

## Using Simulation Management to Help with Multidisciplinary Team Training and Patient Safety



### THE PROBLEM

University of South Florida's (USF) Center for Advanced Medical Learning and Simulation (CAMLS) is the largest facility of its kind with a 90,000-square foot layout featuring 35 surgical skills stations; a virtual clinic, hospital, and pharmacy; two da Vinci minimally invasive surgery robots; a Virtual Patient Care Center (VPCC) with six standardized patient exam rooms; and more. Accredited by the American College of Surgeons and the Society for Simulation in Healthcare, CAMLS strives to combine cutting-edge simulation technology and multidisciplinary training while setting new healthcare performance standards.

To manage such a large training facility with a focus on team-based training, USF needed a robust and easy to use simulation management system that could handle complex schedules involving learners, standardized patients, and instructors in multiple rooms during a single day.

### THE SOLUTION

Laura Haubner, MD, the medical director of the VPCC, and the medical director of Team Education and Multidisciplinary Simulation (TEAMS) at CAMLS, points out, "A physician must assume a leadership role among the other professionals present in a clinical setting without having had much prior interaction with them. Multidisciplinary education helps them understand their role in the healthcare setting from the very beginning, as well as how a team member participates in a patient's care."

The videotaped multidisciplinary encounter is where strong simulation management technology like EMS' really shines. A team's takeaway message after a simulation as they review the video playback has more to do with basic human interaction and less to do with technical knowledge. Specifically, what Dr. Haubner looks for is the level of mutual support provided among team members. The post-scenario debrief, with the help of video and audio, allows the team to review their interactions, dissect their work, and focus on how they can improve.

### THE RESULTS

USF has been known to use "dry runs" to determine the camera angles needed for optimal evaluation of the simulation. A lab technician is assigned to video record the session using EMS' technology, which also captures the simulator's vital signs and the events log, to maximize the team interaction during the simulated event.

Simulation management plays an important role in establishing the primary skills of TeamSTEPPS: mutual support, communication, leadership, and situation monitoring. The recorded video shows team dynamics, how well the team members communicate, and whether leadership skills need improving. Receiving feedback from instructors through debriefing and performance assessments is essential in ensuring better coordinated teamwork, leading to increased patient safety.

*The ease of creating the quad view video format is one of the many features that makes EMS stand out. The integrated scheduling system was also attractive to USF, tying together multiple processes, including programming the simulators, scheduling learners and simulations, and standardizing debriefings.*

*EMS' mission is to advance the quality and efficiency of clinical care through smarter simulation, leading to better outcomes. EMS helps to build mastery around: clinical skills, collaboration, communication, and competency for improved patient safety and quality of care.*

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