

2021

Next
STOP

QEP Quality
Enhancement
Plan

— QEP **IS** IPE —

MOREHOUSE
SCHOOL OF MEDICINE

**ADVANCING HEALTH EQUITY THROUGH
INTERPROFESSIONAL EDUCATION AT
MOREHOUSE SCHOOL OF MEDICINE**

QEP IS IPE!

MSM'S QUALITY ENHANCEMENT PLAN

QEP DIRECTOR: MERYL MCNEAL, PHD., MA

THE QEP

Quality Enhancement Plan

*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**. (Quality Enhancement Plan)*



MSM'S QEP FOCUSES ON INTERPROFESSIONAL EDUCATION

**OUR TITLE IS: *ADVANCING HEALTH EQUITY THROUGH
INTERPROFESSIONAL EDUCATION AT MOREHOUSE SCHOOL
OF MEDICINE***

OUR SLOGAN IS: *QEP IS IPE!*

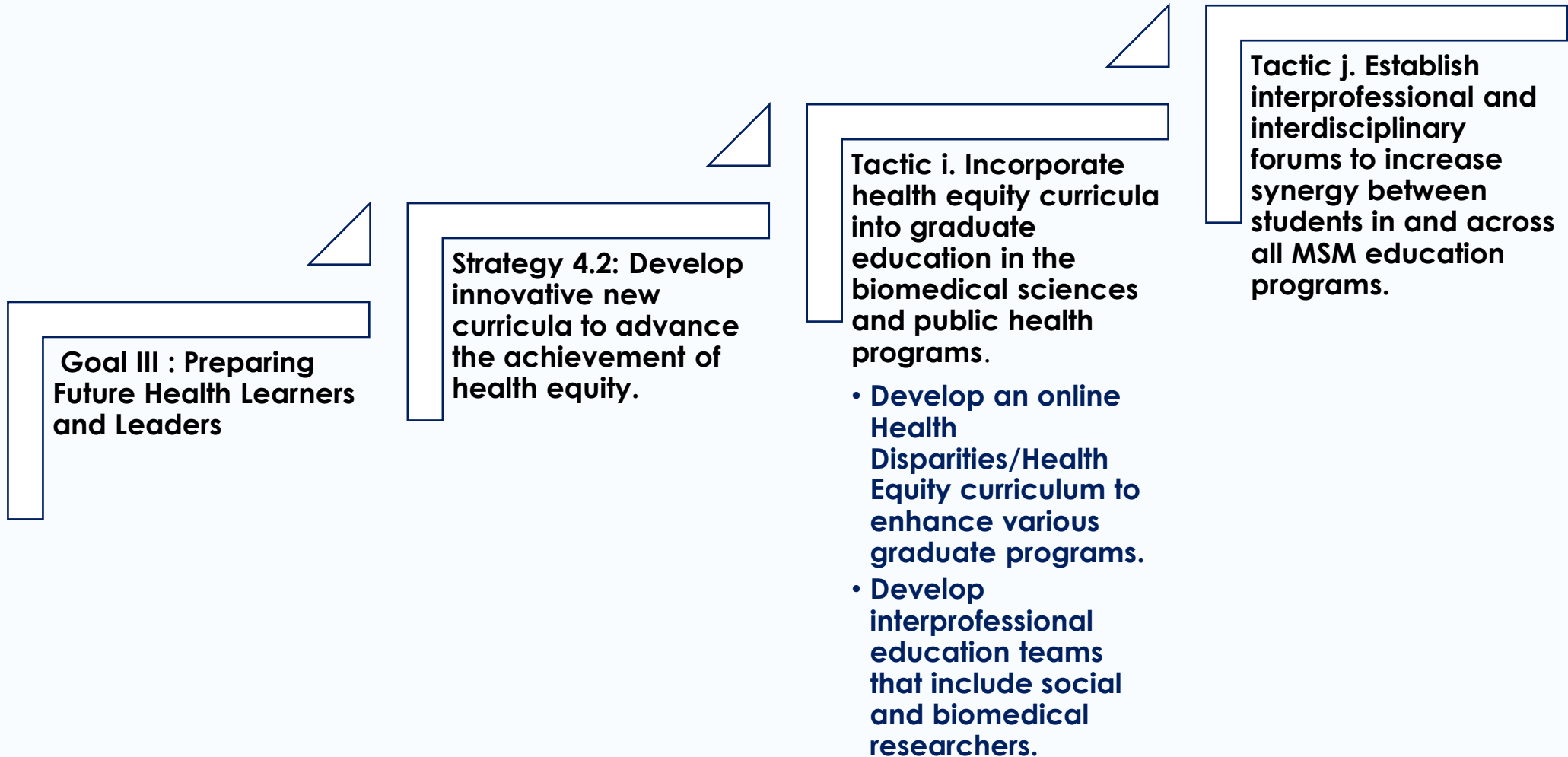


Interprofessional Education (IPE) Defined:

