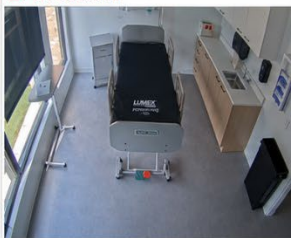
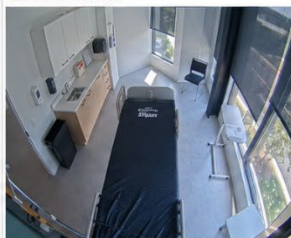




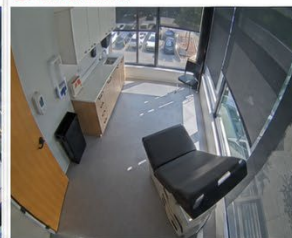
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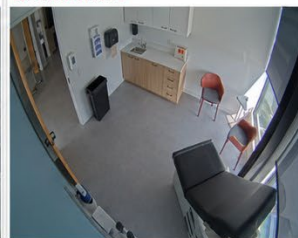
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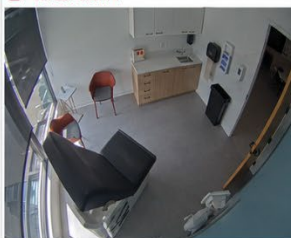
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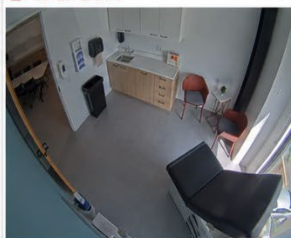
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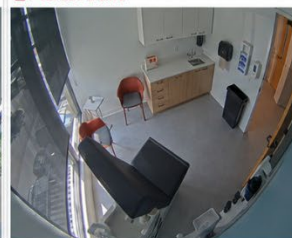
CLT 227 Exam 4



CLT 228 Exam 3



CLT 229 Exam 2



CLT 230 Exam 1



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Mission & Governance

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.

Vision

The Interprofessional Simulation Center will achieve national recognition for collaborative team education and safety training.

Core Values

As a collaborative, inclusive community of learners, Facilitator, and Simulation Educators, we value:

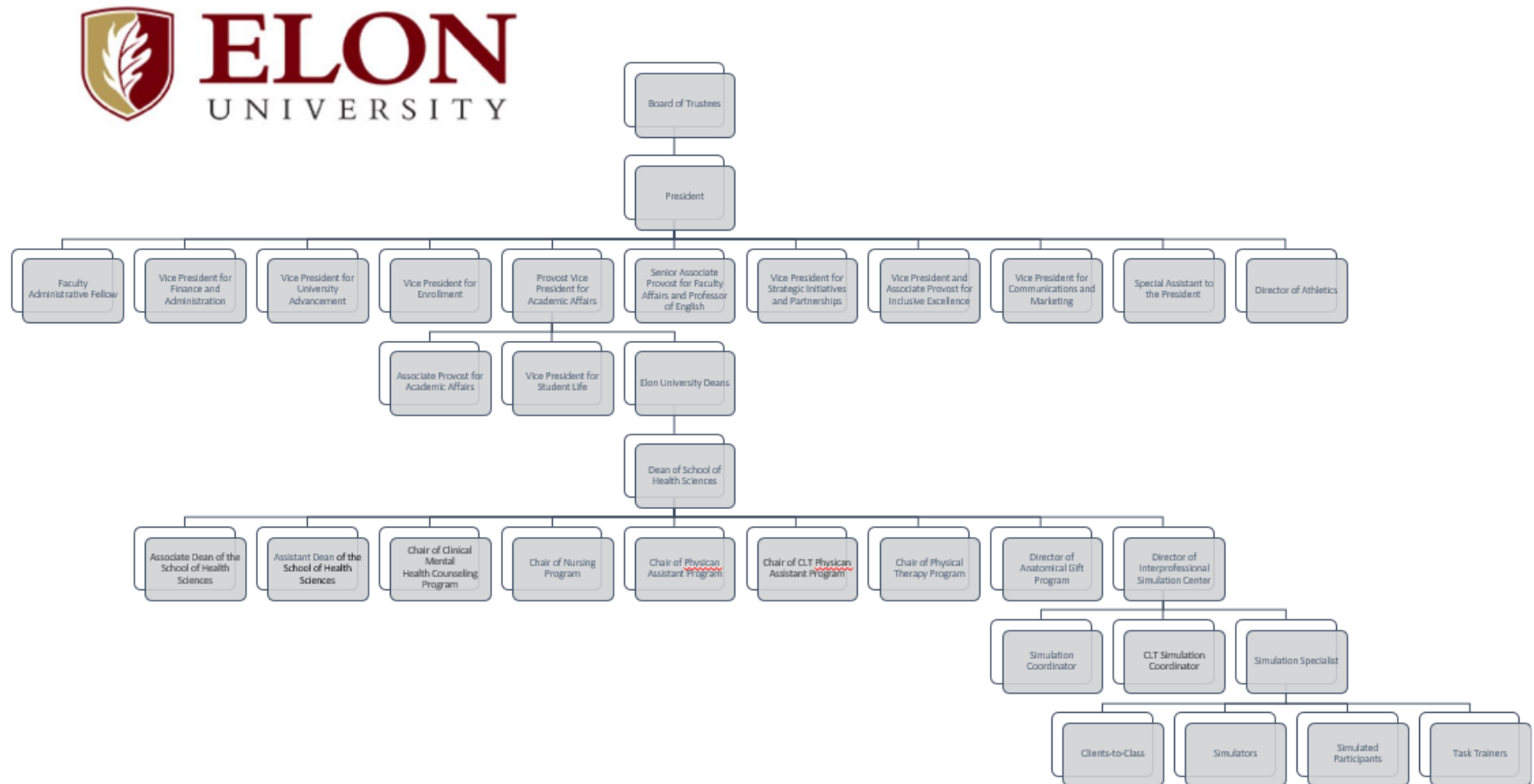
- Creativity and innovation among interprofessional education experiences.
- Experiential and active learning components to achieve high-level critical thinking/problem-solving skills.
- Interprofessional education experiences allow learners and healthcare professionals to achieve core ethics, teamwork,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

Decision-Making Process

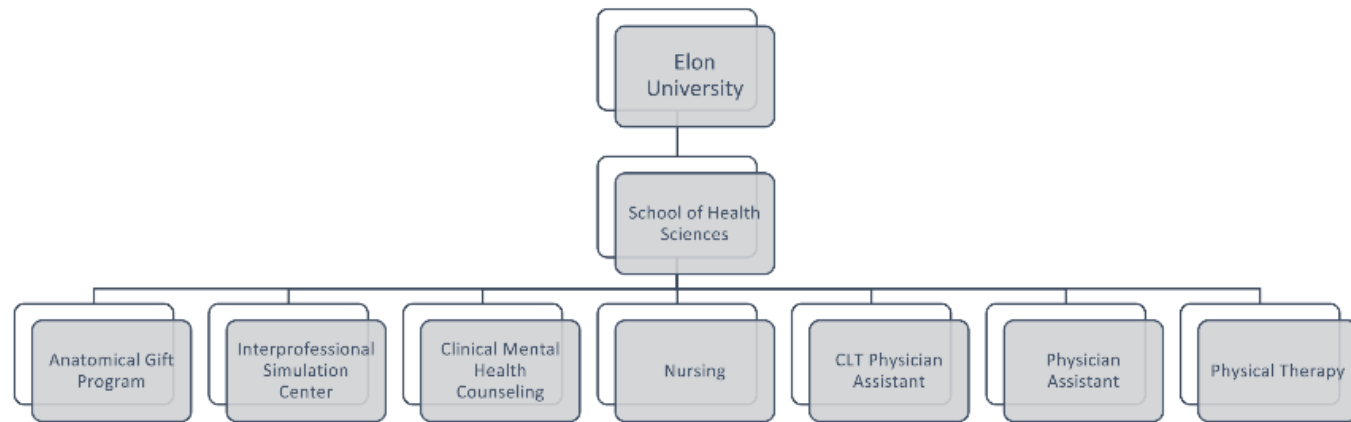
- Equipment/supply: Supply purchase requests should be submitted to the Interprofessional Simulation Center Director three months before the date needed. New equipment will be approved based on meeting the activity's objectives and budget.
- Scheduling: The Interprofessional Simulation Center Director will make decisions on scheduling conflicts. See the [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. The center's Director must approve any events that fall outside operating hours.

[Appendix 1: Interprofessional Simulation Center 5-year Strategic Plan](#)

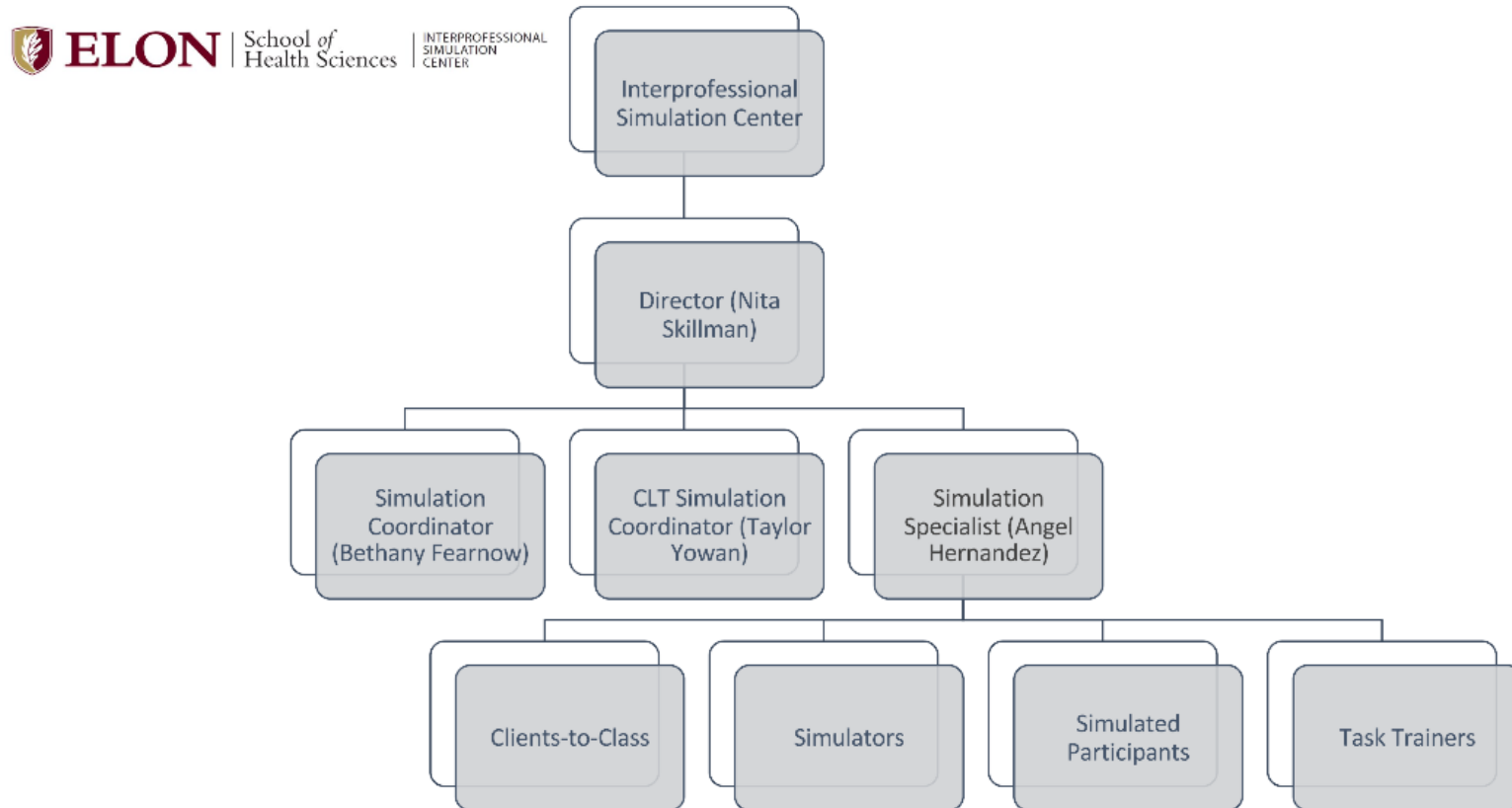
Elon University Organizational Structure



Elon School of Health Sciences Interprofessional Simulation Center Organizational Structure



Interprofessional Simulation Center Organizational Structure



Program Management

Order of Operations

Definitions

- **Order of Operations:** The standardized sequence of processes used by the IPSC to request, review, plan, implement, evaluate, document, and continuously improve simulation activities.
- **Lead Facilitator:** the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- **Simulation Educator:** an inclusive term referring to professionals who support, design, coordinate, implement, or evaluate simulation-based education. Simulation Educators hold a variety of titles including Simulation Director, Coordinator, and Specialist.

Policy

The Interprofessional Simulation Center (IPSC) will maintain a standardized Order of Operations for all simulation activities to promote consistent planning, appropriate resource allocation, effective communication, educational quality, continuous quality improvement, and compliance with applicable Society for Simulation in Healthcare (SSH) Accreditation Standards.

Procedure

- **Submit Request:** Facilitator submits the IPSC Activity Request Form.
- **Review Request:** IPSC Director reviews the request for completeness.
- **Approve & Schedule:** IPSC Director and Coordinator approve resources, staffing, space, and scheduling.
- **Confirm Activity:** Facilitator receives confirmation, assigned IPSC Team Member(s), deadlines, and next steps.
- **Develop & Review Scenario:** Facilitator submits the Case Scenario Template at least two weeks before the activity; IPSC reviews and collaborates on revisions.
- **Finalize Planning:** IPSC Team and Facilitator finalize educational and operational details.
- **Prepare Participants:** Learners and Simulated Participants receive appropriate materials, instructions, and preparation.
- **Conduct Simulation & Debriefing:** IPSC supports activity implementation and evidence-based debriefing.
- **Evaluate Activity:** Learners complete evaluations, and the Simulation Educator and Lead Facilitator complete the after-activity review.
- **Follow Up:** IPSC Director reviews outcomes and improvement opportunities with the Lead Facilitator.
- **Complete Quality Improvement:** Activities are reviewed through the PDSA process and documented for SSH accreditation.
- **Report Annually:** IPSC Director incorporates activity, evaluation, and quality improvement outcomes into the IPSC Annual Report.

POLICIES AND PROCEDURES

- Leadership Review: IPSC Director and Dean review program outcomes and priorities, and required records are maintained for accreditation.

[Appendix 19: IPSC Order of Operations](#)

Clients-to-Class

Definitions

- Clients-to-Class: members of the community who volunteer to work with learners sharing their personal health journey and/or allowing learners to practice their physical examination and intervention skills.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Simulation Educator: an inclusive term referring to professionals who support, design, coordinate, implement, or evaluate simulation-based education. Simulation Educators hold a variety of titles including Simulation Director, Coordinator, and Specialist.

Policy

- Clients-to-Class participants receive a one-time stipend of \$50 for each course in which they participate during the academic year. The stipend remains \$50 regardless of the number of sessions attended for that course.
- Exceptions include:
 - DPT 7140: Pediatric Clients-to-Class participants receive a total stipend of \$100 for three/four visits.
 - DPT 8050: Clients-to-Class participants receive \$25 per hour.
- Participation in Clients-to-Class activities is voluntary, and participants may decline or discontinue participation at any time.
- Clients-to-Class participants must complete all required IPSC documentation before participating in applicable educational activities.

Procedure

- Request: Lead Facilitators interested in using Clients-to-Class should submit an IPSC Activity Request Form at least three months in advance and meet with the IPSC Simulation Educators to discuss course needs.
- Recruitment: Simulation Educators work with Lead Facilitators, local clinicians, and community contacts to identify potential Clients-to-Class participants. Lead Facilitators are encouraged to provide potential client contacts throughout the year to help maintain a robust participant pool.
- Client Database: Simulation Educators collect basic information from potential participants and maintain the information in a secure Clients-to-Class database stored on Elon University's OneDrive.
- Client Vetting: The Lead Facilitator is responsible for determining whether a potential client is appropriate for the educational needs of the course. If a client is not selected or participation is discontinued, the Lead Facilitator is responsible for communicating directly with the client.
- Availability: The IPSC cannot guarantee that all Clients-to-Class needs for a course will be met through individuals available in the database.
- Scheduling: Simulation Educators use the Clients-to-Class database to coordinate and develop the initial participant schedule.

