

*November 1, 2016*

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## Director's Corner

Marjorie Lee White, MD, MPPM,  
MA

October 2016 marks the start of my 3rd year leading the OIPS team. As you can see in this newsletter, we've turned our focus to teams. I'm thrilled that we have 10 master TeamSTEPPS® trainers on our team who have been involved in expanding this important set of tools and tactics across our enterprise. We have been intentional in integrating team focused objectives into almost all of our simulations.

October saw us continuing to provide

## Highlands Education Day

Lisa Bagby, MSN, RN



The Office of Interprofessional Simulation was honored

simulation courses for the health system including education at UAB Highlands, RN preceptors and the UAB Rapid Infectious Outbreak team (formerly the Ebola Care team). We also continue to support university student simulations. Please see the stories about our Clinical Lab Sciences and "Doc Skills" courses.

Our team members are vital to our success. We are thrilled to welcome Virginia Baker, our Master's of Science in Healthcare Administration student. She has already been hard at work helping us make the case for our proposed Master's of Science with a major in Healthcare Simulation.

to be invited to present at Highlands Education Day on October 17, 2016. An introduction to how simulation is used in the healthcare environment for training, systems testing, and team building was presented by Lisa Bagby. Information was provided about how to partner with OIPS to build simulations. An interactive Team STEPPS exercise was facilitated by Andres Viles, April Belle, Brad Bertke, Erin Blanchard, and Tyler Burks from OIPS. In addition to providing teamwork and communication training, the exercise illustrated the use of simulation for team training. Participant comments included "This was an A+++ activity" and "Great teamwork experience." Thank you Sandra Powell MSHA, RN (ANC) for the invitation.

## Special Topics Course - Doc Skills 102

Stephanie Morris, MD



Doc Skills 102, a special topics course, was recently hosted by Co-Directors Dr. Stephanie Morris and Dr. Walt Schradling in the Volker Hall Simulation Center. The course provides students improved technical expertise and confidence in performing common skills required for physicians. Morning sessions in the OIPS conference room were spent not only learning techniques, indications, contraindications, and possible complications associated with common medical procedures, but also exercising coping mechanisms to deal with challenging situations that physicians face.

Some of the hands-on stations in the Simulation Center included endotracheal intubation, ultrasound guided central line placement, lumbar puncture, arterial blood gas, and placement of peripheral IV lines.

## Learning Strategies

Dawn Taylor Peterson, PhD

A recent article in Science of Learning by Hattie and Donoghue explores the vast amount of learning strategies in the literature and proposes a new model for thinking about selection of learning strategies that will have the most impact on effective learning for specific tasks. The article defines a learning strategy as any process a learner uses to improve or augment their own learning. The authors identify over 400 learning strategies in the literature and argue that these strategies cannot be viewed as independent. After careful review and analysis, Hattie and Donoghue propose a model of learning that utilizes strategies based on the demands of the required learning task not based on the preference or learning style of the learner. Their model views learning as three phases - surface learning, deep learning, and transfer of learning and emphasizes the embedding of learning strategies into the context of the content being presented. In other words, learning strategies that work with a certain task related to specific content may not work with a different task in a different setting. Hattie and Donoghue state, "There is no need to develop learning strategy courses, or teach the various strategies outside the context of content. Instead, the strategies should be an integral part of the teaching and learning process, and can be taught within this process."(p. 9) They conclude the article by suggesting that different learning strategies be employed as the learner progresses from surface learning to deep learning to transfer of learning. Encouraging learners to only develop a few learning strategies based on preference or style is not ideal and may lead to failure as one moves

## October Research Highlights

Shilpa Register, PhD, MS, OD



### Preparation for SSH Accreditation

In November, we are pleased to have the opportunity to welcome our SSH Accreditation site visit team to Birmingham. This is a joint site visit with Children's of Alabama which will occur November 17-18 at both simulation centers. The OIPS team has been busy preparing on-site documentation necessary for a successful site visit. OIPS is applying for accreditation in the following areas: Teaching/Education, Research, and Systems Integration.