When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

(WHO Study Group on Interprofessional Education and Collaborative Practice, 2010)

THE NEW QEP GREW OUT OF MSM'S STRATEGIC PLANNING PROCESS



Support of Interprofessional Education Topic

Support for selecting IPE as our QEP topic is derived from:

- **three accrediting agencies** listing specific IPE educational requirements,
- stakeholders identifying IPE as a student academic learning need in the **strategic planning process**,
- institutional support through **faculty and student comments**,
- **baseline data of existing IPE programs**, and
- a **literature review** outlining best practices that recommend the early introduction of IPE in the training of health professional students.

THE PLANNING TEAMS & COMMITTEES



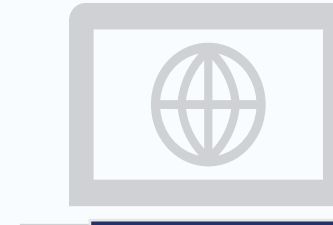
**The Academic
Leadership Team**



**The Curriculum
Development Team**



**The Curriculum
Implementation Team**



**The Digital Learning
Team**



**The Evaluation &
Assessment Team**



The Promotions Team



**The QEP Development &
Implementation
Advisory Board**



The IPE Student Council



The Training Team



The Writing Team

MSM QEP INITIATIVES

COMING
IN 2022!



CONNECTIONS LEARNING EXPERIENCE

An introductory exposure to IPE for entering students in the four academic divisions through a set of modules and activities.



IPE STUDENT COUNCIL ACTIVITIES

Spring and fall activities lead by the IPE Student Council to promote relationship building and comradery among MSM students.



HEALTH EQUITY ACTIVITY REGISTRY (HEAR)

An online list of campus-wide IPE activities for student engagement. This will include a partnership with the H.E.A.L. (I.M.P.A.C.T.) Clinic, the student-run MSM clinic.

CONNECTIONS LEARNING EXPERIENCE

- **Inclusion in pre-existing courses in the 4 division curricula**
 - Fundamentals of Medicine I & II (UME)
 - Medicine & Society (GEPAS)
 - Seminar (GEBS & GEPH)
- **Inclusion of all first year on-campus students (2 sessions in your 1st year, 2 sessions in your 2nd year)**
- **Inclusion of online (self-directed learning) and student team sessions**
 - Team Sessions
 - 16 groups with 12-13 students per group & 1 faculty facilitator/observer
 - **6** Doctor of Medicine students
 - **1** Physician Assistant students
 - **2** Master of Public Health Students
 - **2-3** Graduate Education in Biomedical Science students (PhD & Masters-level)

CONNECTIONS LEARNING EXPERIENCE

Pilot: January 2020-December 2020

Full Program begins January 2021

2

Months a semester

2

Self-directed sessions a semester

2

Team sessions a semester

SPRING SEMESTER

FALL SEMESTER

Self-Directed Session 1

Self-Directed Session 2

SUMMER

Self-Directed Session 3

Self-Directed Session 4

JANUARY

FEBRUARY

MARCH

SEPTEMBER

OCT/NOV

DECEMBER

Team Session 1

Team Session 2

Team Session 3

Team Session 4

CONNECTIONS' FOCUS ON AN INTRODUCTORY EXPERIENCE

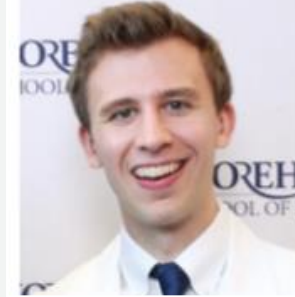
- This theme is consistent with the idea that there are **stages of competency development and that interprofessional learning is a continual process** (Interprofessional Education Collaborative Expert Panel, 2011).
 - The [University of Toronto's Framework for the Development of Interprofessional Education Values and Core Competencies](#) breaks learning into three stages: Exposure, Immersion, and Competence.
 - **Exposure** introduces students to the definitions and beginning stages of developing IPE skills and behaviors. **Immersion** delves deeper into demonstrating skills and behaviors instead of focusing on knowledge. **Competence** goes beyond entry-level knowledge and skills, where students can begin to perform effectively on interprofessional teams.
- The goal of this QEP is to offer an Exposure (Introduction) while other MSM IPE offerings will continue the continuum into the Immersion (Development) and Competence (Entry-to-Practice) stages.

