

CIPES VISION

The Center for Interprofessional Education and Simulation (CIPES), under the purview of the Provost, brings together learners from participating schools, together with faculty and staff from UAB and UAB Medicine, 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)

The overarching goals are based on three main areas:

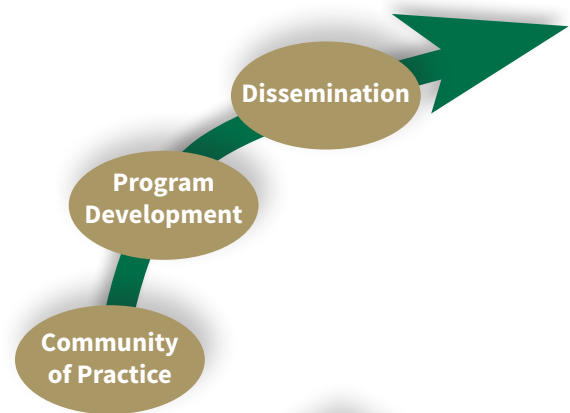
Community of Practice. To build a core interprofessional and simulation community for UAB

Program Development. To support development of collaborative interprofessional and simulation programs for learners

Dissemination. To disseminate UAB's interprofessional and simulation activity

CIPES goals align with UAB Forging the Future Education and Innovation Pillars. Programs follow rigorous standards from various national and international organizations.

CIPES Overarching Goals



Collaborating Partners

Dentistry
Education
Health Professions
Medicine

Nursing
Optometry
Public Health
Social Work

"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"

World Health Organization (2010)



Shorten

Galin

White

Estrada

Interprofessional communication and team performance for improving healthcare outcomes is an accreditation requirement for educational programs

UAB OFFICE OF INTERPROFESSIONAL CURRICULUM



185 learners from 8 Schools participated in OIPC Faculty Development Workshops

Community of Practice

IP Healthcare Symposium

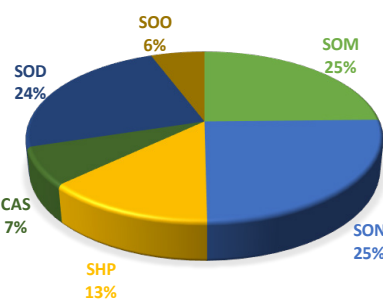
In April 2019 OIPC teamed up with the School of Health Professions, School of Public Health, School of Optometry, School of Nursing, and the UAB Hospital Department of Interprofessional Practice, to present the first “Bridging Healthcare Across Interprofessional Teams” Symposium. Over 100 attendees heard from our two Keynote Speakers, Scott Newell and Nancy McLemore about IP teamwork from an industry and patient perspective. Panel discussions with our UAB IP Leadership Fellows and non-clinical IP hospital teams, along with invited posters, illustrated the breadth of IP activities in the healthcare and academic areas across UAB's campus. At this event, our 2018 IP Leadership Fellows were awarded their certificates of completion. Also, the 2019 IP Leadership Fellows were announced. This year our new team of fellows come from the schools of; Health Professions, Public Health, Medicine and Nursing. They will be attending a Train the Trainer course at the University of Virginia in November 2019.

Student-Centered Programs

In FY 2018/19 OIPC provided programs to more than **1,000** 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 inter-professional collaborative practice.

OIPC Student Usage



IP Student Collaboratory

Funded by a Center for Teaching and Learning grant in 2018, OIPC led the development of a new IP on-line “Collaboratory” course focusing on IP teamwork. Using a creative partnership model, OIPC brought together faculty, students and staff from medicine, public health, den-

tistry, occupational therapy, social work, and nursing to develop the course. Working with instructional designers in the Division of eLearning and Professional studies, the team used a case-based format as the frame for engagement across professions. The learning activities focus on key IP education objectives related to teamwork, communication, roles and responsibilities, values and ethics, while also addressing discipline specific learning objectives embedded within the course.

The course is currently in the pilot evaluation phase. The first case developed by the team involves a pediatric patient with a chromosomal disorder. The case is presented in modules representing four specific stages across the lifespan; early childhood birth to 5 years, childhood 6–12 years, adolescence 12–17 years, and adulthood 17+ years. Family history is presented using an interactive “Family Tree” model to introduce intergenerational family members within their social context. In addition to family history, community and housing information are provided so Social Determinants of Health can be explored. Direct links to librarians are provided to support learners with resources as they work through the modules, resolving case challenges and planning care.

In FY19 OIPC provided programs and service to 1,018 UAB Students from 8 Schools



Program Development

Faculty Development Workshop Series

In 2018 OIPC launched a series of workshops as part of the UAB CTL badge partner program. In Spring semester 2019 three additional workshops were presented by our 2018 IP Leadership Fellows. This expanded series is now being offered in Fall and Spring semesters. Three additional workshops are being developed by the 2019 IP Leadership Fellows to expand on practical applications of IP competencies and innovative methods of program delivery. Additionally, a half-day workshop covering all four core competencies was held in June 2019 "Tools to bring IPE into the classroom". Workshops are designed to help faculty develop active learning experiences for students, addressing key Interprofessional Competencies for collaborative practice.

