

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

## 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)*

## CIPES INTERPROFESSIONAL FACULTY LEADERSHIP FELLOWS

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



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

UAB OFFICE OF INTERPROFESSIONAL CURRICULUM



Community of Practice

IP Healthcare Symposium

The second annual IP Healthcare Symposium hosted by the Office of Interprofessional Curriculum (OIPC) was a great success, thanks to our wonderful speakers and attendees! This year's symposium – Better Together: Building Interprofessional Bridges – had 110 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. Opening Keynote Dr. Carol Durham, gave a thoroughly engaging presentation emphasizing the importance of healthcare teams, infused with powerful real-life stories. Dr. Michael Saag followed with an insightful explanation of the importance of teamwork in fighting the COVID-19 pandemic. The second session ended with an expert panel including Dr. Fredrick van Pelt, Dr. David McCollum, Carlie Dobbins, Katherine Meese, and Kristen Noles, talked about the vital and adaptable role of telemedicine, currently in use to provide care for patients during COVID-19 lockdowns. The final session featured Dr. Anthony Hood who presented on psychological safety in interprofessional teams, encouraging attendees to reflect on this issue in their own cross-disciplinary environments. Following this, Dr. Whitney Turner and Lisa Shakun led a question and answer session on how COVID-19 has been handled, both on the front lines at UAB and at a Connecticut clinic. The closing keynote, Dr. Chad Epps, reviewed the current status of Interprofessional Education, examining future directions for IPE.

Student-Centered Programs

During FY 20 OIPC provided 12,585 hours of IPE activities to 2,010 learners (if we include

pharmacy these are 12,728 hours and 2,111 learners). New participating professional learners were added from Physician Assistant, Dietetic Intern, Pediatric Nurse Practitioner and, RN to BSN programs.

Students Helping At-Risk Patients (SHARP)

The SHARP Program started in January with 370 students from the UAB Schools of Medicine, Nursing, and Health Professions. 32 patients participated in this two-month program. Each patient's assigned SHARP team contacted them at least three times during the program. Initial contact established the patients' medical history and discovered any needs they might have had. Patients were given assistance with anything and everything, from obtaining a new walker to finding healthy recipes, and from organizing transportation to accessing educational information and resources. Students learned about the social determinants of health, and experienced firsthand how they influence patient care. As COVID-19 began to affect Alabama, an additional call was made to patients, providing instruction on safety measures, and answers to any questions they might have had. One group obtained face masks and hand sanitizer for their patient!

Interprofessional Collaboratory

In FY 20 OIPC piloted 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 provide the course's foundation.

COVID Response

In March 2020 OIPC was approached to provide additional online activities that could be used in lieu of in-person clinical experiences. During the Summer Term students from Physician Assistant, Dietetics, Social Work and Nursing (BSN, Pediatric Nurse Practitioner and RN to BSN Classes) participated in remote Interprofessional Team Training. Two extra offerings of our IP Collaboratory were attended by students from Dentistry, Dietetics, Social Work and Nursing. OIPC has provided 2,574 learner hours of activities in direct response to the COVID 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.



202 learners from 9 schools participated in OIPC Faculty Development Workshops

Each case is presented in modules which represent stages of development throughout the lifespan. Students were provided with profession-specific questions and interprofessional activities to guide their steps in care planning across the patient's lifespan. This experience was piloted in February, 2020 for 111 students in the Nursing, Occupational Therapy, and Physical Therapy programs. To assist faculty with student's clinical requirements during COVID-19, Collaboratory experiences were added to the schedule for April and May. The April Collaboratory was conducted with 114 students from the Dentistry, Nutrition, Social Work and Nursing programs, and the May session included 107 students from the Dentistry, Nursing, and Social Work programs.

Interprofessional Team Training (IPTT)

In Spring 2020 OIPC piloted a second (Maternal/ Child Health) case study for IPTT alongside the original Geriatric case. 407 learners were split between the two case studies. In addition to the regular Spring and Fall sessions, IPTT was added to the summer schedule to support teaching needs during COVID-19. 18 additional sessions were held online to accommodate student schedules. A total of 239 students participated in Summer IPTT, including those from the Nursing, Physician's Assistant, and Nutrition programs. IPTT, normally a face-to-face activity, was converted to a comprehensive online program using Zoom. Feedback from the students demonstrated that they found IPTT to be an invaluable learning experience. Fall IPTT was also conducted using the new online format via Zoom with 326 learners participating. Unfortunately, Optometry and BSN students were not able to participate due to clinical changes cause by COVID-19.



