UT HEALTH SCIENCES®



CHIPS

2026 ANNUAL REPORT

ABOUT CHIPS

The Center for Healthcare Improvement and Patient Simulation (CHIPS) is a 45,000-square-foot, standalone facility dedicated to healthcare simulation and interprofessional education. Opened in 2018, this state-of-the-art center is designed to support the educational, assessment, and training needs of students, residents, faculty, healthcare professionals, and clinical partners. The building is the only one of its kind in Tennessee and one of only a handful in the country. Staffed by an internationally recognized team of experts, CHIPS advances healthcare quality and patient safety through innovative education, research, assessment, and clinical skills development. Learners engage with simulated patients, high-fidelity manikins, task trainers, and immersive virtual reality environments to develop and refine clinical competencies. Recognized as one of Tennessee's premier simulation centers and among a select group of comprehensive facilities nationwide, CHIPS holds accreditation from the Society for Simulation in Healthcare in the areas of Core Operations, Teaching/Education,and Human Simulation, reflecting its commitment to excellence and continuous improvement in healthcare simulation.

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OUR VISION

The Center for Healthcare Improvement and Patient Simulation (CHIPS) endeavors to advance healthcare through patient simulation as an international center of excellence for healthcare simulation. CHIPS is centered on the values of psychological safety, transparency, and servant leadership.

OUR MISSION

The Center for Healthcare Improvement and Patient Simulation (CHIPS) is dedicated to improving the quality of healthcare delivery through education, research, assessment, and enhanced clinical skills training with simulated patients (SPs), high-fidelity patient simulators (manikins), and virtual reality settings.

INTRODUCTION

The evolving landscape of healthcare education places a strong emphasis on effective training, reinforced learning opportunities, and collaborative team behaviors. Repetitive practice and deliberate simulation-based experiences help develop competent healthcare professionals while contributing to improved patient outcomes, enhanced quality of care, and greater patient safety. Since the early 2000s, simulation-based education has grown dramatically, extending beyond traditional classroom instruction to provide innovative, experiential learning opportunities for students and healthcare professionals alike.

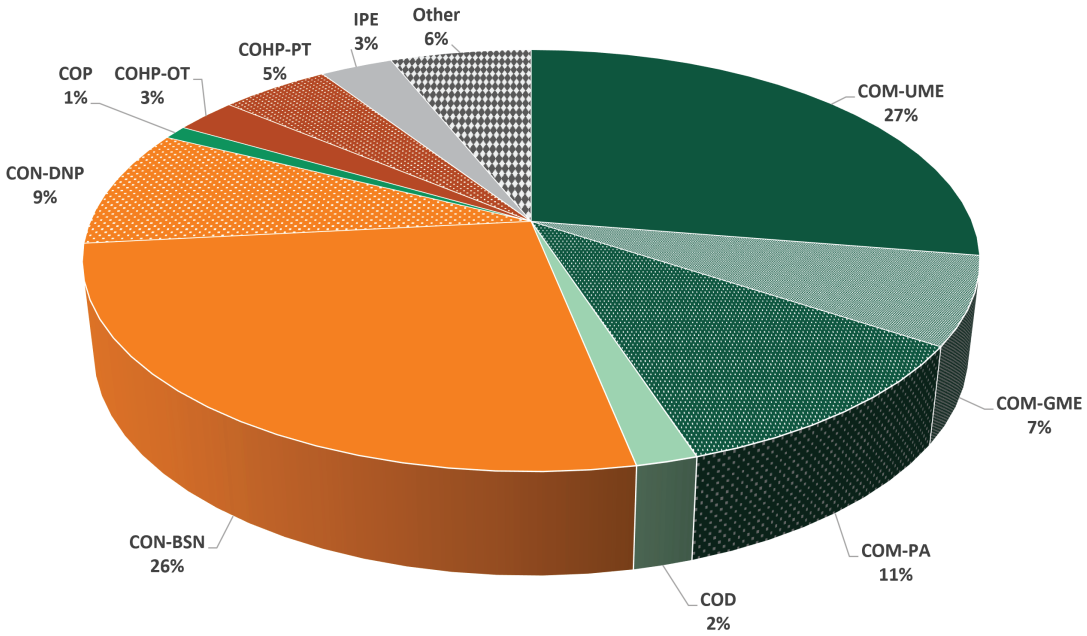
As Tennessee's flagship public academic health science center, the University of Tennessee Health Sciences is committed to improving the health of Tennesseans through an integrated mission of education, research, clinical care, and public service. At CHIPS, the expertise of our simulation professionals serves as the foundation for meaningful collaboration across the university and with healthcare partners throughout the region. This commitment to excellence enables us to leverage emerging technologies, evidence-based practices, and innovative educational strategies to expand learning opportunities and prepare healthcare providers who will positively impact the health of their communities for years to come.

