



ELON UNIVERSITY



Policies and Procedures

*INTERPROFESSIONAL SIMULATION CENTER
SCHOOL OF HEALTH SCIENCES*

Table of Contents

Overview	2
Organizational Structure	3
Confidentiality Agreement.....	3
Curriculum Development.....	4
Debriefing.....	6
Fiscal Policy	6
Personnel Policy	7
Pre-briefing	8
Recording and Video Storage.....	8
Remediation.....	9
Research.....	10
Safety and Security	10
Scenario Development, Implementation, and Resources	12
Scheduling.....	13
Simulation Equipment, Supplies, and Maintenance.....	14
Simulation Attire and Personal Belongings.....	14
Staff/Facilitator Responsibilities	15
Student Orientation to Clinical Skills Lab (236).....	16
Simulation Tours	18
Appendices.....	19
Appendix 1: School of Health Sciences Mission, Core Values and Vision.....	19
Appendix 2: Interprofessional Simulation Student Contract.....	20
Appendix 3: Interprofessional Simulation Confidentiality Agreement.....	23
Appendix 4: Lead Standardized Patient Job Description Posting	24
Appendix 5: Standardized Patient Job Description Posting	24
Appendix 6: Simulation Coordinator Job Description Posting.....	25
Appendix 7: Case Scenario Template.....	26
Appendix 8: Equipment Maintenance Schedule.....	32

Overview

Mission

The mission of the Interprofessional Simulation Center is to embed simulation-based techniques into education and training for all participants to improve patient care outcomes, education, research, and multidisciplinary team performance.

Core Values

As a collaborative, inclusive community of students, faculty, and staff, we value:

- Creativity and innovation among interprofessional education experiences.
- Experiential and active learning components to achieve high-level critical thinking/problem-solving skills.
- Interprofessional education experiences that allow students and healthcare professionals to achieve core competencies in ethics, teamwork, communication, and roles/responsibilities.
- Professionalism at all times by demonstrating respect for all, self-accountability for responsibilities, continuous growth, reliability, and discipline.

Vision

The Interprofessional Simulation Center will be recognized globally for collaborative team education and safety training.

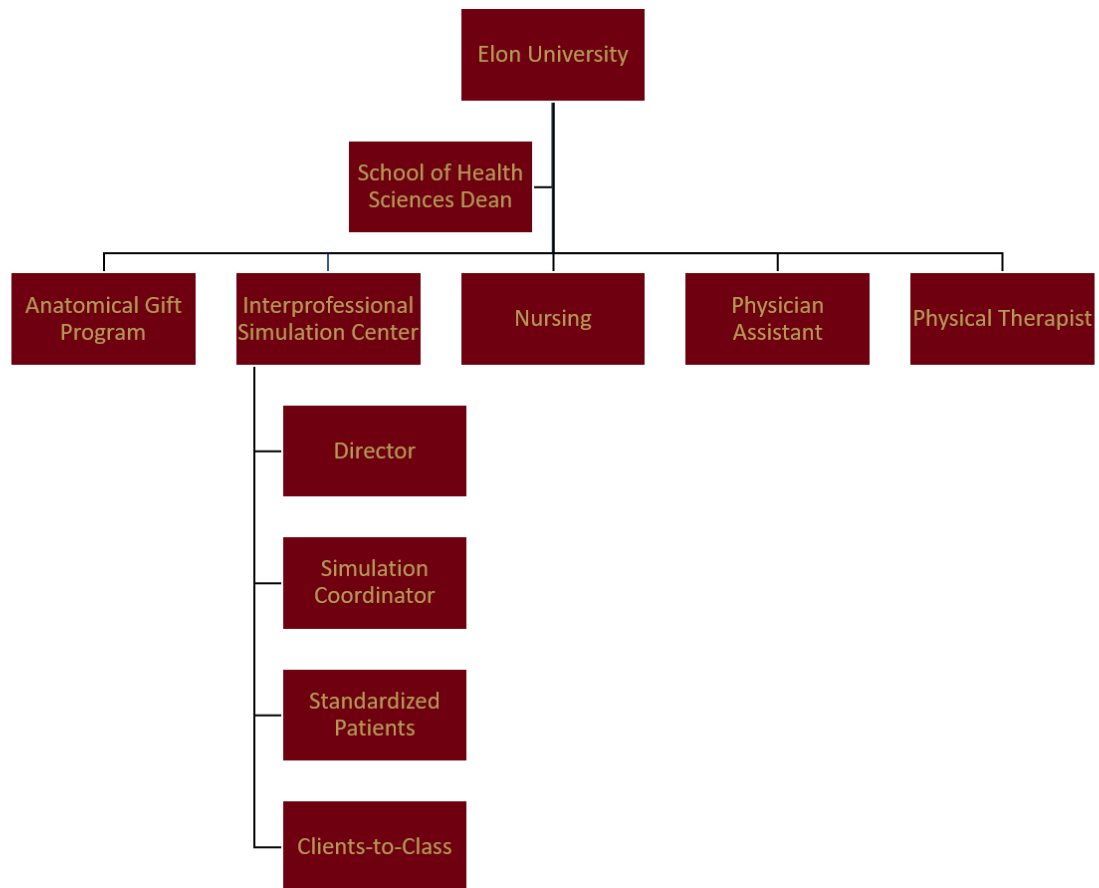
Decision-Making Process

- Equipment/supply: Supply purchase requests should be submitted to the Interprofessional Simulation Center Director three months before the date needed. Approval of new equipment will be made based on meeting the objectives of the activity and budget.
- Scheduling: Decision on scheduling conflicts will be made by the Interprofessional Simulation Center Director. See [Scheduling Policy](#) for more information regarding scheduling priorities.
- Required Disclaimers and Pre-Event Statements: Any content presented using the Interprofessional Simulation Center space or name needs to be aligned with the center's mission.
- Hours of Operation: The Interprofessional Simulation Center will be open Monday-Friday 8:00 am-5:00 pm unless the university is closed. Any events that fall outside of operating hours will need to be approved by the center's Director.