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

Program Development

Faculty Development Workshop Series

In FY 20 OIPC expanded its faculty development program adding a new IPLUS (Interprofessional Leadership and Us) to provide advanced faculty IP training, this was piloted with the five members of the 2020 cohort of CIPES Interprofessional Leadership Fellows (IPL).

The four members of the 2019 IPL Fellows cohort developed three new CTL workshops and completed the design and filming for three new IP Core Competency modules. OIPC now has ten workshops available in the series.

In FY 20, 202 learners participated in the OIPC/CTL workshop series which is designed to support teachers who want to add IPE into their course offerings. This year 18 faculty and staff have earned the Interprofessional Teams in Healthcare Teaching Certificates. These will be awarded at the next CTL Points Party.

Members of the 2018 and 2019 cohorts of IPL Fellows supported by OIPC faculty and staff are developing manuscripts based on IPE activities. Other scholarly products are being produced by OIPC, Faculty who have been active in developing new IPE activities and Graduate Students.

Dissemination

Manuscripts Published:

• Laurel Hitchcock, PhD., Allison Shorten, PhD., Peter Bosworth, MBA., Shawn Galin, PhD, Tara Edmonds, PhD., Caroline Harada, MD., Using a Standardized Patient Model for Interprofessional Team Training in Social Work. Advances in Social Work, Vol 20 No.2 (2020): Summer 2020-IPE, doi: 10.18060/23664.

Manuscripts Submitted:

• Allison Shorten, Mathew Pate, Laurel Hitchcock, Ivan Herbey, Peter Bosworth, S. Danielle Baker, Ann Halli-Tierney, Michael Mosley, Lynn Nichols, William Meador "Students Helping At Risk Patients - SHARP: An interprofessional team-based program to promote health and improve outcomes" Journal of Nursing Education in Practice.

• Valerie Tarn, MS, RD., Tedra Smith, DNP., Elizabeth Coleman, MSN., Tera Webb, MS., Penni Watts, PhD., Peter Bosworth, MBA., Allison Shorten, PhD., An Interactive Maternal Child Health Focused Interprofessional Training for Undergraduate and Graduate Students. MedEdPORTAL.

2020 Seminars

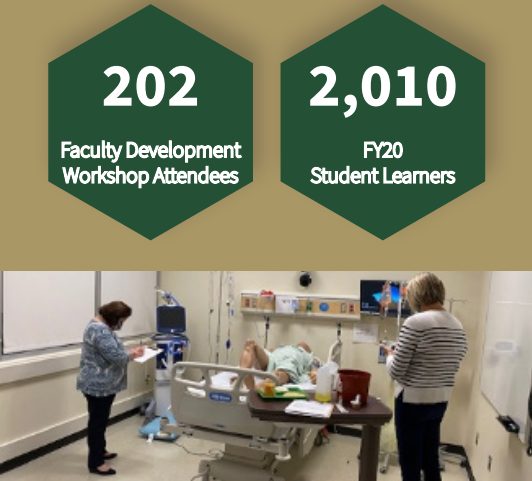
• Allison Shorten, PhD., Peter Bosworth, MBA., Penni Watts, PhD., Building an IPE Faculty Development Program to Expand Leadership and Mentorship (Stealth IP), Nexus Summit, August 6, 2020.

2020 Posters

• Allison Shorten, PhD., Laura K. Vogtle, PhD., OTR/L., FAOTA, Peter Bosworth MBA., Developing an Interprofessional Collaboratory Course to Foster Team-based Learning for Students of Health Professions: Benefits and Challenges, American Occupational Therapy Association, Boston, March 26 – 29, 2020.

• Penni Watts, PhD., Peter Bosworth, MBA., Laurel Hitchcock, PhD., Lauren Mays, DNP., Lisa McCormick, DrPH., Laura Vogtle, PhD., Allison Shorten, PhD., Developing an Interprofessional Collaboratory Course to Foster Team-based Learning for Students of Health Professions: Benefits and Challenges. 2020 Nexus Summit, August 6 – 20, 2020.