CHIPS ACTIVITY

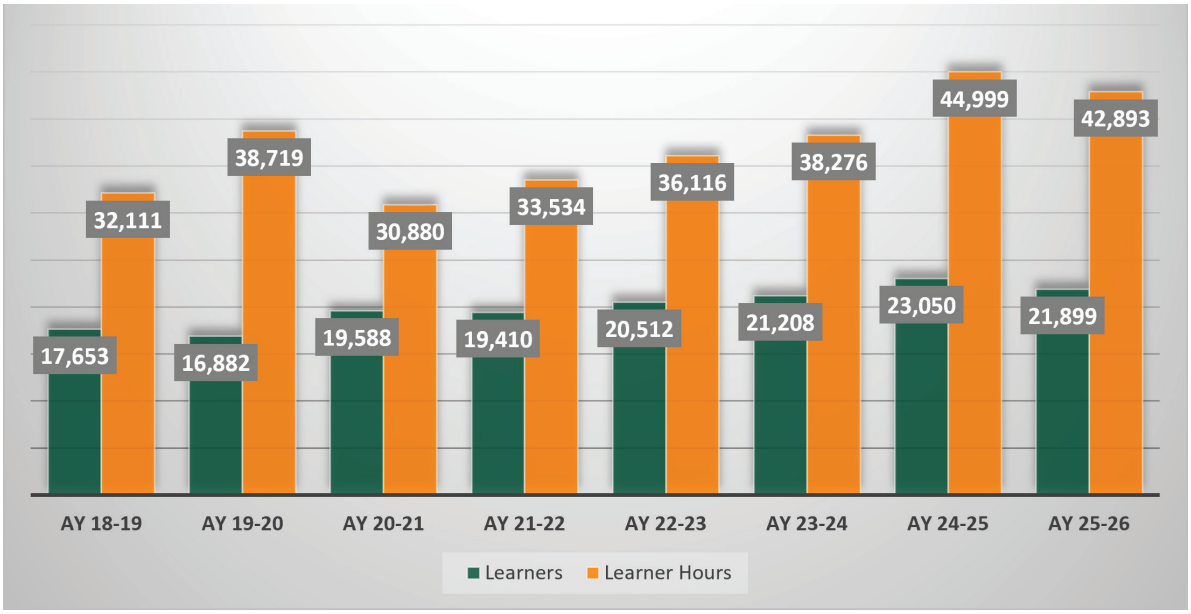
Academic Year 2025-2026 Center for Healthcare Improvement and Patient Simulation

During Academic Year 2025-2026, CHIPS continued to expand its impact by providing simulation-based learning experiences to a growing number of students, residents, fellows, healthcare professionals, and clinical partners. These experiences strengthen clinical competence, teamwork, and patient safety while supporting workforce development across Tennessee.

TOTAL LEARNER HOURS AY 2026



CHIPS LEARNER DATA



ACCOMPLISHMENTS AND ACCOLADES

CHIPS achieved Society for Simulation in Healthcare (SSH) Accreditation in Human Simulation, marking a significant milestone for the organization.

As one of only three exemplary programs worldwide selected to pilot SSH's new Human Simulation accreditation standards, CHIPS played a key role in shaping and refining the standards while undergoing a rigorous review of its governance and program management, physical and psychological safety practices, case development processes, simulated participant recruitment and training, performance quality, feedback and assessment methods, and continuous quality improvement efforts.

This distinction reflects CHIPS' commitment to high-quality, ethical, and educationally sound human simulation. It also recognizes the expertise of the team in participant recruitment, training and development, case preparation, performance, feedback, quality assurance, and program evaluation.

The designation is especially meaningful because human simulation depends on the individuals who bring learning experiences to life. Simulated participants are essential partners in creating realistic, impactful educational encounters for healthcare professionals and students. Their professionalism, preparation, adaptability, and dedication are fundamental to the success of this work.

As an early adopter of this accreditation pathway, CHIPS is helping advance the field by contributing to the evolution of standards and best practices. CHIPS is especially proud of the SPs, whose partnership, expertise, and commitment made this recognition possible.

FULL ACCREDITATION

CHIPS proudly achieved full reaccreditation by the Society for Simulation in Healthcare (SSH) across three key domains in Core, Teaching/Education and Human Simulation in May 2026. Earning this recognition required years of evidence collection and a rigorous self-study proving compliance with 48 individual accreditation standards. This milestone is a direct reflection of our staff, simulated patients, and faculty who continuously raise the bar for immersive, high-quality healthcare education.



CHIPS TOP SIMULATION PROGRAM

Becker's Hospital Review is the must-read publication for every informed decisionmaker in hospitals and health systems. CHIPS is proud to be nationally recognized by Becker's Hospital Review for four consecutive years:

2023 – Named to the inaugural list of "34 health systems with great simulation and education programs."

2024 – Featured among "64 simulation and education programs to know."

