After years of steady state, the last decade has seen a revolution in how future health care professionals are educated. Many institutions are actively responding with significant changes of their own, including redesigning curriculums, creating state-of-the-art facilities and enabling inter-disciplinary learning. As plans for construction of new medical education facilities are created, it is important for institutions to align what they currently have with their long term needs in order to validate the scope of new construction and the utilization of their existing facilities.

It is not about designing buildings – it is about creating learning environments that will advance the reputation of your institution. It is about defining a student experience and outcomes that set the bar and create new standards for teaching and learning, one that instills pride and loyalty among future students and alumni.

To that end, SLAM focuses on four goals to assure that outcome:

**Support the mission of educating exceptional healthcare professionals.**
Educating highly skilled health care professionals who can have an immediate impact on their practice in service to communities throughout your region require attracting the most talented students (and faculty), giving them the best education possible and matching our high expectations for their performance with the support they need to reach them.

**Establish a home with its own identity and image.**
Spaces need to support the image and identity of a modern top-tier medical school creating a place that students and faculty will be proud to call home and that will attract future students and donors.

**Develop a diverse and flexible learning environment that supports continual advancements in educational technology and curriculum revolution.**
Modern learning environments are created from a system of formal and informal learning spaces responding to the diversity of adult learning modalities as well as the new teaching methodologies developing in medical education. The integration of visualization technologies can have a significant impact on space use.

**Build a vibrant connected community.**
Research supports the value of social relationships for students tackling challenging subject matter as well as developing the serendipitous relationships that support inter-professional learning and collaborations. Our goal is to clearly define and integrate the common and shared space to support these activities into the space program and plan.

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The SLA/M Collaborative is a 160-member planning and design firm with offices in Atlanta, Boston, Glastonbury and Syracuse. A fully-integrated, multi-discipline practice, SLA/M offers architecture, planning, interior design, landscape architecture and site planning, structural engineering, and construction services. The firm has four decades of experience designing buildings that help our clients fulfill their missions to teach, heal and discover.

Ranked among the top 100 design practices in the United States, SLAM has designed academic and research facilities for some of the country’s leading universities and academic medical centers, including Johns Hopkins, Duke, Emory, Cornell, MIT, and Georgia Regents University.

SLA/M’s work, while broad and comprehensive, is particularly notable for a depth of expertise in the health sciences and includes some of the most current and diverse medical education and research design experience in the country.

SLA/M is Redefining Architecture by designing facilities to be integral components of our clients’ world, conceived to achieve specific future outcomes, and defined by the change they promote.

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Emory University’s School of Medicine facility, programmed and planned as the curriculum was redesigned, fully integrates basic and clinical sciences with new teaching modalities/technologies recognizing the emerging importance of translational research, cross-disciplinary team building, and inter-professional partnerships. By adding a new connector and renovating the two existing 25,000-SF wings, the School of Medicine was able to leverage underutilized space that they were not using previously.

15\% immediate increase in class size

30\% growth capacity
Duke University School of Medicine recently adopted a team-based curriculum and needed a lecture hall to accommodate it. By providing breakout space within the room, students are able to quickly move from lecture to group mode and benefit from the dynamics of multiple groups working together. This single space takes the place of three rooms, accomplishing in 4,000 SF what traditionally required 10,000 SF.
The adjacency of simulation labs, gross anatomy labs and small group rooms allows Emory University’s School of Medicine more flexibility and increased use of their simulation center. The benefit of having gross anatomy labs directly adjacent to the simulation labs is that, as gross anatomy needs change (i.e. virtual technology) and require less space, it will allow for the simulation lab to expand. Small group rooms are driven by Emory’s problem-based learning curriculum and are embedded throughout the facility.
Duke University’s new simulation center was designed to provide advanced and innovative training for physicians, residents, fellows, physician assistants, nurses, medical students, health care providers, and industry professionals. The simulation program includes two large simulated OR rooms with a shared control room and a flexible ICU room. By incorporating three distinct styles of simulation (manikins, actor-based and virtual) into one learning environment, students and physicians collaborate on various projects while improving their education, research and quality of patient care.
The new Innovation + Learning Center at Saint Francis Hospital makes innovation in primary care its central focus and is devoted to conducting ground-breaking research on the best ways to deliver primary care to patients, improve education and increase retention of primary care trainees and providers. All of the spaces in the Center provide ample surfaces for brainstorming ideas and communication, from low-tech writable glass walls to high-tech simulcasting and conferencing. Practitioners can run simulations from a control room in the Simulation Studio and broadcast the video in the Idea Lab or the Collaborative Theater and use the recorded videos to debrief, analyze and generate dialogue with team members.

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Building on a strong reputation for continuing nursing education (RN to BSN and MS), Notre Dame of Maryland University (NDMU) established a new BSN program, resulting in an increase in demand for formal and informal learning spaces. NDMU’s first class of BSN students, scheduled to graduate in Spring 2015, will take classes in a brand new, state-of-the-art 32,000-SF building that features a Technology Integration Resource Center to support project work and independent study as well as a Center for Caring with Technology that consolidates simulation, skills and health assessment spaces and utilizes the latest technologies in nursing education.

94 students enrolled in new BSN program, up to 50 additional students each year
By utilizing a team teaching format we could develop a teaching lab suite that integrates compounding and assessment/counseling with simulated community and hospital pharmacy spaces with students moving from station to station throughout the class block. The suite accommodates 70 students (1/2 of a class) who cycle through the space, creating a buzz of activity in the 6,600-NSF space.
INTER-PROFESSIONAL COLLABORATION

Large, fold-up "garage doors" open the space up to the lobby for overflow for events and a mezzanine level provides additional seating. Folding partitions allow the room to be divided into 40-80 seat classrooms and with the mezzanine, providing collaborative and lounge space for the hospital community.

Meeting Hall accommodates 400+ people.
Emory University’s Rollins School of Public Health has risen from #9 to #6 in national rankings of School of Public Health after the completion of SLAM’s Claudia Nance Rollins Building and the renovation to the existing Grace Crum Rollins Building.
ON THE BOARDS

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Indiana University
Multi-Institutional Academic Health Science and Research Center
Completion - 2017

Armstrong State University
Health Professions Academic Center
Completion - 2018

University of Iowa
School of Pharmacy
Completion - 2018

University of Illinois at Chicago
College of Medicine, Simulation Institute and Clinical Performance Center
Completion - 2017

The University of North Carolina, Chapel Hill
Medical Education Building
Completion - 2022

SUNY Upstate Medical University
Medical Library Simulation Center
Completion - 2017

University of Minnesota
Health Science Education Center
Completion - 2019

University of Wisconsin-Madison
Health Science Learning Center
Completion - 2019