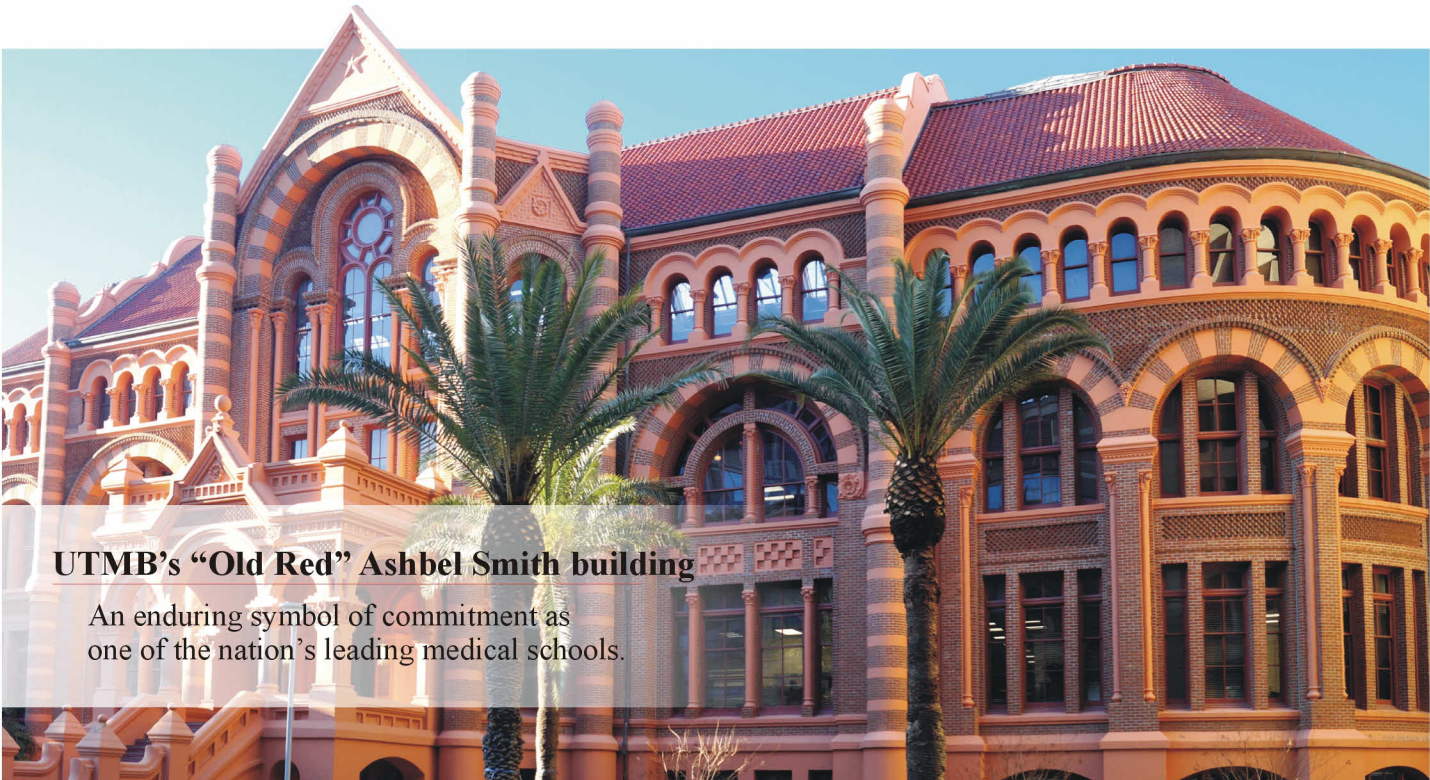


Success Story

University of Texas Medical Branch Focused on advanced medical education quality



UTMB's "Old Red" Ashbel Smith building

An enduring symbol of commitment as one of the nation's leading medical schools.

utmb

Health
School of Medicine

WHAT'S INSIDE?

Discover the University of Texas Medical Branch and its notable history of training medical students, along with its commitment to advancing the state of medical education.

Learn about UTMB's focus on improving their student's physical assessment skills through the use of simulation. Meet Dr. Bill Boudreaux and learn about his approach to enhancing UTMB's student education experience.

“My challenge was to introduce simulation into both the training and evaluation phase in each year of the curriculum, with the goal of seeing our students add to their skill base with each experience.”

