

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!

Thank you for your interest in the Richard A. Henson Medical Simulation Center at Salisbury University. We are located just south of main campus on Pine Bluff Road. This newsletter is designed to keep faculty and friends informed about events at the Sim Center. If you are interested in using our facilities for any of your educational needs, or have questions or comments, please feel free to contact us at the directory information listed below.



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ESCIPE with UMES D.P.T. Students February 2017

As part of the Eastern Shore Collaborative for Interprofessional Education (ESCIPE) the Doctor of Physical Therapy (D.P.T.) program students from the University of Maryland Eastern Shore (UMES) came to the Simulation Center for an event in February 2017. The D.P.T. students worked with select Salisbury University respiratory therapy students to learn about the application and assessment of invasive and non-invasive ventilation of patients experiencing respiratory failure. The respiratory therapy students also assisted the D.P.T. students in practicing ambulating patients attached to common physiological monitoring and invasive equipment. Many positive comments were received from UMES students and faculty with the request to repeat this activity in the future.



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Spotlight: Simulated Electronic Health Record

A large part of educating health professions students is preparing them for future practice. Much of today's healthcare environment relies on technology, particularly an electronic health record (EHR). The Richard A. Henson Medical Simulation Center has felt the challenge of providing this opportunity to the students who participate in simulation. For the past several years, documentation during simulation events occurred through the use of paper charts, which is not consistent with current practice. Partnerships with area health care facilities for use of their electronic medical records in a training mode have been unsuccessful and the purchase of a simulated documentation system was not a cost-effective solution.

For all of these reasons, the staff at the Sim Center developed their own version of an EHR using advanced features available within PowerPoint. With inspiration from PowerPoint-based quiz games employed in many classrooms, Catherine Pearce and Deanna Schloemer created enhanced PowerPoint slides that are linked to one other and look and act like a patient's electronic health record. The advanced features embedded in the PowerPoint slides allow students to interact with the EHR synchronously as the simulation unfolds.

Patient data within the simulated EHR comes from a variety of sources and are modified to reflect the needs of the scenario being used in a simulation. For example, the pediatrics nursing course uses case studies from CAE's evidenced-based clinical simulation experiences titled "Program for Nursing Curriculum Integration" (PNCI®).

THOMAS, CLAIRE G. 31 year old, white female		MRN 115962	FIN 108945	DOB 04/19/1985	Age 31 yo	Sex F	Attending Physician Jordan	Code Status FULL	Allergies Latex
Demographics	THOMAS, CLAIRE G. 31 year old, white female		193 S. Wimberly Street Salisbury, MD 21801 Home: 410-546-9978						
Current Vitals	HR	120	RR	18					
	BP	110/70	SpO2	---					
	Temp	36.7°C							
Past Medical History	Click to Expand								
Surgical History	1987 - Tonsillectomy								
Allergies	Latex								
Emergency Contact	Rob Thomas (Husband)		410-736-5828						
Problem List	Chronic: Asthma Other: NONE								
Medications	Prenatal Vitamins Valtrex (valacyclovir) 500mg PO BID								
Prenatal Record	Click to Expand								

While the CAE PNCI case studies are designed to work with high-fidelity manikins, there was no integrated EHR to mimic what occurs with real patient encounters. The simulation coordinators integrated the patient information contained within the PNCIs into the simulated EHR. In addition, the simulated EHR has been designed in such a way that other scenarios, whether written by faculty or other commercial sources, can be easily incorporated and used in simulations.

Various tabs such as patient summary, laboratory and diagnostic test results, assessment flowsheet, progress notes, provider orders, medication administration record, and resources are available in this simulated EHR. As it is built by the simulation coordinators, tabs and flowsheets are customizable to

different disciplines or simulated healthcare settings.

Documentation during simulation can improve learners' proficiency with electronic documentation upon entrance into the clinical setting after graduation (Herbert & Connors, 2016; Curry, 2010). Simulation provides these future professionals with a safe space to refine their skills in data collection, patient care planning, and documentation (Mountain, 2014). Having a place to document during simulation will also give faculty an opportunity to assess learners' competency. It is our hope to provide every simulated experience necessary to ensure that graduates from Salisbury University are well prepared for entry into the workforce.