2025 – Re recognized on the "64 programs to know" list, highlighting a major audiovisual and IT infrastructure upgrade

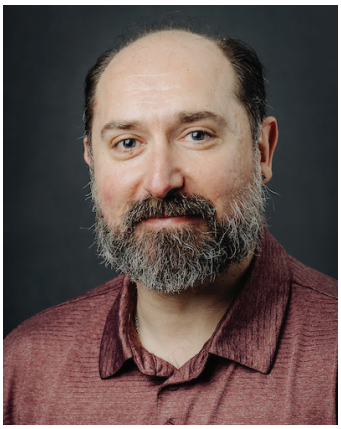
2026 – Included again on the expanded "93 health system simulation and education programs to know"

This sustained recognition reflects not a single initiative, but years of strategic investment, innovation, and meaningful impact made possible by an exceptional team of experts who love what they do!

NEW HIRES



Thomas Yates began his role as a simulation technologist in CHIPS on March 31. Originally from Nashville, he moved to Memphis to pursue a bachelor's degree in biomedical engineering at The University of Memphis. As a simulation technologist, Thomas is responsible for setting up simulation events with various manikins, medical equipment, and other materials that aid in our learners' education. He is currently pursuing a master's degree in simulation.



Michael Khanlarian began his simulationist career as a Simulated Participant (SP), where he developed a strong foundation in communication, psychological safety, and learner engagement. His background in arts education strengthens my ability to work collaboratively, respond in the moment, and support safe, structured learning environments. As a Simulation Technologist, his responsibilities include setting up and operating manikins (SimMan 3G, SimJunior, Victoria), managing AV capture with SimCapture, preparing equipment, staging environments, and assisting with dry runs. He also supports SPs and helps ensure simulations run smoothly from both a technical and operational perspective.



Marius Coleman-Denton is a Simulation Operations Specialist at the Center for Healthcare Improvement and Patient Simulation (CHIPS). From Marion, Arkansas, Marius holds a Bachelor of Science in Biology from Morehouse College, and a Master of Science in Biology from Georgia State University. With his medical background, he brings a wealth of knowledge to CHIPS.



Amanda Johnson, MA, MEd, CHSE is a Simulation Educationalist at CHIPS with expertise spanning simulation, education, and educational technology. Most recently, she helped develop a new simulated participant program in Arkansas and has led innovative simulated learning and workforce development initiatives that connected community learners with virtual reality and emerging technologies through public library partnerships. At CHIPS, Amanda collaborates with faculty to design, facilitate, debrief, and evaluate simulation-based educational experiences. Amanda holds degrees and graduate certificates in English, Teaching, Learning and Leadership, Teaching Speakers of Other Languages, and Online Teaching. She also holds a Certificate in Fundamentals of SP Methodology from the Association of SP Educators and is a Certified Healthcare Simulation Educator (CHSE) through the Society for Simulation in Healthcare.

STAFF PROMOTIONS



Xavier Agee, MS, CHSOS has been promoted to the role of CHIPS Director of Operations and Technology and Business Development. Xavier brings more than a decade of experience in healthcare simulation, information technology, and strategic leadership. As a Certified Healthcare Simulation Operations Specialist (CHSOS), he has been instrumental in complex simulation initiatives, supporting accreditation efforts, and ensuring operational excellence. Throughout his time at CHIPS, Xavier has consistently demonstrated thoughtful leadership, strong collaboration, and creativity. Please join CHIPS in congratulating Xavier and in supporting him as he steps into this next chapter of leadership.



Jerdara Rudd, M.Ed., B.A., CHSOS has been promoted to Simulation Logistician at CHIPS. Throughout her tenure, Jerdara has played an integral role in coordinating simulation activities and ensuring the seamless execution of simulation-based learning experiences. Her exceptional organizational skills, attention to detail, and commitment to excellence have contributed significantly to the success of CHIPS operations. Known for her collaborative approach and dedication to supporting learners and faculty, Jerdara will continue to be instrumental in maintaining the high standards of readiness, efficiency, and realism that define the CHIPS experience.



Chris Patrick joined CHIPS as a Simulation Technologist in June 2024. In March of 2025 he transitioned to the role of Simulation Specialist, where he leverages his many years of knowledge and technical career experience to support faculty, staff, and students at UT Health Sciences. By focusing on setting up simulation environments and providing technological support across various levels of sophisticated healthcare simulations, Chris is responsible for creating realistic healthcare simulations that provide immersive training experiences for medical providers and healthcare professionals. Prior to beginning his work in simulation, he started his healthcare career as a patient care technician at the largest health care provider in Alabama, UAB Medicine.

CERTIFICATIONS

We're thrilled to announce that SP Educators, logisticians and CHIPS Educationalist continue to achieve prestigious Certified Healthcare Simulation Educator (CHSE) and Certified Healthcare Simulation Operations Specialist (CHSOS) certifications! As CHSE/CHSOS-certified professionals, their leadership in their respective roles inspires others to strive for greatness.