[Appendix 1: School of Health Sciences mission, Core values and vision](#)

[Appendix 2: Interprofessional Simulation Student Contract](#)

Organizational Structure



Confidentiality Agreement

Definitions

- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)
- Simulation activities: include simulated clinical scenarios, simulated task training, standardized patient scenarios, client-to-class, debriefings and/or discussions, and maybe electronic, written, verbal, observed, or overheard.

Policy

- Simulation activities conducted by the Interprofessional Simulation Center should be treated as CONFIDENTIAL to ensure academic integrity, healthcare quality, patient safety, student and personal privacy, professionalism, and conform to various state and federal laws regulating healthcare, the healthcare professions, education records, sponsored research and intellectual property and trade secrets rights.

- Simulation participants will hold all simulation activities as CONFIDENTIAL.
- The Interprofessional Simulation Center may use media (photographic, video, and audio recording) captured in simulation activities as specified in the Media Capture Policy, including for quality improvement, training, education, and research.
- Participants will report any known violations of this policy to the director.

Procedure

- All participants in simulation activities must sign the Confidentiality Agreement either electronically or in writing, before participating in any simulation activity.
- Any participant refusing to execute the Confidentiality Agreement will not be allowed to participate in simulations.
- Any materials from the simulation activity (cases, media recording, evaluations, etc.) will be kept confidential and maintained in a secure/locked environment.
- Any breach of confidentiality by a participant may result in disciplinary, Honor Code, professionalism committee, and/or legal action. Examples of violations include social media postings describing a simulation scenario, verbal discussions in a study group, gossip regarding the performance of a participant during a simulation, revealing information in a formal/informal discovery or deposition in a court case, etc. The only time such information may be divulged is with the express, written approval of the director.
- Any violations in the confidentiality policy must be reported to the Interprofessional Simulation Director.
- Participants may not photograph, video record, or audio record any simulation activity. Only the Interprofessional Simulation Center is authorized to engage in any form of media capture of an image, video, or voice recording.
- Participants are subject to the confidentiality requirements of various state and federal laws, including but not limited to Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA).

[Appendix 3: Interprofessional Simulation Confidentiality Agreement](#)

Curriculum Development

Definitions

- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)
- Simulation activities: include simulated clinical scenarios, simulated task training, standardized patient scenarios, client-to-class, debriefings and/or discussions, and maybe electronic, written, verbal, observed, or overheard.

Policy

- Simulation event curricula (case, scenario, setup, etc.) must be developed in partnership with the Interprofessional Simulation Center staff and submitted to the program in a timely fashion to allow for appropriate review, scheduling, training, ordering, and set up as needed for the event.

Procedure

- The Interprofessional Simulation Center staff and coordinating participant leader are responsible for the development of all curricula (scenario templates, accompanying documentation).
- Scenario template(s) and accompanying documentation should be submitted by the deadline described below:
 - For events that require clients or standardized patients (SPs): two months before the scheduled event date.
 - For events that do not require clients or SPs: one month before the scheduled event date.
- Interprofessional Simulation Center staff will communicate with lead participants any additional expectations or requirements related to the development and delivery of any simulation activity.
- As part of the development process, the Interprofessional Simulation Center staff may request a pilot or dry run.
- Confirmed reservations may be released at the discretion of the Interprofessional Simulation Center if planned meetings, pilots, or dry runs are incomplete.
- Once an event has been approved by the Interprofessional Simulation Center, no changes may be made without going through the approval process again. This includes “day of” changes and changes request between dry run and delivery.

[Activity Request Form](#)

Debriefing

Definitions

- Debriefing: the period of time following a simulation activity during which participants reflect, review and discuss the activity with the goal of improving individual and team clinical skills and judgment.
- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)
- Simulation activities: include simulated clinical scenarios, simulated task training, standardized patient scenarios, client-to-class, debriefings and/or discussions and may be electronic, written, verbal, observed, or overheard.

Policy

- Debriefing facilitators will be familiar with all aspects of the simulation activity. The debriefing activity will be held immediately after the simulation activity.

Procedure

- Reiterate that the debriefing space is a “safe zone” – simulation is THE place to make mistakes
- Allow time at the beginning for participants to vent any emotions they may be feeling about the activity
- Ask participants to answer questions instead of answering them yourself
- Ask open-ended questions
- Ask clarifying questions to challenge thinking, help participants formulate ideas, and to understand participants’ perspectives o Solicit input from everyone in the group, even observers
- Summarize answers from the participants and ask if your summary makes sense
- If you do not understand the rationale of a participant’s comment, genuinely ask for further explanation
- Encourage participants to evaluate what they did well, what they need to improve, and offer suggestions for improvement
- As appropriate, provide adequate discussion time for participants

Fiscal Policy

Definitions

- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., faculty, staff, students, or external clients).