### Sim Research Community Building

November 3 marks the first Simulation Research Community Building event for faculty and staff interested in ways to get involved in simulation research. We have a robust group of researchers, and we will highlight the group's accomplishments and how they fit into our proposed research strategic plan. Also, we will share proposed research related policies and procedures and accreditation highlights for the research standard. To wrap things up, there will be breakout groups to provide feedback on items presented. Please plan to join us if you can on November 3, 11:30-1:30 at Quarterback Tower 320.

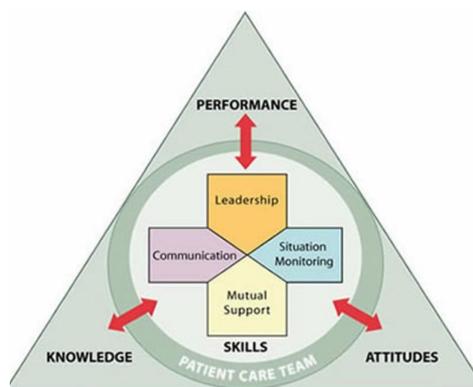
### Other Important Dates:

SimConnect, November 30, Noon-1 David James

## TeamSTEPPS® Communication Strategies for Clinical Laboratory Science Students

Michelle Brown, MS, MLS(ASCP)SB

The clinical laboratory generates large amounts of data used in the diagnosis and treatment of patients. The majority of this information is conveyed via the hospital information system. Thank goodness, because it involves millions of tests performed each year - and that's just at UAB! However, when critical results are identified, a specimen does not meet acceptability criteria, or complex serology delays a transfusion, personal communication is vital. TeamSTEPPS Master trainers from OIPS worked with clinical laboratory science graduate students and faculty on using a variety of structured communication techniques. The students were given case scenarios for which they used SBAR (situation, background, assessment, and recommendation) to effectively communicate a critical situation to a team member outside the laboratory. Additionally, a helium stick activity was used with small groups of students to demonstrate communication within a team. This provided students with the opportunity to use call-outs, briefs, and huddles, three strategies discussed at the beginning of the course. The student groups debriefed their teamwork experience and identified areas in which they could use these techniques in clinical practice.



## Rapid Infectious Outbreak Team

India Alford, MSN, RN, NE-BC



On October 4 & 11, the Rapid Infectious Outbreak Team (RIOT) held a simulation experience in the Quarterback Tower Sim Lab. The simulation provides training to an interprofessional team of UAB Health System employees who would care for patients with a potentially contagious infectious disease. Participants practice donning and doffing their personal protective equipment and also simulate patient care on a manikin so they can gain experience before working with an actual patient. The RIOT team stands ready to assist with patients who might be diagnosed with new infectious outbreaks. New to this training session was the incorporation of the new MaxAir

product called a CAPR (Computerized Controlled Air Purifying Respirator). This is a unique system with a helmet, battery, battery belt, and filter that can be used to provide a safe environment to protect RIOT team members against harmful aerosolized particulates. The team was able to train and practice donning and doffing in the new gear. The CAPR's provide an environment of cooled air which makes wearing all of the protective gear more comfortable for the team members. The goal is to train our health care professionals to be prepared so that they can perform better and prevent the spread of infectious disease. Simulation allows for deliberate practice and mastery learning to keep patients and providers safe.

## RN Preceptor Class

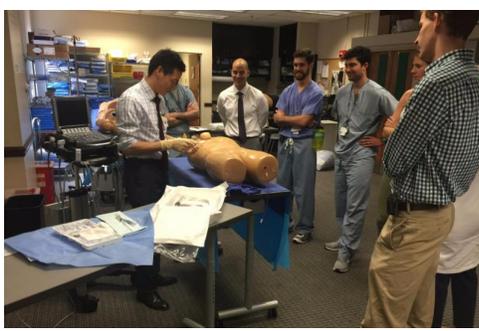
Lisa Bagby, MSN, RN

On October 27, through a collaboration between the Office of Interprofessional Simulation and the Center for Nursing Excellence, a revised RN Preceptor Course was piloted. Facilitated by India Alford and Lisa Bagby, the class had 38 participants who were actively engaged throughout. The course objectives included defining the preceptor role within the organization and on the nursing unit, assessment of the learning style and learning needs of the new hire RN, and employing adult learning theory and teaching principles during the preceptorship. The participants shared personal stories of challenges and successes with precepting in the past. Feedback related to the course was overwhelmingly positive and suggestions for future improvements were freely offered. We would like to thank the attendees for their time, attention, and drive to become servant leaders and mentors to our new hire registered nurses. Additional thanks to Connie White-Williams and the Center for Nursing Excellence for providing lunch for the group.