Amanda Johnson, CHSE

Jerdara Rudd, CHSOS

SIMULATION EDUCATION HIGHLIGHTS

Interprofessional simulation is crucial for preparing healthcare professionals to work effectively in teams, ultimately leading to improved patient outcomes and enhanced healthcare delivery.

INTERPROFESSIONAL SIMULATION

National Naloxone Awareness Day is observed annually on June 6th to promote overdose prevention, expand access to life-saving naloxone, and reduce the stigma surrounding substance use. The Center for Healthcare Improvement and Patient Simulation recently hosted a vital Interprofessional Education (IPE) event focused on Opioid Overdose Prevention and Response. We brought together learners and faculty from the University of Tennessee Health Science Center College of Pharmacy, UTHSC College of Medicine, University of Tennessee Health Science Center College of Dentistry, and University of Tennessee Health Science Center College of Nursing for hands-on simulation training. By training these learners together, we are ensuring that the next generation of providers is fully equipped to recognize, prevent, and respond to opioid emergencies in any setting. This initiative is part of the Campus Overdose Prevention and Response Project, supported by a $3.1 million grant from the Opioid Abatement Council administered through the Coalition for Healthy and Safe Campus Communities: CHASCo. This funding is helping 16 campuses across Tennessee build the infrastructure needed to provide life-saving education and resources. A special thanks to UTHSC Student Success for their efforts in coordinating the learners' participation in the event. We are proud to see our learners collaborating across disciplines to tackle this critical public health issue.



NEW COURSES

The College of Dentistry, Department of Periodontic and CHIPS developed and launched a new manikin-based medical emergency simulation project. These experiences place first- and second-year periodontic residents in a fully staged dental operatory where a patient deteriorates and requires the team to recognize decompensation, terminate the procedure, manage the airway, and initiate ACLS. Learning objectives centered on identifying the signs and symptoms of a medical emergency, accurately determining the type of emergency, and initiating the appropriate response — including equipment readiness, high-quality CPR in a dental chair environment, and handoff to EMS. Formative feedback and a post-event learner survey will inform refinements for future iterations of this now-annual offering.

NSG BSN 432 FORENSIC NURSING ELECTIVE



In partnership with the College of Nursing's Forensic Nursing elective, CHIPS developed and launched a new manikin-based simulation for BSN learners. The scenario challenges students to apply clinical assessment, communication, teamwork, and clinical decision-making skills in complex patient care encounters. Enhanced by realistic moulage that provides important clinical cues, learners conduct a team-based assessment, obtain diagnostic studies, apply screening tools, escalate concerns through the proper chain of command, and communicate with a family member portrayed by an embedded participant. Throughout the experience, learners balance the patient's concerns with clinical priorities while navigating a dynamic care situation. Twenty-two students participated across four one-hour simulation sessions, with three active participants and approximately three observers in each session. Observers used a Plus-Delta observation tool to structure feedback and reflection. Each session concluded with a 15 to 20 minute facilitated Plus-Delta debrief focused on communication, patient safety, physical assessment, and clinical reasoning. Post-event learner surveys and facilitator observations will inform ongoing refinements to the moulage, prebriefing objectives, and embedded participant role as this simulation continues as an annual component of the curriculum.

BRAIN DEATH SIMULATION & DIFFICULT CONVERSATIONS

In collaboration with the GME Neurology Residency Program, CHIPS developed and launched a new hybrid simulation, Brain Death Evaluation and Difficult Conversations. The experience combined a manikin-based clinical encounter with a simulated participant (SP) small group communication encounter, allowing residents to practice technical and interpersonal skills within a single, continuous case. During the first phase, residents conducted a structured brain death evaluation, applying the Death by Neurologic Criteria checklist and determining whether findings met established medical and legal standards. In the second phase, delivered using the Deconstructed Small Group (DSG) format, residents communicated their findings to the family, portrayed by an SP, responding to emotional reactions, addressing concerns, and explaining complex medical information using clear, compassionate language. Palliative care providers, Dr. Amanda Linz and Dr. Colleen Menegaz helped facilitate the experience, drawing on specialized "Vital Talk" training on navigating difficult conversations.

Recognizing the emotional complexity of the topic, the team established a psychologically safe learning environment through prebriefing, clear expectations, and facilitated reflection. The DSG format enabled conversations to pause at key moments, creating opportunities for residents to explore communication

strategies, receive coaching, and immediately practice alternative approaches. This learner-centered approach promoted active participation, reflection, and skill development in a supportive setting. Each session concluded with feedback from the SP and a structured debrief focused on communication, empathy, and the resident experience, incorporating self-reflection, peer feedback, and guided discussion. Together, the simulation, coaching, SP feedback and debriefing process strengthened residents' confidence and competence in conducting one of the most challenging conversations in clinical practice.