References

- Curry, D. G. (2010). Selection and implementation of a simulated electronic medical record (EMR) in a nursing skills lab. *Journal of Educational Technology Systems*, 39(2), 213-218. doi: 10.2190/ET.39.2.j
- Herbert, V. M., & Connors, H. (2016). Integrating and academic electronic health record: Challenges and success strategies. *CIN: Computers, Informatics, Nursing*, 34(8), 345-54.
- Mountain, C. M. (2014). Electronic medical record in the simulation hospital: Does it improve accuracy in charting vital signs, intake, and output? *SJSU ScholarWorks Doctoral Projects*, Paper 30.

Seldomridge and Webster Awarded MHEC Nurse Support Program-2 Grant Funding

Salisbury University's Nursing Department has received nearly \$2 million from the Maryland Higher Education Commission (MHEC) to develop web-based leadership and communication toolkits for SU nursing students and practicing nurses at three hospitals on the Eastern Shore of Maryland. "Toolkits to Enhance Communication for Nurse Leaders" will help students develop leadership skills in areas including conflict management, working with diverse populations and advocacy

through interactions with standardized patient actors at SU's Richard A. Henson Medical Simulation Center. Each toolkit will include learner objectives, facilitation materials for educators, video vignettes enacted by standardized patients (SPs) demonstrating effective/ineffective communication, activities to encourage critique/practice/refinement of new skills, and references. Scenarios enacted by SPs will feature several types of interactions including nurse-patient/family, nurse-nurse or nurse-

other health professional, and superior-subordinate.

Beginning in late 2018, the toolkits will also be available to SU's partner hospitals – including Peninsula Regional Medical Center, Atlantic General Hospital, and University of Maryland Shore Regional Health centers in Cambridge, Easton and Chestertown – through a dedicated website for easy access anytime.

Drs. Debra Webster and Lisa Seldomridge are co-PIs on this four-year grant.

Continuing Education Course Offerings

The Richard A. Henson Medical Simulation Center strives to achieve its mission of providing education, promoting quality and patient safety, stimulating research and scholarship, and integrating evidence into clinical practice through the provision of invaluable simulation experiences for Salisbury University health professions

students and area healthcare professionals. Besides simulation, the Sim Center also offers continuing education courses. Courses from the American Heart Association® in Basic Life Support, First Aid, Bloodborne Pathogens, Advanced Cardiovascular Life Support, and Pediatric Advanced Life Support are offered at the center. The

center also offers the Neonatal Resuscitation Program from the American Academy of Pediatrics®. The class schedules and registration can be found at <https://webapps.salisbury.edu/simcenter/educ/>. If you are interested in a course that is not currently on the schedule, please contact the Sim Center.



Medical Careers Club

April 2017

The SU Medical Careers Club visited the Simulation Center to learn how simulation is used in healthcare education. Approximately 25 Salisbury University students, with varying interests ranging from medical

doctor to veterinarian, participated in this hands-on experience. The center received many positive comments from the students about the visit, our facilities, and their choices of healthcare education for the future. We look

forward to a return visit next spring. A special thanks to George Taylor (student president, SU Medical Careers Club) for helping organize this event.

Worcester Technical School

May 2017

For the second year, the students from Worcester County Technical High School's Biomedical Class visited the Simulation Center in May. Approximately 20 high school juniors met Dr. Karen Olmstead (then-dean of the Henson School of Science and Technology) and Dr. Lisa Seldomridge (director of SU's Graduate and Second Degree Nursing Programs) at the Sim Center for discussions on health care and STEM fields.

Students enjoyed learning about how to succeed in their science-related education and careers. Bill Severn, the students' teacher from Worcester Technical School, and the students themselves, were effusive in their praise of the visit. Drs. Olmstead and Seldomridge, and the staff continue to be impressed by the students focus on education and their potential for the future. We hope to host this field trip again in the future.

Girl Scouts of the Chesapeake Bay

May 2017

The Girl Scouts of the Chesapeake Bay visited the Simulation Center in May 2017. Drs. Lisa Seldomridge and Robert Joyner provided discussion on health care and STEM professions followed by a tour and hands-on activities. The attendees enjoyed the experience and learned a great deal about future careers and college education.