Dissemination

1. OIPC received a Teaching Innovation Award from the UAB Quality Enhancement Program to develop the new UAB Interprofessional Passport Program. OIPC will use an innovative digital badging system enabling learners to track individual progress towards achieving key competencies related to working in interprofessional (IP) teams. OIPC will also be able to track the reach of our IPE activities, assisting with future program planning.

2. SHARP: Students Helping At-Risk Patients was presented at:

AL State Nurses Association – Poster

Sigma International Nursing Research Conference – IP Symposium

3. Growing our Interprofessional Family Tree was presented at:

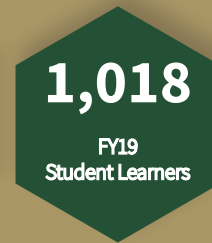
NEXUS Summit – Poster

UAB Rime Week – Poster

Collaborating Across Borders – Presentation

4. Developing an Interprofessional Collaboratory was presented at:

UAB RIME Week - Poster



Faculty Development Workshop Series

School/Program	Learner Hours
CAS	17
Business	5
Dentistry	2
Education	1
Health Professions	6
Medicine	19
Nursing	81
Public Health	8
CTL/QEP	3
Others	16

In April 2019, The Center for Teaching and Learning awarded the first Interprofessional Teams in Healthcare Teaching Certificates

UAB OFFICE OF STANDARDIZED PATIENT EDUCATION



During FY19, 6,885 individual learners came to the Standardized Patient Center for educational activities. **6,885**

Community of Practice

OSPE continues to provide the human element to interactive and simulated educational experiences at UAB. The SP Center also provides a controlled setting where learners can acquire knowledge, schedule practice times, and be evaluated on the skills required to effectively communicate and work with patients. Utilizing current best practices and innovative SP methodology, OSPE provides a unique educational environment to enhance learners' abilities in medical interviewing, physical examination, clinical reasoning, and patient counseling through realistic interactions with standardized patients.

During FY19, 6,885 individual learners came to the Standardized Patient Center for over 13,547 learner hours of educational activities (see chart). This represents a 14.74% increase over the number of learner hours occurring in FY18. This also resulted in over 16,340 SP hours of educational and/or assessment activity. Programming occurred on 224 of the

239 available days that the SP Center was open. This translates into a 93.7% space utilization rate in FY19 as compared to an 91.6%, 89.6%, 84%, and 68% space utilization rate in FY18, FY17, FY16, and FY15, respectively.

Faculty Engagement

OSPE works collaboratively with lead faculty in SP-based event design. In FY19, OSPE enhanced existing policies and procedures around event design to provide more structured guidelines to faculty regarding the process. These new policies include effective timelines, standardization of event materials, and enhanced event reporting.

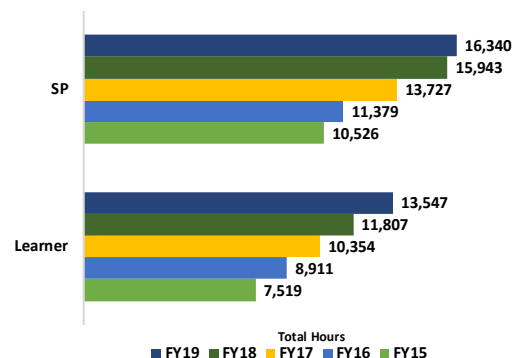
In FY19, approximately 114 faculty members, representing various schools across the UAB landscape, worked with OSPE staff to create and implement SP-based educational or assessment activities. This resulted in over 20,655 SP/Learner encounters, which

represents a 2.05% increase over the total number of encounters in FY18.

Faculty Participating in OSPE Programs FY19

114

Annual SP Center Activity FY15-FY19

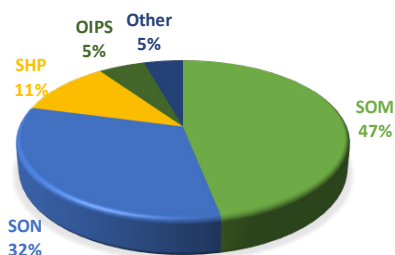


Program Development

OSPE is dedicated to serving the needs of health professional schools and therefore has accountability to students, faculty, programs, institutions, and professions. In FY19, OSPE continued developing program policies and procedures that increased quality assurance for educational and assessment activities occurring within the SP Center.