## Paracentesis & Thoracentesis Trainers

Lisa Bagby, MSN, RN



The Office of Interprofessional Simulation is excited to add Blue Phantom ultrasound compatible thoracentesis and paracentesis trainers to our procedural skills training program. Internal Medicine interns were the first to utilize this equipment in a training session facilitated by Dr. Peter Phan. Learner and facilitator feedback was positive related to accuracy of ultrasound images, anatomical landmarks, and haptic feedback from the trainers. Work is underway to begin the development of a standardized simulation training session for these procedures.

## OIPS Welcomes MSHA Intern - Virginia Baker

My name is Virginia Baker. I am from Columbia, South Carolina and am a recent graduate of Clemson University.

I am a current first year student in the Masters of Science in Health Administration program within the School of Health Professions here at UAB. I have been given the opportunity to complete a work study in the Office of Interprofessional Simulation. I am very excited about this experience as I have very little knowledge about simulation and much to learn. It has been fascinating to me to learn about the high percentages of medical errors and how simulation is working to bring those numbers down as well as improve the quality of patient care. Even during my short time here at OIPS, it is already evident to me that simulation is playing a vital role in the continuously changing field of healthcare. So far, within my work study, I have observed various simulations and have also been a part of the research for the potential development of a Masters of Science in Healthcare Simulation. This opportunity has provided me with great insight into the types of careers that involve simulation. I hope during my time in this department to learn more about the day-to-day operations in OIPS and how they are ultimately benefiting the health system. In the upcoming months I look forward to being of any assistance that I can be and to learn more about simulation.



## OIPS Team Member Highlight - Kelly Markham



Kelly Markham joined the Office of Interprofessional Simulation as an Administrative Associate in November 2014. Kelly is originally from Guin, Alabama. She attended the University of Alabama at Birmingham where she earned her Bachelors of Science in Business & Commerce with a major in Healthcare Management. She has been a UAB employee for 10 years and has been with OIPS for the last 2 years. Kelly and her husband, Beau, have one son, Tanner, who is about to celebrate his seventh birthday. Kelly enjoys spending time with her family and cooking and baking with Tanner. Thanks to her son, her latest read was "Star Wars, Escape from Darth

Vader." Her favorite cuisine is Mexican, and her next vacation will be to Navarre Beach, Florida. Kelly can be found on Facebook.

November 7, 2016

[Sim 2](#)

November 10, 2016

[DASH© Series](#)

November 11, 2016

[Procedural Skills Facilitator Course](#)

November 17 & 18, 2016

[SSH Accreditation Site Visit](#)

November 18

[ESP Workshop](#)

November 29, 2016

[UAB Pop-In Series - Healthcare Simulation](#)

November 30, 2016

[SimConnect](#)

For Facilitator Development Opportunities visit  
<https://www.uab.edu/simulation/development-opportunities>



Top Rows (left to right): Marjorie Lee White (Director), Charlie Prince (Director of Operations), Brandon Smith (Clinical Simulation Specialist), April Belle (Director of In Situ Simulations), Brian Mezzell (Program Administrator II), Lisa Bagby (Director of Procedural Simulations), Brad Bertke (Program Coordinator I), Kelly Markham (Administrative Associate), David Mathews (Clinical Simulation Equipment Technician), Betty Farley (Program Director III)

Seated (left to right): Tyler Burks (Clinical Simulation Specialist), Shilpa Register (Director of Research), Dawn Taylor Peterson (Director, Faculty Development & Training), Erin Blanchard (Simulation Educator Senior), Andres Viles (Simulation Coordinator Senior),

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

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