FOUNDING IPE STUDENT COUNCIL

ALEXANDRIA BLAKE - PHYSICIAN ASSISTANT STUDENT



DOMINICK CANADY: DOCTOR OF MEDICINE STUDENT



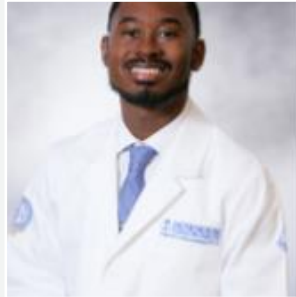
ALEXIS CLARK - MASTER OF SCIENCE IN BIOMEDICAL RESEARCH STUDENT



NORA JEAN BAPTISTE- DOCTOR OF MEDICINE STUDENT



KABRIEL MOOREHEAD - PHYSICIAN ASSISTANT STUDENT



VANESSA MORMAN: MASTER OF PUBLIC HEALTH STUDENT



OLIVIA OGBA: DOCTOR OF MEDICINE STUDENT



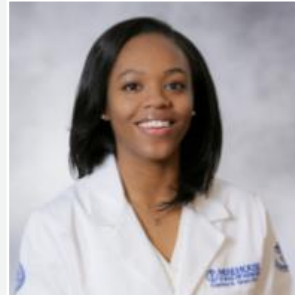
JESSICA ROBINSON: DOCTOR OF MEDICINE STUDENT



CAPELLA SAGASTUME: MASTER OF PUBLIC HEALTH STUDENT



COURTNEY SMART: PHYSICIAN ASSISTANT STUDENT



FRANTZ SOIRO: MASTER OF PUBLIC HEALTH STUDENT



HOW WE MODEL OUR ASSESSMENT

The MSM QEP assessment philosophy is based on the adaptation of Kirkpatrick's four-level model of reaction, learning, behavior, and results for Higher Education (Praslova, 2009).

- **Reaction** is based on how well individuals enjoyed the program or believe they learned by participating.
- **Learning** is based on measuring learning outcomes through the utilization of knowledge tests, pre/posttests, or other direct measurements of learning.
- **Behavior** is based on behavioral performance, typically behavior that will prepare the participant for future work requirements.
- **Results** are operational gains like measurable benefits to society through training students for the labor force.

Assessment of Results

The QEP's school wide impact
What is the QEP's role in MSM curriculum?
How will the QEP impact the outcomes of students becoming members of their chosen professions?

Assessment of Behavior

What did students demonstrate they were competent in?

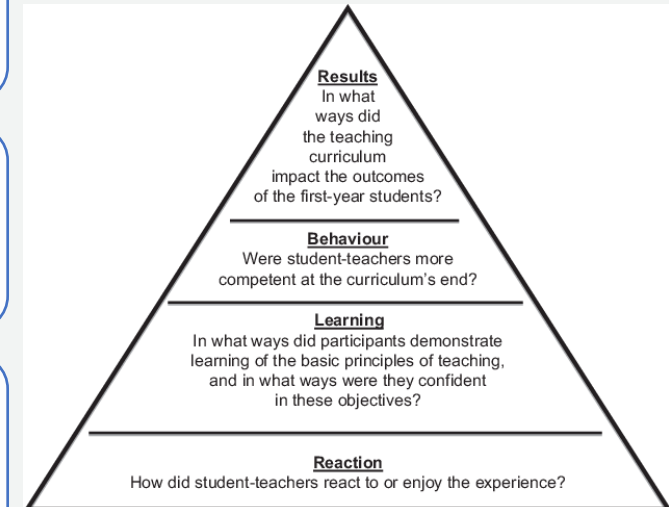
Assessment of Student Learning

Are students demonstrating that they learned what we say they will?

Assessment of Satisfaction

Did students and faculty like the experiences? Why or why not?

Based on Kirkpatrick Model



GOALS & OUTCOMES

GOAL 1: To develop and integrate a set of introductory interprofessional education (IPE) learning experiences within the established MSM curriculum.

- | | |
|--------------------|--|
| Outcome 1.1 | <ul style="list-style-type: none">• MSM will successfully develop and integrate introductory IPE co-curricular elements into all academic disciplines. |
| Outcome 1.2 | <ul style="list-style-type: none">• Participating in QEP Faculty Training will successfully prepare faculty to deliver the IPE curricular elements at MSM. |

GOAL 2: To introduce students to interprofessional competencies in preparation for their future work on interprofessional health teams.

