The Medical Record

Simulation Education for Improved Professional Practice

A Newsletter of the Richard A. Henson Medical Simulation Center • Salisbury University

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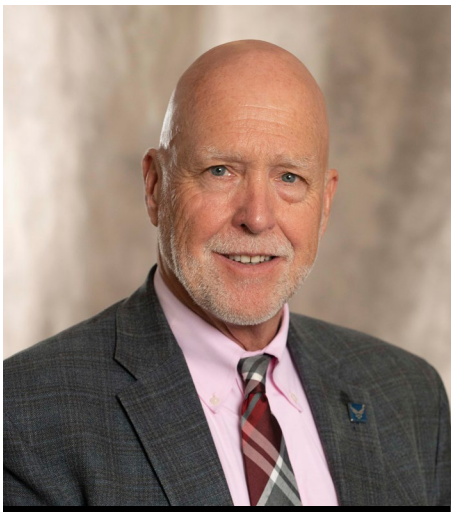
Welcome to Our New Director

The Henson Medical Simulation Center is pleased to announce the appointment of Dr. Kevin Glover as its new Director. Dr. Glover has deep experience in the design, development, implementation and testing of simulation-based clinical education solutions which result in measurable performance improvement. His simulation-based education outcomes research has been published in peer-reviewed journals such a, *Simulation & Gaming*, the *Journal of Infusion Nursing*, *TechTrends*, the *Journal for Continuing Education in Nursing* and *Simulation in Healthcare*.

Glover holds two advanced degrees focused on simulation-based learning, a Master of Science in instructional technology and a Ph.D. in teaching, learning and technology. His doctoral research was focused on the development and testing of a simulation-based game with 12th grade emerging health professional students at the Lehigh Career and Technical Institute.

Glover has been an active member of the Society for Simulation in Healthcare since 2010 and is a Certified Healthcare Simulation Educator (CHSE). He currently serves as a peer reviewer for two medical education journals, *Simulation & Gaming* and *Medical Internet Research / Serious Games*.



Kevin R. Glover, M.Ed., M.Sc., Ph.D., CHSE®

Lieutenant Governor Boyd Rutherford Tours Sim Center

The Sim Center recently hosted Maryland's Lieutenant Governor Boyd K. Rutherford and SU's new President Carolyn Ringer Lepre for a tour and experiential learning exercise.

During the visit, Rutherford and Lepre had the opportunity to explore the nervous system using an Anatomage™ virtual dissection table. High-definition images from human and animal cadavers are presented on an interactive, life-sized touch screen and manipulated by learners to master important concepts of normal and abnormal anatomy and physiology. Faculty members in the College of Health and Human Services also have integrated the Anatomage™ Table's quizzing feature into some of their courses, allowing learners to take exams on digital cadavers.

Pictured L to R-President Lepre, Provost Olmstead, Lt. Governor Rutherford, Dr. Seldomridge and Zack Tyndall discuss the high-fidelity newborn simulator

Rutherford and Lepre visited with the Center's diverse family of high-fidelity human patient simulators. In one simulation suite, an adult male manikin was intubated and receiving support for his breathing using our new Servo-u ventilator. This state-of-the science ventilator offers a touchscreen monitor with information about each parameter to tailor breathing support to patients from newborns to older adults. Learners visiting the Simulation Center will have the opportunity to use the new Servo-u ventilator with a lung simulator known as an ASL-5000 to better understand patient-ventilator interactions.

During their tour, Rutherford and Lepre also learned about the Standardized Patient Program and various hybrid simulations offered by the Simulation Center using a combination of high-fidelity patient simulators and standardized patient actors.

Farewell from Our Founding Director

For more than a decade, the Sim Center has been a central part of my life. I have watched it grow from a spark of an idea to the amazing, 7,500-square-foot. state-of-the-science space that it is today. From the outset, the goal was to create a safe space for learning, to provide experiences in both common and high-risk or unpredictable situations, and to standardize experiences for all health professions students to increase their confidence, collegiality and accuracy in clinical decision making. Using high-fidelity human patient simulators, standardized patient actors or a blend of both, experiences were created to meet specific learning objectives to prepare career-ready graduates. Simulations could provide reliable experiences in specialty areas where "live" clinical experiences were hard to come by (working with critically ill newborns and children) or were inaccessible, as in the pandemic.

Over the years, we have acquired a variety of cutting-edge technologies, including virtual dissection tables, lung simulator, mechanical ventilator and automated medication dispensing device. We have enlarged the number of users at the Center, representing students from nursing, respiratory therapy, health sciences, social work, exercise science, math, health and human performance, and physician assistant programs, with others in the planning stages. I am grateful to my faculty colleagues who have been part of this journey, embracing simulation pedagogy and integrating simulation experiences into their courses. Several were on the original planning committee that designed the Center and were among the Center's first users. Others are newer to the Center and are exploring the possibilities of simulation, including more interprofessional learning. Having enthusiastic and creative subject matter experts is essential to the Center's ongoing success.