POLICIES AND PROCEDURES

- Required Documentation: Before the participant's first scheduled session, a Simulation Educator connects with the client to obtain required documentation, which may include:
 - Consent for Participation in an Educational Examination
 - Photograph, Video, and Audio Consent and Release Form
 - Client Intake Form
 - Interprofessional Simulation Confidentiality Agreement
 - Waiver for Disclosure of Personal Health Information
 - Vendor-Information Form (Provided by Elon University Purchasing Department)
 - Independent Contract Agreement (Provided by Elon University Purchasing Department)
 - Additional activity-specific consent forms, such as the Ultrasound Participation Consent Form, when applicable
- Elon University Purchasing Department Workflow
 1. Vendor Setup
 - The Simulation Educator completes and submits the Vendor Information Form to .
 - Purchasing will process the form and provide the Simulation Educator with a vendor number.
 2. Contract Submission
 - The Simulation Educator accesses the [Elon University Purchasing website](#).
 - Select the Contract Management tab.
 - Complete the Contract Cover Sheet.
 - Upload the completed Independent Contractor Agreement and submit the materials for approval.
 3. Contract Approval
 - The IPSC Director electronically reviews and approves the Contract Cover Sheet.
 - The Director of Purchasing provides the next level of approval.
 - Once approved, the documents are returned to the Simulation Educator for payment processing.
 4. Payment Documentation
 - The Simulation Educator accesses the [Accounts Payable website](#).
 - Complete the Check Request Form.
 - Prepare the invoice and obtain the IPSC Director's signature.
 5. Submission to Accounts Payable
 - The Simulation Educator submits the following completed documents to :
 - Approved Independent Contractor Agreement
 - Vendor Information Form
 - Invoice
 - Check Request Form
 6. Documentation and Record Retention
 - The complete paperwork package is provided to the IPSC Director.
 - The IPSC Director scans the completed documentation into eDocs for electronic record retention.
 - Once the documents have been successfully uploaded and verified in eDocs, the original paper documents are securely shredded.

POLICIES AND PROCEDURES

- Initial Communication: Simulation Educators sends each client a reminder for their first scheduled session and provide applicable initial instructions.
- Ongoing Communication: Following the first session, the Lead Facilitator is responsible for all subsequent client communication, including reminders, schedule changes, cancellations, and other course-specific information.

[Appendix 20: Ultrasound Participant Consent Form](#)

[Appendix 21: Consent for Participation in an Educational Examination](#)

[Appendix 22: IPSC Photographs/Videotape Consent and Release Form](#)

[Appendix 23: Client Intake Form](#)

[Appendix 24: Interprofessional Simulation Confidentiality Agreement](#)

[Appendix 25: Waiver for Disclose of Personal Health Information](#)

Curriculum Development

Definitions

- Curriculum: the information taught within a course, subject, or activity.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, or observers).
- Simulation activities: include simulated clinical scenarios, simulated task training, Simulated Participant scenarios, client-to-class, debriefings, and/or discussions, and may be electronic, written, verbal, observed, or overheard.

Policy

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

Procedure

- All Facilitators must have completed a Facilitator Self-Evaluation prior to initiating simulation activities.
- The IPSC Simulation Educators and Lead Facilitator are responsible for developing 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 simulated participants (SPs): two months before the scheduled event date.
 - For events that do not require clients or SPs: one month before the scheduled event date.
- The IPSC Simulation Educators will communicate any additional expectations or requirements for developing and delivering any simulation activity with Lead Facilitators.
- The Interprofessional Simulation Center Simulation Educators may request a pilot or dry run as part of the development process.
- Confirmed reservations may be canceled at the discretion of the Interprofessional Simulation Center if planned meetings, pilots, or dry runs are incomplete.
- Once the Interprofessional Simulation Center has approved an event, no changes may be made without going through the approval process again. The “day of” changes and changes requests between dry run and delivery may require rescheduling the event to allow time for the approval process.

[Appendix 2: Facilitator Self-Evaluation](#)

Scenario Development, Implementation, and Resources

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, simulated participants, or observers).
- Simulated Participant: 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 Simulated Participant case/scenario template for use with scenario development. Using a standardized template helps ensure scenario cases encompass critical components, including pertinent physiology of the patient, supplies, equipment, and necessary case information.
- The IPSC is committed to making the simulated setting as realistic as possible. The Simulation Educators 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 content experts to evaluate feasibility, appropriateness, and contribution to achieving objectives for the simulation experience. The revision of scenarios is systematic and ongoing.

Procedures

- Simulation scenarios and associated products developed by IPSC are the intellectual property of Elon University's School of Health Sciences.
- Simulation scenarios must utilize the standard template.
- The center Simulation Educators will work with the Lead Facilitator to develop and review scenarios, noting any supplies and equipment the Lead Facilitator must provide.
- IPSC Simulation Educators are available to help Lead Facilitators with scenario preparation, day of facilitation, and cleanup of simulation spaces.
- Following simulation best practices, simulation pre and debriefing sessions should be utilized to ensure the best possible outcomes and improve future performance.

[Appendix 3: Case Scenario Template](#)

Scheduling

Definitions

- IPSC Simulation Educators: anyone employed or volunteering for the Interprofessional Simulation Center, including student workers.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., Facilitator, learners, or external clients).

Policy

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

Procedures

- Scheduling requests should be submitted to the Director by utilization of the online Activity Request Form.
- Scheduling requests should be received by the term deadline:
 - The deadline for activities between August and December request is June 1st.
 - The deadline for activities between January and May request is December 1st.
 - The deadline for activities between June and July request is April 1st.
- When conflicts arise, the following scheduling prioritization factors will be applied:
 - 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 prioritization criteria will be applied in conflicts.
- All requests after the term deadline will be scheduled as resources are available, and prioritization criteria will not be applied.
- Regular hours of operation are 8:00 am to 5:00 pm. Sessions outside of regular operating hours require the 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.

Link to Activity [Request Form](https://elon.co1.qualtrics.com/jfe/form/SV_bg3Svxa4hLYrgLY) (https://elon.co1.qualtrics.com/jfe/form/SV_bg3Svxa4hLYrgLY)

Simulation Tours

Definition

- Tour: guided visit through simulation spaces designed to introduce participants to the facilities, resources, equipment, and capabilities of the simulation program.

Policy

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

Procedures

- The IPSC tours will include, as available, simulation rooms, simulation equipment, and a discussion of simulation use in the curriculum.
- Tours should not interfere with the IPSC process and are prohibited during activities.
- Tours will last approximately thirty minutes to an hour, depending on the group size.
- There is no cost associated with IPSC tours.
- Tours can be canceled one week before the scheduled date. Last-minute cancellations may result in them not being able to schedule future tours.

[Appendix 4: Simulation Tour to Clinical Skills Lab \(236\) Policy](#)

Resource Management

Fiscal Policy

Definitions

- Fiscal policy: the governance of revenue, spending, and budgeting.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., Facilitator, Simulation Educators, learners, or external clients).

Policy

- The Interprofessional Simulation Center Director will develop and maintain a chargeback fee structure for internal participants and a separate fee structure for outside participants.

Procedure

- The IPSC Director will work directly with the School of Health Sciences program chairs to establish a chargeback fee to purchase supplies, simulated participants, clients, or equipment.
- The chargeback fee is based on the number of learners 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 Simulation Educators and Simulated Participants are paid through the Elon University payroll system.
- Clients-to-Class must complete several documents including the Client Intake Form, HIPAA Release, Photo Release, Consent for Treatment, Vender Setup Form, and the Independent Contract Agreement.

Simulation Equipment, Supplies, and Maintenance

Definitions

- Participants: Anyone utilizing the SHS Interprofessional Simulation Center (e.g., learners, Facilitator, Simulation Educators, or external clients).
- Simulation Equipment: any item utilized as part of the simulation activity. Examples include but are not limited to things such as medical simulators, task trainers, diagnostic boards, computers, and furniture.

Policy

- Equipment in the Interprofessional Simulation Center will be maintained at a level that ensures all educational needs of participants can be met.
- Equipment in the Interprofessional Simulation Center is designated exclusively for simulation-based education and training and must not be used for actual patient care.

Procedures

- Equipment used for simulation will be monitored and maintained following the manufacturer's requirements and equipment maintenance schedule (Appendix 9).
- All participants are expected to inform IPSC Simulation Educators of any equipment malfunction.
- IPSC Simulation Educators will notify the Director of any known equipment malfunction.
- As software updates become available, the IPSC Simulation Educators, under the direction of the Director, will devise a plan to upgrade the equipment without affecting upcoming simulation activity in the building.
- After an upgrade, the Simulation Educators 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 purchased through a vendor, the IPSC Simulation Educators will ensure that annual preventative maintenance checks are performed as outlined in the maintenance agreement.
- The IPSC Director will oversee maintenance agreements and notify Simulation Educators when there is a change in status.
- Equipment user manuals are stored on Elon University's OneDrive and are accessible to all IPSC Simulation Educators.

[Appendix 5: Equipment Maintenance Schedule](#)

[Appendix 6: Available Equipment](#)

Simulation Attire and Personal Belongings

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., learners or external clients).
- Professional attire: as defined in each department's learner handbook.

Policy

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

Procedures

- 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 presentable.
- Simulation Educators may wear approved scrubs or business attire.
- Simulated Participants should wear the approved attire specified in the case/scenario.

Recording and Data Storage

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., Facilitator, Simulation Educators, learners, or external clients).
- Recordings and Videos: includes both visual and audible components of simulation activities.

Policy

- All recordings captured through the Elevate Healthcare LearningSpace system will be securely stored in the Elevate Healthcare cloud environment and accessible to authorized Simulation Educators.

Procedures

- Participants complete a photo/video release form at the beginning of their program.
- Lead Facilitators and Participants are not permitted to download videos without the express permission of the Interprofessional Simulation Center Director.
- The Lead Facilitator determines the availability for participants to view their videos or videos of their peers.
- Videos and data cannot be viewed off-campus unless the participant can access Elon University's VPN process.
- All recordings and data are destroyed one full year after the participants' graduation or one year after recordings for outside participants.
- If outside participants would like their recordings, they must provide flash drives for each participant.
- Facilitators have access to participants' videos within their discipline-specific program.
- Written data collected from any participant will remain confidential and securely given to Lead Facilitator to safely store and/or destroyed. This data will not be discussed with participants outside of Lead Facilitators.
- Participant survey data is collected and secured within Elon's One-Drive only accessible to the IPSC Simulation Educators.
- If a recording is interrupted during a formative activity (e.g., practice-based sessions), the activity will proceed as scheduled. No rescheduling is required.
- If a recording is interrupted during a summative activity (e.g., formal assessments), the activity will be stopped immediately. The IPSC staff will collaborate with the Lead Facilitator to reschedule the session.
- If a recording error is discovered after a summative activity has concluded, IPSC staff will coordinate with the Lead Facilitator to determine an appropriate course of action, which may include rescheduling the activity.

[Appendix 7: Elon University School of Health Sciences Photo/Video Release Form](#)

Human Resources

Personnel Communication and Staffing Policy

Definitions

- Personnel: Elon University employees, including IPSC Simulation Educators and simulated participants.
- Personnel Policy: the treatment, rights, obligations, and relations of individuals at Elon University.

Emergency Communication Policy

- The Interprofessional Simulation Center (IPSC) Director will notify Simulation Educators, clients, participants, and simulated participants of closure or emergency by email and text.

Staffing Policy

- The IPSC Simulation Educators and simulated participants follow all Elon University staffing policies.

Procedure

- Refer to [Elon University Human Resources Staff Manual](#) for overtime policy.
- Scope of Work Description: See Appendix 5-9 for job descriptions.
- Organizational Chart: See [Organizational Structures](#).

[Appendix 8: IPSC Director Job Description Posting](#)

[Appendix 9: Simulation Coordinator Job Posting](#)

[Appendix 10: Simulation Specialist Job Description Posting](#)

[Appendix 11: Lead Simulated Participant Job Description Posting](#)

[Appendix 12: Simulated Participant Job Description Posting](#)

[Appendix 13: IPSC Simulation Educator Orientation Checklist](#)

Interprofessional Simulation Center Simulation Educators/Facilitator Responsibilities

Definitions

- IPSC Simulation Educators: anyone employed or volunteering for the Interprofessional Simulation Center, including student workers.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., Facilitator, learners, or external clients).

Policy

- IPSC Simulation Educators will comply with procedures to ensure quality simulation activities are consistent with the best standards of practice for healthcare simulation.
- Facilitators must complete a Facilitator Self-Evaluation prior to initiating simulation activities.
- Facilitators should address concerns or complaints of IPSC Simulation Educators or participants directly to the IPSC Director.
- IPSC Simulation Educators should address concerns or complaints of facilitators or participants directly to the IPSC Director.
- All complaints or concerns regarding the IPSC Director should be addressed to the Dean of the School of Health Sciences.

Procedures

Responsibilities of IPSC Simulation Educators include:

- Attending all pre-event planning sessions, SPs training, dry runs, simulation events, and any post-event quality improvement sessions.
- Ensuring at least one Simulation Educator is on-site for the simulation activity.
- Ensuring all participants and Simulation Educators are oriented to the simulation environment.
- Ensuring the pre-brief is consistent with standards of best practice.
- Debriefing and/or providing feedback is consistent with standards of best practice.
- Ensuring communication occurs with participants and other Simulation Educators. 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 follows the [Scheduling Policy](#).
- Ensuring the curriculum is developed, including meeting all deadlines, per the [Curriculum Development Policy](#).
- Ensuring any needed printed documents or copies are prepared for the event.

POLICIES AND PROCEDURES

- Ensuring all participants are aware of the [Confidentiality Policy](#), [Recording and Data Storage Policy](#) and appropriate consent forms are provided.
- IPSC Staff work w/ Lead Facilitator to complete the IPSC After Activity Recall Form

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>

[Appendix 14: Facilitator Self-Evaluation](#)

Professional Development

Definitions

- IPSC Simulation Educators: anyone employed or volunteering for the Interprofessional Simulation Center, including student workers.
- Continuing Education Units (CEUs): Credits awarded for participation in qualified PD activities.
- Professional Development (PD): Ongoing learning activities that enhance employees' knowledge, skills, and abilities for current or future roles.

Policy

The Interprofessional Simulation Center (IPSC) is committed to fostering a culture of continuous learning and professional growth. All IPSC Simulation Educators are encouraged and supported to engage in professional development activities that align with their roles, career aspirations, and the strategic goals of the center and institution.

This policy aims to:

- Ensure IPSC Simulation Educators maintain and improve simulation knowledge and skills.
- Promote innovation, collaboration, and evidence-based practices.
- Support career development and educational excellence.
- Enhance the performance and effectiveness of the Interprofessional Simulation Center.

Participation in PD is a shared responsibility between each IPSC Simulation Educator and the center, subject to available resources and scheduling considerations.

Procedures

- Submit an annual PD plan outlining goals and desired activities.
- Attend approved PD in full and adhere to attendance requirements.
- Submit proof of participation (e.g., certificates or CEUs) upon completion.
- Provide receipts for reimbursement within 10 business days, if applicable.
- Participate in internal PD sessions as required or offered.
- Document internal PD participation with the IPSC admin team.
- Review PD progress during annual performance or role evaluations.

Simulated Participant (SP) Scheduling and Training

Definitions

- Simulation Educator: an inclusive term referring to professionals who support, design, coordinate, implement, or evaluate simulation-based education. Simulation Educators hold a variety of titles including Simulation Director, Coordinator, and Specialist.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: Anyone participating in an event at the SHS Interprofessional Simulation Center (e.g., Facilitator, learners, or external clients).
- Simulated Participant (SP): An individual trained to portray a patient or other role in a realistic and consistent manner to support simulation-based education.
- Activity Spreadsheet: The centralized scheduling document is used to track simulation sessions, SP assignments, and logistics.

Policy

- All SPs must complete the full hiring and onboarding process, including HR clearance, prior to participation in any simulation activities.
- The IPSC Director and Coordinator will oversee all SP scheduling, assignment, and training in accordance with established templates and procedures.
- All SP communications will utilize standardized templates stored in the SP Communication folder within the Interprofessional Simulation Policies and Procedures OneDrive.
- Shadowing and mentorship opportunities for new SPs are strongly encouraged to ensure quality and consistency in performance.