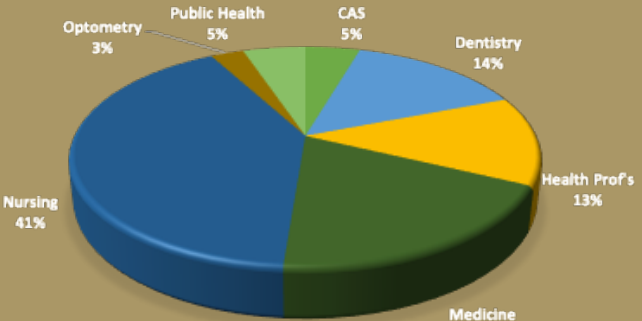
• Allison Shorten, PhD., Peter Bosworth, MBA., Elizabeth Coleman, MSN., Tedra Smith, DNP., Penni Watts, PhD., Valerie Tarn, MS, RD., Using Case-based Team Training to Introduce the Social Determinants of Health. 2020 Nexus Summit, August 6 – 20, 2020.



Faculty Development Workshop Series

| School/Program     | Learner Hours |
|--------------------|---------------|
| CAS                | 17            |
| Business           | 6             |
| Dentistry          | 2             |
| Education          | 2             |
| Health Professions | 40            |
| Medicine           | 26            |
| Nursing            | 108           |
| Public Health      | 21            |
| Optometry          | 1             |

Student Learner Distribution





# UAB OFFICE OF STANDARDIZED PATIENT EDUCATION



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 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.

### 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

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.



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

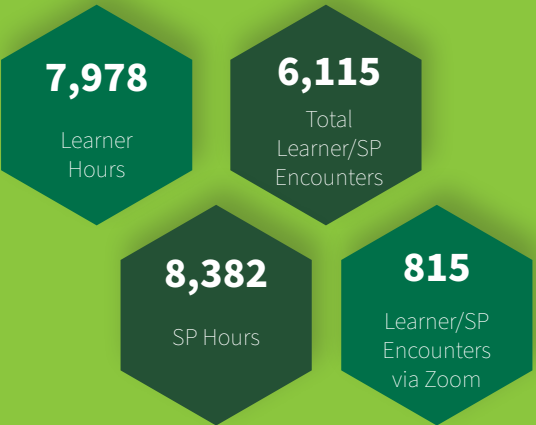
## Dissemination

### Publications

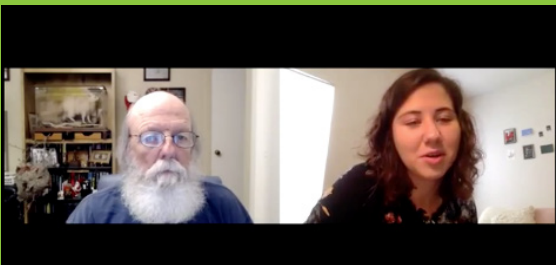
- Clark, L., Cloyd, G., Galin, F.S., Gerzina, H., Herzberger, K., MacAulay, R., McAdam, S., Nicholas, C., Vick, E., Owens, T., Park, C., Picketts, L., Castleberry, M., & Gliva-McConvey, G. 2020. Reimagining SP Methodology. In: Comprehensive Healthcare Simulation: Implementing Best Practices of Standardized Patient Methodology; Gliva-McConvey, G., Nicholas, C., & Clark, L. (Eds.); New York, NY: Springer.
- Hitchcock, L.L., Shorten, A., Bosworth, P. Galin, F.S. Edmonds, T. and C. Harada. 2020. Using a Standardized Patient Model for Interprofessional Team Training in Social Work. *Advances in Social Work*. 20(2):355-370.
- Hodges, A.L., Konicki, A.J., Talley, M.H. Bordelon, C.J., Holland, A.C. and F.S. Galin. 2019. Competency-based education in transitioning nurse practitioner students from education into practice. *J Am Assoc Nurse Pract*. 31(11):675-682.

### 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.
- Moving Toward Best Practices in Simulation and Gender Identity- Association of Standardized Patient Educators (ASPE) 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.