To make the magic of simulation happen takes more than expensive equipment and technology – it requires a dedicated staff with advanced skills in simulation technology and in managing people. The Sim Center staff works closely with faculty to design experiences to meet learners' needs, from making recommendations on how to best use high-fidelity manikins to suggestions for increasing realism in a standardized actor's role portrayal. The Sim Center staff are talented professionals who continue to expand their knowledge in this rapidly changing field and use it to help design scenarios rooted in evidence-based practice.

I am incredibly proud of the simulation program we have built. Much of the work has been done through grant projects to expand undergraduate nursing enrollments, develop the Doctor of Nursing Practice Program, and create the Faculty Academy and Mentorship Initiative of Maryland, a six-week training to prepare expert clinicians for roles as clinical educators. In fact,

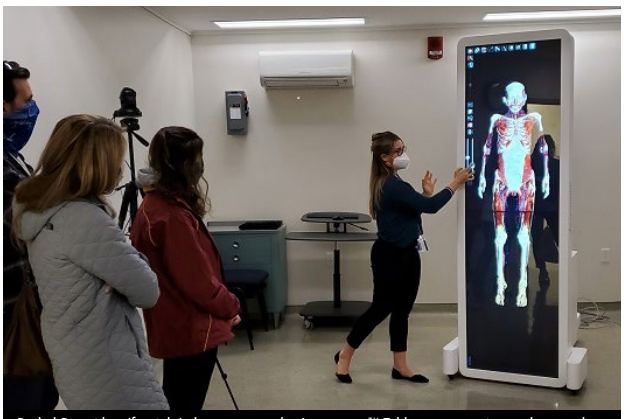
Dr. Lisa Seldomridge, Ph.D., RN, CNE

more than $9 million has been raised to support the use of simulations to meet growing needs for clinical learning opportunities.

This is not a goodbye. It's a "see you around." I am not retiring yet – there's still so much I'd like to accomplish. I will continue to support Dr. Glover during this transitional time as well as facilitate experiences at the Sim Center in my role as professor of nursing and as PI on the Faculty Academy and Mentorship Initiative of Maryland grant. It has been an honor and a privilege to create this interprofessional center for learning and to work with so many different faculty, staff, students and community members. The Center has changed the way we teach and is one of the most important learning spaces at the University. I am excited about the Center's future and am pleased to pass the leadership torch to our new director.

Spring 2022 Admitted Students and Scholars Days

The Center welcomed students and their families to celebrate their acceptance to Salisbury University. Staff provided demonstrations of our newest technologies and described various learning experiences available through the Center. We are enjoying seeing new students on campus this the fall.



Rachel Prestridge (far right) demonstrates the Anatomage™ Table to prospective students and their families.

Zack Tyndall (far left) explains the Pyxis medication dispensing device to prospective students and their families

Worcester Tech Biomed Students

Worcester Tech Biomed Students and SU Counselor Connection

The Simulation Center opens its doors to the public, community partners and future learners at various times throughout the year. Recently, students from Worcester County's Technical High School and 22 high school guidance/college counselors from across Maryland visited the Simulation Center to experience our state-of-the science technology firsthand.

During the tour, each group had the opportunity to see a demonstration of a digital cadaver using an Anatomoge™ Table and learn how to check a pulse on an adult high-fidelity patient simulator. Simulation experts leading the tour discussed how learners who visit the Simulation Center over a semester might have various experiences with adults, newborns, and pediatric simulators.

In addition to the high-fidelity patient simulators, the tour groups were offered a glimpse into the use of standardized patient (SP) actors. Standardized patients portray various health care scenarios to provide opportunities for learners to engage with real people in a clinical environment.

If you're interested in touring the Simulation Center or scheduling a simulation experience, contact us at SimCenter@salisbury.edu.

University of Cape Coast Visit May 2022

The Sim Center welcomed leaders and the delegation from the University of Cape Coast (UCC), Ghana, for a tour and conversation about how to build a health care simulation program. The UCC delegation was intrigued by the facility and the range of technologies that provide diverse learning experiences to students and the community. The visit was part of a week-long visit to SU's campus to discuss the ongoing partnership between the two universities. UCC is SU's first partner institution in Africa.

Simulation Technologies Program Coordinator Zack Tyndall explains features of the new Pediatric Hal high-fidelity manikin, accompanied by Vice Chancellor Johnson Nyarko Boampong, Administrative Assistant Elizabeth Yankah and Centre for International Education Dean Emmanuel Abaidoo

Learners Perform Graded Exercise Test Simulation

Professor Zac Townsend's EXSC 472 Stress Testing and Exercise Prescription class performed a graded exercise test (GXT) simulation on an adult male patient using a high-fidelity patient simulator. During the simulation, learners were expected to perform an assessment of the patient to determine whether the patient could continue with the GXT according to American College of Sports Medicine (ACSM) absolute and relative contraindications.

