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## Director's Corner

Marjorie Lee White, MD, MPPM, MA

The pace of activity continued during April 2015.

Our activity in April spread across our stakeholder spectrum. In this issue, you can read about a health system-focused standardized patient, in sim program for the Geriatric Scholar Program as well as the Preparation for Residency course which saw Master's in Science of Healthcare Administration (MHSA), medical and nursing students face tough ethical challenges. This newsletter provides only a taste of the tremendous activity going on within "the Office."

Our team has grown from 2.5FTE (6 people) prior to October 2014 to 11.5FTE (13 people) who are part of the OIPS team as of May 1, 2015. I'm most excited about Chad Epps, MD assuming the role of Associate Director for OIPS as of May 1, 2015. Please see Chad's profile in this newsletter. We're lucky to have him take on this crucial role! We're working to develop our processes so that we can meet our goal of expanding simulation throughout the UAB enterprise.

We are continuing to offer high quality simulation facilitator training and to support simulation courses whether in the simulation centers we manage at Quarterback Tower or Volker Hall Simulation Sandbox or in situ (on location near you). We want to work with you to change the way we care for patients. Check us out on [www.uab.edu/simulation](http://www.uab.edu/simulation).

## UAB NICHE Initiative - Geriatric Scholar Program

Andres Viles, RN, NICHE Coordinator, ANC

UAB became a Nurses Improving Care for Healthsystem Elders (NICHE) site in 2009. The goal of NICHE is to improve the care elder patients receive by educating healthcare providers and hard-wiring evidence-based geriatric practices. One of the ways this goal is achieved at UAB is



through the Geriatric Scholar Program which is a UAB NICHE initiative. The initial scholar's class began in 2009 and consisted solely of 17 nurses from various departments. Currently, there are 165 scholars from various disciplines in approximately 40 practice areas throughout the organization. The program has been re-branded as the Interprofessional Geriatric Scholars Program to reflect this.

UAB has also started the Geriatric Scholar Patient Support Program to provide education to our non-licensed staff on care strategies that they can implement to prevent functional and cognitive decline in hospitalized patients. The inaugural class started October of this year and includes unit secretaries, patient care technicians, and a neurovascular lab technician.

In 2013, the program leaders recognized the need for scholars to be able to practice the knowledge and skills that were being taught in the program. As a result, simulation was added to the first year curriculum. Scholars are placed in inter-disciplinary groups of 3-4 and rotate through four scenarios addressing key geriatric issues (i.e. polypharmacy, functional decline, delirium, and transitions of care). Standardized patients (SPs) and care givers were used in the scenarios and they provided direct feedback to the participants. Feedback from the SPs was focused on communication, while the facilitators focused on objectives specific for each case. A modified Plus/Delta format was used directly after each case, and a more formal debrief was done after scholars rotated through all four cases.

Scholars have consistently rated the simulation events as one of the most beneficial learning methods for the program. "I learned more in this setting with the actors because it felt more real. Also, I was able to see what I did wrong vs. right a lot better," commented one scholar. Another scholar said, "I am more likely to use NUDESC for delirium assessment and screen for cognitive impairment." In response to the evaluation question related to



interprofessional collaboration, one scholar said, "The most effective aspect of the simulation was getting the chance to interview a patient with other professionals - getting their viewpoint on the patient."

Through simulation, the Geriatric Scholar Program has enabled participants to practice in a safe environment and hard-wire the concepts needed to improve outcomes for the geriatric patient population. Thank you to the OIPS for its continued support and guidance.

## Interprofessional Simulation Experiences during "Preparation for Residency"

Kevin Leon, MD & Chrystal Rutledge, MD

In April, the UAB School of Medicine (UASOM) provided medical students with an opportunity to prepare for the transition to residency through a "Preparation for Residency" course elective directed by Kevin Leon, MD and Chrystal Rutledge, MD. The two week course is designed to give medical students additional teaching prior to entering residency. The curriculum consists of lectures, procedural training, and simulation. This year, a dedicated pediatric curriculum was piloted and led by Will Sasser, MD and Yuv Kalra, MD as a way to provide even more specialized education to medical students with hopes of expanding to other specialties in the future.