Girls Innovation Academy

July 2017

In July, middle school- and high school-aged girls from the Girls Innovation Academy were welcomed to the Richard A. Henson Medical Simulation Center. These young girls, who all had interests in pursuing scientific careers, were given a tour of the Simulation Center and a presentation on popular and successful healthcare careers. Attendees interacted with the high-fidelity manikins and saw how they would be used in a simulation experience. They also viewed a video of SU students



interacting with standardized patients. Sim Center staff hope that this visit inspired the Girls Innovation Academy participants to continue pursuing their ambitions for a healthcare related

career and will soon be Sea Gulls utilizing the Simulation Center as part of their future education.

Maryland Instructional Technology Professionals

June 2017

In June, the Richard A. Henson Medical Simulation Center welcomed the Maryland Instructional Technology Professionals (MITP) for a technology-focused tour and demonstration. Campus technology professionals from across Maryland were shown how the Simulation Center incorporates MyClasses Canvas®, CAE LearningSpace®, various high-fidelity patient simulators, telephone/intercom system and the simulated electronic health record (EHR) into every learning experience. Sim Center staff thank Jennifer Caddell (Salisbury University A/V engineering supervisor and conference organizer) for including the Sim Center in the conference. It's always a pleasure demonstrating the capabilities of the Sim Center and learning from the people who make the technical aspects possible.

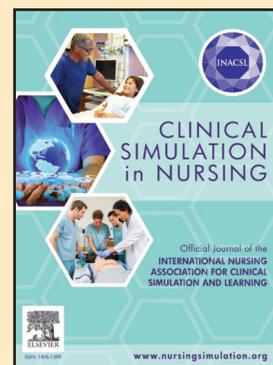


Research Corner

Jarosinski, J. & Webster, D. (2016). Acting with a purpose: Lived experiences of standardized patients portraying mental illness. *Clinical Simulation in Nursing*, 12(2), 539–545. doi: 10.1016/j.ecns.2016.08.005

Background: Competencies for psychiatric/mental health nursing include complex relationship skills and responses. Development of these skills can be facilitated through the use of simulations. Experiences with standardized patients (SPs) are a type of simulation where students can use nursing skills in a safe and supportive environment. However, authentic representation of the patient and scenario are essential. Authenticity requires SPs to immerse themselves in their role. However, little is known about the lived experience of SPs portraying mental illness in behavioral health simulations.

Method: The day-to-day experiences of SPs portraying mental illness was explored in this qualitative study. Using interviews as the primary data source, a qualitative, phenomenological perspective guided inquiry and analysis. Five SPs participated in the study.



Results: Four themes emerged: *Sparks Something in Me*, *Building on Confidence*, *Stepping Into the Shoes of the Educator*, and *Letting It Get to Me*. Participants described their original interest in working as SPs as an opportunity to fulfill a personal goal and a way to help students understand what it feels like for the patient. Ranging in experience from 1-6 years, SPs reported on their growth in confidence in portraying their roles as they developed over time. As SPs became more comfortable, they identified a new role-as educator. They identified student gaps in learning and became part of the teaching team. They also reported that the SP experience was difficult to shed and the difficulties of “shaking off” their roles.

Limitations: Research at a single site with a small sample size and variance in the length of time each actor had worked as an SP were identified limitations.

Conclusions: It is important to understand the issues and feelings of SP to create the best learning experiences for students. However, there are no recommendations for helping actors deal with resulting feelings associated with providing a “real” experience for students. Recommendations include the use of targeted recruitment procedures, training protocols and debriefing for actors, and progress meetings.

Webster, D. & Jarosinski, J. (2017). A Walk in My Shoes: Using Art to Explore the Lived Experience of Psychiatric-Mental Health Standardized Patients. *Journal of Psychosocial Nursing*, 55 (8), 39-47. doi: 10.3928/02793695-20170627-02

Background: The use of standardized patients (SPs) to teach mental health nursing skills is increasing. Although the literature regarding the effectiveness of this teaching strategy supports its use, information regarding the effect of portraying mental illness on SPs is lacking. While researchers have described the need to address psychological harm to students resulting from simulation events, there are not studies exploring the emotions and feelings of actors portraying SPs. This study was undertaken to examine the effect of portraying mental illness on SPs.