Students prepared for the simulation experience by learning about absolute indications such as moderate to severe angina, central nervous system CNS symptoms (ataxia, dizziness, near syncope), signs of poor perfusion, and how to identify sustained ventricular tachycardia and other arrythmias. Building upon their course work and clinical experience, learners are expected to perform an assessment and obtain baseline vitals on their patient. This includes obtaining and assessing blood pressure, respiratory rate, heart rate, oxygen saturation through pulse oximetry and an electrocardiogram (EKG).

All simulation experiences were recorded using the Simulation Center's cloud-based audio and visual recording system. The simulation experience ended with a debriefing session where learners reflected on their simulation experience and faculty provided feedback.

New Equipment at the Center

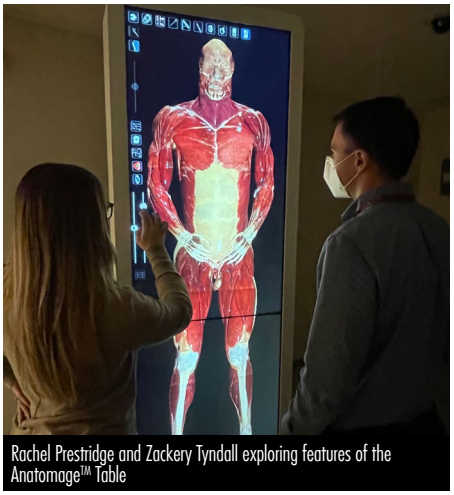
A Servo-U ventilator, the most advanced machine available, is among our newest additions to facilitate learning and improve patient safety. Whether it's a tiny premature newborn or a larger adult, every patient has special needs. The Servo-U offers a wide range of tools and therapies for advanced care. It features three key elements: safety, ease of use and low workload effort. A ventilator with "high-use safety" limits the risk of use errors and close calls. The system Safety Scale tool makes parameter changes quick and intuitive, while dynamic images illustrate how those changes may affect ventilation. These bedside decision-support tools help practitioners personalize ventilation, deliver the intended ventilatory support and improve patient care outcomes

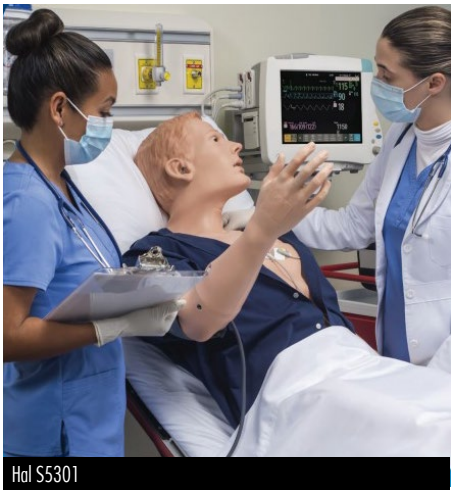
The Servo-U is easy to use and a fabulous teaching tool. With built-in guidance, information is provided for everything from pre-use check to initial parameter setting and throughout the entire treatment. Its low workload effort means spending less time troubleshooting the ventilator and more time caring for their patients. When an alarm is triggered, the screen lights up, producing a visual signal that is easy to see from any vantage point. On-screen checklists help practitioners manage each active alarm and avoid undesired alarms.

Sim Center staff attended a day-long training session and are eager to integrate the Servo-U into simulations.

Based on recent successes in using the Anatomage™ virtual dissection table, the College of Health and Human Services (CHHS) Dean's Office provided support to acquire a second table. Learners can visualize anatomy exactly as they would on a fresh cadaver. Anatomage™ offers four gross human anatomy cases, more than 20 high-resolution regional anatomy cases and more than 1,000 pathological examples, including animal cases. Individual structures are reconstructed in 3D, resulting in an unprecedented level of accuracy. These details and rich content draw students' interest and attention leading to more effective educational outcomes. Students, parents, alumni and visitors have been impressed with the presence and visual impact of the table. There are no chemicals, no unpleasant smell, no recurring facility costs, no regulations and a higher student adoption rate over traditional cadavers. With a second Anatomage Table, the Sim Center and CHHS are leaders in learning technology in our community.

iStan, Servo-U Ventilator and ASL5000 Breathing Simulator


Rachel Prestridge and Zackery Tyndall exploring features of the Anatomage™ Table


Hal S5301

Coming in late fall, look for the Gaumard's Hal S5301, the most advanced interdisciplinary patient simulator in the world. From emergency care to ICU and med-surg training, HAL is engineered to fulfill educational objectives across health professions. His interface with real medical equipment allows learners to use actual mechanical ventilators, patient monitors, sensors and defibrillators. With advanced simulated cardiac, respiratory and vascular physiology, HAL also includes arterial access, ability to change lung compliance, and high-fidelity auscultation of heart and lung sounds.