Over the past two years, the course's simulation curriculum has expanded to include interprofessional simulations. This year, the UAB School of Medicine partnered with UAB Schools of Nursing and Health Professions in providing unique interprofessional simulation experiences. Participants in these specialized simulations included 58 fourth year medical students participating in the "Preparation for Residency" course, 68 nursing students enrolled in the Accelerated Master in Nursing Pathway graduate program led by Jennan A. Phillips, PhD, MSN, RN, FAOHN, Assistant Professor and Program Director, 31 students pursuing a Master of Science in Health Administration led by Jordan DeMoss, MSHA and Randa Hall MSHA, MBA. The students from the various schools had the opportunity to collaborate in caring for simulated patients in a controlled, safe environment, provide feedback to each other, and learn from content experts. One of the main objectives of this course was to provide students with experience dealing with difficult situations that arise while caring for patients. These situations are some of the most challenging, frustrating, and anxiety provoking aspects of patient care. Unfortunately, students often enter the clinical setting with very little knowledge and training in how to deal effectively with difficult situations, yet these experiences are all too common in practice.

Interprofessional simulations were designed to immerse the medical students, nursing students, and health administration students into real life clinical scenarios requiring more advanced communication and interpersonal skills. Trained embedded standardized participants served as patients or family members assuring that these simulation experiences provided the students with an opportunity to learn how to manage difficult situations in a non-judgmental, controlled, and safe learning environment. During these simulations, students received feedback and instruction on topics such as the disclosure of medical errors to patients and family members. They learned about the proper chain of command in reporting sentinel events or concerns regarding patient care, obtaining proper informed consent, determining patient competency to make medical decisions, and correctly identifying health care proxies when patients are no longer able to participate in the medical decision-making process. Other simulation experiences centered on dealing with an impaired healthcare worker and how to manage the frustrations family members often go through when receiving conflicting information from different healthcare providers. Most importantly, the students learned to utilize each professions' training and expertise and the resources available to assist in the care of these patients. They now realize that they are not alone when it comes to dealing with difficult or uncomfortable situations. With the knowledge and skills learned through interprofessional simulation, these future health care professionals are now more prepared to deal with almost any clinical scenario that they will encounter.

These simulations would not have been possible without the support of faculty from all programs including Penni Watts, PhD; Summer Langston, DNP; Danielle Baker, RN; Kelly Dailey, RN; Vanessa Gaioso, PhD; John Woods, MD; Jason Morris, MD. OIPS team members who provided support included Charles Prince, Brian Mezzell, Wayne Skipper, Jarrod Young, Jabril Cooper, April Belle, Lisa Bagby, Dawn Peterson and Marjorie Lee White. Also participating in ACLS training were Michael Lovelace, RN and his life class instructor team.

## OIPS Team Member Highlight - Chad Epps, MD



Dr. Chad Epps will assume the role of Associate Director for the Office of Interprofessional Simulation as of May 1, 2015. Chad has 11 years of experience in simulation. He is currently the Chair of UAB's Faculty Senate and the President-Elect of the Society for Simulation in Healthcare (SSH). Also, he is the editor of the recently released textbook on simulation: "Defining Excellence in Simulation Programs." He recently traveled to Portugal to give a keynote address at the Portuguese Society for Simulation in Healthcare and will soon give a keynote address at the Society in Europe for Simulation Applied to Medicine.

Chad is originally from Augusta, Georgia and attended Augusta College, where he earned his Bachelor of Science in Biology. He went on to earn his Doctor of Medicine degree from the Medical College of Georgia and interned at the University of Florida in Internal Medicine. Chad completed his Residency in Anesthesiology at The Mount Sinai Medical Center in New York City and also completed his Fellowship in Simulation there. He enjoys spending time with his wife Deborah and his two daughters Evelyn (9) and Ellis (7). He also enjoys reading, and his latest reads are "HBR's 10 Must Reads on Team" and "Atlas Shrugged." Chad spends some time on Twitter: @chadepps and on Facebook: chad.epps. His next planned vacation is to Adelaide, Australia.

## UAB Dentistry Simulations Develop Clinical Communication Skills

Carly T. McKenzie, Ph.D.