Policy

- The Interprofessional Simulation Center Director will create a chargeback fee structure for student participants and a separate fee structure for outside clients.

Procedure

- The ISC Director will work directly with School of Health Sciences program chairs to establish a chargeback fee to purchase supplies, standardized patients, clients, or purchase equipment.
- The chargeback fee is based on the number of students in the program.
- An annual report will be provided to the School of Health Sciences Dean including activity highlights, budget, progress toward specific goals, accomplishments, and goals for the upcoming academic year based on the SHS strategic plan.
- Center Staff and Standardized Patients are paid through the Elon University payroll system.
- Clients-to-Class must complete a W9 following Elon University's check request policy.

Personnel Policy

Policy

- The Interprofessional Simulation Center (IPC) Director will notify staff, clients, participants and standardized patients of any closure or emergency by email and text.

Procedure

- Refer to [Elon University Human Resources Staff Manual](#) for overtime policy.
- Scope of Work Description: See Appendix 4-6 for job descriptions.
- Organizational Chart: See [Organizational Structure](#).

[Appendix 4: Lead Standardized Patient Job Description Posting](#)

[Appendix 5: Standardized Patient Job Description Posting](#)

[Appendix 6: Simulation Coordinator Job Description Posting](#)

Pre-briefing

Definitions

- Pre-briefing: is an orientation session before a simulation activity during which participants are informed about the learning objectives, format/modality of the experience, and provided any prior information needed to complete the activity to improve individual and team clinical skills and judgment.
- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)
- Simulation activities: include simulated clinical scenarios, simulated task training, standardized patient scenarios, client-to-class, debriefings and/or discussions, and maybe electronic, written, verbal, observed, or overheard.

Policy

- Pre-briefing facilitators will be familiar with all aspects of the simulation activity. The pre-briefing information will be shared with students no later than one day before the activity.

Procedures

- Provide all details and expectations of the simulation activity. This includes objectives, format/modality, and any prior information the participant needs to be successful.
- Ensure all participants agree to the confidentiality requirements of simulation activities.
- Orient participants to the simulation environment, manikins, and other equipment.
- Provide ground rules to maintain a safe and non-competitive learning environment.
- Acknowledge that mistakes may happen and will be reflected upon during debriefing.
- Discuss the process of asking for information (finding cards, labs, vitals, x-rays, etc.).
- As appropriate, provide time for participants to ask questions and prepare before starting the simulation activity.

Recording and Video Storage

Definitions

- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., faculty, staff, students, or external clients).

Policy

- All recordings on the CAE Healthcare LearningSpace system will be store in the cloud provided by CAE Healthcare.

Procedures

- Participants are not permitted to download videos without the express permission of the Interprofessional Simulation Center Director.
- Lead faculty determine the availability for participants to view their videos or videos of their peers.
- Videos cannot be viewed off-campus unless the participant utilizes Elon University's VPN process.
- All recordings are destroyed one full year after the student's graduation or three years after recordings for outside participants.
- If outside vendors would like their recordings, they must provide flash drives for each participant.

Remediation

Definitions

- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)

Policy

- The Interprofessional Simulation Center has resources available to assist with the remediation of participants.

Procedures

- Faculty need to complete the "Activity Request Form" and submit the completed form to the Director.
- Faculty will be responsible for the development of activities and content for remediation and must be present during the full simulation activity.
- Depending on workload, the simulation staff may be available to assist with remediation.

Research

Definitions

- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)

Policy

- Regular evaluation and assessment of the simulation research studies are a vital part of maintaining a productive and efficient research program. Participation in well-designed and implemented research is a goal of the ISC. Any grants or research activities that require the use of the center, its resources, and/or time from its staff should be coordinated with the Director.

Procedures

- The participants will submit an “Activity Request Form” to the center Director.
- The Director will review the merits of proposed simulation-based research projects and make suggestions regarding protocol amendments.
- The ISC will actively support simulation-based research to promote, review and assist the submission and presentation of research conducted at the center at local, regional, national, or international forums and for peer-review publication.

Safety and Security

Definitions

- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, or observers)

Policy

- The Interprofessional Simulation Center staff participants have a right to a safe and healthful environment. The ISC is committed to excellence in health, safety, and environmental performance and strived to achieve:
 - Zero injuries or illnesses
 - Zero environmental incidents
 - Zero property loss or damage

Procedures

- In case of a medical emergency, 911 can be dialed from any phone in the Interprofessional Simulation Center (ISC).