HAL features conversational speech using a Neural Speech model that enables the simulator to converse naturally with learners by understanding context, responding automatically and getting smarter over time. Advanced robotics produce movements of HAL's head, arm and hands. With lifelike motor reflexes, he can realistically simulate a stroke and traumatic brain injury.

HAL is ready to be used with mixed reality, blending digital educational content into the real world and allowing learners to gain knowledge and skill through an entirely new hands-on training experience.

New conversational speech, lifelike motor movement, next-gen simulated physiology, UNI® 3 and many more industry-first capabilities usher in the next revolutionary leap in simulation.

Telehealth Simulations for Opioid Navigator Training

In February 2022, the Sim Center offered the first Opioid Navigator Training Simulation Experience to individuals in the Salisbury University Eastern Shore Opioid-Impacted Family Support Program (OIFSP). The goal of this program is to increase the number of Opioid Navigator community health workers who are prepared to work with families impacted by opioid use disorders (OUDs) and other substance use disorders (SUDs) in the community. Simulated telehealth experiences were developed to provide program trainees an opportunity to put their new skills into practice.

(Top) Participants in the SU Eastern Shore Opioid-Impacted Family Support Program (OIFSP); (Bottom) Standardized patient actors portray family members

For each simulation encounter, Standardized Patients (SPs) from the Sim Center presented to a walk-in clinic for assistance with family issues surrounding opioid abuse. The trainees teamed up to meet with the family members via telehealth to uncover the issues and assist the family with their needs. This experience was provided via videoconference to accommodate the trainees who were located across the state. Given the increasing reliance on telehealth services as a safe, economical and convenient way to deliver services to clients and families, simulated encounters prepared the Opioid Navigator community health workers for the "real" work environment.

We look forward to offering these simulation experiences again in winter 2023!

SP Corner – Welcome!

Our Standardized Patient (SP) program is growing and welcomes four new members to meet increasing needs.

Cathleen 'Cat' Goodman has had a wide-range of experiences, having worked in masonry, general construction, computer science, education and even managing a coffee shop. She shares a passion to help students learn and a strong willpower to succeed in her role as an SP. Her drive and excitement to challenge her acting skills is admirable, and we are excited to provide her with this opportunity.

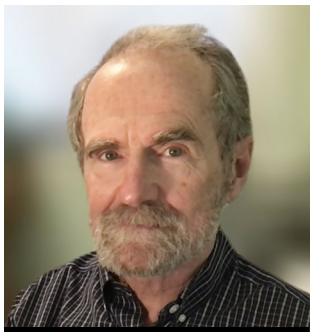
Creig Twilley brings a love for photography and the visual arts. He studied mass communication at Towson University and had a long career in videography and television, with 22 years at Public Access Channel 14 (PAC 14). Twilley worked closely with SU's School of Nursing on their *Focus on Health* program. He hopes that as an SP he can play a small part in making a meaningful difference for learners from nursing and related health and human service professions.

Wendy Simpson comes to the Sim Center with decades of experience as a clinical social worker. While interning at a state mental hospital, she developed a keen interest in becoming a mental health therapist, an exceptionally rewarding career. Over the years, she worked with nursing students in their psych clinical rotations and found joy in being a part of their experiences. Simpson is enthusiastic about the psychiatric-mental health simulations that the Sim Center offers and feels privileged to be a part of this program. She looks forward to challenging herself in her new role as an SP.

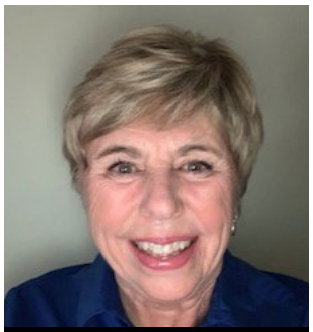
Abigail Horton (not pictured) is not new to the SU community, with two SU degrees – a Bachelor of Arts in sociology and a Master of Arts in conflict analysis and dispute resolution. She worked with SU's Institute for Public Affairs & Civic Engagement (PACE) and was an integral part of the Community Mediation Initiative at SU's Bosserman Center for Conflict Resolution. She currently works as a library services assistant in the Guerrieri Academic Commons! Horton's experiences with mediation, the community and SU bring a multitude of benefits to the Sim Center.

We are excited to welcome our newest SPs to the Sim Center team!

Cathleen Goodman



Creig Twilley



Wendy Simpson

1000th Simulation Provided for FAMI-Maryland

The Faculty Academy and Mentorship Initiative of Maryland, or FAMI-MD, has been utilizing standardized patients (SPs) from the Henson Medical Simulation Center since 2015. Seven years later in 2022, FAMI-MD reached a major milestone, our 1,000th simulated experience with SPs! That's 1,000 simulated encounters that have helped over 370 nurses learn to manage common, yet challenging, situations they may encounter as a new educator. By practicing how to manage these challenges in a safe learning environment improves new faculty preparation and readiness.