Procedures

I. SP Hiring Process

- Initial Inquiry: Prospective SPs contact the Director and/or Coordinator to express interest. The Director requests a CV or résumé.
- Introductory Interview: If initial qualifications are appropriate, a virtual or phone interview is scheduled to:
 - Describe the IPSC mission and SP expectations (e.g., professionalism, flexibility).
 - Assess the candidate's comfort with healthcare topics and acting.
- Shadowing & Observation:
 - Candidate is invited to observe SP training and 1–2 simulation activities.
 - A brief tour of the School of Health Sciences is provided.
- Application Submission: If deemed a viable candidate, the Director sends the SP Application Email with instructions to apply through Elon University's HR portal.
- HR Clearance: Candidates complete HR requirements including a background check, tax forms, and any mandatory training.

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- **Welcome & Onboarding:** Once cleared, the Coordinator sends a Welcome Email outlining expectations, policies, and communication norms.

II. SP Scheduling Process

- **Activity Confirmation:** Activity lead confirms session details (date, time, number of SPs, demographics, case info) with the Director or Coordinator.
- **Calendar Entry:** Session is logged into the Activity Spreadsheet with relevant details and notes.
- **SP Assignment:** Coordinator assigns SPs by entering their names into designated cells (marked green) in the spreadsheet.
- **Initial Contact with SPs:** Coordinator sends SP Potential Date Email with:
 - Simulation name, date, and time
 - Case description
 - Compensation (if applicable)
 - Response deadline
- **Confirmation or Decline:**
 - If confirmed: Green cell is cleared (no fill).
 - If declined: Name is moved to “Not Available,” and the process repeats with another SP.

III. SP Training Process

- **Training Email – One Week Prior:** Coordinator sends SP Email 1 Out with:
 - Scenario template
 - Dress code
 - Training video (if available)
- **Final Reminder – Day Before:** Coordinator sends SP Email Final with:
 - Case updates
 - Arrival instructions
 - Final reminders
- **Day-of Training:**
 - SPs arrive up to 15 minutes early.
 - Coordinator provides case review, tone/emotion guidance, and Q&A.
 - Lead Facilitator may attend to reinforce learner objectives and expectations.
- **Room Assignment & Practice:**
 - SPs are assigned to rooms and practice in pairs.
 - Coordinator circulates to offer coaching, monitor accuracy, and clarify questions.

IV. Best Practices

- All communication with SPs must follow approved email templates in the SP Communication folder.
- Confirmations and declinations must be consistently recorded in the Activity Spreadsheet.

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- New SPs must not be scheduled until HR clearance is completed.
- Shadowing and mentoring are encouraged to support SP readiness and confidence.
- Emphasize professionalism, confidentiality, and consistency in every interaction and simulation.

Program Improvement

Quality Improvement Process

Definitions

- **Simulation Educator:** An inclusive term referring to professionals who support, design, coordinate, implement, or evaluate simulation-based education. Simulation Educators may hold a variety of titles, including Simulation Director, Coordinator, and Specialist.
- **Lead Facilitator:** The individual designated as the primary point of contact between the participant group and the IPSC Simulation Educators for a simulation activity.
- **Participants:** Any individual participating in or supporting an activity within the SHS Interprofessional Simulation Center (IPSC), including facilitators, Simulation Educators, learners, Simulated Participants, clients, and external participants.
- **PDSA (Plan-Do-Study-Act):** A four-stage quality improvement framework used to evaluate processes, identify opportunities for improvement, implement changes, and assess the effectiveness of those changes.
- **Quality Improvement:** A systematic and ongoing process used to evaluate practices, identify opportunities for improvement, implement changes, and assess outcomes to enhance the quality and effectiveness of simulation-based education.
- **Simulation Activity:** Any educational activity supported by the IPSC that uses simulation-based methodologies, including simulated clinical scenarios, task training, Simulated Participant encounters, clients-to-class activities, debriefings, and facilitated discussions.
- **Annual Review:** The systematic review of simulation activities, outcomes, feedback, and identified opportunities for improvement from the previous year to inform the IPSC's PDSA quality improvement process and future practices.
- **IPSC After Activity Recall Form:** A standardized IPSC form completed following a simulation activity to document observations, successes, challenges, participant or facilitator feedback, and opportunities for improvement.

Policy

- All simulation activities conducted within the Interprofessional Simulation Center (IPSC) will undergo an annual quality improvement review using the Plan-Do-Study-Act (PDSA) framework.
- During the annual review process, data and feedback collected from simulation activities conducted during the previous year will be evaluated to identify opportunities for improvement and guide future practice.

Procedures

- Following each simulation activity, the assigned Simulation Educator completes the IPSC After Activity Recall Form and discusses the findings with the Lead Facilitator to identify successes, challenges, and opportunities for improvement.
- All simulation activities are documented by the IPSC Director or Simulation Coordinator in the 24-Month Activity Spreadsheet and Simulation Education Activity Mapping Document to support program tracking and SSH accreditation requirements.
- Completed IPSC After Activity Recall Forms, activity documentation, and other relevant data are reviewed during the annual PDSA process to identify trends, opportunities for improvement, and potential changes to simulation practices.
- The IPSC Director shares identified opportunities for improvement and proposed changes with Lead Facilitators and appropriate IPSC team members to support ongoing quality improvement.
- All completed forms and supporting documentation are stored in the IPSC Schedules and Cases (2yrs) OneDrive folder, which is accessible to all IPSC staff and serves as the centralized location for simulation documentation and record retention.
- Relevant outcomes, quality improvement initiatives, actions taken, and resulting changes are summarized in the IPSC Annual Report to demonstrate continuous quality improvement and program effectiveness.

[Appendix 15: IPSC Quality Improvement Process: PDSA](#)

Integrity

Confidentiality Agreement

Definitions

- Confidentiality: the process of and obligation to keep a transaction, document, etc., private and secret.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, facilitator, Facilitator, instructors, Simulation Educators, simulated participants, or observers).
- Simulation activities: include simulated clinical scenarios, simulated task training, Simulated Participant scenarios, client-to-class, debriefings, and/or discussions, and may be 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, learner 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 Recording and Data Storage Policy, including for quality improvement, training, education, and research.
- Written data collected from any participant will remain confidential and securely given to the Lead Facilitator to safely store and/or destroy. This data will not be discussed with participants outside of Lead Facilitators.
- 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 or during program orientation/onboarding.
- 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, including password-protected computers or filing cabinets in the IPSC office.
- Any breach of confidentiality by a participant may result in discipline, the 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

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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, 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 the Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA).

[Appendix 16: Interprofessional Simulation Confidentiality Agreement](#)

[Appendix 17: Interprofessional Simulation Student Contract](#)

Research

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, or observers).
- Research: investigating and studying sources to establish facts and reach new conclusions.

Policy

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

Procedures

- The participants will submit an “Activity Request Form” to the IPSC Director.
- The Director will review the merits of proposed simulation-based research projects and suggest protocol amendments.
- The IPSC 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

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, or observers).
- Safety and Security: refers to the protection of participants.

Policy

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

Procedures

- In a medical emergency please dial 911.
- Participants cannot bring food or drinks to any simulation spaces without the IPSC Director's prior permission.
- Participants must be mindful of all standard precautions and transmission of specific precautions (contact droplet, airborne). Any equipment that encounters body fluids is considered contaminated and needs to be handled appropriately.
- When gloves are required during simulation activities, non-sterile gloves should be disposed of in designated non-biohazard waste receptacles.
- Participants need to know that some of the equipment contains latex. Those with a known sensitivity/allergy to latex need to contact the IPSC Simulation Educators. Every effort will be made to replace equipment with latex-free substitutions. All participants who suffer from latex allergies should take precautions by wearing non-latex gloves while using or handling latex parts.
- According to the Center for Disease Control (CDC), all sharps must be handled safely and disposed of properly.
- In the event of a "clean" needle stick, the Facilitator should be notified immediately so first aid can be provided. The Facilitator 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 are used on off-hours (evenings and weekends).
- The participants are responsible for being aware of the location of emergency exits on each floor of the School of Health Science Building.

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- All persons are expected to evacuate the building in a fire, 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.
- Lead Facilitators are responsible for ensuring all participants are instructed on safe handling techniques before practice and demonstration.
- Participants should use caution when practicing lifting skills and not lift a simulator 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 Specialist's office (Room 234).
- Proper handwashing or the use of hand sanitizers will be a part of the practice in all aspects of simulation education. Hand sanitizer units are attached to the wall in each simulation suite and by each bedside in the skills lab. Utilize gloves as you would in a natural clinical environment.
- The emotional well-being of learners is a principal concern for the IPSC. Transparent policies such as record access and confidentiality are in place to assure participants of their privacy; orientation that introduces 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.
- In case of emotional distress, all participants will be immediately referred to university counseling services at 278-7280. The counseling services are available 24/7 through TimelyCare on their website: <https://www.elon.edu/u/health-wellness/counseling-services/>
- Lead Facilitators and Simulation Educators are also trained to communicate psychological safety aspects before all simulations within their prebriefing and will provide a safe space during debriefing.
- The IPSC 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.
- The IPSC only utilizes simulation equipment (i.e. medications) to ensure the safety of all participants. If hospital-grade equipment or supplies are brought into the IPSC for demonstration purposes, they must be labeled simulation use only.

Simulation Ethics and Code of Conduct

Definitions

- Simulation Ethics: Principles that guide behavior during simulation to ensure respect, psychological safety, confidentiality, and professionalism.
- Code of Conduct: Expectations and standards for professional behavior in simulation-based education.
- IPSC Simulation Educators: Anyone employed or volunteering for the Interprofessional Simulation Center, including student workers.
- Lead Facilitators: Individuals responsible for planning, leading, and debriefing simulation sessions.
- Learners: Participants in simulation activities for educational or assessment purposes.
- Simulated Participants (SPs): Individuals trained to portray roles in simulations (e.g., simulated participants, actors, role-players).
- Psychological Safety: A learning environment where participants feel safe to engage, make mistakes, and reflect without fear of embarrassment or punishment.
- Confidentiality: The obligation to protect the content, performance, and identities of participants within simulation activities.

Policy

The Interprofessional Simulation Center (IPSC) is committed to creating a respectful, inclusive, and psychologically safe learning environment. All participants—including staff, educators, facilitators, learners, and simulated participants—must adhere to ethical principles and a professional code of conduct throughout all simulation activities.

This policy promotes:

- Mutual respect, dignity, and professionalism
- Maintenance of confidentiality and privacy
- Honesty and integrity in roles and feedback
- Supportive and constructive participation
- Cultural sensitivity and avoidance of bias or discrimination
- Commitment to continuous improvement and safety

Violations of this policy may result in removal from the activity and referral for additional review under institutional guidelines.

Procedures

- Treat all participants with respect and uphold a culture of psychological safety.
- Arrive on time, prepared, and professionally attired (as appropriate to role).
- Maintain confidentiality of simulation content, scenarios, and individual performance.
- Refrain from recording, photographing, or sharing simulation activities unless explicitly authorized.
- Provide honest, constructive feedback and accept feedback professionally.

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- Simulated participants must portray roles accurately and respectfully and report any concerns.
- Lead Facilitators ensure clear expectations, safe debriefings, and respectful communication.
- Learners must engage fully, act professionally, and communicate concerns as needed.
- Report breaches of conduct or ethical concerns to the Director of Interprofessional Simulation or designated IPSC leadership.
- Participate in any required training on simulation ethics and conduct.

Remediation

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, or observers).
- Remediation: a structured process designed to address identified gaps in knowledge, skills, or performance and support the achievement of expected competencies or outcomes.

Policy

- The Interprofessional Simulation Center Simulation Educators are available to assist with the remediation of simulation activities.

Procedures

- The Lead Facilitator must complete the “Activity Request Form” and submit the completed form to the Director.

The Lead Facilitator will be responsible for developing activities and content for remediation

Expanding the Field

Pre-briefing

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Pre-briefing: 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., learners, Facilitator, instructors, Simulation Educators, or observers).
- Simulation activities: include simulated clinical scenarios, simulated task training, Simulated Participant 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 as outlined in the activity scenario template. The Lead Facilitator should share pre-briefing information with participants no later than one day before the activity.

Procedures

- Provide all details and expectations of the simulation activity, including learning 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, simulators, and other equipment.
- Provide ground rules to maintain physical and psychological safety in a non-competitive learning environment. Acknowledge that mistakes may happen and will be reflected upon during debriefing. 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.

Day of Simulation Activity

Definitions

- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, or observers).
- Simulation activities: include simulated clinical scenarios, simulated task training, Simulated Participant scenarios, client-to-class, debriefings and/or discussions, and maybe electronic, written, verbal, observed, or overheard.

Policy

- The Interprofessional Simulation Center (IPSC) is committed to delivering high-quality, standardized simulation-based learning experiences. To ensure operational consistency and effectiveness on the day of simulation, the following procedures apply.
- The IPSC staff will utilize the prior approved simulation scenario template to ensure learning objectives are clear and met by all participants.

Procedures

- IPSC staff will host and conduct training for Simulated Participants (SPs). The Lead Facilitator is encouraged to attend this training to ensure the scenario is portrayed accurately and consistently.
- The Lead Facilitator must provide all necessary materials to IPSC staff prior to the event. Required materials include: scenario notecards, medical finding cards, reference pictures, Facesheets, materials, disposables, specialized equipment, and scoring rubrics. All materials must be printed and physically delivered to IPSC staff.
- IPSC staff and the Lead Facilitator must meet no later than 24 hours prior to activity to confirm:
 - Prebriefing and debriefing materials
 - Timing and run schedule of the activity
 - Announcements to participants
 - Instructions for learners
 - Camera placement and recording functionality
 - Room setup (material, SP placement, etc.)
- The Lead Facilitator, or predetermined designee must be physically located in the assigned debriefing room and ready to receive learners at the designated time.
- To preserve the integrity of the simulation, participants (including fac/staff) should not interact or instruct learners while they are waiting to enter the simulation activity.
- IPSC staff will collaborate with the Lead Facilitator to complete the After Activity Recall Form, which will be used to document quality improvement opportunities and record key notes from the activity.

[Appendix 14: IPSC After Activity Recall Form](#)

Debriefing

Definitions

- Debriefing: the period after a simulation activity during which participants reflect, review, and discuss the activity to improve individual and team clinical skills and judgment.
- Lead Facilitator: the individual who serves as the point of contact for a group of participants and the IPSC Simulation Educators.
- Participants: anyone involved in simulation activity (e.g., learners, Facilitator, instructors, Simulation Educators, or observers).
- Simulation activities: include simulated clinical scenarios, simulated task training, Simulated Participant scenarios, client-to-class, debriefings, and/or discussions and may be electronic, written, verbal, observed, or overheard.

Policy

- Debriefing Lead Facilitators will be familiar with all aspects of the simulation activity, including learning objectives, scenarios, and the simulation modality utilized. The debriefing activity will be held immediately after the simulation activity and follow the guidance outlined in the previously developed case template.

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 understand participants’ perspectives to 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 felt went well and offer suggestions for improvement.
- As appropriate, provide adequate discussion time for participants.
- Simulation Educators and Lead Facilitators are encouraged to utilize the Simulation Debriefing One-Page Guide to support consistent and effective debriefing practices.

[Appendix 18: Simulation Debrief- One-Page Guide](#)

Appendices

Appendix 1: Interprofessional Simulation Center 5-year Strategic Plan Strategic Planning Process

The process for developing the 2025-2030 strategic plan for Elon University School of Health Sciences Interprofessional Simulation Center (IPC) included a survey of stakeholders, a review of benchmark institutions, and forming an IPC developing a strategic plan congruent with the School of Health Sciences.

1. Survey of stakeholders
 - A. This process included surveys of stakeholders after each simulation activity.
 - B. The survey data was utilized to develop a SWOT analysis (strengths, weaknesses, opportunities, and threats).
2. Review of benchmark institution's
 - A. Three benchmark simulation centers' missions and visions were reviewed to compare and evaluate, ensuring best practices related to the IPC mission and vision.
3. Development of the 2025-2030 strategic plan
 - A. Using recommendations from the surveys and benchmarks, the strategic plan was developed

5-Year Strategic Plan

Goal 1: Expand Global, Interprofessional, and Community Engagement

Objective: Broaden simulation collaboration across global, local, and interdisciplinary partners—including underserved communities and non-traditional sectors.

