QEP Steering Committee
January 15, 2020
# Steering Committee

**AGENDA**

**DATE:** JAN 15, 2020  
**TIME:** 11:30 AM-1:30 PM  
**LOCATION:** SHP DEAN'S CONFERENCE ROOM

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<tr>
<th>MEETING CALLED BY</th>
<th>Dr. David Ford</th>
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<tr>
<td>TYPE OF MEETING</td>
<td>QEP Steering Committee</td>
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<tr>
<td>NOTE TAKER</td>
<td>Joanne Thomas</td>
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<td>□ Chair - Dr. David Ford</td>
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<td>□ Mayank Amin</td>
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<td>□ Mark Bailey</td>
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<td>□ Dr. Jamie Baker</td>
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<td>□ Dr. Ryan Beard</td>
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<td>□ Aziz Benamar</td>
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<td>□ Laurissa Gann</td>
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<td>□ Dr. Dyaz Godfrey</td>
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<td>□ Dr. Brandy Greenhill</td>
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<td>□ Dr. Jun Gu</td>
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<td>□ Dr. Peter Hu</td>
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<td>□ Melissa Mims</td>
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<td>□ Richard Porter</td>
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<td>□ Melissa Robinson</td>
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<td>□ Dr. Rey Trevino</td>
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<td>□ Dr. William Undie</td>
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**Agenda topics**

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<th>5 MINUTES</th>
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<td>DISCUSSION</td>
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| 15 MINUTES | QEP COMMUNICATION PLAN | M. EL SHARKAWI |
| DISCUSSION |

| 10 MINUTES | QEP AWARENESS WEEK | M. EL SHARKAWI |
| DISCUSSION |

| 5 MINUTES | QEP GRAPHIC | M. EL SHARKAWI |
| DISCUSSION |

| 20 MINUTES | QEP TITLE COMPETITION | DR. R. TREVINO |
| DISCUSSION |

| 10 MINUTES | QEP WEBSITE | DR. R. TREVINO |
| DISCUSSION |

| 55 MINUTES | QEP PROPOSAL LAUNCH | R. PORTER |
| DISCUSSION |
Steering Committee

MINUTES  DATE: NOV 13, 2019  TIME: 11:30-1:30 PM  LOCATION: SHP DEAN’S CONFERENCE ROOM

MEETING CALLED BY: Dr. David Ford
TYPE OF MEETING: QEP Steering Committee
NOTE TAKER: Joanne Thomas

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☐ Richard Porter
☐ Dr. Rey Trevino
☐ Dr. William Undie

Agenda topics

5 MINUTES  APPROVAL OF MINUTES FROM MAY 15, 2019  DR. FORD

DISCUSSION  Motion by: Dr. Brandy Greenhill
Seconded by: Dr. William Undie
Motion carried

5 MINUTES  QEP PROCESS OVERVIEW  DR. FORD

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

**DIVISION GOALS**

Dr. Donnelly summarized the process the division used to think about their goals and focus. Since many of our efforts will be aligning and correlating very closely with the division, Dr. Donnelly reviewed the institution’s 5 emerging themes from the division process. The 5 themes from strategy development process are:

- Faculty and staff educators need skill development to take advantage of the growing and powerful use of technology
- Need to develop ways to share content across professional groups. Interprofessional education is becoming a requirement.
- Learner experience needs improvement. Need to improve designing programs for the learner’s point of view.
- An ongoing relationship with our alumni is critical. Building better relationships with them to be mentors or incoming students as well as a source of attendance for continuing education opportunities.
- Need to increase awareness of available educational offerings and facilitate collaboration and sharing of learning content.