This year, FAMI will offer six different simulations. In Introductory-FAMI, participants experience scenarios that focus on a late student, a student dealing with depression and a student leaving a hospital care unit without notifying anyone. Each simulation is offered in a one-on-one virtual setting via Zoom, where the student is portrayed by our trained SPs. The goal of each scenario is for the new faculty member to manage the challenging student's behavior and improve their conflict resolution and feedback skills. In Advanced-FAMI, which is designed for deeper exploration of various topics, participants encounter a student who accidentally sticks themselves with a used needle and manage a group of students in a post-clinical conference debriefing. In the final scenario, they engage in a mock interview with a nursing school director to prepare them for future job searches. All simulations are recorded, and participants are involved in an active debriefing session with veteran faculty members to reflect on the scenarios.

With the support of the Simulation Center, FAMI-Maryland looks forward to working on our next thousand simulations!

Promoting Interprofessional Learning Through Standardized Patient Experiences (SPE)

In spring 2022, junior-level nursing and respiratory therapy students and standardized patient (SP) actors worked together in simulations to learn effective team communication and collaboration skills.

The scenario involved a family meeting regarding their loved one who had end-stage multiple sclerosis and was in the intensive care unit with aspiration pneumonia. Despite aggressive medical therapy, the patient remained on a ventilator, showing no signs of improvement after 48 hours. There was no written advanced directives, and the provider was recommending that the family consider stopping aggressive medical interventions and providing comfort care instead.

Students were expected to lead the family meeting to explore the family and patient's wishes about medical treatment and use skills of communication and interprofessional collaboration. The meeting was held in a hospital conference room with actors portraying a family member (spouse, sibling or adult child) and social worker. Ninety-six nursing students and 30 respiratory therapy students participated in the experience followed by an opportunity to observe peers. Each simulation lasted 10 to 15 minutes with faculty-led, group debriefing immediately after to discuss students' feelings and performance, provide feedback, and offer time for self and peer reflection. A discussion of interprofessional collaboration, communication, ethics and "what if" scenarios occurred to foster greater learning and promotion of new skills.

All students completed an evaluation of the simulation and associated learning activities for the purpose of process improvement. Feedback was consistently favorable with comments about the ability to gain confidence, practice collaboration and teamwork with other students/professions, and communicate with family and other professions in a controlled, but realistic, scenario. The SPE provided hands-on preparation for real scenarios that may be encountered in future professional practice. Students also noted the SPs added authenticity by displaying true emotions in their various family roles.

What started in 2018 as a grant-funded initiative to enhance leadership skills with undergraduate nursing students has become a true collaborative venture. Thanks to faculty from the School of Social Work who observed these SPEs in spring 2022 to identify how their students could participate in future semesters. We are eager to include social work students in this simulation experience to foster comprehensive interprofessional education.

(From left) SP Jan Bellistri, respiratory therapy student Anna Adams, SP Lacey Robinson, nursing student Hannah Winslow and nursing student Kara Siegel

SchooLARS-4-STEM Back to School Community Event

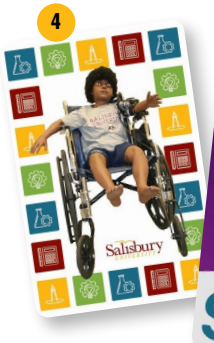
SchooLARS-4-STEM is a grassroots non-profit program focused on fostering science, technology, engineering and math (STEM) interest in underrepresented K-12 students in Accomack, Somerset, Wicomico and Worcester counties. The overarching mission of SchooLARS-4-STEM is to mentor a pipeline of students with STEM competencies for the future workforce needs of the Eastern Shore of Maryland.

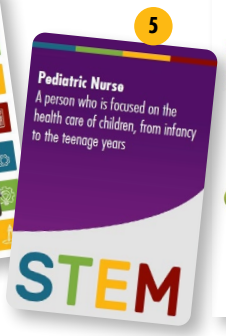
In late August, SchooLARS-4-STEM hosted a back-to-school community event at Salisbury University where more than 100 students and their families met with a variety of representatives from academic, industry and government organizations to explore STEM possibilities. At the Richard A. Henson Medical Simulation Center booth, students saw a brief demonstration of a high-fidelity pediatric simulator, named Chuckie, who was programmed to display signs of heat exhaustion. Sitting in a wheelchair, Chuckie "spoke" with the students and followed them with his eyes while Zack Tyndall and Matt Trader described and showed Chuckie's abnormal vital signs on a large monitor (Photos 1 and 2).