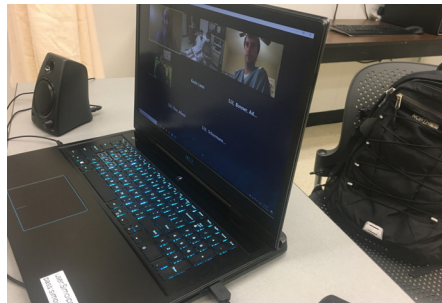
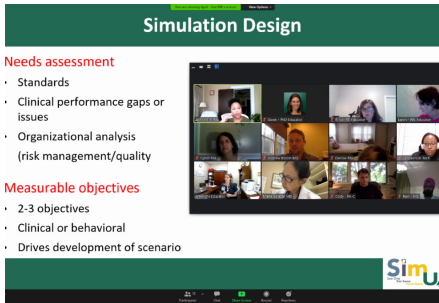


## INNOVATION & TELEHEALTH



# 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 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. We are continuing to offer these events in a remote fashion via Zoom in order to adhere to campus guidelines.

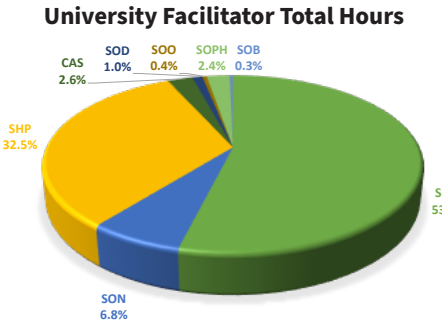
Simulation faculty development remains a high priority as simulation programs have rapidly expanded in health systems and universities worldwide. Research indicates that quality faculty development is the key to sustainability. OIPS offers a variety of faculty development courses aimed at preparing individuals to design, implement, and debrief interprofessional healthcare simulation experiences.

Our core courses are designed to be 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. 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 168 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 - Cross Monitoring, Huddle, Musculoskeletal, Role Assignment, Situational Awareness, Task Assistance, ICU IPE, Poverty Sims, and SHPEP.



## Dissemination

### Oral Presentations

- Peterson DT. SimUAB: A Robust Interprofessional Faculty Development Program for Simulation. Collaborating Across Borders. Indianapolis, IN. Oct 2019.
- Peterson DT, Shorten A. Guidelines to Support Faculty Development for Effective Interprofessional Debriefing. Collaborating Across Borders. Indianapolis, IN. Oct 2019.
- Burks T, Mathews D. Logistics and Operations of an In Situ Simulation. SimGhosts. Miami, FL. Jan 2020.
- Mathews DL. Compact implantable venous access device trainer. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Bergman L, Burks T. Ventricular Assist Device Insertion Exit Site Care Trainers. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Brown MR, May S, Morton A, Peterson DT. Debriefing Essentials. 2020 SimOps Meeting: Society for Simulation in Healthcare. Greater Cincinnati Area, Kentucky. July 2020.

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

- May S, Morton A. Mobilizing Simulations. 2020 SimOps Meeting: Society for Simulation in Healthcare. Greater Cincinnati Area, Kentucky. July 2020.

### Posters

- Bertke B, Register SJ, White ML. Using Simulation to Identify Latent Safety Threats in a New Freestanding Emergency Department. National Symposium for Healthcare Executives. Birmingham, AL. Nov 2019.
- May S, Opoku-Ageyman W, Brown M. Use of a Tabletop Simulation to Impact Perceptions of Stigma Associated with Opioid Use Disorder Among Pre-Health Students. National Symposium for Healthcare Executives. Birmingham, AL. Nov 2019.
- Roszczynialski K, Register SJ, White ML. An Investigation on the Perceptions of Practicing Interdisciplinary Health Professionals on Rapid Cycle Deliberate Practice Simulation. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Smith EN, Smith GD, Bergman LB, Gunn AJ, Zarzour JG. Development of a Simulation-Based Procedural Curriculum for Image Guided Procedures. Society of Interventional Radiology Annual Meeting. Seattle, WA. March 2020.
- Register SJ, Belle A, Brown MR, Blanchard E, May S, Flint D, DeOnis J, White ML. Simulation in Facility Planning Supports Collaboration and Efficient Patient Care. National Academies of Practice Annual Forum. San Diego, CA. March 2020.
- White ML, Gardner H. It's a Bloody Mess: Using Simulation to Understand Blood Collection Process. The 12th International Pediatric Simulation Symposia and Workshops, St Petersburg, FL. April 2020.