The 3 priorities that will be focused on next year:

- Enhancing the experience and competence of our educators
- Redesigning and deploying educational programs that are designed from the learner’s perspective
- Creating relationships within and external to our walls

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**30 MINUTES**

**QEP GOAL/STUDENT LEARNING OUTCOMES**

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

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

5 MINUTES
QEP PROPOSAL DRAFT TEMPLATE
DR. FORD

DISCUSSION

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

30 MINUTES
ASSESSMENT OVERVIEW
DR. TREVINO

DISCUSSION

Dr. Trevino gave a broad overview of what he will be discussing. He presented assessments that can be used along with other alternative assessments. Based on his research and committee discussions, he will present a final recommendation for a possible benchmark. Lastly, we will look at goal alignment so we can see how the assessments match up with our newly accepted QEP Goal and Student Learning Outcomes. Our Student Learning Outcomes
Dr. Trevino stated that there are a lot of assessments out there for IPE. Some could be applicable to SHP and some are definitely not applicable. The alternate assessments as outlined in his presentation that he and the research committee looked at were more geared to schools of medicine or nursing, and it does not look at an overall IPE. The 4 assessments considered were as follows:

- **AHSFMITE** — Attitudes of Health Sciences Faculty Members Towards Interprofessional Teamwork and Education. This is good for faculty and the development for curriculum. It assesses faculty member attributes which may relate to attitudes towards interprofessional education and teamwork. It combines 3 adapted surveys that already exists. Assessment is a 42-item, 5-point Likert scale survey. We could use this assessment when we do our faculty development part of the implementation plan. The first 14 questions were outlined from each of the 3 surveys, Health Care Teams, IPE, and IP Learning in the Academic Setting.

- **ICCAS** — Interprofessional Collaborative Competencies Attainment Survey. This assesses change in healthcare student and practicing clinician interprofessional collaboration-related competencies before and after training interventions. It is a 20-item, 5-point Likert scale survey.

- **IEPS** — Interdisciplinary Education Perception Scale. Assesses professionally-oriented perceptions and related affective domains of users in interdisciplinary education programs. This is related to SHP since we have so many different disciplines. Survey is 18-items, 6-point Likert scale survey.

- **RIPLS** — Readiness for Interprofessional Learning Scale. Assesses the attitudes and perceptions of students and professionals to determine their readiness for interprofessional learning and change. Good assessment to measure students’ readiness to do what we are teaching once they graduate.

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

- **Values/Ethics** — Work with individuals of other professions to maintain a climate of mutual respect and shared values.

- **Roles/Responsibilities** — Use the knowledge of one’s own role and those of other professions to appropriately assess the health care needs of patients and to promote and advance the health of populations.

- **IP Communication** — Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

- **Teams and Teamwork** — apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.
Dr. Trevino stated he found the actual IPEC Competency Self-Assessment Tool (IPEC CSAT).
- IPEC CSAT – Assesses competencies related to collaborative practice at the healthcare degree program level through individual student self-assessment. It is a 42-item, 5-point Likert scale survey. There is a revised one that is 17-items long. Can give students survey during orientation and before they graduated to see after the 2-3 years they are here, if they improved upon their own self-assessment on IPE.

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

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

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

Mena El-Sharkawi
Program Manager, Division Publications
Email: mnel@mdanderson.org
Contents

1 COMMUNICATING ABOUT OUR QEP
   What’s been done
   What’s coming up

2 QEP AWARENESS WEEK

3 QEP GRAPHIC REVEAL

4 Q&A
Communication Plan – What’s been done

QEP committee begins mapping student learning improvement plan

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

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

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

Quality Enhancement Plan Steering Committee members

Chair
Dr. David Ford
MD Anderson
UTHealth Graduate School

Dr. Jamie Baker
Somatic Cell Genetics Laboratory Manager (Employer)

Shaun Caldwell
MD Anderson

Dr. Mahsa Dehghani
Tissue Engineering Laboratory Manager (Employer)

Dr. Dov Godfrey

Dr. Brandy Greenhill
Proton Center

Dr. Jun Gu
Dealsner Superstore (Employer)

Dr. Peter Hu
Maysana Arvin

Dr. Ray Trevino

Dr. William Under

Research Medical Library

Alumni

Alumni

Catherine Evans

TIPS Education Center

Student

Helena Phu

Marie Ilboudo
Research subcommittee begins literature review to support Quality Enhancement Plan

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

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

“We’re building on the institutional effectiveness data and the directors’ reports, as well as the student survey data,” says Research Medical Library manager Clara Fowler, who’s chair of the research subcommittee.