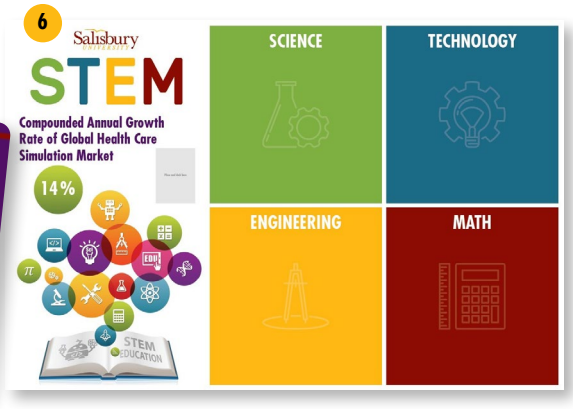
After the demonstration, Dr. Kevin Glover, Sim Center director, asked the students to play a STEM occupation flashcard game (Photo 3). Each student group was asked one of two questions:

- Who do you think created Chuckie? Or,
- Who do you think uses Chuckie in their training?

Students looked through 37 card choices, each of which had a STEM occupation title and description (Photos 4 and 5). They then placed their best occupational card guesses on the most appropriate STEM occupations game board block (Photo 6). Conversation ensued based upon their card selections and placement. Visitors to the booth commented on how much they liked Chuckie and were amazed to learn how simulation technology relies on a wide range of STEM fields.







Math Students Apply Coursework to Health Care

In the spring, Dr. Melissa Stoner's math students had the opportunity to apply their theoretical knowledge of calculus to real life health care situations. As part of their coursework, Stoner's students learned how to use calculus to model the volume, flow and pressure of air inside the lungs of patients with various lung disorders. At the Sim Center, they were able to compare their mathematical models and waveforms to simulations that depicted changes in lung physiology as they would occur in humans.

The Sim Center staff utilized the ASL5000 lung simulator and a Servo-i ventilator. The ASL5000 was programmed to represent healthy lungs as well as a variety of commonly occurring lung diseases. The ventilator was set to provide the appropriate breaths for each disease condition. Students were able to witness how the flow, pressure and volume waveforms changed as the lung conditions and ventilator settings changed, comparing them with their mathematical models. A discussion of the discrepancies between the mathematical models and the actual lung physiology helped students understand how changes in the human body occur less dramatically than what was predicted through the calculations. Students expressed enjoyment at connecting calculus concepts from the classroom to medical scenarios.

The Sim Center looks forward to integrating our new Servo-U ventilator into this experience in upcoming semesters.

Kinesiology Students Apply Theory to Practice in Virtual Dissection

Dr. Jessica Walter's kinesiology students are among the Simulation Center's first student groups to utilize the new Anatomage™ virtual dissection table.

Throughout the spring 2022 semester, Walter and her students have applied what they have learned in the classroom to practice through the dissection of real virtual cadavers. The Anatomage™ Table offers an interactive, life-sized touch screen capable of being manipulated by learners to master important concepts of normal and abnormal anatomy and physiology.

Students in Walter's EXSC 333-610A Kinesiology class used the virtual dissection table to learn about the location, origins, insertions, actions and innervations of the major muscles of the body. These experiences culminated in the use of the Anatomage™ Table's quiz feature for the students' final exam.

Summer Enrichment Academy 2022

This summer, the Sim Center participated in the College of Health and Human Services Summer Enrichment Academy (SEA) "All About Health: Your Heart and Muscles and Mind." Middle school students took part in several hands-on activities and interacted with advanced technology and other medical equipment to better understand the human body and learn what makes the human body so fascinating. In this week-long camp, students learned about various aspects of two programs within the School of Health Sciences – Exercise Science and Medical Laboratory Science programs – and the School of Nursing.

While at the Sim Center, three learning stations were set up to provide a wide range of experiences. Anatomage™ table was Station 1. Before introducing the students to the high-tech virtual dissection table, they were quizzed on their knowledge of human anatomy by labeling diagrams of major organs and bones of the skeletal system. After answers were reviewed, the participants were introduced to the Anatomage™ table to see the skeletal system and organs on a real human cadaver! Students were able to highlight and identify several bones and organs on the table and discussed the simplicity of the diagrams when compared to images of a real human body. Seeing both provided the students with the opportunity to appreciate what the virtual cadaver and the Anatomage™ table have to offer.

The second station was a moulage station where students learned what moulage was, how and why it is used in simulations. Moulage is make-up – used to simulate injuries, different physiological conditions such as cyanosis or pale skin, and even aging! At this station, the group talked about bruises and dry, scaly skin, what caused them, and why they might be used in a simulation. Students were then given bruising make-up palettes and some manikin parts to make simulated bruises. For the scaly skin, each student was given a piece of schkin, a home-made simulated piece of skin, to apply to the manikin parts. Then using different sponges and brushes, texture was applied, and cornstarch was added to give a scaly appearance of the skin. This was a very popular experience!

At the last station, students spent time with one of our high-fidelity patient simulators, Pediatric Hal. Students saw demonstrations of how facial expressions could be changed and how Hal's tracked their movements with is eyes and by turning his head. They also learned how to listen to lung sounds, check a pulse and obtain a blood pressure.

