

## Branching Out Beyond Healthcare: Interprofessional Simulation



### THE PROBLEM

Each spring, Roberts Wesleyan College (RWC) holds a major interprofessional simulation event involving nursing, social work, and criminal justice students.

Halfway through each simulation, an interprofessional “huddle” is held to facilitate communication among the team members. Instructors both observe and role-play as clinicians and other members of the healthcare team. It can get a little chaotic, with the nurses assessing the patients, giving IV meds and changing dressings, plus the referrals, social workers with families, and the criminal justice students investigating the crash. And none of it was recorded, and the students were unable to review their performance.

### THE SOLUTION

Today, keeping track of the chaos is a lot easier with clinical simulation management technology from Education Management Solutions (EMS). This cloud-stored audio-video technology has greatly expanded RWC’s capacity for simulation and process improvement.

Interprofessional simulation sessions are now recorded with the ability for the software to pick up all the different sounds and voices of the scenario, not just background noise.

“These simulation events have the potential to go from a four to five bed ER to a 12 bed ER. The main goal is to add audio/video,” notes David Skiff, PhD, LMSW, Dean of the School of Education and Social Work. “The biggest change with the new lab is the way that we give feedback. We’ll still have observers, but students will now be able to review their own video and ask themselves, ‘What was I thinking?’”

### THE RESULTS

As institutions increasingly incorporate self-directed learning and evaluation into their curriculums, the advantage of having cloud-stored audio-video is clear: students and instructors can save and track performances year after year, on individual and course-wide levels. With cameras and audio recordings in place, instructors can rest easy, no longer needing to be the “eyes and ears” for the entire simulation.

The new technology will have far-reaching implications for RWC’s nursing and social work programs. According to Skiff, “We can potentially record training in other areas, similar to what we experience in our graduate program, with ongoing supervision from week to week. We plan to record sessions and have each student be able to watch and review their own performance, which is a tremendous learning tool.”

The nursing program is also creating school-specific videos to orient students to the simulation lab and mannequins. And the use of video recordings helps the standardized patients as well as faculty and students.

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*We chose EMS in part because of the ability automate things like self-scheduling, and their inventory feature, so we can spend more time teaching. Other things that appealed to us were the ability to view multiple rooms at once, and the capacity to use mannequins from different vendors. Also, EMS has a great reputation for customer support.*

– Sara Manning, MS, RN, CHSE (formerly, Coordinator of Clinical Simulation Education at Roberts Wesleyan College)

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*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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