- **Bill Boudreaux, EdD, RN, CEN**

Assistant Professor / Medical Educator

Office of Clinical Simulation, UTMB School of Medicine



THE GOAL

“Established in 1891, UTMB is one of the largest academic health centers in the nation offering programs in medicine, nursing, health professions and biomedical sciences. The university’s well-developed Medical, PA and NP programs expose students to a variety of training modalities, including a combination of live and simulated patient experiences. Bill Boudreaux, an Assistant Professor and Educator with UTMB School of Medicine explained that all students use simulation

to develop their clinical skills. With an extensive educational background, Bill saw opportunities to advance the student experience. Bill said, “I see simulation as an excellent method of exposing students to repeatable patient scenarios designed to put their didactic knowledge and physical assessment skills to the test.” With that in mind, his primary goal was to expand the use of simulation into the curriculum’s evaluation phase.

THE CHALLENGE

Although Bill is associated with UTMB’s School of Medicine, the responsibilities of the Office of Clinical Simulation extend to training beyond the medical students, and includes training students in the schools of nursing and health professions as well. Doing so aligns with UTMB’s drive to attain its interprofessional education goals. In UTMB’s case, a challenge this presents relates to the fact that Bill’s is essentially “a one-man shop.” He explained that to support the school’s range of programs he “needed an excellent auscultation simulator that required minimal setup and operational support.” Additionally, knowing he would need several simulators to support a large number of students, Bill identified cost effectiveness as another requirement in choosing the right auscultation trainer for their needs.

“We needed an excellent auscultation simulator that required minimal setup and operational support.”

About the University of Texas Medical Branch

Founded as the state’s first medical school in 1891, the University of Texas Medical Branch at Galveston (UTMB) is one of the largest and fastest-growing academic health centers in the nation, with expanding enrollment in medicine, nursing, health professions and biomedical sciences. Having conferred more than

25,000 degrees to students in many fields of medicine, UTMB has trained more health care professionals than any other Texas academic health center. Today UTMB consists of 4 schools, 6 hospitals and an extensive network of clinics all dedicated to medical education, research and healthcare. See: www.utmb.edu/education

Acknowledgments: We thank Bill Boudreaux, EdD, RN, CEN, Assistant Professor / Medical Educator, Office of Clinical Simulation at UTMB School of Medicine who was interviewed for this Success Story.

Special Note: This Success Story relates information about UTMB’s experience in expanding their use of simulation throughout their curriculum and in using Cardionics’ SAM II Student Auscultation Manikin. Per their policy, the University of Texas Medical Branch does not endorse the products of any equipment manufacturer.

About Cardionics

Cardionics is a leading supplier of innovative auscultation training products and services. The company designs, produces and distributes products that facilitate and support classroom education and clinical & tele-health programs in medical institutions and universities worldwide. Cardionics is known for the

high-quality life-like sounds it produces for its auscultation manikins, its online training program and its sound generating CardioSim product. The company's SimScope product supports Standardized Patient programs while its E-Scope products support tele-health programs and hearing impaired clinical users.

THE SOLUTION

Like many universities, UTMB has a robust simulation program that uses a variety of products ranging from high-fidelity manikins to simple task trainers produced by the industry's leading suppliers. In determining which simulator best fit his physical skills evaluation needs, Bill had a readily available solution. "UTMB was already using SAM II manikins for their training needs," explained Bill, "they produce excellent normal and abnormal auscultation sounds, and they're very portable." An added benefit he noted is that the SAM IIs are easy to set up and operate - an important factor given the seven manikins Bill uses for student skills evaluation. Commenting on this, he said, "There's a big difference between the SAM IIs and hifi manikins. Anybody can use a SAM II right out of the box, there's almost zero learning curve."

Bill detailed several of the ways he uses SAMs in his program. He said he plans to set them up in hybrid scenarios where students interact with live patients while auscultating on the SAM manikin. At other times, he plays SAM's sounds for the classroom through its loudspeaker while he steps students through various auscultatory sequences and their associated pathologies. "The product is quite versatile," said Bill, "I'm pleased with how well it supports our curriculum."

THE RESULT

Four years into his efforts, Bill reflected on the student's high level of comfort and confidence related to their physical assessment skills. Commenting on how an increased use of simulation helps, he said, "You can sit in a classroom and listen to heart and lung sounds all day long, but you won't really own the skill until you get a chance to practice and master it." Bill summed up his thoughts on using SAM by saying: "With 1200 students a year using them, the SAMs are my most useful tool. They're very dependable and functional." Simulation works said Bill, "It's making a real difference in helping our students master their physical assessment skills. It keeps our students engaged and helps us attain our goal of improving our student's educational experience."

"With 1200 students a year using them, the SAMs are my most useful tool. They're very dependable and functional."



"Seeing that 'aha' moment when it all comes together for our students is very gratifying. It's proof that we're improving their educational experience."

- **Bill Boudreaux, EdN, RN, CEN**
Assistant Professor / Medical Educator
Office of Clinical Simulation, UTMB School of Medicine

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