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)

CIPES INTERPROFESSIONAL FACULTY LEADERSHIP FELLOWS

The Interprofessional Leadership (IPL) Fellows program is designed to develop faculty members’ interprofessional education (IPE) and leadership capacity.

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)

Top row (left to right):
Ashleigh Allgood - Health Professions
Nancy Borkowski - Health Professions

Bottom row (left to right):
Laura Forbes - Education
Melanie Hallman - Nursing
Wei Li - Health Professions
Community of Practice

IP Healthcare Symposium

The second annual IP Healthcare Symposium, hosted by the Office of Interprofessional Curriculum (OIPC) in FY20, was a great success, thanks to the wonderful speakers and attendees! This year’s symposium—Better Together: Building Interprofessional Bridges—had 101 people in attendance during the three-day event. Posters, and supporting videos from cross-disciplinary projects that exemplified the very best in innovative interprofessional teamwork were submitted for a special online session. Chairperson Dr. Darci Durham and a group of powerful name-of-life stories. Dr. Michael Walsh followed with an insightful exploration of the importance of healthcare teams. Supported by the IP Collaboratory, attended by students from Dentistry, Dietetics, Social Work and Nursing. OIPC has provided 3,953 learners with a rich learning experience response to the COVID-19 crisis. Additionally, changes were made to the in progress Students Helping At-Risk Patients (SHARP) to provide COVID-19 information and advice to the patients and their families.

Interprofessional Collaboratory

In FY 20 OIPC provided a new online activity. The Collaboratory Experience is a 4-week web-based learning activity offered via the Canvas platform, aimed at fostering interprofessional teamwork in healthcare education. Using a case-based format, key interprofessional education objectives related to teamwork, communication, roles and responsibilities, and values and ethics were covered. The final session featured Dr. Anthony Hood, chairperson of the Department of Primary Care, during COVID-19 lockdowns.

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Community of Practice

OSPE continues to provide the human element to interactive and simulated educational experiences at UAB. The SP Center, located in Volker Hall on UAB’s campus, provides a controlled clinical 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 SPs.

During FY20, 4,559 individual learners participated in SP-based assessment activities. 4,559

Faculty Engagement

OSPE works collaboratively with lead faculty in SP-based event design and implementation. In FY20, OSPE conducted a formal Case Development Workshop to allow participating faculty to learn on the process of developing robust SP-based clinical cases for educational and assessment purposes. This workshop highlighted the Association of Standardized Patient Educators (ASPE) standards of best practice and focused on the following considerations when developing cases:

• Begin with learning/assessment objectives
• Ensure that goals and objectives are measurable
• Ensure that the design of the simulation meets the purpose of the learning/assessment objectives
• Ensure that the case includes all components needed by SPs

During FY20, 4,559 individual learners participated in SP-based programming representing over 7,978 learner hours of educational activities. This represents the total number of learner hours occurring in the SP Center and through virtual or remote activities. Cumulatively, this resulted in over 8,382 SP hours of educational and/or assessment activity.

Facility Engagement

OSPE works collaboratively with lead faculty in the evaluation of a learner’s clinical skill performance. Collectively, this workshop allowed for the enhancement of educational tools and resources and provided faculty with a professional development opportunity. Validation studies are ongoing for each of the newly developed cases and will be completed before such cases are used in any future high stakes assessment activities.

Program Development

OSPE strives to provide quality assessment experiences supported by rigorous educational design and innovative approaches. No other year has challenged OSPE’s ability to be innovative and creative than 2020. The challenges associated with COVID-19 are being used as an opportunity to further develop patient-teacher interactions with learners.

In the early stages of the pandemic, OSPE quickly pivoted in person activities and pivoted to remote or virtual formats utilizing Zoom technology. This allowed for the continuance of clinical skill assessment activities for learners in a telehealth format. The pandemic has underscored the need to provide ongoing telehealth education in health professional curriculums.

OSPE also created guidelines for safe re-entry back to in-person activities within the SP Center, which were ultimately approved by the Provost’s Office. This has allowed for the resumption of select in-person activities in a safe, controlled learning environment which recognizes the benefits of masking and social distancing. As a result, learners continue to have the opportunity to learn and demonstrate physical exam skills which is otherwise challenging in a virtual environment.

To assure continuing quality improvement, OSPE also created new policies and procedures in FY20 for evaluating SP role performance, checklist accuracy and inter-rater reliability across SPs. These measures help to reaffirm OSPE’s commitment to stakeholders for ongoing quality assurance in all educational and assessment activities utilizing the SP Program.

Dissemination

Publications


Scholarship

• Using Standardized Patient Methodology to Integrate Telehealth Education- 2020 Interprofessional Healthcare Symposium (IHS): Dare to Diagnose (UAB Undergraduate Competition)- Southern Group on Educational Affairs (SGEA) 2020 Annual Conference.


• Effective Reporting of Outcomes to Stakeholders- Association of Standardized Patient Educators (ASPE) 2020 Annual Conference.

• Recruitment and Hiring of Standardized Patients- The 2020 Annual Conference- International Meeting on Simulation in Healthcare (IMSH).

• Enhancing Medical Student Competencies in Transgender Healthcare- American Association of Medical Colleges (AAMC) Learn Serve Lead 2019 Annual Conference.

INNOVATION & TELEHEALTH

7,978 Learner Hours

8,382 SP Hours

6,115 Total Learner/SP Hours

815 Learner/SP Encounters via Zoom

Office of Standardized Patient Education
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 quarterly lunch for operations staff called SimTech. These networking events allow simulationists from across the campus to build relationships and further their involvement in simulation-based learning. We are continuing to offer these events in a remote fashion via Zoom in order to adhere to campus guidelines.

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 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 from experts in the field of simulation, didactics, hands-on practice, and feedback interactive learning experiences to include experiences.

Program Deployment

In FY20, OIPS sponsored, supported, and/or tracked 8,579 hours of university-focused simulation in over 148 course sessions. Courses with participation by university students include: Basic IP Sims, Emergency Critical Care, Acute Care IP Sims: Med Surg, Acute Care IP Sims: Neuro, Acute Care IP Sims: Psych, Basic IP Sims - Cross- Monitoring, Huddles, Musculoskeletal, Role Assignment, Situational Awareness, Task-Assistance, ICU UPE, Poverty Sims, and SHPEP.

University Facilitator Total Hours

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Students Helping At-Risk Patients (SHARP) Program

SOM Scholarship Student Working with SP

Basic IP Sims: Musculoskeletal/Handoff

Selected Awards & Recognition

Shawn Galin
President-elect of the Association of Standardized Patient Educators (ASPE)

Allison Shorten
2020 Provost's Awards for Faculty Excellence - Learning in a Team Environment


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.