- Participants are not permitted to bring food or drinks to any of the simulation spaces.
- Participants need to be mindful of all standard precautions and transmission of specific precautions (contact droplet, airborne). Any piece of equipment that comes in contact with body fluids is considered contaminated and needs to be handled appropriately.
- Gloves will be worn with all manikin interaction and non-sterile gloves should be disposed of in non-biohazard trash cans.
- Participants need to know that some of the equipment contains latex. Those with a known sensitivity/allergy to latex need to contact the center staff. Every effort will be made to replace equipment with latex-free substitutions. All participants who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex gloves.
- Following the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly.
- In the event of a “clean” needle stick, the faculty should be notified immediately, so first aid can be provided. The faculty should complete an incident report form.
- All participants are to ensure that rooms are secure and safe when using the rooms.
- The Public Safety Department (278-5555) should be notified if the lab rooms will be in use on off-hours (evenings and weekends).
- It is the responsibility of the participants to be aware of the location of emergency exits on each floor of the School of Health Science Building.
- In case of a fire, all persons are expected to evacuate the building and Public Safety needs to be notified immediately at 336-278-5555. Fire extinguishers are located throughout each hallway and close to the stairwells of each floor.
- All participants should be instructed on safe handling techniques before practice and demonstration.
- Participants should use caution when practicing lifting skills and should not lift a manikin or heavy object without assistance.
- The wheels of all equipment (beds, wheelchairs, stretchers, etc.) are to be locked during practice and after use.
- There is a first aid kit located in the Simulation Coordinators office.
- Proper handwashing or use of hand sanitizers will be a part of the practice in all aspects of simulation education. There are hand sanitizer units attached to the wall in each simulation suite, and by each bedside in the skills lab. Utilize gloves as you would in a real clinical environment.
- The emotional well-being of students is a principal concern for the ISC. Transparent policies such as record access and confidentiality are in place to assure participants of their privacy; orientation that introduce the participants to the simulation environment and equipment are provided to alleviate the anxiety of participating in simulation-based education and are integrated into the curriculum development process.
- The ISC complies with all requirements for documentation and storage of hazardous material. Safety Data Sheets are stored in the simulation coordinator’s office and clearly labeled.

Scenario Development, Implementation, and Resources

The ISC is committed to making the simulated setting as realistic as possible. The staff works with participants to identify appropriate equipment and supplies for creating a realistic simulated setting for each case scenario. Newly developed scenarios are piloted and sent to participants to evaluate feasibility, appropriateness, and contribution to achieving objectives for the simulation experience. The revision of scenarios is systematic and ongoing.

Definitions

- Participants: anyone involved in simulation activity (e.g., students, learners, faculty, instructors, staff, standardized patients, or observers)
- Standardized Patient: members of our community who are trained to portray a character within a staged setting to enhance the learning experience of participants.

Policy

- The Interprofessional Simulation Center has a designated a standardized patient scenario template for use with scenario development. The use of a standardized template helps to ensure scenario cases encompass critical components including pertinent physiology of the patient, supplies, equipment, and necessary case information.

Procedures

- Simulation scenarios and associated products developed by ISC are the intellectual property of Elon University's School of Health Sciences.
- Simulation scenarios must utilize the standard template
- It is expected that the center staff will review the scenarios thoroughly before class and work with the participants to obtain supplies and equipment.
- Facilitators must schedule time with staff two weeks before running through any scenario being presented.
- Staff will be available to help with scenario preparation and setup.
- Following simulation best practices, simulation pre and debriefing sessions should be utilized to ensure the best possible outcomes and improve future performance.

[Appendix 7: Case Scenario Template](#)

Scheduling

Definitions

- Staff: anyone employed or volunteering for the Interprofessional Simulation Center; including student workers.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., faculty, students, or external clients).

Policy

- The Interprofessional Simulation Center schedules resources to most efficiently and effectively meet the curricular needs of Elon University's School of Health Sciences. Simulation resources may also be scheduled to meet the non-curricular needs of Elon University, clinical partners, and the community based on scheduling priorities.

Procedures

- Scheduling request should be submitted in email to the director.
- Scheduling request should be received by the term deadline:
 - Deadline for fall term scheduling request is June 1st.
 - Deadline for Spring term scheduling request is December 1st.
 - Deadline for Summer term scheduling request is April 1st.
- When conflicts arise, the following scheduling prioritization factors will be applied (in order):
 - Summative testing activity and curricular requirements
 - Formative activity
 - Interprofessional activity
 - Open lab for practice
 - Outside vendor activity
- All requests by the term deadline will be considered together and in the event of conflicts, prioritization criteria will be applied.
- All requests after the term deadline will be scheduled as resources are available and prioritization criteria will not be applied.
- Normal hours of operation are 8am to 5pm. Sessions outside of normal operating hours require approval of the director.
- Confirmed reservations may be released at the discretion of the director if required materials are not received according to the simulation session development timeline.

Simulation Equipment, Supplies, and Maintenance

Definitions

- Participants: Anyone utilizing the SHS Interprofessional Simulation Center (e.g., students, faculty, staff, or external clients)

Policy

- Equipment in the Interprofessional Simulation Center will be maintained at a level that ensures all educational needs of participants can be met.

Procedures

- Equipment used for simulations purposes will be monitored and maintained following the manufacture requirements and maintenance schedule (Appendix 7).
- All participants are expected to inform interprofessional simulation staff of any equipment malfunction.
- Interprofessional simulation staff will notify the director of any known equipment malfunction.
- As software updates become available, the interprofessional staff, under the direction of the director, will devise a plan to upgrade the equipment without affecting upcoming simulation activity in the building.
- After any upgrade, the staff will test the compatibility of the new upgrade with the associated software and hardware to ensure that it is at a functioning baseline.
- When annual maintenance is purchase through a vendor, the interprofessional staff will ensure that annual preventative maintenance checks are performed as outlined in the maintenance agreement.
- The interprofessional director will oversee maintenance agreements and notify staff when there is a change in status.
- Equipment user manuals should be store on Elon University's OneDrive and accessible by all staff.

[Appendix 8: Equipment Maintenance Schedule](#)

Simulation Attire and Personal Belongings

Definitions

- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., students or external clients).
- Professional attire: as defined in each department's student handbook.

- Staff: anyone employed or volunteering for the Interprofessional Simulation Center; including student workers.