Method: After securing IRB approval, SPs were invited to participate in the study. Each was asked to create an artistic expression (stories, poetry, comics, collages, photography, and pottery) of his/her experience in the role of an individual with mental illness while engaging with nursing students. Interviews and artwork were the primary means of inquiry. Five SPs, two males and three females, with 1-5 years’ experience as an SP, agreed to participate.

Results: Themes emerging from this study included: *Walking the Walk* with participants expressing a strong desire to accurately portray an individual with mental illness; Photographs depicted a view of how the SP was seen by others- crazy, weak, helpless. *Listen to Me* which focused on the importance of attentiveness to them as patients and not just going through the motions; A comic strip format exemplified a pattern of student responses depicting a lack of interest and ability to engage with patients. *See Me as a Person* emphasized the SPs desire for students to see them as a whole person, not just someone with a mental illness. Poetry and a drawing illustrated the feeling of being looked down upon. *Letting It Get to Me* described the feelings of stepping directly into the shoes of the individual with mental illness and the difficulty in letting it go. Using art and poetry, one SP described the necessity of feeling the pain that the patient feels in order to accurately portray the patient.

Limitations: Small sample size and one location were identified as limitations.

Conclusions: There is a burden associated with taking on the roles of individuals with mental illness. As noted by the SPs, student indifference and lack of empathy were unexpected findings that need to be addressed. Having SPs directly involved in the debriefing process may be an important means for students to understand the importance of listening and empathy.



Ukraine Medical Outreach, Inc.

August 2017

In the late summer, with a bit of serendipity and a stroke of luck, the Simulation Center was visited by Dr. James Peipon, a long-time resident of Salisbury and practicing pediatrician. Dr. Peipon is a professional acquaintance and friend of both Drs. Joyner and Seldomridge, who had the chance to work and interact with him and his family many years ago. He is currently the president and medical director for the Ukraine Medical Outreach, Inc. (ukrainemedicaloutreach.org), which provides medical education with a Christian perspective. Dr. Peipon visited the Simulation Center to learn about our use of simulation in instruction of Salisbury University healthcare students and surrounding practicing professionals. He was very appreciative of the staff's



sharing of the Simulation Center's capabilities and let them know that he would be taking some ideas back to the Ukraine with him and may even contact

them in the future for more discussions. It was good to see Dr. Peipon and the staff wish him well.

Eastern Shore Faculty Academy and Mentoring Initiative

May 2017

The Eastern Shore Faculty Academy and Mentoring Initiative (ESFAMI) welcomed eight participants from the May 2017 Academy to the Henson Medical Simulation Center. ESFAMI is a NSP-II grant-funded program that was designed to help introduce and transition expert clinical nurses into a part-time faculty nursing position. ESFAMI graduates will be well prepared to be employed as nursing faculty at colleges and universities and help address the nursing shortage nationwide. The ESFAMI Academy utilizes the Simulation Center three times over a six-week period for their participants: an orientation night, a simulation night and a mentoring feedback night. ESFAMI participants have their first session in the Simulation Center to orient them to the facility and its capabilities, give them information about the Academy program, and

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Educating Clinical Nursing Faculty Since 2011

introduce them to teaching techniques. The second night of ESFAMI at the Henson Medical Simulation Center is the simulation night. ESFAMI utilized five standardized patient actors to portray typical nursing student/nursing faculty scenarios in a clinical setting. Each ESFAMI participant had simulated encounters with two different nursing students exhibiting behaviors requiring some intervention. All sessions were video-recorded, with review, feedback and debriefing in a large group facilitated by experienced nursing faculty. On the final night of the

Academy, the participants gave feedback about the academy experience and participated in group mentoring activities and discussion using the interactive technology in the new Simulation Center classroom. ESFAMI participants have commented on the quality of the technology and their experiences at the Simulation Center. As a result of this feedback, the standardized student simulations have been expanded with plans for even further development.