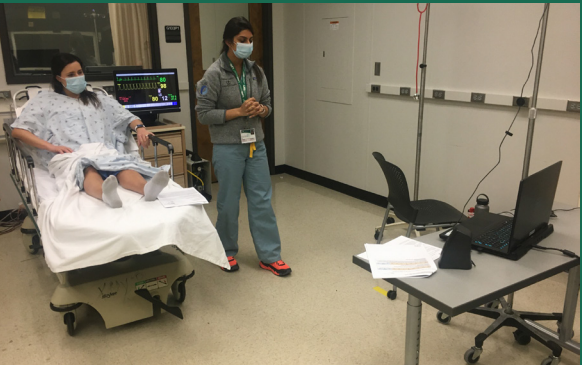
### Workshops

- Belle A, Vies A, May S, McCord T, Burks T, White ML. Systems Integration: How to Execute In Situ Simulation. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Blanchard E, Bergman L. Incorporating Simulation within a Fundamental Critical Care Support (FCCS) Course. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Peterson DT, McKenzie CT. Integrating Immersive Simulation into the Dental School Curriculum. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Belle A, Viles A, Blanchard E, Peterson DT. Embedded Simulation Participant Workshop. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Brown M, Peterson DT, Bergman L, Blanchard E, Belle A, Viles A, May SA, McCord T, White ML, Morten A, Hayes J. Interprofessional Scenario Design with a TeamSTEPPS Framework. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Bergman L, White ML, Mathews D, Morten A. Simulation-Design, Facilitation, Debriefing, and Coaching. 20th Annual International Meeting on Simulation in Healthcare. San Diego, CA. Jan 2020.
- Williams W, Bergman L, Viles A, Morris J, Kraemer R. Practice Makes Perfect: Using Rapid Cycle Deliberate Practice to Improve Learner Outcomes. Society of General Internal Medicine Annual Meeting, Birmingham, AL. May 2020.
- White ML. Learning Conversations to Improve Teamwork & Patient Safety. The 12th International Pediatric Simulation Symposia and Workshops, St Petersburg, FL. April 2020.
- Brown MR, Peterson DT. Debriefing Techniques. 2020 SimOps Meeting: Society for Simulation in Healthcare. Greater Cincinnati Area. July 2020.

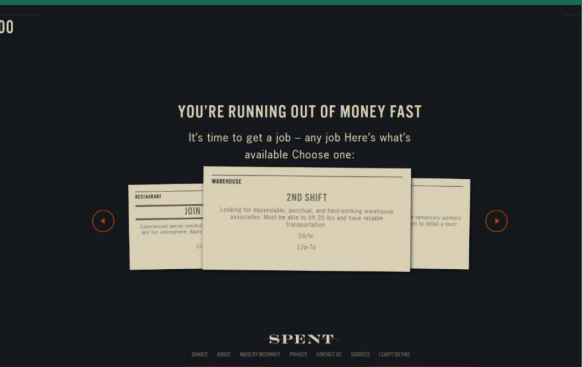
### Manuscripts

- McKenzie CT, Tilashalski K, Abou-Arraj R, Peterson DT, White ML. Students' evaluations of simulations in dentistry: A multiple cohort study at a U.S. dental school. Journal of Dental Education. 83(10), 1142-1150; DOI: <https://doi.org/10.21815/JDE.019.121> Oct 2019.
- Register SJ, Blanchard E, Belle A, Viles A, Moore S, MacLennan P, White ML. Using AIDET Education Simulations to Improve Patient Experience Scores. Clinical Simulation in Nursing, Vol 38, p14-17. DOI: <https://doi.org/10.1016/j.ecns.2019.09.005>. Jan 2020.
- Cox MG, Belle A, Gargus A. No Maniken? No Problem! Inspiring Innovation Through EMR Sepsis Simulation. American Colleg of Medical Quality, Vol 35, Sup. 1. March/April 2020.
- Watts P, Peterson T, Brown M, Peterson DT, White T, Epps C, White ML. Faculty reflections on effective strategies utilized to implement simulation-enhanced IPE for future healthcare providers. Clinical Simulation in Nursing, Vol 46, p 22-29. September 2020.

## COVID-19 Innovation



Basic IP Sims



Virtual Poverty Sim





*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 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](http://www.uab.edu/cipes).