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

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

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

Learn more about the Quality Enhancement Plan.
Student survey sheds light on teamwork efforts at SHP

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

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

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

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

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

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

Steering committee members will take the survey results into consideration as they work to narrow the focus of MD Anderson’s next OEP project.
Students recognized for participation in QEP 2021 student survey

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

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

Overall, 204 students completed the survey for a response rate of 56.6%. The Medical Dosimetry program, led by Program Director, Dr. Mahsa Dehghanpour, won the pizza party with an 89.7% completion rate.

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

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

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

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

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

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

“This important collaboration between our students and the Research Medical Library represents support and broad-based participation fundamental to the spirit of a successful QEP implementation,” Ford says. “We appreciate their participation and look forward to more collaborations moving forward.”
Committee defines goal, competencies for School of Health Professions’ QEP

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

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

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

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

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

**Interprofessional Communication:** Communicate with patients, families, community, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health, and prevention and treatment of disease.

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

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

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

The committee is scheduled to meet again in January to discuss the QEP assessment plan and the QEP communication plan, among other topics.
Committee defines goal, competencies for School of Health Professions' QEP

Monday, November 13, 2019

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

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Communication Plan – What’s coming up

January 2020
- QEP title launch
- QEP proposal launch
- QEP steering committee meeting update

March 2020
- QEP steering committee meeting update

June 2020
- QEP goal, implementation plan and assessment

October 2020
- QEP Awareness Week promotion
- QEP Awareness Week
- QEP Awareness Week story
QEP AWARENESS WEEK
QEP Awareness Week ideas

**On-campus events:**

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

**Online opportunities:**

- QEP Survey
- QEP Posters
- Social media game
- Teaming photo essay
- Share your opinion
Quality Enhancement Plan
THE UNIVERSITY OF TEXAS MD ANDERSON CANCER CENTER
SCHOOL OF HEALTH PROFESSIONS
2021

Winning QEP title submission to be featured right here
QEP website graphic

Title of the Quality Enhancement Project will be placed here
Questions?
Quality Enhancement Plan

