

## CIPES VISION

To bring together students and other learners from each of its schools, together with faculty and staff from UAB and the UAB Health System, into a cohesive and integrated system of interprofessional education and training with extensive use of a wide variety of simulation and clinical practice modalities.

CIPES objectives are accomplished through the work of three offices within the Center:

- Office for Interprofessional Curriculum (OIPC)
- Office of Standardized Patient Education (OSPE)
- Office of Interprofessional Simulation for Innovative Clinical Practice (OIPS)

## CIPES CENTER APPOINTMENTS

Outstanding contributions and participation in CIPES programs

**36** Scholars

**2** Members

## THE OVERARCHING GOALS FOR 2017-2018 WERE:

GOAL 1. Build a core interprofessional and simulation community for UAB

GOAL 2. Support development of collaborative interprofessional and simulation programs for learners

GOAL 3. Evaluate and disseminate UAB's interprofessional and simulation activity

COLLEGE OF ARTS AND SCIENCES  
SCHOOL OF DENTISTRY  
SCHOOL OF EDUCATION  
SCHOOL OF HEALTH PROFESSIONS  
SCHOOL OF MEDICINE  
SCHOOL OF NURSING  
SCHOOL OF OPTOMETRY  
SCHOOL OF PUBLIC HEALTH

*Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes*

Interprofessional communication and team performance for improving health care outcomes is an accreditation requirement for educational programs in Social Work, Medical Psychology, SHP, SOD, SOM, SON, SOPH, Graduate Medical Education, SOO



OIPC Director and Interprofessional Leadership Fellows Allison Shorten, Lisa McCormick, Lynn Stover Nichols, Laurel Hitchcock, Curry Bordelin (from left to right) attending the 2018 IPEC Interprofessional Faculty Development Institute.

## UAB OFFICE OF INTERPROFESSIONAL CURRICULUM



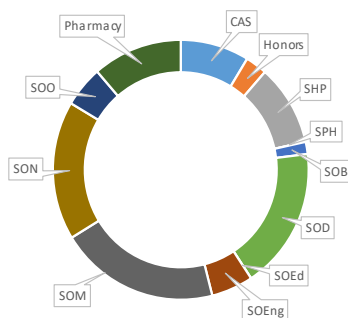
**85 learners from 8 Schools participated in OIPC Faculty Development Workshops**

### New IP Leadership Fellows Program

In December 2017 four faculty were selected to take part in a new 12 month Interprofessional Leadership Fellows Program. The first cohort of fellows are: Dr. Lynn Stover Nichols and Dr. Curry Bordelin from the School of Nursing; Dr. Lisa McCormick from the School of Public Health and Dr. Laurel Hitchcock from the College of Arts and Sciences (Department of Social Work). In Spring 2018, this new IP team led by Dr. Shorten, attended the 2018 IPEC Interprofessional Faculty Development Institute. They presented posters, took part in guided learning activities, team-based planning, and consulted with experts and peers, to develop new IPE programs for UAB. The Fellows are now engaged in three projects, adding new workshops to the OIPC/CTL series, developing new IPE modules based around the IPEC Competencies using the Social Determinants of Health, and investigating the gamification of IP activities to increase student engagement.

### Student-Centered Programs

In FY 2017/18 OIPC provided programs to more than 1,100 students across UAB. Our wide variety of student-centered programs addressed three levels of development in interprofessional education, beginning with introductory level experiences, progressing to immersion experiences, and finally learning focused on higher levels of demonstrated competency in interprofessional practice. We continue to expand new learning experiences, adding to our menu of programs for developing student competencies in interprofessional collaborative practice.



### SHARP – Students Helping At-Risk Patients

Our SHARP team successfully piloted a new patient navigator program from Fall 17 - Spring 2018. During the pilot phase, medical, nursing and social work students supported community dwelling adults, who were patients of the UAB CHF clinic, maintain and improve their various health-related issues.

Dr. Shorten and the SHARP development team received a School of Nursing, Dean's Scholar award to evaluate the pilot phase and plan the expansion for Fall 2018. Preliminary results have been presented at several scientific meetings (see Scholarly Activities below). Dr. Will Meador, School of Medicine, and our development team was also awarded an HSF/GEF grant to move the SHARP Program from pilot status to fully operational status. Mr. Matthew Pate joined the SHARP team as a research assistant working on the SHARP Program evaluation in February 2018 and a program coordinator was hired in 2018 to manage the 16 teams of students helping over 30 patients from across UAB!