Policy

- Participants in simulation activity, including simulation staff, should maintain an image of professionalism that resembles actual environments (e.g., clinic, hospital, office, etc.) at all times.
- Participants are not permitted to bring personal belongings to the Interprofessional Simulation Center. The only exception is their professional equipment bag.

Procedures

- In all cases, every attempt should be made to ensure professional attire is consistent with the authentic environment intended for the simulation.
- Participants must comply with school/department/program guidelines for dress. In the absence of school/department/program guidelines, participants should wear business attire.
- If a white coat is required, it must be clean and pressed.
- Simulation staff may wear approved scrubs or business attire.

Staff/Facilitator Responsibilities

Definitions

- Staff/Facilitator: anyone employed or volunteering for the Interprofessional Simulation Center; including student workers.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., faculty, students, or external clients).

Policy

- Interprofessional Simulation Center staff will comply with procedures to ensure quality simulations activities that are consistent with best standards of practice for healthcare simulation.

Procedures

Responsibilities of simulation staff include:

- Attending all pre-event planning sessions, SPs trainings, dry runs, simulation events, and any post-event quality improvement sessions.
- Ensuring at least one staff member is on-site for the entirety of the simulation activity.
- Ensuring all participants and staff are oriented to the simulation environment.

- Providing a pre-brief, consistent, and with standards of best practice, for all participants and staff before each simulation activity.
- Debriefing and/or providing feedback consistent with standards of best practice.
- Ensuring communication occurs with participants and staff. These communications may include directions to the center location, supplies/equipment participants should bring, appropriate simulation (see [Attire Policy](#)), parking information, agendas/schedules, room location, directions for accessing recordings and/or other event-related data.
- Scheduling the simulation activity following the [Scheduling Policy](#).
- Ensuring the curriculum is developed, including meeting all deadlines, following the [Curriculum Development Policy](#).
- Ensuring any needed printed documents or copies are prepared for the event.
- Ensuring all participants and staff are aware of the [Confidentiality Policy](#) and [Media Capture Policy](#) and appropriate consent forms are provided.

Standard of Best Practice for Healthcare Simulation Links:

- <https://www.aspeducators.org/standards-of-best-practice>
- <https://www.inacsl.org/inacsl-standards-of-best-practice-simulation/>
- <https://www.ssih.org/ToolkitandResources>

Student Orientation to Clinical Skills Lab (236)

1. Talking points prior to entering the Clinical Skills Lab (room 236)
 - 1.1 Professional attire (hair, nails, lab coats)
 - 1.2 No food or drink policy
 - 1.3 Storage of bookbags
 - 1.4 Suspend disbelief
 - 1.5 Address mannequins as patients (use patient name)
 - 1.6 Clean hands just prior to entering
2. Talking points inside of the room
 - 2.1 Layout of room (7 bed bays, storage, computer carts, laundry)
 - 2.2 Introduce patients by name (Juno, Apollo, Lucina, etc.)
 - 2.3 Explain patients can be male or female as needed (in a variety of ages and skin tones)
 - 2.4 Supplies will be provided for each simulation and who to notify if something is needed
3. Highlight what each patient can do or not do
 - 3.1 Apollo
 - Bag-value- mask ventilation
 - Tongue swelling
 - Bilateral and unilateral chest rise and fall
 - Bilateral chest tube insertion w/ fluid output

- CPR
- Bowel sounds in all 4 quadrants
- Iv placement, IM injection on right, IO left side
- Reactive pupils and convulsions
- Urinary catheterization

3.2 Ares

- Use special stethoscope adapter
- Does not have full bilateral pulses
- Left side for puncture
- Right side for blood pressure and full pulses
- Medication- IV &IM in system. Others log only and will not affect vitals
- Urinary catheterization w/o fluids

3.3 Aria

- Bag-Valve-mask ventilation
- Nasotracheal/orotracheal intubation
- Intubation Depth detection
- Bronchial occlusion
- Tracheostomy
- Swollen Tongue, Laryngospasms
- CPR Realtime feedback

4.4 Juno

- Sounds just on front
- Do not need a special stethoscope
- Pulses- right side only- not in feed, carotid pulse- yellow tube & syringe needed to palpate pulse
- Blood pressure on the right side only
- Injections on left side

3.5 Lucina/Athena

- Be careful with wrist
- Eyes react to light
- Touch right above eye lid to get eyes to open when unconscious
- Can intubate
- Can hook to a vent
- Can do full CPR
- Bilateral IV and BP (will need to move BP connection)
- Use NG tube
- Good for oral care but teeth do not come out
- No femoral pulse
- Heart tones
- Urinary catheterization
- Sounds change w/ abdomen
- Baby makes sounds based on Apgar score.

- Baby sensors measure traction
- 3.6 Luna
- Can be used for ages birth to 28 days (about 4 weeks) old
 - Oral and nasal pharyngeal airway insertion
 - Tracheostomy
 - CPR w/ real-time feedback
 - Pulses (brachial, femoral, and umbilical)
 - Urinary catheterization
 - Chest rise w/ unilateral lung sounds
 - Bilateral anterolateral thigh intramuscular and subcutaneous injection sites
4. Vitals Monitor
- 4.1 Sounds turn on/off
- 4.2 What's are the monitor
- 4.3 How do display more information
5. Break students into small groups around each bay
6. Hands-on practice
- 6.1 Take a blood pressure
- 6.2 Look into the eyes with the otoscope
- 6.3 Pulse check
- 6.4 Listen to heart, lungs, or bowels

Simulation Tours

Policy

- Tours of the Interprofessional Simulation Center (ISC) should be requested via mail with the Director nskillman@elon.edu. Tour requests should include institution/department name, date and time, and any specifics that should be included in the tour.