2018-2026 Communications Plan

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

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

Tactics:
# Phase I: QEP committee meetings and project development

**November 2018-July 2020**

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<th>Target audience(s)</th>
<th>Owner(s)</th>
<th>Channel(s) &amp; Date</th>
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| Story about launch of QEP steering committee meetings  
  - Focus on interprofessional involvement in process | Division of Education & Training | Mena El-Sharkawi | Take Note – January 2019 |
| Story about research subcommittee beginning its lit review  
  - Research subcommittee’s methodical approach to developing best practices and information guide | Division of Education & Training | Mena El-Sharkawi | Take Note – February 2019 |
| Story about March QEP steering committee progress  
  - Student survey results | Division of Education & Training | Dr. Rey Trevino  
  Mena El-Sharkawi | Take Note – March 2019 |
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<th>Task Description</th>
<th>Responsible Party</th>
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<tr>
<td>QEP student survey recognition</td>
<td>Division of Education &amp; Training SHP students</td>
<td>Mena El-Sharkawi</td>
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<tr>
<td>IPE identified as focus area for QEP</td>
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<td>Creation of QEP binder coversheet</td>
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<tr>
<td>Launching of QEP title competition</td>
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<td>Departments and labs that work with SHP students</td>
<td>Nghi Do</td>
<td>Targeted emails</td>
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<td>MD Anderson education group</td>
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<td>Fliers on bulletin boards (Jan. 20-Feb. 7)</td>
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- Proposal for components of QEP
- QEP steering committee story
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<th>Department and labs</th>
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<td>QEP story-TBD</td>
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<td>SHP faculty SHP students SHP employees</td>
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<td>Mena El-Sharkawi Creative Communications Ric Porter</td>
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<td>Event</td>
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<td>Mena El-Sharkawi, Ric Porter, TBD</td>
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<td>QEP Awareness Poster</td>
<td>MD Anderson employees</td>
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<td>- Inform MD Anderson employees about</td>
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<td>SHP students</td>
<td>Dr. Peter Hu &amp; Dr. William Undie</td>
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<td>Joanne Thomas?</td>
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<td>Nghi Do</td>
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| Accreditation site visits | SHP Students  
SHP Faculty  
Division of Education & Training | Laurissa Gann | Take Note – TBD  
Educator’s Companion – TBD |
|--------------------------|--------------------------|--------------------------|--------------------------|
| MD Anderson?  
SHP  
Division of Education & Training | Gillian Kruse?  
Dr. Peter Hu & Dr. William Undie  
Mena El-Sharkawi | Employee Notes?  
Email to faculty  
Email to students  
Take Note |
| Story about faculty-focused effort related to interprofessional education | SHP Faculty  
SHP students  
Division of Education & Training | Mena El-Sharkawi  
Nghi Do  
Dr. Rey Trevino | Take Note  
Social media - Facebook |
| Story about application of interprofessional education in student curriculum  
- Focus on how it’s impacting learners and possibly improving learner outcome | MD Anderson employees?  
SHP  
Division of Education & Training | Mena El-Sharkawi  
Nghi Do  
Dr. Rey Trevino | Social media - Facebook  
Take Note  
Employee Notes? |
<table>
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<th>SHP shared governance update</th>
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<td>QEP status report</td>
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<td>Semiannual in-person meeting</td>
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<td>Annual reports</td>
<td>SACS Committee</td>
<td>Dr. David Ford</td>
<td>Printed/digital materials—end of each fiscal year</td>
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<tr>
<td>- Focus on progress made in QEP plan</td>
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</table>
and race to see which team can get through their line first. If you drop the egg, you must go back to the starting line.

**Escape Room Express**

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

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

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

Possible puzzles:

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

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

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

**Online QEP participation opportunities**

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

Optimal week: After midterms, October 26-30
Optimal hours for activities: 10 a.m. – 2 p.m.

Monday, Oct. 26: Launch day info/swag

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

Halloween door decorating contest. Possible themes:

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

Scavenger Hunt

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

QEP Field Day + lunch. Possible activities:

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

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

**QEP Topic**  
Interprofessional Education

**QEP Goal**  
To prepare graduates who can work effectively in interprofessional healthcare teams

**Student Learning Outcomes**

**Competency 1 Values/Ethics**  
To work with individuals of other professions to maintain a climate of mutual respect and shared values

**Competency 2 Roles/Responsibilities**  
To use the knowledge of one’s own role and those of other professions to appropriately assess the health care needs of patients and to promote and advance the health of populations

**Competency 3 Interprofessional Communication**  
To communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease

**Competency 4 Teams and Teamwork**  
To apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable

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

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

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

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

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

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

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

Contact
Dr. Rey Trevino
Program Manager
ratrevino1@mdanderson.edu
The Quality Enhancement Plan (QEP) is part of the Southern Association of Colleges and Schools Commission on Colleges accreditation process and is a “carefully designed and focused course of action that addresses a well-defined topic or issue related to enhancing student learning.”

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

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

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

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<th><strong>Full name</strong></th>
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**Your affiliation with MD Anderson (check all that apply)**
- Faculty
- Alumni
- Staff
- SHP Student
- Other
- QEP Steering Committee Member
- Fellow or other Trainee

**QEP Proposed Title**

0% [ ] 100%
Summary
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) does not require institutions to create and maintain a web page(s) for the Quality Enhancement Plan (QEP). However, it is a standard practice to provide access to the institution any relevant QEP information and documents. Many institutions dedicated web pages for their QEP, but there is no observable standard format for the layout or available documentation.