SEA participants use new skills in moulage

Zack Tyndall demonstrates Pediatric Hal's capabilities to SEA participants

Earning ASPE Certification

The Association of Standardized Patient Educators, or ASPE, is the international organization of educators dedicated to human simulation, with the mission of transforming professional performance through the power of human interaction. ASPE published the ASPE Standards of Best Practice (ASPE-SOBP) in 2017 to define the standards and values of working with and conducting work as a standardized patient/simulated participant (SP). There are five key values that the SOBPs are centered on: safety, quality, professionalism, accountability and collaboration. These values are considered through each of the five domains of best practice in human simulation: safe work environment, case development, SP training, program management and professional development. These domains are broken down into principles that have key practices to help achieve the principles within the domain.

In 2022, ASPE began to offer the first SP-focused certification: Fundamentals of SP Methodology Certificate Exam. Completion of the certificate exam indicates "mastery of basic knowledge of SP methodology and application of the SOBP specifically related to the work of SP Educators."[1] The 50-question exam covers a range of topics from the history of SP methodology, to case development and writing objectives for SP sims, as well as training SPs and evaluating SP performance.

As the Faculty Academy and Mentorship Initiative of Maryland (FAMI-MD) program director, Brad Hauck has worked closely with the SPs at the Simulation Center since 2016 and has been involved in hundreds of simulation trainings, scenarios, and evaluations. As this is the first certification focused directly on SP education, he was eager to obtain this certification to continue to advance the simulated experiences of our FAMI participants. Hauck wanted to obtain this credential to strengthen the simulation experiences used in the FAMI-MD program by evaluating current practices, identifying and making necessary changes. The ASPE-SOBP will serve as a strong foundation for future projects and initiatives offered by FAMI-MD and the Simulation Center.

[1] https://aspehq.memberclicks.net/course-one-certificate-exam

Sim Center and FAMI-MD Attends ASPE in New Orleans

The 2022 Association of Standardized Patient Educators (ASPE) annual conference returned to an in-person offering in New Orleans after two years of virtual meetings. Sim Center Standardized Patient (SP) Program Coordinator Rachel Prestridge and Faculty Academy and Mentorship Initiative of Maryland Program Director Brad Hauck were excited to attend their first in-person ASPE conference.

ASPE was developed in 2001 to foster the growth of SP methodology. The term, SP has been adopted within this organization to be more inclusive of all titles: "Standardized" or "Simulated" and "Patient," "Participant" or "Person." SPs are used in a variety of fields including nursing, medicine, dentistry, pharmacy, veterinary medicine and allied health professions, among others. ASPE provides a platform where SP educators from around the world can collaborate to learn more about SP methodology, contribute findings and to enhance their own SP programs.

During this year's conference, Hauck and Prestridge participated in sessions on SP feedback to learners, SP debriefing and de-roleing, SP professional development, growing and sustaining an SP pool, exploring the Affect Theory and non-verbal communication in SP performance, and more. Several exhibitors including Laerdal, SP Management System (SPMS), CAE, Cardionic, and Avkin were on site to showcase their newest and most innovative products. One of the most amazing technologies involved an SP wearing an Avbirth birthing simulator to simulate delivering a baby with all the emotions that can be missed with a high-fidelity birthing simulator.

The conference sparked ideas for several new initiatives at our Center. It also reminded Hauck and Prestridge of the excellent SP program we have in place that could be the basis for a presentation at a future ASPE conference!

An SP after giving birth using the Avkin birthing simulator during the ASPE conference.

Recent Sim Center Publications and Presentations

Publications in Peer-Reviewed Journals

Hall, N., Seldomridge, L.A., & Allen, K. (2022). Using Toolkits to Improve Students' Skills in Advocacy. *Journal of Nursing Education*. Published Online: May 10, 2022 https://doi.org/10.3928/01484834-20220417-05

Stoner, M.A., & Joyner, R.L. (2022). Breathing Life into Calculus: Using Simulation to Enhance Students' Understanding of the Relevance of Calculus to Physiology. *PRIMUS,* 32(2), 260-277.

Webster, D., Willey, A., & Seldomridge, L.A. (2021). Advocacy, collaboration, and conflict management: Teaching core skill sets in mental health nursing. *Journal of Psychosocial Nursing and Mental Health Services.* Published Online: June 01, 2021. https://doi.org/10.3928/02793695-20210427-01

Seldomridge, L., Hall, N., Hauck, B., Jarosinski, J., Reid, T., & Payne, B. (2021) Faculty academy and mentorship initiative (FAMI) – Maryland: Addressing the nurse educator shortage. *The Maryland Nurse News and Journal.* 9, 19. March.

Presentations at Regional, National and International Conferences

Seldomridge, L., Jarosinski, J., Reid, T., Hauck, B. & Payne, B. (2022). Developing clinicians as faculty through curriculum innovation and partnerships. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. October 18-22, 2022.