IN-SITU AED SIMULATION SCENARIO

Our team conducted a high-fidelity in situ Automated External Defibrillator (AED) response drill with the College of Pharmacy. By moving simulation out of the lab and into the real-world operational environment, pharmacy students had the unique opportunity to refine their clinical emergency skills side-by-side with UTHSC Police Department personnel and University Health Services.

This initiative highlights our commitment to interprofessional education (IPE) and campus safety, testing both human handoffs and rapid system responses during a critical cardiac event. We extend our sincere gratitude to our campus partners whose collaborative spirit ensures our university community remains safe, prepared, and resilient.



SIMULATED PARTICIPANT (SP) PROGRAM HIGHLIGHTS

CHIPS maintains a comprehensive onboarding and development program designed to prepare newly hired Simulated Participants (SPs) to serve as effective educational partners. Through a multi-day orientation, SPs receive training in role portrayal, objective learner assessment, verbal and written feedback techniques, program expectations, workplace safety, scheduling processes, and supporting technologies. This structured approach promotes consistency, quality, and readiness across the SP workforce. To maintain a robust pool of SPs that reflects the individuals and communities encountered in healthcare practice, CHIPS conducts group auditions on an as-needed basis, typically in the spring and summer. Candidates are evaluated on communication skills, role portrayal, recall of case-specific information, adaptability, and improvisation. Prospective SPs prepare a sample case in advance and participate in interactive exercises, feedback activities, and role-play scenarios that demonstrate the expectations and responsibilities of the role. Through this process, CHIPS continues to recruit, develop, and support SPs who contribute to authentic, learner-centered educational experiences.



ADMINISTRATION AND OPERATIONS HIGHLIGHTS

When the Center for Healthcare Improvement and Patient Simulation (CHIPS) opened, it transformed how the University of Tennessee Health Sciences prepared students for clinical care. In 2025, CHIPS redefined what is possible, making high-quality simulation training more accessible, flexible, and forward-looking than ever. A major upgrade to its audio-visual systems, a transformation that not only enhanced the quality of simulation recordings but also expanded the center's reach far beyond the Memphis campus. With the new system fully operational, CHIPS is still exploring how to work with programs statewide to fully leverage the upgraded features to expand opportunities. It is clear, though, that this investment has reinforced the center's standing among the nation's best, positioning it to continue leading the way in simulation-based medical education.

FEDEX FLIGHT SIMULATOR TOUR



Professional development is a cornerstone of the culture at CHIPS, where continuous learning and improvement are essential to advancing simulation practice. Through monthly development activities, CHIPS team members explore new approaches, refine existing processes, and strengthen their expertise as simulation professionals. As part of this commitment, the team visited the FedEx Air Operations Training Center to learn from one of the world's most advanced simulation-based training environments. The experience provided valuable insight into aviation's approach to simulation, including flight training technology, standardized procedures, performance evaluation, and debriefing practices. Both healthcare and aviation operate in high-stakes environments where teamwork, communication, and safety are critical. By examining how aviation professionals prepare for complex scenarios, CHIPS identified opportunities to further enhance scenario design, technology integration, operational consistency, and interprofessional debriefing. These experiences strengthen our ability to deliver innovative, high-quality simulation experiences.

INNOVATION LAB

Innovation is in action! Our Simulation Specialist are using 3D printing to develop customized training models that enhance learning, improve realism, and support the next generation of healthcare professionals. Their work is making a lasting impact on education and patient care. excited to partner with subject matter experts (SME) across campus on the development of 3D prints and molds to support the academic endeavors of campus. Whether it is an Interosseous (IO) Trainer, laryngoscope blades, sternal wounds or airway trainers. They work on the design and development process, demonstrating how technology and creativity come together to enhance healthcare education.



ADMINISTRATION AND OPERATIONS HIGHLIGHTS

CHIPS PROFESSIONAL DEVELOPMENT MODULES

The CHIPS Professional Development Module series provides a flexible, evidence-based resource for faculty, residents, and anyone who facilitates simulation-based learning. Eligible modules offer Continuing Medical Education (CME) and Continuing Nursing Education (CNE) credit, supporting ongoing professional growth in simulation education.

Offered at no cost to participants, the series makes high-quality simulation education available to a broad audience. From 2021 to 2026, 578 unique individuals completed CHIPS Professional Development Modules, including 331 UT participants and 247 external learners representing 27 states and provinces and multiple countries, including Oman, Pakistan, China, Belgium, Canada, and the Dominican Republic.

The demonstrates the strong reputation CHIPS has established as a trusted resource for simulation development both nationally and internationally. By providing free, accessible, and evidence-informed training, CHIPS continues to extend its impact beyond institutional and geographic boundaries, supporting simulation around the world.

