



March 2, 2015

### Director's Corner

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New Simulator on the Block



## Director's Corner

Marjorie Lee White, MD,  
MPPM, MA

February was a busy month for the Office of Interprofessional Simulation (OIPS) despite weather-related logistical challenges. We continued to provide world-class simulations for health system and campus – starting maintenance training for the Ebola care team and providing 64 hours of interprofessional simulation just for 1st semester BSN nursing students and 1st and second year medical students!

We've partnered with UAB Digital Media Group to develop a video to tell you more about who we are. Please use this link to learn more

## New Approaches to Simulation Learning & Instruction: Rapid Cycle Deliberate Practice

Lindy Winter, MD

Lindy Winter, M.D., Associate Professor of Pediatrics-Neonatology, was recently awarded one of nine Teaching Innovation and Development Awards from the Centers for Teaching and Learning to support new approaches to



about us and how we want to partner with you. [OIPS: Simulation at UAB](#)

Our primary activity as an organization is to function as a trainer of trainers. To this end our faculty development and training experts have developed – The OIPS Instructor Certification Plan. This is a tiered plan with the goal of maintaining quality and consistency among simulation facilitators. Faculty and staff involved in simulation at any of the simulation centers across campus and throughout the health system are eligible to seek certification at designated levels. By October of 2016, we expect everyone participating in OIPS-sponsored activity to meet minimum standards. For more information about this important initiative and opportunities to participate visit our [OIPS Instructor Certification](#) page. Please let me know if you have any questions.



instruction and learning using team-based training concepts. Her grant, Rapid Cycle Deliberate Practice (RCDP) in Neonatal Resuscitation Program (NRP) Team Training, will evaluate a rapid-cycle simulation pyramid-learning scheme against traditional teaching methodologies. The top NRP initiative for 2014 is to "define optimal methods of teaching and evaluating the cognitive, technical, and behavioral skills necessary for successful resuscitation of the newborn." However, defining the best methods in teaching NRP-specific skills, improving retention of NRP skills, and assessing teamwork and adherence to NRP algorithms remains unclear. The American Academy of Pediatrics is looking at whether traditional simulation and debriefing techniques remain the best method to improve performance, teamwork, skill retention, and individual assessment of competence/confidence or whether alternative educational techniques exist. Current NRP training is assessed with an online test to assess individual fund of knowledge and then a final individual simulation scenario. Nowhere in the certification process is team-performance assessed.

Deliberate practice is repetitive performance of an intended skill, such as bag-valve-mask, by a learner until the skill is performed correctly and independently. During the skill, specific, constructive feedback is given, and the learner is allowed to ask questions and modify performance, providing an effective two-way communication between the expert and learner. RCDP capitalizes on the core concepts of deliberate practice extending this into a simulation environment with a focus on an algorithmic process and team-based roles. RCDP gives learners multiple opportunities to 'do-it-right' in a non-threatening learning environment with immediate constructive feedback and deliberate practice of critical skills, team-based role responsibilities, and team-based communication. In RCDP the team is the unit being evaluated, not the individual, thus fostering an environment where mistakes are turned into learning opportunities for the group. The RCDP process continues until all members of the team achieve individual skill mastery, demonstrate team closed-loop communication, performance, and teamwork principles are solidified.

## Embedded Simulation Participant (ESP) Workshop

Kelly Dailey, MSN, RN

Confederate, scenario guide, facilitator and embedded simulation participant (ESP) are all names that refer to a role that is assigned to an individual in a simulation encounter. On Jan 29, OIPS hosted an ESP workshop to train ESPs. Learners in the 3 hour course held at the School of Nursing Simulation Lab were able to identify strategies to improve the

facilitation of simulation and apply these techniques in practice simulations. The participants learned the importance of their role as a leader to guide and to give support and structure to the simulation-based learning experience. The workshop included didactics about general guidelines for the ESP and a game of "Name That ESP," which included video clips to help identify facilitation techniques that do not support the simulation experience. Videos of simulations with ESPs utilizing techniques that give structure and support to the simulation were also shown. The day ended with opportunities to apply what was learned to actual scenarios that were performed by the course instructors. The course instructors were Penni Watts, April Belle, Lynn Zinkan, Amber Youngblood and Kelly Dailey. This course is part of our simulation facilitator training series. For more information about these courses please visit our [ESP Workshop](#) page.



## Genetic Counseling Graduate Students Develop Skill in Communicating Difficult Information

Lynn Holt, MS, C.G.C.

The UAB Genetic Counseling Graduate Program has partnered with the OIPS to develop a series of complex genetic counseling cases that span the common practice areas in the field. The simulations ensure that each student has the opportunity to demonstrate and develop crucial communication skills that are essential in genetic counseling. Genetic counselors are routinely required to provide patients with complex risk assessment, abnormal test results, and "bad news" as a part of their professional practice. However, there are often limited opportunities for genetic trainees to disclose this type of sensitive information during their training. Four simulation scenarios have been developed utilizing standardized patients that address prenatal, pediatric, preconception and cancer genetic counseling. The simulations are dispersed throughout the curriculum to enable students to receive practical feedback that they can use during their clinical training as well as demonstrate a mastery of skills over time. Students repeatedly report that successfully completing these challenging scenarios builds their confidence as genetics professionals.



## New Simulator on the Block

Jarrod Young, Clinical Simulation Specialist

The Office of Interprofessional Simulation is currently in the process of obtaining a new training system for surgical skills. The new product is a GI-BRONCH Mentor System from Simbionix. The system combines both a gastrointestinal and bronchoscopy 3-dimensional model for simulation. The GI Mentor offers an endoscopic medical simulator for upper and lower gastrointestinal procedures. The BRONCH Mentor system offers flexible bronchoscopy training for the need of pulmonary and critical care physicians,



interventional pulmonologists, and anesthesiologists. The simulator is also paired with the MentorLearn Management System, which allows instructors to upload didactic content to the system and manage training needs of the program. The GI Mentor system includes cyberscopy, colonoscopy, gastroscopy, and gastric emergency bleeding modules. The additional BRONCH Mentor has an Essential Bronchoscopy Module, which is designed for acquiring the bronchoscopic skills and anatomical knowledge, and a Diagnostic Bronchoscopy Module, which incorporates the skills into complete patient scenario simulations. If you would like to learn more about the GI-BRONCH Mentor System, or would like to begin scheduling time to utilize this technology, please contact us at [simulation@uab.edu](mailto:simulation@uab.edu).

Funding to obtain this system is coming from a Health Services Foundation General Endowment Grant entitled "Enhancement of Surgical Skill Training for Undergraduate and Graduate Medical Education." Dr. Brent Ponce, Orthopedic Surgery, is the Principal investigator on this grant. Co-Investigators include Dr. Richard Stahl, Surgery; Dr. Todd Peterson, Emergency Medicine; Dr. Marjorie Lee White, Pediatric Emergency Medicine and Dustin Baker, research fellow in Orthopedic Surgery. OIPS is delighted to be working with this group to expand our surgical skills capacity.

## Upcoming Events

March 6, 2015

[SimEducator I](#)

March 20, 2015

[SimEducator II](#)

March 26, 2015

[DASH© Series](#)

March 30 - April 2, 2015

High Acuity Simulations

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





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

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