In FY 18 OIPC provided programs and service to 1100 UAB Students from 8 Schools and the Honors Program.

# OIPC Key Programs

## Faculty Development Workshop Series

OIPC launched a new series of workshops as part of the UAB CTL badge partner program, beginning with four new workshops in Spring semester 2018. This series is being repeated in the Fall 2018. Additionally, a half-day workshop covering all four topics was held in June 2018. These workshops are designed to help faculty develop active learning experiences for students, addressing key Interprofessional Competencies for collaborative practice. Workshops provide educators with tools to integrate interprofessional objectives into course and expand their teaching toolbox. These are efforts are underway to obtain Continuing Education Certification for these workshops.

## New Interprofessional Collaboratory

OIPC has been awarded a \$5,000 CTL Teaching Innovation award to develop a new online, dynamic, collaborative and flexible learning environment to bridge the learning-practice gap and support genuine team based-learning. To develop this student-centered interactive program, OIPC is working with UAB students from dentistry, medicine, nursing, occupational therapy, physical therapy and social work. An integral part of this IP Collaboratory is that it will host a student interest group focused around developmental challenges, maxillofacial deformities and the care of patients with those conditions across the lifespan.

## HIGHLIGHTS

- NEW IP LEADERSHIP FELLOWS PROGRAM
- STUDENT-CENTERED PROGRAMS
- SHARP - STUDENTS HELPING AT-RISK PATIENTS
- FACULTY DEVELOPMENT WORKSHOP SERIES
- NEW INTERPROFESSIONAL COLLABORATORY

## Faculty Development Workshop Series

School/Program	Number of Learners
CAS	8
Business	1
Dentistry	1
Education	1
Health Professions	13
Medicine	10
Nursing	36
Public Health	4
Alumni	1
Counseling Services	1
CTL/QEP	4
AHEC	5

# UAB OFFICE OF STANDARDIZED PATIENT EDUCATION



During FY18, 6,747 individual learners came to the Standardized Patient Center for educational activities. **6,747**

## Who We Are and What We Do

OSPE contributes to the interactive and simulated educational experience at UAB. OSPE provides a controlled setting where students can learn, practice, and be evaluated on the skills required to communicate and work effectively with patients. Utilizing current best practices and innovative SP methodology, OSPE provides an educational environment to enhance students' abilities in medical interviewing, physical examination, clinical reasoning, and patient counseling through realistic interactions with standardized patients.

During FY18, 6,747 individual learners came to the Standardized Patient Center for over 11,807 learner hours of educational activities (see chart). This resulted in over 15,942 SP hours of educational and/or assessment activity. Programming occurred on 219 of the 239 available days that the SP Center was open. This represents a 91.6% space utilization rate

in FY18 as compared to an 89.6%, 84%, and 68% space utilization rate in FY17, FY16, and FY15, respectively.

OSPE is dedicated to serving the needs of health professional schools and their students and therefore has accountability to the student, program, institution and profession. In FY18, OSPE embarked on new quality improvement protocols and program innovations that, collectively, provided quality enhancement for all assessment activities occurring within the SP Center.

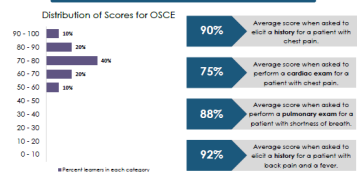
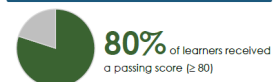
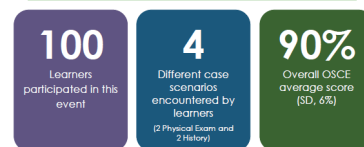
## Outcomes Reporting

Event outcomes can provide valuable and important information on learner competency and helps drive curriculum. In FY18, OSPE began distributing executive summaries and event dashboards to Program Directors and Faculty overseeing event development and execution. Executive summaries provide

a comprehensive summary of the event, cases used, and individual learner and group performance. The event dashboard provides a graphic visualization of the key data points from the event.

## Sample Event Dashboard

### OSCE SUMMARY





In FY18, individual learners spent 11,807 hours engaged in educational activities in the SP Center.