Recommendation
The SACSCOC The Principles of Accreditation: Foundation for Quality Enhancement Standard 7.2 states "The institution has a QEP that
(a) Has a topic identified through its ongoing, comprehensive planning and evaluation processes;
(b) Has broad-based support of institutional constituencies;
(c) Focuses on improving specific student learning outcomes and /or student success;
(d) Commits resources to initiate, implement, and complete the QEP; and
(e) Includes a plan to assess achievement."
These five parts are the cornerstone of all reviews and site visits of the accreditation process regarding the QEP. Therefore, it is recommended to divide the web page into five sections (or pages)—one for each of the above parts. Each page will contain information and documentation pertinent to its part. This will be helpful for the organization of information needed for annual impact reports and the five-year report.

Current QEP Landing Page
Degrees & Programs > School of Health Professions > About the School > Quality Enhancement Plan

Quality Enhancement Plan

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

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

The QEP is an undergraduate curriculum integration model that includes faculty development programs and integrated student learning activities focused on critical thinking. The goal is for all School of Health Professions' graduates to be fully competent critical thinkers prepared with the content expertise and experience necessary for success in their chosen professions.
The University of Texas M. D. Anderson Cancer Center
Quality Enhancement Plan (QEP)
Pre-proposal Submission Form

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

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<tr>
<th>Submitted by:</th>
<th>Name</th>
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<th>Year(s) Project is to be Implemented</th>
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**Quality Enhancement Plan Goal:**
To develop graduate’s knowledge, skills and behaviors to work effectively in interprofessional healthcare teams.

**Student Learning Outcomes:**

**Competency 1**

Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for interprofessional practice)

**Competency 2**

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

**Competency 3**

Communicate with patients, families, communities, and professionals in health and other fields in responsive and responsible manner that supports a team approach to the promotion and maintenance of health and prevention and treatment of disease. (Interprofessional Communication)

**Competency 4**

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

**Student Learning Outcomes: Which outcome(s) will be addressed by the project?**
| Competency 1 | Competency 2 |
| Competency 3 | Competency 4 |

**Project Summary/Program Component:**

| | Integrated Course Activities | Student Research |
| | Faculty Development | Student/Faculty Resources |
| | Student Projects | Simulation |
| | Other: tyertye |

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

**Assessment Strategy:**

| | Pre/Post Session Evaluation | Session Survey |
| | Rubric | Course Evaluation |
| | Observations | Standardized Assessment |
| | Satisfaction Survey | 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.

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<tr>
<td>Other Costs List all additional costs not already listed.</td>
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<td>Total Costs</td>
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Please submit your proposal to:  
Richard Porter  
jrporter@mdanderson.org
The University of Texas M. D. Anderson Cancer Center
Quality Enhancement Plan 2021
Pre-Proposal Submission Rubric