Initiatives & Yearly Benchmarks:

1. Establish Interdisciplinary Partnerships
 - a. Target global and domestic collaborators in public health, law enforcement, social work, and business.
 - b. Y1: 1 new partner (e.g., School of Public Health) Clinical Mental Health- Chair started Aug '25
 - c. Y2: Add 1 partner (e.g., Business or Law Enforcement)
 - d. Y3: Add 1 partner (e.g., Global NGO or International University)
 - e. Y4–Y5: Deepen collaborations through joint simulations and research
 - f. 5-Year Benchmark: 3+ sustained, active interdisciplinary partnerships, including at least 1 international partner
2. Increase Interprofessional Simulation Integration
 - a. Y1: Pilot 1 new IPE simulation across two programs Friday Night in the ER Aug '25
 - b. Y2–Y3: Run 1–2 per year across at least 3 disciplines
 - c. Y4: Integrate into curriculum (include global/public health perspective)
 - d. Y5: Align with international IPE simulation frameworks (e.g., WHO, IPSS)
 - e. 5-Year Benchmark: 2+ recurring IPE simulations; global health competencies embedded
3. Expand Diagnosis-Diverse Client and Course Integration
 - a. Y1: Audit existing database; identify gaps in diagnoses and representation NOOOOO

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- b. Y2: Add 2+ new diagnostic profiles (e.g., mental health, refugee health, chronic illness, trauma)
- c. Y3: Connect client profiles with at least 5 academic courses or external partner trainings
- d. Y4–Y5: Deepen collaboration with DPTE faculty and community clients, ensuring curricular needs are met and learning outcomes supported
- e. 5-Year Benchmark:
Diagnosis-diverse client database with 20+ unique profiles, fully integrated across DPTE courses

Goal 2: Strengthen Simulation Quality and Professional Development Globally

Objective: Build an internationally relevant, evidence-based training ecosystem for faculty, SPs, and staff across healthcare and adjacent fields.

Initiatives & Yearly Benchmarks:

1. Launch Moodle-Based Simulation Development Platform
 - a. Modules for onboarding, cultural training, SP resources, multilingual content, and scenarios Completed July '25
 - b. Y1: Build platform framework; pilot SP module
 - c. Y2: Add faculty and scenario library
 - d. Y3: Add training content for all participants
 - e. Y4–Y5: Continuous expansion of participant access
 - f. 5-Year Benchmark: 10+ users; full SP and faculty development suite
2. Enhance Prebriefing & Debriefing Globally
 - a. Integrate validated global tools (e.g., SMART Feedback, GAS)
 - b. Y1: Establish updated pre/debrief structure NOOO
 - c. Y2: Train faculty and SPs; include in Moodle
 - d. Y3–Y5: Align with SSH and international best practices
 - e. 5-Year Benchmark: 100% of simulations use updated protocols; 90% participant satisfaction
3. Implement Formative-to-Summative Simulation Pathway
 - a. Y1: Identify courses for integration NOOO
 - b. Y2: Pilot 2 simulations with embedded assessment
 - c. Y3–Y5: Expand across 2+ disciplines; integrate global safety/competency benchmarks
 - d. 5-Year Benchmark: At least 50% of academic simulations follow this progression
4. Maintain SSH Accreditation & Explore Human Simulation Expansion
 - a. Y1–Y2: Fulfill ongoing compliance Sept '25
 - b. Y3: Explore expansion to human simulation
 - c. Y4: Apply for SSH human simulation addition
 - d. Y5: Prepare for additional accreditation
 - e. 5-Year Benchmark: Maintain SSH accreditation and add one new accredited area

Goal 3: Increase Innovation, Communication, and Global Visibility

Objective: Establish IPSC as a thought leader through communication, innovation, and global knowledge sharing.

Initiatives & Yearly Benchmarks:

1. Launch Global Simulation Newsletter
 - a. Focus on SP excellence, international trends, and center updates

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- b. Y1: Launch newsletter (2 issues) Aug '25
- c. Y2–Y5: Publish quarterly; include global contributors and translated content
- d. 5-Year Benchmark: 10 issues with global readership and contributions
- 2. Publish and Present Globally
 - a. Y1: 1 peer-reviewed publication or national presentation Collecting Data July '25
 - b. Y2–Y3: Submit to SSH, INACSL, ASPE, SESAM
 - c. Y4–Y5: Explore collaborations on scholarship
 - d. 5-Year Benchmark: 2+ total presentations or publications with global **engagement**

Appendix 2: Facilitator Self-Evaluation



ELON | School of
Health Sciences

INTERPROFESSIONAL
SIMULATION
CENTER

Facilitator Self-Evaluation

Facilitator Name:

To evaluate your readiness for simulation and to better assist you in future simulation development, review and rate the following statements as they apply to your setting and role in simulation.

[Click here](#) for the IPSC Policies and Procedures and the Healthcare Simulation Standards of Best Practice.

1. I understand that using a systematic, integrated curricular design approach to simulation-based learning can contribute to successful outcomes in the Interprofessional Simulation Center.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

2. I am aware of the current policies and procedures for the Interprofessional Simulation Center.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

3. I understand the simulation Facilitator role and related responsibilities in the Interprofessional Simulation Center.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

4. I can access simulation resources for Facilitator professional development such as scenario development, assessment selection, simulation modalities, and feedback.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

5. I know of educational and training resources for simulation Facilitator outside of the School of Health Sciences.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

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6. I am engaged in learning activities to support my ongoing professional development aligned with my role in simulation.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

7. I am familiar with simulation learning spaces and equipment within the Interprofessional Simulation Center and can operate simulation technology as required.

- ☐ Yes
- ☐ No
- ☐ Unsure

Comments:

8. Moving forward, I would like more guidance in the following area(s):

9. Looking back at my simulation activities this year, I have listed the activities that I would keep, I would modify, or that I would remove from the curriculum:

Appendix 3: Case Scenario Template



Elon Interprofessional Simulation Center | Simulation Case Scenario Template

This template is intended to be comprehensive. Note that not every scenario will require each part of this template. The course director may exercise their judgment when selecting which parts of this template are applicable to best meet the learning objectives.

Please email the following completed form and/or questions to:

Director Dr. Nita Skillman (nskillman@elon.edu)

Elon Simulation Coordinator, Bethany Fearnow (bfearnow@elon.edu)

Elon Charlotte Coordinator, Taylor Yowan (tyowan@elon.edu)

Course Instructor: Click or tap here to enter text.

Course: Click or tap here to enter text.

Level of Learner:

Choose an item.

Type of Assessment:

- ☐ Formative
- ☐ Summative
- ☐ Remediation
- ☐ Learner Additional Support

Objectives (3 maximum):

- 1.
- 2.
- 3.

Simulation Timing / Layout:

Simulated Participant Information **(only complete if using SPs)**

Supplies needed (*i.e., moulage, etc.*):

Click or tap here to enter text.

Simulated Participant Recruitment Demographics (*i.e., age range, gender, ethnicity, etc.*):

Click or tap here to enter text.

Presentation and Resulting Behaviors: (*e.g., body language, non-verbal communication, verbal characteristics*): Click or tap here to enter text.

Patient Name: Click or tap here to enter text.

Patient Preferred Pronouns: Click or tap here to enter text.

Patient Identified Sexual Orientation: Click or tap here to enter text.

Chief Concern: Click or tap here to enter text.

History of Present Illness: (*consider the following*)

- **Quality/Character:** Click or tap here to enter text.
- **Onset:** Click or tap here to enter text.
- **Duration:** Click or tap here to enter text.
- **Location:** Click or tap here to enter text.
- **Radiation:** Click or tap here to enter text.
- **Intensity:** Click or tap here to enter text.
- **Aggravating Factors (*what makes it worse*):** Click or tap here to enter text.
- **Alleviating Factors (*what makes it better*):** Click or tap here to enter text.
- **Precipitating Factors (*does anything bring it on*):** Click or tap here to enter text.
- **Associated Symptoms:** Click or tap here to enter text.
- **Significance to Patient (*impact on patient's life, patient's beliefs about origin of problem, underlying concerns/fears, expectations for the visit*):** Click or tap here to enter text.

Medical History: (*consider the following*)

- **Disease/Illnesses:** Click or tap here to enter text.
- **Hospitalizations:** Click or tap here to enter text.
- **Surgeries:** Click or tap here to enter text.
- **Medications (*prescription, over the counter, supplements*):** Click or tap here to enter text.
- **Allergies (*environmental, food, medication, and reaction*):** Click or tap here to enter text.

Review of Systems: (*pertinent positives and negatives*)

- **General:** Click or tap here to enter text.
- **HEENT:** Click or tap here to enter text.
- **CV:** Click or tap here to enter text.

POLICIES AND PROCEDURES

- **Respiratory:** Click or tap here to enter text.
- **GI:** Click or tap here to enter text.
- **Musculoskeletal:** Click or tap here to enter text.
- **Endocrine:** Click or tap here to enter text.
- **Other:** Click or tap here to enter text.

Family History: Click or tap here to enter text.

- **Family tree: (e.g., health status, age, cause of death for appropriate family members)** Click or tap here to enter text.
- **Relevant Conditions/Chronic Diseases: (management/treatment)** Click or tap here to enter text.

Social History:

- **Substance Use: (past and present)**
 - **Drug Use: (recreational and medications prescribed to other people)** Click or tap here to enter text.
 - **Tobacco Use:** Click or tap here to enter text.
 - **Alcohol Use:** Click or tap here to enter text.
- **Home Environment:** Click or tap here to enter text.
- **Social Supports:** Click or tap here to enter text.
- **Occupation:** Click or tap here to enter text.
- **Relationship Status:** Click or tap here to enter text.
- **Safety in relationship:** Click or tap here to enter text.
- **Diet:** Click or tap here to enter text.
- **Exercise:** Click or tap here to enter text.
- **Leisure Activities:** Click or tap here to enter text.

Physical Findings: (may include radiographs, chart notes, etc.)

Click or tap here to enter text.

Prompts and Special Instructions:

- **Questions the patient MUST ask:** Click or tap here to enter text.
- **Questions the patient MAY ask:** Click or tap here to enter text.
- **What should the patient expect from this visit? (e.g., diagnosis, treatment plan, etc.)** Click or tap here to enter text.

Patient Feedback Guidelines:

Click or tap here to enter text.

Simulator Information (only complete if using simulators)

Patient Name: Click or tap here to enter text.

Patient Preferred Pronouns: Click or tap here to enter text.

Patient Identified Sexual Orientation: Click or tap here to enter text.

Chief Concern: Click or tap here to enter text.

Supplies needed (i.e., moulage, additional equipment etc.):

Click or tap here to enter text.

Scenario Information:

Please provide detailed information for each stage of the simulator encounter. Include the patient's presentation, expected vital signs, patient verbalizations, changes in condition, and any other relevant cues or information the simulator should provide. The stages below are provided as a guide; please modify or add stages as needed to best support your learning objectives.

Stage 1 – Initial Presentation

Include the patient's initial presentation, baseline vital signs, symptoms, patient verbalizations, and other pertinent information available at the start of the encounter.

Stage 2 – Progression of Encounter

Describe the expected progression of the patient's condition, including changes in vital signs, symptoms, patient responses, and any information that should be revealed based on learner actions.

Stage 3 – Continued Patient Progression

Provide additional changes or developments in the patient's condition. Include expected vital signs, patient verbalizations, clinical findings, and responses to learner interventions.

Stage 4 – Conclusion of Encounter

Describe the patient's final presentation and expected outcome. Include ending vital signs, patient status, verbalizations, and any information or actions that should occur before the scenario concludes.

Anticipated "What If" Scenarios

Because learner actions and responses can vary, please identify any anticipated situations that may fall outside the planned scenario flow. Include guidance for how the SP, simulator operator, or facilitator should respond if a learner asks an unexpected question, takes an unanticipated action, misses an expected intervention, or changes the direction of the encounter.

What if the learner asks:

-
-

POLICIES AND PROCEDURES

What if the learner does something unexpected:

-
-

What if the learner does not complete an expected action:

-
-

Other considerations / contingency plans:

-
-

=

Learner DoorNote (SP & Simulator Use)

Instructions to Learners:

Clear and concise instructions should be written for learner to review **prior to entering the room**. These instructions must include the following details:

- **Timing information**, including total encounter time and any time warnings (e.g., 5-minute warning).
- **Guidance on permitted materials**, such as whether the doornote or facesheet may be brought into the room.
- **Post-encounter procedures**, including whether learners are expected to report to a debriefing room immediately afterward.
- **Post-encounter tasks**, both inside or outside the simulation room (e.g., documentation, checklists).
- **Items available in the room**, such as diagnostic tools, assessment forms, or other resources.
- **Any additional relevant instructions** necessary for a successful and smooth encounter.

Instructions to Learners:

Timing information:

Guidance on permitted materials:

Post-encounter procedures:

Post-encounter tasks:

Items available in the room:

Any additional relevant instructions

Patient Information:

Setting:

Patient Name:

Age/DOB:

Gender:

Chief Concern:

Vitals/Findings: *(if applicable)*

Simulated Participant Checklist (Faculty/SP)

Learner Name: _____ Date: _____

SP Name: _____

Insert Simulated Participant rubric. Rubric must focus strictly on communication skills (verbal and non-verbal).

Example Open-ended questions:

1. Would you see this provider again? Why or why not?
2. What should the learner stop doing?
3. What should the learner start doing?
4. What should the learner continue doing?

PREBRIEFING (LEARNER) (SP & Simulator Use)

The lead facilitator should prepare a prebriefing package for learners, to be shared in advance via email or uploaded to the Learning Management System (LMS). This package should include clear instructions outlining learner expectations, simulation timing, location details, session schedule, safety considerations (both physical and psychological), and any required pre-readings or preparation. Providing this information ahead of the simulation ensures learners arrive informed, prepared, and ready to engage in a safe and supportive learning environment.

Preparation Details for learners (Lead Facilitator to Provide):

- Learning Objectives: Key skills/competencies being assessed.
- Format: Individual, team, formative/summative.
- Expectations: professional attire, links to any prep materials, and notification of any equipment that will or will not be provided (laptop, pen, kit).
- Timing: Total session time (prebriefing + encounter + time warnings + post encounter activity + debrief schedule).
- Schedule: Exact timing, flow of learners in/out.
- Safety:
 - *Physical*: Emergency protocols, equipment safety.
 - *Psychological*: Confidentiality, support, respect ground rules.
- Pre-Work: Required reading, case prep, or protocols.
- Post-Activity: Debrief process, reflection or assessments, follow-up.

Learner Briefing Guide (IPSC Staff to Use)

Before Entry, Cover the Following (tweak examples below):

1. Welcome
“This is a safe learning environment to practice [insert skill].”
2. Time
“You’ll have ___ minutes. You will/will not receive verbal time warnings at ___ minutes remaining.”
3. Materials
“You may/may not bring your facesheet or notes.”
4. Conduct
“Act as you would in real clinical practice—communicate, assign roles, support one another.”
5. Safety
“Mistakes are expected. This is confidential, supportive, and judgment-free.”
6. Afterward
“We’ll debrief immediately after to reflect on performance and key takeaways.”

Debriefing (Facilitator and/or IPSC Staff) (SP & Simulator Use)

Select a Debriefing Technique below that will be utilized (*Plus-Delta* or *Debriefing with Good Judgment*):

1. Plus-Delta

Purpose:

Encourages participants to reflect on what went well (Plus) and what could be improved (Delta) in a constructive, non-threatening way.

Approach:

- Plus: Participants identify successful actions, strategies, or behaviors that should be continued or repeated.
- Delta: Participants identify areas that need change, refinement, or improvement for future performance.
- Facilitator can guide discussion by prompting with open-ended questions like:
 - “What worked well during this scenario?”
 - “What would you do differently next time?”

Best Practices:

- Use a whiteboard or shared screen to list responses under "Plus" and "Delta" columns.
- Promote a growth mindset by framing Deltas as opportunities.
- Ensure equal participation by encouraging input from all team members.
- Avoid assigning blame—focus on processes, not people.

2. Debriefing with Good Judgment

Purpose:

Supports meaningful reflection by balancing critical thinking with respect and psychological safety.