Procedures

- The ISC tours will include, as available, simulation rooms, classrooms, and simulation use in the curriculum. Tours should not interfere with the ISC process.
- Tours will last approximately thirty minutes to an hour depending on the size of the group. There is no cost associated with ISC tours.
- Tour can be canceled one week before the date scheduled. Last minutes cancellations will result in not being able to schedule future tours of the facility.

Appendices

Appendix 1: School of Health Sciences Mission, Core Values and Vision

Mission

The mission of the School of Health Sciences is to provide distinctive and exceptional educational experiences for all students who enroll in Elon University's health professions programs. An Elon education transforms the student into an outstanding professional who is ready to serve others with a respect for human differences, a passion for lifelong learning, personal and professional integrity, and an ethic of work and service.

Core Values

As a collaborative, inclusive community of students, faculty, and staff, we value:

- Diversity of people and ideas
- Being responsive to the needs of society
- Caring for patients' physical, emotional, social, and spiritual needs
- High ethical and professional principles
- Intellectual growth and development
- Engaged learning
- Educational innovation
- Scholarship activities
- Application of evidence-based practice
- Global perspectives
- Leadership in the professions
- Community service
- Life-long learning

Vision

To prepare graduates who are recognized by health care organizations as well equipped to assume their role in the fast-paced and changing world of health care. To be recognized as an educational leader in health care professions education.

Interprofessional Simulation Student Contract

(August 2021)

Purpose

- The purpose of simulation in the School of Health Sciences curriculum is to prepare students for clinical rotations and practice. The Interprofessional Simulation Center's (IPE) goal is that every student will have the knowledge and skills to care for patients in a correct, safe, and therapeutic manner. Simulation experiences will focus on the following areas of concentration:

Enhancing learning through simulation.

Strengthening communication skills with patients and interdisciplinary team members.

Reinforcing critical thinking skills through patient-based scenarios.

Allowing for patient-centered skill training in a safe environment.

Fostering patient advocacy by student participation in debriefing.

Learning Objectives

Learning objectives will vary per planned activity. The following are common learning objectives used with simulation.

- Participate in the simulation as a realistic event, treating clients, mannequins and standardized patients as “real” patients.
- Demonstrate a focused and or complete physical assessment based on the patient's problems.
- Develop a plan of care based on patient assessment findings and/or health care provider's prescribed orders.
- Perform care in a safe and correct manner established by evidenced based practice.
- Demonstrate professional therapeutic communication during the simulation experience.
- Perform reassessments to evaluate interventions as needed.

Confidentiality and Test Security

- Simulation activities conducted by the Interprofessional Simulation Center should be treated as CONFIDENTIAL to ensure academic integrity, healthcare quality, patient safety, student and personal privacy, professionalism, and conform to various state and federal laws regulating healthcare, the healthcare professions, education records, sponsored research and intellectual property and trade secrets rights.
- Any breach of confidentiality by a participant may result in disciplinary, Honor Code, professionalism committee and/or legal action. Examples of violations include social media postings describing a simulation scenario, verbal discussions in a study group, gossip regarding the performance of a participant during a simulation, revealing

information in a formal/informal discovery or deposition in a court case, etc. The only time such information may be divulged is with express, written approval of the director.

- Any violations in the confidentiality policy must be reported to the Interprofessional Simulation Director.

Evaluation of the Interprofessional Simulation Center

- The IPE team will email students a Qualtrics survey to complete after each simulation.
- Participants should complete the survey within the timeframe given within the email.

Pre-briefing and Debriefing

Pre-briefing:

Pre-briefing facilitators will be familiar with all aspects of the simulation activity including objectives and format/modality. The pre-briefing information will be shared with students no later than one day prior to the activity. The pre-briefing information should:

- Orient participants to the simulation environment, mannequins, and other equipment.
- Acknowledge that mistakes may happen and will be reflected upon during debriefing.
- Discuss the process of asking for information (finding cards, labs, vitals, x-rays, etc.).

Debriefing

Debriefing facilitators will be familiar with all aspects of the simulation activity. The debriefing activity will be held immediately after the simulation activity. The debriefing should:

- Reiterate that the debriefing space is a “safe zone” – simulation is THE place to make mistakes.
- Allow time at the beginning for participants to vent any emotions they may be feeling about the activity.
- Ask clarifying questions to challenge thinking, help participants formulate ideas, and to understand participants’ perspectives o Solicit input from everyone in the group, even observers.
- Encourage participants to evaluate what they did well, what they need to improve, and offer suggestions for improvement.

Photo and Video Release

- Participants acknowledge and authorize, without reservation or restriction, Elon University to publish the photographs or videos taken of them for use in advertising, presentations, publications and website.

Suspending Fiction

- Simulation fosters active engagement in a safe learning environment. The role of the participant is to “enter into the spirit” of the simulation, engaging with the patient, family and other members of the healthcare team as if the situation were real. This will provide you with the best active learning opportunity.