COMMUNITY ENGAGEMENT

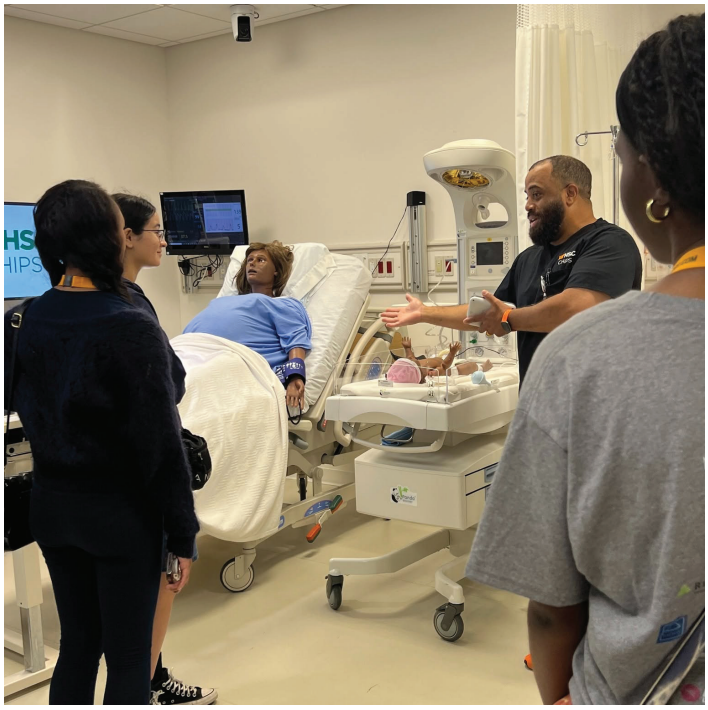
Community engagement is a vital part of CHIPS and fosters collaboration between organizations not only on campus but within our local community. We are proud to be actively involved in several projects that expose the next generation of healthcare providers to the innovative world of simulation.

MEMPHIS MEDICAL DISTRICT COLLABORATIVE

Annually, CHIPS has the pleasure of hosting students from the Memphis Medical District Collaborative's Career Launch Academy for an immersive, hands-on healthcare experience at the University of Tennessee Health Science Center.

These rising healthcare leaders explored our state-of-the-art simulation spaces, interacted with medical technology, and got a behind-the-scenes look at how clinical training comes to life. The Career Launch Academy offers high school juniors and seniors a paid opportunity to explore healthcare careers, gain soft skills, and even earn CNA certification.

We're proud to support programs that empower Memphis youth and open doors to meaningful careers in healthcare. The future is bright—and we saw it walk straight through our doors.



ADMINISTRATION AND OPERATIONS HIGHLIGHTS

TENNESSEE WORKFORCE DEVELOPMENT



The Center for Healthcare Improvement and Patient Simulation was happy to have the opportunity to showcase our simulation technology to such a talented and inspiring group of learners! Hosting a Health Sciences Simulation Day, welcoming 50 high school students from around the region for a day of hands-on healthcare experiences.

Students rotated through interactive stations where they practiced real-world skills like ultrasound and blood pressure measurement, airway management and intubation, CPR, taking vitals, and more. Learning life-saving techniques to trying out new equipment, the energy and curiosity in the room were outstanding. We're inspired by the enthusiasm these students have for a future career in healthcare.

UT HEALTH SCIENCE CENTER OPEN HOUSE



We hosted high school students and their parents for an immersive experience at the Center for Healthcare Improvement and Patient Simulation giving them a tour of our cutting-edge simulation center that included hands-on activities that simulate health care careers!

ADMINISTRATION AND OPERATIONS HIGHLIGHTS

SIMULATION MEDALLION OFFERED BY THE TEACHING AND LEARNING CENTER (TLC) IN COLLABORATION WITH THE CENTER FOR HEALTHCARE IMPROVEMENT AND PATIENT SIMULATION (CHIPS)

The Simulation Medallion program equips faculty with the skills to design and deliver simulation-based educational activities that are grounded in best practices standards in healthcare simulation. Over a dedicated six-month period, participants complete a four-tiered achievement process, with potential for completion of Silver I, Silver II, Silver III and Silver IV levels to earn a Gold Medallion. To reach each tier, the faculty must complete online materials, modules and attended simulation mentoring sessions with our CHIPS simulation experts. By the end of this comprehensive medallion program, faculty have created and implemented a full simulation.