Approach:

- Grounded in the idea that learners are intelligent and want to do well.
- The facilitator maintains an inquisitive stance—exploring not just what happened, but *why*.
- Involves three key phases:
 1. Reaction Phase: Explore emotional responses and set the tone.
 2. Analysis Phase: Use advocacy-inquiry to explore decisions and thought processes.
 3. Summary Phase: Reinforce key takeaways and actionable learning points.

Best Practices:

- Recognize and validate emotions to build trust.
- Focus on mental models—what the learner believed at the time of action.
- Clarify intentions and provide feedback in a non-threatening manner.
- Use structured debriefing tools or scripts to stay on track.

Appendix 4: Simulation Tour to Clinical Skills Lab (236) Policy



1. Talking points before 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 simulators as patients (use patient name)
 - 1.6 Clean hands just before entering
2. Talking points inside of room 236
 - 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 whom 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 four quadrants
 - IV placement, IM injection on right, IO on left side
 - Reactive pupils and convulsions
 - Urinary catheterization
 - 3.2 Ares
 - Use a special stethoscope adapter
 - Does not have bilateral pulses
 - Left side for puncture
 - Right side for blood pressure and pulses
 - Medication- IV & IM in the 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 Real-time feedback

4.4 Juno

- Sounds just on the 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 the left side

3.5 Lucina/Athena

- Be careful with wrist
- Eyes react to light
- Touch right above the eyelid to get the 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
- Suitable 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 from birth to 28 days (about four 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

3.7 Mateo

- Can be used for ages 25 to 55
- Featuring the visual and cultural representation of Latinx or Indigenous identities
- Male anatomy only (uncircumcised)
- Made from silicone material
- External vitals only

4. Vitals Monitor

- 4.1 Sounds turn on/off
- 4.2 What's are the monitor
- 4.3 How to display more information
- 5. Break learners 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

Appendix 5: Equipment Maintenance Schedule

After Each Use	Weekly	Monthly	Annually	As Needed
Wipe down all simulators and low fidelity skills trainers to remove all adhesives, moulage, and markings. For simulators, drain all fluids and the flush tubing system. Please check the simulator manual for more details.	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 simulation educators.
	Inspect and reset any used code carts.	Check all simulator 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 simulators in storage to make sure they are still up-to-date, and their wireless connection is working appropriately.		
Assess all task trainers, simulators 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 directors.	Check all virtual reality systems for any noted damage.	Assess for wear and tear that might need major work or factor 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 of simulators and PCs. Make sure simulators are plugged in and charging for upcoming events.				

Appendix 6: Available Equipment

Audiovisual Equipment

Elevate Healthcare LearningSpace

Medical Simulators

- 1 CAE Ares (ACLS Simulator)
- 1 CAE Aria (Child Simulator)
- 2 CAE Apollo (High Fidelity Simulator)
- 9 CAE Juno (Nursing Simulators)
- 1 CAE Lucina (Birthing Simulator)
- 1 CAE Luna (Baby Simulator)
- 1 Echo Mateo (Amputee)

Mixed Reality

6 HoloLens

Task Trainers

Barcode Printer Package for SimCartRx
Cart All Purpose 3 Shelf
Demo Dose SimCartRx
Distilled Water
Female Catheterization
Injection Trainer
Injection trainer pads
Intravenous Arm II
IV Training Arm- dark skin (7)
IV Training Arm Kit- light skin (8)
Male Catheterization Sphincter Kit
Dolls (9)
Matt Adult/Pediatric Auscultation Trainer
NG Tube and Trach Care Trainer
PAT- Pediatric Auscultation Trainer
Pediatric injectable training arm- light skin
SAM- Student Auscultation Simulator
Sani CPR Family Pack
Simulation Ventilator
SimVS
Surgical Sally
Veins & Skin Replacements
Wristband Printer for Demo Dose SimCartRx

Appendix 7: Elon University School of Health Sciences Photo/Video Release Form



Photographs/Videotape Consent and Release Form

Printed Name of the Participant

I hereby authorize, without reservation or restriction, the School of Health Sciences at Elon University to publish the photographs or videos taken of me (while serving as a participant), and my name, for use in printed publications and websites.

I hereby give the School of Health Sciences at Elon University permission to use and reuse, publish, and republish, pictures of myself, in whole or in part, individually or with other photographs, in any medium for any purpose whatsoever, including (but not limited to) illustration, advertising, and promotion of Elon University and programs associated with the university, or to promote the university through outside publishers.

I further agree that my participation in any publication and website produced by the School of Health Sciences at Elon University confers upon me no rights of ownership and waives any right to compensation for the uses.

I release the School of Health Sciences at Elon University, its contractors, and its employees from liability for any claims by me or any third party in connection with my participation.

Check all that you consent to:

Yes No

____ ____ Class use for which I have volunteered.

____ ____ Other classes for which I have not volunteered.

____ ____ Informational purposes at professional meetings, educational seminars, or the general public.

____ ____ Publishing for educational use in such items as newsletters, websites, etc.

Signature of Participant

Date

Appendix 8: IPSC Director Job Description Posting



IPSC Director Job Description

Position Title: IPSC Director Job Description
Department: School of Health Sciences
Funding Source (Budget Code):
Supervisor's Title: Dean of School of Health Sciences

DIVISION DESCRIPTION: *In 3 – 4 sentences, briefly, but specifically, the division in which this position resides.*

The Interprofessional Simulation Center (IPSC), part of the Elon University School of Health Sciences, is on the second floor of the Gerald Francis Center. The IPSC aims to provide healthcare and other students with a realistic clinical environment and practical experiences without leaving campus. The center encompasses two pre/debriefing rooms, a simulation control room, a home healthcare suite, a 7-bed clinical skills lab, 2 hospital rooms, 5 clinical examination rooms, and a mixed reality space.

POSITION SUMMARY: *In 3 – 4 sentences, briefly, but specifically, summarize the primary purpose of the position—the reason this position exists at Elon University.*

As a member of the School of Health Sciences leadership team, the Interprofessional Simulation Center Director oversees the daily operations and budget of the IPSC. The Director supervises and annually evaluates Simulation Educator, ensuring all simulation spaces, schedules, vendor contracts, and equipment are in proper working order. Other responsibilities include working closely with Facilitator to complete simulation needs assessments, design scenarios, develop an assessment checklist, and selection of simulation modalities.

POSITION ACCOUNTABILITIES

KEY RESPONSIBILITIES: *List up to six **key responsibilities** of the position in the space provided below, indicating the **most important** first, and the approximate percentage of time spent on each over the course of a year. DO NOT list any duties or responsibilities that require 5% or less of the position's time.*

1. Responsible for the daily operations of the Interprofessional Simulation Center (IPSC) working closely with the IPSC Simulation Educators and School of Health Sciences Facilitator to advance simulation pedagogy through research and grant-funded projects.

25 % of Time

2. Provide strategic leadership and direction for simulation education, equipment, facilities, operations, and budget management.

20 % of Time

POLICIES AND PROCEDURES

3. Work closely with SHS Facilitator/staff to complete simulation needs assessments, design scenarios, develop an assessment checklist, and selection of simulation modalities.	20 % of Time
4. Maintain alignment of the IPSC Policies and Procedures with current published Healthcare Simulation Standards of Best Practices and ensuring compliance with accrediting bodies including the Society for Simulation in Healthcare.	20 % of Time
5. Provide an annual report of simulation activities and expenses.	10 % of Time
6. Conduct vendor scans and stay informed about advancement in simulation technology, recommending investments and upgrades as appropriate.	5 % of Time
7. Perform related duties as assigned, within your scope of practice. <i>Note: This is a key responsibility for all positions. Percentage of time does not need to be specified.</i>	

POSITION REQUIREMENTS

Supervision: Check all that apply.	
☒ This position supervises others (DROP DOWN, select employees and/or student employees) List of positions: Simulation Coordinator, Simulation Specialist, and Simulated Participants	
This position gives guidance, work direction and training to others, but does not hire, terminate or do performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:	
☒ This position gives guidance, work direction and training to others, does performance evaluations and recommends hiring and terminating decisions. (DROP DOWN, SELECT Employees, Students or both) List of positions: Simulation Coordinator and Simulation Specialist	
This position supervises non-supervisors including hiring, terminating, and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:	
This position supervises supervisors including hiring, terminating and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:	

POLICIES AND PROCEDURES

EDUCATION: *Indicate the minimum level of education generally necessary to effectively handle the job's essential functions. Please check only one required educational level and one preferred level (if applicable).*

	<u>Required</u>	<u>Preferred</u>	
X			High school diploma or GED
			Vocational or technical training – Field of study:
			Associate degree, or vocational or technical school degree – Field of study:
X			Bachelor's degree – Field of study:
	X		Master's degree – Field of study:
			Terminal degree (i.e., MFA, MD, JD, PhD) – Field of study:
	Check here if experience may substitute for some of the above education and describe how:		
	Other: Preference to having a Certified Healthcare Simulation Educator CHSE or Certified Healthcare Simulation Operations Specialist CHSOS Certification.		
Additional information (such as licensure, certifications, valid driver's license, etc.):			

RELEVANT WORK EXPERIENCE: *Indicate the minimum level of work-related experience required to effectively perform the position's responsibilities. This is not necessarily the same as the incumbent's experience. **Check only one box.***

Less than 1 year	Minimum 1 year	X Minimum 3 years	Minimum 5 years	More than 8 years	Other
Please describe the type of prior experience required or desired: Three years of experience in a field related to healthcare simulation.					

KNOWLEDGE, SKILLS, TRAINING: *Please describe any specific knowledge, skills, or training required for this job.*

The optimal candidate will have prior experience in a leadership or supervisory role with experience managing personnel, budgets, equipment, and facilities.

WORKING CONDITIONS

WORK HOURS AND TRAVEL: *Check all that apply.*

Days of the week scheduled to work: Monday to Friday

POLICIES AND PROCEDURES

Required to be on campus during core hours of: 8am to 5pm
Adjusted Work hours and location may be required. <i>Describe:</i> Daily schedule flexes based on simulation activity needs.
12 month 11 month 10 month 9 month <i>Please check one and if less than 12 months, indicate months required to work.</i>
Permanent Temporary
Full-time Part-Time (specify hours): 8:00 am to 5:00 pm
Some evening and weekend work may be required.
On call required. <i>Describe:</i> none
Travel required. <i>Describe distance, frequency, trip duration, etc.</i>

PHYSICAL / ENVIRONMENTAL DEMANDS: *Please describe any physical and environmental demands required to effectively handle the job responsibilities. Indicate the amount of time with an X.*

	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Stand				X
Walk				X
Sit			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk or hear				X
Taste or smell		X		
Vision (i.e., discern colors, contrast, depth)		X		

PHYSICAL / ENVIRONMENTAL DEMANDS: *Does this job require that weight be lifted, or force be exerted? If so, how much and how often? Indicate the appropriate amount of weight or force below with an X.*

Weight	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)

POLICIES AND PROCEDURES

Up to 10 pounds			X	
Up to 25 pounds			X	
Up to 50 pounds			X	
Up to 100 pounds	X			
More than 100 pounds	X			

WORK ENVIRONMENT: *How much exposure to the following environmental conditions does this position require? Show the amount of time by checking the appropriate boxes below with an X.*

Work Environment	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Wet or humid conditions	X			
Work near moving mechanical parts			X	
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold	X			
Extreme heat	X			
Risk of electric shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration		X		
Loud or persistent sound		X		

POLICIES AND PROCEDURES

Enclosed space and/or no exterior light	X			
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Appendix 9: Simulation Coordinator Job Description Posting



IPSC Simulation Coordinator Job Description

Position Title: Simulation Coordinator
Department: School of Health Sciences
Funding Source (Budget Code):
Supervisor's Title: IPSC Director

DIVISION DESCRIPTION: *In 3 – 4 sentences, briefly, but specifically, the division in which this position resides.*

The Interprofessional Simulation Center (IPSC) of the Elon University School of Health Sciences is on the second floor of the Gerald Francis Center. The IPSC aims to provide healthcare and other students with a realistic clinical environment and practical experiences without leaving campus. The center encompasses two pre/debriefing rooms, a simulation control room, a home healthcare suite, a 7-bed clinical skills lab, 2 hospital rooms, 5 clinical examination rooms, and a mixed reality space.

POSITION SUMMARY: *In 3 – 4 sentences, briefly, but specifically, summarize the primary purpose of the position—the reason this position exists at Elon University.*

The Simulation Coordinator works closely with the Director of the Interprofessional Simulation Center, ensuring the daily operations of the simulation equipment and spaces are in proper working order. Responsibilities include working with the Director and Facilitator to schedule, plan and run simulation activities. Other duties include preparation, cleaning, and storage of all simulation equipment and technology before and during activities. This essential staff member will utilize exceptional organizational and interpersonal skills via phone, email, and individual contact to ensure seamless simulation events.

POSITION ACCOUNTABILITIES

KEY RESPONSIBILITIES: *List up to six **key responsibilities** of the position in the space provided below, indicating the **most important** first, and the approximate percentage of time spent on each over the course of a year. DO NOT list any duties or responsibilities that require 5% or less of the position's time.*

1. Works closely with the IPSC Director to implement the simulation operational plan including adhering to the developed schedule, scenario, and training for simulation activities ensuring compliance with current Healthcare Simulation Best Practices.

30 % of Time

2. Develop training resources for simulated participants including ensuring proper portrayal of scenario content, clinical realism, and learner-centered feedback.

POLICIES AND PROCEDURES

	30 % of Time
3. Work closely with the School of Health Science Facilitator to schedule clients-to-class.	
	20 % of Time
4. Work closely with vendor to troubleshoot, document simulator checklists, and preventative maintenance plans for simulation equipment.	
	10 % of Time
5. Operate and maintain simulation equipment, task trainers, computerized simulators, and virtual reality procedural trainers with the ability to follow scenarios and make appropriate adjustments to technology systems.	
	10% of Time
6. Perform related duties as assigned, within your scope of practice. <i>Note: This is a key responsibility for all positions. Percentage of time does not need to be specified.</i>	

POSITION REQUIREMENTS

Supervision: Check all that apply.
This position supervises others (DROP DOWN, select employees and/or student employees) List of positions:
☒ This position gives guidance, work direction and training to others, but does not hire, terminate or do performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions: Simulated Participants
This position gives guidance, work direction and training to others, does performance evaluations and recommend hiring and terminating decisions. (DROP DOWN, SELECT Employees, Students or both) List of positions:
This position supervises non-supervisors including hiring, terminating, and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:
This position supervises supervisors including hiring, terminating and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:

EDUCATION: Indicate the minimum level of education generally necessary to effectively handle the job's essential functions. Please check only one required educational level and one preferred level (if applicable).

<u>Required</u>	<u>Preferred</u>
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POLICIES AND PROCEDURES

X	High school diploma or GED
	Vocational or technical training – Field of study:
	Associate degree, or vocational or technical school degree – Field of study:
X	Bachelor's degree – Field of study:
	Master's degree – Field of study:
	Terminal degree (i.e., MFA, MD, JD, PhD) – Field of study:
Check here if experience may substitute for some of the above education and describe how:	
Other: Preference to having a Certified Healthcare Simulation Educator CHSE or Certified Healthcare Simulation Operations Specialist CHSOS Certification.	
<i>Additional information (such as licensure, certifications, valid driver's license, etc.):</i>	

RELEVANT WORK EXPERIENCE: *Indicate the minimum level of work-related experience required to effectively perform the position's responsibilities. This is not necessarily the same as the incumbent's experience. **Check only one box.***

Less than 1 year	X Minimum 1 year	Minimum 3 years	Minimum 5 years	More than 8 years	Other
------------------	---------------------------------------	-----------------	-----------------	-------------------	-------

Please describe the type of prior experience required or desired:

KNOWLEDGE, SKILLS, TRAINING: <i>Please describe any specific knowledge, skills, or training required for this job.</i>
<i>Prior experience in a field related to healthcare simulation.</i>

WORKING CONDITIONS

WORK HOURS AND TRAVEL: <i>Check all that apply.</i>
Days of the week scheduled to work: Monday to Friday
Required to be on campus during core hours of: 8am to 5pm
Adjusted Work hours and location may be required. <i>Describe:</i> Daily schedule flexes based on simulation activity needs.