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<th>Project:</th>
<th>Click or tap here to enter project title.</th>
<th>Submitted by:</th>
<th>Click or tap here to enter name of submitter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer:</td>
<td>Click or tap here enter your name.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 – Unacceptable</th>
<th>1 – Marginal</th>
<th>2 – Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLOs align with the QEP goal</td>
<td>0 – SLOs are not aligned with the QEP goal</td>
<td>1 – some alignment is discussed, but is incomplete</td>
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<tr>
<td>Proposal states what students will be expected to know or be able to do as a result of this project</td>
<td>0 – Does not address student learning outcomes</td>
<td>1 – Includes vague or inappropriately constructed student learning outcomes</td>
<td>2 – Clearly describes appropriately constructed student learning outcomes that show a clear relationship with QEP goal and competencies</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Project Summary:                                                        |                                                       |                                                       |                                                       |       |
| Project Rationale was presented                                         | 0 – Contains no statement of rationale                | 1 – Rationale is stated only in general terms         | 2 – Rationale is specific and provides a convincing case for the project |       |
| Instructional/learning strategy enhancements focusing on                | 0 – No instructional/learning activities are described | 1 – Provides only general descriptions of             | 2 – Provides clearly described and specific            |       |</p>
<table>
<thead>
<tr>
<th><strong>Interprofessional Education (IPE) are described – What activities will be used in this project?</strong></th>
<th><strong>Instructional/learning activities</strong></th>
<th><strong>Instructional/learning activities that focuses on IPE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Population affected – Does the plan affect a well-defined or generally large group of students?</td>
<td>0 – Target student population is too narrowly defined and potentially affects only specific programs</td>
<td>1 – Project has the potential to affect a large group of students, but the specific target population is not clearly defined</td>
</tr>
<tr>
<td>Timeline for project activities and events – What is the sequence of project activities and events?</td>
<td>0 – Timeline is not provided</td>
<td>1 – Timeline is provided but is not specific and/or realistic</td>
</tr>
</tbody>
</table>

**Program Component:**

| Program component – element/component was described | 0 – program component was not described. | 1 – program component was listed but not clearly described | 2 – program component was listed and clearly described |
| Responsible parties – parties involved have clearly defined roles and responsibilities | 0 – no description of roles or responsibilities of major academic and administrative units | 1 – Plan describes general academic and administrative participants involved but lacks clear definition of responsibilities | 2 – Plan provides clear and specific description of roles and responsibilities of major academic and administrative units |

**Assessment Strategy:**

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Proposal has a project assessment plan – project monitoring during implementation is described. Success of the project is defined.</th>
<th>0 – No assessment plan is provided</th>
<th>1 – Project assessment is discussed only in general terms</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal describes how will data be used for improvement</td>
<td>0 - plan for improvement is absent</td>
<td>1 – plan for improvement is mentioned but is vague or not clearly defined</td>
<td>2 – a strategy for improvement based on data is clearly defined and is feasible</td>
</tr>
</tbody>
</table>

**Benchmark Measures:**

| Threshold measures or standards are described that indicate students have met desired student learning outcomes | 0 – No benchmark measures were presented | 1 – Benchmark measures were listed but were incomplete or not in alignment with the assessment strategies | 2 – Benchmark measures were fully described and were fully in alignment with the assessment strategies |

**Annual Budget:**

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Overall Evaluation:</th>
<th>0 – Proposal is poor and should not be approved</th>
<th>1 – Proposal is adequate but requires additional elaboration</th>
<th>2 – Proposal is outstanding and provides clear documentation and justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall impression of the submitted proposal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality Enhancement Plan Proposal Submissions
The University of Texas MD Anderson Cancer Center

Quality Enhancement Plan 2021
Contents

1 PROPOSAL OVERVIEW  
2 PROPOSAL TEMPLATE  
3 RUBRIC  
4 TIMELINE  
5 QUESTIONS
QEP Pre-proposal Process and Submissions Overview

QEP Pre-proposal open for submissions January 15, 2020

- Purpose of the proposal is to identify/develop programs, activities, and tasks to develop SHP graduate’s knowledge, skills and behaviors to work effectively on interprofessional healthcare teams

- Submissions can be made by:
  - Faculty, Students, Staff, QEP Advisory Committee Members, Alumni, Employers, SHP Stakeholders

- Proposals can be collaborative in nature

- Stipend to be awarded

- All submissions due on or before February 5, 2020
### QEP 2021 Proposal / Implementation plan

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

M. D. Anderson's QEP Goal: Following full implementation, all students graduating from the University of Texas M. D. Anderson Cancer Center School of Health Professions will be fully competetive as critical thinkers prepared with both the content expertise and experience in critical thinking necessary for success in their chosen profession.

