <p>Summer Seminar program</p> <ul style="list-style-type: none"> <li>Radiation Therapy Video Library project (ranked #11)</li> </ul> <p>Committee activities ongoing</p>

Implementation Year	QEP Goal/Outcome				QEP Program Component	Discussion:
2025 - 2026	SLO 1	SLO 2	SLO 3	SLO 4		
	X	X	X	X	<b>Targeted Faculty Development</b> Full Implementation On-line course available for new faculty or those wishing to review material.	
	X	X	X	X	<b>Emersion of Students in Interprofessional Education</b> Radiologic Sciences Inter-Professional Interaction in the Clinical Environment, students shadow patients as they interact with clinical professionals while applying the QEP Student Learning Outcomes (SLOs).  Cohort 5                      Spring 2026	
	X	X	X	X	<b>Academic Coursework</b> Full Implementation On-line introductory course for learners new to IPE concepts and practices. Course will focus and introduce learners to the QEP student learning outcomes (SLOs).	
	X	X	X	X	<b>Maintenance and Resources</b> Research Medical Library Resources Support Program, program focuses on effective information exchange while working on a professional teams. The learners will demonstrate the QEP student learning outcomes (SLOs) through the use of point-of-care tools available in the Research Medical Library.  Course Deliver                      ongoing	
	X	X	X	X	<b>Student Learning Communities</b>  <ul style="list-style-type: none"> <li>Student Interprofessional Education Committee is a student lead body charged with the development of projects/programs that will ask students to implement the QEP student learning outcomes (SLOs).</li> </ul> Summer Seminar program <ul style="list-style-type: none"> <li>IPE Scholars Recognition Program (ranked #15)</li> </ul> Committee activities ongoing	

**TEAMS**

Targeted

Emersion

Academic Coursework

Maintenance and Resources

Student Learning Communities