

**Title:** Simulation, Patient Safety, and Communication

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**Faculty Mentor Department:** Surgery, Anesthesiology, and Emergency Department

**Research Project Description:**

**Brief Overview:** This discovery pathway offers the rising second-year medical student with an opportunity to assist in simulation exercises that enhance patient safety and communication within the clinical system. We hold annual patient safety training for all residents and fellows to develop communication skills within our simulation center. Scholarship opportunities include the development of newly recorded simulation training exercises, analysis of previously recorded exercises, and application of clinical knowledge within the context of simulation for the purposes of enhancing the delivery of safe patient care.

**Hypothesis:** We hypothesize that the use of simulation in multiple modalities is a valuable tool to enhance non-technical skills of clinicians working in interprofessional teams.

**Methods:** To assess this, we use in-situ and high fidelity simulation training to replicate clinical scenarios in which residents are asked to evaluate patients while addressing specific objectives related to communication skills and patient safety in interprofessional teams. Some video-recording of clinical scenarios is used to analyze and debrief while providing scholarly discussion about patient safety and simulation. Most simulations occur during protected academic time for the residents. Development of objective structured clinical examinations is also a work in progress.

**Role of Medical Student:** The medical student may be involved by assisting in the training objectives for these scenario, to analyze recorded simulation, and to further their knowledge for the duration of the project of effective communication skills that will be used throughout their professional careers. The student will also work closely with the Assistant Dean of Simulation Education to develop skills during this opportunity.

**Funding/Relevant Publications:** Funding is currently provided through the Department of Surgery, Office of Educational Affairs and Center for Simulation Education, Safety, and Research.

Anaesthetists' Non-Technical Skills (ANTS): evaluation of a behavioural marker system.

Fletcher G, Flin R, McGeorge P, Glavin R, Maran N, Patey R. Br J Anaesth. 2003 May;90(5):580-8.

Non-technical skills in the intensive care unit. Reader T, Flin R, Lauche K, Cuthbertson BH.

Br J Anaesth. 2006 May;96(5):551-9. Epub 2006 Mar 27. Review.

Burns education: The emerging role of simulation for training healthcare professionals.

Sadideen H, Goutos I, Kneebone R. Burns. 2016 Aug 28. pii: S0305-4179(16)30222-4. doi:

10.1016/j.burns.2016.07.012. [Epub ahead of print] Review.

Coaching Non-technical Skills Improves Surgical Residents' Performance in a Simulated Operating Room. Yule S, Parker SH, Wilkinson J, McKinley A, MacDonald J, Neill A, McAdam T.

J Surg Educ. 2015 Nov-Dec;72(6):1124-30. doi: 10.1016/j.jsurg.2015.06.012.

Defining team performance for simulation-based training: methodology, metrics, and opportunities for emergency medicine. Shapiro MJ, Gardner R, Godwin SA, Jay GD, Lindquist DG, Salisbury ML, Salas E. Acad Emerg Med. 2008 Nov;15(11):1088-97. 2008 Oct 1.