Definition of Critical Thinking Skills: As adopted by the M. D. Anderson community, the definition of critical thinking is the ability to 1) effectively evaluate and interpret data; 2) apply existing knowledge to solve problems in new situations with emphasis on evaluating ideas and other points of view; 3) demonstrate creativity and resourcefulness in learning and problem solving; and 4) effectively and persuasively communicate findings.

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>QEP Goal/Outcome</th>
<th>QEP Program Component: &quot;THINK&quot;</th>
<th>Assessment Strategy</th>
<th>Benchmark Measure</th>
</tr>
</thead>
</table>
| 2010–2011           | **Student Outcome:**  
1. Effectively evaluate and interpret data.  
2. Faculty Outcome: Develop and implement curriculum and instruction to support critical thinking skills in each BHP program. | **Targeted faculty development**  
2010–2011: Using critical thinking skills to effectively evaluate and interpret data.  
Session 1: Separating factual information from inferences—October 2010  
Session 2: Interpreting numerical relationships in graphics—February 2011  
Session 3: Understanding the limitations of statistical data—June 2011  
Session 4: Identifying inappropriate conclusions—August 2011 | Pre and Post Session Evaluation  
Faculty Development Session Survey  
Each of the 12 faculty development sessions will receive an 80% or higher satisfaction rating. | All SHP faculty will complete the pre and post session evaluation during each faculty development session.  
Students will score 3 or higher on each of the 12 dimensions of the research project rubric. |
|                     | **Hands-on student research projects**  
Clinical Laboratory Science-HSS340  
Cytopathology Technology-HSS341  
Cytotechniology-HSS340  
Diagnostic Imaging-DMS300  
Health Information Science-HSS340 (Spring 2011)  
Medical Dosimetry-MDS401  
Molecular Genetic Technology-HSS340  
Radiation Therapy-SMH803 | Spring semester-ongoing  
Spring semester-ongoing  
Spring semester-ongoing  
Fall semester-ongoing  
Spring semester-ongoing  
Fall semester-ongoing  
Spring semester-ongoing  
Fall semester-ongoing  
Fall semester-ongoing | Student Research Project Rubric  
Each SHP course evaluation will receive an 80% or higher satisfaction rating.  
Curriculum Inventory  
Each SHP program will complete the curriculum inventory.  
Each research course will include all twelve critical thinking skills.  
All other SHP courses will demonstrate integrated critical thinking skills activities at the discretion of the instructor. |
<table>
<thead>
<tr>
<th>Task Title</th>
<th>Implementation Year</th>
<th>Student Learning Outcomes</th>
<th>Project Summary/Program Component</th>
<th>Assessment Strategy</th>
<th>Benchmark Measures</th>
<th>Annual Budget</th>
</tr>
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<tbody>
<tr>
<td>Role:</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Submitted by:</td>
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**Proposal Template**

**MD Anderson | Quality Enhancement Plan Proposal Submissions**
Proposal Rubric

Student Learning Outcomes:

Project Summary

Program Component:

Assessment Strategy:

Benchmark Measures:

Annual Budget:

Overall Evaluation:

<table>
<thead>
<tr>
<th>Category</th>
<th>1 - Unsatisfactory</th>
<th>2 - Marginal</th>
<th>3 - Satisfactory</th>
<th>Score</th>
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Proposal Program Timeline

Call for pre-proposals January 2020
Faculty, Staff, QEP Advisory Committee Members and institutional stakeholders invited to submit IPE program plans for consideration.

Proposals due February 5, 2020

Pre-proposal reviewed and scored
Proposals and rubrics made available to the QEP Advisory Committee members who were asked to review and score the submissions. Beginning February 2020.

Top pre-proposals presented
During the March 2020 committee meeting, top proposals will be presented and discussed by the QEP Advisory Committee.

Final proposal selected
The QEP Advisory Committee's discussion and suggestions will guide the final proposal selection. This/These will become the bases for the QEP framework.
Winner(s) will be notified March 2020.
Important Dates

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