Unsafe Practice

- The Interprofessional Simulation Center staff and participants have a right to a safe and healthful environment. The ISC is committed to excellence in health, safety and environmental performance and strived to achieve:
 - Zero injuries or illnesses
 - Zero environmental incidents
 - Zero property loss or damage
- In case of a medical emergency, 911 can be dialed from any phone in the Interprofessional Simulation Center (ISC).
- Participants are not permitted to bring food or drinks to any of the simulation spaces.
- Participants need to be mindful of all standard precautions and transmission of specific precautions (contact droplet, airborne).
- Any piece of equipment that encounters body fluids is considered contaminated and needs to be handled appropriately.
- Gloves will be worn with all mannequin interaction and non-sterile gloves should be disposed of in non-biohazard trash cans.
- Participants need to know that some of the equipment contains latex. Those with a known sensitivity/allergy to latex need to contact the center staff. Every effort will be made to replace equipment with latex-free substitutions. All participants who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex gloves.
- In accordance with the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly.
- In the event of a “clean” needle stick, the faculty should be notified immediately, so first aid can be provided. The faculty should complete an incident report form.
- All participants are to ensure that rooms are secure and safe when using the rooms.
- The Public Safety Department (336-278-5555) should be notified if the lab rooms will be in use on off-hours (evenings and weekends).

Interprofessional Simulation Student Contract

By signing this document, you are attesting:

- _____ (initial) I have been made aware of the policies surrounding the interprofessional simulation center.
- _____ (initial) I will abide by the policies in this interprofessional simulation student contract

If you have further questions before signing, please email nskillman@elon.edu.

Printed Full Name: _____

Signature: _____

Date: _____

ELON UNIVERSITY

SCHOOL *of* HEALTH SCIENCES

Interprofessional Simulation Confidentiality Agreement

As a client, standardized patient, or participant at Elon University’s School of Health Sciences, I understand the significance of confidentiality concerning information concerning patients – real or simulated -- and other users and visitors including, but not limited to, Elon students, faculty, and staff. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and all other federal or state laws regarding confidentiality. Further, I agree to adhere to the stipulations stated below, and I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor.

I understand that:

- All patient information is confidential, even information developed for or as part of a simulation session, and any inappropriate viewing, discussion, or disclosure of this information is a violation of the Elon University’s School of Health Science Confidentiality Policy.
- The simulation mannequins are to be used with respect and treated as if they were living patients in every sense.
- I am not to remove, release, or make publicly available any written documentation, and am not allowed to make recordings or recorded images that may be provided by me for the Client and Standardized Patient Program.
- My failure to adhere to the above confidentiality agreement could subject me to legal action and penalties including, but not limited to, my dismissal from the Elon University’s School of Health Science Interprofessional Simulation Center and Client/Standardized Patient Program.

Printed Full Name: _____

Signature: _____

Date: _____

Appendix 4: Lead Standardized Patient Job Description Posting

Standardized Patient Job Description Posting

Job Title: Lead Standardized patient

Job Description:

Standardized Patients (SPs) are utilized for a variety of tasks including both administrative and standard SP duties. The administrative task includes but are not limited to as monitoring the recording system, scheduling other SPs, working with faculty to setup/cleanup simulation spaces, and pre-briefing the students for their experience. The standard SP duties include portraying a medical character, providing structured verbal/written feedback to students, and allowing students to repeatedly perform parts of a physical exam. SPs must demonstrate the ability to memorize and standardized patient information to ensure each student is given the same simulation experience. SPs must be comfortable wearing a medical gown with a standard bra and shorts underneath, and comfortable with all simulation activities being recorded. Also, SPs must feel comfortable being examined or touched by students. The best candidates will possess professionalism, confidentiality, the ability to remove of personal biases, and basic computers skills.

Appendix 5: Standardized Patient Job Description Posting

Job Title: Standardized Patient

Job Description:

Standardized Patients (SPs) are utilized for a variety of tasks such as portraying a medical character, providing structured verbal/written feedback to students, and allowing students to repeatedly perform parts of a physical exam. SPs must demonstrate the ability to memorize and standardized patient information to ensure each student is given the same simulation experience. SPs should be comfortable wearing a medical gown with a standard bra and shorts underneath, and comfortable with all simulation activities being recorded. The best candidates will possess professionalism, confidentiality, the ability to remove of personal biases, and basic computers skills.

- Must demonstrate the ability to memorize and standardized patient information to ensure each student is given the same simulation experience.
- Possess strong interpersonal and communication skills.
- Must be able to maintain a professional attitude and demeanor at all times and provide responsible solutions to difficult situations.
- Comfortable wearing a medical gown with a standard bra and shorts underneath.
- Ability to work independently with limited supervision as well as part of a team and maintain confidentiality.

- Comfortable with all simulation activities being recorded and reviewed.
- Ability to occasionally flex schedule to meet needs of department which may include working some nights and weekend hours.
- Basic to intermediate computer skills.
- Other duties as needed or required.

Appendix 6: Simulation Coordinator Job Description Posting

Job Title: Simulation Coordinator

Duties:

Responsible for the overall day-to-day operations of the simulation and skills labs, working closely with Department of Nursing faculty to schedule, plan, and run simulation events, including preparation of all equipment and technology before and during events. This essential staff member will utilize exceptional organizational and interpersonal skills via phone, email, and individual contact to ensure seamless simulation events and will hold responsibility for ordering, maintaining, cleaning, and storing all simulation-related equipment. Other duties as assigned by the Director of Interprofessional Simulation.

Qualifications:

- Associate degree (A.A.) or equivalent from two-year college or technical school; or six months to one-year related experience and/or training; or equivalent combination of education and experience required. Bachelor's degree preferred.
- 2 years of work experience in a field related to technology.
- Ability to manage the technology necessary to optimize simulation in the Interprofessional Simulation spaces. Experience with simulation technology preferred.