For the second consecutive year, UAB Dentistry conducted high-fidelity simulations to help D2 students develop clinical communication skills. Five SPs were employed during six urgent-care "appointments" per day. The simulation included an initial patient interview, medical history, presentation of patient findings to attending faculty, and treatment option presentation. Students formulated treatment options based on symptoms reported by the patient during the interview.

Upon completion, standardized patients and students compared evaluations and discussed individual performance before engaging in a group debriefing. Preliminary assessments indicated simulation to be an effective learning tool. Students had positive attitudes towards the simulation experience and reported the experience to be realistic, challenging, and enjoyable. In addition, students rated the simulation as a valuable learning experience that prepared them for patient care while improving clinical communication skills. High-fidelity simulation has proven to be a valuable addition to the dental school curriculum in advancing clinical communication with patients. UAB Dentistry faculty members are currently exploring other areas in which to integrate simulations.



UAB Dentistry Drs. Ken Tilashalski and Carly McKenzie planned and coordinated this effort with substantial help from OIPS representatives, Drs. Marjorie Lee White and Dawn Taylor Peterson. All 60 members of the D2 class engage in this experience. Student-patient appointments last approximately one hour. The second part of this two-day endeavor will occur Friday, May 8 at the School of Dentistry.

## OIPS Participates in the Newest UAB Care Initiative

Lisa Bagby, MSN, RN, ANC

The Office of Interprofessional Simulation is participating in the newest UAB Care initiative, care of respiratory conditions in critical care. OIPS is most heavily involved with the central line and bathing/oral care components. The goal of our involvement is to imbed simulation-based techniques and tools into the training and education prescribed by the initiative. We are excited for the opportunity to participate in the UAB Care process and to help ensure optimal care for "Every patient. Every time." To learn more about UAB Care: [Click here](#)



To learn more about OIPS and simulation at UAB: [www.uab.edu/simulation/](http://www.uab.edu/simulation/)

# Harvey® The Cardiopulmonary Patient Simulator

Jarrold Young, Clinical Simulation Specialist



The Office of Interprofessional Simulation is now housing "Harvey" The Cardiopulmonary Patient Simulator at the Volker Hall Simulation Sandbox. For over 40 years now, Harvey still remains the gold standard in cardiac assessment skills training. Harvey is used to simulate realistic cardiac diseases with the simple touch of a button. He has an active blood pressure, multiple pulse sites, heart sounds, and breath sounds for full scale physical exam learning. Harvey is programmed with 30 different disease states, 9 cardiac

auscultatory areas, and 6 breath sound areas. Harvey comes packaged with one instructor stethoscope and 10 learner stethoscopes. These learner stethoscopes connect to a sound transmission system that allows every learner to hear the same thing that the instructor is listening to. Harvey is housed in our simulation area on the ground floor of Volker Hall. If you are interested in scheduling a time to utilize this manikin, or you would like more information, please contact our office at [simulation@uab.edu](mailto:simulation@uab.edu).

## Upcoming Events

May 18-21, 2015	SOM/SON Renal Module Simulations
May 26, 2015	DASH© Series
June 4, 2015	SimConnect
June 18, 2015	Sim 1
June 26, 2015	ESP Workshop

## View the Latest Simulation Journal Articles

compiled by Kristopher Maday, MS, PAC, CNSC | Assistant Professor, Academic Coordinator

These summaries are available at [www.uab.edu/simulation/resources](http://www.uab.edu/simulation/resources) under the "Simulation Articles" tab.

[See our new video "OIPS: Simulation at UAB"](#)



Top Row (left to right): Jarrod Young (Clinical Simulation Specialist), Kelly Markham (Administrative Associate), Betty Farley (Program Director III), Lisa Bagby (Advanced Nursing Coordinator), Brian Mezzell (Program Administrator II), April Belle (Advanced Nursing Coordinator), Marjorie Lee White (Director), Wayne Skipper (Clinical Simulation Specialist)

Seated (left to right): Charlie Prince (Program Director II), Dawn Taylor Peterson (Director, Faculty Development & Training), Penni Watts (Faculty), Jabril Cooper (Clinical Simulation Specialist), Chad Epps (Associate Director)

For more information, please visit us on the web at <http://www.uab.edu/simulation>

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