Seldomridge, L., Webster, D., Allen, K., Hall, N., Hart, J., Willey, A., & Jarosinski, J. (2022). Developing leadership skills in nurses through curriculum innovation and partnerships. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. October 18-22, 2022.

Jarosinski, J., Seldomridge, L., Reid, T., Hauck, B. & Payne, B. (2022). Standing alongside you: Qualitative results of a structured mentorship program for expert clinicians in new roles as faculty. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. October 18-22, 2022.

Reid, T., Seldomridge, L., Jarosinski, J., Hauck, B., & Payne, B. (2022) Outcomes of a statewide partnership in nursing education: A mixed method approach. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. October 18-22, 2022.

Seldomridge, L. and Webster, D. (2022). Improving new nurses' leadership skills: An academic-practice partnership. National League for Nursing Education Summit. Las Vegas, NV. September 28-30, 2022.

Hall, N., Seldomridge, L., & Allen, K. (2022). Impact of Advocacy Toolkit Use on Student Outcomes. Sigma Theta Tau 33rd International Research Congress, Edinburgh, Scotland, July 21-25-2022.

Jarosinski, J., Willey, A., Seldomridge, L. & Webster, D. (2022). Toolkits for New Nurses: Improving Conflict Management Skills in Working with Patients with Substance Use. Sigma Theta Tau 33rd International Nursing Research Congress. Edinburgh, Scotland, July 21-25-2022.

Hall, N. & Seldomridge, L. (2022). The Lifespan of a Question about Speaking Up: Dissertation to a Massive Open Online Course. Sigma Theta Tau 33rd International Nursing Research Congress. Edinburgh, Scotland, July 21-25-2022.

Campbell, W.T. and Mills, B. Hallet (2021). Creation of a new high-fidelity simulation on seizures. Sigma Theta Tau International Biennial Convention, 6-10 November 2021. Indianapolis, IN.

Campbell, W.T. (2021). Nursing simulation debriefing: Plus-delta revisited. Sigma Theta Tau International Biennial Convention, 6-10 November 2021. Indianapolis, IN.

Seldomridge, L., Jarosinski, J., Reid, T., Hall, N., Hauck, B., & Payne, B. (2021). Outcomes of a statewide collaboration to address the faculty shortage. National League for Nursing Education Summit, September 22-25, 2021. Washington, DC.

Seldomridge, L (2021). Building a Strong Workforce: Toolkits for Nursing Leadership Skills Development. MDAC Virtual Leadership Summit Meeting Challenges Head On: Maryland Nurses Respond, May 24, 2021, Virtual.

Bidding Our Graduate Assistants Farewell

In May 2022, the Sim Center celebrated the graduation of graduate assistants Dr. Glenise Mbah and Ms. Mason Cervantes.

Mbah graduated from the Doctor of Nursing Practice (D.N.P.) Program and is officially a Doctor of Nursing Practice, Family Nurse Practitioner. She dedicated four years of hard work to Salisbury University to get to where she is today, spending her final two years supporting Sim Center activities and providing her nursing expertise to the non-nursing staff. Mbah completed her B.S.N. at SU in the accelerated second degree program. After graduation, Mbah backpacked across Europe before taking a position in Virginia.

Cervantes is also a two-time graduate of SU. She earned a Bachelor of Science in exercise science in 2020, and she most recently completed a Master of Science in health and human performance. During her two years as a graduate student, she assisted with Sim Center operations and participated in research in her field. Cervantes accepted a job as a clinical physiologist researcher at the University of Maryland School of Medicine at the Veterans Affairs Medical Center.

We are extremely grateful for the dedication and knowledge these talented graduate assistants brought to the Sim Center and wish them well in their new careers!

A celebration party was held to say farewell to Glenise Mbah (left) and Mason Cervantes in May 2022.

Meet Jordan Culotta

Welcome to Jordan Culotta, a new graduate assistant shared between the Sim Center and the Exercise Science Program. Culotta was born and raised in Princess Anne, MD, and completed his undergraduate education at the University of Maryland Eastern Shore. Currently in his second year of the graduate Health and Human Performance Program, Culotta has an interest in teaching and coaching, skills he is using with students enrolled in EXSC 344 Exercise Physiology Lab and EXSC 240 Fitness Testing Lab. In his free time, Culotta is helping coach the James M. Bennett High School boys' basketball team.

Giving Day April 5

Under the leadership of Ambassador Alex Grimm (graduate assistant), the Sim Center raised an impressive $1,010 on SU's Giving Day toward its $2,200 goal for a new pediatric stretcher. Grimm and Glenise Mbah (nursing graduate research assistant) staffed a table on the first floor of Devilbiss Hall showing off the capabilities of SuperTory, our newborn high-fidelity manikin. A huge thank you is offered to all who supported us!


Alex Grimm (left) and Glenise Mbah with SuperTory

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