ISC Case Creation Template

We ask when completing this template, you provide as much information as possible for the Interprofessional Simulation Clinic to provide the best educational experience for our students. Once completed or if any questions during the process, please email Nita Skillman (nskillman@elon.edu) or Bethany Fearnow (bfearnow@elon.edu).

Faculty Lead: Click or tap here to enter text.

Faculty Email: Click or tap here to enter text.

Course: Click or tap here to enter text.

Date/Time: Click or tap here to enter text.

Indicate the purpose for this activity:

- Formative
- Summative
- Demonstration
- Other:

Educational Objectives (*do not exceed 5*):

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
5. Click or tap here to enter text.

Case Development

Patient Demographics: Click or tap here to enter text.

Patient Age Range: Click or tap here to enter text.

Gender: Click or tap here to enter text.

Race: Click or tap here to enter text.

Socioeconomic Level: Click or tap here to enter text.

Educational Background: Click or tap here to enter text.

Simulation Affect (*e.g., confused*): Click or tap here to enter text.

Patient Name: Click or tap here to enter text.

Chief Complaint: Click or tap here to enter text.

History of Present Illness: Click or tap here to enter text.

Patient Concerns: Click or tap here to enter text.

Effect on day-to-day life: (*e.g., afraid to walk without a walker*): Click or tap here to enter text.

Patient expectations/Goals (*e.g., would like to begin walking without a walker*): Click or tap here to enter text.

Current Medications: Click or tap here to enter text.

Past Medical History: Click or tap here to enter text.

Family History: Click or tap here to enter text.

Social History (*e.g., substance abuse, home environment, social supports, sexual history, gender identity, activities/interests, diet, exercise, stressors*): Click or tap here to enter text.

Patient Presentation (*e.g., well-appearing*): Click or tap here to enter text.

Physical Examination Findings (*if applicable*): Click or tap here to enter text.

Patient Labs (*if applicable*): Click or tap here to enter text.

MD Orders (*if applicable*): Click or tap here to enter text.

Nurse's Notes (*if applicable*): Click or tap here to enter text.

Radiology (*if applicable*): Click or tap here to enter text.

Additional Information: Click or tap here to enter text.

Standardized Patient (SP) Additional Case Information

Please list any potentially triggering or uncomfortable case content that may impact the SPs willingness or ability to portray the role while maintaining psychological safety.

Click or tap here to enter text.

Questions/Statements the SP must ask:

Click or tap here to enter text.

Questions the SP could ask:

Click or tap here to enter text.

What should the SP expect by the end of this visit?

- Diagnosis
- Plan
- Treatment
- Reassurance
- Other:

Is there anything the student knows from the door note that the SP does not? (*e.g., lab results, imaging*)

Click or tap here to enter text.

Rubric

The rubric can be utilized by the SP for evaluating the student on soft skills and content. The SP will complete in the CAE software and will be calibrated prior to evaluating the student.

Important: Only one criterion per line.

Criterion	Yes	No	Unsure	Comments
<i>Soft Skills</i>				
Click or tap here to enter text.				
Click or tap here to enter text.				
Click or tap here to enter text.				
Click or tap here to enter text.				
Click or tap here to enter text.				
<i>Content</i>				
Click or tap here to enter text.				
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Click or tap here to enter text.				
Click or tap here to enter text.				

Additional SMART (*specific, measurable, achievable, relevant, and time-based*) feedback:

Student Door Note

The Student Door Note is placed outside of the room and will be reviewed by the student prior to entering the encounter with the patient.

Instructions to learners:

Click or tap here to enter text.

Setting (e.g., *The patient presents to you in a hospital room...*):

Click or tap here to enter text.

Patient Information (e.g., *name, age, gender, chief complaint, vital signs, lab results, image results, referral, chart, intake form*):

Click or tap here to enter text.

Appendix 8: Equipment Maintenance Schedule

After Each Use	Weekly	Monthly	Annually	As Needed
Wipe down all manikins and low fidelity skills trainers to remove all adhesives, moulage, and markings.	Clean and inspect all equipment in storage.	Inspect (and if needed replace) all disposables.	Preventative maintenance package completed by the respective vendor. This will be set up by the director.	Contact vendor for onsite maintenance or verbal/written guidance if equipment issue is unable to be successfully resolved by staff.
For manikins, drain all fluids and the flush tubing system. Please check the manikin manual for more details.	Inspect and reset any used code carts.	Check all manikin software for available updates.		Bring any major issue to the attention of the director.
For task trainers, top off all fluid levels, if applicable.	Wipe down skin/covers. Remove any adhesive, moulage, or markings left on skin.	Power up all manikins in storage to make sure they are still up-to-date, and their wireless connection is working appropriately.		
Assess all task trainers, manikins and medical equipment for obvious damage, leaks, necessary part replacements, and cleanliness. If there are any items of note, please pass along concerns or items to order to the director.	Check all virtual reality systems for any noted damage.	Assess for wear and tear that might need major work or factory service.		
If not in use or scheduled to be used, once wiped, drained, and dried, store in the appropriate area.	Change dirty/wet linen and clothing.			
Change dirty/wet linen and clothing.	Wash any dirty linen and clothing.			
Return any unused disposables to the appropriate storage spot. Keep a count of all used consumable supplies.				
Power off simulators and PCs. Make sure manikins are plugged in and charging for upcoming events.				