POLICIES AND PROCEDURES

12 month 11 month 10 month 9 month <i>Please check one and if less than 12 months, indicate months required to work.</i>
Permanent Temporary
Full-time Part-Time (specify hours):
Some evening and weekend work may be required.
On call required. <i>Describe: none</i>
Travel required. <i>Describe distance, frequency, trip duration, etc.</i>

PHYSICAL / ENVIRONMENTAL DEMANDS: <i>Please describe any physical and environmental demands required to effectively handle the job responsibilities. Indicate the amount of time with an X.</i>				
	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Stand				X
Walk				X
Sit			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk or hear				X
Taste or smell		X		
Vision (i.e., discern colors, contrast, depth)		X		

PHYSICAL / ENVIRONMENTAL DEMANDS: <i>Does this job require that weight be lifted, or force be exerted? If so, how much and how often? Indicate the appropriate amount of weight or force below with an X.</i>				
Weight	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Up to 10 pounds			X	
Up to 25 pounds			X	

POLICIES AND PROCEDURES

Up to 50 pounds			X	
Up to 100 pounds	X			
More than 100 pounds	X			

WORK ENVIRONMENT: *How much exposure to the following environmental conditions does this position require? Show the amount of time by checking the appropriate boxes below with an X.*

Work Environment	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Wet or humid conditions	X			
Work near moving mechanical parts			X	
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold	X			
Extreme heat	X			
Risk of electric shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration		X		
Loud or persistent sound		X		
Enclosed space and/or no exterior light	X			

Appendix 10: Simulation Specialist Job Description Posting



IPSC Simulation Specialist Job Description

Position Title: Simulation Specialist
Department: School of Health Sciences
Funding Source (Budget Code):
Supervisor's Title: Interprofessional Simulation Director

DIVISION DESCRIPTION: <i>In 3 – 4 sentences, briefly, but specifically, the division in which this position resides.</i>
The Interprofessional Simulation Center (IPSC) of the Elon University School of Health Sciences is on the second floor of the Gerald Francis Center. The IPSC aims to provide healthcare and other students with a realistic clinical environment and practical experiences without leaving campus. The center encompasses two pre/debriefing rooms, a simulation control room, a home healthcare suite, a 7-bed clinical skills lab, 2 hospital rooms, 5 clinical examination rooms, and a mixed reality space.

POSITION SUMMARY: <i>In 3 – 4 sentences, briefly, but specifically, summarize the primary purpose of the position—the reason this position exists at Elon University.</i>
The Simulation Specialist serves as a technical expert who is able to set up, operate, maintain, troubleshoot, and in some cases repair simulation equipment, hospital-type equipment used in clinical activities, and AV/IT equipment used in simulation activities. The individual is familiar with the various modalities of simulation education and has a good grasp of simulation educational principles and implements the simulation operational activities including equipment maintenance scheduling, lab utilization scheduling, and inventory/purchasing functions working closely with the IPSC Simulation Educators.

POSITION ACCOUNTABILITIES

KEY RESPONSIBILITIES: <i>List up to six key responsibilities of the position in the space provided below, indicating the most important first, and the approximate percentage of time spent on each over the course of a year. DO NOT list any duties or responsibilities that require 5% or less of the position's time.</i>	
1. Works closely with the IPSC Director to implement the simulation operational plan including adhering to the developed schedule, scenario, and training for simulation activities ensuring compliance with current Healthcare Simulation Best Practices.	25 % of Time
2. Operate and maintain simulation equipment, task trainers, computerized simulators, and virtual reality procedural trainers with the ability to follow scenarios and adjust technology systems appropriately.	25 % of Time
3. Create troubleshooting documents, simulator checklists, and preventative maintenance plans for simulation equipment.	

POLICIES AND PROCEDURES

	20 % of Time
4. Set up and operate equipment/AV system in rooms including equipment, supplies, moulage, etc. for simulation activities.	
	20 % of Time
5. Maintains awareness of scheduling issues in relation to availability of physical and technical resources and notifies the IPSC Director of conflicts.	
	10 % of Time
6. Perform related duties as assigned, within your scope of practice. <i>Note: This is a key responsibility for all positions. Percentage of time does not need to be specified.</i>	

POSITION REQUIREMENTS

Supervision: Check all that apply.	
This position supervises others (DROP DOWN, select employees and/or student employees) List of positions:	
☒ This position gives guidance, work direction and training to others, but does not hire, terminate or do performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions: Simulated Participants	
This position gives guidance, work direction and training to others, does performance evaluations and recommend hiring and terminating decisions. (DROP DOWN, SELECT Employees, Students or both) List of positions:	
This position supervises non-supervisors including hiring, terminating, and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:	
This position supervises supervisors including hiring, terminating and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:	
EDUCATION: Indicate the minimum level of education generally necessary to effectively handle the job's essential functions. Please check only one required educational level and one preferred level (if applicable).	
<u>Required</u>	<u>Preferred</u>
☒	High school diploma or GED
	Vocational or technical training – Field of study:
☒	Associate degree, or vocational or technical school degree – Field of study:

POLICIES AND PROCEDURES

Bachelor's degree – Field of study:
Master's degree – Field of study:
Terminal degree (i.e., MFA, MD, JD, PhD) – Field of study:
Check here if experience may substitute for some of the above education and describe how:
Other: Preference to having a Certified Healthcare Simulation Educator CHSE or Certified Healthcare Simulation Operations Specialist CHSOS Certification.
Additional information (such as licensure, certifications, valid driver's license, etc.):

RELEVANT WORK EXPERIENCE: *Indicate the minimum level of work-related experience required to effectively perform the position's responsibilities. This is not necessarily the same as the incumbent's experience. **Check only one box.***

Less than 1 year	X	Minimum 3 years	Minimum 5 years	More than 8 years	Other
	Minimum 1 year				

Please describe the type of prior experience required or desired:

KNOWLEDGE, SKILLS, TRAINING: <i>Please describe any specific knowledge, skills, or training required for this job.</i>
<i>Prior experience in a field related to healthcare related field with preference experience in healthcare simulation.</i>

WORKING CONDITIONS

WORK HOURS AND TRAVEL: <i>Check all that apply.</i>
Days of the week scheduled to work: Monday to Friday
Required to be on campus during core hours of: 8am to 5pm
Adjusted Work hours and location may be required. <i>Describe:</i> Daily schedule flexes based on simulation activity needs.
12 month 11 month 10 month 9 month <i>Please check one and if less than 12 months, indicate months required to work.</i>
Permanent Temporary
Full-time Part-Time (specify hours):
Some evening and weekend work may be required.

POLICIES AND PROCEDURES

On call required. *Describe: none*

Travel required. *Describe distance, frequency, trip duration, etc.*

PHYSICAL / ENVIRONMENTAL DEMANDS: *Please describe any physical and environmental demands required to effectively handle the job responsibilities. Indicate the amount of time with an X.*

	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Stand				X
Walk				X
Sit			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk or hear				X
Taste or smell		X		
Vision (i.e., discern colors, contrast, depth)		X		

PHYSICAL / ENVIRONMENTAL DEMANDS: *Does this job require that weight be lifted, or force be exerted? If so, how much and how often? Indicate the appropriate amount of weight or force below with an X.*

Weight	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Up to 10 pounds			X	
Up to 25 pounds			X	
Up to 50 pounds			X	
Up to 100 pounds	X			
More than 100 pounds	X			

WORK ENVIRONMENT: *How much exposure to the following environmental conditions does this position require? Show the amount of time by checking the appropriate boxes below with an X.*

Work Environment	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
------------------	------	------------------	------------------------	----------------------------

POLICIES AND PROCEDURES

Wet or humid conditions	X			
Work near moving mechanical parts			X X	
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold	X			
Extreme heat	X			
Risk of electric shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration		X		
Loud or persistent sound		X		
Enclosed space and/or no exterior light	X			

Appendix 11: Lead Simulated Participant Job Description Posting



ELON

School of
Health Sciences

INTERPROFESSIONAL
SIMULATION
CENTER

IPSC Director Job Description

Position Title: IPSC Lead Simulated Participant (SP) Job Description
Department: School of Health Sciences
Funding Source (Budget Code):
Supervisor's Title: Director of the Interprofessional Simulation Center (IPSC)

DIVISION DESCRIPTION: *In 3 – 4 sentences, briefly, but specifically, the division in which this position resides.*

The Interprofessional Simulation Center (IPSC), part of the Elon University School of Health Sciences, is on the second floor of the Gerald Francis Center. The IPSC aims to provide healthcare and other students with a realistic clinical environment and practical experiences without leaving campus. The center encompasses two pre/debriefing rooms, a simulation control room, a home healthcare suite, a 7-bed clinical skills lab, 2 hospital rooms, 5 clinical examination rooms, and a mixed reality space.

POSITION SUMMARY: *In 3 – 4 sentences, briefly, but specifically, summarize the primary purpose of the position—the reason this position exists at Elon University.*

As a member of the Interprofessional Simulation Center, Lead Simulated Participants (SPs) are part-time as needed employees who are trained to portray a Simulated Participant scenario. The IPSC SPs work with various professional disciplines, each requiring SPs to provide strong interpersonal and communication skills.

POSITION ACCOUNTABILITIES

KEY RESPONSIBILITIES: *List up to six key responsibilities of the position in the space provided below, indicating the most important first, and the approximate percentage of time spent on each over the course of a year. DO NOT list any duties or responsibilities that require 5% or less of the position's time.*

1. Responsible for memorization and standardization of assigned patient scenario information. This includes attending the scheduled training sessions fully prepared and knowing the information.

40 % of Time

2. Provide strong interpersonal and communication skills to both the IPSC Simulation Educators and learners.

20 % of Time

3. SPs should be comfortable wearing appropriate clothing as determined by the IPSC Simulation Educators when assigning the patient scenario. Some cases will require a medical gown with standard brand shorts underneath and comfortable with all simulation activities being recorded. While other cases may require the SP to wear clothing to best emulate the patient's character.

10 % of Time

POLICIES AND PROCEDURES

4. During simulation activities, SPs are held to professionalism, confidentiality, the ability to remove personal biases, and basic computer skills.	
<i>20 % of Time</i>	
5. Assist IPSC Simulation Educators with training for activities and providing peer feedback during the activity.	
<i>10 % of Time</i>	
6. Perform related duties as assigned, within your scope of practice. <i>Note: This is a key responsibility for all positions. Percentage of time does not need to be specified.</i>	

POSITION REQUIREMENTS

Supervision: <i>Check all that apply.</i>
This position supervises others (DROP DOWN, select employees and/or student employees) List of positions: Simulation Coordinator, Simulation Specialist, and Simulated Participants
This position gives guidance, work direction and training to others, but does not hire, terminate or do performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:
This position gives guidance, work direction and training to others, does performance evaluations and recommends hiring and terminating decisions. (DROP DOWN, SELECT Employees, Students or both) List of positions: Simulation Coordinator and Simulation Specialist
This position supervises non-supervisors including hiring, terminating, and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:
This position supervises supervisors including hiring, terminating and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:

EDUCATION: <i>Indicate the minimum level of education generally necessary to effectively handle the job's essential functions. Please check only one required educational level and one preferred level (if applicable).</i>	
<u>Required</u>	<u>Preferred</u>
X	High school diploma or GED
	Vocational or technical training – Field of study:
	Associate degree, or vocational or technical school degree – Field of study:
	Bachelor's degree – Field of study:
	Master's degree – Field of study:
	Terminal degree (i.e., MFA, MD, JD, PhD) – Field of study:
Check here if experience may substitute for some of the above education and describe how:	
Other: Preference to having a Certified Healthcare Simulation Educator CHSE or Certified Healthcare Simulation Operations Specialist CHSOS Certification.	
Additional information (such as licensure, certifications, valid driver's license, etc.):	

POLICIES AND PROCEDURES

RELEVANT WORK EXPERIENCE: *Indicate the minimum level of work-related experience required to effectively perform the position's responsibilities. This is not necessarily the same as the incumbent's experience. Check only one box.*

Less than 1 year	☒ Minimum 1 year	Minimum 3 years	Minimum 5 years	More than 8 years	Other	
------------------	--	-----------------	-----------------	-------------------	-------	--

*Please describe the type of prior experience required or desired:
Three years of experience in a field related to healthcare simulation.*

KNOWLEDGE, SKILLS, TRAINING: *Please describe any specific knowledge, skills, or training required for this job.*

The optimal candidate will have prior experience simulation from any healthcare discipline.

WORKING CONDITIONS

WORK HOURS AND TRAVEL: *Check all that apply.*

Days of the week scheduled to work: Monday to Friday

Required to be on campus during core hours of: 8am to 5pm

Adjusted Work hours and location may be required. *Describe:* Daily schedule flexes based on simulation activity needs.

12 month 11 month 10 month 9 month *Please check one and if less than 12 months, indicate months required to work.*

☒ Permanent ☐ Temporary

Full-time ☒ Part-Time/As Needed (specify hours): 8:00 am to 5:00 pm

Some evening and weekend work may be required.

On call required. *Describe:* none

Travel required. *Describe distance, frequency, trip duration, etc.*

PHYSICAL / ENVIRONMENTAL DEMANDS: *Please describe any physical and environmental demands required to effectively handle the job responsibilities. Indicate the amount of time with an X.*

	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)	
Stand			☒		
Walk			☒		
Sit			☒		
Reach with hands and arms			☒		
Climb or balance		☒			
Stoop, kneel, crouch, or crawl		☒			

POLICIES AND PROCEDURES

Talk or hear				X	
Taste or smell		X			
Vision (i.e., discern colors, contrast, depth)		X			

WORK ENVIRONMENT: How much exposure to the following environmental conditions does this position require? Show the amount of time by checking the appropriate boxes below with an X.

Work Environment	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Wet or humid conditions	X			
Work near moving mechanical parts		X		
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			

WORK ENVIRONMENT: How much exposure to the following environmental conditions does this position require? Show the amount of time by checking the appropriate boxes below with an X.

Work Environment	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Wet or humid conditions	X			
Work near moving mechanical parts			X	
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold	X			
Extreme heat	X			
Risk of electric shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration		X		
Loud or persistent sound		X		
Enclosed space and/or no exterior light	X			

ADDITIONAL INFORMATION: Please describe as clearly and concisely as possible any additional information that would be important to fully understand the role, responsibilities, nature, and scope of the position.

Appendix 12: Simulated Participant Job Description Posting



ELON

School of
Health Sciences

INTERPROFESSIONAL
SIMULATION
CENTER

IPSC Director Job Description

Position Title: IPSC Simulated Participant (SP) Job Description
Department: School of Health Sciences
Funding Source (Budget Code):
Supervisor's Title: Director of the Interprofessional Simulation Center (IPSC)

DIVISION DESCRIPTION: *In 3 – 4 sentences, briefly, but specifically, the division in which this position resides.*

The Interprofessional Simulation Center (IPSC), part of the Elon University School of Health Sciences, is on the second floor of the Gerald Francis Center. The IPSC aims to provide healthcare and other students with a realistic clinical environment and practical experiences without leaving campus. The center encompasses two pre/debriefing rooms, a simulation control room, a home healthcare suite, a 7-bed clinical skills lab, 2 hospital rooms, 5 clinical examination rooms, and a mixed reality space.

POSITION SUMMARY: *In 3 – 4 sentences, briefly, but specifically, summarize the primary purpose of the position—the reason this position exists at Elon University.*

As a member of the Interprofessional Simulation Center, Simulated Participants (SPs) are part-time as needed employees who are trained to portray a Simulated Participant scenario. The IPSC SPs work with various professional disciplines, each requiring SPs to provide strong interpersonal and communication skills.

POSITION ACCOUNTABILITIES

KEY RESPONSIBILITIES: *List up to six key responsibilities of the position in the space provided below, indicating the **most important** first, and the approximate percentage of time spent on each over the course of a year. DO NOT list any duties or responsibilities that require 5% or less of the position's time.*

1. Responsible for memorization and standardization of assigned patient scenario information. This includes attending the scheduled training sessions fully prepared and knowing the information.	50 % of Time
2. Provide strong interpersonal and communication skills to both the IPSC Simulation Educators and learners.	20 % of Time
3. SPs should be comfortable wearing appropriate clothing as determined by the IPSC Simulation Educators when assigning the patient scenario. Some cases will require a medical gown with standard brand shorts underneath and comfortable with all simulation activities being recorded. While other cases may require the SP to wear clothing to best emulate the patient's character.	10 % of Time

POLICIES AND PROCEDURES

4. During simulation activities, SPs are held to professionalism, confidentiality, the ability to remove personal biases, and basic computer skills.	
	20 % of Time
5. Perform related duties as assigned, within your scope of practice. <i>Note: This is a key responsibility for all positions. Percentage of time does not need to be specified.</i>	

POSITION REQUIREMENTS

Supervision: Check all that apply.