UTHSC TLC & CHIPS Simulation Medallion in 2025 - 2026:

1. **Tara Lemoine, D.O.,FAAP**
   CHIPS Executive/Medical Director, Assistant Professor of Pediatrics/Critical Care
2. **Dr Kavitha Raghavan MBBS FRCA**
   Associate Member, Division of Anesthesiology, St Jude Children's Research Hospital. Associate Professor, Anesthesiology, University of Tennessee Health Sciences Center, School of Medicine
3. **Jeremy M. Neese, MD**
   Assistant Professor, Division of Pediatric Critical Care, Assistant Program Director, Pediatric Critical Care Fellowship, The University of Tennessee Health Science Center, Division of Pediatric Critical Care
4. **L. Evan Ward, DHSc, MHSc, PA-C**
   Associate Professor, Physician Assistant Program

CHIPS Simulation Outreach

Xavier Agee: SSH SOTS Nominations Workgroup; IMSH Operations Track Content Co-Lead

Sophia Mosher: SSH CARE Committee, SSH Accreditation Site Reviewer, SSH Simulation-Grounded Competency Based Education Affinity Group Member

Jamie Pitt: SSH Accreditation Site Reviewer, Accreditation Council Reviewer Subcommittee

Tim Dotson: ASPE Abstract Selection Committee, ASPE EDISJ Special Interest Group

PUBLICATIONS AND PRESENTATIONS

PUBLICATIONS

Book Chapter

Timothy Dotson and **Jamie Pitt** authored the chapter, "SP Case Development," in Comprehensive Healthcare Simulation: Educating Providers to Care for a Diverse Patient Population. The chapter provides practical guidance for designing, developing, and implementing simulated patient cases emphasizing the importance of engaging SP educators and simulated participants as collaborators in case development, the authors explore strategies for enhancing authenticity, representation, and educational value. The chapter also offers guidance on needs assessment, case development, validation, and the creation of simulation experiences that reflect the complexities of real-world patient care.

Pitt, J., Dotson, T. (2025). SP Case Development. In: Calzada, J., Nakajima, A., Robertson, J.M. (eds) Comprehensive Healthcare Simulation: Educating Providers to Care for a Diverse Patient Population. Comprehensive Healthcare Simulation. Springer, Cham. https://doi.org/10.1007/978-3-032-03947-7_9



Peer-Reviewed Publication

Walker, C., Armstrong, D., **Pitt, J.**, Summers, N. A., Spears, L., Han, S., Scruggs, S., Anderson, J. N., Kiles, T. M., Williams, L. A., & Cernasev, A. published "Implementation and Overall Impressions of a PrEP Bootcamp for Health Care Professional Learners in the Southern United States Designed to Highlight Active Learning, Interdisciplinary Collaboration, and Simulation: A Qualitative Study" in the Journal of the Association of Nurses in AIDS Care. The study examined learner experiences within an immersive PrEP educational program and highlighted the value of active learning, interdisciplinary collaboration, and simulation-based education in preparing future healthcare professionals.

PRESENTATIONS

Tim Dotson, Human Simulation Educationalist at CHIPS, was invited to speak at Rhodes College by Dr. Kendra Hotz. Many of her students in her Developing Cultural Humility class are aiming to become healthcare professionals and are curious about the CHIPS simulation center. Dotson shared his personal journey into simulation and his discovery of the power of story in healthcare. He also shared a documentary, which he co-produced, called "Putting our CHIPS on the Table," to demonstrate how simulation serves as a vital tool for building comprehensive clinical empathy and patient-centered care.

Michael Khanlarian, Simulation Technologist, Jamie Pitt, Director of Education, and Chris Patrick, Simulation Specialist, represented CHIPS at the May 7th, 2026, University of Tennessee System Executive Leadership Institute, where they facilitated an interactive workshop titled "YES, AND: Leading Through Change with Applied Improvisation." The session used principles of applied improvisation to strengthen leadership communication, collaboration, and adaptability during times of change. Participants explored communication patterns that can unintentionally hinder progress, practiced using the "Yes, and" mindset to advance dialogue, and identified specific leadership behaviors to implement within their teams. The workshop highlighted the CHIPS team's ability to creatively apply experiential learning methodologies to audiences beyond healthcare simulation, advancing leadership development, and organizational effectiveness.

PUBLICATIONS AND PRESENTATIONS

Jamie Pitt, Director of Education, presented virtually with a panel of SP educators at the International Meeting on Simulation in Healthcare (IMSH) 2026, "Scanning the Limits: Ethical and Operational Questions Around SPs in POCUS Simulation" explored considerations related to SPs participation in point-of-care ultrasound (POCUS) training. Through panel dialogue led by colleagues and audience engagement, attendees examined the questions: Should SP methodology be utilized in procedural training at all? When does the pedagogical benefit for learners outweigh the physical or psychological risk to SPs? What are the ethical, logistical, and professional considerations? The presentation fostered thoughtful discussion on balancing educational value with SP and learner well-being.



Sophia Mosher, Simulation Educationalist and Jamie Pitt, presented "Mastering the Art of Debriefing: Informed Feedback Conversations" at the 2025 Association of SP Educators (ASPE) Annual Conference in Montréal, Québec, Canada. The interactive session explored how established debriefing frameworks, including PEARLS and Debriefing with Good Judgment, can be adapted across simulation modalities to enhance reflective learning and feedback conversations. Participants examined practical strategies for coaching SPs and facilitators to incorporate plus/delta, advocacy-inquiry, and the patient's perspective into learner-centered debriefing.