In FY19, OSPE created a comprehensive case development template, which has shown to be applicable across schools. This assists in standardization of event materials across the event spectrum. This effort directly aligns with best practices put forth by the Association of Standardized Patient Educators (ASPE). OSPE continues to work with faculty to assure every case utilized for events is merged into this format. This also allows for education of faculty on best practices in SP methodology.

SP PROGRAM USERS FY19



Dissemination

Educational Collaboration

1. 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. It uniquely incorporates the use of SPs.

- Research and Innovations in Medical Education (RIME), Annual Conference, UAB 2019.

2. UAHSF-GEF grant funding allowed OSPE to successfully recruit 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 formative learner encounters.

- Association of Standardized Patient Educators (ASPE) Annual Conference, Orlando, FL, 2019.
- Pediatric Academic Societies Conference, Baltimore, MD, 2019.
- Research and Innovations in Medical Education (RIME), Annual Conference, UAB 2019.

13,547

Learner Hours

20,655

Learner/SP Encounters

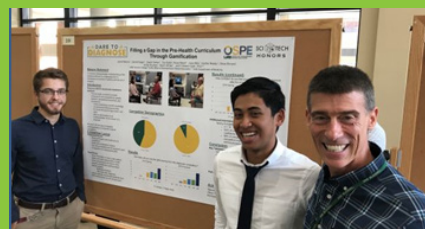
16,340

SP Hours

93.7%

Space Utilization

INNOVATION & DISSEMINATION



OSPE CASE TEMPLATE



UAB OFFICE OF INTERPROFESSIONAL SIMULATION FOR INNOVATIVE CLINICAL PRACTICE

The University of Alabama at Birmingham



Community of Practice

Building a community of practice is essential in maintaining quality interprofessional experiences across the university. Simulation educators from across the campus are invited to participate in a quarterly lunch called SimShare where best practices are discussed and challenges are addressed. OIPS also sponsors a monthly journal club, known as SimConnect, as well as a quarterly lunch for operations staff called SimTech. These networking events allows simulationists from across the campus to build relationships and further their involvement in simulation-based learning.

Simulation faculty development remains a high priority as simulation programs have rapidly expanded in health systems and universities worldwide. 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

such as Rapid Cycle Deliberate Practice and TeamSTEPPS training.

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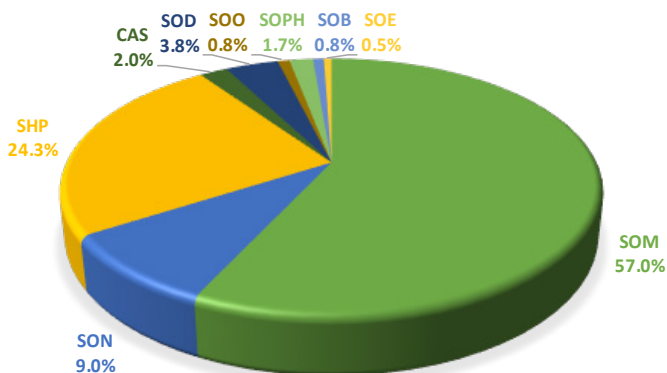
University Faculty
Development
Learners

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

Program Development

In FY19, OIPS sponsored, supported and/or tracked 17,375 hours of university-focused simulation in over 340 course sessions. 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 - Brief, Closed Loop, Cross Monitoring, CUS Language, Huddle, Role Assignment, Situational Awareness, Task Assistance, ICU IPE, Poverty Sims, Prep for Practice, SHPEP - Biosafety Training

UNIVERSITY FACILITATOR TOTAL HOURS



Dissemination

Scholarly activity at OIPS has been abundant touching people in Birmingham and across the nation with presentations on simulation related research at UAB. Our team and friends of simulation contributed to scholarship with over 80 invited lectures, oral presentations, posters and workshops with close to 75% representing interprofessional work. Our literature contributions included 9 publications to journals in fields of social work, public health nursing, simulation, health systems, and interprofessional care. Furthermore, our team shared and obtained information through conference participation in Alabama, Texas, Arizona, DC, Virginia, Florida, Nevada, and Canada.

Interprofessional Simulation

17,375

University
Learner
Hours

340

Course
Sessions



ICU IPE



Poverty Sim Debriefing

Building a Community of Practice 2019



Want to know more about the Symposium? Videos of the presentations are available at:
<https://bit.ly/2pN0Oil>



CIPES thanks members of its Executive Oversight group: Pamela Benoit, Doreen Harper, Craig Hoesley, Harold Jones/Donna Slovensky, and its Program Advisory group: Scott Buchalter, Conan Davis/Ken Tilashalski, Tosi Gilford, Laurel Hitchcock, Ashley Hodges, Craig Hoesley, Kevin Leon, Christy Lemak, Lisa McCormick, Stephen Mitchell, Jacqueline Moss, Lynn Stover Nichols, Todd Peterson, Donna Slovensky, Kelley Swatzell, and Candice Turner 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.