This position supervises others (DROP DOWN, select employees and/or student employees) List of positions: Simulation Coordinator, Simulation Specialist, and Simulated Participants This position gives guidance, work direction and training to others, but does not hire, terminate or do performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions: This position gives guidance, work direction and training to others, does performance evaluations and recommends hiring and terminating decisions. (DROP DOWN, SELECT Employees, Students or both) List of positions: Simulation Coordinator and Simulation Specialist This position supervises non-supervisors including hiring, terminating, and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions: This position supervises supervisors including hiring, terminating and conducting performance appraisals. (DROP DOWN, SELECT Employees, Students or both) List of positions:

EDUCATION: Indicate the minimum level of education generally necessary to effectively handle the job's essential functions. Please check only one required educational level and one preferred level (if applicable).

Required	Preferred
☒	High school diploma or GED
	Vocational or technical training – Field of study:
	Associate degree, or vocational or technical school degree – Field of study:
	Bachelor's degree – Field of study:
	Master's degree – Field of study:
	Terminal degree (i.e., MFA, MD, JD, PhD) – Field of study:
	Check here if experience may substitute for some of the above education and describe how:
	Other: Preference to having a Certified Healthcare Simulation Educator CHSE or Certified Healthcare Simulation Operations Specialist CHSOS Certification.
Additional information (such as licensure, certifications, valid driver's license, etc.):	

RELEVANT WORK EXPERIENCE: Indicate the minimum level of work-related experience required to effectively perform the position's responsibilities. This is not necessarily the same as the incumbent's experience. **Check only one box.**

X Less than 1 year	Minimum 1 year	Minimum 3 years	Minimum 5 years	More than 8 years	Other

POLICIES AND PROCEDURES

*Please describe the type of prior experience required or desired:
Three years of experience in a field related to healthcare simulation.*

KNOWLEDGE, SKILLS, TRAINING: *Please describe any specific knowledge, skills, or training required for this job.*

The optimal candidate will have prior experience simulation from any healthcare discipline.

WORKING CONDITIONS

WORK HOURS AND TRAVEL: *Check all that apply.*

Days of the week scheduled to work: Monday to Friday

Required to be on campus during core hours of: 8am to 5pm

Adjusted Work hours and location may be required. *Describe:* Daily schedule flexes based on simulation activity needs.

12 month 11 month 10 month 9 month *Please check one and if less than 12 months, indicate months required to work.*

Permanent Temporary

Full-time **Part-Time/As Needed (specify hours):** 8:00 am to 5:00 pm

Some evening and weekend work may be required.

On call required. *Describe:* none

Travel required. *Describe distance, frequency, trip duration, etc.*

PHYSICAL / ENVIRONMENTAL DEMANDS: *Please describe any physical and environmental demands required to effectively handle the job responsibilities. Indicate the amount of time with an X.*

	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Stand			X	
Walk			X	
Sit			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk or hear				X
Taste or smell		X		
Vision (i.e., discern colors, contrast, depth)		X		

POLICIES AND PROCEDURES

PHYSICAL / ENVIRONMENTAL DEMANDS: Does this job require that weight be lifted, or force be exerted? If so, how much and how often? Indicate the appropriate amount of weight or force below with an X.

Weight	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

WORK ENVIRONMENT: How much exposure to the following environmental conditions does this position require? Show the amount of time by checking the appropriate boxes below with an X.

Work Environment	None	Rarely (<33%)	Frequently (33-66%)	Most of the time (>66%)
Wet or humid conditions	X			
Work near moving mechanical parts		X		
Work in high, precarious places	X			
Fumes or airborne particles		X		
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold	X			
Extreme heat	X			
Risk of electric shock		X		
Work with explosives	X			
Risk of radiation	X			
Vibration		X		
Loud or persistent sound		X		
Enclosed space and/or no exterior light	X			

ADDITIONAL INFORMATION: Please describe as clearly and concisely as possible any additional information that would be important to fully understand the role, responsibilities, nature, and scope of the position.

Appendix 13: IPSC Simulation Educator Orientation Checklist



Interprofessional Simulation Center

IPSC Simulation Educators Orientation Checklist

Scheduling

- ☐ Sim Center Outlook Calendar & Activity Spreadsheet Scheduling
- ☐ Sim Center 25Live Room Reservation
- ☐ Simulation Scheduling Policy and Scenario Form

Simulation Center Tour

- ☐ Medical Simulator & Task Trainer Familiarization / Specific Capabilities
- ☐ Review Policies & Procedures, Simulated Participant Manual
- ☐ Room Layout Familiarization
- ☐ CAE Learning Space Audio-Visual/Control Room Familiarization
- ☐ Phone & Laptop Setup
- ☐ Consumables/ Meds Dispensing/ Moulage Capabilities Familiarization
- ☐ Student Orientation Process
- ☐ Simulation Center Simulation Educator Roles/Responsibilities
- ☐ Facilitator/Facilitator Roles/Responsibilities

Leaner Evaluation/Prebriefing/Debriefing Process

- ☐ Leaner Evaluation (Qualtrics) Familiarization
- ☐ Leaner Prebriefing Process
- ☐ Leaner Debriefing Process

Standards of Best Practice

- ☐ SSH, ASPE, INASCL Standards of Best Practice Familiarization

Appendix 14: IPSC After Activity Recall Form



ELON | School of
Health Sciences

INTERPROFESSIONAL
SIMULATION
CENTER

IPSC After Activity Recall Form

Program/Activity Title: _____

Date of Activity: _____

Location: _____

Lead Facilitator: _____

Additional Staff Present: _____

IPSC Staff: _____

Number of Participants: _____

Total Activity Time and Participant Time: _____

Simulated Participants:

Simulators or Task Trainers:

Section 1: Summary of Activity

- Brief Description of Activity (1-2 sentences):

Section 2: Reflection

A. What Went Well?

(List successful elements, participant engagement, logistics, staff performance, etc.)

B. What Needs to Change or Improve?

(Identify barriers, challenges, unexpected issues, or gaps in planning or delivery)

Section 3: Quality Improvement Input

A. Suggestions for Future Activities

(What should be done differently next time?)

- _____
- _____

POLICIES AND PROCEDURES

B. Immediate Action Items

(Steps that can be taken now to address identified issues)

- _____
- _____

C. Long-Term Improvements for QIP Consideration

(Ideas for systemic or procedural changes to be discussed in team meetings or added to a formal QIP)

- _____
- _____
- _____

Section 4: Additional Notes

(Any observations, participant feedback, or follow-up needed)

Appendix 15: IPSC Quality Improvement Process: PDSA



Quality Improvement Plan: PDSA



Date: Click or tap to enter a date.

Aim/Goal: Click or tap here to enter text.

PLAN

Objective: Click or tap here to enter text.

Predictions: Click or tap here to enter text.

Plan for data collection: Click or tap here to enter text.

DO

Document observations from data: Click or tap here to enter text.

STUDY

Analyze data: Click or tap here to enter text.

Compare results to predictions: Click or tap here to enter text.

Summarize lessons learned: Click or tap here to enter text.

ACT

Describe what will be *adapted*, *abandoned*, and *adopted* next cycle:

Click or tap here to enter text.

Appendix 16: Interprofessional Simulation Confidentiality Agreement



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Health Sciences

INTERPROFESSIONAL
SIMULATION
CENTER

Interprofessional Simulation Confidentiality Agreement

As a client, Simulated Participant, 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 learners, Facilitator, and Simulation Educator. 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 report any confidentiality violations 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 violates the Elon University's School of Health Science Confidentiality Policy.
- The simulation simulators are to be used respectfully and treated as living patients in every sense.
- I am not allowed to remove, release, or make publicly available any written documentation and am not allowed to make recordings or recorded images that I may provide for the Client and Simulated Participant 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/Simulated Participant Program.

Printed Full Name: _____

Signature: _____

Date: _____

Appendix 17: Interprofessional Simulation Learner Contract



Interprofessional Simulation Center Learner Contract

(August 2021)

Purpose

- The purpose of simulation in the School of Health Sciences curriculum is to prepare learners for clinical rotations and practice. The Interprofessional Simulation Center's (IPSC) goal is that every learner will have the knowledge and skills to care for patients correctly, safely, and in a 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 learner 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, simulators, and simulated participants 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 safely and correctly established by evidence-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, learner 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 action, 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 IPSC Simulation Educators will email learners a Qualtrics survey to complete after each simulation.
- Participants should complete the survey within the timeframe given in the email.

Pre-briefing and Debriefing

Pre-briefing:

Pre-briefing facilitators will be familiar with all aspects of the simulation activity as outlined in the activity scenario template. The Lead Facilitator should share pre-briefing information with participants no later than one day before the activity.

The pre-briefing information should:

- Orient participants to the simulation environment, simulators, 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 understand participants’ perspectives to 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 websites.
- If participants opt out, they must remind IPSC Simulation Educators as needed.

Suspending Disbelief

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

Safe Practice

- The IPSC Simulation Educators and participants have the right to a safe and healthful environment. The IPSC is committed to excellence in health, safety, environmental performance and has strived to achieve the following:
 - Zero injuries or illnesses
 - Zero environmental incidents
 - Zero property loss or damage
- In a medical emergency, 911 can be dialed from any phone in the Interprofessional Simulation Center (IPSC).
- Participants are not permitted to bring food or drinks to any of the simulation spaces.
- Participants must be mindful of all standard precautions and transmission of specific precautions (contact droplet, airborne).
- Any equipment that encounters body fluids is considered contaminated and needs to be handled appropriately.
- Gloves will be worn with all simulator interactions, 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 Simulation Educator. Every effort will be made to replace equipment with latex-free substitutions. All participants who suffer from latex allergies should take precautions by wearing non-latex gloves while using or handling latex parts.
- 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 Facilitator should be notified immediately so first aid can be provided. The Facilitator 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 are used on off-hours (evenings and weekends).



Interprofessional Simulation Learner 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 learner contract

If you have further questions before signing, please email the IPSC Director.

Printed Full Name: _____

Signature: _____

Date: _____

Appendix 18: Simulation Debriefing Guide



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Simulation Debriefing Guide

*IMSH / INACSL Standards of Best Practice: SimulationSM
Debriefing with Good Judgment | GAS + Model + Pearls*

Simulation Information

- **Course / Program:** _____
- **Simulation Title:** _____
- **Date:** _____ **Facilitator:** _____
- **Modality:** ☐ SP ☐ Simulator ☐ Task Trainer ☐ Other

Simulation Learning Objectives

(Anchor all debriefing to these objectives)

- 1.
- 2.
- 3.

Psychological Safety Statement *(Read Aloud)*

"This is a safe, respectful, and confidential space. The purpose of debriefing is to understand thinking and decision-making, not to judge performance. Mistakes are expected and essential for learning."

Debriefing Framework

1. GATHER – Reactions

Purpose: Emotional processing and transition to reflection

- "How did that feel?"
- "What stood out to you?"

Notes: _____

2. ANALYZE – Understanding

Purpose: Explore clinical reasoning, teamwork, and communication

Good Judgment Structure:

- **Observation:** What I noticed
- **Advocacy:** Why it matters
- **Inquiry:** What were you thinking?

Prompts:

- "I noticed ____; can you walk me through your thinking?"
- "What cues guided your decisions?"

Notes: _____

3. SUMMARIZE – Key Takeaways

Purpose: Consolidate learning

- “What are the most important takeaways?”
- “How does this apply to practice?”

Notes: _____

4. MODEL – Best Practice

Purpose: Brief expert framing (evidence, standards, clinical pearls)

Notes: _____

5. PEARLS – Application

Purpose: Transfer learning to future practice

- “What would you do differently next time?”
- “What will you intentionally carry forward?”

Commitment to Practice: _____

Debriefing Close

“Thank you for engaging fully. Simulation is about growth, not perfection. Today’s learning strengthens future patient care.”

IPSC Internal Use:

☐ Objectives met ☐ Psychological safety maintained ☐ Time managed effectively

Overall Notes/Patterns:

Appendix 19: IPSC Order of Operations



IPSC Order of Operations

Step 1: Activity Request Submission

The Facilitator submits an **Activity Request Form** through the IPSC website. The IPSC team downloads the request and stores all activity documentation in the designated **two-year OneDrive Activity Folder**, which serves as the official repository for planning, implementation, quality improvement, and accreditation documentation.

Step 2: Activity Request Review

The IPSC Director reviews the Activity Request Form to ensure all required information has been submitted. If clarification or additional information is needed, the Director contacts the Facilitator before the request moves forward.

Step 3: Activity Approval and Scheduling

The IPSC Director and Simulation Coordinator review the requested date, modality, space, equipment, Simulated Participant (SP) needs, technology requirements, and staffing needs. Once approved, the activity is entered into the IPSC Daily Operations Spreadsheet and scheduled accordingly.

Step 4: Activity Confirmation

The IPSC Director sends a confirmation email to the Facilitator outlining the approved activity details, assigning the IPSC Team Member(s) supporting the activity, and communicating important deadlines and next steps.

Step 5: Scenario Development and Review

The Facilitator completes the IPSC Case Scenario Template, available on the IPSC website. The completed scenario may be uploaded with the Activity Request or submitted after the activity has been approved.

To ensure adequate preparation, the completed Case Scenario Template must be submitted **no later than two weeks prior to the scheduled simulation activity**.

The assigned IPSC Team Member and IPSC Director review the scenario with the Facilitator to ensure alignment with:

- Learning objectives
- Simulation modality
- Equipment and technology requirements
- Simulated Participant (SP) roles and expectations
- Assessment methods
- Debriefing plan
- Operational logistics

Revisions are made collaboratively until the activity plan is finalized.

Step 6: Activity Planning

The IPSC Team and Facilitator meet, as needed, to finalize all operational details, including:

- Learning objectives
- Scenario flow
- Equipment and simulator programming
- Simulated Participant (SP) requirements
- Moulage and supplies
- Audiovisual recording needs
- Learner schedule
- Prebriefing and debriefing plans
- Assessment tools
- Faculty and IPSC team responsibilities

Step 7: Learner and Simulated Participant Preparation

Approximately one week before the scheduled activity:

The Simulation Coordinator:

- Distributes finalized case materials and preparation documents to all assigned Simulated Participants (SPs).
- Coordinates Simulated Participant scheduling.
- Conducts Simulated Participant training and role preparation, as needed.

The Assigned IPSC Team Member:

Communicates with learners (typically by the Friday preceding the activity) and distributes:

- Prebriefing materials
- Activity schedule
- Arrival instructions
- Required preparatory assignments
- Dress code or equipment requirements
- Qualtrics evaluation link
- Additional activity-specific information

Step 8: Simulation Activity and Debriefing

The IPSC Team provides operational support throughout the simulation activity while partnering with the Facilitator to ensure a successful learning experience.

Following the simulation activity, a structured debriefing is conducted by the Facilitator, the IPSC Team Member, or collaboratively, using evidence-based debriefing practices that align with the activity's educational objectives.

When appropriate, documentation of the debriefing should include:

- Achievement of learning objectives
- Key discussion themes
- Participant performance trends
- Opportunities for improvement
- Recommended follow-up actions

Debriefing documentation becomes part of the official activity record and supports ongoing quality improvement initiatives.

Step 9: Activity Evaluation and After-Action Review

Following completion of the activity:

- Learners complete the IPSC Qualtrics evaluation.
- The IPSC Director reviews evaluation data for quality improvement and program assessment.
- The assigned IPSC Team Member and Facilitator complete the IPSC After Activity Recall Form documenting:

Activity strengths

Challenges encountered

Equipment or operational concerns

Recommended improvements

Follow-up action items

Completed documentation is submitted to the IPSC Director and archived within the designated two-year OneDrive Activity Folder.