Jamie Pitt, Director of Education, and colleagues presented "Understanding Adult Learning Principles to Promote More Effective SP Training" at the 2025 Association of SP Educators (ASPE) Annual Conference in Montréal, Québec, Canada. The session explored practical applications of adult learning theory in the design and delivery of simulated participant (SP) training. Attendees examined strategies for increasing engagement, promoting learner autonomy, and creating training experiences that support skill development, retention, and performance.

Tim Dotson, Human Simulation Educationalist, and **Jamie Pitt** along with other SP Educators from around the world presented "A Plea for Authenticity" at the 2025 ASPE Annual Conference. Through an interactive panel discussion, the presenters explored the role of authenticity in simulation-based education and human simulation methodology. Participants examined the balance between standardization and realism, shared diverse perspectives, and discussed approaches for maintaining meaningful, person-centered experiences.

Jamie Pitt and members of the Accreditation Council delivered the invited presentation "SSH Accreditation and Certification: Defining and Maintaining a Standard of Excellence" at the 2025 ASPE Annual Conference. The session provided an overview of accreditation and certification programs offered by the Society for Simulation in Healthcare (SSH) and their role in promoting quality, consistency, and continuous improvement within simulation programs. Attendees gained insights into the processes, benefits, and organizational impact of pursuing nationally recognized standards of excellence.

Tim Dotson and **Jamie Pitt** facilitated "Improvisation Tools for Physical Therapy in the Care of Persons with Dementia & Alzheimer's Disease" at UTHS. The workshop introduced principles of applied improvisation to support communication, adaptability, and relationship-centered care when working with individuals living with dementia and Alzheimer's disease. Physical Therapy students engaged in improv activities designed to enhance responsiveness, empathy, and confidence in communicating with patients and caregivers.

Jamie Pitt and members of the Accreditation Council presented "Credentialing with the Society for Simulation in Healthcare: What Does It Entail?" at the 2025 International Meeting on Simulation in Healthcare (IMSH), The session provided attendees with practical guidance on SSH credentialing pathways, including eligibility requirements, application expectations, and professional benefits. By sharing insights and lessons learned, the presentation supported simulation professionals seeking to advance their expertise through nationally recognized credentials.

Dr. Crystal Walker presented on behalf of Jamie Pitt, and colleagues on "The Use of an Immersive and Interactive PrEP Bootcamp in the Southern U.S. to Enhance PrEP Knowledge, Comfort, and Awareness Among Healthcare Students" at the 2025 Association of Nurses in AIDS Care (ANAC) Annual Conference. The poster highlighted outcomes from an innovative interprofessional educational program that combined active learning, simulation, and collaborative practice strategies to strengthen healthcare students' understanding of HIV prevention and pre-exposure prophylaxis (PrEP). Findings demonstrated the value of immersive

PUBLICATIONS AND PRESENTATIONS

educational experiences in improving learner confidence, awareness, and readiness to engage in HIV prevention conversations and provide evidence-based patient care.

Jamie Pitt was invited by members of the Society for Simulation in Healthcare (SSH) Accreditation Council to serve as the human simulation subject matter expert for the IMSH 2025 preconference workshop, "SSH Presents: Accreditation Application Readiness." Designed for simulation professionals preparing for accreditation, the workshop addressed application requirements, common challenges, and effective strategies for meeting SSH accreditation standards. Through discussion, practical examples, and guided activities, attendees enhanced their readiness to pursue accreditation and strengthen quality improvement efforts within their programs.

Nick Brauer, Senior Simulation Specialist recently attended the renowned S3 Conference 2025 in Singapore, where experts from around the world gathered to share the latest in healthcare simulation. Nick led hands-on workshops covering moulage techniques, simulation operations, and preventative maintenance, and also served as a judge for oral presentations. His participation provided practical knowledge and best practices that will strengthen simulation efforts and help improve patient care.



Simulation Community Development

Sophia Mosher, Simulation Educationalist and **Tara Lemoine**, Executive/Medical Director and both simulationists, partnered to create and develop a program designed to support local simulation programs in strengthening their simulation practice. Through this initiative, they provide guidance on simulation case writing, program development, and effective debriefing techniques, empowering educators and healthcare teams to deliver high-quality, impactful simulation experiences. Their work is helping build simulation capacity and enhance learning outcomes across the region. By mentoring educators, they are building regional capacity for simulation-based learning and creating a lasting impact on healthcare education and workforce development.

Interprofessional Wellness and Engagement

West TN Therapy Dog volunteer teams share their special animals to bring happiness and cheer to all people. They joined us at CHIPS to provide some comfort and respite at CHIPS in our home environment. Healthcare education and training can be physically, mentally, and emotionally challenging. Our furry friends supported our students, faculty, and staff!





THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCES

CENTER FOR
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