# OSPE by the Numbers

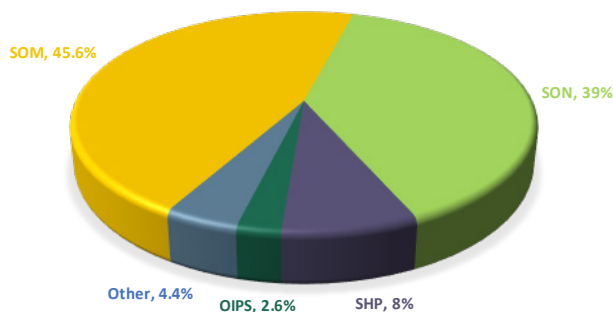
## Educational Innovation

Existing gaps in clinical knowledge and comfort regarding transgender healthcare can be addressed by designing medical education initiatives around this content area. The use of transgender SPs provides a unique approach to this strategy. In FY18, OSPE obtained HSF-GEF funding that allowed for successful recruitment of 16 transgender individuals to portray patients in formative clinical encounters with health professional students. These SPs represent a diverse group of transgender individuals who are now well trained in SP methodology and are currently portraying patients in learner encounters.

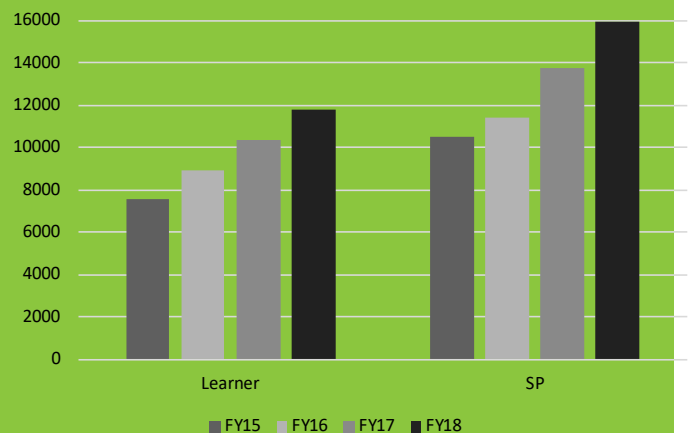
## Educational Collaboration

Dare to Diagnose was created by undergraduate students in the UAB Science and Technology Honors Program. This innovative competition strives to improve undergraduates' understanding of healthcare by challenging them to interweave the science of medicine with the art of empathy. The first part of Dare to Diagnose is an online competition where participants analyze case studies and answer clinically relevant questions. Top competitors move on to the final portion of the competition within OSPE where they interact with three standardized patients and are judged on their interpersonal and empathetic skills. All funds needed for SP costs were raised by the students themselves (pictured right).

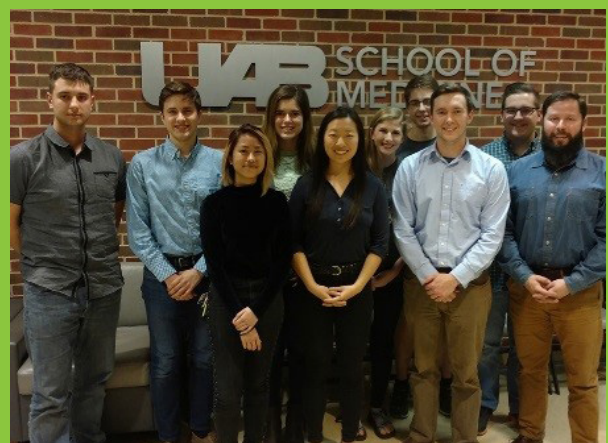
## SP PROGRAM USERS FY18



## ANNUAL SP CENTER ACTIVITY



## DARE TO DIAGNOSE



# UAB OFFICE OF INTERPROFESSIONAL SIMULATION FOR INNOVATIVE CLINICAL PRACTICE



## Facilitator Development

Simulation faculty development has become a high priority for the past couple of years as simulation programs have rapidly expanded in health systems and universities world-wide. Research indicates that quality faculty development is the key to sustainability. OIPS offers a variety of faculty development courses aimed at preparing individuals to design, implement, and debrief interprofessional healthcare simulation experiences.

Our core courses are designed to be interactive learning experiences to include didactics, hands-on practice, and feedback from experts in the field of simulation. These core courses are intended for anyone wishing to integrate simulation as a teaching methodology into their courses. Sim 1, Sim 2, ESP Workshop, Difficult Debriefing Workshop,

and Procedural Skills Facilitator Course are part of the core course offerings. OIPS also offers courses related to special topics or methodologies within the field of simulation. Our special topics courses include Rapid Cycle Deliberate Practice, In Situ Simulation, Moulage Basics, and TeamSTEPPS®.