Step 10: Faculty Follow-Up

Following the activity, the IPSC Director contacts the Facilitator to:

- Review activity outcomes
- Discuss learner feedback
- Review end-of-course needs, when applicable
- Identify opportunities for future collaboration
- Discuss continuous quality improvement recommendations

Step 11: Quarterly Quality Improvement and Accreditation Review

On a quarterly basis, the IPSC Director and Simulation Coordinator review activity documentation and complete required quality improvement and accreditation documentation, including:

- Quality Improvement Process (PDSA)
- Simulation Activity Mapping
- IPSC 24-Month Activity Report (SSH Core Standard 3.c.)
- Simulation Education Activity Meeting Minutes
- Additional accreditation documentation, as needed

Quarterly reviews identify trends, monitor educational outcomes, evaluate operational effectiveness, and guide continuous improvement initiatives.

Step 12: Annual Reporting

At the conclusion of each academic year, the IPSC Director prepares the Annual Simulation Center Report summarizing:

- Simulation activity statistics
- Program growth and utilization
- Learner and faculty evaluation outcomes
- Quality improvement initiatives
- Equipment and technology updates
- Simulated Participant (SP) program metrics
- Strategic accomplishments
- SSH accreditation evidence
- Future goals and recommendations

Step 13: Leadership Review and Accreditation Documentation

The IPSC Director and Dean review the Annual Simulation Center Report to evaluate program performance, identify strategic priorities, and support future planning.

All activity documentation, quality improvement records, annual reports, meeting minutes, learner evaluations, and supporting materials are maintained within the designated electronic and physical filing systems.

These records provide evidence of compliance with **Society for Simulation in Healthcare (SSH) Accreditation Standards**, demonstrate the IPSC's commitment to continuous quality improvement, and support future accreditation and reaccreditation efforts.

Documentation Retention

All simulation activity documentation—including Activity Request Forms, Case Scenario Templates, learner communications, Simulated Participant materials, evaluation data, After Activity Recall Forms, quality improvement records, meeting minutes, annual reports, and accreditation evidence—is maintained in the designated **two-year OneDrive Activity Folder** in accordance with IPSC record retention procedures and SSH accreditation requirements.

This centralized documentation serves as the official record for simulation planning, implementation, evaluation, continuous quality improvement, and accreditation compliance

Appendix 20: Ultrasound Participation Consent Form



Ultrasound Participation Consent Form

About Ultrasound Participation

This form explains what to expect when you volunteer to participate in an educational ultrasound activity. Your participation provides Elon University learners with an opportunity to develop and practice ultrasound skills in an educational environment.

What to Expect

By participating, I understand that:

- I will serve as an anatomic model for learners practicing external ultrasound scanning under the guidance of facilitator or other qualified instructors.
- Ultrasound scanning involves applying ultrasound gel to the skin and moving an ultrasound transducer over the area being examined.
- I may be asked to lie on an examination table, gurney, or hospital bed and appropriately expose an area of my body for scanning.
- Appropriate clothing, gowns, sheets, or draping will be used to protect my privacy and minimize unnecessary exposure.
- More than one learner may practice ultrasound scanning during the activity.
- The activity is for **educational purposes and is not medical care.**

Your Comfort and Choice

- My participation is completely voluntary.
- I may decline to have any area of my body scanned.
- I may ask questions before or during the activity.
- I may request a break or ask that scanning stop at any time.
- I should tell the learner, facilitator member, or Simulation Educator if I experience pain, discomfort, or have any concerns.
- Choosing not to participate or deciding to stop will not result in a penalty.

Health Information

- I am not required to disclose a medical condition or diagnosis unless I choose to do so.
- Information I voluntarily share during the activity will be treated according to applicable IPSC confidentiality and privacy requirements.
- Ultrasound images obtained during the activity are for **educational purposes and are not intended for medical diagnosis.**
- Participation in this activity should not be considered a medical examination or substitute for care from my healthcare provider.
- If an unexpected or potentially concerning finding is observed, I understand that I may be encouraged to follow up with my healthcare provider for appropriate evaluation.

Ultrasound Images

I understand that ultrasound images may be captured during the educational activity for immediate teaching and learning purposes.

POLICIES AND PROCEDURES

Any photography, video recording, or use of my image or likeness beyond the ultrasound images necessary for the activity requires the appropriate consent and authorization.

Participant Acknowledgment

Please initial each statement:

- _____ I understand what will occur during the ultrasound activity.
- _____ I understand that learners may perform external ultrasound scans on me under appropriate supervision.
- _____ I understand that I may decline scanning of any area of my body.
- _____ I understand that I may ask to stop the activity at any time.
- _____ I understand that the ultrasound activity is for educational purposes and is **not a medical diagnostic examination**.
- _____ I understand that an unexpected finding may result in a recommendation that I follow up with my healthcare provider.
- _____ I have had an opportunity to ask questions before agreeing to participate.

Consent

- ☐ I AGREE to participate in the educational ultrasound activity.
- ☐ I DO NOT AGREE to participate in the educational ultrasound activity.

Participant Name (Printed): _____

Role:

- ☐ Client ☐ Simulated Participant ☐ Other: _____

Participant Signature: _____

Date: _____

IPSC Representative: _____

Signature: _____ Date: _____

Appendix 21: Consent for Participation in an Educational Examination



Consent for Participation in an Educational Examination

This form explains what to expect when you participate in an educational activity with learners at Elon University. Your participation helps them learn and practice healthcare skills in a safe educational environment.

Your participation is voluntary. You may ask questions, decline any part of the activity, or stop participating at any time.

I _____ agree to participate in an educational examination or assessment with Elon University learners.

I understand that:

- Learners may ask me questions about my health, medical history, or other information related to the activity.
- Learners may perform an examination or assessment that involves appropriate and professional physical contact.
- I may be asked to change into appropriate clothing, such as shorts, a T-shirt, or gown, so that the area being examined can be appropriately accessed.
- More than one learner may participate in or observe my examination or assessment.
- Lead Facilitators, and Simulation Educators may observe, guide, or assist learners during the activity.
- Information obtained during the activity may be discussed by learners and Lead Facilitators for educational purposes.
- Reasonable measures will be taken to protect my privacy and confidentiality.
- I may ask questions at any time.
- I may decline any portion of the examination or assessment.
- I may stop participating at any time.

Important Information About Your Participation

This activity is for **educational purposes**. It is not intended to replace medical evaluation, diagnosis, treatment, or care provided by your healthcare provider.

If a concern is identified during the activity, Lead Facilitators may recommend that you follow up with your healthcare provider.

Your Consent

Please initial each statement:

- _____ I understand the purpose of this educational activity.
- _____ I understand that Elon University learners may participate in my examination or assessment.
- _____ I understand that the activity may involve appropriate physical contact.
- _____ I understand that I may be asked to change into appropriate clothing for the examination or assessment.
- _____ I understand that I may decline any part of the activity or stop participating at any time.
- _____ I have had an opportunity to ask questions and have received answers to my questions.

Please Select One

- _____ I **AGREE** to participate in this educational activity with Elon University learners.

POLICIES AND PROCEDURES

_____ I DO NOT AGREE to participate in this educational activity with Elon University learners.

Client Information and Signature

Client Name (Printed): _____

Client or Legal Guardian Signature: _____

Date: _____

If Legal Guardian, Relationship to Client: _____

IPSC Representative: _____

Signature: _____ Date: _____

Appendix 22: IPSC Photographs/Videotape Consent and Release Form



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IPSC Photographs/Videotape Consent and Release Form

Recording and Media Consent

Photographs, video recordings, and/or audio recordings may be created during activities within the Interprofessional Simulation Center (IPSC). These recordings may be used for educational, professional, informational, or promotional purposes.

Your choices below allow you to indicate how recordings or images of you may be used. You may agree to some uses and decline others.

Please Indicate Your Preferences

Use	Yes	No
Current Educational Activity: Use by learners, faculty, and Simulation Educators involved in the activity for which I am participating.	☐	☐
Future Educational Activities: Use in other Elon University courses, simulations, or educational activities.	☐	☐
Professional Education: Use at professional meetings, conferences, presentations, workshops, or educational seminars.	☐	☐
Educational Materials: Use in educational resources, presentations, training materials, or publications developed by Elon University.	☐	☐
Publications and Websites: Use in Elon University publications, newsletters, websites, or other digital communications.	☐	☐
Promotional Purposes: Use to promote Elon University, the School of Health Sciences, or IPSC programs and activities.	☐	☐
Social Media: Use on official Elon University, School of Health Sciences, or IPSC social media accounts.	☐	☐

Use of My Name

Please select one:

- ☐ **Yes**, my name may be used with approved photographs, video, or other media.
- ☐ **No**, my name may not be used with photographs, video, or other media.

Consent and Release

POLICIES AND PROCEDURES

I understand that photographs, video, and/or audio recordings may include my image, voice, or likeness. I authorize Elon University and its School of Health Sciences to use the recordings according to the permissions I selected above.

I understand that I will not receive payment or other compensation for authorized use of these materials and that I do not have ownership rights to materials created by Elon University as part of these activities.

I understand that materials authorized for publication or public distribution may be viewed by individuals outside Elon University.

I release Elon University, its employees, and authorized representatives from claims arising from the uses I have specifically authorized on this form, to the extent permitted by applicable law.

Participant Information

Printed Name: _____

Role:

☐ Client ☐ Simulated Participant ☐ Other: _____

Signature: _____

Date: _____

IPSC Representative: _____

Signature: _____ **Date:** _____

Appendix 23: Client Intake Form



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Client Intake Form

First Name

Middle Name

Last Name

Street Address

City, State and Zip Code

Home Phone Number

Cell Phone Number

Email Address

Date of Birth

Gender

Height

Weight

Ethnicity/Race

Smoke Y/N

Languages Spoken in the Home

List any Prior Medical Conditions

List any Current Medical Conditions

List All Prior Surgeries

List the names and phone numbers of two emergency contacts:

Given your schedule, what times and dates are you generally available to participate in the program?

POLICIES AND PROCEDURES

Do you have any special medical conditions that might require emergency responses on our part such as seizure disorder, hypoglycemia, food or bee sting allergies, etc? If so, please describe.

Appendix 24: Interprofessional Simulation Confidentiality Agreement



Interprofessional Simulation Confidentiality Agreement

Confidentiality and Privacy Expectations

During your participation in an IPSC activity, you may see or hear information that is private or confidential. All participants are expected to respect and protect the privacy of learners, clients, simulated participants, Lead Facilitators, staff, and others involved in the educational experience.

I Understand and Agree That:

- Information I see, hear, or learn during an IPSC activity will be kept confidential.
- I will not discuss or share information about learners, clients, Simulated Participants, faculty, staff, or other participants with individuals who are not involved in the educational activity.
- I will not photograph, video record, audio record, copy, post, or share simulation activities, documents, or other confidential information unless specifically authorized by the IPSC.
- Information, scenarios, or materials provided to me for an educational activity will only be used for their intended educational purpose.
- I will respect the privacy of everyone participating in IPSC activities.
- I will treat simulators, equipment, and the simulation environment professionally and respectfully.
- If I become aware of a confidentiality concern, I will report it to the Lead Facilitator or an IPSC Team Member.
- Failure to maintain confidentiality may result in removal from the activity or future IPSC participation and may be addressed according to applicable Elon University policies.
-

Agreement

By signing below, I acknowledge that I have read and understand this Confidentiality Agreement and agree to protect the confidentiality and privacy of information I may encounter while participating in IPSC activities.

Printed Full Name: _____

Role:

☐ Client ☐ Simulated Participant ☐ Other: _____

Signature: _____

Date: _____

Appendix 25: Waiver for Disclose of Personal Health Information



Waiver for Disclosure of Personal Health Information

THIS NOTICE DESCRIBES HOW HEALTH INFORMATION ABOUT YOU MAY BE USED OR DISCLOSED AS PART OF EDUCATIONAL ACTIVITIES WITHIN THE INTERPROFESSIONAL SIMULATION CENTER (IPSC). PLEASE REVIEW IT CAREFULLY..

The **Interprofessional Simulation Center (IPSC) at Elon University's School of Health Sciences** provides educational experiences in which clients may voluntarily participate in examinations, assessments, demonstrations, and other learning activities involving learners, facilitators, and Simulation Educators. The IPSC does not engage in facilitator lead practice. Examinations and assessments conducted through the IPSC or as part of an academic course are performed for educational purposes, are provided without charge, and are not submitted for reimbursement. The IPSC recognizes the importance of protecting the privacy and confidentiality of personal health information and seeks to ensure that clients understand what information may be obtained, how it may be used, and with whom it may be shared during educational activities.

Use and Disclosure of Personal Health Information

As part of an IPSC educational activity, personal health information may be used or disclosed in the following ways:

1. **Examination by Learners:** A client may be examined or assessed by more than one learner, resulting in personal health information being shared with multiple individuals involved in the educational activity.
2. **Educational Environment:** Examinations or assessments may occur in skills laboratories, simulation spaces, or designated classrooms where other learners, facilitator, Simulation Educators, or authorized individuals may be present.
3. **Educational Discussion:** Examination procedures, findings, observations, and recommendations may be discussed among learners, facilitator, and Simulation Educators as part of the educational experience.
4. **Communication with Healthcare Providers:** At the client's request and with appropriate authorization, relevant examination information may be provided to a healthcare provider or other designated healthcare professional.
5. **Electronic Communication:** When requested and appropriately authorized by the client, examination information may be transmitted electronically to an approved recipient.

Assurances

The IPSC is committed to protecting client privacy and confidentiality. The following measures will be taken:

1. **Educational Use:** Information obtained from clients will be used only for authorized educational purposes unless the client provides permission for another use or disclosure.
2. **Approved Locations:** Client examinations and assessments will be conducted in IPSC skills laboratories, simulation spaces, designated classrooms, or other approved educational locations.

POLICIES AND PROCEDURES

3. **Confidential Discussions:** Client information will only be discussed in appropriate educational or private settings, including designated classrooms, simulation spaces, facilitator offices, conference rooms, or other approved locations.
4. **Protection in Public Areas:** Personal health information will not be discussed in public or unsecured areas, including hallways, restrooms, lounges, cafeterias, or other common areas.
5. **Limiting Identifying Information:** Every reasonable effort will be made to minimize the use of identifying information during educational discussions. A client's name or other directly identifying information will be limited whenever possible.
6. **Educationally Relevant Information:** Certain information, such as age, occupation, health history, examination findings, or other relevant personal information, may be necessary to support discussion of the client's presentation and the educational objectives of the activity.
7. **Limited Access:** Access to client information will be limited to learners, facilitator, Simulation Educators, and other authorized individuals who require the information for an approved educational purpose.
8. **Recording and Photography:** Photographs, video recordings, audio recordings, or other images of clients will only be obtained and used with appropriate authorization and in accordance with IPSC and Elon University requirements.

Client Acknowledgment

Please initial each statement to indicate that you have read and understand the following:

_____ I understand that this waiver will remain in effect unless I provide written notification requesting that it be withdrawn or revoked, subject to applicable requirements.

_____ I understand that participation in educational examinations, assessments, or other client-based learning activities involving learners requires my acknowledgment and acceptance of the terms described in this waiver.

_____ I understand that I may receive a copy of this signed waiver for my records.

_____ I understand that information obtained during my examination or assessment may, at my request and with appropriate authorization, be provided to a healthcare provider of my choosing by approved methods, which may include mail or electronic transmission. I may also be provided a copy to personally share with my healthcare provider.

_____ I understand that correspondence related to my participation may be conducted by email and that I should discuss any concerns regarding electronic communication with the IPSC representative.

Requested Restrictions

I request that the following restrictions apply to the use or disclosure of my personal health information:

_____ I understand that the IPSC will review my requested restrictions but may not be able to accommodate all requested restrictions. Any restrictions that cannot be accommodated will be discussed with me before participation when applicable.

Acknowledgment and Agreement

Please select **one**:

_____ I **AGREE** to the terms outlined in this waiver and voluntarily consent to participate under these terms.

POLICIES AND PROCEDURES

_____ I **DO NOT AGREE** to the terms outlined in this waiver and understand that I may not be able to participate in activities requiring the use or disclosure described above.

Client Name (Printed): _____

Signature of Client or Legal Guardian: _____

Date: _____

If Legal Guardian, Relationship to Client: _____

IPSC Representative (Printed): _____

Signature of IPSC Representative: _____

Date: _____