- | | |
|----------------|--|
| SLO 2.1 | <ul style="list-style-type: none">• After participating in the Connections Learning Experience, students will be able to describe the ethical principles and values associated with interprofessional collaboration in health settings (Values/Ethics). |
| SLO 2.2 | <ul style="list-style-type: none">• After participating in the Connections Learning Experience, students will be able to communicate the roles, contributions, and responsibilities of their profession as well as other members of interprofessional health teams (Roles/Responsibilities). |
| SLO 2.3 | <ul style="list-style-type: none">• After participating in the Connections Learning Experience, students will be able to describe an effective interprofessional team communication process (Interprofessional Communication). |
| SLO 2.4 | <ul style="list-style-type: none">• After participating in the Connections Learning Experience, students will demonstrate effective team-based problem solving during interprofessional team activities (Teams/Teamwork). |

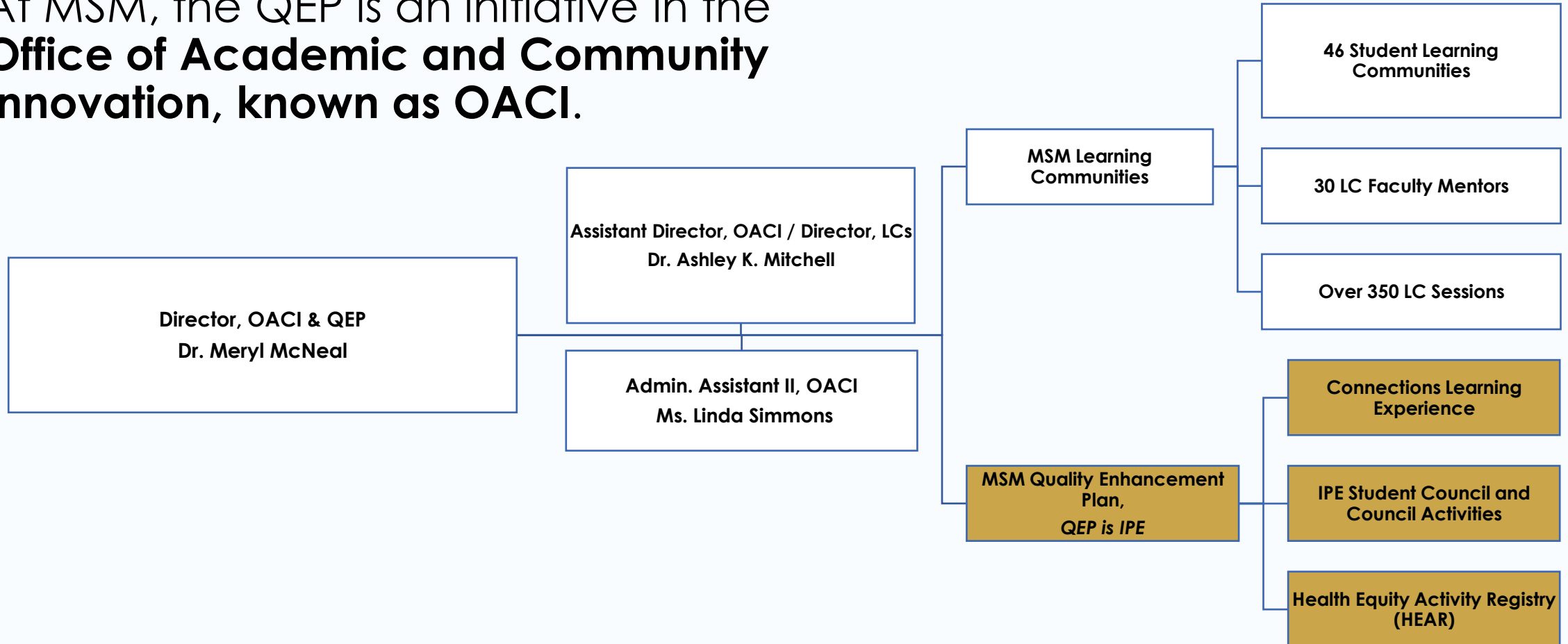
GOAL 3: To enhance the MSM learning environment through peer to peer and faculty to student relationship building.

- | | |
|--------------------|---|
| Outcome 3.1 | <ul style="list-style-type: none">• MSM will enhance the learning environment through students' increased exposure to students from different academic disciplines. |
| Outcome 3.2 | <ul style="list-style-type: none">• MSM will enhance the learning environment through students' increased exposure to faculty from different academic disciplines. |

MSM QEP ADMINISTRATION



At MSM, the QEP is an initiative in the **Office of Academic and Community Innovation, known as OACI.**



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