Building a community of practice is also essential in developing faculty across the university. OIPS sponsors a monthly journal club as well as a yearly Rapid Fire Research session where faculty present research ideas and pilot data related to simulation. This networking event allows simulationists from across the campus to build relationships and further their involvement in simulation-based learning.

# 123

UAB faculty attended Facilitator Development courses in FY18

High quality simulation requires well-trained, committed facilitators and partnerships between stakeholders.

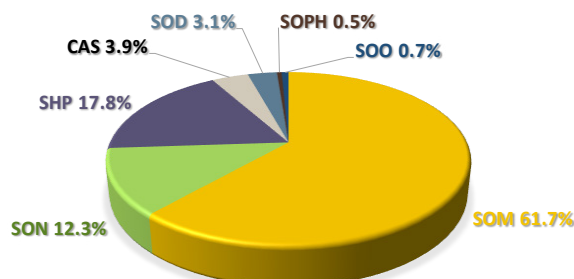
## Interprofessional Simulation

In FY18, OIPS sponsored, supported and/or tracked 12,393 hours of university-focused simulation in over 300 course sessions. The learner distribution for these courses is shown at right. Courses with participation by university students include: Acute Care IP Sims: Emergency Critical Care, Acute Care IP Sims: Med Surg, Acute Care IP Sims: Neuro, Acute Care IP Sims: Psych, Basic IP Sims - Closed Loop, CUS Language, Handoff, Huddle, Role Assignment, Situational Awareness, Speaking Up, Task Assistance, CDS QEP, ICU IPE, Poverty Sims, Prep for Practice, SHPEP - Biosafety Training

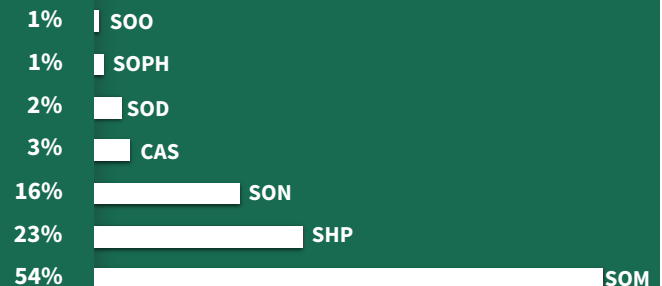
## NIEHS & Deep South Biosafety Worker Training Program

The Deep South Biosafety Worker Training Program, a National Institutes of Environmental Health Sciences grant funded collaboration between the UAB School of Public Health and OIPS, is another example of how simulation is helping the organization meet its pillar goals of Quality, Finance, Engagement, and Advancement of Knowledge. Through this collaborative, OIPS has helped coordinate training for more than 391 healthcare providers in three of Alabama's six EMS regions. The goal being to enhance biosafety and infection control procedures for healthcare and public safety workers throughout the Deep South (Alabama, Mississippi, and the Florida panhandle).

### UNIVERSITY FACILITATOR TOTAL HOURS



### UNIVERSITY LEARNER DISTRIBUTION



NIEHS Training





#### MAIN RECOMMENDATIONS FOR IMPROVING INTERPROFESSIONAL TRAINING / PRACTICE AT UAB

- Campus resources – structural support to facilitate collaboration and networking
- Curriculum development/ training
- Patient centered/ clinic workflow
- Teamwork leadership development
- Guidelines / policy to promote teamwork/ learning

**UAB** CENTER FOR INTERPROFESSIONAL  
EDUCATION AND SIMULATION

CIPES would like to thank the members of its Executive Oversight group: Pamela Benoit, Doreen Harper, Craig Hoesley, Harold Jones, Loring Rue, and its Program Advisory group: Scott Buchalter, Conan Davis, Laurel Hitchcock, Ashley Hodges, Craig Hoesley, Kevin Leon, Lisa McCormick, Stephen Mitchell, Jacqueline Moss, Lynn Stover Nichols, Kathy Nugent, Todd Peterson, David Schwebel, Donna Slovensky, Kelley Swatzell, Candice Turner, and Penni Watts for their guidance.

#### CIPES Leadership

Carlos Estrada (CIPES), Allison Shorten (OIPC), Shawn Galin (OSPE), Marjorie Lee White (OIPS)

To learn more about CIPES, please visit our website - [www.uab.edu/cipes](http://www.uab.edu/cipes).