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

<table>
<thead>
<tr>
<th>Dentistry</th>
<th>Nursing</th>
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<tbody>
<tr>
<td>Education</td>
<td>Optometry</td>
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<tr>
<td>Health Professions</td>
<td>Public Health</td>
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<tr>
<td>Medicine</td>
<td>Social Work</td>
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“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
In FY20, OIPC provided programs and service to 2,010 UAB Students from 7 Schools.

**Program Development**

**Faculty Development Workshop Series**
In FY20, OIPC expanded its faculty development program adding a new Public Health Faculty Development Program and led to provide advanced faculty IP training, this was piloted with the five members of the 2020 cohort of IPES Interprofessional Leadership Development Resource (ILR). The four members of the 2019 IPES cohort developed three new C1L workshops and completed the design and filming for three new IPCore Competency modules. OIPC now has ten workshops available in the series.

In FY20, 202 learners participated in the OIPC/CUTL workshop series which is designed to support teachers who want to add IP into their course offerings. This year 28 faculty and staff have earned the Interprofessional Teams in Healthcare Teaching Certificates. These will be awarded at the next C1L Points Party. Members of the 2018 and 2019 cohorts of IPES Fellows supported by OIPC faculty and staff are developing manuscripts based on IP activities. Other scholarly products are being produced by OIPC, faculty who have been active in developing new IP activities and Graduate Students.

**Dissemination**

Manuscripts Published:


- Manuscript Submitted

- Alison Shorten, Matthew Pate, Laurel Hitchcock, Ivan Herbey, Peter Bosworth, S. Danielle Baker, Ann Hall-Tierney, Michael Modery, Lynn Nichols, William Moader “Students Helping At Risk Patients - SHARP: An interprofessional service learning program to promote health and improve outcomes” Journal of Nursing Education in Practice.

- Valerie Tarn, MS, RD, Tada Smith, DNP, Elizabeth Coleman, MSE, Terra Wathen, MSE, Penni Watts, PhD, Peter Bosworth, MD. An Interactive Multidisciplinary Virtual Training to Promote Health and Increase Patient Experience and Leadership and Graduate Students. Med (PORTAL).

**Programs**

- Culture and Diversity: 
  - Working in a Multicultural Environment: 
    - Working with Cultural Differences: 
      - Working with Cultural Diversity: 
        - Working with Cultural Competence:

- Faculty Development Workshop Series

- Student/Program Distribution

- School/Program
  - Nursing
  - Medicine
  - Dentistry
  - Business
  - Public Health
  - School of Medicine
  - School of Dentistry

- Student Learner Distribution

- In FY20 OIPC provided programs and service to 2,010 UAB Students from 7 Schools.

**Curriculum**

- Interprofessional Education: 
  - Interprofessional Curricular Development:

- Interprofessional Curriculum:

- Interprofessional Learning: 
  - Interprofessional Learning Opportunities:

- Student/Curriculum:

- Interprofessional Learning:

- Interprofessional Development:

- Interprofessional Program:

- Interprofessional Course:

- Interprofessional Team:

- Interprofessional Learning Experience:

- Interprofessional Education:

- Interprofessional Program:

- Interprofessional Faculty:

- Interprofessional Leadership:

- Interprofessional Research:

- Interprofessional Scholarship:

- Interprofessional Service Learning:

- Interprofessional Community Engagement:

- Interprofessional Practice:

- Interprofessional Practice Environment:

- Interprofessional Practice Setting:

- Interprofessional Practice Outcome:

- Interprofessional Practice Impact:

- Interprofessional Practice Effect:

- Interprofessional Practice Evaluation:

- Interprofessional Practice Implementation:

- Interprofessional Practice Dissemination:

- Interprofessional Practice Sustainability:

- Interprofessional Practice Innovation:

- Interprofessional Practice Transformation:

- Interprofessional Practice Advocacy:

- Interprofessional Practice Leadership:

- Interprofessional Practice Mentorship:

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

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 programming representing over 7,978 learner hours of educational activities. This represents the total number of interactions with SPs.

Utilizing OSPE’s “Case Scenario Development Template,” faculty gained insight into the standards and nuances associated with case writing for SP-based events. Faculty were also provided the opportunity to participate in the development of assessment instruments, or checklists, which will be used 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.

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 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
- 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-SP interaction skills with learners. In the early stages of the pandemic, OSPE quickly pivoted in person activities and pivoted to remote or virtual formats only using Zoom technology. This allowed for the continuation 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

- Dare to Diagnose (UAB Undergraduate Competition)- Southern Group on Educational Affairs (SGEA) 2020 Annual Conference.

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

All of our workshops have been reformatted to accommodate learners in a safe way in the middle of the pandemic. Our Sim 1 workshop and Difficult Debriefing workshop are both currently being offered via Zoom, and our Sim 2 workshop is offered in a hybrid format with the morning portion via Zoom and the afternoon portion in person in small groups. The Procedural Skills Facilitator Course is being offered at a variety of times to accommodate small in-person groups and social distancing.

Program Deployment

In FY20, OIPS sponsored, supported and/or tracked 8,579 hours of university-focused simulation in over 148 course sections. 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 - Crisis Monitoring, Huddles, Musculoskeletal, Role Assignment, Situational Awareness, Task Assistance, ICU IPE, Poverty Sims, and SHPEP.

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**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

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